

Ontario Grade 5/6

Social Studies

Strand A: Heritage & Identity Community Interactions



Sometimes when we need to analyse what's happening, it can be helpful to use a "pro and con" organizer to explore the positive aspects of a situation.



How Important Was It? Determining Historical Significance
Student: Sarah
Event: Housing Crisis
Give a rating for each event.

Claire
Student Name

Indigenous Reserves by Province & Territory
Title of Map

Map Key



# of Reserves	Colour
0 - 50	Red
51 - 100	Blue
101 - 150	Green
151 - 200	Yellow
201 - 250	Grey
251 - 300	Orange
301 - 350	Purple

Blended Lessons



Lesson 3: Why do People Live in Certain Communities?
Grade 5 Expectations: A3.3,
Grade 6 Expectations: A3.2 A3.4 A3.5

Timeline:
 2 periods

Materials:

- Earlier charts from unit
- Chart paper, markers
- Any supplementary material you may have for these communities
- Optional: *Push and Pull Factors in My Family* form

Getting Started

- Review the charts created up to this point in the unit, and begin a fresh one entitled: *Push and Pull Factors*. Explain that sometimes people come to a new community because there are features of that community that they find appealing, such as availability of jobs, and these are called **pull factors**. Sometimes, however, they move into a new community more because the situation in their original community was no longer desirable. For example, a local factory may have closed, putting the parents out of work. These are called **push factors**. Have students think about what they have learned about Winnipeg and Attawapiskat, determine the push and pull factors for these 2 communities, and put them on the new chart. (Note: two of the student texts for the **Working On It** portion of the lesson are about these 2 communities, so students will likely be offering more ideas as the lesson progresses.)

Working On It

- Have students briefly discuss the early origins of Canada. What other groups moved here from other areas?
- Explain that two such groups were the Europeans during the 17th & 18th centuries, and black settlers from the United States in the 19th century.
- Break students apart into 4 groups. Have the Grade 5s explore *Attawapiskat* and *Europeans in New France*, while Grade 6s explore *Winnipeg* and *Early Black Communities*. Make available to them the student texts sheets from this unit as well as any other supplementary material from your school. Students are to examine these groups in terms of the **push and pull factors** that affected these movement to these communities.

Reflecting & Connecting

Bring your students together in a **Knowledge Building Circle**. Allow students to share their findings, and have the group come to a consensus when deciding whether a particular reason for movement is a "push" or a "pull" factor. Add any new push or pull factors to the chart.

Same concept, but different foci for each grade. Here each grade level has different communities to explore, but they come together to share their knowledge during Reflecting and Connecting

Europeans in New France

For many thousands of years, the only people living in North America were people we now refer to as **Indigenous** (original people to inhabit a land). Most of these people were **First Nations** people, but in the far North there were **Inuit** people. There were many different Indigenous groups, and each group had their own language, homes, clothing, methods of obtaining and preparing food, and family structure. Life for many of these groups changed with the arrival of European explorers and settlers beginning in the 1400's. However, the Europeans themselves experienced change as well in what became known as "New France".

Who were These People, and Why Did They Come to New France?

There were many reasons why Europeans wanted to travel westward as early as the 1400's. Some of these reasons were:

- and Jews that people in Europe wanted to buy. When explorers first found North America, they mistakenly thought they had found India, and called the inhabitants "Indians". Eventually the explorers realized their error, but were pleased to discover they had found a new continent that had lots of animals whose fur could be used to make fur coats and hats for Europeans.
- The King of France gave a **monopoly** (control of trade in a certain area) to any merchant who agreed to bring settlers to New France.
- Many men moved to New France in order to eventually own their own land and homes. Others moved to work in the fur trade, either trapping animals themselves, or trading goods from Europe for furs provided by First Nations groups.
- The Catholic Church in France sent many priests and nuns to New France to help spread this religion to the First Nations groups.

The governments of European countries such as England, France and Spain each decided that they wanted to create a **colony** in North America. A colony is a group of people who create a settlement in a distant land but remain under the governmental control of their home country. The governments felt that they would become more powerful as their colonies grew. The King of France first sent explorers such as Jacques Cartier and Samuel de Champlain to set up settlements in North America, and by 1635 the colony of Quebec had been established.

Countries such as France were becoming very expensive, and many people couldn't afford to buy a house or land. They were willing to move to New France with the hope that their lives would be better there.

Many of the men who had settled in New France found few women there. In the late 1660's many poor, orphaned women were each given a trunk full of clothes and other important items in return for their agreement to move to New France to marry these men. These women were known as "**les filles du roi**", or "**the king's daughters**".

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Grade 5 Text

Early Black Communities

When people are considering whether or not to move to a new country, there can be both **push** and **pull** factors.

Push Factors: features of a location that may drive people to move away from their homes

Pull Factors: features of a new area that draw people away from their previous location

In the early days of our country, as many as 60 000 new black settlers arrived in search of a new life. Most of these settlers were slaves from the United States. They made the decision to escape to Canada knowing that they could be tortured or killed if they were caught along the journey. For pull factors helped them see Canada.

Several laws had been made in Upper Canada to make this area attractive to black people.

- 1793 **Abolition Act:** Freed slaves over the age of 25, and made it illegal to bring slaves in to Upper Canada
- 1834 **Emancipation Act:** Freed blacks from slavery, but said that they were now **apprentices** who would have to serve a six year unpaid period with their masters. Children under the age of 6 were immediately free.

Thumbs Up or Thumbs Down:
Do these laws really eliminate slavery?

Push Factors	Pull Factors
<ul style="list-style-type: none"> • No freedom • Beaten regularly • Even if slaves escaped to northern United States, they could still legally be caught by southern slave-catchers and returned to their owners 	<ul style="list-style-type: none"> • Promise of freedom • Promise of education • Promise of land • Hoped to find friends & relatives who had already escaped to Canada

Many of the people who survived the dangerous journey on the "**underground railway**" to Canada found their way to several black communities, particularly in southern Ontario. Some, however, were not comfortable being so close to the United States, and preferred to move further inland to better avoid American slave catchers.

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Grade 6 Text

Full 3-Part Lesson Plans



Lesson 5: What Are Treaty Territories?

Grade 5 Expectations: A1.3, A2.3, A2.4, A3.3, A3.5

Grade 6 Expectations: A2.1, A2.3, A3.1

Timeline:

1 period

Materials:

- Online Video: [What is Wampum?](#)
- Website: [Map of Ontario Treaties & Reserves \(Government of Ontario\)](#)
- Online video: [The Wampum Belt: A Nation to Nation Relationship](#)
- Supplementary Information:
 - [Two Perspectives on Treaties](#) student text
 - [Traditional Treaty Territories](#) student sheet
 - [Land Treaties in Canada](#) map



Links to Relevant Websites

Getting Started

- Ask students to think of a time when they made a promise to someone. They "pinky-swore" to be best friends with a friend, or borrowed money from an older sibling. Wampum symbolized their promise to the British (Hopefully, it symbolized their promise to honor the land).
- Explain that when European people began settling in Canada, they found land for hunting, gathering, and fishing. The British wanted the land for European settlers to live on, and for the fur trade. They made promises to the Indigenous peoples with promises that the British would honor the land.
- Ask students to watch the video [The Wampum Belt](#) and learn about how the wampum belt symbolized their promise to the British.

Working Together

- Ask students if they know anything about the school/community stands. If they do, have them share their information.
- Explain that today students will have time to work on the school/community stands. You can either do this as a whole class activity using an internet-enabled projector, OR by having students work in pairs or groups using tablets.
- Have students access the Map of Ontario Treaties & Reserves for Ontario: <https://www.ontario.ca/page/map-ontario-treaties-and-reserves>. Ensure that they have the school's address to input, and they will be able to locate the relevant information.
- Distribute the [Traditional Treaty Territories](#) student sheet and have students complete.

NOTE: PLEASE CHECK WITH YOUR SCHOOL LIBRARIAN OR BOARD INDIGENOUS LIAISON TO SEE IF THEY MIGHT HAVE A COPY OF THE [WE ARE ALL TREATY PEOPLE TEACHER'S KIT](#). This kit has many amazing activities that would help you bring this topic alive for your class!!!

Reflecting & Connecting

- Explain that many organizations, such as the Girl Guides, now begin their meetings with a short acknowledgement of the Indigenous treaty territory on which they are meeting. Your school board almost certainly begins their meetings in this manner, and you might want to share this with your students.
- As a class, create an acknowledgement that can be read at the beginning of school events, such as assemblies. Check with your principal before using it!



Big Ideas....

Big Ideas

Looking at the "big ideas" of Strand A for both Grade 5 and 6 makes it easy to see the commonalities between the two grades. It also makes it possible to combine them to create more comprehensive, yet easily understood, big ideas:

Grade 5	Grade 6	Combined Big Idea
Interactions can be positive for some and negative for others.	Different groups may experience the same development or event in different ways.	Members of different communities may experience an event in different ways.
We must be aware that each group has its own perspective or interrelationships.	Many different communities have made significant contributions to the Canadian identity.	Every community brings its own point of view and unique contributions to the Canadian identity.
Cooperation and conflict are inherent aspects of human interactions and relationships.	Significant events in different communities have contributed to the development of that community and of Canada.	Every community experiences both conflict and cooperation, which results in experiences that have helped develop that community and the country.



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We are learning to describe how every community experiences both conflict & cooperation, which contribute to the Canadian identity.

We are learning to investigate the various points of views and unique contributions to the Canadian identity made by different communities

We are learning how to identify how members of different communities may experience an event in different ways.



...and Learning Goals



14 Three Part Lesson Plans



1. What is the "Canadian Identity"?
2. How Do the Features of a Community Contribute to Its Identity?
3. Why Do People Live in Certain Communities?
4. Where Have Canada's Indigenous Peoples Lived?
5. What Are Treaty Territories?
6. What Are Primary and Secondary Sources?
7. How Do Maps Show Patterns and Trends?
8. What Are Interrelationships?
9. How Have Canadians Solved Problems?
10. What Makes An Event Significant?
11. What Are Causes and Consequences?
12. Why Do People Have Different Perspectives?
13. Whose Perspectives Are Loudest?
14. Métis and Inuit Peoples

Culminating Event: Let's Debate!

Student-Friendly Texts

Winnipeg: Gateway to the West

Every community has features that make it special or unique when compared with other communities. Let's see what this city of 817 000 people has to offer!

Month	Average High (Celsius)	Average Low (Celsius)
January	-10.1	-18.1
February	-7.9	-16.8
March	0.0	-9.2
April	10.0	0.4
May	17.1	6.4
June	23.0	13.0
July	26.7	16.5
August	25.4	15.0
September	20.2	9.8
October	10.8	2.6
November	1.5	-5.7
December	-8.1	-15.5

Climate

Winnipeg is often known as "Winterpeg" due to its long, cold

Which Source is Best?

Communities change and grow over time. When we study these changes we can see patterns in the growth of a particular community. Which of the following sources would be most helpful to understand how Winnipeg grew over the years?

Municipal Records (Primary Source)

Year	Teachers	Buildings	Value of Buildings and Sites	Pupils
1876	4	2	\$3,500	123
1886	49	11	220,000	2,831
1896	96	14	397,000	6,174
1900	119	16	487,000	
1903	140	18	750,000	
1904	168	19	774,500	
1905	192	21	1,071,701	
1906	220	26	1,213,931	
1907	248	30	1,552,753	
1908	266	34	1,971,479	
1909	297	33	2,300,000	
1910	340	33	2,800,000	
1911	375	37	3,462,159	
1912	450	42	4,185,000	

History Text (Secondary Source)

There had been enormous changes on Roslyn Road since 1900. In that year there had only been twenty-three houses on the street; in 1912 there were fifty, as well as the Roslyn Apartments on the corner of Osborne Street.

Addresses GRADE 6 2023 Revised Expectations

Winnipeg's Rivers



Winnipeg is home to three main rivers: the Assiniboine, the Red, and the Winnipeg. These waterways have always been important features of the city.

- Provided transportation for early Indigenous groups amongst each other
- Also provided trade routes for the fur traders and explorers
- Provided water for the farms that developed in the area
- Have been the source of major floods throughout the city's history
- Set the framework for many of the streets in Winnipeg, as they are perpendicular to either the Red or Assiniboine River

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Photographs

These photographs show Winnipeg in 1900 and 1930. What has changed?

1900



1930



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Toronto & Montreal's Jewish Communities

Many years ago, Jewish people started coming to Canada as newcomers and settlers. They were looking for a new home where they could be safe and feel free to practice their religion. Let's talk about their journey and experiences in two big Canadian cities, Toronto and Montreal.

In Toronto, the first Jewish immigrant, Judah Joseph, arrived in 1838. More Jewish immigrants began moving to Toronto during times when they were being treated badly in their home countries.

Jewish people created a vibrant community. They started building homes, schools, and synagogues, which are special buildings where Jewish people go to pray. One famous area where many Jewish people lived is **Kensington Market**. This neighbourhood became a busy spot where people could buy all sorts of things like food, clothes, and more!



Kensington Market, Toronto



Jewish Food Bank, Montreal

Jewish immigrants began settling in Montreal, Quebec as early as 1768. Just like in Toronto, they built houses, schools, and synagogues. One popular area for the Jewish community was called Mile End. Even now, you can find delicious bagel shops and delis there, serving traditional Jewish foods.

Being new in Canada wasn't always easy. Sometimes, Jewish settlers faced unkindness from people who did not understand them. They were unable to get some types of jobs because businesses would not hire Jewish workers. But they continued to work hard and support each other.

Over time, these Jewish communities grew stronger. They started their own businesses, became leaders in their cities, and helped make Canada a better place. Today, we can see the lasting impact of Jewish settlers in cities like Toronto and Montreal. Their story teaches us how important it is to welcome everyone and learn from each other.

Famous Jewish-Canadians



Joe Shuster, creator of Superman
(Photo: Tim Evanston)
<https://creativecommons.org/licenses/by-sa/2.0/>



Drake, Canadian musician
(Photo: Musicisentropy)
<https://creativecommons.org/licenses/by-sa/2.0/>

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Concepts of Social Studies Thinking

Causes & Consequences

Most community events have both causes and consequences.

Cause



- An event that makes other things happen
- Is clearly related to the event
- The event would not have a cause
- Is important to the degree of that followed

Consequence



- A reaction to a cause
- Can be positive or negative
- Can be minor or very serious
- Can affect only one person
- Can be immediate (last only) and/or long-lasting (for a very long time)

For example, let's look at the Elementary School

Cause	Immediate Consequences
<ul style="list-style-type: none"> • Pipes carry heating oil burst near the elementary school in 1979. 	<ul style="list-style-type: none"> • Staff and students are affected by the strong smell of spilled oil.

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Historical Significance

What **criteria** can we use to help us decide if an event is important in the history of a community?
Let's ask Ric!



Relevance: (Who needs to know about the event?)



- No one!
- One family or person
- Everyone in the area
- Everyone in the country
- Everyone in the world

A relevant event helps people understand a community's past, present & future.

Impact: Who was affected? How long did this event have an effect?



- How many people were affected by the event?
- How long did this event affect the community: a day? A week? A month? A year? A generation?
- Is it still affecting the community?
- Will it affect the future of the community?

Consequences: How serious were the results of the event?



- The event caused death
- The event caused loss of jobs.
- The event caused great harm to the environment.
- The event caused the government to be involved.
- The event caused conflict between community members.

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Mapping

Population of Métis People in Canada's Cities

6

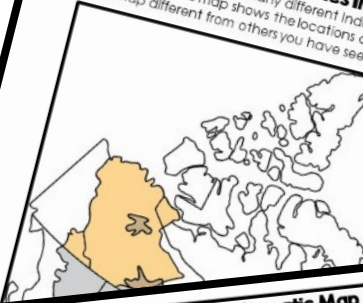


European traders came to North America long ago looking for furs to buy for the people in their home countries. They traded furs for guns and tools with First Nations hunters, and the French and English men, and married First Nations women, and their children were known as **Métis**, which means "mixed-race". Métis people lived in the Manitoba area, hunting, fishing, until the fur trade ended. Most Métis now live in the communities shown on this map.

The first Métis people lived across what would become Western Canada, Ontario, and parts of the United States. The shaded part of this map shows the area where Métis people could be found soon after they began to explore these regions. Here are



Land Treaties in Canada



Making a Thematic Map

Name: _____

Every few years the federal government asks Canadian citizens to take part in a **census** to help the government learn more about the population of the country. People answer questions about things such as their age, job, ethnic origin, religion, and place of birth. The government then arranges the information by province or territory, and then by cities, towns, and villages. This helps the government know which areas are getting larger and smaller, so they can use tax money as wisely as possible.

In 2011 the following information about where Indigenous Peoples Reserves were located in the country was released:

P/T	NL	PEI	NS	NB	QC	ON	M N	SK	AL	BC	YT	NW T	NT	Tot al
RES	3	4	25	18	27	139	75	168	81	419	0	2	0	961

You can use this information to create a thematic map of Indigenous Peoples Reserves in Canada.

- On the map below, write the number of reserves for each province and territory.
- You will use colour to show an approximate **range** of reserve data on this map. Assign a colour for each range. For example, provinces/territories that have between 0 and 50 reserves could all be blue, while those between 51 and 100 reserves could be red. You can decide on your own range of data. OR use the chart below!
- Lightly colour the map below according to your key.
- Once you are happy with your map, redo it in good form on the following page, including your own key.
- Choose an appropriate title for your thematic map.

# of Reserves	Colour
0 - 50	
51 - 100	
101 - 150	
151 - 200	
201 - 250	
251 - 300	
301 - 350	
351 - 400	
401 - 450	



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Claire

Indigenous Reserves by Province & Territory

Student Name

Title of Map

Map Key



# of Reserves	Colour
0 - 50	
51 - 100	
101 - 150	
151 - 200	
201 - 250	
251 - 300	
301 - 350	
351 - 400	
401 - 450	

Focus on First Nations, Métis, and Inuit Peoples

Inukjuak Families Moved to High Arctic

1



Between 1953 and 1955 the Government of Canada moved 7 Inuit families (92 people) from Inukjuak, Quebec to several places in the High Arctic.

[HTTP://WWW.CWJEFFERYS.CA/CHAMPLAIN-TRADING-WITH-THE-INDIANS](http://www.cwjefferys.ca/champlain-trading-with-the-Indians)

Early Contact Through an Artist's Eyes - #2 Champlain Trading with the Indians



What do you think is happening in this scene?

Whose perspective is most evident in this piece of art: ____ First Nations ____ European ____ balanced

What evidence do you have in to support your answer?

Evidence from the Artwork	Background Knowledge

Two Perspectives on Treaties

A **treaty** is a formal agreement between two groups of people. Almost all of Canada's land is covered by treaties made between Indigenous peoples and the **Crown** (the representatives of the government). Treaties are legal documents.

When Indigenous Peoples and government officials met to make a treaty, they had very different views about what land use and treaties meant.

Indigenous Peoples	Settler Government (Crown)
	Land is meant to be the property of a person, a business, or a government.
	Treaties (signed papers) are not sacred, and they can be changed in the future.
	Payments for signing treaties were seen as payment to Indigenous peoples in return for them selling their lands to the Crown.

Indigenous people had agreed to share their land. The government would pay the Indigenous peoples, and the land could not be owned by the government. The land was set aside for the use of Indigenous peoples.

Indigenous people would be able to continue to hunt, fish, and gather. However, often reserves were not good for hunting. Sometimes Indigenous peoples had to ask the "Indian Agent" in charge of the reserve.

Treaties have not always been honoured by Canadian governments. People have asked the courts to settle the **land claims**.



Jim Belts



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Graphic Organizers and Student Sheets



Sometimes when we need to **analyse** information (to understand it), it can be helpful to use a graphic organizer to arrange the information to see the negative aspects of a situation.

Gather information about what happened to the black community of Africville from the time that the first black people began moving to the area. Consider the actions taken by the municipal government of Halifax, and the concerns of the citizens of Africville. Organize this information by the positive (pro) and negative (con) effects of the Africville settlement on its members. Also, list examples of cooperation under "Pro" and examples of conflict under "Con".

A pro is a positive effect.

A con is a negative effect.

Pros

Push and Pull Factors in My Family

Name: _____

My family moved from _____ to _____ in the year _____.

Push Factors (why my family didn't want to live in our old community anymore)

Pull Factors (What did my family like about our new community that made it appealing?)

Push and Pull Factors in My Family

Name: _____

My family moved from _____ to _____ in the year _____.

Push Factors (why my family didn't want to live in our old community anymore)

Pull Factors (What did my family like about our new community that made it appealing?)

Similar tasks & organizers
for BOTH Grades!

Assessment Tools

Assessment & Evaluation - Application

☐ A: **Application of Knowledge & Skills**
applies the knowledge, concepts
& skills taught to familiar situations

☐ B: **Transfer of Knowledge & Skills**
applies the knowledge, concepts &
skills taught to new situations

☐ C: **Making Connections Between
Contexts**; makes connections
between issue & other

Assessment of Conversation During a Knowledge Building Circle

Knowledge Building Circle:

The good news about Inquiry-based learning is that you don't have to be the expert on everything...the kids become experts in their own fields, and then share their knowledge with others through participating in a "knowledge building circle." You will regularly call for these circles at key points during the unit to allow each group to share their specialized learning, and for students to question, challenge, and reflect upon the ideas presented by others. Curriculum-based learning goals set the agenda for the day's circle, and students contribute any learning they have done that will help the group.

video from LearnTeachLead.ca which shows a Grade 8 building circle:

<http://learnteachlead.ca/videos/knowledge-building-circle>

So how can you assess the rich conversation between circle? By keeping in mind the learning goal(s) and success criteria of the discussion, you can take Jot notes of key points. Jot notes can be referenced later as you prepare for interviews.

It is helpful to record evidence of both content knowledge and inquiry skills during these discussions. This resource contains a table for both types of assessment to be noted. **Please note (and yourself!!!) of the learning goal and success criteria evidence of as you record your notes.**

**Content Knowledge
Expectations:**
B1 and B3

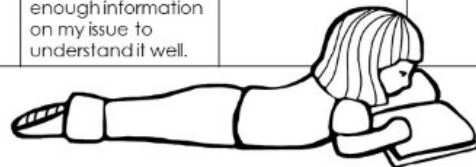
Content Learning Goal: We are learning to explain why it is important for Canada to participate in global issues, and to identify different perspectives on these issues.	Inquiry Skills Learning Goal: We are learning to explain why it is important for Canada to participate in global issues, and to identify different perspectives on these issues.
Success Criteria: <ul style="list-style-type: none"> I can make one or more key reasons why Canada should participate in a particular issue. I can identify two different points of view about a global issue. I can explain why an issue may be important to the global community. 	Success Criteria: <ul style="list-style-type: none"> I can locate a source of information about a global issue. I can find the impact of a global issue.
Name: Karla - Responded to Jack's question re. Canada's role in the world's climate change prior treaty rights.	Name: Terry - Shared an article about the impact of climate change on the world.
Name: Lavinia - Noted that the Canadian government has a very different point of view about the importance of supporting African countries than Stephen Harper does. It explained both points of view.	Name: Gabe - Used QR codes to investigate the impact of climate change on the world.
Name: David - Highlighted a comment to explain why Canada should care about the climate's problems in Africa and the main reason was to stop AIDS from coming to Canada.	Name: Malina - Questioned Gabe's claim that climate change was a global issue.
Name:	Name:
Name:	Name:

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Debate Jot Notes: Inquiry Skills Assessment

Name: _____

Learning Goal:	We are learning to gather information from reliable primary & secondary sources.	We are learning to interpret & analyse information about a community issue.	We are learning to evaluate evidence about different perspectives on an issue.
Success Criteria	I can: _____ find at least 1 primary source of information about my community issue. _____ find at least 1 secondary source of information about my community issue. _____ I can record where I found my sources of information _____ I know if I have collected enough information on my issue to understand it well.	I can: _____ identify the most important information from my primary and secondary sources _____ determine if a variety of viewpoints are represented in my sources of information _____ organize my information clearly on the <u>Debate Jot Notes</u> organizer	I can: _____ make judgments based on the information I have gathered _____ identify the point of view represented by a source of information _____ take a position about my issue and support it with the evidence I have gathered.



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Answer Keys and Sample Answers



Community Features: Iroquois of the Eastern Woodlands (5)

Answer Key

- 1 Watch video: [Iroquois - Native People of the Woodlands](#)



- 2 In the Video column, explain how each feature was important to the Iroquois.

- 3 Read the text.

- 4 In the Text column, add any new information.

Feature	Video: Iroquois People of the V
Trees	The Iroquois used bark and bark to make longhouses palisades to protect villages. They also used wood to make the heated their longhouses and cooked their food.
Wildlife	The Iroquois ate fish caught in nearby streams. They used antlers from a deer to make tools that they used arrowheads. They used animal skins.
Fertile Land	Men used wild plants found in the woodlands. Women planted harvested crops.

(c)Coach's

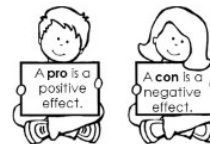
Chat Station - Teaching Notes

Here are some "talking points" for each of the chat stations. You may want to refer to them during the whole class discussion.

<p>1 Inukjuak Families Moved to High Arctic</p> <ul style="list-style-type: none"> The Canadian gov't was concerned that other countries were going to claim sovereignty over the High Arctic. During rapid fur trade growth, the government had encouraged the Inuit to depend upon trading posts for income and trading. When the fur trade started to fail, the Inuit had no furs to trade for the ammunition & other supplies they would need to hunt traditional foods. They often had little food as a result. The government promised Inuit families that they would live better in the High Arctic, and that they could come back to Inukjuak at any time. The new communities were too far north for the caribou and other animals the Inuit would normally hunt. The weather was MUCH harsher. 	<p>2 Food in the High Arctic</p> <ul style="list-style-type: none"> The environment in the Arctic is not suitable for farming, so the Inuit can't grow their own produce, but must buy it. The environment is not suitable for farm animals, so the Inuit have no immediate access to dairy products. With climate change, traditional foods such as caribou are much harder to get. Inuit require supplies to be shipped north to their local stores. This is very expensive, and the cost is passed on to the consumer. Many Inuit people have found it much cheaper to order their supplies from Prime, which has helped them survive.
<p>3 Education in Indigenous Communities</p> <ul style="list-style-type: none"> Most Indigenous communities have a local elementary school. Most Indigenous communities do NOT have a high school. Students who want to go to high school must move to another community to live, far away from home. They live as boarders with other families. Between 2000 and 2011 eleven Indigenous high school students living in Thunder Bay died under a variety of circumstances. The Thunder Bay police didn't always begin an immediate investigation. Families were upset as they felt their children were regarded as not worthy of police time. Families often came to Thunder Bay to start their own investigations. In 2016 an Inquest into the deaths made 145 recommendations about how to improve the situation of Indigenous students who must live elsewhere to go to school. 	<p>4 Resilience</p> <ul style="list-style-type: none"> Traditionally First children learned from their elders. As Canada began to assimilate Indigenous culture, children were sent to residential schools to learn the "Canadian" way. Students were not allowed to speak their traditional language. Brothers & sisters were separated. Children could not read, write, or speak English or French. Children were taught to be ashamed of their heritage. Students were often punished for speaking their language. In 2015 the Truth and Reconciliation Commission recommended that the Canadian government provide compensation to Indigenous children who were in residential schools.

The Fur Trade of New France: Change for the Better? Pros & Cons POSSIBLE ANSWERS

Sometimes when we need to **analyze** information (examine something carefully in order to understand it), it can be helpful to use a graphic organizer to arrange the information neatly. A "Pros and Cons" organizer is a special way to arrange the information to see the positive and negative aspects of a situation.



Gather information about what happened to the early First Nations communities in Canada after the Europeans arrived with their approaches to land ownership and trading. Organize this information by the positive effects (pros) and negative effects (cons) on these First Nations groups.

Also, list examples of cooperation under "Pro" and examples of conflict under "Con".

Pros	Cons
<ul style="list-style-type: none"> Before the arrival of the Europeans, First Nations people traded amongst themselves, trading things they had lots of for things they needed. When the Fur Trade began, it was meant to be the respectful exchange of goods. Prior to the arrival of the Europeans, First Nations groups traded amongst themselves with the goal of groups helping one another. 	<ul style="list-style-type: none"> First Nations and Europeans had conflicting views on land ownership. First Nation-European treaties <ul style="list-style-type: none"> First Nation groups thought they were agreeing to SHARE the land. Europeans thought First Nations groups were agreeing to give up their rights to the land. Treaties restricted First Nations peoples from moving freely and using the land as they wished.