

Inside the Circle

First Nations in Canada



Including:

Diagnostic Survey - First Nations
Social Studies / Reading - First Nations
Social Studies - Environment of Canada
Social Studies - Environmental Interaction
Social Studies - Contributions
Group Research Project - Circle of Celebration
Reading - First Nations Legends / Stories
Storytelling
Project - Explorers
Music - First Nations Recording Artist
Art - Dreamcatchers
First Nations Artist - Norval Morrisseau
Drama - Land Claims
Current issues
First Nations Peoples of Influence Today
"Circle of Celebration" - All Nations Together

A Unit for Grade 6

Written by:

Irene Alderdice, Kathy McConkey, David Anderson, Pauline Beder (Lead)

Length of Unit: approximately: 100 hours

October 2001



Inside the Circle

First Nations in Canada A Unit for Grade 6

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Participating Lead Public School Boards:

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Grand Erie District School Board
Kawartha Pine Ridge District School Board
Renfrew District School Board

Science and Technology, Grades 1-8

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Thames Valley District School Board
York Region District School Board

Social Studies, History and Geography, Grade 1-8

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A Unit for Grade 6

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York Region District School Board

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Inside the Circle

First Nations in Canada A Unit for Grade 6

Task Context

"Inside the Circle" was selected as the title to reflect the importance of the circle to First Nations. The circle represents inclusion for all people to come together.

This unit is designed to identify and celebrate the diverse cultures of the First Nations in Canada. In "Gathering Strength - Canada's Aboriginal Action Plan," the Federal government is encouraging all Canadians to celebrate, learn about, and honour First Nations' cultural heritage of the past and present, and see what role government plays in their way of life.

First Nations issues are often at the forefront of media reports, including such topics as fishing rights on the east coast, land claim settlements, the Nisga'a Treaty, and the creation of the new Inuit territory of Nunavut.

Students will develop an understanding of the relationship between First Nations, of the past and present, and their environment.

The subtasks are sequenced for students to use the knowledge gained for application in subsequent lessons and culminate in a greater acceptance of all people.

Task Summary

Students will engage in activities in Social Studies, Language Arts, Visual Arts, and Music to gain an understanding of First Nations.

Social Studies: students will work in research groups to learn about First Nations, their relationship with the environment and contact with explorers.

English: students will be engaged in the study of First Nations stories, poetry, literature and song lyrics. Activities will provide an opportunity to read, listen to, write, and create stories using First Nations teachings. Students will develop the vocabulary necessary for this unit.

Visual Arts: students will study the style and art of world renowned First Nation artist Norval Morrisseau. Students will have the opportunity to create artwork based on this "x-ray" style of painting. There will also be an activity for the creation of a Dream Catcher, often made by First Nations.

Music and Drama: students will be exposed to First Nations music selections and will engage in music appreciation based on the music of Inuit artist Susan Aglukark and drama activities.

The subtasks are meant to be adapted and organized to suit individual class needs.

Culminating Task Assessment

Students will participate in a whole-group activity called the "Circle of Celebration."

Reflecting upon the title and the importance of the circle to many First Nations, the students will come together in a celebration of sharing. This is to parallel similar gatherings celebrated by many First Nations across Canada.

Smaller groups will each represent one of the First Nations. Through oral presentations, the students will demonstrate the knowledge they acquired about First Nations clothing, music, food, current issues, and the relationship of most First Nations with the environment. Student presentations should reflect their broader perspective and the understanding they have acquired throughout the unit about First Nations.

Following the "Circle of Celebration" the teacher will write a brief anecdotal comment as feedback to each group. Students will also submit their on-going Learning Log for evaluation.

Links to Prior Knowledge

Social Studies: a general understanding of the geography of Canada; how to use an atlas and read a map; how to complete a chart; research skills.

Language Arts: knowledge of the elements of a novel; ability to express thoughts and opinions orally and in written form; locate reference materials; note taking; evaluate, synthesize, conclude, interpret, and apply their results in the form of a report.

Technology: use of the Internet, word processing, multimedia authoring software such as HyperStudio, presentation software, desktop publishing.

Considerations

Notes to Teacher

First Nations see themselves as a part of nature, not apart from it.

The unit is designed to increase students' awareness of First Nations and recognize a view of the world other than their own. Students will understand the importance of embracing our past to understand the present.

This unit will focus on human rights and contemporary issues that will generate an understanding of the history of Canada. Students will become aware of First Nations issues and develop a respect for First Nations Peoples.

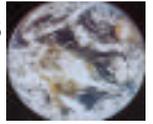
This is an integrated unit of approximately six weeks which includes lessons in English, Social Studies, Music and Art.

In the Adaptations section of each subtask, ESL refers to students in an English As A Second Language program, LD refers to students with a Learning Disability and DD refers to students who are Developmentally Delayed.

Art lessons that include the making of masks and totem poles have been deliberately left out due to the sacred nature and beliefs of the First Nations. Masks and totem poles are not meant to be used or made outside of a First Nations community because they are living entities that are part of First Nations traditional, spiritual and cultural ways. Therefore, it is culturally insensitive to make masks or totem poles. See www.peace4turtleisland.org/pages.htm.

Students need to remember that they are working towards a large celebration where they will be teaching their classmates about the First Nation that they have chosen to represent. There is a First Nations' teaching that says when one utters the name of a people, bangs a drum, sings First Nations words in celebration, the First Nations ancestors are present and listening. They listen because they feel respected and when these presentations are taking place, it means the students will be speaking to the First Nations of the past and must do so with respect.

A celebration is a sacred tradition in First Nations groups. A Potlatch (Pacific coast) and a Pow Wow are two examples of celebrations that bring people together. You may call your culminating activity a Potlatch or a Pow Wow, if desired. Celebrations include gift giving as a large part of the "coming together as one" aspect. Often these gifts are food and, although food will be included as part of the celebration, one idea is for the "gifts" the students bring to be donations of food to the local food bank.



Inside the Circle
First Nations in Canada A Unit for Grade 6

1 Diagnostic Survey - First Nations

Students will fill out a questionnaire related to their personal knowledge of First Nations -true/false questions, describing, with pictures and words, what certain terms mean to them, and recognition of First Nations.

2 Social Studies / Reading - First Nations

Students will examine Creation stories of some First Nations and, in doing so, will understand the relationships among the peoples and the land. Students will also examine theories of migration put forth by scientists and archeologists, such as the Land Bridge (Beringia) Theory.

3 Social Studies - Environment of Canada

Using atlases, students will learn to identify the environment of Canada and relate this to the locations of First Nations across Canada*. Students will demonstrate their understanding of First Nations interactions with their environment through the completion of an information chart and present this information in the culminating task.

*The location of First Nations vary slightly from source to source.

4 Social Studies - Environmental Interaction

Students will identify the close relationship most First Nations share with their environment.

5 Social Studies - Contributions

Students will describe how the Algonquian and Iroquoian Nations contributed to the development of Canada (i.e., food, transportation, exploration, the arts, technology, government).

6 Group Research Project - Circle of Celebration

Groups of students will, in preparation for the culminating task, research information for a "Circle of Celebration" that will bring together selected Indian Nations from across Canada in a sharing of what students have learned.

7 Reading - First Nations Legends / Stories

Students will learn legends / stories to develop an insight into the literature of some First Nations Peoples and how it reflects their lifestyle and beliefs. Students will identify some general characteristics found in many legend / stories that they hear and read.

8 Storytelling

Students will learn storytelling techniques, as passed down from generation to generation of many First Nations, to share in a presentation with their peers.

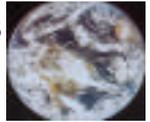
9 Project - Explorers

Students will work through a sample assignment as a class in order to understand some of the expectations of the project. Students will then be presented with information regarding the effects exploration had on technological progress.

In the assignment, students will research one explorer and apply their knowledge to: reflect upon the relationship between European explorers and First Nations; explore some of the misconceptions the explorers and the First Nations had about each other; and understand the consequences of their interactions.

10 Music - First Nations Recording Artist

Students will be exposed to the music of a contemporary Inuit or First Nations recording artist. Students will relate song lyrics to issues about First Nations and reflect on the music through art.



Inside the Circle
First Nations in Canada A Unit for Grade 6

11 Art - Dreamcatchers

Students will make a Dreamcatcher as first made by western Canadian First Nations. The legend of the Dreamcatcher included.

12 First Nations Artist - Norval Morriseau

Students will look at some of the works created by a world-renowned First Nations artist. Students will create a piece of art in the same style.

13 Drama - Land Claims

Students will participate in a half day drama simulation where the teacher takes on the role of a land developer from the government and then of a First Nations person. Students will decide whom to support.

14 Current issues

Using the Internet, current newspapers, magazines, etc., students will locate information regarding issues some First Nations are facing today and the role of the Canadian Government in these issues.

15 First Nations Peoples of Influence Today

Students will search the Internet and find out about First Nations of today and share the ways they contribute to Canada through the arts, sports, politics, and literature.

16 "Circle of Celebration" - All Nations Together

Students will participate in a whole-group activity called the "Circle of Celebration."

Reflecting upon the title and the importance of the circle to many First Nations, the students will come together in a celebration of sharing. This is to parallel similar gatherings celebrated by many First Nations across Canada.

Smaller groups will each represent one of the First Nations. Through oral presentations, the students will demonstrate the knowledge they acquired about First Nations clothing, music, food, current issues, and the relationship of most First Nations with the environment. Student presentations should reflect their broader perspective and the understanding they have acquired throughout the unit about First Nations.

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Inside the Circle

First Nations in Canada A Unit for Grade 6

1.5 hours

Description

Students will fill out a questionnaire related to their personal knowledge of First Nations -true/false questions, describing, with pictures and words, what certain terms mean to them, and recognition of First Nations.

Expectations

- 6e1
- communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Brainstorming
Oral Explanation
Visualisation

Assessment

Students will respond to true / false questions which are included in this unit. Short answer responses will be required to demonstrate the students' ideas of First Nations.

Teachers will record results on a master class list indicating which areas of the unit will need to be stressed to meet the expectations.

Teachers should make note of obvious bias or stereotyping in student responses to be addressed immediately and then supported by what is learned in the unit.

Assessment Strategies

Quizzes, Tests, Examinations

Assessment Recording Devices

Checklist

Teaching / Learning

This diagnostic assessment will determine the knowledge, skills and attitudes students will be bringing to this unit.

Individual Written Activity

1. True or False Pretest
2. Open-ended questions.
3. Drawings

Whole Class Activity

Brainstorming



Inside the Circle

First Nations in Canada A Unit for Grade 6

1.5 hours

Discuss and list on chart paper what students think they already know about First Nations. Keep this list intact and create a second list as new learning progresses to use as a comparison.

After the diagnostic assessment, use the results to choose appropriate lesson plans which best suit the needs of your students.

Plan a field trip to either a museum (e.g., The Woodland Cultural Centre Museum in Brantford), art gallery (e.g., McMichael Canadian Art Collection, Kleinberg), or Native Cultural Centres (e.g., Native Canadian Centres of Toronto or Barrie).

Contact the Chamber of Commerce in your area for the names of related museums, guest speakers and cultural centres.

Adaptations

For ESL student:

- allow extra time to complete test;
- explain / simplify instructions and questions, if necessary, to ensure that students understand what they are being asked to do;
- try to have testing done or translated (if possible) into students' first language.

For LD / DD students:

- allow the students to write only the main points and expand the details verbally for open questions;
- allow the use of computer, where appropriate;
- divide the test into parts and give the student one section at a time to complete;
- provide a quiet location which is free from distraction;
- allow additional time, when required, for completion;
- read or clarify questions for the student and encourage student to rephrase questions in his/her own words;
- allow flexibility as appropriate, in the number of questions to be answered;
- enlist support from a teacher assistant, volunteers or peer tutors;
- provide more space to record;
- enlarge the print on the test.

Resources

	Diagnostic Assessment	1_Diagnostic Assessment.cwk
	chart paper	2-3
	Topano - Game of Canadian First Nations Peoples	Trivia Board Game

**Notes to Teacher**

This diagnostic assessment is to be completed individually and then shared as a whole class through brainstorming.

Remember to accept all ideas given by the students.

Charts created from the responses will be kept up in the classroom throughout the unit and edited as accurate information comes to light, replacing the responses that may have been biased at the beginning of the unit.

Answers for the True / False questions:

- 1 - FALSE
- 2 - FALSE
- 3 - FALSE
- 4 - TRUE
- 5 - TRUE
- 6 - TRUE
- 7 - TRUE
- 8 - FALSE
- 9 - FALSE
- 10 - TRUE

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

3 hours

Description

Students will examine Creation stories of some First Nations and, in doing so, will understand the relationships among the peoples and the land. Students will also examine theories of migration put forth by scientists and archeologists, such as the Land Bridge (Beringia) Theory.

Expectations

- 6z4 A – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 6z10 – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z15 – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 6e7 • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
- 6e9 • use and spell correctly the vocabulary appropriate for this grade level;
- 6e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Groupings

- Students Working Individually
- Students Working In Pairs
- Students Working As A Whole Class

Teaching / Learning Strategies

- Expressing Another Point Of View
- Writing To Learn
- Guest Speaker

Assessment

Students will be assessed on how well they are able to plot the routes of the various theories of migration onto a world map.

Also, students will be assessed on their comparison of two separate Creation Stories as told in First Nations writings. Students should be able to identify similarities and synthesize information, etc.

Assessment Strategies

- Performance Task

Assessment Recording Devices

- Checklist

Teaching / Learning

1. Teachers must introduce the stories of Creation by drawing a connection between the story and the Land. **Emphasize that these stories are a reality for some First Nations.**

2. Have students, individually, read stories of Creation from two or three First Nations. Afterwards, students will compare two Creation stories in a chart emphasizing the connections First Nations have with their environment.

See some examples of stories of Creation in the blackline master, Origin Theories. These stories could be told to the students by First Nations guest speakers arranged beforehand.

3. Teacher will read, explain, and point out on a wall map of the world, theories of migration put forth by scientists and archeologists (e.g., land bridge (Beringia) theory, ocean crossing by small boats, travelling across ice sheets from Europe, etc.). See Teacher Notes for explanation of these theories.

4. Distribute a world atlas to pairs of students. Provide students with a blank map of the world. Have students trace the routes used in the various theories put forth, using a different colour and a legend to identify each route.



Inside the Circle

First Nations in Canada A Unit for Grade 6

3 hours

5. As a class, students will discuss the importance of point of view. Point out to students that Creation stories are from a First Nations perspective and the other theories presented may be from the perspective of non-Native scientists. Lead the discussion by asking: "How might these theories be different if written from another perspective?"

Adaptations

Have any special needs students choose only one theory of migration to summarize in a format appropriate to their ability.

For the ESL student:

- use role play, dramatization, skits, demonstration, for teaching the various theories and for assessing understanding;
- provide plenty of concrete and visual support - maps, pictures, diagrams, films, videos, vocabulary lists;
- teach students how to paraphrase, organize and present material;
- simplify text or have available textbooks with material at a variety of reading levels / complexity.

For LD / DD students:

- allow opportunities for alternatives to writing (i.e., graphic representations, drama, media presentations, timelines, collages, etc.);
- teach visual strategies for note making (i.e., use of a diagram / picture to represent content);
- teach and encourage the use of mapping techniques;
- write important definitions and ideas on a handout;
- provide a print copy of chalkboard notes, if necessary (i.e., photocopy of teacher notes).

Resources



Origin Theories - Creation Belief Stories 2_Creation Belief.cwk



Land Bridge Theory - texts, reference materials



Community Canada

Crupton / Walker, Oxford University Press



Community Canada - Teacher guide

Crupton / Walker, Oxford University Press



Canada Revisited 6



First Nations Faith and Ecology

Freda Rajotte, London: Cassell Publishing, 1998.



atlas



Mystery of the First North Americans

Maclean's Magazine - March 19, 2001.



Native Canadian Centre of Toronto

**Inside the Circle**

First Nations in Canada A Unit for Grade 6

3 hours

Notes to Teacher

Theories about origins:

1. Many First Nations believe that they were placed on Earth by the Creator. These stories have been passed down from one generation to the next.
2. Some scientists support the Land Bridge Theory (Beringia): During the Ice Age, about 20,000 years ago, water levels were lower than now, exposing a "bridge" of land, and enabling generations of people to migrate to North America. These people adapted to climate, animals and the environment. This bridge called Beringia, now covered by the Bering Strait, was believed to link north Asia to North America. Some scientists believe that these people are ancestors to First Nations. Ancient stone weapons have been excavated along this route as evidence.
3. Other theories, such as the Coastal Theory, suggest that people may have moved across the Northern Pacific, 20,000 to 50,000 years ago, in small boats. They eventually made their way to the coastal area of the Americas and then moved inland.
4. Another theory is that people may have travelled across ice sheets from Europe to North America (Atlantic Crossing Theory). From there people migrated to various locations across the continents.
5. Yet another theory suggests that, many thousands of years before the Ice Age, some people may have travelled south from Beringia to Polynesia (Japan, Australia) instead of using the land bridge to migrate into North America. From here these people crossed the Pacific toward South America as evidenced from bones discovered there that more closely resembled Polynesians than First Nations.
6. Discuss with students how theories change and new theories are proposed as technology advances and new evidence is discovered. Note that the migrations presented above each took thousands of years.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

2.5 hours

Description

Using atlases, students will learn to identify the environment of Canada and relate this to the locations of First Nations across Canada*. Students will demonstrate their understanding of First Nations interactions with their environment through the completion of an information chart and present this information in the culminating task.

*The location of First Nations vary slightly from source to source.

Expectations

- 6e44 – understand specialized words or terms, as necessary (e.g., medieval in a historical novel);
- 6z14 A – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 6e9 • use and spell correctly the vocabulary appropriate for this grade level;
- 6z1 A • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z5 – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z12 A – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);

Groupings

- Students Working In Pairs
- Students Working As A Whole Class

Teaching / Learning Strategies

- Brainstorming
- Classifying
- Retelling

Assessment

Teacher will use the rubric to assess the information students were able to identify from the different maps. Questions the teacher might ask would be: "Did the students accurately describe the environment for the First Nation group chosen? Using the list of facts, could the students describe how the First Nations group lived within that environment? Were the students able to think beyond given information and ask relevant questions to lead them to further discoveries?"

Assessment Strategies

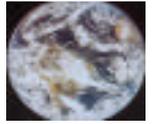
- Performance Task

Assessment Recording Devices

- Rubric

Teaching / Learning

1. Distribute an atlas and the map, "Geographic Zones of Canada," to the class. Zones on this map indicate general locations inhabited by most First Nations pre-European contact. Have students refer to various maps of Canada in the atlas to identify vegetation, land forms, natural resources, and climate.
2. Discuss, as a class, the various, general environmental conditions that would exist in the different zones of Canada throughout the four seasons of the year based on the information provided in the atlas.
3. Teacher will record on chart paper, facts about land forms, vegetation and natural resources within Canada as suggested by students. Post the list of facts in a visible location in the classroom. See Notes to the Teacher for a sample of facts.



Inside the Circle

First Nations in Canada A Unit for Grade 6

2.5 hours

4. Teacher will distribute a map to each student entitled "First Nations within Geographic Zones."
5. As a class, discuss the names on the map. Ask students if any of the names sound familiar to them and to explain why.
6. Teacher should preview as many resources as possible to gather information about the lifestyles of various First Nations Peoples.
7. Teacher will direct the students to the list of facts on chart paper (see point #3). Students will be asked to relate these facts about the environment to the lifestyle of the First Nations within specific geographic zones.
8. In pairs, students may choose one or more First Nations from the map "First Nations within Geographic Zones." Teacher will distribute copies of the chart, "First Nations Interaction with their Environment," for students to complete in pairs. See Notes to the Teacher for examples of facts to be used for assessment.

Adaptations

For the ESL student:

- provide plenty of concrete and visual support - charts, graphs, maps, pictures, diagrams, films, videos, vocabulary lists;
- simplify text or have available textbooks with material at a variety of reading levels / complexity;
- have students work with partners from the same linguistic background who can act as interpreters, classroom partners and peer tutors;
- accept single word or short phrase responses while encouraging students to expand their answers into simple sentences;
- provide a variety of options for completion (e.g., oral responses, pictures of environmental conditions, etc.).

For the LD / DD student:

- provide varied opportunities for peer / group interaction following the use of atlases to gather information;
- break tasks into smaller parts to be completed over spaced intervals;
- provide opportunities for alternative modes of information sharing (e.g., graphics, tapes) to support comprehension of environmental elements related to lifestyle;
- allow additional time where necessary;
- discuss aloud to students and / or encourage the use of peer tutors to explain atlas information to students.

Resources

-  **Environment of Canada**
-  **First Nations Interactions with their Environment chart** 3_Geozones chart.cwk
-  **Geographic Zones of Canada map** 3_geozones_base.cwk
-  **First Nations within Geographic Zones** 3_geozones.cwk
-  **Adventure Canada**
-  **Biomes and Natural Cycles**
-  **Eyewitness Encyclopedia of Nature**



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First Nations in Canada A Unit for Grade 6

2.5 hours



Canada Revisited 6

Arnold / Gibbs



atlases



Canada - Map Skills Series for Grades 5-9 Milliken Publishing



Community Canada

Crupton / Walker; Oxford University Press



Community Canada - Teacher's Guide

Crupton / Walker; Oxford University Press



Indian and Northern Affairs Canada



First Nations general information / history



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First Nations in Canada A Unit for Grade 6

2.5 hours

Notes to Teacher

Please note that many resources were consulted in trying to accurately locate First Nations groups in Canada.

Many of the resources varied in the information they provided. The map provided in this lesson is a compilation of what was discovered.

Teacher should distribute as many copies of the chart to each pair of students as needed, dependent on the number of First Nations groups being studied by each pair. Be sure students indicate the Geographic Zone, on each chart, for **each** First Nation chosen.

Example of facts found on vegetation, land forms and natural resources maps:

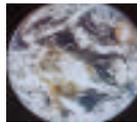
Vegetation

- Tundra is located in northern latitudes, characterized by cold temperatures and little rain producing low lying moss, tough grass and low bushes, but no trees.
- Grasslands are found in an environment of fertile valleys with small hills; short and long grasses require long rainfall; very warm summers and consistently cold winters.
- Deciduous forests are made up of trees which survive well with some sun, shade and water; found in low lying areas in close proximity to large bodies of water; they lose their leaves in their dormant state in winter. These trees are typically hardwoods.
- Coniferous forests are made of cone bearing trees that have needles; they are found at higher altitudes and can survive freezing temperatures. These trees are typically softwoods and are, therefore, easily pliable.

Land forms

- Cordilleran region includes the Rocky Mountains and the interior plateaux. (A plateau is a high, fairly level area near or between mountain regions.)
- Plains are flat to rolling land form regions, often at low altitudes, found in Alberta, Saskatchewan, Manitoba and in the Northwest Territories.
- The Shield is made up of upland, plateaux, plains, basins, and lowlands.
- Arctic includes some mountains, plateaux, mostly lowlands and plains.
- St. Lawrence Lowlands is mostly plains and lowlands.
- Appalachian are mostly highlands, plains and lowlands.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

2 hours

Description

Students will identify the close relationship most First Nations share with their environment.

Expectations

- 6z1 A • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z5 A – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z12 – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z10 – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z15 A – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

Groupings

Students Working As A Whole Class
Students Working In Small Groups

Teaching / Learning Strategies

Direct Teaching
Classifying

Assessment

Students will submit a chart with at least three points per classification (e.g., Food, Shelter, etc.). The teacher will use a rubric to assess completion, variety of information and accuracy of the chart.

Assessment Strategies

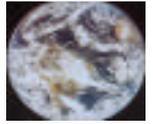
Performance Task

Assessment Recording Devices

Rubric

Teaching / Learning

- Teacher should provide pictures of as many natural resources as possible: (e.g., **animals:** foxes, wolves, bears, rabbits, beavers, deer, moose, elk, bison, porcupines, polar bears, caribou, squirrels; **game birds:** partridges, pheasants, geese, ducks, wild turkeys; **ocean resources:** salmon, whales, shellfish, herring, crabs, turtles, porpoises, sea lions, sea otters, seals, seaweed; **plant life:** deciduous and coniferous trees, herbs, roots, berries, tall grasses, corn, tobacco).
- Teacher will explain to students that most First Nations were careful not to destroy the environment so it would continue to supply their needs. After an animal, such as a buffalo, was killed and skinned, the women dried the meat. Most of the dried meat was ground into powder. It was also mixed with berries and melted fat to make pemmican.
- Students will understand the concept that the environment provided everything most First Nations needed for survival and that everything was used, nothing was wasted. For example, every part of the buffalo (or other animal) was used. Most First Nations made tools from bones, stone, wood and hide. Birchbark baskets, clay pots, etc. were made from the land and the resources if provided. These tools were often painted and decorated using berries for dye. Clothing was made from furs and hides and food was preserved and stored for winter. The skills needed to do this were passed down from generation to generation.



Inside the Circle

First Nations in Canada A Unit for Grade 6

2 hours

4. Divide the class into small groups. Distribute one picture from each of the four categories in #1 to the groups. Ask students to examine the pictures to determine how these resources might have been used. Share ideas orally as a class.
5. Each group should select a First Nation (e.g., Haida) and research food, shelter, clothing, transportation, and technology in order to complete the chart "Environmental Interaction." Each member of the group could focus on one specific category (e.g., shelter) to share information with members of their group. Each student within the group should complete the chart for evaluation.
6. The chart requires students to classify resources into how needs were met by a specific First Nation, pre-European contact, and compare these with how students *think* the First Nation meets its needs today.

Adaptations

Students requiring support could work with a student or a teacher to complete the chart. Teacher could also modify the expectations for quantity of information included.

For the ESL student:

- modify writing expectations in the chart (i.e., accept word, phrase or sentence answers, depending upon the level of language proficiency);
- incorporate cooperative learning into the assignment;
- have students work with partners from the same linguistic background who can act as interpreters, classroom partners and peer tutors.

For the LD / DD student:

- adapt the assignment format (e.g., oral, practical demonstration);
- allow the student to write the main points and expand orally;
- allow the use of the computer;
- provide direct instruction for reading of information;
- match reading materials to the student's reading level;
- encourage oral discussion prior to and after research to increase the student's level of comprehension;
- provide varied opportunities for peer / group interaction following reading.

Resources

	Environmental Interaction	
	Environmental Interaction chart	4_Environment.cwk
	Canada Revisited 6	Arnold / Gibbs
	Community Canada	Cruyton / Walker, Oxford Univeristy Press
	First Nations Faith and Ecology	Freda Rajotte
	Encyclopedia of the North American Indian	James Ciment; New York: Scholastic Inc., 1996.
	Native North America	Larry J. Zimmerman
	Indian and Northern Affairs Canada	
	First Nations General Information/ History	

**Inside the Circle**

Subtask 4

First Nations in Canada A Unit for Grade 6

2 hours

Notes to Teacher

Most First Nations respected and lived in harmony with nature. They believed resources provided by nature were a gift from the land. They gave thanks for these gifts and believed they needed to be managed wisely or they would be lost.

The teacher may wish to complete a sample Environmental Interaction chart for the students based on the following information on the **Haida First Nation**:

Food: (from the forest) Animal - eggs, beaver, deer, duck, geese, bear; Plant - berries, bark, herbs, trees, roots; (from the ocean) crabs, clams, birds, salmon, seals, otters, sea lions, whales.

Shelter: longhouse used by several families, built using resources given by cedar trees, permanent housing that is long lasting, strong and can withstand the elements of wet west coast weather.

Clothing: use of hides, furs, cedar bark, animal hair, cone shaped hat to shield from the rain, etc.

Transportation and Technology: main method of transportation was cedar strip canoe to use on both ocean and inland waterways, technology included wood and bone tools for building (e.g., simulate drill, hammer, axe, knife), wood, shells, antlers, etc. as harpoons, for fishing and whaling.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

2.5 hours

Description

Students will describe how the Algonquian and Iroquoian Nations contributed to the development of Canada (i.e., food, transportation, exploration, the arts, technology, government).

Expectations

- 6z6 A – describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to food, transportation, exploration, the arts, technology, government);
- 6z10 – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z12 – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z15 – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 6z19 – identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Collaborative/cooperative Learning
Brainstorming

Assessment

Students will be assessed on their identification and analysis of points within a selected contribution. The teacher will write an anecdotal remark about the clarity of each students' Learning Log responses.

Assessment Strategies

Learning Log

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. Teachers will write the following list on chart paper:

- a) food
- b) transportation
- c) exploration
- d) the arts
- e) technology
- f) government

2. Divide class into groups of about four students. Provide each group with chart paper. Ask students to list as many examples as possible of the Iroquoian and Algonquian contributions to the development of Canada using the above categories. Have each group select a recorder to list ideas on chart paper. Allow ten minutes to complete this brainstorming activity.

See BLM, "Contributions to Canada's Development," for some examples of contributions.

3. The teacher will call upon each group to share their ideas orally. On chart paper, teacher will compile a list of those suggestions. Teacher should add to this list using the blackline master provided.

4. The teacher should lead a class discussion about the various items listed and how they were obtained and used. Emphasize that most Indian Peoples lived in harmony with nature.

5. Distribute a small, lined, notebook to each student to be used as a Learning Log throughout this unit. The Learning Log is an ongoing record by the student of what he/she does while working on a particular task or assignment and makes visible what a student is thinking and / or doing through frequent recordings over time. See Notes to Teacher for response ideas.



Inside the Circle

First Nations in Canada A Unit for Grade 6

2.5 hours

Adaptations

For the ESL student:

- give clear instructions regarding the oral discussion and Learning Log responses accompanied by visual clues;
- check often during small group brainstorming for comprehension by asking questions to make sure that directions have been understood;
- allow sufficient response time when interacting orally;
- accept single word or short phrase responses while encouraging students to expand their answers into simple sentences;
- allow peer interaction for direction of how to complete Learning Log.

For the LD / DD student:

- use 'wh' questions as prompts to assist the student in relating information orally;
- use visual aids consistently to support oral messages;
- provide extra time for processing;
- encourage the student to ask for clarification;
- negotiate the required length for written responses in Learning Log;
- allow opportunities for alternatives to writing in the Learning Log (i.e., graphic representations, collages).

Resources

	Contributions to Canada's Development	5_Contributions.cwk
	Canada Revisited 6	Arnold / Gibbs
	Community Canada	Cruyton / Walker, Oxford University Press
	Encyclopedia of the North American Indian	James Ciment, Ronald LaFrance, PhD
	First Nations - Firsthand	Cameron Fleet - editor
	How They Lived in Canada - series	Various
	Native North America	Larry J. Zimmerman
	Indian and Northern Affairs Canada	
	Native American Technology and Art	

**Inside the Circle****First Nations in Canada A Unit for Grade 6****2.5 hours**

Notes to Teacher

Suggested leads for students to respond to in their Learning Logs:

1. Identify a variety of items or ideas within a specific contribution category. Are these items or ideas still used today?
2. How was this item or idea used then and today?
3. Choose one item or idea to describe how it was made, gathered or caught (pre-European contact) and how it or its method of retrieval has evolved into what we know today.
4. What does this teach us about the people and their relationship with the environment?

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

Description

Groups of students will, in preparation for the culminating task, research information for a "Circle of Celebration" that will bring together selected Indian Nations from across Canada in a sharing of what students have learned.

Expectations

- 6e7 • revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
- 6e32 – summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;
- 6e36 A – plan a research project and carry out the research;
- 6a18 – create an accompaniment for a story, poem, or drama presentation;
- 6a25 • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;
- 6z1 • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z5 – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z6 – describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to food, transportation, exploration, the arts, technology, government);
- 6z10 A – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z11 A – formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);
- 6z12 – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z15 A – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 6z17 – identify current concerns of Aboriginal peoples (e.g., self-government, land claims);

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Note-making
Research
Technology

Assessment

Checklists will be used to assess completion of Learning Logs and contributions within the research group.

Performance task consists of the written research assignment of each group. Teachers may use the rubric provided.

Assessment Strategies

Learning Log
Performance Task

Assessment Recording Devices

Rubric
Checklist

Teaching / Learning

1. Gather as many resources as possible for student use during the research assignment.
2. Divide class into seven integrated groups to research one of the Indian Nations within a geographic zone as follows:
 - a) The Woodland



Inside the Circle

First Nations in Canada A Unit for Grade 6

35 hours

- b) The Arctic
- c) The Plains
- d) The Plateau
- e) The Pacific Coast
- f) Southeastern Ontario (St. Lawrence Lowlands)
- g) The Mackenzie/Yukon River Basin (Sub-Arctic)

*Each group chooses only ONE Nation within the assigned geographic zone (e.g., The Haida within the Pacific Coast geographic zone).

3. Distribute the two page "Indian Nations Research Assignment" to each student. Put it into a file folder or pocket folder to keep notes, journal, resource bibliography and all needed information in one place.

4. Discuss all aspects of the assignment carefully while emphasizing that the information gathered will be used to present in the culminating activity.

5. Teacher will review with students the criteria for the research assignment. Rough notes should include the Indian Nation being researched; the geographic zone; two areas of responsibility; three subtopics per area of responsibility; and a list of important details for each subtopic. Teacher may provide students with a BLM of a preferred research framework or students may create their own.

6. Review the location, purpose, how to use and how to create an index and/or table of contents. Review the use of titles, sub-headings, illustrations, and charts as a viable resource for gathering information and focusing research. In their Learning Logs students must keep an ongoing list of titles, authors, publishers, and copyright dates of each resource used. Show students where to find this information and the preferred format for bibliography.

Adaptations

Special needs students should be integrated within various research groups and be given tasks appropriate to their level of ability as assigned by the classroom teacher in collaboration with group members. Wherever possible, students should receive direct support from their peers, support staff and/or the teacher.

For the ESL student:

- provide concrete and visual support - charts, graphs, maps, pictures, diagrams, films, videos, vocabulary lists;
- teach students how to paraphrase, organize, and present material;
- simplify text or have available textbooks with material at a variety of reading levels / complexity;
- incorporate cooperative learning within the group;
- have students work with partners from the same linguistic background who can act as group partners;
- provide project checklist with timelines and essential resources;
- send home short description of project and keep parents informed / involved.

For the LD / DD student:

- attach daily schedules to project folder;
- provide extra resource books for home;
- encourage the use of lists, advance organizers, personal planner for personal organization;
- set time limits the student is clear about for areas of responsibility for the group;
- assist the student by 'chunking' project components and requiring each chunk to be handed in at specifically assigned times and provide additional time where needed;
- facilitate overall thinking of the task (i.e., pre-planning, details, summary);
- teach and encourage the use of highlighting main facts and ideas;
- provide frequent reinforcement and feedback of results (i.e., effort, improvement, task completion);
- communicate regularly with support teacher, if appropriate;
- establish a home / school communication system for the ongoing work of the project.



Resources

	Circle of Celebration - Group Research Project	
	Group Research Assignment	5_Research Assignment.cwk
	Geographic Zones Overviews (teacher)	5_Geographic Zones.cwk
	Canadiana Scrapbook: Canada's Native People	Donald M. Santor / Prentice Hall Canada Inc.
	Encyclopedia of the North American Indian	James Ciment, Ronald LaFrance, PhD
	Canada Revisited 6	
	Community Canada	Crupton / Walker, Oxford University Press
	People Of The Ice - How The Inuit Lived	Heather Smith Siska
	How They Lived in Canada - series	Various
	The Inukshuk Book	Mary Wallace / Owl Books / Greey de Pencier Books Inc
	The Big Empty - Nunavut...is a Vast Expanse of...Fascinating Culture.	Toronto Star
	Our Land - Nunavut is Officially Born...	Toronto Star
	We Are Canadians - First Peoples	CRB Foundation / Heritage Project
	Ontario Film Board	
	Aboriginal Educational Resources Database	
	Ontario Friendship Centres	
	Native Centre of Toronto	
	Native Information	
	General Native Information	
	Native Links	
	Indian and Northern Affairs Canada	
	Museum of Civilization - Ottawa	
	Nations of Canada	
	Nations of Canada - clothing	



Inside the Circle

First Nations in Canada A Unit for Grade 6

35 hours



Goodminds



Royal Ontario Museum - Outreach Dept. 416-586-5682



Native Canadian Centre of Toronto

Notes to Teacher

Work in partnership with a librarian. Pull all relevant resources and book time in the Library / Resource Centre. Order all needed videos, book guest speakers, and organize field trips.

Films should be previewed to verify suitability.

Display all relevant websites so that students can access them throughout the unit.

Be sensitive to food issues of students in your class (for the sharing of traditional meat dishes).

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

3 hours

Description

Students will learn legends / stories to develop an insight into the literature of some First Nations Peoples and how it reflects their lifestyle and beliefs. Students will identify some general characteristics found in many legend / stories that they hear and read.

Expectations

- 6e23 A • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
- 6e26 A • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 6e33 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 6e37 A – identify different forms of writing and describe their characteristics (e.g., historical novel, encyclopaedia);
- 6z4 – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 6z11 – formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);
- 6z1 • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z5 A – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);

Groupings

- Students Working Individually
- Students Working As A Whole Class

Teaching / Learning Strategies

- Guided Reading
- Mini-lesson
- Discussion

Assessment

Following identification of the characteristics, the teacher will evaluate the accuracy of these characteristics in each student's chart.

A checklist in the form of a class list will be used to evaluate that the students have read a variety of legends / stories and that they have supported their ideas with evidence.

Assessment Strategies

- Performance Task
- Self Assessment

Assessment Recording Devices

- Checklist

Teaching / Learning

***Be advised that First Nations legends / stories are used to develop a specific view of the world and refer to the relationship between First Nations and their environment.**

1. Teacher will gather a variety of First Nations legends / stories from a variety of First Nations for students to read and contrast.
2. Teacher will read aloud as many legends / stories as possible as it is important for students to hear them.
3. Teacher will discuss with students some general characteristics of legends / stories (see BLM). Question students about whether they recognized or heard any of these characteristics in the legends / stories read so far. After having spoken about the general characteristics, read aloud some other legends / stories. Students will listen carefully to hear and identify the characteristics again.
4. As students identify some characteristics of First Nations legends that they hear, they will also understand the lesson being taught in each story (e.g., In *Two-Finned Whale* we learn that: we must respect



Inside the Circle

First Nations in Canada A Unit for Grade 6

3 hours

our heritage and origins; despite our outward appearance, we share many similarities with others; and we should learn to live peacefully together). Record each of these lessons on chart paper as they are identified. Post this list in a visible location in the classroom.

5. Ask students to independently read legends / stories about First Nations over a period of two lessons, based on reading levels demonstrated in on-going class work.
6. Students should look for common characteristics of the genre and complete "First Nations Legends / Stories" chart using their own words (see BLM).
7. Students will record in the final column of the chart what the story teaches them. The chart will be evaluated by the teacher.
8. Teacher will direct students to look for a story that has a strong impact of them. In their Learning Logs students will record the title, author, passage or phrases that had significant meaning to them and explain why the chosen legend / story made and impact on them.

Adaptations

Adapt the number and level of the legends / stories depending upon the reading ability of the students. Use pre-taped and / or video legends / stories where available.

For the ESL student:

- be read to while the teacher explains what they are hearing;
- present figurative language in context and rephrase to ensure understanding.

For the LD / DD student:

- complete the chart as part of a group rather than individually;
- teach the student to use context clues when reading;
- teach the meaning of words specific to First Nations legends / stories prior to reading;
- explore and share prior knowledge of legends or fables to provide context and background for reading;
- encourage oral discussion prior to and after reading to increase students level of comprehension.

Resources

	Characteristics of Legends and Stories	4_Characteristics.cwk
	Legends and Stories chart	7_Legends and Stories.cwk
	Why Mouse is so Small / Two-Finned Whale	7_Two Legends.cwk
	Chart sample	7_Chart sample.cwk
	How We Saw the World	C.J. Taylor
	Ladder to the Sky	Retold by Barbara Juster Esbensen
	Legend of the Bluebonnet	Tomie de Paola



Inside the Circle

First Nations in Canada A Unit for Grade 6

3 hours

	The Raven Steals the Light	Bill Reid / R. Bringhurst
	Nanabosho Steals Fire	Joseph McLellan
	The Boy Who Lived With the Seals	Rafe Martin / David Shannon
	Nanabosho Dances	Joseph McLellan
	Song of Sedna	R.D. San Souci
	Raven and Snipe	Anne Cameron
	Raven Goes Berry Picking	Anne Cameron
	Spider Woman	Anne Cameron
	How Raven Freed the Moon	Anne Cameron
	Raven Returns the Water	Anne Cameron
	The Secret of the White Buffalo	C.J. Taylor
	Bones in the Basket	C.J. Taylor
	Keepers of the Earth - Anthology	Richard Caduto / Joseph Bruchac
	Coyote Places the Stars	Harriet Peck Taylor
	How Two-Feathers was Saved from Loneliness	C.J. Taylor
	The Ghost and Lone Warrior	C.J. Taylor
	The Story of Chakapas	P.G. Downes
	Coyote Steals the Blanket	Janet Stevens
	Sootface - an Ojibwa Cinderella Story	Robert D. San Souci
	Micmac Legends of P.E.I.	John Joe Sark
	The Rough Face Girl	Rafe Martin
	Echoes of the Elders	Chief Lelooska, edited by Christine Normandin
	First Nations - Firsthand	Cameron Fleet - editor
	The VISION SEEKER	James Whetung
	Native American Myths and Legends	O. B. Duane; London: Brockhampton Press, 1998
	Video - Native Legends	National Film Board of Canada

**Inside the Circle**

First Nations in Canada A Unit for Grade 6

3 hours



Internet Public Library



Native American Technology and Art

Notes to Teacher

Characteristics of First Nations Legends and Stories - see BLM for use as an overhead or to be put on the board by the teacher.

Additional copies of the chart may be provided for students who require space for more entries.

This subtask could take from two to four lessons depending on how many legends are available to the students and how quickly they can read them.

Legends and stories are available on video. If time permits, integrate this study with the arts to allow for further exploration of these genres.

Some publishers use the terms "legend" and "myth" synonymously. However, First Nations do not refer to their stories as "myths."

Alternative reading task:

Appropriate novels could be selected as read-alouds. Students could discuss and respond to issues presented within them. First Nations novels need to be carefully previewed for bias, vocabulary, presentation of ideas, etc. Be aware of sensitive issues and discuss with students carefully.

Recommended titles and grade levels include:

White Mist by Barbara Smucker (Grade 6-7)

No Word for Goodbye by John Craig (Grade 6)

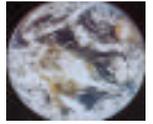
Eagle Song by Joseph Bruchac (Grade 4-5)

Children of the Longhouse by Joseph Bruchac (Grade 6)

Napachee by Robert Feagan (Grade 6)

In their Learning Logs students could respond to the story and write about their ideas and observations in relation to what they have learned about some First Nations.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

Description

Students will learn storytelling techniques, as passed down from generation to generation of many First Nations, to share in a presentation with their peers.

Expectations

- 6e1 A • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6e56 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 6e60 A – use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;
- 6a5 A • identify and perform music from various cultures and historical periods;
- 6a18 A – create an accompaniment for a story, poem, or drama presentation;
- 6a51 A – demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade);
- 6a54 A – identify the significance of symbols in dramatic explorations, and use various props appropriately;
- 6a63 A – create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures;

Groupings

- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Mnemonic Devices
- Peer Practice
- Story Telling

Assessment

The final oral presentation will be peer-evaluated in small groups (their research groups).

See the evaluation sheets attached. Each student gets one sheet and fills in the names of all the students in their group. Rating is done on a 1 - 4 scale.

Assessment Strategies

- Performance Task

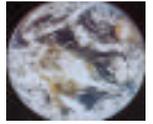
Assessment Recording Devices

- Rating Scale

Teaching / Learning

Please Note: The CIRCLE is significant to many First Nations (the meaning being that no person is above the others, that everyone is equal) therefore, it is suggested that students sit in a circle to share and listen to each other's stories.

1. Students will retell one legend / story that they have read.
2. Allow time for rehearsal (several times).
3. Stories should be told from memory (as much as possible).
4. Suggest that students think about the MOOD to enhance tone of voice and facial expressions; to SEE the story in their mind.
5. Have students make a mnemonic device to aid in memorization. Three examples are:
 - 1) a Wampum or Wampum Belt in the Iroquois tradition,
 - 2) a storyteller's stick used by many other First Nations
 - 3) a Storyteller's bag. Fill it with symbols represented in the story - May include at least three to five symbols either found or made.



Inside the Circle

First Nations in Canada A Unit for Grade 6

*These devices may contain pictures or symbols in sequence that tell the main points of the story.

6. Stories may be accompanied by appropriate rhythms or sounds using rhythm instruments, found sounds or First Nations music that matches the mood of the story being retold.

7. Peer-assessment will take place in class in the research groups assigned in Subtask 5 (see attached evaluation outline).

8. Students will select one group member to be their representative storyteller. This person will be responsible for retelling his/her chosen story at the Circle of Celebration.

Adaptations

For the ESL / LD / DD students:

- read aloud to model pronunciation, inflection, intonation, stress, phrasing, rhythm of the language, etc.
- provide opportunities to develop oral language skills (e.g., retelling stories, relating experiences, interpreting pictures, group discussions, etc.);
- provide organizational strategies (i.e., audio tape, video, cue cards, mnemonic devices listed, etc.) to assist in the preparation of retelling the legend / story.

Resources

	Storytelling Rating Scale - Peer Evaluation	6_Peer Rating Scale.cwk
	materials for mnemonic devices	variety
	nature sounds or First Nations music	1 tape

Notes to Teacher

"Story telling is a living breathing creature. It thrives, grows & adapts in the heart of each new generation of story teller." Unknown, found in the site www.nativetech.org

*****Copy this quote and post in a visible location.***

Teachers should read aloud some stories, modelling proper storytelling techniques.

Many stories were used to pass history, beliefs, values and traditions from generation to generation or even to simply entertain. Each story is a natural teaching tool. Many First Nations see themselves as part of nature, not apart from it and it is because of this belief that most of their stories try to explain happenings in nature. In many stories the lessons are taught directly or as metaphors.

A storytelling bag or pouch may be made using felt, brown mural paper or paper bags (to simulate hide).

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

Description

Students will work through a sample assignment as a class in order to understand some of the expectations of the project. Students will then be presented with information regarding the effects exploration had on technological progress.

In the assignment, students will research one explorer and apply their knowledge to: reflect upon the relationship between European explorers and First Nations; explore some of the misconceptions the explorers and the First Nations had about each other; and understand the consequences of their interactions.

Expectations

- 6z2 A • identify early explorers and describe their impact on the development of Canada;
- 6z7 A – identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson's Bay Company);
- 6z8 A – identify technological developments and cultural factors that led to the exploration of North America;
- 6z9 A – identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples).
- 6z11 A – formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);
- 6z14 A – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 6z16 A – describe early explorers' perceptions of Aboriginal peoples' way of life;
- 6z10 A – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z13 – analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);

Groupings

- Students Working In Pairs
- Students Working As A Whole Class

Teaching / Learning Strategies

- Advance Organizer
- Research
- Peer Teaching
- Direct Teaching
- Think / Pair / Share

Assessment

Students will make notes in their Learning Logs throughout this assignment where they will write down what they have learned, where they found the information, special notes to themselves, how they feel about the learning, etc.

Students may present their findings in any way they choose. Final projects may be in written or oral form. Teachers will complete a checklist, verifying that students have demonstrated the expectations listed and can fill in the checklist after reading a report or viewing a presentation.

Assessment Strategies

- Learning Log
- Performance Task

Assessment Recording Devices

- Checklist

Teaching / Learning

Introduction:

1. Teacher should read aloud nonfiction books, journals or passages about early and modern-day explorers (e.g., aquanauts, astronauts) throughout the explorer section.
2. Discuss what it means to explore and why people explore.

**Inside the Circle****First Nations in Canada A Unit for Grade 6**

8 hours

3. Discuss the encounters between the First Nations and the explorers from differing points of view.
4. Discuss the perception students may have about the relationship between explorers and First Nations.
5. The teacher should model some parts of the research assignment (see BLM) using modern-day explorers such as Roberta Bondar or Neil Armstrong. An example using Jacques Cousteau is provided because most students are already familiar with land explorers of the past and of astronauts. Jacques Cousteau saw his home as all the oceans of the world. However, teachers may choose to select a Canadian explorer from the past or present as an example.

Technological Progress:

Distribute the attached "Technological Progress Through the Ages" chart to each student. Discuss as a class how exploration has changed as a direct cause of technological progress. Is exploration easier or more difficult now? Discuss. Have students make an attempt to identify what some of the tools of exploration did or looked like.

Research Assignment:

1. Collect as many resources as possible for students to use to guide their research.
2. Have students choose, or be assigned, partners.
3. Go over the assignment (included) with the class and answer any questions.
4. Decide on a due date for the assignment based on how much time will be allocated in school and what will be expected of the students independently out of school. Make this decision based on student needs.
5. Monitor students' projects throughout the process and lead the students to varied resources to confirm information they are receiving. Point out to students that often sources may give conflicting information because information was not always written down.
6. Give students, who choose to make presentations, time to rehearse.
7. During presentations, or upon reading written submissions, use a checklist to ensure that students have met the expectations (i.e., describing, explaining, identifying, constructing).

Follow-up:

1. Distribute BLM "Explorers - Follow Up Questions" sheet to direct students' *thoughts*.
2. Allow students time to independently *reflect* upon knowledge acquired during the explorer research.
3. Students pair up with a different partner from their project.
4. Together they will *share information to answer the questions*.
5. Partnerships *submit question sheet* for assessment. Teacher will evaluate this based on vocabulary, content, completion. Teacher may choose to use this questionnaire as outlined above or to use it as a quiz at the completion of the explorer project.



Inside the Circle

First Nations in Canada A Unit for Grade 6

Adaptations

For the ESL / LD / DD student:

- join together to work as one group where each person in the group will only be responsible to research one topic. The whole group can then present their findings orally to each other and the teacher;
- clarify definitions, terms and vocabulary in the Explorers Project and ensure understanding by asking students to retell or paraphrase instructions;
- have students work in small, incremental steps, moving from simple to more difficult;
- provide resource materials geared to students' instructional level;
- emphasize and review with students the purpose of the assignment and the criteria for the evaluation;
- explain the project orally and visually;
- encourage oral discussion prior to / after reading resource materials;
- provide extra time to complete the project and / or reduce the quantity expected in the project;
- allow students the opportunity to practise prior to the oral presentation, if chosen.

Resources

-  **Explorations Research Project with Follow Up** 15_Explorers Project.cwk
-  **Technological Progress Through the Ages** 9_Technological Progress.cwk
-  **1998 CANADIAN & WORLD ENCYCLOPEDIA**
-  **Canada Revisited 6**
-  **Community Canada** Cruxton / Walker, Oxford University Press
-  **National Geographic Expeditions Atlas** National Geographic Society; Washington D. C., 2000.
-  **We Are Canadians - First Peoples** CRB Foundation / Heritage Project
-  **Indian and Northern Affairs Canada**
-  **Ontario Film Board**
-  **nativeweb.org**



Inside the Circle

First Nations in Canada A Unit for Grade 6

Notes to Teacher

Collect resources (kits, videos, CD-ROMs) about explorers. Check history textbooks available in your school for further information.

Many educational websites contain a lot of information about explorers as does the listed site from Indian and Northern Affairs.

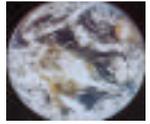
Show students how to classify information using subheadings. Summarize, into point-form, notes using a preferred research framework. Model how to put these points into paragraphs using their own words.

Make students aware that some technology that assisted the explorers came from the First Nations (e.g., the canoe, medicines).

Suggested Applications:

1. Kit: *We Are Canadians - First Peoples (Snapshot 2)* contains an excellent drama activity. See page 17 - 19 for activity titled: "Understanding the Impact of European Disease on First Peoples."
2. Tell students it did not take most First Nations long to realize the Europeans had come to stay. Imagine the discussions that might have occurred among First Nations about these strangers and in European gatherings about the unfamiliar lifestyle of the First Nations.
3. Stage such gatherings. (Half the class take on First Nations roles and half are the explorers.)
4. Discuss such topics as: trade; territorial issues; way of life.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

4 hours

Description

Students will be exposed to the music of a contemporary Inuit or First Nations recording artist. Students will relate song lyrics to issues about First Nations and reflect on the music through art.

Expectations

- 6e33 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 6e54 • analyse media works;
- 6a5 • identify and perform music from various cultures and historical periods;
- 6a6 A • communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).
- 6a24 A – communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., painting, computer animation).
- 6a25 A • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;
- 6z3 A • demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.
- 6z19 – identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);

Groupings

- Students Working As A Whole Class
- Students Working In Pairs

Teaching / Learning Strategies

- Discussion
- Role Playing
- Tableau
- Visualisation
- Sketching To Learn
- Expressing Another Point Of View

Assessment

Teacher will make notes on students' reflective responses and art activities related to the songs learned. Have the students captured the general theme of the music? Does their response reflect divergent thinking? How does the music relate to what they have learned about most First Nations Peoples?

Assessment Strategies

- Performance Task

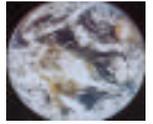
Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

Lesson 1:

1. Listen to a song performed by an Inuit or First Nations singer such as Susan Aglukark's O'Siem to become familiar with the lyrics and musical style.
2. Teach the students some background information about the singer. See Resource for suggestions.
3. Have students read through the lyrics before listening to the music. Discuss the perceived meaning behind the words. Explain that her song is about racism - to see beyond race, colour, heritage and that we are all family. Further discuss what they think she means by "fires of freedom," "dance in the burning flame," or "walls come tumbling down."
4. Listen to the song a number of times. Ask: What do you think O'Siem means? (Answer: coming together as one)
5. Ask the students: If they were to create the video for the song, what images would they show to illustrate the words that she uses? Discuss and take all suggestions. Tell the students that her actual video shows a

**Inside the Circle****First Nations in Canada A Unit for Grade 6****4 hours**

large wall of ice. On one side of this wall is a black man and on the other is an Asian woman, both are blindfolded and carry a sledgehammer. The two people are breaking down the wall and there is fire melting the wall from the sides. Question the students: Why ice? Why the blindfolds? Why did she choose these characters?

6. Have students create a still image of the song using Susan Aglukark's theme of "breaking down a wall". Students may be instructed to create an image based on their own ideas. Students may listen to the music of Susan Aglukark while developing their art ideas.

Suggestions for a second lesson:

1. On the same CD, listen to track 2, "*Hina Na Ho (Celebration)*". Listen to the song several times to be able to discuss the lyrics' meanings. Pose the question: What is being celebrated? (Answer: the life of First Nations; that First Nations have survived many hardships; that First Nations live in freedom and peace with nature; etc.)
2. Students will depict the images of the song lyrics through art. The piece should convey the themes of celebration, hardship, past and present, and other ideas discussed earlier. It would be appropriate for the art to be created in a circle formation.
3. Discuss the musical style of the drums and contemporary background music. How does this style help convey the messages in the song?

Adaptations

Have ESL / LD / DD students:

- read the lyrics of the music first with the classroom teacher, resource teacher or peers;
- through pictures and explanations, be sure the students understand the themes presented before hearing the musical accompaniment;
- allow for peer interaction for the sharing of ideas after hearing the music;
- be open to computer use for creation of art pieces.

Resources



Inside the Circle

First Nations in Canada A Unit for Grade 6

4 hours



This Child



Canada is...Music 7 / 8

Gordon V. Thompson Publisher, 1984.



Aglukark website



CD or tape player

1



musical instruments

1

Notes to Teacher

Susan Aglukark's CD contains many other relevant songs appropriate for discussion throughout the unit such as "Shamaya".

Teachers may also wish to teach songs for students to sing from the Music Canada series found in most schools. The following are some appropriate suggestions to use:

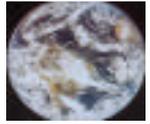
In Music Canada 6 - My Bark Canoe (Ojibway); Grass Dance; The Drum Has Started Beating (poem).

In Music Canada 4 - Native Lullaby.

In Music Canada 3 - Iroquois Lullaby.

In Canada is...Music 7 / 8 - First Nations songs (from pages 140-153) that also include historical information, background of languages, Peoples, songs and traditions. There are also records available that include booklets of maps, photos, drum rhythms, etc.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

2.5 hours

Description

Students will make a Dreamcatcher as first made by western Canadian First Nations. The legend of the Dreamcatcher included.

Expectations

- 6m98 – identify and extend patterns to solve problems in meaningful contexts (e.g., notes in music, patterns on graphs);
- 6a25 A • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;
- 6a42 – demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g., explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground and using bold, diagonal lines to define it);
- 6z6 – describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to food, transportation, exploration, the arts, technology, government);

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Direct Teaching
Model Making

Assessment

The teacher will observe the students throughout the process and take notes based on following instructions, sharing of materials, creativity, attitude.

Students will verbalize to the teacher how they feel about their final project: Was it difficult/easy? How were the materials to work with? Do I like what I've done? etc.

Assessment Strategies

Exhibition/demonstration
Performance Task
Self Assessment

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. Read the legend of the Dreamcatcher (see BLM) to the class. Discuss its significance.
2. See resources list for needed supplies. These instructions make a 13 cm (5") diameter Dreamcatcher. If you cannot get these specific supplies do the following: use a flexible tree branch (soak in water for a few hours) about one centimetre in diameter and one metre long; use wool or string for the sinew. Remember - the colour scheme is entirely up to the students but the four colours of red, white, black and yellow are most often used.
3. Cut approximately three metres of the suede lacing and glue one end of it to the ring or branch. Hold in place until the glue dries. (A clothes peg works very well) Repeat this until you have wrapped the entire ring. Be careful not to twist the lacing.
4. To make the web, tie one end of the sinew (or wool or string) to the ring. Make nine knots around the ring spacing them about four centimetres apart. Make the last knot a little closer to the first knot to prevent a large gap from forming. Keep the thread pulled snug between the knots.
5. Begin the next row of the web by tying knots in the middle of the thread that you have already woven on



Inside the Circle

First Nations in Canada A Unit for Grade 6

2.5 hours

row one. Continue weaving in the same way until you have a small hole left in the centre. Tie a double knot in the thread and put a drop of glue there and cut off extra thread when glue dries.

6. To make the loop to hang your Dreamcatcher use some more of the suede lacing and tie a knot in the open end. Slip this loop through the top of the ring and bring one end of it through the other end of the loop and pull snug.

7. To make hanging sections, cut three pieces of suede lacing to desired length and tie two of them about 1/3 of the way up each side of the ring using a double knot. Slip beads in a colour pattern onto the lacing and secure with a knot. Add feathers by pushing the ends into the beads and gluing, if loose.

8. Use the last piece of suede lacing to attach to the top middle of the ring. Slip more beads in a pattern onto this and push feathers into this as well.

Adaptations

Have ESL / LD / DD students:

- pair up with classmates or support teachers to understand instructions or to help with difficult tasks;
- have some students choose their materials (colours, beads) and have another person complete the task as per their instructions only.
- see the website titled Multicultural Art Lessons for a much simplified but still effective version of the Dreamcatcher.

Resources



Legend of the Dreamcatcher

14_Dreamcatcher Legend.cwk



Dreamcatcher

Audrey Osofsky, Ed Young



Dreamcatchers - Myths and History

Etobicoke: Prospero Books (Chapters Inc.), 1999.



How to Make a Dreamcatcher



Dreamcatchers -Multicultural Art Lessons



8 cm (5") ring OR 1 m long tree branch (wet) 1



suede lacing or very thick yarn 4 m



imitation sinew or wool / string 3 m



colourful beads 15-20



feathers 6-10



scissors 1 pair



clothes pegs 3-4



glue (white) or glue gun



Inside the Circle

First Nations in Canada A Unit for Grade 6

Notes to Teacher

Some of the materials may be difficult to locate so try to use the suggestions given for substitute materials.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

4.5 hours

Description

Students will look at some of the works created by a world-renowned First Nations artist. Students will create a piece of art in the same style.

Expectations

- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6a42 – demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g., explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground and using bold, diagonal lines to define it);
- 6a25 A • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;
- 6z1 A • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z19 – identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Guest Speaker
Expressing Another Point Of View
Discussion
Learning Log/ Journal

Assessment

Students will submit their artwork along with their creative writing (optional) to be evaluated.

Teachers should evaluate students' artwork on a rating scale created on a class list. The requirements to be evaluated (written in sections across the top of your class list) are: Use of Elements of Design Evident; Communication of Appropriate Ideas is Clear; and Effective Use of Media. Each requirement will be evaluated on a 0-4 scale as follows: 4 = very good; 3 = average; 2 = fair; 1 = needs more work; and 0 = not evident.

The Learning Log should be used to evaluate the students' communication of ideas, thoughts, feelings and experiences using evidence from the artwork.

Assessment Strategies

Performance Task
Learning Log

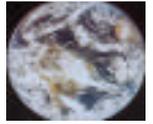
Assessment Recording Devices

Rating Scale

Teaching / Learning

*Collect as many books or samples of Canadian First Nations art as possible, have a guest speaker speak about various art styles and / or visit the websites listed to view art, or search under "Native Canadian Art."

1. Display books depicting the art of First Nations artists who use this style of painting known as "x-ray" such as Norval Morriseau.
2. Have students discuss, as a class, some elements of design (balance, focus point, movement of line,



Inside the Circle

First Nations in Canada A Unit for Grade 6

4.5 hours

symmetry, pattern, etc.) noticed in his various pieces. Ask students how the various elements add emotion or meaning to the piece.

3. Create a handout or a chart using the vocabulary and symbols provided in Notes to the Teacher. Discuss each in relation to the work of the artists chosen.
4. Looking again at the work of the artists, students will think about and reflect, in their Learning Logs, ideas about what the symbols mean and how the titles help them to understand what is being depicted. Students may also share how the various works make them feel. (Remember - there are no wrong answers.)
5. Explain to students that in the "x-ray" technique the viewer not only sees the person or animal that has been painted but also the energy or spirit within the person or animal.
6. Students will choose a subject for their painting (e.g., fish, bird, turtle, etc.) and think about the interior energy or emotion of that subject. For example, the inner spirit of a bird may include the sense of freedom, vastness, power, keen sight, etc.
7. Students will sketch the outline of their subject onto heavy paper using pencil.
8. Within the outline students will draw skeletal lines (ink, crayons, oil pastels or sticks, etc.), colours (paint, oil pastels, cut paper, etc.), shapes and symbols as in the x-ray style.
9. Inform students that their art will depict more meaning when the body of their subject is filled with at least three or four ideas (lines, colours, shapes, and symbols). Students should make best use of the space provided inside the body. On the back of their art work students will explain, in a short paragraph, the colours, shapes and symbols chosen to represent the inner spirit of the subject.
10. As a follow up, students could select symbols represented in the work they have created or in First Nations art of this style to write a story. Students could submit this story along with their artwork for evaluation.

Adaptations

For the ESL / LD / DD student:

- allow students to paint as they wish, allow free expression while encouraging the painting style taught;
- provide students with samples of work to emulate or respond to orally, discussing favourite pieces, colours, titles, etc.

Resources

	The Life & Art of the North American Indian	John Anson Warner
	In the Shadow of the Sun	Hull
	Visions of Power	Toronto - Earth Spirit Festival, 1991
	Land Spirit Power: First Nations at the National Gallery of Canada	Nemiroff, D.; Houle, R.; Townsend-Gault, C.
	Native On Line - West Coast Artists	



Inside the Circle

First Nations in Canada A Unit for Grade 6

4.5 hours



Douglas Reynolds Gallery



Federal Government - Recognized Artists



Turtle Island Native Information



Whetung Ojibwa Centre



Native Technology and Art



paint brushes and water set



heavy paper 1



thick water based paint set



various art media set



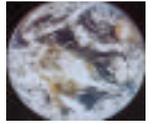
Native Canadian Centre of Toronto Heather Howard-Bobiwash, Jonathan Hamilton-Diabo



McMichael Canadian Art Collection - Kleinberg, ON Program Hotline 905-893-1121, ext 403



Indigena Gallery - Canadian Native Art Erla Boyer



Inside the Circle

First Nations in Canada A Unit for Grade 6

4.5 hours

Notes to Teacher

Background information about Norval Morriseau:

- born in 1930, Sand Point Lake Reserve, north of Thunder Bay, Ontario
- raised by grandparents who taught him Ojibwa (Ojibway) customs, values and beliefs
- hospitalized in 1950's for tuberculosis where he began painting and drawing on birch bark and brown paper bags
- during the 1960's he travelled to northern communities in Ontario and Minnesota to learn from elders
- during his travels he taught painting techniques and writing in order to show others how to share what they were taught about respecting Ojibwa (Ojibway) culture
- considered a medicine man or "shaman"
- developed an "x-ray" painting style which has been used by many other First Nations artists (e.g., Daphne Odjig, Carl Ray, Blake Debassige)
- his son, David, now continues painting in the style of his father

Vocabulary to introduce or review with students:

IMAGE: is essentially a picture, something seen in a work of art (Morrisseau's work depicts images of people and animals)

GROUND: is what the artist has created the work on (e.g., birch bark, paper, canvas, wood, cardboard, etc.).

MEDIA or MEDIUM: is what the artist uses to create the work (e.g., tempera, acrylic, watercolour, oil paint, oil pastel, crayon, chalk, cut paper, plaster, etc.).

SYMBOL: is a picture or image that tells a story or represents an idea without using words (e.g., signs on men's and women's washroom doors, no smoking signs, etc.).

Some examples of symbols in Morriseau's work:

CIRCLE: may tell about the life cycle, sun, moon, directions, etc.

LINES: may be "spirit lines" or "energy lines", may be extended from the hand or body of a figure, may be connected or isolated

EYES: large eyes that see all may be a symbol of a medicine man or "shaman."

X-RAY: shows the interior and exterior outline of a figure, various parts internally expressed with different colours

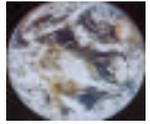
There are many books and magazines depicting First Nations artists and their work. Talk to a librarian to collect some resources for students to view.

Other suggestions:

- 1) paper mache of the symbols in the form of a jewellery pendant using cotton wool and glue/water mixture and then painting.
- 2) clay work/painting - pinch pots
- 3) teach the *history* of First Nations art techniques through www.nativetech.org.

Teacher Reflections





Inside the Circle

First Nations in Canada A Unit for Grade 6

Description

Students will participate in a half day drama simulation where the teacher takes on the role of a land developer from the government and then of a First Nations person. Students will decide whom to support.

Expectations

- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
- 6a55 A – recognize when it is necessary to sustain concentration in drama and dance (e.g., when they are performing in a large-group improvisation over an extended period of time);
- 6z3 A • demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.
- 6z17 A – identify current concerns of Aboriginal peoples (e.g., self-government, land claims);
- 6z18 A – describe the current relationship between the government of Canada and the Aboriginal peoples;

Groupings

Students Working As A Whole Class
 Students Working In Small Groups
 Students Working Individually

Teaching / Learning Strategies

Case Study
 Debating
 Simulation

Assessment

Teacher will make observations during the drama following the rubric attached to assess students' involvement in, and understanding of, the concepts.

Students will submit their letter to either the Prime Minister or the Nation Chief of the Assembly of First Nations. Still using the rubric, teachers will assess the students' understanding and communication of the issues brought out in the drama.

Assessment Strategies

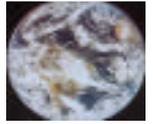
Essay
 Observation

Assessment Recording Devices

Rubric

Teaching / Learning

1. The teacher receives a "letter" delivered to the door stating that all persons within must report to work immediately. At this point, either the teacher leaves the room to become the construction foreperson or has someone come in to do it.
2. Foreperson introduces self as working for either the Government of Canada or an oil company and thanks them all for coming, joining, etc.
3. Foreperson gives a little background of the project: drilling and building an oil rig in order to create jobs for many unemployed people living in the North (I know for many of you this job would be your last chance to make some money for your families before you needed to move away to find work"); for increasing profits in the Canadian oil industry in order that we are marketable to foreign investors; to utilize our natural resources; to bring needed fuels and money into the area to sustain it, etc. Emphasize their importance in the project and how it will benefit so many people.



Inside the Circle

First Nations in Canada A Unit for Grade 6

3 hours

4. Beforehand, the teacher will have collected many blocks and created a diagram of an "oil rig or well" to be built. Put students into three or four groups to follow the diagram and build together. Travel down to the "workplace" to build together, all the while staying in character and speaking with the students as a foreperson. Upon arrival at the blocks, explain the diagram and the building process.
5. Students will be given a set time to build - usually until recess which will be called "coffee break." Emphasize during the building that all students should be involved and that the diagram must be followed because it will be inspected.
6. After the break, students will return to find either the teacher or someone else representing a First Nations person (contemporary - jeans, etc.) blocking the rigs. Students will be asked to sit.
7. The First Nations person will identify him/herself and ask who gave permission for the building of the rigs. Allow students to answer and explain.
8. First Nations person then takes time to explain why they should not have done this: rights to land, no permission given by Nation who claims the land, loss of habitat to animals and therefore, loss of food opportunities, increased traffic to area and therefore, more loss of land, harming the environment in countless ways, controlling nature instead of being one with it, etc.
9. Students must decide who they support and sit on one side or the other as decided on by the teacher. Hold a debate with one person holding a symbolic item (e.g., speaker's stick) in order to speak.
10. Have students write a letter to either the Prime Minister or the National Chief of the Assembly of First Nations, depending on where their support lies, explaining how they feel about the issues and why they feel this way.

Adaptations

For the ESL / LD / DD student:

- allow special needs students to participate only to their comfort level but be sure that they are present and part of the process with resource teachers or peers helping to explain the issues presented;
- provide oral debriefing prior to letter writing activity;
- encourage use of drawing or sketching as part of the writing process;
- model and display letter writing examples;
- have students use a computer for word processing, proofreading, editing;
- provide opportunities for collaborative letter writing where their ideas are included in a peer's letter;
- teach the use of electronic spellers, spell checker, dictionaries, thesaurus, and make these available;
- allow opportunities for alternatives to writing (i.e., graphic representations).

Resources

	How Can We Live Together?	
	"construction foreperson" costume	1
	large wooden, or cardboard, building blocks	1 big set
	"important letter" for delivery to class	1



Inside the Circle

First Nations in Canada A Unit for Grade 6



diagram of oil rig to be built

1



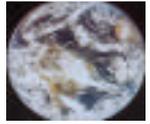
large space

Physical space you will need to carry out the drama.

Notes to Teacher

If you are not comfortable taking on the role of worker and/or First Nations person, either share the role(s) with a teaching partner or get others to take on the roles so that you can mediate as the process unfolds.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

2.5 hours

Description

Using the Internet, current newspapers, magazines, etc., students will locate information regarding issues some First Nations are facing today and the role of the Canadian Government in these issues.

Expectations

- 6e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
- 6e19 – frequently introduce vocabulary from other subject areas into their writing;
- 6e26 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 6z3 A • demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.
- 6z18 A – describe the current relationship between the government of Canada and the Aboriginal peoples;

Groupings

- Students Working Individually
- Students Working In Small Groups
- Students Working As A Whole Class

Teaching / Learning Strategies

- Expressing Another Point Of View
- Debating
- Case Study

Assessment

Students will hand in the summaries of their articles to be assessed based on expectations (understanding issues, describing current Government relationship where applicable)

The teacher-created rating scale will be used by classmates for the debate portion of lesson.

Assessment Strategies

- Essay

Assessment Recording Devices

- Rating Scale

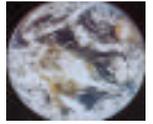
Teaching / Learning

***Assign students to look for articles a few weeks prior to this lesson.

***Teacher is encouraged to read aloud a variety of articles, stories and passages related to current issues affecting First Nations today and to model appropriate responses and questions. Topics such as suicide and HIV / AIDS should be handled with sensitivity.

Choose from the following topics available on the Internet, in magazines and newspapers:

- effects of residential schools, lost generations, financial compensation from the Government of Canada
- land claims / treaties (e.g., Nisga'a Settlement, Oka Crisis)
- hunting / fishing / trapping rights (e.g., lobster traps of the Micmac in Nova Scotia, the recent Supreme Court Marshall Decision)
- self-government
- health care
- racism
- casinos (regulation of, profit sharing, etc.)
- Indian Act



Inside the Circle

First Nations in Canada A Unit for Grade 6

- education
- welfare / social assistance
- life on reserves

Put this list on chart paper to be viewed as permanent record.

1. Divide class into groups of four.
2. Each student is responsible for bringing in at least one article / web page related to a current issue as listed above.
3. Ask students to read, discuss, and summarize information with parents or other adults for complete understanding. See Teacher Notes.
4. Share articles within the group. The group will then select one article to debate amongst themselves in front of the class. (Two representing the supporting side and two representing the opposing side)
5. Each side should be given time to present their facts and point of view. Teacher will use a sound signal to end each debate. Students must stop on the sound.
6. Provide two rating scales for the debaters - one for side A and one for side B. Each student should select no more than two debating groups to assess

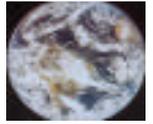
Adaptations

For the ESL / LD / DD student:

- present students with the same article or section of information from a text at an appropriate reading level and simplify its meaning;
- have students discuss the issue on tape instead of writing it down.

Resources

	Out of the Depths	Isabelle Knockwood
	Resistance and Renewal	Celia Haig-Brown
	Canadian magazines - (e.g., McLeans)	
	Canadian newspapers- (e.g., Toronto Star)	
	Who is Indian?	Toronto Star
	Indian 'Elvis' sings residential school blues	Toronto Star
	Struggles of the Spirit	Toronto Star
	Just Who Benefits From Fishery Ruling?	Toronto Star
	Music for the Native Americans	Capitol Records
	The Lost People - A Century of Neglect	Toronto Star



Inside the Circle

First Nations in Canada A Unit for Grade 6

2.5 hours

	The Blackness	Toronto Star
	Indian and Northern Affairs Canada	
	Residential Schools Popup information	
	Native Issues	
	Native Issues links , esp. in B.C.	
	Background - Residential School System	
	Assembly of First Nations	
	Brochure - Comprehensive Land Claims Policy	Federal Treaty Negotiation Office
	Fact sheets-Answers questions about the Nisga'a Treaty Negotiations (7pgs.)	Federal Treaty Negotiation Office
	Fact sheets - Information: Modern Treaties	Federal Treaty Negotiation Office
	Government Information Materials	Federal Treaty Negotiation Office
	Aboriginal and Government Relationship Materials	Royal Commission on Aboriginal Peoples

Notes to Teacher

Although the expectations of understanding "current issues" must be met, some of these areas may be sensitive.

If you are more comfortable choosing the articles yourself, there are countless ones on the Internet as listed in the Resources list.

Consider introducing this topic with music. Buffy Ste. Marie has a song, "Wounded Knee", which talks about the corporate world, taking resources from reserves , etc. Judge its suitability. Also, Robbie Robertson's music in the listed CD speaks strongly about how history has shaped current issues (i.e., Ghost Dance, Words of Fire, ...).

The most important component about issues today concerns the Indian Act and the barriers it placed from 1876-1932. Indian peoples were not allowed to leave the reserve without a pass; traditional ceremonies were banned; there was forced change of government on reserves, etc., all of which continue to have an impact today.

Sample questions students may consider while sharing articles / issues at home

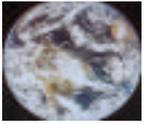
Who is the author? (First Nations or not?)

What points of view are being presented?

Whose voice is absent from the article?

For what purpose is the article being written? etc.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

1.5 hours

Description

Students will search the Internet and find out about First Nations of today and share the ways they contribute to Canada through the arts, sports, politics, and literature.

Expectations

- 6e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
- 6e32 A – summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;
- 6z3 A • demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.
- 6z13 A – analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);
- 6z15 – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 6z17 A – identify current concerns of Aboriginal peoples (e.g., self-government, land claims);
- 6z19 A – identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);

Groupings

- Students Working In Pairs
- Students Working As A Whole Class

Teaching / Learning Strategies

- Classifying
- Computer Assisted Learning
- Technology

Assessment

Rate the information the students present to the class about the First Nations person(s) they were to find out about. How far did the pair delve into the websites to discover information? Is the information superficial or are there some interesting background, historic or biographical points included?

Rating scale:

- 1 = very little detail, audience only knows what the person does/did,
- 2 = average, some background information provided, audience knows a little more about this person,
- 3 = audience really gets a sense of who this person is, their importance and facts about their life.

Assessment Strategies

- Classroom Presentation

Assessment Recording Devices

- Rating Scale

Teaching / Learning

See Teacher Notes for other suggested formats.

1. Using the list provided on the BLM, write just the names on index cards or pieces of paper.
2. Facilitate a class discussion about students' knowledge of contemporary First Nations who are making a significant contribution to Canada today in the areas of music and drama, literature, sports, politics, community activism, etc.



Inside the Circle

First Nations in Canada A Unit for Grade 6

1.5 hours

3. Organizations that support and recognize these contributions include: CBC North*Service, Aboriginal People's Television Network, *Windspeaker* newspaper, *Aboriginal Voices* magazine, countless webpages, National Aboriginal Achievement Awards, and the Assembly of First Nations.

4. Students work with a partner. Partners will choose from a hat, or be assigned, a number of name cards. There should be an equal number for each partnership depending on the number of students in your class - probably two.

5. Students will search the Internet. The search engine goto.com, will provide information on the names chosen. This will include accessing links from all webpages to find more information. Partners will record on the card: the First Nation to which the person belongs, what he/she is known for today, all other accomplishments, etc.

6. Each partnership will present their findings in an interesting format that gives the audience a full picture of the person they researched.

Adaptations

For the ESL / LD / DD student:

- have students work with a classmate, or a teacher, for assistance while searching for information on-line;
- have students try to find just one person, visit all the sites for that person and decide on the relevant information;
- teach visual strategies for note making (e.g., use of diagram / picture to represent content);
- allow plenty of time for copying information from the Internet;
- encourage group production of biographical facts;
- if necessary, allow students tape information from the Internet, instead of writing it.

Resources

	First Nations of Influence Today	18_Peoples of Influence.cwk
	Aboriginal Achievement Award Winners	
	Ojibway role models	
	index cards	30-45
	computers with Internet access	1



Inside the Circle

First Nations in Canada A Unit for Grade 6

1.5 hours

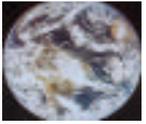
Notes to Teacher

This subtask involves the use of the Internet.

Depending on the makeup of your class and their knowledge of contemporary First Nations, this lesson could take on different formats. If your students are basically unaware of First Nations of influence today, follow the lesson as described. However, if your students know most or some of the names presented, you could treat it as a Quiz game and have teams come up with the question. (e.g., Answer: "This man is an author well loved by elementary students who read his picture books about life in the far north." Question: "Who is Michael Kusugak?") As an alternative, have students pick names out of a hat and try to classify that person's area of speciality – arts, sports, politics, etc.

Have students collect articles in newspapers and magazines highlighting these and other First Nations Peoples to add to the list.

Teacher Reflections



Inside the Circle

First Nations in Canada A Unit for Grade 6

Description

Students will participate in a whole-group activity called the "Circle of Celebration."

Reflecting upon the title and the importance of the circle to many First Nations, the students will come together in a celebration of sharing. This is to parallel similar gatherings celebrated by many First Nations across Canada.

Smaller groups will each represent one of the First Nations. Through oral presentations, the students will demonstrate the knowledge they acquired about First Nations clothing, music, food, current issues, and the relationship of most First Nations with the environment. Student presentations should reflect their broader perspective and the understanding they have acquired throughout the unit about First Nations.

Following the "Circle of Celebration" the teacher will write a brief anecdotal comment as feedback to each group. Students will also submit their on-going Learning Log for evaluation.

Expectations

- 6e32 – summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;
- 6e36 A – plan a research project and carry out the research;
- 6a5 A • identify and perform music from various cultures and historical periods;
- 6a41 – compare works from various periods and cultures, and describe how the artists have used the elements and principles of design (e.g., compare ceremonial headdresses and masks by traditional Haida artists with Thunderbird Man by Daphne Odjig, focusing on their use of balance);
- 6z17 – identify current concerns of Aboriginal peoples (e.g., self-government, land claims);
- 6z15 A – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 6z13 – analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);
- 6z5 – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

- Collaborative/cooperative Learning
- Inquiry
- Peer Teaching
- Rehearsal / Repetition / Practice
- Research
- Retelling
- Simulation
- Technology

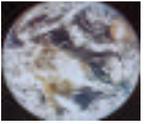
Assessment

Students will submit the Learning Log they have been keeping throughout their research and preparation time. In it, each student should include what tasks he/she has been working on, specifically, what they have found difficult, informative, etc., and any insights that he/she has had based on information gathered (e.g., feelings regarding the treatment of First Nations in the past or present, how they see First Nations life for children their age, what they think about pieces of art they have seen, etc.) This can be structured by the teacher or left open.

The teacher will record what he/she saw from each group during the presentations for feedback to the students after the Celebration.

Assessment Strategies

- Learning Log
- Exhibition/demonstration



Inside the Circle

First Nations in Canada A Unit for Grade 6

4+ hours

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

***This activity is a suggestion only. Teachers may choose to have groups present researched information in class.

- 1. Throughout this unit the teacher will conference with each group continuously to verify the information gathered and the appropriateness of presentation outlines.
2. Students at this point will have submitted all written information that will be assessed (research material as per assignment)
3. All student groups will come prepared to present and teach their First Nation group. All students must be involved in some way in their group's presentation according to their ability.
4. Give students time to change clothing, hang murals, set up scenes if needed, etc.
5. The order of the presentations is open for teacher interpretation - student choice, lottery, geographic regions across Canada, etc. Each group should be given 15-20 minutes for their presentations that will include a visual presentation of clothing, housing and transportation, a sample of music, a sample of food, the "giving of gifts" (food bank donations or token symbols - use your judgment), geographic information, and current issues facing this group. Add any other form of presentation you choose.

Adaptations

For the ESL / LD / DD student:

- allow students to participate according to their ability and comfort level.

Resources

- mural paper 1
drums 3-4
musical instruments for storytelling 3-4
presentation space gym, lunchroom, library
all needed items, clothing, food, etc.



Inside the Circle

First Nations in Canada A Unit for Grade 6

4+ hours

Notes to Teacher

1. Have fun with this! Invite the administration staff or younger grades, if time and space permit, to enjoy this presentation.
2. Be sure the drums used are of the hand held variety and are sounded with either the hand or a mallet.
**This is never called a beater because the drum, according to First Nations teachings, is considered female and one never beats a female.
3. Students will probably need assistance in obtaining samples of clothing, food, music, etc. for the presentations. Give them as many materials for creating items as possible. Have the groups seek out resources from Friendship Centres and websites for how to create these items and be flexible about details.
4. Remember that there is no "stage." The presentations should take place in a circle, according to First Nations teachings, so that all people are equal.
5. Book a large space (library, gym) early and book it for the whole day for set up and presentations.
6. Ask students to bring in food donations for a local foodbank as their symbolic "gift giving."

Teacher Reflections



Appendices

Inside the Circle

First Nations in Canada

Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:



Inside the Circle

First Nations in Canada A Unit for Grade 6



Rubric

- Circle of Celebration - Group Research Project** ST 6
3
- Environment of Canada** ST 3
3
- Environmental Interaction** ST 4
3
- How Can We Live Together?** ST 13
3



Blackline Master / File

- Characteristics of Legends and Stories** ST 7
4_Characteristics.cwk
- Chart sample** ST 7
7_Chart sample.cwk
- Contributions to Canada's Development** ST 5
5_Contributions.cwk
- Diagnostic Assessment** ST 1
1_Diagnostic Assessment.cwk
- Environmental Interaction chart** ST 4
4_Environment.cwk
- Explorations Research Project with Follow Up** ST 9
15_Explorers Project.cwk
Outline of a paired assignment on Explorers.
- First Nations Interactions with their Environment chart** ST 3
3_Geozones chart.cwk
Double sided chart to be completed by pairs of students relating the environmental elements within a geographic zone of Canada to a First Nations' interaction with those elements.
- First Nations of Influence Today** ST 15
18_Peoples of Influence.cwk
Describes many First Nations who play(ed) very important roles in Canadian society. This is the teacher copy to be used in a manner appropriate to the class.
- First Nations within Geographic Zones** ST 3
3_geozones.cwk
This map shows First Nations, by name, with geographic zones. Many sources were used in compiling this map as information from source to source varies. Students will use First Nations group names from this map to complete their chart activity.
- Geographic Zones of Canada map** ST 3
3_geozones_base.cwk
Map showing general locations of First Nations pre-European contact. Students will look at these zones in relation to vegetation, natural resources and climate as discovered in an atlas.

- Geographic Zones Overviews (teacher)** ST 6
5_Geographic Zones.cwk
These pages describe the principal First Nations within each zone, the location of each group geographically, and the physical environment found within each zone.
- Group Research Assignment** ST 6
5_Research Assignment.cwk
Detailed outline of expected responsibilities per group. Should be attached to a folder to keep all needed notes together.
- Legend of the Dreamcatcher** ST 11
14_Dreamcatcher Legend.cwk
- Legends and Stories chart** ST 7
7_Legends and Stories.cwk
- Origin Theories - Creation Belief Stories** ST 2
2_Creation Belief.cwk
- Storytelling Rating Scale - Peer Evaluation** ST 8
6_Peer Rating Scale.cwk
A 1,2,3,4 rating scale based on the required elements of the assignment. One sheet per students to be filled in with the names of group members.
- Technological Progress Through the Ages** ST 9
9_Technological Progress.cwk
- Why Mouse is so Small / Two-Finned Whale** ST 7
7_Two Legends.cwk



Inside the Circle

First Nations in Canada A Unit for Grade 6



Licensed Software

- 1998 CANADIAN & WORLD ENCYCLOPEDIA** ST 9
- Adventure Canada** ST 3
- Biomes and Natural Cycles** ST 3
- Eyewitness Encyclopedia of Nature** ST 3



Print

- atlas** ST 2
Use any world atlas available in your school for students to use individually or in pairs.
- atlases** ST 3
Use climate, vegetation, and landform maps to determine how the environment must have shaped lifestyle. Each school has different atlases, use your judgement as to which ones are most helpful.
- Bones in the Basket** ST 7
C.J. Taylor
- Canada - Map Skills Series for Grades 5-9** ST 3
Milliken Publishing
ISBN 1-55863-098-8
A resource that contains colour transparencies, reproducible map pages and questions. The maps include climate and vegetation regions, Canada's population including First Nations, etc.
- Canada Revisited 6** ST 2
Text recently published outlining all needed information on Native Peoples. Clear concise explanation of the Land Bridge Theory.
- Canada Revisited 6** ST 3
Arnold / Gibbs
ISBN 0-919913-65-2
This text is in most schools and is a 1999 current edition filled with relevant information. This text explains perfectly and pictorially the different environmental influences across Canada that shaped culture.
- Canada Revisited 6** ST 4
Arnold / Gibbs
0-919913-65-2
See chapters 2-5.
- Canada Revisited 6** ST 5
Arnold / Gibbs
ISBN 0-919913-65-2
This text is in most schools and is a 1999 current edition filled with relevant information. This text explains perfectly and pictorially the different environmental influences across Canada that shaped culture.
- Canada Revisited 6** ST 6
Text recently published outlining all needed information on Native Peoples. Clear concise explanation of the Land Bridge Theory.

- Canada Revisited 6** ST 9
Text recently published outlining all needed information on Native Peoples interaction with European Explorers - See Section 2, chapters 6-10.
- Canadiana Scrapbook: Canada's Native People** ST 6
Donald M. Santor / Prentice Hall Canada Inc.
970.4SAN / ISBN 0-13-112904-X
Tells the story of the First Nations, the Inuit and the Metis, from the time of their first appearance in Canada to their attempts to regain control of their destiny today. Contains photos and overview of Natives.
- Community Canada** ST 2
Cruxton / Walker, Oxford University Press
ISBN 0-19-5407253
Text covering all Native information - past and present and current issues. Describes and illustrates the Land Bridge Theory clearly and concisely. See pages 82-83.
- Community Canada** ST 3
Cruxton / Walker; Oxford University Press
ISBN 0-19-5407253
- Community Canada** ST 4
Cruxton / Walker, Oxford University Press
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Excellent text covering all Native information - past and present and current issues.
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Text covering all Native information - past and present and current issues.
- Community Canada** ST 9
Cruxton / Walker, Oxford University Press
ISBN 0-19-5407253
Text covering all Native information - past and present and current issues.
- Community Canada - Teacher guide** ST 2
Cruxton / Walker, Oxford University Press
ISBN 0-19-540801-2
Working guide to accompany the text information.
- Community Canada - Teacher's Guide** ST 3
Cruxton / Walker; Oxford University Press
ISBN 0-19-540801-2
- Coyote Places the Stars** ST 7
Harriet Peck Taylor
- Coyote Steals the Blanket** ST 7
Janet Stevens
- Dreamcatcher** ST 11
Audrey Osofsky, Ed Young
While a sister uses a dreamcatcher to catch bad dreams and hold them until the sun destroys their power, an Ojibway baby sleeps peacefully in a cradle nearby.



Inside the Circle

First Nations in Canada A Unit for Grade 6

- | | |
|---|--|
| <p><input type="checkbox"/> Dreamcatchers - Myths and History ST 11
Etobicoke: Prospero Books (Chapters Inc.), 1999.
ISBN 1-255267-845-8
Describes the history and spirituality of the Ojibway Peoples and the Dreamcatchers they created.</p> <p><input type="checkbox"/> Echoes of the Elders ST 7
Chief Lelooska, edited by Christine Normandin
ISBN 0-7513-7125-4
A beautiful book containing the five tales which are the first written record of Chief Lelooska's telling of ancient myths and legends of the north- west Kwakiutl people.**Includes CD of Chief Lelooska telling his legends.</p> <p><input type="checkbox"/> Encyclopedia of the North American Indian ST 4
James Ciment; New York: Scholastic Inc., 1996.
ISBN 0-590-22790-4</p> <p><input type="checkbox"/> Encyclopedia of the North American Indian ST 5
James Ciment, Ronald LaFrance, PhD
Scholastic Reference Pub. / ISBN 0-590-22790-4
An A-Z guide of Native Peoples - literally. More than 400 photos, 149 Tribes from all of North America, legends, ceremonies and dances that show the importance of nature, where they lived and where they live today, lives and contributions of Native Peoples from times past to present, what First Peoples' groups are doing to preserve the environment and reclaim their heritage.</p> <p><input type="checkbox"/> Encyclopedia of the North American Indian ST 6
James Ciment, Ronald LaFrance, PhD
Scholastic Reference Pub. / ISBN 0-590-22790-4
An A-Z guide of Native Peoples - literally. More than 400 photos, 149 Tribes from all of North America, legends, ceremonies and dances that show the importance of nature, where they lived and where they live today, lives and contributions of Native Peoples from times past to present, what First Peoples' groups are doing to preserve the environment and reclaim their heritage.</p> <p><input type="checkbox"/> First Nations Faith and Ecology ST 2
Freda Rajotte, London: Cassell Publishing, 1998.
ISBN 0-304-70312-5
Describes, through creation stories, legends, and reprinted speeches from First Nations elders, the relationship that First Nations share with their environment.</p> <p><input type="checkbox"/> First Nations Faith and Ecology ST 4
Freda Rajotte
ISBN 0-304-70312-5</p> <p><input type="checkbox"/> First Nations - Firsthand ST 5
Cameron Fleet - editor
ISBN 1-887354-10-7
A 1997 text style reference of the "history of five hundred years of encounter, war and peace inspired by the eyewitnesses" up to and including current social political issues facing our government today.</p> <p><input type="checkbox"/> First Nations - Firsthand ST 7
Cameron Fleet - editor
ISBN 1-887354-10-7
A 1997 text style reference of the "history of five hundred years of encounter, war and peace inspired by the eyewitnesses" up to and including current social political issues facing our government today.</p> | <p><input type="checkbox"/> How Raven Freed the Moon ST 7
Anne Cameron
398.2CAM</p> <p><input type="checkbox"/> How They Lived in Canada - series ST 5
Various
Douglas & McIntyre Publishers - Toronto
Includes: People of the Buffalo - Plains Indians; People of the Longhouse - Iroquoian tribes; People of the Trail - Northern Forest Indians; The Red Ochre People - Beothucks of Nfld; Sea and Cedar - West Coast Indians.</p> <p><input type="checkbox"/> How They Lived in Canada - series ST 6
Various
Douglas & McIntyre Publishers - Toronto
Includes: People of the Buffalo - Plains Indians; People of the Longhouse - Iroquoian tribes; People of the Trail - Northern Forest Indians; The Red Ochre People - Beothucks of Nfld; Sea and Cedar - West Coast Indians.</p> <p><input type="checkbox"/> How Two-Feathers was Saved from Loneliness ST 7
C.J. Taylor</p> <p><input type="checkbox"/> How We Saw the World ST 7
C.J. Taylor
398.2TAY</p> <p><input type="checkbox"/> In the Shadow of the Sun ST 12
Hull
Canadian Museum of Civilization, 1993</p> <p><input type="checkbox"/> Keepers of the Earth - Anthology ST 7
Richard Caduto / Joseph Bruchac
Refer to the nature stories.</p> <p><input type="checkbox"/> Ladder to the Sky ST 7
Retold by Barbara Juster Esbensen
392.ESB</p> <p><input type="checkbox"/> Land Bridge Theory - texts, reference materials ST 2
Locate history, geography, social studies texts as well as reference materials, CD roms, etc. in your library that contain the Land Bridge Theory.</p> <p><input type="checkbox"/> Land Spirit Power: First Nations at the National Gallery of Canada ST 12
Nemiroff, D.; Houle, R.; Townsend-Gault, C.
Ottawa: National Gallery of Canada, 1992</p> <p><input type="checkbox"/> Legend of the Bluebonnet ST 7
Tomie de Paola
398.2DE</p> <p><input type="checkbox"/> Micmac Legends of P.E.I. ST 7
John Joe Sark</p> <p><input type="checkbox"/> Nanabosho Dances ST 7
Joseph McLellan
398.2089973MCL</p> <p><input type="checkbox"/> Nanabosho Steals Fire ST 7
Joseph McLellan
398.2089973MCL</p> |
|---|--|



Inside the Circle

First Nations in Canada A Unit for Grade 6

- | | | | |
|---|-------|--|-------|
| <input type="checkbox"/> National Geographic Expeditions Atlas | ST 9 | <input type="checkbox"/> The Ghost and Lone Warrior | ST 7 |
| National Geographic Society; Washington D. C., 2000.
ISBN 0-7922-7616-7
This atlas highlights modern day adventurers, scientists and others who have epitomized an enduring mission to explore our world and everything in it. Contains extensive additional information on Jacques Cousteau. | | C.J. Taylor | |
| <input type="checkbox"/> Native American Myths and Legends | ST 7 | <input type="checkbox"/> The Inukshuk Book | ST 6 |
| O. B. Duane; London: Brockhampton Press, 1998
ISBN 1-86019-377-3
A collection of "myths", legends, fables and stories retold and illustrated. The stories are divided into two main sections: Iroquoian and Algonquian. A third section includes creation stories and other legends. | | Mary Wallace / Owl Books / Greey de Pencier Books Inc
ISBN 1-895688-91-4
Describes traditional Inuit ways of life in the Arctic. Includes beautiful paintings, photos and samples of Inuktituk language. | |
| <input type="checkbox"/> Native North America | ST 4 | <input type="checkbox"/> The Life & Art of the North American Indian | ST 12 |
| Larry J. Zimmerman
ISBN 0-316-98822-7 | | John Anson Warner
ISBN 0-600-37560-9 / Hamlyn Publishing Grp.
Shows the works of many artists, divides art styles into Native Cultural Areas, many photographs. | |
| <input type="checkbox"/> Native North America | ST 5 | <input type="checkbox"/> The Raven Steals the Light | ST 7 |
| Larry J. Zimmerman
ISBN 0-316-98822-7 | | Bill Reid / R. Bringhurst
398.2REI | |
| <input type="checkbox"/> Out of the Depths | ST 14 | <input type="checkbox"/> The Rough Face Girl | ST 7 |
| Isabelle Knockwood
ISBN 0-9694180-2-7
Experiences of Micmac Children in Shubenacadie, Nova Scotia in residential schools.
Roseway Publishing, 1992 | | Rafe Martin | |
| <input type="checkbox"/> People Of The Ice - How The Inuit Lived | ST 6 | <input type="checkbox"/> The Secret of the White Buffalo | ST 7 |
| Heather Smith Siska
Douglas & McIntyre Pub. / ISBN 0-88894-404-7
Describes and illustrates how the Inuit built their igloos, kayaks, and sledges; made their clothing and prepared their food; played games and carved beautiful soapstone objects; and how they hunted and fished. | | C.J. Taylor
Mohawk story | |
| <input type="checkbox"/> Raven and Snipe | ST 7 | <input type="checkbox"/> The Story of Chakapas | ST 7 |
| Anne Cameron
398.24528864CAM | | P.G. Downes
Cree story - great illustrations for print making. | |
| <input type="checkbox"/> Raven Goes Berry Picking | ST 7 | <input type="checkbox"/> The VISION SEEKER | ST 7 |
| Anne Cameron
398.24528864CAM | | James Whetung
ISBN 0-7737-2966-6
This Anishinabe author tells the story of a little boy's Vision Quest in conjunction with Sweat Lodge teachings which are an important influence on the everyday lives of the people. | |
| <input type="checkbox"/> Raven Returns the Water | ST 7 | <input type="checkbox"/> Visions of Power | ST 12 |
| Anne Cameron
398.208997CAM | | Toronto - Earth Spirit Festival, 1991 | |
| <input type="checkbox"/> Resistance and Renewal | ST 14 | | |
| Celia Haig-Brown
History, experiences, effects of residential schools in Canada. | | | |
| <input type="checkbox"/> Song of Sedna | ST 7 | | |
| R.D. San Souci
398.2089SAN | | | |
| <input type="checkbox"/> Sootface - an Ojibwa Cinderella Story | ST 7 | | |
| Robert D. San Souci | | | |
| <input type="checkbox"/> Spider Woman | ST 7 | | |
| Anne Cameron
398.2CAM | | | |
| <input type="checkbox"/> The Boy Who Lived With the Seals | ST 7 | | |
| Rafe Martin / David Shannon
398.21MAR | | | |



Inside the Circle

First Nations in Canada A Unit for Grade 6



Media

- Canada is...Music 7 / 8** ST 10
Gordon V. Thompson Publisher, 1984.
- Canadian magazines - (e.g., McLeans)** ST 14
All Canadian issues of these magazines often include many current affairs of First Nations.
- Canadian newspapers- (e.g., Toronto Star)** ST 14
Begin collecting articles and editorials related to given issues. Check newspaper websites for past articles also.
- Indian 'Elvis' sings residential school blues** ST 14
Toronto Star
Saturday September 4, 1999 - Page L9 - L11
Tells the story of a residential school survivor who has turned to music to rebuild his life and has started programs to help those affected by residential schools.
- Just Who Benefits From Fishery Ruling?** ST 14
Toronto Star
Tuesday, February 22, 2000 - page A21

Commentary on the rulings by the Federal Government related to the treaties allowing fishing rights during lobster season, written by First Nations journalist, Noah Augustine.
- Music for the Native Americans** ST 14
Capitol Records
Songs by Robbie Robertson, related to current issues. Includes Native drumming and chanting, other artists such as Douglas Spotted Eagle and the rock group, Kashtin, who perform in their First Nations language, Innu.
- Mystery of the First North Americans** ST 2
Maclean's Magazine - March 19, 2001.
Bar code #: 55113-70001
Written by Brian Bethune, this article tells how "new research suggests humans came here much earlier than we used to think - by boat and not just from Asia." The article clearly explains the various scientific theories related to the first people of North America.
- Our Land - Nunavut is Officially Born...** ST 6
Toronto Star
Sunday March 28, 1999 / Context Section
Describes how life has changed living in the north and the process taken to create Nunavut.
- Struggles of the Spirit** ST 14
Toronto Star
Saturday, September 4, 1999 - pages B1, B4-B5
Includes descriptions of the lives of seven First Nations people who are trying to regain their culture and describes the plight of First Nations living in urban centres like Toronto and some difficulties they face.
- The Big Empty - Nunavut...is a Vast Expanse of...Fascinating Culture.** ST 6
Toronto Star
Saturday May 22, 1999 / Travel Section
Describes life as a contemporary Inuit person as compared with traditional lifestyles of the past. Includes photos.
- The Blackness** ST 14
Toronto Star
Saturday April 29, 2000 - National Report section, Special Report
"Merle Loon came home to make a difference. Ghosts from the past stood in his way."
Following the life of a reserve First Nations resident and police officer.
- The Lost People - A Century of Neglect** ST 14
Toronto Star
April 29, 2000 - Front page (A1) and A28-A29
Plagued by disease, poverty and despair, Northern Ontario First Nations are caught in a Third World trap.
- This Child** ST 10
Public libraries have this Susan Aglukark CD to borrow. The songs "O'Siem" and "Hina Na Ho" reflect the Native belief that we are all of one family and that life is to celebrate. Other tracks on the CD tell of traditional Inuit life (Shamaya)
- Video - Native Legends** ST 7
National Film Board of Canada
Order number: C 0186 182, Phone 1-800-26707710
This twenty-two minute video tell three different First Nations stories: *The Owl Who Married a Goose* (Inuit); *Summer Legend* (Micmac); and the *Owl and the Raven* (Inuit)
- We Are Canadians - First Peoples** ST 6
CRB Foundation / Heritage Project
- We Are Canadians - First Peoples** ST 9
CRB Foundation / Heritage Project
- Who is Indian?** ST 14
Toronto Star
Saturday, December 18, 1999 - National Report section
Report on Indian Status and Government. Canadian First Nations want the right to decide for themselves on Indian Status.



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Website

- Aboriginal Achievement Award Winners** ST 15
<http://www.ammsa.com/achieve/index.htm>
 A list of 1999 and 2000 winners of the Aboriginal Achievement awards. Use this list to add to the one in the assignment or for students who wish to learn more about influential Aboriginal peoples.
- Aboriginal Educational Resources Database** ST 6
<http://www.oise.utoronto.ca/~first/>
 Great links to other sites for historical information.
- Aglukark website** ST 10
<http://www.chatsubo.com/aglukark/framepages/musicdefault.html>
 In the website, click on "music", then "lyrics", then "O'Siem" or "Hina Na Ho". This site contains all the lyrics to songs on This Child and Arctic Rose CD's. Also, if you have a sound card, this site plays excerpts from each of the songs.
- Assembly of First Nations** ST 14
http://www.afn.ca/opening_remarks_by_national_chief.htm
 Opening speech at the Confederacy of First Nations in December 1999 by National Chief, Phil Fontaine. In this speech, Mr. Fontaine describes all the challenges, accomplishments and next steps of First Nations. The last two pages deal with the current relationship that First Nations groups now share with the Federal Government and what still needs to be done.
- Background - Residential School System** ST 14
<http://www.inac.gc.ca/strength/school.html>
 This explains the federal government point of view and contains an historic overview plus the lingering issues of today.
- Douglas Reynolds Gallery** ST 12
<http://www.douglasreynoldsgallery.com/print.htm>
 Collection of Native North American artists and their works through photographs and descriptions.
- Dreamcatchers -Multicultural Art Lessons** ST 11
<http://www.kinderart.com/multic/dream.htm>
 A much simplified version of the Dreamcatcher which can be used for special needs students.
- Federal Government - Recognized Artists** ST 12
<http://www.collections.ic.gc.ca/cape-dorset/artist1/art1.html>
 This link describes Inuit art, click on other artists in menu for the complete collection.
- First Nations general information / history** ST 3
<http://www.pch.gc.ca/csp-pec/english/about/native/index.htm>
- First Nations General Information/ History** ST 4
<http://www.pch.gc.ca/csp-pec/english/about/native/index.htm>
 Great general information in simple terms about historic influences and future concerns. Good information included about the environment and different tribal nations.
- General Native Information** ST 6
<http://www.pch.gc.ca/csp-pec/english/about/native/index.htm>
 All you need to know in a concise general manner regarding environmental influence, tribal nations, traditions and current issues.
- Goodminds** ST 6
<http://www.goodminds.com>
 A wealth of First Nations information and resources.
- How to Make a Dreamcatcher** ST 11
<http://members.tripod.com/%7Ejackron/instruct.html>
 Includes diagrams of each step of the instructions.
- Indian and Northern Affairs Canada** ST 3
<http://www.inac.gc.ca/pubs/fnic/index.html>
 This is the introduction to very detailed information about the history of First Nations in Canada. From this page you can see the geographic zones in detail.
- Indian and Northern Affairs Canada** ST 4
<http://www.inac.gc.ca/pubs/fnic/index.html>
 This is the introduction to very detailed information about the history of First Nations in Canada. From this page you can see the cultural areas in detail.
- Indian and Northern Affairs Canada** ST 5
<http://www.inac.gc.ca/pubs/fnic/index.html>
 This is the introduction to very detailed information about the history of First Nations in Canada. From this page you can see the geographic zones in detail.
- Indian and Northern Affairs Canada** ST 6
<http://www.inac.gc.ca>
 Site from the Government of Canada that includes links describing all the cultural areas and their history, government intervention and current issues such as treaties, land claims, etc.
- Indian and Northern Affairs Canada** ST 9
<http://www.inac.gc.ca>
 This is a great information site listing all current issues of First Nations. It is easy to access, travel through, and read.
- Indian and Northern Affairs Canada** ST 14
<http://www.inac.gc.ca>
 This is a great information site listing all current issues of First Nations. It is easy to access, travel through, and read.
- Internet Public Library** ST 7
<http://www.ipl.org/ref/native/>
 Special section on Native North American authors. You can search for literature BY TRIBE NAME, including all Canadian tribal names. Biographies of authors is included.
- Museum of Civilization - Ottawa** ST 6
<http://www.civilization.ca>
 Excellent detail given per topic and fabulous links to history of tribes. Also included: artifacts, clothing of Inuit, transportation, details of Inuit life, etc.



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- Nations of Canada** ST 6
<http://www.civilization.ca/membrs/fph/stones/groups>
 Brief outlines of 18 principal tribes in Canada: Montagnais/Naskapi; Huron; Algonkin; Chippewas; Micmac; Maliseet; Cree; Abenaki; Penobscot; Iroquois; Inuit; Tlingit; Haida; Tsimshian; Kwakiutl; Nootka; Coast Salish; Sioux
- Nations of Canada - clothing** ST 6
<http://www.civilization.ca/membrs/fph/stones/clothing>
 Very useful detail. Separates and describes all clothing types by each tribe that used them. Also enter www.civilization.ca/membrs/fph/stones/welcome to see toys and instruments by tribe.
- Native American Technology and Art** ST 5
<http://www.nativetech.org>
 Includes many detailed articles of history for all regions of North America. Also, find information on legends/poetry (37), recipes (over 100), use and symbolism of feathers, clothing, wampum belts, tools, art techniques. Games for children included.
- Native American Technology and Art** ST 7
<http://www.nativetech.org>
 Includes many detailed articles of history for all regions of North America. Also, find information on legends/poetry (37), recipes (over 100), use and symbolism of feathers, clothing, wampum belts, tools, art techniques. Games for children included.
- Native Centre of Toronto** ST 6
<http://www.nativecentretoronto.org/ncctgovernance.htm>
 Describes services available at the centre and how to receive information on Native groups.
- Native Information** ST 6
<http://www.nativeweb.org>
 Click on Resource Centre, then Education, then K-12 or teaching resources.
 Good site for links to useful resources.
- Native Issues** ST 14
<http://www.uccanbc.org/conf/native/>
 Information on various First Nations issues of today such as effects of residential school, land claims, Aboriginal rights, etc. as well as links to other sources.
- Native Issues links , esp. in B.C.** ST 14
<http://www.library.ubc.ca/xwi7xwa/>
 Contains a comprehensive listing of First Nations information. One of the links listed is residential schools, which further links you to books, articles and other sites all about residential schools.
- Native Links** ST 6
<http://www.bloorstreet.com/300block/aborcan.htm>
 Every link ever created for Aboriginal peoples! Be careful - some sites not accessible from all servers. Go here to further search information from past history, current issues, flags, arts, etc.
- Native On Line - West Coast Artists** ST 12
<http://www.nativeonline.com/artists.html>
 Includes limited edition prints and a scrolling gallery to view. Takes some time to load but is worth it. Mostly masks are included but still depict a clear style. Artists' biographies, click on Gatherings, Images of past. Also - listen to Native music!
- Native Technology and Art** ST 12
<http://www.nativetech.org>
 Describes past and present techniques of many Native art mediums. Provides great details of the history of these techniques pre-and post-European contact.
- nativeweb.org** ST 9
<http://www.nativeweb.org>
 Click on Resource Centre, then Education, then K-12 or teaching resources.
 Good site for links to useful resources.
- Ojibway role models** ST 15
<http://www.turtle-island.com/rolemodels.html>
 Biographies of influential Aboriginal peoples of Ojibway heritage.
- Ontario Film Board** ST 6
<http://www.ofb.com>
 Listings of all films related to Native peoples - traditional and contemporary lifestyles.
- Ontario Film Board** ST 9
<http://www.ofb.com>
 Listings of all films related to Native peoples - traditional and contemporary lifestyles.
- Ontario Friendship Centres** ST 6
<http://www.ofic.org/centres/officeList.asp?Region='ON'>
 Full listing of current addresses and contacts for all Ontario Native Friendship Centres.
- Residential Schools Popup information** ST 14
<http://www.ammsa.com/classroom/class5popup.html>
 Informative overview. Click on "Brief History" for concise overview, data, dates, etc.
 Click on "History" for more detail regarding in-depth history, treatment and conditions, a typical day, negative and positive effects today and excellent links and bibliography.
- Turtle Island Native Information** ST 12
<http://www.turtle-island.com/artists.html>
 Very detailed site of anything art and Native related.
 Great resource.
- Whetung Ojibwa Centre** ST 12
<http://www.whetung.com>
 Profiles the Whetung Ojibwa Centre from Curve Lake Reserve, Kawartha's region in Ontario. Click on "artists" to see biographies and samples of work from Ojibwa artists include Norval Morrisseau, most recognized Native artist in the world.



Inside the Circle

First Nations in Canada A Unit for Grade 6



Material

- 8 cm (5") ring OR 1 m long tree branch (wet)** ST 11
1
per person
- clothes pegs** ST 11
3-4
per person
Best way to hold lacing until glue dries!
- colourful beads** ST 11
15-20
per person
Colour scheme is up to each student based on availability of beads
- feathers** ST 11
6-10
per person
Try to get "natural" looking feathers as opposed to the brightly coloured ones.
- glue (white) or glue gun** ST 11
per group
Use only small amounts so it is not very noticeable.
- heavy paper** ST 12
1
per person
Choose thick stock or watercolour paper to make this as effective as possible
- imitation sinew or wool / string** ST 11
3 m
per person
- index cards** ST 15
30-45
per class
To write just the names of the First Nations from the list provided.
- mural paper** ST 16
1
per group
To depict a village or home of the First Nation being presented.
- paint brushes and water** ST 12
set
per person
- scissors** ST 11
1 pair
per person
- suede lacing or very thick yarn** ST 11
4 m
per person
- thick water based paint** ST 12
set
per group

- various art media** ST 12
set
per group
markers, oil pastels or sticks, pencil crayons, crayons, etc.



Equipment / Manipulative

- CD or tape player** ST 10
1
per class
- chart paper** ST 1
2-3
per class
To record the brainstorming at the end of the diagnostics. These will be kept up and edited throughout the unit.
- computers with Internet access** ST 15
1
per person
- "construction foreperson" costume** ST 13
1
per class
Teacher to dress up as a foreperson to employ the students in building - hard hat, construction boots, clipboard, tool belt, etc.
- diagram of oil rig to be built** ST 13
1
per group
Create diagram based on the size and quantity of blocks you will be using. Make it challenging enough for your class.
- drums** ST 16
3-4
per class
The music department will loan your class some hand held drums. They can be passed from group to group to present. **See teacher notes.
- "important letter" for delivery to class** ST 13
1
per class
Have secretary or support teacher to bring letter to class as acceptance of employment for building.
- large wooden, or cardboard, building blocks** ST 13
1 big set
per class
Possibly obtain from Kindergarten classrooms or ask friends to bring from home. These are to be built into an oil rig.
- materials for mnemonic devices** ST 8
variety
per class
Students will use these materials to create one of the three examples given. Include: cardboard tubes, paint, felt, etc.



Inside the Circle

First Nations in Canada A Unit for Grade 6

- musical instruments** ST 10
1
per pair
To be used to learn the songs with and / or to be used during the presentation of the songs at the Circle of Celebration.
- musical instruments for storytelling** ST 16
3-4
per class
Whole class can share or each group can have their own depending on how readily available they are.
- nature sounds or First Nations music** ST 8
1 tape
per person
Musical accompaniment to match mood of the story.



Other

- all needed items, clothing, food, etc.** ST 16
Have students and groups create a checklist of what they will need for the day of presentation.
- large space** ST 13
Physical space you will need to carry out the drama.
Book this space in advance and arrange to have it all morning or afternoon or longer. Preferably the gym or lunch room where other classes won't be disturbed.
- presentation space** ST 16
gym, lunchroom, library
Remember to book in advance for 2 days (one for set up and one for presentation).
- Topano - Game of Canadian First Nations Peoples** ST 1
Trivia Board Game
Available through Nunavut Development Corporation
Created for ages 10-15, perfect to use in the classroom to assess pre-knowledge of First Nations or to use as enrichment. (\$39.95) Contact Roslyn Ralston, Regional Retail Manager 416-203-7889 / 800-509-9151
e-mail actcqueensquay@sympatico.ca



Parent Community

- Aboriginal and Government Relationship Materials** ST 14
Royal Commission on Aboriginal Peoples
PO Box 1993 Station B Ottawa ON, K1P 1B2
Phone 1-800-363-8235
- Brochure - Comprehensive Land Claims Policy** ST 14
Federal Treaty Negotiation Office
Indian and Northern Affairs Canada

Includes new approaches in areas such as aboriginal title, self-government, wildlife and environmental management, negotiating procedures.
- Fact sheets - Information: Modern Treaties** ST 14
Federal Treaty Negotiation Office
Indian and Northern Affairs Canada
Provides information on the federal government policy in regard to claims, the 6-stage process, scope of current negotiations and federal policy.
- Fact sheets-Answers questions about the Nisga'a Treaty Negotiations (7pgs.)** ST 14
Federal Treaty Negotiation Office
Indian and Northern Affairs Canada
Provides detailed answers to a rang of commonly-asked questions about the Nisga'a negotiations. Also lists other information materials available from the federal government on this topic.
- Government Information Materials** ST 14
Federal Treaty Negotiation Office
PO Box 11576, #2700-650 West Georgia St.
Vancouver BC V6B 4N8
Phone: 1-800-665-9320
- Indigena Gallery - Canadian Native Art** ST 12
Erla Boyer
69 Ontario St., Stratford, N5A 3H1, 519-271-7881
Specializes in the art of the Inuit, Asnishinabe, Pacific Coast, Cree and Iroquois First Nations from many of Canada's most renowned Native artists. Website: www.indigena.on.ca / e-mail = nativart@indigena.on.ca
- McMichael Canadian Art Collection - Kleinberg, ON** ST 12
Program Hotline 905-893-1121, ext 403
Kleinburg, Islington Ave. north of Major Mackenzie Dr.
Worth a trip to see Native works of art, totems, artifacts of Native culture, etc. Visit their website at www.mcmichael.on.ca
- Native Canadian Centre of Toronto** ST 2
16 Spadina Rd. Toronto, M5R 2S7 416-964-9087
Centre has a list of guest speakers and storytellers that will come to the school.
- Native Canadian Centre of Toronto** ST 6
16 Spadina Road, Toronto (416) 964-9087
Contact for tours, speakers, video resources, etc.



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First Nations in Canada A Unit for Grade 6

- Native Canadian Centre of Toronto** **ST 12**
Heather Howard-Bobiwash, Jonathan Hamilton-Diabo
16 Spadina Road, Toronto (416) 964-9087
Contact for tours, speakers, video resources, etc.
- Royal Ontario Museum - Outreach Dept.** **ST 6**
416-586-5682
100 Queen's Park , Toronto
First Nations and Inuit displays, and a lab presentation
dealing with archeological artifacts.

Inside the Circle - Grade 6

Diagnostic Assessment

Name: _____ Date: _____

Please answer true or false for each statement:

1. All Inuit and First Nations speak the same language. _____
2. Christopher Columbus was the first person to arrive in North America. _____
3. First Nations live in teepees. _____
4. First Nations made their own weapons. _____
5. The carvings on a totem pole tell the life story of the owner. _____
6. Information and family histories came from storytellers. _____
7. The Inuit in Canada were once called Eskimos. _____
8. The Inuit live in igloos. _____
9. All Inuit and First Nations live in Canada. _____
10. Each First Nation follows its own traditions. _____

FIRST NATIONS - OPEN QUESTIONS

Name: _____ **Date:** _____

Answer the following questions using complete sentences. Provide as much information as you can. Remember to proof-read your answers and check your spelling and grammar.

1. What does the term “First Nation” mean to you?
2. Name some historic contributions to Canada made by First Nations.
3. Name some important / notable First Nations that you know about and state why they are famous. Think about sports, arts, politics, music, literature, etc.
4. Describe the interdependent relationship between First Nations and their environment. Think about wildlife, natural resources, etc.
5. Using words and pictures, describe and draw how you see First Nations and their lifestyle. Include such things as their clothing, foods they eat, homes, transportation methods, symbols, celebrations and their locations in Canada. (Use the back of this sheet for drawings)
6. What do you want to know about First Nations?

Origin Theories: First Nations Creation Stories

The Creation of the World

This creation story, of the Gros Ventres Indians, is similar to the origin story of at least two other Algonquin nations (the Arapahos and the Crees). It is also similar to stories handed down among the Huron and Iroquois tribes of eastern North America and to one related in 1953 by the oldest Chehalis Natives near the Washington coast.

The people before the present people were wild and did not know how to do anything. Because the Creator did not like the way they lived, he thought, "I will make a new world." He had the chief pipe. He went outdoors, hung the pipe on three sticks, and picked up four buffalo chips. He put one under each of the three sticks supporting the pipe, and took the fourth chip for his own seat.

The Creator said to himself, "I will sing three times and shout three times. Then I will kick the earth. There will be heavy rain, and soon, water will cover the earth."

So, he sang three times, he shouted three times, and he kicked the earth. The earth cracked and water came out. Then it rained many days and many nights until water was deep over the earth. Because of the buffalo chips, he and the pipe floated. Then the rain stopped. For days he drifted, floating where the wind and water took him. All the animals and birds had drowned except Crow.

Above the Creator, Crow flew around, crying. When it became tired, it cried, "My father, I am tired and I want to rest."

Three times Crow said these words. After the third time, the Creator replied, "Alight yourself on the pipe and rest."

At last the Creator became tired from sitting in one position and he cried. For a long time he did not know what to do. Then he remembered to unwrap the pipe. It contained all the animals. He took out all those that have a long breath and, thus, are able to dive through water. Large Loon, which he selected first, was not alive, but its body was wrapped up in the pipe. The Creator sang to it and then commanded it to dive and try to bring up some mud. Not half way down, Large Loon lost its breath and turned back. Almost drowned, it reached the place where the Creator sat.

Then the Creator took Small Loon's body from the pipe, unwrapped it, sang, and commanded it to dive for mud. Small Loon nearly reached the bottom before it lost its breath and turned back. It was almost dead when it came back to the surface. Then the Creator took Turtle from the pipe, sang until it became alive, and sent it down after some mud.

Meanwhile, Crow flew about, crying for rest. The Creator paid no attention. After a long time, Turtle came up from the water, nearly dead

"Did you reach the mud?" asked the Creator.

"Yes," answered Turtle. "I had much of it in my feet and along my sides, but it was washed away before I reached you."

"Come to me." The Creator looked in the cracks along its sides and in its feet. There he found a little earth, which he scraped into his hand. Then he began to sing.

Three times he sang, and three times he shouted.

“I will throw this little dust in my hand into the water,” he said. “Little by little, let there be enough to make a strip of land large enough for me.”

He began to drop it, little by little, opening and closing his hand carefully. When he had finished, there was a small strip of land, big enough for him to sit on. Then the Creator said to Crow, “Come down and rest. I have made a piece of land for myself and for you.”

Crow came down and rested, and then flew up again. The Creator took from his pipe two long wing feathers, held one in each hand, and began to sing. Three times he sang, and three times he shouted, “Youh, hou, hou!” Then he spread out his arms, closed his eyes, and said to himself, “Let there be land as far as my eyes can see around me.”

When he opened his eyes, the water was gone and there was land as far as he could see. He walked over the earth with his pipe and with Crow. When he became thirsty, he did not know what to do to get water. Then he thought, “I will cry.” So, he closed his eyes and cried until his tears, dropping on the ground, formed a large spring in front of him. Soon, a stream ran from out of the spring. When the Creator stopped crying, a large river was flowing. In this way he made all the streams.

When he became tired of being alone with Crow and his pipe, he decided to make persons and animals. First, he took earth and made it into the shape of a man. Then he took another piece of earth and made it into the shape of a woman. He molded more figures out of earth until he had created many men and women.

When the Creator thought he had enough people, he made animals of all kinds, in pairs. Then he gave names to the peoples and names to all kinds of animals. He sang three times, shouted three times, and kicked the earth. When he had finished, many pairs of living creatures stood before him, persons and animals.

He called the world “Turtle” because Turtle had helped him create it. Then he made bows and arrows, and he taught men how to use them. The pipe, he gave to a tribe called Haa-ninin (Gros Ventres).

He said to the people, “If you are good, there will be no more water and no more fire. Long before the flood came, the world had been burned. Now this is the third life.”

Then he showed people the rainbow and said, “This rainbow is the sign that the earth will not be covered with water again. Whenever you have had rain, you will see the rainbow. It will mean that the rain has gone. There will be another world after this one.”

He told the people to go off in pairs and to find homes for themselves. That is why human beings are scattered.

YRDSB Document

The Fire, the Flood, and the Creation of the World

Sunni White Bear Navo related this story to Sven Liljeblad in 1941, in the Bannock language, and Professor Liljeblad translated it. The Algonquin tribes and the Siouan tribes also related origin myths about the “earth-diver,” as did the Hurons, the

Iroquois, and other North American Native peoples. Toad, Turtle, Muskrat, Beaver, Duck, and Mink are among the successful “earth-divers.”

A long time ago this earth was made. Nobody knows when, but there is a story about it. Our Father was on this earth. When he was here, the earth was on fire. He had a wife who stood at his left side. Their son stood at his right side. When earth was burning, they walked among the flames.

As they were walking, the Father said to his wife and to his son, “Don’t look back at the fire. No matter if it is burning your heels, don’t look back.”

Right behind them the flames made a roaring, and the fire was ready to catch in their skirts. The woman felt it. She looked behind her and was immediately turned into stone. She was turned into stone because she had done what the Father had told her not to do.

He had a walking stick. Wherever he and his son walked, he put his walking stick on the ground ahead of them. There the flames went out, and so the Father and his son could pass through the fire. Everything around them was burning, the whole earth. But, because of the walking stick, they could travel around.

Behind the fire came the water. Soon it flooded the whole earth. Everything was covered by water, even the mountains. The Father and his son made themselves very small, so that they could ride on the foam on top of the water. There they remained for a long time, on the water foam.

Thinking about the earth where he had lived, the Father knew he would like to have it back again. He used to wonder, “How can I get the earth back again?”

For many years the water stayed like that. At last the Father knew that it would not go down or dry up. He stayed there on the water-foam another winter. During that time, they lived on the water, the Father made his son part of himself. Now they could get the earth back again.

“How can I help?” he wondered.

He thought on the water-people. “I could ask them to help me get earth,” he said to himself. “They must be somewhere around here.”

Then he called out, “Water-people, where are you? Come. Let us smoke and hold council.”

Beaver came when he heard the call. “Are you good at diving in the water?” asked the Father.

“I am not a good diver. This water is too much for me. I have a younger brother. He could. He is a good diver.

So, the Father called out again. “Where are you, water-people?” Come. Let us smoke and hold council.”

Muskrat came and the four smoked together. They held council. Then they said to Muskrat, “You dive to the bottom of the water and bring up earth.”

“I will,” he replied. “I will go now, at once.”

And then he dove off of the water-foam, where they were all sitting. The three waited for Muskrat to come up. They waited, and they waited. When they were just about to give up, they saw his body coming up to the top of the water. He was bloated with water. He had drowned.

They pulled him up on the foam, and the Father made him come to life again.

Under Muskrat's nails, they found bits of mud. The Father took these bits of mud and formed them into a ball.

"You did get earth," he said to Muskrat.

Then the Father began to roll the ball of earth in his hands, to and fro. Then he would stretch it, and then roll it into a ball again. Then he would flatten it between his hands. He did that again and again, and the earth-ball got bigger and bigger. The bigger it got, the harder it was for him to work with it. He would stop and look at it and he would say, "It is too small yet."

So, he would work at it again. He stretched it, he rolled it, he flattened it between his hands. When it got very large, and he had flattened it out, he spread it over the top of the water. Then he began to make hills and mountains on his earth. Later, he made springs and rivers beside these mountains. Later still, he made different kinds of trees and flowers to grow around the springs and on the mountains. He also made different kinds of animals and birds.

After the Father had finished making all this, he made the earth so that it would turn. He made it turn to the shady side and it got winter. He made it turn to the sunny side and it got summer.

Name: _____

First Nations Interactions with their Environment

**FIRST NATION
GROUP:**

(SEE MAP)

GEOGRAPHIC ZONE IN CANADA: _____

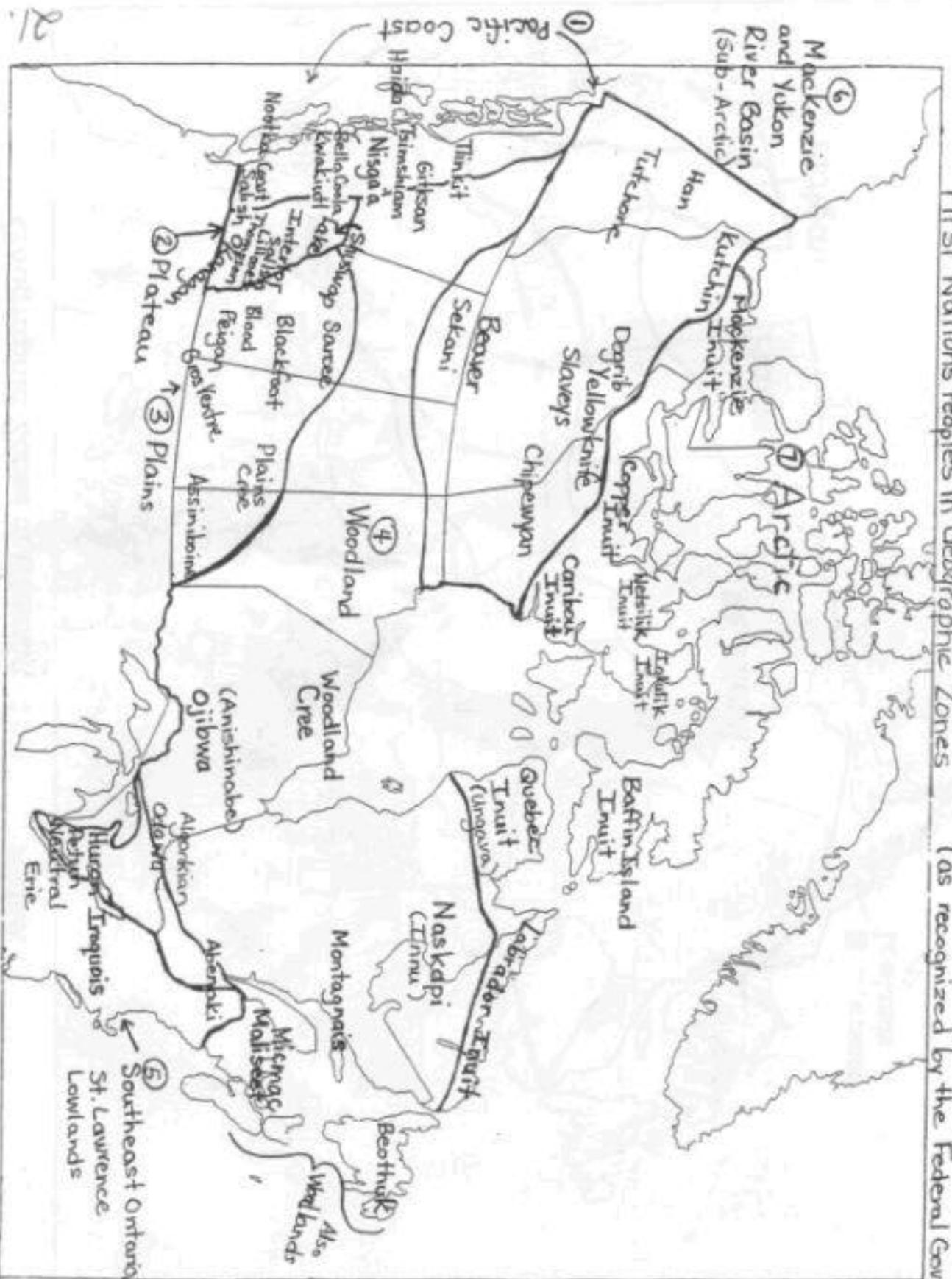
Landforms

Vegetation

**Natural
Resources**

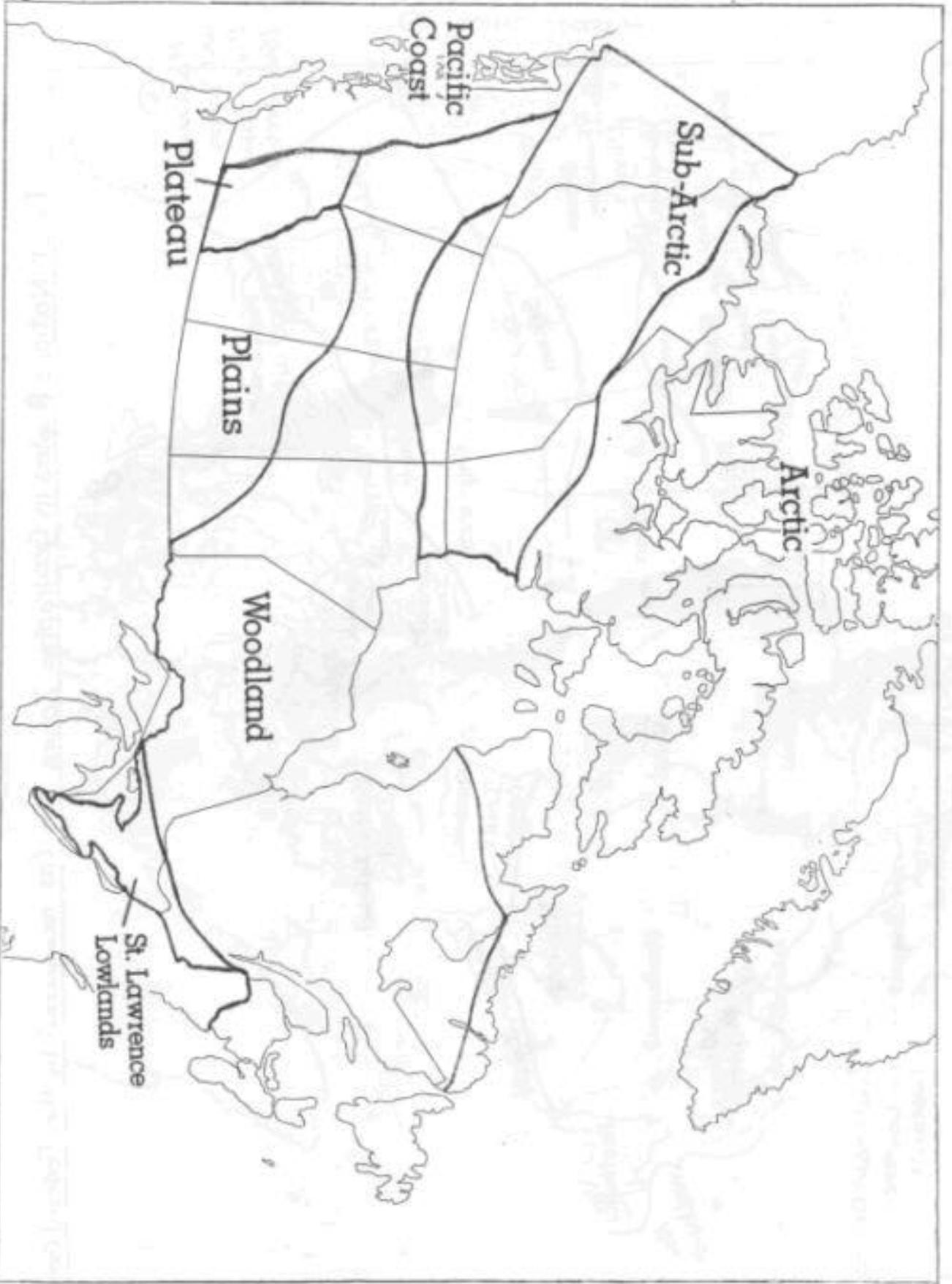
**Based on above
information, deduce
relationship this First
Nation shares with
the environment**

First Nations Peoples in Geographic Zones (as recognized by the Federal Gov.)



Geographic Zones of Canada

Name: _____



Name: _____

Environmental Interaction

INDIAN NATION: _____ <small>(SEE MAP)</small>	LIST RESOURCES AVAILABLE PRE-EUROPEAN CONTACT - DESCRIBE HOW THEY WERE USED	HOW DO YOU THINK THIS INDIAN NATION MEETS THIS NEED TODAY?
FOOD		
SHELTER		
CLOTHING		
TRANSPORTATION AND TECHNOLOGY		

CONTRIBUTIONS TO CANADA'S DEVELOPMENT

FOOD: corn; preservation techniques (i.e., drying, smoking); wild rice; maple syrup; berries; potatoes; squash; beans; cucumbers; melons; pumpkins; sunflowers; turkeys; nuts; wild game birds; mushrooms; roots; onions; herbs; etc.

TRANSPORTATION: horses; snowshoes; toboggans; sleds; canoes; kayaks; pack baskets (backpacks); containers; etc.

THE ARTS: fashions (pelts, furs, feathers, moccasins); beadwork; pottery; Dreamcatchers; baskets; dyes; wood and stone carvings; music (i.e., drumming, chanting); etc.

TECHNOLOGY: game of lacrosse; tomahawk; cradle board; hammock; medicine; tools for building and hunting; agriculture techniques; architecture (i.e., longhouses, temporary shelters); pipes and tobacco; tanning; bows and arrows; traps and snares; fish hooks; sinew for nets and ropes; etc.

EXPLORATION: mapped routes; served as guides to explorers; survival techniques to withstand elements of weather and nature (i.e., tools, furs, hunting / trapping techniques); food; shelter; medicines; hospitality; diplomacy; etc.

GOVERNMENT: Iroquoian form of government influenced the development of USA constitution (i.e., democratic, consensus, etc.); Algonquian form of government and decision-making contributed to present form of caucus.

INDIAN NATIONS WITHIN GEOGRAPHIC ZONES

(Background Information)

NOTES:

- The geographic zones used are those defined by the Government of Canada.
- Some Indian Nations have different spellings of their names depending on what resource is used and what time period is being discussed.
- Please keep in mind that Indian Nations vary as much as the environment across Canada.
- Indian Nations have been identified by how they related to their environment for resources. The Indian Nation may be identified by one or more of the following designations: “H” for hunting; “F” for fishing; “FM” for farming; “T” for trading; “G” for gathering; “P” for planting.

GEOGRAPHIC ZONES

1. PACIFIC COAST (West Coast of British Columbia)

Principal Indian Nations:

- 1) **HAIDA** - F, T - Queen Charlotte Islands, only member of Haida language family.
- 2) **TSIMSHIAN** - F, T - mainland coast across from Haida, mouth of Skeena River
- 3) **GITKSAN** (GI'KSAN) - F, T - farther inland along the Skeena River
- 4) **NISGA'A** - F, T - Nass River basin
- 5) **NOOTKA** - F(WHALING) - North Vancouver Island
- 6) **COASTAL SALISH** - F, T - mainland opposite Nootka
- 7) **KWAKIUTL** - F, T - north of Coastal Salish
- 8) **BELLA COOLA** - F, T - north of Kwakiutl

INFORMATION:

- mountains trap wet ocean air giving mild temperatures and a lot of light rainfall
- forests so thick that transportation is by canoe along the river
- rainy winters are spent in multi-family longhouses
- traditional ceremony is the potlatch, traditional art forms are totem carving, painted drums, button art on fabric
- common symbols are raven, killer whale against the sun (Tsimshian)
- animal resources used are salmon, shellfish, great sea mammals, especially whales

2. PLATEAU (Interior of south British Columbia)

Principal Indian Nations:

- 1) **INTERIOR SALISH** - F, H, T - largest group, consists of following five groups
 - **LILLOOET** - F, H, T - in the Lillooet River valley
 - **THOMPSON** - F, H, T - southwest of the Lillooet, in Fraser Valley
 - **SHUSWAP** - F, H, T - largest of the small groups, most northerly, controlled all of the Fraser River to the Rockies
 - **OKANAGAN** - F, H, T - in Okanagan River valley, most southerly
 - **LAKE** - F, H, T - upper Columbia River

INFORMATION:

- great diversity, transition between Prairies and Pacific Coast
- mild but long cold winters, gentle summers
- rainfall varies widely
- land of contrasts from semi-desert in the south to high mountains and dense forests in the north and green river valleys
- animal resources used are river salmon, mountain goats, sheep, moose, elk, caribou, deer, bear.

3. PLAINS (south Alberta, Saskatchewan, Manitoba)

Principal Indian Nations:

- 1) **BLACKFOOT (SIKSIKA)** - H - east of Rocky Mountains, high plains
- 2) **BLOOD** - H - south west of Blackfoot, foothills of Rocky Mountains
- 3) **PEIGAN** - H - south of Blood
- 4) **GROS VENTRE** - FM - east of Peigan
- 5) **PLAINS CREE** - FM - north edge of the Plains
- 6) **ASSINIBOINE** - H - all of the space south of the Plains Cree
- 7) **SARCEE** - H, FM - north of the Blackfoot

INFORMATION:

- often followed the buffalo herds and moved with the seasons, from forest in winter to prairie in summer
- lived on fertile river banks
- endless grassland, some hills and streams
- animal resources used are antelope, buffalo, bison

4. WOODLANDS (Maritimes, Quebec, north Ontario, into Prairies)

Principal Indian Nations:

- 1) **BEOTHUK** - F - Newfoundland
- 2) **MI'KMAQ** (MICMAC) - H, F - Nova Scotia, NE New Brunswick, Gaspé Quebec, P.E.I.
- 3) **MALISEET** (MALECITE) - H, F - SW New Brunswick, Quebec
- 4) **MONTAGNAIS** - H, F - Quebec / Labrador, north shore of St. Lawrence River
- 5) **NASKAPI** (INNU) - H - tundra of NE Quebec and Labrador
- 6) **OJIBWAY** (OJIBWA, ODAWA, CREE, CHIPPEWA) - H, FM, G - north shore of Lake Huron and Lake Superior all the way to the Prairies, Quebec, Ontario, Manitoba, Saskatchewan
- 7) **ALGONQUIN** (ALGONKIN) - H - Ottawa valley
- 8) **ODAWA** (OTTAWA) - H, FM, T - Manitoulin Island, Ontario
- 9) **CREE** (NORTHERN, SWAMPY) - FM, H - huge area to the north and west of Ojibway country, southern Hudson Bay

INFORMATION:

- harsh vegetation zone
- dense boreal forest, up to tundra-like land in the north
- extreme temperatures, long cold winters, short hot summers
- more than 50 groups of Ojibway are located in Canada, Ojibway and Cree consider themselves to be one people called the Anishinabe or Human Beings
- animal resources used are moose, deer, bear, beaver, caribou, fish, fowl (inland lakes), shellfish (east coast)

5. SOUTHEAST ONTARIO/ST. LAWRENCE LOWLANDS

Principal Indian Nations:

- 1) **HURON** (WENDAT) -H, FM, T - between Lake Simcoe and Georgian Bay area
- 2) **PETUN** (TOBACCO NATION) - H, FM, T - south and west of the Hurons
- 3) **NEUTRAL** - H, FM, T - Niagara Peninsula
- 4) **ERIE** - H, FM, T - shoreline of Lake Erie
- 5) **IROQUOIS** - H, FM, T - (consists of following six groups) Lake Ontario to the upper St. Lawrence River.
- 6) **MOHAWK** - H, FM, T
- 7) **ONEIDA** - H, G, FM
- 8) **ONONDAGA** - H, G, FM
- 9) **CAYUGA** - H, FM
- 10) **SENECA** - H, G, FM
- 11) **TUSCARORA** - H, G, FM

INFORMATION:

- Canada's most fertile region
- lush, rolling land, rivers, streams
- forests in the north
- temperate, growing season is 140 days, therefore time to plant and cultivate crops of corn, beans, squash
- animal resources used are deer, beaver, bear

6. **MACKENZIE / YUKON RIVER BASIN {SUBARCTIC}** (Yukon, Northwest Territories, Nunavut)

Principal Indian Nations:

- 1) **CHIPEWEYAN** - H - inhabited the largest amount of territory, area from northern Churchill River to Great Slave Lake
- 2) **BEAVER** - H - south and west of Chipewyan, in Peace River basin
- 3) **SLAVE (SLAVEYS)** - H - between Great Slave Lake and the Mackenzie River
- 4) **YELLOWKNIFE** - H - lakelands from east of Great Slave Lake to east shore of Great Bear Lake
- 5) **DOGRIB** - H - southwest of the Yellowknife, land between the two Great lakes
- 6) **KUTCHIN** - H, F - basins of the Pelly and Porcupine Rivers, interior Yukon
- 7) **HAN** - H - southern Yukon
- 8) **TUTCHONE** - H - southern Yukon
- 9) **SEKANI** - H - eastern slopes of the Rocky Mountains, northern Alberta

INFORMATION:

- very harsh way of life
- dark forests, barren land, swampy terrain (muskeg)
- long, severe winters
- animal resources used are migratory animals, caribou, moose

7. **ARCTIC** (Inuit of northern Yukon Territory, Northwest Territories, Nunavut)

Principal Groups:

- 1) **MACKENZIE INUIT** - F, H
- 2) **COPPER INUIT** - F, H
- 3) **CARIBOU INUIT** - F, H
- 4) **NETSILIK INUIT** - F, H

- 5) **IGLULIK INUIT** - F, H
- 6) **BAFFIN ISLAND INUIT** - F, H
- 7) **QUEBEC INUIT (UNGAVA)** - F, H
- 8) **LABRADOR INUIT** - F, H

INFORMATION:

- frozen land, north of the tree line, north of permafrost line
- nine months of the year is a polar desert covered in snow
- soil always frozen just below the surface, plants take centuries to grow
- in winter, oceans and seas turn to ice
- climate is one of the harshest on Earth
- north: icebergs, mountainous islands, snowfields, glaciers
- south: vast rolling plain, barren land, treeless tundra
- west: low-lying, small bluffs, cone-shaped, ice-cored hills (pingos)
- east: rough and rugged, muskeg (wet bog)
- summer is cool and short, no darkness
- winter is long and cold, no daylight at all except for Northern Lights (Aurora Borealis)
- growing season only 40 days

Name: _____

INDIAN NATIONS

GROUP RESEARCH ASSIGNMENT

For Your Information: A geographic area encompasses a number of Indian Nations whose way of life may be similar and may also share a common language. We are using the areas as established by the Canadian Government. Consider the relationship between the people and their environment, research how they met their needs.

Remember: Following your research, your group will teach your classmates all about the Indian Nation you studied, through a presentation at the **Circle of Celebration**.

Indian Nation: _____

Areas of Responsibility for Research:

- PRINCIPAL Nations in your geographic zone and their locations in Canada
- SOCIAL / VILLAGE ORGANIZATION (roles of Chiefs, elders, shamans, men, women, children, etc.)
- TRANSPORTATION through the seasons (include materials used, construction, suitability to climate, difficulties, etc.)
- DWELLINGS through the seasons (as with transportation)
- FOOD and preparation by who; relate to vegetation / climate zone
- CLOTHING (traditional) include ceremonial garments, materials, symbols
- ART FORMS in music, stories, art (sculpture, painting, jewellery, etc.)
- GEOGRAPHIC INFORMATION about climate, vegetation, resources, etc. and how did the environment meet their needs?
- SPIRITUAL BELIEFS AND CEREMONIES: past and present
- SPECIAL /FASCINATING INFORMATION EXCLUSIVE TO THE PEOPLE
- THREE CURRENT POLITICAL / SOCIAL ISSUES FACED BY THE PEOPLE TODAY - include who is involved, what level of government, resolutions being worked on, if any, etc.

INDIAN NATIONS

(Group Research Assignment)

CHECKLIST OF JOBS DONE

To be submitted:

- a report on all topics listed. This final report can be completed in any creative form as chosen by the group (e.g., three-dimensional models, bristol board mounted, duotang, HyperStudio, etc.).
- all rough notes, research plan and Learning Logs that show summary of information, reflection of the learning and questions to direct future inquiry (next steps)
- title page
- index or contents list
- headings
- illustrations, charts
- bibliography with at least three different kinds of resources

To prepare or bring in for the CIRCLE OF CELEBRATION:

- mural of village ~ include dwellings, transport, clothing, traditional division of labour, tools, food and food preparation, etc.
- clothing ~ traditional attire, at least one piece to be worn by each member
- story ~ one person to tell their story (from the storytelling lesson)
- story ~ another person to tell their story while the group members interpret it through drama and music/sounds
- art forms ~ examples either shown or reproduced
- food ~ prepared and ready to share (use common foods to represent traditional foods, if necessary, such as bread for bannok, beef for moose or bear meat)
- information from your written report ~ mostly memorized and presented orally, clearly and concisely. All members must have a spoken part.

Name: _____

STORYTELLING - PEER RATING SCALE

(Needs work = 1 Satisfactory = 2 Very Good = 3 Excellent = 4)

STORYTELLERS TITLE AUTHOR					
EXPECTATIONS:					
<u>Oral Expression:</u> tone of voice and gestures enhance message, vocal dynamics (loud, soft, fast, slow), use of character voices	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<u>Memorized</u>	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<u>Sound Effects:</u> used and effective	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<u>Symbols:</u> appropriately chosen to represent story	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<u>Overall Impression:</u> choice of story, clear message, interesting	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Name: _____

FIRST NATIONS LEGENDS / STORIES

TITLE AUTHOR	FIRST NATION	LIST CHARACTERISTICS OF THE LEGEND / STORY	WHAT LESSON DOES THIS LEGEND / STORY TEACH?
Two-Finned Whale Retold by Shannon Thunderbird	Tsimshian (Pacific Coast)	<ul style="list-style-type: none">- facts about Orcas:<ol style="list-style-type: none">1. black and white2. breathe air3. have a distinct song4. two fins present5. travel in groups6. protect each others' young - begins in the past - Orcas were land animals and kin (related to) wolves- explains why Orcas are black and white and live in oceans today- connection to life / nature; Mother Earth; Grandfather Sky; thunder; ocean; trees- Orcas changed from the spirit of wolves	<p>We must respect and appreciate our origins and heritage.</p> <p>We are all the same in some way.</p> <p>The story points out the similarities between the Orca and the Wolf.</p> <p>Although the Orca changed over time, the similarities with the Wolf remained.</p> <p>All living things may change but we must live peacefully as one.</p>

Name: _____

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WHY MOUSE IS SO SMALL

Once, a very long time ago, when Raven was at his busiest helping Manitou build the world, he went to a potlatch with Eagle, Gull, Owl and a lot of other birds and animals, large and small. The topic that became the main theme of the potlatch was about why everything came in different sizes.

"I like them small", said Owl when it was his turn to take the Talking Stick, "because it helps me to eat and swallow." All the smaller creatures shivered and hid under bushes, peeping out from time to time to see if Owl had reached his hungry stage.

Gull stood up and said, "Same here. Clams and small fish suit me just fine."

Eagle took the Talking Stick from Gull. "I can handle middle sizes well. But sometimes I catch a big salmon in my big talons and do my best not to drop it anywhere near Bear." The others laughed and Bear chuckled good-naturedly.

Then suddenly there was a squeak from nearby. Mouse, quivering with fear, crept out from under her safe bush and said, "I have s-s-something to s-s-say." She glanced fearfully up at Owl.

"Say on, Brother Mouse", said Raven magnanimously. "Today is a special day and we will not give you away in the potlatch!" Everybody rocked with friendly laughter.

"Well", said Mouse, venturing a little further into the circle. Eagle gently laid the Talking Stick in front of Mouse because everyone knows that a little mouse has her limitations when it comes to holding up things. "I am small and all of you are big and it seems to me that there is a plan behind that matter. It has to do with the nature of each of us. Like Rabbit, I am easily frightened, so much so that both of us can die from fright. But, do you not think that this is a thing for you to see and understand? I don't think Rabbit agrees with me, but I keep getting a feeling that my timidity and my smallness, being a part of my nature given to me by Manitou, means that I must recognize my mission in the world."

"And, what is that, Miss?" enquired Owl curiously.

"To provide sustenance for you, Brother", replied Mouse very quietly. "You were made to live on such as me, just as Eagle was made to live on fish as well as small land creatures and Gull was given the ability to open clams for his meal."

Everyone remained silent contemplating the words of Mouse. For once, even Raven was quiet and thoughtful. Presently, Raven spoke:

"We have learned a lesson today", he said, looking around at the assembly. "A lesson in humility. Let us never forget to think of this when we go back to our everyday life. Let us sing a song to Manitou in which we say our thanks, not only for this lesson,

but in praise of the courage of Mouse and all other small creatures made with love by Manitou.”

They all stood up and began to dance the dance of thanksgiving, circle within circle, smaller creatures within and greater ones without. That day they fasted and sang and danced until the sun went down.

TWO-FINNED WHALE **Tsimshian Nation - Northwest Coast**

It is often said that orcas were once land-based animals because their culture was so close to that of the wolf. Orcas travel in groups and protect and look after each other's young. They teach by singing their world to their young. It has even been said that the orca was once a snow white wolf, but when the Creator decided that the snow white wolf should go below the great waters and become a whale, Creator left some white markings in order to remind whale of its original world. When Orca surfaces to breathe, this is also a reminder of its original origin. Orca comes to the surface and blows air through its blowhole. This sound calls to its land-based family, the wolves, who howl back recognition of their kin.

As Orca descended into the ocean, Creator gave some of them the responsibility of recording and carrying the history of the world. These special Orcas were given two fins. One fin was used to hold the knowledge of the world; the other fin was part of Orca's physical body.

These two-finned whales were also given a special song that they sang when they were called to speak of Mother Earth's history. This song could be heard across the waters great and small. All life below the waters would dance to the sound; the animals of the world would respond with their own songs; the Standing People (trees) would sway and stretch their branches toward the water; as Orca surfaced, the great west wind would come and assist in carrying the knowledge to all parts of Mother Earth; the thunder beings would roll the same message across Grandfather Sky: "We are one People. All living things must live as one People. Heya-Ho."

Text shared, via e-mail, by Shannon Thunderbird.

Name: _____

TECHNOLOGICAL PROGRESS THROUGH THE AGES			
TOOLS TO MAKE EXPLORATION POSSIBLE	VIKINGS	EUROPEAN	TODAY
TRANSPORTATION	OARS MAN POWER	SAILS RUDDERS	MOTORS
INSTRUMENTS OF NAVIGATION	STARS	ASTROLAB SEXTANT CROSS-STAFF	COMPASS SATELLITES RADAR
WEAPONS	CLUB ARROW SPEAR	KNIVES CANONS MUSKETS	SOPHISTICATED GUNS BOMBS NUCLEAR
MAPS	THEY WERE THE FIRST TO CHART THE WAY	QUADRANTS LATITUDE LONGITUDE	SATELLITE IMAGES
TRAINING AND EDUCATION	NONE	MATH ASTRONOMY	UNIVERSITY HIGHLY TECHNICAL
SPONSORS	SELF	KING / QUEEN COUNTRY	GOVERNMENT

LEGEND OF THE DREAMCATCHER

Long ago when the world was young, an old Lakota spiritual leader was on a high mountain and had a vision. In his vision, Iktomi, the great Trickster and teacher of wisdom, appeared in the form of a spider.

Iktomi spoke to him in a sacred language that only the spiritual leaders of the Lakota could understand. As he spoke Iktomi, the spider, took the elders willow hoop which had feathers, horse hairs, beads and offerings on it and began to spin a web.

He spoke to the elder about the cycles of life.... how we begin our lives as infants and we move on to childhood, and then to adulthood. Finally we go to old age where we must be taken care of as infants, completing the cycle.

Iktomi said, "In each time of life there are many forces and different directions that can help or interfere with the harmony of nature, and also with the Great Spirit and all of his wonderful teachings."

Iktomi gave the web to the Lakota elder and said, "See, the web is a perfect circle but there is a hole in the center of the circle. If you believe in the great spirit, the web will catch your good dreams and ideas and the bad ones will go through the hole. Use the web to help yourself and your people to reach your goals and make good use of your people's ideas, dreams and visions."

The Lakota elder passed on his vision to his people and now the Lakota's use the Dreamcatcher as the web of their life. It is hung above their beds or in their home to sift their dreams and visions. The good of their dreams is captured in the web of life and carried with them but the evil in their dreams escapes through the centre hole and are no longer part of them.

Although Dreamcatchers are made by a variety of people and Native North Americans, and although there are many stories and legends, the Ojibway originated them.

Dreamcatchers made of willow and sinew were for children and they were not meant to last. Eventually the willow dried out and the sinew collapsed the Dreamcatcher. That was supposed to happen to represent the temporary nature of youth. Adults had Dreamcatchers of woven fiber to reflect their adult dreams.

Dreamcatchers must always have a large enough hole in the centre for good dreams to go through!

According to Ojibway legend, Dreamcatchers were originally hung over a baby's cradle. Dreams were considered messages from the spirit world. The good dreams, being smart, would find their way through the centre hole and float down the sacred feathers onto the sleeping one. The bad spirit dreams would get caught in the web and disappear with the morning light. Dreamcatchers are believed to bestow pleasant dreams, good luck, and lifetime harmony.

Name: _____

EXPLORATION

PART 1:

1. Select one of the explorers who ventured into Canada from the list below .
 1. William Baffin
 2. John Cabot
 3. Jacques Cartier
 4. Samuel de Champlain
 5. Leif Ericsson
 6. Simon Fraser
 7. Martin Frobisher
 8. Samuel Hearne
 9. Anthony Henday
 10. Henry Hudson
 11. Joliet and Marquette
 12. Radisson and Groseilliers
 13. Robert de la Salle
 14. David Thompson
 15. George Vancouver
2. Gather information from at least three different sources (e.g., Internet sites, CD-ROM, text / non-fiction print resources, encyclopedias) and create a bibliography using proper format.
3. Record your research using point-form notes on an organizer provided. After these notes have been collected, summarize the information using your own words. Your completed work should be at least two typed pages.
4. You need to include the following information in your final project:
 - a cover page or title board with the name and portrait of your explorer
 - date of birth and death, country of origin and country of death
 - year(s) of expedition
 - technological advances that allowed exploration to be possible at the time
 - what motivated the explorer? were the goals or missions accomplished? Explain.
 - hardships and / or challenges encountered on the voyage(s)
 - map(s) of routes taken, complete with legend of routes to and from “home”
 - source of finance for the voyage (who paid for it?)
 - the explorers’ perceptions of the First Nations’ way of life
 - one positive and one negative impact the explorer had on Canada’s development
 - contribution made by the relationship between the First Nations and the explorers to the fur trade at the time
5. Complete Reflection sheet attached. Use complete answers by collaborating with others and brainstorming all

possibilities.

PART 2:

1. Present your findings in an interesting and creative format (e.g., monologue, news flash, dramatization, animation*, puppetry, poetry, story book, newspaper article, diary entries, talk show, etc.)
(*animation can be done on HyperStudio computer program)
2. All point-form notes, rough and final written work must also be submitted regardless of the presentation format used.

Due date: _____

NAME: _____
DATE: _____

REFLECTIONS

Use space provided and continue on lined paper if needed.

1. What do you think were the positive and negative effects of exploration on First Nations and the environment (vegetation, wildlife, etc.)?

2. What impact do you think exploration has on us today?

3. What do you think are the major challenges of present day explorers (i.e., aquanauts, astronauts)? Compare them to the challenges of early explorers (i.e., clothes, transportation, food, tools).

4. Formulate two answers and questions to direct your search for more information regarding the contact between First Nations and explorers (e.g., The answer is “Up to 90% or more of First Nations died.” The question is “What was the result of the transmission of European diseases?”).

1. Answer: _____

Question: _____

2. Answer: _____

Question: _____

Explorers - Follow Up Questions

- 1) Write a definition of "EXPLORATION".

- 2) Name the main countries, groups and /or peoples responsible for early exploration.

- 3) What were the initial fears of these early explorers as they set out?

- 4) Describe possible reasons people had for wanting to explore.

- 5) What do you consider to be a major disadvantage exploration had on First Nations?

- 6) List some contributions First Nations made to European explorers and to the development of Canada.

- 7) List some contributions European explorers made to First Nations and to the development of Canada.

FIRST NATIONS OF INFLUENCE TODAY

This list offers only **some** of the First Nations who are making a difference today. The purpose of the information given below is to give a brief idea of what they do. Students should be expected to come up with more information than what is listed. Websites have been checked and biographies are available for these people listed.

1. **Susan Aglukark - Inuit** - singer, song writer, performs in English and Inuktituk
2. **John Kim Bell - Mohawk** - musician, composer, orchestra conductor, founder of the National Aboriginal Achievement Awards
3. **Lee Cremo - Micmac** - world famous Cape Breton fiddler, died Oct. 1999
4. **Barbara Croall - Ojibway** - singer with the Toronto Symphony
5. **Kashtin - Innu** - means "tornado" in Innu, rock group, lyrics in English and in Innu, members are Claude McKenzie and Florent Vollant
6. **Robbie Robertson - Mohawk** - classic rock singer since 1960, most know album is *Contact From the Underworld of Red Boy*.
7. **Buffy Saint Marie - Plains Cree** - singer/songwriter, major recording artists perform her songs, born on reserve in Sask., lecturer, activist, digital artist, new album out
8. **Keith Secola - Ojibway** - singer/songwriter whose songs can be heard in many Hollywood movies
9. **Kenojuak Ashevak - Inuit** - she is a renowned painter from Baffin Island
10. **Jackson Beardy - Cree** - birch bark painter
11. **Fred Cattroll - Cree** - photographer
12. **Robert Davidson - Haida** - singer, sculptor, drummer, painter on gold, silver, wood and paper, founded dance company, Order of Canada recipient
13. **Norval Morrisseau - Ojibway** - recognized First Nations artist
14. **Alex Janvier - Chipewyan** - Painter
15. **George Littlechild - Cree** - author/illustrator
16. **Daphne Odjig - Ojibway** - first Aboriginal woman artist to be known world wide, Order of Canada recipient, born on Manitoulin Island, ON
17. **Bill Reid - Haida** - sculptor, author, illustrator, totem carver
18. **Pitseolak - Inuit** - an artist from Cape Dorset, Hudson Strait
19. **Edward Benton-Banai - Ojibway** - playwright, journalist, author, spiritual leader
20. **Basil Johnston - Ojibway** - non-fiction author of short stories
21. **Lenore Keeshig-Tobias - Ojibway** - film and video maker
22. **Michael Kusugak - Inuit** - children's author
23. **Alanis Obomsawin - Abenaki** - filmmaker, director
24. **Ruby Slipperjack - Ojibway** - painter and fiction author
25. **Jack Anawak - Inuit** - MP for Rankin Inlet
26. **Ethel Blondin-Andrew - Dene** - PC MP, Secretary of State for Children and Youth
27. **Matthew Coon Come - Cree** - Grand Chief, Assembly of First Nations (2001)
28. **Tagak Curley - Inuit** - lobbyist for many First Nations issues
29. **Mary Two-Axe Earley - Mohawk** - woman's rights activist

30. **Phil Fontaine - Anishinabe** - former National Chief for Assembly of First Nations
31. **Roberta Jamieson - Mohawk** - Ontario Ombudsman, 1st First Nation's woman to get a law degree in Canada
32. **Rosemarie Kuptana - Inuit** - President of Inuit Circumpolar Conference, Inuit land rights activist, broadcaster, taken by police at age 8 to residential school
33. **Harry LaForme - Mississauga** - Court Justice
34. **Ovide Mercredi - Cree** - former National Chief of Assembly of First Nations
35. **Murray Sinclair - Ojibway** - Supreme Court Judge
36. **Ted Nolan - Ojibway** - former Buffalo Sabres head coach
37. **Alwyn Morris - Mohawk** - Olympic medalist
38. **Angela Chalmers - Metis** - Olympic medalist, track
39. **Albert Rock** - scientific inventor, digital data logger used by NASA and Indy cars
40. **Chris Simon - Ojibway** - professional hockey player for the Washington Capitals
41. **Allan Sapp - Cree** - renowned artist
42. **'Alika LaFontaine - Cree** - Youth Aboriginal Award recipient, 16 yr. old pre-med student
43. **James Bartleman - Mohawk, Rama** - Ambassador to South Africa, highest foreign service rank of any First Nations person
44. **Dorothy Betz - Anishinabe** - community service, at a residential school for 15 years, started the Friendship Centre movement
45. **Rose Toodick Boyko - Haida** - first Aboriginal woman Superior Court Judge in Canada
46. **Edward Cree - Mohawk** - head of oral facial surgery in Canada
47. **Lillian Eva Dyck - Gordon FN** - leading neuropsychiatrist in Canada
48. **Dorothy Grant - Haida** - fashion designer
49. **James Igloriorte - Inuk** - only Inuk judge in Canada
50. **Malcolm King - Mississauga** - leading pulmonary doctor in Alberta
51. **Tom Jackson - Cree** - well known actor in Canada and the US, TV series
52. **Tina Keeper - Cree** - well known actor in Canada and the US, TV series
53. **Tantoo Cardinal - Metis** - actor in *Dances with Wolves* and many other movies
54. **Graham Greene - Oneida** - actor, in movie *Dances with Wolves* and many others
55. **John Amagoalik - Inuit** - Nunavut negotiator
56. **Brian Trottier - Cree/Chippewa** - hockey legend, 8th highest scorer of all time, in the Hockey Hall of Fame



Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 6z1** • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z12** – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z14** – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Inquiry / research and map skills	- rarely able to synthesize geographic information from maps of Canada in order to summarize onto a chart	- sometimes able to synthesize geographic information from maps of Canada in order to summarize onto a chart	- often able to synthesize geographic information from maps of Canada in order to summarize onto a chart	- consistently able to synthesize geographic information from maps of Canada in order to summarize onto a chart
Application of the knowledge acquired from maps to make connections between the environment and First Nations lifestyles	- shows little understanding of connections between the environment and First Nations lifestyles	- shows some understanding of connections between the environment and First Nations lifestyles	- shows a good understanding of connections between the environment and First Nations lifestyles	- shows thorough understanding of connections between the environment and First Nations lifestyles

Environmental Interaction



Student Name: _____
 Date: _____

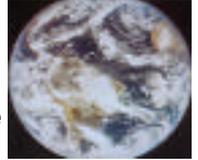
for use with Subtask 4 : Social Studies - Environmental Interaction
 from the Grade 6 Unit: **Inside the Circle**

Expectations for this Subtask to Assess with this Rubric:

- 6z1** • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z5** – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z15** – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Describe First Nations use of their available resources	- applies vague descriptions of First Nations use of their available resources	- applies simple descriptions of First Nations use of their available resources	- applies clear descriptions of First Nations use of their available resources	- applies accurate and complete descriptions of First Nations use of their available resources
Locate and classify the resources available to First Nations, pre-European contact	- applies few of the required skills and strategies needed to locate information with respect to food, shelter, clothing and transportation / technology	- applies some of the required skills and strategies needed to locate information with respect to food, shelter, clothing and transportation / technology	- applies most of the required skills and strategies needed to locate information with respect to food, shelter, clothing and transportation / technology	- applies all of the required skills and strategies needed to locate information with respect to food, shelter, clothing and transportation / technology
Communication in the chart of resources available to a First Nation group	- rarely communicates with clarity and precision - rarely uses appropriate First Nations terminology - limited research notes and descriptions	- sometimes communicates with clarity and precision - sometimes uses appropriate First Nations terminology - some research notes and descriptions	- usually communicates with clarity and precision - usually uses appropriate First Nations terminology - clear research notes and descriptions	- consistently communicates with clarity and precision - consistently uses appropriate First Nations terminology - accurate and complete research notes and descriptions

Circle of Celebration - Group Research Project



Student Name: _____
Date: _____

for use with Subtask 6 : Group Research Project - Circle of Celebration
from the Grade 6 Unit: Inside the Circle

Expectations for this Subtask to Assess with this Rubric:

- 6e36** – plan a research project and carry out the research;
- 6z10** – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z11** – formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);
- 6z15** – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Learning Log: 1. Research plan shows summary of information gathered. 2. Reflection of learning and questions to direct future inquiry	- few resources consulted - limited range of information gathered - applies few of the required skills needed to reflect on their learning and create questions for future inquiry	- some variety of resources consulted - fair range of information gathered - applies some of the required skills needed to reflect on their learning and create questions for future inquiry	- good variety of resources consulted - good range of information gathered - applies most of the required skills needed to reflect on their learning and create questions for future inquiry	- extensive variety of resources consulted - complete range of information gathered - applies all of the required skills needed to reflect on their learning and create questions for future inquiry
Communicate assigned information on an Indian Nation using media, notes, drawings, tables, charts, maps; show understanding of Indian life, past and present	- rarely communicates complete and relevant information with clarity and precision - show understanding of few of the concepts of Indian life	- sometimes communicates complete and relevant information with clarity and precision - show understanding of some of the concepts of Indian life	- often communicates complete and relevant information with clarity and precision - show understanding of most of the concepts of Indian life	- consistently communicates complete and relevant information with clarity and precision - show understanding of all of the concepts of Indian life
Use appropriate vocabulary, and symbols to describe their inquiries and observations of Aboriginal Peoples	- rarely uses appropriate vocabulary, and symbols to describe their inquiries and observations of Aboriginal Peoples	- sometimes uses appropriate vocabulary, and symbols to describe their inquiries and observations of Aboriginal Peoples	- usually uses appropriate vocabulary, and symbols to describe their inquiries and observations of Aboriginal Peoples	- consistently uses appropriate vocabulary, and symbols to describe their inquiries and observations of Aboriginal Peoples

How Can We Live Together?

for use with Subtask 13 : Drama - Land Claims
from the Grade 6 Unit: Inside the Circle

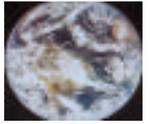


Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 6a55** – recognize when it is necessary to sustain concentration in drama and dance (e.g., when they are performing in a large-group improvisation over an extended period of time);
- 6z3** • demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.
- 6z17** – identify current concerns of Aboriginal peoples (e.g., self-government, land claims);
- 6z18** – describe the current relationship between the government of Canada and the Aboriginal peoples;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Performance and creative work in taking on the role of "worker" in a drama	– performs and creates as a worker only in limited and incomplete ways –rarely sustains concentration over an extended period of time in drama	– occasionally performs and creates as a worker in complete ways – occasionally sustains concentration over an extended period of time in drama	– usually performs and creates as a worker in complete ways – usually sustains concentration over an extended period of time in drama	– consistently performs and creates as a worker in complete ways – consistently sustains concentration over an extended period of time in drama
Understanding of the social, political and economic issues facing First Nations today	– shows understanding of few of the social, political and economic issues facing First Nations as experienced in the drama	– shows understanding of some of the social, political and economic issues facing First Nations as experienced in the drama	– shows understanding of most of the social, political and economic issues facing First Nations as experienced in the drama	– shows understanding of all (or almost all) of the social, political and economic issues facing First Nations as experienced in the drama
Describe relationship between the Canadian Government and First Nations Peoples in respect to land claim issues, as experienced in a drama	– rarely describes relationship between the Canadian Government and First Nations in respect to land claim issues, as experienced in a drama, with clarity and precision	– sometimes describes relationship between the Canadian Government and First Nations in respect to land claim issues, as experienced in a drama, with clarity and precision	– usually describes relationship between the Canadian Government and First Nations in respect to land claim issues, as experienced in a drama, with clarity and precision	– consistently describes relationship between the Canadian Government and First Nations in respect to land claim issues, as experienced in a drama, with clarity and precision



Inside the Circle

First Nations in Canada A Unit for Grade 6

Selected **Assessed**

English Language---Writing

<input type="checkbox"/> 6e1	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);	3	1
<input type="checkbox"/> 6e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);	3	
<input type="checkbox"/> 6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;	2	
<input type="checkbox"/> 6e9	• use and spell correctly the vocabulary appropriate for this grade level;	2	
<input type="checkbox"/> 6e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	1	
<input type="checkbox"/> 6e19	– frequently introduce vocabulary from other subject areas into their writing;	1	

English Language---Reading

<input type="checkbox"/> 6e23	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;		1
<input type="checkbox"/> 6e26	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;	1	1
<input type="checkbox"/> 6e32	– summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;	2	1
<input type="checkbox"/> 6e33	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;	2	
<input type="checkbox"/> 6e36	– plan a research project and carry out the research;		2
<input type="checkbox"/> 6e37	– identify different forms of writing and describe their characteristics (e.g., historical novel, encyclopaedia);		1
<input type="checkbox"/> 6e44	– understand specialized words or terms, as necessary (e.g., medieval in a historical novel);	1	

English Language---Oral and Visual Communication

<input type="checkbox"/> 6e54	• analyse media works;		1
<input type="checkbox"/> 6e56	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).		1
<input type="checkbox"/> 6e60	– use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;		1

Mathematics---Patterning and Algebra

<input type="checkbox"/> 6m98	– identify and extend patterns to solve problems in meaningful contexts (e.g., notes in music, patterns on graphs);		1
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The Arts---Music

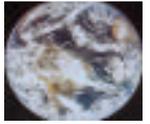
<input type="checkbox"/> 6a5	• identify and perform music from various cultures and historical periods;	1	2
<input type="checkbox"/> 6a6	• communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).		1
<input type="checkbox"/> 6a18	– create an accompaniment for a story, poem, or drama presentation;	1	1
<input type="checkbox"/> 6a24	– communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., painting, computer animation).		1

The Arts---Visual Arts

<input type="checkbox"/> 6a25	• produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;	1	3
<input type="checkbox"/> 6a41	– compare works from various periods and cultures, and describe how the artists have used the elements and principles of design (e.g., compare ceremonial headdresses and masks by traditional Haida artists with Thunderbird Man by Daphne Odjig, focusing on their use of balance);	1	
<input type="checkbox"/> 6a42	– demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g., explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground and using bold, diagonal lines to define it);	2	

The Arts---Drama & Dance

<input type="checkbox"/> 6a51	– demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade);		1
<input type="checkbox"/> 6a54	– identify the significance of symbols in dramatic explorations, and use various props appropriately;		1
<input type="checkbox"/> 6a55	– recognize when it is necessary to sustain concentration in drama and dance (e.g., when they are performing in a large-group improvisation over an extended period of time);		1
<input type="checkbox"/> 6a63	– create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures;		1



Inside the Circle

First Nations in Canada A Unit for Grade 6

Selected **Assessed**

Social Studies---HC: Aboriginal Peoples and European Explorers

<input type="checkbox"/> 6z1	• identify ways in which the environment molded Canadian Aboriginal cultures;	2	3
<input type="checkbox"/> 6z2	• identify early explorers and describe their impact on the development of Canada;		1
<input type="checkbox"/> 6z3	• demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.		4
<input type="checkbox"/> 6z4	– demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);	1	1
<input type="checkbox"/> 6z5	– describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);	3	2
<input type="checkbox"/> 6z6	– describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to food, transportation, exploration, the arts, technology, government);	2	1
<input type="checkbox"/> 6z7	– identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson's Bay Company);		1
<input type="checkbox"/> 6z8	– identify technological developments and cultural factors that led to the exploration of North America;		1
<input type="checkbox"/> 6z9	– identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples).		1
<input type="checkbox"/> 6z10	– use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;	3	2
<input type="checkbox"/> 6z11	– formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);	1	2
<input type="checkbox"/> 6z12	– locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);	3	1
<input type="checkbox"/> 6z13	– analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);	2	1
<input type="checkbox"/> 6z14	– construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);		2
<input type="checkbox"/> 6z15	– communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.	3	3
<input type="checkbox"/> 6z16	– describe early explorers' perceptions of Aboriginal peoples' way of life;		1
<input type="checkbox"/> 6z17	– identify current concerns of Aboriginal peoples (e.g., self-government, land claims);	2	2
<input type="checkbox"/> 6z18	– describe the current relationship between the government of Canada and the Aboriginal peoples;		2
<input type="checkbox"/> 6z19	– identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);	3	1



Inside the Circle

First Nations in Canada A Unit for Grade 6

English Language

6e1	3	1	6e2	3	6e3	6e4	6e5	6e6	6e7	2	6e8	6e9	2	6e10	1	
6e11			6e12		6e13	6e14	6e15	6e16	6e17		6e18	6e19	1	6e20		
6e21			6e22		6e23	1	6e24	6e25	6e26	1	1	6e27	6e28	6e29	6e30	
6e31			6e32	2	1	6e33	2	6e34	6e35	6e36	2	6e37	1	6e38	6e39	6e40
6e41			6e42		6e43	6e44	1	6e45	6e46	6e47		6e48	6e49	6e50		
6e51			6e52		6e53	6e54	1	6e55	6e56	1	6e57	6e58	6e59	6e60	1	
6e61			6e62		6e63	6e64		6e65	6e66							

French as a Second Language

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10	
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20	
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30	
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40	
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50	
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60	
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70	
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80	
6m81	6m82	6m83	6m84	6m85	6m86	6m87	6m88	6m89	6m90	
6m91	6m92	6m93	6m94	6m95	6m96	6m97	6m98	1	6m99	6m100
6m101	6m102	6m103	6m104	6m105	6m106	6m107	6m108	6m109	6m110	
6m111	6m112	6m113	6m114	6m115	6m116	6m117	6m118	6m119	6m120	
6m121	6m122	6m123	6m124	6m125						

Science and Technology

6s1	6s2	6s3	6s4	6s5	6s6	6s7	6s8	6s9	6s10
6s11	6s12	6s13	6s14	6s15	6s16	6s17	6s18	6s19	6s20
6s21	6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30
6s31	6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40
6s41	6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50
6s51	6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60
6s61	6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70
6s71	6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80
6s81	6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90
6s91	6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100
6s101	6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110
6s111	6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120
6s121	6s122	6s123	6s124						

Social Studies

6z1	2	3	6z2	1	6z3	4	6z4	1	1	6z5	3	2	6z6	2	1	6z7	1	6z8	1	6z9	1	6z10	3	2	
6z11	1	2	6z12	3	1	6z13	2	1	6z14	2	6z15	3	3	6z16	1	6z17	2	2	6z18	2	6z19	3	1	6z20	
6z21			6z22		6z23	6z24	6z25	6z26	6z27	6z28	6z29	6z30													
6z31			6z32		6z33	6z34	6z35	6z36	6z37	6z38	6z39	6z40													
6z41			6z42		6z43	6z44	6z45	6z46	6z47	6z48															

Health & Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	6p14	6p15	6p16	6p17	6p18	6p19	6p20
6p21	6p22	6p23	6p24	6p25	6p26	6p27	6p28	6p29	6p30
6p31	6p32	6p33	6p34						

The Arts

6a1	6a2	6a3	6a4	6a5	1	2	6a6	1	6a7	6a8	6a9	6a10
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	1	1	6a19	6a20	
6a21	6a22	6a23	6a24	1	6a25	1	3	6a26	6a27	6a28	6a29	6a30
6a31	6a32	6a33	6a34	6a35	6a36	6a37	6a38	6a39	6a40			
6a41	1	6a42	2	6a43	6a44	6a45	6a46	6a47	6a48	6a49	6a50	
6a51	1	6a52	6a53	6a54	1	6a55	1	6a56	6a57	6a58	6a59	6a60
6a61	6a62	6a63	1	6a64	6a65	6a66	6a67	6a68	6a69	6a70		
6a71												



Inside the Circle

First Nations in Canada A Unit for Grade 6

Analysis Of Unit Components

- 16 Subtasks
- 104 Expectations
- 192 Resources
- 129 Strategies & Groupings
- Unique Expectations --
- 16 Language Expectations
- 1 Mathematics Expectations
- 11 Arts Expectations
- 19 Social Studies Expectations

Resource Types

- 4 Rubrics
- 18 Blackline Masters
- 4 Licensed Software
- 68 Print Resources
- 17 Media Resources
- 40 Websites
- 14 Material Resources
- 12 Equipment / Manipulatives
- 0 Sample Graphics
- 4 Other Resources
- 11 Parent / Community
- 0 Companion Bookmarks

Groupings

- 12 Students Working As A Whole Class
- 5 Students Working In Pairs
- 7 Students Working In Small Groups
- 8 Students Working Individually

Assessment Recording Devices

- 4 Anecdotal Record
- 5 Checklist
- 4 Rating Scale
- 4 Rubric

Teaching / Learning Strategies

- 1 Advance Organizer
- 3 Brainstorming
- 2 Case Study
- 3 Classifying
- 2 Collaborative/cooperative Learning
- 1 Computer Assisted Learning
- 2 Debating
- 3 Direct Teaching
- 3 Discussion
- 4 Expressing Another Point Of View
- 2 Guest Speaker
- 1 Guided Reading
- 1 Inquiry
- 1 Learning Log/ Journal
- 1 Mini-lesson
- 1 Mnemonic Devices
- 1 Model Making
- 1 Note-making
- 1 Oral Explanation
- 1 Peer Practice
- 2 Peer Teaching
- 1 Rehearsal / Repetition / Practice
- 3 Research

Assessment Strategies

- 1 Classroom Presentation
- 2 Essay
- 2 Exhibition/demonstration
- 5 Learning Log
- 1 Observation
- 10 Performance Task
- 1 Quizzes, Tests, Examinations
- 2 Self Assessment



Inside the Circle
First Nations in Canada A Unit for Grade 6

- 2 Retelling
- 1 Role Playing
- 2 Simulation
- 1 Sketching To Learn
- 1 Story Telling
- 1 Tableau
- 3 Technology
- 1 Think / Pair / Share
- 2 Visualisation
- 1 Writing To Learn