

UNIT

1

Building Canada

ESSENTIAL QUESTION

Who has contributed to Canada's identity?

ESTIMATED TIME

- 20–25 classes (approximately 9 weeks)

LESSON MATERIALS

- AM U1–1: Unit 1 Rubric
- AM U1–2: Unit 1: Your Challenge: Self-Assessment Checklist

BACKGROUND TO UNIT 1

This unit provides students with the opportunity to explore how Canada's multicultural identity developed over time. In Chapter 1, students explore the unique history of Canada's Indigenous Peoples and how their cultures contributed to Canada's identity. They build an understanding of the importance of learning about historical interactions among Indigenous Peoples and how these interactions have affected Canadian cultures and identity. They examine First Nations' worldviews as they are expressed through creation stories and art, and explore the history of the Métis people in Canada. In Chapter 2, students learn that our country's identity has been shaped by many factors, including the cultural backgrounds of immigrant communities, and how immigration policies have changed over time. They look at census data to gain an understanding of how Canada's demographics have changed from the 19th century to today. Students are asked to examine different viewpoints on multiculturalism and immigration to help them form their own opinions.

At the beginning of the Grade 5 school year, you may wish to use Read-Aloud or Think-Aloud strategies to support students who are not reading independently at grade level. These instructional strategies allow you to explicitly draw attention to the text features, which will help students summarize, draw conclusions, organize information, and create meaning, while avoiding struggling with reading comprehension. Model how to read

the different text features and how to think about what is read using oral prompts or questions, such as:

- This is written in a different colour (or in bold print or in a box or in italics). I wonder if it is important.
- This information is in a chart (or map). How can we figure out what it is trying to tell us?
- This reminds me of.... What does it make you think about?

As you move through the chapter, provide guided reading and thinking to support students' understanding with prompts that promote independence.

USING THE UNIT OPENER

TEACHING TIP

Sharing personal stories builds a bond with students and helps them reflect on how we take new knowledge and apply it in our lives.

DI DIFFERENTIATION TIP

Use verbal prompts to help extend students' thinking about what they can learn from photographs, such as: Is that picture from the past or from present day? How do you know? What does the photo tell you about the people shown? What clues does the photo give you about Canada's identity? Who took the photo? Why do you think the photo was taken?

- Read the unit title and ask: *What do you think "building Canada" means? What does it mean to build a country? What do you know about the people who built this country? Why is it important for us to know about them?* Encourage students to share what they know about Canada's history and immigration policies. Engage them in a discussion about the importance of understanding perspectives of different cultures by sharing a personal story about your family's history in Canada and asking volunteers to share a story from their family's history.
- Ask: *How would you describe Canada's identity? Who has contributed to Canada's identity?* Explain that this is the Essential Question for the unit and that students should keep it in mind as they move through the first two chapters. Prompt students to look at the photographs on pages 2–3 for clues to the answer to the Essential Question. Ask volunteers to share how they think the people in the photos might contribute to Canada's identity.
- Write each of the Let's Explore questions on page 3 at the top of pieces of chart paper and set them at different stations around the room. Divide the class into six groups and give each group a coloured pen. Have a prepared volunteer read the paragraph under Let's Explore. Have the groups move around the room, spending three or four minutes at each station to brainstorm and record ideas about how they might answer each of the questions. (You may wish to shorten the time allowed when students have visited most of the stations as all the obvious answers will already be recorded.) When students have finished the carousel activity, bring the class together to share their ideas.
 - *How does learning about the past help us understand the present?* Ask students to share their ideas and encourage them to think about how understanding the past and present will help people make better decisions in the future.
 - *What were the traditional ways of life of First Nations peoples and Inuit?* Encourage students to share what they know about traditional

First Nations and Inuit cultures and their connections with the land and environment where they lived. Ask students to think about how these perspectives have shaped Canada.

- *What is the history of the Métis people in Canada?* Discuss how the Métis people represent a unique culture in Canada because they are a blend of First Nations and European cultures. Encourage students to think about how understanding the development of this culture can help them understand that individual identities are shaped by many factors, one of which is cultural background.
- *What has motivated people to come to Canada over time?* Discuss how and why people came to Canada to build a better life for themselves and their families. Encourage students to view cultures different from their own as sources of learning and enrichment.
- *How has Canada's population changed over time?* Discuss how Canada's population growth and changes over time influenced and continue to influence its identity. Encourage students to look at a map and talk about how people come to Canada from all over the world.
- *How have Canadian policies affected people through time?* Have students share what they know about Canada's policies. Encourage them to think about and discuss why and how these policies might affect Canadians and people who want to come to Canada.

YOUR CHALLENGE

- Have a prepared volunteer read the Your Challenge activity at the bottom of page 3. Explain that, at the end of the unit, students will create a cultural festival to show what they have learned about who has contributed to Canada's identity. Draw students' attention to the Your Challenge icon and encourage them to point it out whenever they see it in the unit. Note that answering the questions and completing the activities with this icon will help them gather ideas and information to complete the Your Challenge activity. Encourage them to keep a portfolio of their completed tasks, which they can use for their final project and you can use for both formative and summative assessment.
- Encourage students to discuss their initial ideas about the project and what they need to do to complete it. Discuss what *multiculturalism* means and come up with a class definition for this word. Have students share what they know about multiculturalism in Canada and how it relates to Canada's identity. Discuss how Indigenous heritage is part of Canada's multicultural society.
- Note that this task involves more than displaying artifacts from another culture and that students need to explain how each artifact that they bring to the display illustrates what they have learned about the culture of the people. Share AM U1-1: Unit 1 Rubric and AM U1-2: Unit 1: Your Challenge: Self-Assessment Checklist with students. Review and discuss

DI DIFFERENTIATION TIP

Some students will focus their display on one culture in one historical time and others could show how a culture changed over time or how many cultures have come together in one community. Allow students choice as to which kind of display they want to highlight.

the outcomes and achievement levels on the rubric, noting that it reflects what they will learn throughout the unit.

CONNECTIONS

Literacy Connections (Chapter 1)

Chapter Opener—my Story: The Story of My Community

- Focusing on the Essential Question and the Chapter Question helps to develop students' comprehension of the text and stimulate discussion.
- Students use a variety of visuals, including maps, logos, and photos, to build meaning.
- Students identify words that originate from Indigenous languages to activate prior knowledge and experience.
- Students find evidence that shows Jessica is proud of her heritage in the My Story feature.

How does learning about the past help us understand the present?

- Using the Frayer diagram (GLM-3: Exploring Vocabulary) to explore the meaning of the identified vocabulary helps build deeper understanding of the key ideas in the section.
- Examining the importance of oral traditions in First Nations' cultures helps students understand the value of ideas that are expressed orally, which supports the speaking strand of literacy.
- Students listen purposefully to a variety of stories from a range of cultural traditions.
- Summarizing and sharing answers in small groups helps students build a deeper understanding of concepts.
- Students share and discuss other creation stories that they have heard or read.
- Students view a variety of photos of artwork, which helps them learn to think critically about how art represents the stories and beliefs of a cultural group.

What were the traditional ways of life of First Nations peoples and Inuit?

- Students identify key ideas and organize the information using a graphic organizer.

- Using a Think-Aloud instructional strategy helps students interpret and make inferences about the visuals and the non-text features in the Student Book.
- Students relate new information to previous knowledge while listening, reading along orally, and making notes.
- Through role play (speaking), students express a deeper understanding of the significance of the first contact between First Nations peoples and Europeans.
- Students compare and contrast strategies to build understanding of the text.
- Students create a poem or song lyrics using information from the text to experiment with different ways of expressing new knowledge, revising for word choice and accuracy of content.

What is the history of the Métis people of Canada?

- Examining different maps helps students synthesize commonalities and identify differences.
- Through viewing videos, as well as listening to and participating in reading along, students create a timeline of the evolution of the Métis culture.
- Students inquire about and research specific ideas and revise their written work to clarify meaning.
- Students use a graphic organizer to identify key words and symbols related to the identity of Métis people.

Literacy Connections (Chapter 2)

Chapter Opener—my Story: Coming to Canada

- Students listen purposefully and respond orally to the Chapter Question.
- Students visualize and make connections to how their family might have or has dealt with a catastrophe.
- Summarizing and responding to the text using a graphic organizer helps students deepen their understanding.
- Students view visuals and make connections between natural disasters somewhere in the world and immigration to Canada.

What has motivated people to come to Canada over time?

- Students play a game or use a two-column chart to clarify word meaning.
- Orally summarizing video clips and sharing with the class helps students consolidate their understanding.
- Reading lyrics while listening to a song helps students analyze meaning and relate the lyrics to what they learned in the text.

- Students use non-fiction features (captions on photos) to build on their understanding of the text.
- Students use visualization while listening purposefully to build understanding.
- Conducting an inquiry online and summarizing information in a digital collage helps consolidate students' knowledge and understanding.

How has Canada's population changed over time?

- Students build an understanding of difficult vocabulary through kinesthetics (movement).
- Students interpret graphs and charts to identify trends.
- Conducting a survey helps students understand the idea of a census and creating graphs based on data collected helps build deeper understanding of how data is used to see how populations change over time.
- Students create a note-making web to summarize information.
- Participating in oral discussions of questions posed in the text helps deepen understandings.

How have Canadian policies affected people through time?

- Students revisit key vocabulary from previous sections and explicitly discuss new vocabulary to build understanding of new information.
- Students interpret maps to formulate responses to questions in the text.
- Participating orally and in writing helps students summarize the information they read.
- Students use a Think–Pair–Share strategy to look at different viewpoints and develop their own viewpoint.
- Students demonstrate their understanding of information through the creation of a poster or visual.

Competency Connections

- *Developing Thinking:* Throughout Unit 1, students inquire into the different cultures that have contributed to the Canadian identity. Building on what they learned about Saskatchewan in Grade 4, students explore a range of questions based the theme of Canada's multicultural identity. Students are asked to use a variety of skills to think critically about these topics. They examine cultures and Canadian history from different perspectives to identify trends and develop an understanding of how decisions were made and the consequences of those decisions.
- *Developing Identity and Interdependence:* Students examine the past to understand Canada's identity in the present. They examine the interdependence of First Nations peoples, Inuit, Métis peoples, and newcomers to Canada. They reflect on the factors that shape our identity, such as culture, ethnic heritage, spiritual beliefs, and traditions across time. An awareness of the interdependence between Indigenous Peoples

and the natural environment is achieved through the examination of stories and artifacts from traditional cultures. Students have opportunities to focus on the role immigrants played in the evolution of the Canadian identity.

- *Developing Literacies:* Students interact with the content of this unit in a variety of ways (viewing, reading, listening, and dancing), which helps them build knowledge about different cultures. They communicate (speaking, writing, and representing) this understanding creatively through participation in activities related to Your Challenge, as well as by composing reflective responses. Students use technology to interact with the content around the question “Who has contributed to Canada’s identity?” and to express their evolving viewpoints on this issue.
- *Developing Social Responsibility:* Students are encouraged to actively show respect for all people in Canada, including Indigenous Peoples, past and present, and the various immigrant cultures that contribute to the Canadian identity. They develop this competency through participation in the Your Challenge activity, by contributing to a cultural festival, and by examining different viewpoints before formulating their own.

Curriculum Connections

- *English Language Arts (ELA):* A connection can be made between Unit 1 and the Grade 5 Social, Cultural, and Historical Language Arts context, as well as giving students multiple opportunities to explore different methods of communicating effectively. This unit provides students with a balance of authentic experiences in the six strands of literacy: reading, writing, listening, speaking, viewing, and representing.
- *Mathematics:* In this unit, students are asked to connect mathematical information to real-world phenomena by exploring demographic information and identifying population trends in Canada. Students analyze census data and interpret graphs to apply the numerical information to understand the evolution of Canada as a multicultural nation. This can be directly correlated to the goal of the mathematics curriculum, which is to develop an understanding of mathematics as a human endeavour using logical thinking.
- *Science:* In Unit 1, students examine traditional cultures of Indigenous Peoples in Canada and research the similarities and differences in ways of life among First Nations and Inuit communities prior to European contact. This unit can correlate to the weather unit in the Grade 5 science curriculum, where students analyze the impact of weather on the lives and livelihoods of people in a particular region of Canada and research traditional innovations and products related to clothing, shelter, and transportation that various cultures have developed to address various types of weather conditions.
- *Arts Education:* In arts education, students are asked to compare traditional and evolving arts expressions of First Nations, Inuit, and Métis artists from different regions of Canada. Unit 1 asks students to examine traditional stories and Indigenous artistic expressions of how the world was created. Students also examine artifacts from a variety of First

Nations and Métis cultures and interpret what these artifacts can teach us about traditional cultures prior to contact with Europeans. Students create song lyrics or poetry as a way of communicating what they have learned about different cultures. In arts education, students are asked to describe how changes in arts expressions reflect changes in a culture over time, which can be seen through the development of Canada's identity as a multicultural nation.

RECOMMENDED RESOURCES

Search Recommended Online Video Education Resources (ROVER) for videos related to Indigenous Peoples, immigration, and Canadian identity to show in your classroom.

Web links will be updated on a yearly basis to help prevent broken links.

Websites for Chapter 1

How does learning about the past help us understand the present?

Royal Saskatchewan Museum—W̓isakecahk

http://www.royalsaskmuseum.ca/kids_domain/Encyclopedia/First%20_Nations/traditional/pdf/wesakecahk.pdf—This page provides some information about W̓isakecahk and other characters in creation stories of different First Nations Peoples.

Canada's First Nations—Antiquity: A. Native Creation Myths

http://www.ucalgary.ca/applied_history/tutor/firstnations/myths.html—This website provides various creation stories from different First Nations peoples.

What were the traditional ways of life of First Nations peoples and Inuit?

The Canadian Encyclopedia

www.thecanadianencyclopedia.com—The encyclopedia provides various articles about the fur trade and the Haudenosaunee (Iroquois) Confederacy.

Our Legacy

<http://scaa.sk.ca/ourlegacy/>—This website provides information about First Nations peoples, Inuit, and Métis people from Saskatchewan cultural and heritage collections.

Historica Dominion Institute—Heritage Minutes

https://www.historica-dominion.ca/content/heritage-minutes/peacemaker?media_type=41&—“Peacemaker,” a Heritage Minute video, gives one version of how the Great Peace came to be.

https://www.historica-dominion.ca/content/heritage-minutes/john-cabot?media_type=41&—This Heritage Minute video explores John Cabot’s arrival in North America.

https://www.historica-dominion.ca/content/heritage-minutes/jacques-cartier?media_type=41&—This Heritage Minute video presents and explores the meeting between French explorer Jacques Cartier and Stadaconé Chief Donnacona.

The Bata Shoe Museum—Our Boots: An Inuit Woman’s Art

http://www.allaboutshoes.ca/en/our-boots/index.php?target_table=our_boots—This site provides detailed information about different Inuit groups and how traditional footwear was made.

Indian and Northern Affairs—Through Mala’s Eyes: Life in an Inuit Community

<http://pse-esd.ainc-inac.gc.ca/pubcbw/moreinfo.asp?seq=2100>—This fictitious story, presented through the eyes of a 12-year-old boy, will help students understand daily life in an Inuit community.

Aboriginal Affairs and Northern Development Canada—First Nations in Canada

<http://www.aadnc-aandc.gc.ca/eng/1307460755710/1307460872523>—This educational resource provides information about the history of Canada’s Indigenous Peoples.

Museum of Vancouver

<http://www.museumofvancouver.ca/collections>—This website features images and information about the museum’s collection, including pieces of First Nations art.

National Gallery of Canada—Collections: Indigenous

<http://www.gallery.ca/en/see/collections/category.php?categoryid=2>—The National Gallery’s website features photos of its collection of Indigenous Peoples art.

What is the history of the Métis people of Canada?

Canadian Geographic—First Peoples

http://www.canadiangeographic.ca/atlas/themes.aspx?id=first&sub=first_basics_timeline&lang=En—This interactive timeline gives a broad overview of Canada’s history from the arrival of people in North America in 40 000 BCE to the creation of the Territory of Nunavut in 1999.

Métis Nation of Ontario—Métis Historic Timeline

<http://www.metisnation.org/culture--heritage/metis-timeline>—This timeline, which is illustrated by photos, covers the history of the Métis people from the beginning of the fur trade in 1600 to the present.

Canadian Encyclopedia—Métis

<http://www.thecanadianencyclopedia.com/articles/metis>—This website provides in-depth information about the history and culture of Métis people.

<http://www.thecanadianencyclopedia.com/articles/seigneurial-system>—The encyclopedia provides information about the origins and application of the seigneurial system of dividing the land.

Canada History—Métis List of Rights (adopted February 3, 1870)

<http://www.canadahistory.com/sections/documents/frontier/Metis%20Bill%20of%20Rights%201870.html>—This website provides the text of the Métis Bill of Rights.

Metis Culture & Heritage Resource Centre Inc.

http://www.metisresourcecentre.mb.ca/index.php?option=com_content&view=article&id=2&Itemid=8—This website provides information about the Métis flag, as well as a variety of maps related to the Métis people.

Métis Nation of Alberta—Métis National Anthem

<http://www.albertametis.com/MNAHome/MNA-Culture2/Anthem.aspx>—This site provides the lyrics to the Métis national anthem.

Back to Batoche—Métis National Anthem

<http://www.backtobatoche.org/metis-national-anthem.php>—This is a recording of and lyrics for the Métis National Anthem.

The Virtual Museum of Métis History and Culture—Métis Anthem

<http://www.metismuseum.ca/resource.php/01374>—This is an audio recording of the Métis National Anthem.

The Virtual Museum of Métis History and Culture—The Valley of Green and Blue

<http://www.metismuseum.ca/resource.php/06579>—This page features Donna Lee Dumont’s “The Valley of Green and Blue.”

Métis Nation of Ontario—Symbols and Traditions

<http://www.metisnation.org/culture--heritage/symbols-and-traditions>—This website features Métis cultural symbols, such as the flag and sash.

Métis Nation British Columbia—Métis Sash

http://www.mnbc.ca/pdfs/order_of_the_sash.pdf—This page provides information about the symbolism of the sash.

Métis History and Culture for Kids

http://www.awchimo.ca/html_alt/index.html—This site provides student-friendly information and games to help them learn about the Métis people.

Websites for Chapter 2

Chapter Opener—my Story: Coming to Canada

You Tube—Haiti Earthquake

http://www.youtube.com/watch?v=TDgo_4HqMB4—This four-minute slideshow gives a sense of the devastation of the earthquake that hit Haiti on January 12, 2010.

ABC News—Photos of Haiti Before and After the Earthquake

<http://abcnews.go.com/Technology/slideshow?id=9573633>—This website provides satellite images of Haiti before and after the earthquake in 2010.

Google™ Earth Gallery—Haiti Before and After Shots

http://www.google.com/gadgets/directory?synd=earth&id=64316000093#p06_b;balloonFlyto—This website provides satellite images of Haiti before and after the earthquake in 2010.

New York Times—The Destruction of Port-au-Prince

http://www.nytimes.com/interactive/2010/01/14/world/20100114-haiti-imagery.html?_r=0—This website provides satellite images of Port-au-Prince before and after the earthquake in 2010.

What has motivated people to come to Canada over time?

Historica Dominion Institute—Heritage Minutes

<https://www.historica-dominion.ca/content/heritage-minutes/orphans>—This video, called “Orphans,” touches on the adoption of Irish orphans by French families in Québec.

<https://www.historica-dominion.ca/content/heritage-minutes/nitro>—This video, called “Nitro,” touches on Chinese workers who helped build the railway in the 19th century.

https://www.historica-dominion.ca/content/heritage-minutes/soddie?media_type=41&—This video, called “Soddie,” touches on early life for settlers on the Prairies.

Virtual Museum of New France—Daily Life

<http://www.civilization.ca/virtual-museum-of-new-france/daily-life/>—This website provides insights into the daily life of French immigrants to New France.

Virtual Museum Canada—Who Were the Black Loyalists?

<http://museum.gov.ns.ca/blackloyalists/who.htm>—This website provides background information about the Black Loyalists in Nova Scotia.

Canada’s Digital Collections—Black Loyalists: Our History, Our People

<http://blackloyalist.com/canadiandigitalcollection/>—This website includes information about how the first settlements of free Blacks outside of Africa.

The Canadian Encyclopedia—Black Loyalists

<http://www.thecanadianencyclopedia.com/featured/black-loyalists>—This page provides detailed information about the Black Loyalists in Canada.

The Canadian Encyclopedia—Ukrainians

<http://www.thecanadianencyclopedia.com/articles/ukrainians>—This page provides detailed information about the history of Ukrainian immigrants in Canada.

Virtual Museum Canada—First Wave of Ukrainian Immigration to Canada, 1891–1914

http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nouscommunity_memories/pm_v2.php?id=exhibit_home&fl=0&lg=English&ex=464&pg=0—This website provides detailed information about the first Ukrainian immigrants to Canada, including archival photos from the Tara Shechenko Museum.

Passages to Canada—Selected Stories

<http://passagestocanada.com/story-profile/?story=80>—Read and watch a video biography of Elvira Sanchez de Malicki, who immigrated to Canada from Ecuador in 1966.

<http://passagestocanada.com/story-profile/?story=83>—Read and watch a video biography of Elvira Andre Goh, who immigrated to Canada from Malaysia in 1979.

Saskatchewan Immigration—Newcomer Stories

<http://www.saskimmigrationcanada.ca/newcomer-stories>—This website provides a variety of stories from newcomers to Canada.

How has Canada's population changed over time?

Statistics Canada—Selected Tables

<http://www12.statcan.ca/census-recensement/2006/dp-pd/hlt/97-558/pages/page.cfm?Lang=E&Geo=PR&Code=01&Table=1&Data=Count&Sex=1&Age=1&StartRec=1&Sort=2&Display=Page>—This site provides Indigenous identity population by age groups, median age, and sex, 2006 counts for both sexes, for Canada, provinces, and territories.

<http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/hlt/97-557/T404-eng.cfm?Lang=E&T=404&GH=4&GF=1&SC=1&S=1&O=D>—This site provides place of birth for the immigrant population by period of immigration, 2006 counts and percentage distribution, for Canada, provinces, and territories.

<http://www12.statcan.ca/english/census01/products/analytic/companion/age/sk01pymd.cfm>—This animated table shows how Saskatchewan's population pyramid has changed over time.

Wikipedia—Territorial Evolution of Canada

http://en.wikipedia.org/wiki/Territorial_evolution_of_Canada—This page explains the changes to Canada’s provinces from 1867 to 2003 through text, a timeline, and an animated map.

The Encyclopedia of Saskatchewan—Boundaries of Saskatchewan

http://esask.uregina.ca/entry/boundaries_of_saskatchewan.html—This page explores the history of Saskatchewan’s borders.

Maclean’s—Highlights from Statistics Canada’s 2011 National Household Survey

<http://www2.macleans.ca/2013/05/08/highlights-from-statistics-canadas-2011-national-household-survey/>—This page provides a synopsis of some statistics from the National Household Survey.

The Canadian Council on Social Development—Long Form Census Toolkit

http://ccsd.ca/census_tool_kit.pdf—This document offers a summary of the 2011 changes to the long form census.

How have Canadian policies affected people through time?

The Toronto Star—Ten Women Who Made a Difference

http://www.thestar.com/opinion/editorialopinion/2011/03/08/ten_women_who_made_a_difference.html—Jennifer Hunter selects the 10 most influential Canadian women of the past century.

The Canadian Encyclopedia—Royal Commission on the Status of Women

<http://www.thecanadianencyclopedia.com/articles/royal-commission-on-the-status-of-women-in-canada>—This article provides background information about the Royal Commission on the Status of Women and its findings.

Canada’s Human Rights History—Royal Commission on the Status of Women

<http://www.historyofrights.com/events/rcsw.html>—This page provides excerpts from books that explore the Women’s Movement in Canada.

The Canadian Encyclopedia—Pierre Elliott Trudeau

<http://www.thecanadianencyclopedia.com/articles/pierre-elliott-trudeau>—This entry provides background information about Pierre Elliott Trudeau.

Citizenship and Immigration Canada—Multiculturalism: An Inclusive Citizenship

<http://www.cic.gc.ca/english/multiculturalism/citizenship.asp>—This site provides background information about Canada’s multiculturalism policy.

The Canadian Encyclopedia—Multiculturalism

<http://www.thecanadianencyclopedia.com/articles/multiculturalism>—This site provides information about Canada’s multiculturalism policy.

Office of the Treaty Commissioner—As Long as the Sun Shines

http://www.otc.ca/LEARNING_RESOURCES/Videos/—This page includes a variety of videos about the Treaties and what they mean to Canadians. You can find “As Long as the Sun Shines” in the scrollable menu under the heading OTC Video Library Volume 1.

Collections Canada—The Canadian West

http://www.collectionscanada.gc.ca/canadian-west/052920/05292052_e.html—This site features four immigration posters from the late 1800s and early 1900s.

Canadian Research Institute for the Advancement of Women—Immigrant and Refugee Women

<http://www.criaw-icref.ca/ImmigrantandRefugeeWomen>—This fact sheet provides information about immigrant women in Canada and how government policies affect them.

Canadian Council for Refugees—Links

<http://ccrweb.ca/en/links>—This page provides links to groups across Canada that help refugees.

Caring for Kids New to Canada—Community Resources Serving Immigrant and Refugee Families

<http://www.kidsnewtocanada.ca/beyond/resources>—This site provides links to local agencies that help immigrant and refugee families.

RECOMMENDED BOOKS

Grear, Adrienne. *Nonfiction Reading Power: Teaching Students How to Think While They Read All Kinds of Information*. 2008. Markham, ON: Pembroke Publishers.

Marchildon, Gregory, and Robinson, Sid. *Canoeing the Churchill: A Practical Guide to the Historic Voyageur Highway (Discover Saskatchewan)*. 2002. Regina, SK: Canadian Plains Research Centre.

Mercredi, Morningstar. *Fort Chipewyan Homecoming: A Journey to Native Canada*. 1997. Markham, ON: Fitzhenry & Whiteside Ltd.

Office of the Treaty Commissioner. *Treaty Essential Learnings: We Are All Treaty People*. 2008. Saskatoon, SK: Office of the Treaty Commissioner.

Russell, E.T. *What's in a Name? The Story Behind Saskatchewan Place Names*. 1993. Markham, ON: Fitzhenry & Whiteside Ltd.

CHAPTER FOCUS QUESTION

Who are Canada's Indigenous Peoples?

Chapter Opener (pp. 4–7)

Assessment Focus (pp. 4–7)

OUTCOMES	
IN5.1	Demonstrate an understanding of the Aboriginal heritage of Canada.

LESSON MATERIALS

- LM 1–1: Summarizing “The Story of My Community”
- GLM–10: Think–Pair–Share

Assessment for Learning

FIND EVIDENCE THAT STUDENTS CAN	WHAT TO DO (DIFFERENTIATING INSTRUCTION)
<ul style="list-style-type: none"> • Explain the importance of traditional activities to First Nations peoples' cultural identity today. • Understand the relationship between community celebrations and the land. 	<ul style="list-style-type: none"> • Use Jessica's story on pages 4–7 to prompt students to explore storytelling as way to relate history and discuss how participating in festivals can help you connect with the past. • Have students scaffold the idea that celebrations are a reflection of culture. As a class, brainstorm a list of ways their local community celebrates their history. • Have students find the Opaskwayak Cree First Nation's reserve on a map in relation to where they live in Saskatchewan.

Background Information for Teachers

- You may wish to discuss the terms *Indigenous*, *First Nations*, *Inuit*, and *Métis* to ensure students understand the differences among them. Encourage students to share what they know about these terms. Note that *Indigenous* refers to the original inhabitants of descendants of the first people who lived on the land, including First Nations peoples, Inuit, and

Métis people in Canada. (You may want to note that *Native* is also used in this way, especially in the United States.) *First Nations* refers to the original peoples of the land in except the Inuit. The word *first* reminds us that North America was inhabited by nations of people long before Europeans arrived. *Inuit* refers to culturally similar Indigenous Peoples who live in the Arctic regions. Métis people are descendants of First Nations people or Inuit and European newcomers. You may also want to note that *Indian* was used to refer to Canada’s Indigenous Peoples in the past and is used in the wording of some laws, but that this term can have negative connotations and is a misnomer (originating with Europeans explorers mistakenly thinking they had reached India when they landed in North America).

ENGAGE

Link to Experience

- As a class, brainstorm a list of words or place names that come from indigenous languages (for example, caribou, husky, moccasin, toboggan, canoe, tipi, igloo, Canada, Saskatchewan, Saskatoon, etc.). Discuss activities that we enjoy that originated from indigenous cultures (for example, canoeing, snowshoeing, sledding, tapping trees for maple syrup, etc.). Discuss how indigenous languages and activities are part of the Canadian cultural identity.

my Story: The Story of My Community (pp. 4–7)

Introduce the Story

- Together, read the Chapter Question: “Who are Canada’s Indigenous Peoples?” Preview the map and encourage students to relate where Jessica lives to where they live.
- Encourage students to examine the photos and read the captions. Ask students to share their experiences and what they know about living in northern Saskatchewan or Manitoba. Where possible, make connections between the photos shown and students’ experiences. Ask: *What do these photos show you about what life might be like in Jessica’s community?*

EXPLORE

Read and Discuss

- Ask students to think about the chapter question and how Jessica might answer it as you read the story aloud.
- Pause to connect the story to the photos. To ensure students understand the text, ask questions such as: *Does your family have a name for grandmother that is unique to your heritage?* (for example, babushka, babcia, kokum, meme, bubbe, nana, etc.) *Are there any festivals that celebrate Indigenous Peoples and other cultures in our community? How does the festival in Jessica’s community reflect the Swampy Cree culture and connection to the land? Have you ever heard your parents, grandparents, aunts, or uncles telling stories about something that happen to them long ago?*

Revisit the Text

- Use the story to prompt students to begin thinking about the big ideas in the chapter, reminding them of the Chapter Question. Ask: *How do Jessica’s family and community celebrate their heritage? What evidence can you find in each paragraph to show that Jessica is proud of her heritage?* (for example, “It is important for us to speak the language, so that we can preserve it.” “I love spending time with my family.” “I love listening to Nohkom’s stories about W̱isakecahk, the trickster.” “When I am older, I will tell these stories to my children. . . . I want them to be proud of their heritage. ”)
- Have students close their eyes and visualize storytelling around a campfire. Encourage them to imagine that they are turning in a slow circle as they look around the people at the campfire. Ask: *What do you see? Are there other places besides around a fire where you’ve listened to your elders tell stories? Who is telling the stories? How do you react to the stories?*

Respond to the Text

- Have students work in small groups and use the Think–Pair–Share strategy to respond to the Inquiring Minds questions on page 7.

Inquiring Minds—Suggested Answers

1. Storytelling is how Jessica learns about her family’s past. It also teaches her about what is important to Swampy Cree people and members of the Opaskwayak Cree First Nation.
2. Students’ responses will vary, but they might talk about sharing stories during meals, “family night” activities, or travelling or taking longer trips with their family.
3. Families might share traditions through ceremonies like weddings or funerals. Students might also note that traditions are part of parties

DI DIFFERENTIATION TIP

Students who have trouble remembering the story or gathering information from it may benefit from using LM 1–1: Summarizing “The Story of My Community.”

DI DIFFERENTIATION TIP

Students who have limited personal experiences to draw on might have difficulty engaging in the discussions related to living on the land. These students will benefit from a deeper understanding of life in northern Saskatchewan or Manitoba. Have them read related picture books, explore videos, or talk to family members about their experiences and then share what they learn with the class. You might also wish to have them brainstorm topics related to people who work the land or live off hunting or fishing.

like baby showers, birthdays, or holiday meals. Some may also point to community festivals or trips to family cottages or farms for vacation.

DI DIFFERENTIATION
TIP

If students have trouble answering these questions, ask: *What kinds of activities do you and your family do outside? Would you be able to do these things if you lived somewhere else?*

ELABORATE

Have students discuss probing questions such as the following at appropriate times that emerge within the section.

Interpreting Photos

- Based on the photos and the text, how would you describe the landscape of Jessica's community? What kind of connection do the Swampy Cree have to the land? How do you know?

EXTEND

Thinking about Cultural Symbols

- Ask: *If you were going to design a logo to represent Jessica's community, what symbols would you use?* (Students might suggest a river, lake, or forest, fish, birds or animals from the northern forest, trappers, or canoes. They might have a campfire or a symbol of Nohkom telling a story.) Encourage students to brainstorm a list of symbols they would use to represent Canada's identity. Ask: *Can you think of any symbols that you have seen that represent different cultures?* You may wish to do an Internet search and display the cultural symbols that students mention or have students ask their family about symbols of their culture. Encourage students to think about their contribution to the cultural festival for the Your Challenge activity and consider how these symbols could be included in a display.

How does learning about the past help us understand the present? (pp. 8–12)

Assessment Focus (pp. 8–12)

OUTCOMES	
IN5.1	Demonstrate an understanding of the Aboriginal heritage of Canada.

Assessment for Learning

FIND EVIDENCE THAT STUDENTS CAN	WHAT TO DO (DIFFERENTIATING INSTRUCTION)
<ul style="list-style-type: none"> Understand that traditional oral stories about the origins of a people are a valued source of historical information. Interpret what oral stories, art, and artifacts can reveal about cultural identity. 	<ul style="list-style-type: none"> Encourage students to retell their family stories orally and make connections to what life was like for family members in the past. Have students make personal connections between family stories and family photos by describing what the artifacts in the pictures tell about their own culture.

LESSON MATERIALS

- family photographs and artifacts that represent different cultural groups (for example, photos showing traditional clothing, ceremonies, or dances, art, carvings, dancers, petroglyphs, toys, etc.)
- LM 1–7: Questions for Examining Evidence
- GLM–4: Word Study
- GLM–3 Exploring Vocabulary
- GAM–23: Ongoing Observations: Oral Participation in Discussions
- LM 1–2: Looking at Creation Stories

VOCABULARY

- culture
- Indigenous Peoples
- artifact
- archaeologist
- oral tradition
- spirituality

Background Information for Teachers

Extending Ideas

- Scaffolding information about Canada onto what students learned in Grade 4 about Saskatchewan is an excellent way to help students understand how Canada came to be the dynamic nation it is today. It is important to move beyond First Nations peoples in Saskatchewan to First Nations groups in Canada. It is also important to move beyond the immigrant experience in Saskatchewan to that of immigration and multicultural communities throughout the country.

First Nations' Worldviews and Oral Tradition

- First Nations peoples' worldviews are reflected in their oral traditions. The spoken word holds a great deal of power. Spoken words are carefully selected and edited because they transmit socially and legally binding information. This emphasis on spoken communication caused problems with the European newcomers whose worldviews placed more value on the written word, written contracts, and written history. The Office of the Treaty Commissioner's *Treaty Essential Learnings: We Are All Treaty People* provides valuable background information and resources to help you teach students about First Nations' worldviews and oral traditions.

ENGAGE

Link to Experience

- Display some photos or artifacts that represent First Nations, Inuit, or other cultures in Canada. Select an object and use a Think-Aloud strategy to model the types of information you can gather about the person who created the object or the person's cultural identity. For example, you might ask: *What are the people in the photo doing? What are they wearing? What does this tell us about their culture? What is this artifact made of? Why would someone have created this out of that material?* Have students take turns choosing an object and sharing what they think the picture, piece of art, or artifact tells them about the person who created it or the person's cultural identity.
- Brainstorm a list of movies or TV shows that feature archaeologists (for example, *Lara Croft: Tomb Raider*, *Indiana Jones* series, etc.). Ask students to think about what these stereotypical archaeologists do.

TEACHING TIP

If students have trouble generating a list of archaeologists from pop culture, you may want to use an interactive whiteboard or projector to model how to do a quick Internet search using the phrase "Archaeology in movies or TV."

EXPLORE

Read and Discuss

- Read, or have prepared volunteers read, the first two paragraphs on page 8. Draw students' attention to the words highlighted in the text and defined in the margin. Encourage them think about and discuss why it is important to know about the past and the ways we learn about the past. Discuss the different kinds of information that we can get from artifacts and through oral stories. Discuss the differences between the kinds of information we get from artifacts and from oral stories. (For example, artifacts can tell us what, where, and, sometimes when. Oral history can tell us how the people came to be, who they are today, and how they relate to a place and other peoples.)
- Distribute copies of GLM-4: Word Study. As a class, work together to complete the line master for the word *history*. Discuss how the stories told by different cultural or ethnic groups reflect their history and identity, encouraging students to share their ideas and their own stories.
- Read, or have volunteers read, the text on pages 8–9 under the Artifacts heading. Draw students' attention to the definition for *archaeologist*. Encourage them to share what they know about archaeology and the job of an archaeologist. Have students examine the photographs and read the captions on pages 8 and 9. Ask: *Why might an archaeologist want to study these rock carvings and other artifacts? What could they learn from them?* (for example, They could learn about the culture, beliefs, tools, etc., of the people who made the carvings.) Discuss the sorts of information that these artifacts could provide and why it is important to study them.
- Read aloud the text under the heading Oral History on page 9 and the first two paragraphs on page 10. Discuss how stories passed down in oral traditions help people understand their history and cultural identity. You

HISTORICAL THINKING

EVIDENCE

Have students use questions to examine and analyze artifacts, pictures of artifacts, or primary sources. Provide LM 1–7: Questions for Examining Evidence and tell students that considering questions like these helps us learn about and understand past cultures and peoples.

may wish to note that all cultures had oral histories until they developed a written language and that Indigenous Peoples' oral traditions are in no way inferior to Europeans' focus on written history.

Draw students' attention to the painting and read the caption at the top of page 10. Encourage them to examine the painting, talk about what they see, and share what they know about other examples of Indigenous Peoples' artwork they have seen.

- Read the last paragraph on page 10. Encourage students to share what they know about creation stories and how they are important to different cultures. Draw students' attention to the Telling Creation Stories feature on page 10. Discuss how earning the right to tell creation stories reflects the importance of these stories to First Nations peoples and Inuit. Read the text on page 12, including *Voices of Canada: Our Creation Stories*. Draw students' attention to the definition for spirituality and discuss how First Nations and Inuit spiritual beliefs shape their cultures and understandings of the world.

Revisit the Text

- Draw students' attention to the Stop and Discuss on page 10. Ask students if they know of any other stories that tell about how the world was created. Encourage students to discuss what the story teaches about a culture or the land. (If stories from the Bible are referenced, such as Genesis, the Garden of Eden, or Noah and the flood, focus on the cultural aspects of the story rather than the worldview or religious beliefs attributed to the story.) Point out that First Nations peoples' and Inuit stories teach lessons and reflect what is important to their cultures in the same way as the Bible or other religious texts.

Stop and Discuss (p. 10)—Suggested Answers

Students should note that creation stories reflect the beliefs of a culture. They pass down information and values from the culture.

- Ask a volunteer to read Closer Look: Creation Stories through the Eyes of Artists on page 11. Encourage students to share what they see in each piece of art and how it relates to the creation story. Note that both pieces of art feature people, animals, and elements from the natural world. You may wish to have students research to find out more about Lloyd Pinay, Bill Reid, or common ideas in creation stories among different First Nations peoples (see Recommended Resources). Read the Thinking Critically question and have students turn to a partner to discuss it. Encourage pairs to share their thinking with the class.

Thinking Critically (p. 11)—Suggested Answers

Students' answers may vary, but they should note that artists can display details to draw attention to different aspects of a story or culture.

CURRICULUM CONNECTIONS

In Arts Education, students are asked to compare traditional and evolving arts expressions of First Nations, Inuit, and Métis artists from different regions of Canada.

TEACHING TIP

Students often have difficulty listing non-examples because this requires higher-level thinking and deeper understanding of the vocabulary word. You may wish to prompt students with non-examples provided in the answer key for GLM–3: Exploring Vocabulary.

ASSESSMENT OBSERVATION

After students create their Frayer diagrams for the vocabulary words, have them write one or two sentences that use two or three of the words to show their understanding. Have them read their sentences aloud for a quick formative assessment of their understanding of these concepts.

ASSESSMENT OBSERVATION

Throughout this unit, you may wish to use GAM–23: Ongoing Observations: Oral Participation in Discussions to note which students participate in oral discussions or answer questions orally. This checklist can be modified to show the kinds of knowledge, skills, and understandings that oral learners possess.

Respond to the Text

- Distribute copies of GLM–3: Exploring Vocabulary (each student will need six copies of the line master as they will complete a Frayer diagram for each of the vocabulary words). Use a Think-Aloud strategy to model how to complete the diagram. Encourage students to discuss how completing this diagram will help them understand and remember key words. Have students complete the line master for the key words defined on pages 8, 9, and 12. Encourage them to suggest other important words that they could explore (for example, elder, creation story, values).
- Have students talk in small groups to respond to the Thinking It Through questions on page 12. Have them summarize and share their responses with the class, gathering different groups' ideas until the questions have been answered thoroughly. Draw students' attention to the Your Challenge icon next to question 3. Encourage them to think about how this question relates to the Chapter Question and Essential Question, as well as how answering it might help them create a cultural festival to celebrate Canada's multiculturalism and Indigenous heritage. You may wish to help students find stories that reflect the culture students are thinking about representing in the cultural festival. Always frame the story by asking: *What does this story tell you about this group?*

Thinking It Through (p. 12)—Suggested Answers

1. Students should note that artifacts and oral stories tell us about the values, beliefs, and cultures of peoples who did not write things down.
2. Students should note that First Nations and Inuit creation stories feature animals, plants, and other aspects of the environment. They show how people are connected to and depend on the natural world.
3. Students' responses may vary, but they should note that creation stories are still an important part of First Nations and Inuit cultural identities because they help pass down beliefs and values from generation to generation. They should recognize that understanding the past helps us understand the present. Many creation stories reflect First Nations and Inuit relationships to the land and their belief that all life is interconnected.

ELABORATE

Have students discuss probing questions such as the following at appropriate times that emerge within the section.

Understanding Worldviews

- Why do you think First Nations peoples used oral stories rather than written stories? (for example, They did not have written symbols for words, tools to write with, or paper to write on. They believed that the

spoken word was enough and that people should speak the truth, so they did not need to write things down to record what was said.)

Making Connections

- How do plants and animals of a particular region play a role in a culture's creation story?

EXTEND

Be an Archaeologist

- Have students work in small groups to play a game in which they take turns looking at an artifact or photograph of an artifact from an Indigenous culture, such as beaded moccasins, a dream catcher, or a piece of art. (You may wish to have students research to find images of artifacts.) Encourage them to try to interpret what the artifact says about the person who created it or the person's cultural identity.

Creation Story Art

- Have students research a creation story from a different First Nation or Inuit group, or from a different culture. (See Recommended Resources for a suggested website.) Encourage them to use LM 1–2: Looking at Creation Stories to help them summarize the creation story. Ask students to think about how they might represent the creation story as a piece of art, such as a painting, drawing, or sculpture. Allow them time to plan and create their piece of art. Encourage students to present their piece of art to the class, explaining how it represents the creation story they chose.
- If students have difficulty engaging in the discussions related to creation stories, ask: *How does where your parents or grandparents grew up influence the stories they tell? Where do you hear stories about the origin of people?*

TECHNOLOGY

Students could use an interactive whiteboard to create a file of links to examples of artifacts and art work that they find. Encourage them to add to and revisit this list as they work through the unit and to think about how they could use these artifacts and works of art in their Your Challenge activity.

ASSESSMENT OBSERVATION

You may wish to have students use GAM–26: Creative Project Assessment to self-assess their piece of art and their contribution to the project.

DI

GLM-3: Exploring Vocabulary—Sample Answers

The Frayer diagrams that students complete for the vocabulary words on pages 8, 9, and 12 will vary. Examples include:

<p>DEFINITION</p> <p>culture: who we are and where we have come from</p> <p>Indigenous Peoples: the original people or descendants of the first people who lived on the land</p> <p>artifact: an objects made by humans</p> <p>archaeologist: someone who studies the past through digging at sites and investigating artifacts found there</p> <p>oral tradition: using stories and spoken words to remember the past and pass down information</p> <p>spirituality: a set of beliefs that guide peoples' actions</p>	<p>RELATED TERMS / CHARACTERISTICS</p> <p>culture: way-of-life</p> <p>Indigenous Peoples: First Nations, Inuit, Métis, Aboriginal, original, Indian</p> <p>artifact: art, facts</p> <p>archaeologist: (any words with -ologist at the end like geologist)</p> <p>oral tradition: spoken rather than written; passed down through generations</p> <p>spirituality: spirit, belief, values</p>
<p>culture: language, families, ways of life, where you live</p> <p>Indigenous Peoples: Cree, Métis, Inuit, Haida, Dene</p> <p>artifact: spear tips, beads, tools, bones, petroglyphs</p> <p>archaeologist: Indiana Jones, Lara Croft</p> <p>oral tradition: creation stories</p> <p>spirituality: creation stories, cultural rules about behaviour</p> <p>EXAMPLES</p>	<p>culture: how a person looks</p> <p>Indigenous Peoples: Scottish, European, immigrants</p> <p>artifact: modern work of art</p> <p>archaeologist: forecaster; futurologist</p> <p>oral tradition: history textbook</p> <p>spirituality: objects or books</p> <p>NON-EXAMPLES</p>

What were the traditional ways of life of First Nations peoples and Inuit? *(pp. 13–24)*

Assessment Focus *(pp. 13–24)*

OUTCOMES	
IN5.1	Demonstrate an understanding of the Aboriginal heritage of Canada.

Assessment for Learning

FIND EVIDENCE THAT STUDENTS CAN	WHAT TO DO (DIFFERENTIATING INSTRUCTION)
<ul style="list-style-type: none"> Locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival. 	<ul style="list-style-type: none"> Have students review the Reading Maps skill (pages 323–325). Ask them to look at the map on page 13 and use GLM–28: Reading Maps to analyze the information presented. Have them describe where different First Nations peoples and Inuit groups lived before contact with Europeans.
<ul style="list-style-type: none"> Research similarities and differences in ways of life among First Nations and Inuit communities. 	<ul style="list-style-type: none"> Give students who struggle with research oral sentence frames to help them complete LM 1–3: Traditional Ways of Life of First Nations Peoples and Inuit. (For example, “The peoples of the Plains live in what are now the provinces of _____, _____, and _____. The peoples of the Subarctic used _____ for food and _____ to make their homes.”) Use guided reading to help them find and organize their ideas.
<ul style="list-style-type: none"> Identify significant events and leaders among First Nations and Inuit prior to contact with Europeans. 	<ul style="list-style-type: none"> Some students would benefit from focusing on only one event from the timeline on the bottom of page 19. Have students orally retell why that one event is important to First Nations peoples.
<ul style="list-style-type: none"> Understand the significance of the first contact between First Nations peoples and Europeans. 	<ul style="list-style-type: none"> Have students visualize what a shockwave from an earthquake would feel like. Extend the visualization to think of the shock as being a wave of people that keeps coming over several lifetimes.

LESSON MATERIALS

- GLM–28: Reading Maps
- LM1–3: Traditional Ways of Life of First Nations Peoples and Inuit
- GAM–21: Finding Information on the Internet
- GAM–24: Participation in Discussions, Debates, and Simulations

VOCABULARY

- confederacy
- constitution
- natural resource

Background Information for Teachers

Moving from Grade 4 to Grade 5

- The Grade 5 Social Studies program focuses on Canada, while the Grade 4 curriculum focuses on Saskatchewan. You may wish to remind students of some of the First Nations and Métis peoples in Saskatchewan that they looked at in Grade 4 and explain that these are just some of the many diverse Indigenous Peoples in Canada. It may help to scaffold the Grade 5 material onto what students learned in Grade 4, and then quickly move beyond Saskatchewan's borders.

Helping Students Read Material in a Textbook

- As Adrienne Gear notes in *Nonfiction Reading Power* (see Recommended Resources), many young readers do not realize the differences between reading and comprehending material in a textbook and material in a fiction book. They often will try to understand only the words written in the main body of the page and not try to add to their comprehension by reading the captions or analyzing the other text features. Understanding captions and interpreting visuals like charts, timelines, and maps help students make sense of non-fiction text. It is a good idea to explicitly teach how information in a textbook is different from text and pictures in a fiction book. Encourage students to ask questions and select important ideas from the various text features throughout this chapter. Where possible, have students visualize and make personal connections to the information in the textbook to help them develop a deeper understanding of the material.

The Evolution of the Fur Trade

- The Canadian Encyclopedia (see Recommended Resources) provides information on the evolution of the fur trade to the present day and how it affected First Nations peoples and Inuit.

ENGAGE

Link to Experience

- Encourage students to share what they know about Saskatchewan's First Nations peoples. You may want to review the geographic regions of Saskatchewan, as well as the First Nations peoples who were in the province prior to contact with Europeans. (See Unit 2 in Pearson Social Studies 4.)
- Have students examine the map on page 13. Use a Think-Aloud strategy to model making predictions about the land, vegetation, or climate of the different areas where groups of Indigenous Peoples lived. Make connections between these areas and where provincial boundaries are today. Ask: *Do the borders of the provinces and territories cross over the traditional territories of Indigenous Peoples? If the Nēhiyawak (Plains Cree) live in what is now central Saskatchewan, which First Nations peoples live in what is now Manitoba or northern Ontario? If the Denesūliné live in what is now northern Saskatchewan, which Indigenous Peoples live in what is now the Northwest Territories or Yukon?* Encourage students to share what they think the geography of

TEACHING TIP

You may wish to review the Reading Maps skill on pages 323–325 of the Student Book.

different of areas of Canada is like and how it would affect people who lived there.

- If students have difficulty generating ideas about the geography of other areas of Canada, have them start by discussing the ways in which the geography where they live affects their life. Extend this to think about how it might have been different in the past and what challenges the geography of a place might have posed in the lives of people who lived there.



EXPLORE

Read and Discuss

- Distribute copies of LM 1–3: Traditional Ways of Life of First Nations Peoples and Inuit. Encourage students to use this organizer to record important information they find on pages 13–18. Read the title of the section on page 13 and remind students to keep this question in mind as they look for important information in the text.
- Read, or ask prepared volunteers to read, the text on pages 13–16. At appropriate times, pause and check students’ understanding by asking: *How did they adapt to the climate? What technologies did they develop to use local resources for food, clothing, and shelter? How were Inuit ways of life similar to and different from those of First Nations peoples in southern Ontario or on the west coast? How did the land influence those differences? As you read these pages, draw students’ attention to the photos, captions, and features. (For the photo at the bottom-left of page 16, you may wish to note that igluit is the Inuit spelling for igloos.) Discuss how each of these features reveals how traditional ways of life were influenced by the environment that First Nations peoples and Inuit lived in.*
- Draw students’ attention to the feature about Inuit and Haida on page 17. Read the text while students listen and read along. Pause at appropriate places to ask: *Look at the map on page 13. Where did the Haida and Inuit live? What did we predict the climate or geography would be like in that region? How do we know what their shelter, clothing, food, or tools were like?*
- Have a volunteer read the Closer Look feature on page 18. Before students examine the wall hanging, note that it does not follow the Western linear storytelling pattern. Encourage them to discuss who is responsible for each step (men, women, or children). Have them work with a partner to answer the Thinking Critically questions. When they are finished, bring the class together to share and discuss their responses.

Thinking Critically (p. 18)—Suggested Answers

Students will note that men went out to hunt seals and brought them back. Women worked on the hide (scraping and stretching it) and then made clothing and boots from the hide. Children worked alongside parents, which helped them learn the skills necessary for survival.

CURRICULUM CONNECTIONS

This section can correlate to the weather unit in the Grade 5 science curriculum, where students analyze the impact of weather on the lives and livelihoods of people in a particular region of Canada and research traditional innovations and products related to clothing, shelter, and transportation that various cultures have developed to address various types of weather conditions.

DI DIFFERENTIATION TIP

Revisit the questions you asked in the Engage activities in the previous section (*What are the people in the photograph doing? What are they wearing? What does this tell me about their culture? What is this artifact made of? Why would someone have created this out of that material?*). By reviewing the types of questions that an archaeologist might ask when looking at an artifact, students can begin to use those questions on their own when looking at other artifacts.

Students should note that Inuit way of life is closely linked to the environment. Their lives were interconnected with the tundra and winter ice, the animals they hunted for food and their pelts, and their knowledge of how to use those resources to survive.

DI DIFFERENTIATION TIP

If students have trouble thinking about trades that happen on a daily basis, ask: *Have you ever visited a website where people post items for sale or trade? How do we trade ideas today? How did people trade ideas before technology like radio?*

ASSESSMENT OBSERVATION

Observe students to assess how well they can gather information from both the text and various text features. Observe how students communicate information from the text boxes and timeline.

TEACHING TIP

You may wish to have students watch “Peacemaker,” a video that relates a version of how the Great Peace was achieved. The Office of the Treaty Commissioner also provides detailed information about the Great Law of Peace. See Recommended Resources.

- Before reading page 19, ask students to consider the types of trading that they might do every day. For example, they might trade items in their lunches, trade information, or trade games. Discuss how people can trade the things that they no longer use or do not need for things that they need or items that will make their life easier or more enjoyable. After students have shared their ideas, read page 19 aloud while students listen and read along. Have them examine the photo and read the caption. Discuss how finding these artifacts helped archaeologists learn about interactions and trade between different groups of Indigenous Peoples.
- Have students examine the map on page 20, compare it to the map on page 13, and then read the caption and discuss the question. (Students should note that exchanging ideas and technologies helps people find new ways to use materials in their environment and to think about how to solve problems in new ways. For example, Inuit may trade for food that they do not have access to, which can help to make their life healthier and reduce the risk of starvation. Trading for products that are made from resources that are only available in one area like metals or forest products can help make survival easier and thus safer.)
- Draw students’ attention to the timeline at the bottom of page 19. Discuss how a timeline helps them to visualize the order of events.
- Read, or have a prepared volunteer read, the text on page 20 and the first paragraph on page 21. Discuss how a volcanic eruption might disrupt the lives of people in the area.
- Read the rest of the text on page 21, including the Lasting Peace feature, aloud as students follow along. Have students locate the five nations on the map on page 13. Note the words highlighted in the text and draw students’ attention to the definitions in the margin. (You may wish to note that the U.S. constitution is based on the Great Law of Peace.) Ask: *Why do you think Dekanawidah, Hiawatha, and Jikonsaseh thought it was a good idea to have an agreement among the First Nations peoples in the Eastern Woodlands region? What would your life be like if we didn’t have peace among the different cultures in our country? How do you think people today try to create peace among different cultures or countries? How would communicating ideas like those in the Great Law of Peace be easier today than it was in the 16th century?*
- Read, or have prepared volunteers read, the text on page 22. Have students examine the photograph and read the caption. Encourage them to discuss how the artifacts found at L’Anse aux Meadows and on Baffin Island help archaeologists learn more about how people lived in the past. Have students look at the painting and discuss what it tells them about how Europeans might have viewed the land that would become Canada.
- Draw students’ attention to the timeline at the top of page 23. Ask students which First Nations peoples and Inuit the explorers would have encountered and how the various groups may have reacted.

- Read aloud the text on page 23 as students follow along. Have students examine the image of the stamp and read the caption. Read the Stop and Discuss and encourage students to share their ideas. Ask volunteers to retell the story in their own words. To build empathy for how the Mi'kmaq might have felt during this first encounter (for example, fear, excitement, curiosity, etc.), you may wish to have students imagine what it might be like to see an alien from outer space.

Stop and Discuss (p. 23)—Sample Answers

Students should note that the island in the story is a European explorer's ship. The trees described are the masts that hold the sails.

- Read the text on page 24, drawing students' attention to the definition for natural resource. Have a prepared volunteer read *Voices of Canada: Working Together* and discuss why it would be important for First Nations peoples and the newcomers to help each other and work together. Encourage students to think about how this advice could be applied today.

Revisit the Text

- Draw students' attention to the Inquire on page 16. Encourage them to revisit the notes they have made on LM 1–3: Traditional Ways of Life of First Nations Peoples and Inuit. Have students work in pairs to choose two nations or cultures from different areas that they would like to find out more about. Encourage them to choose one from outside Saskatchewan. After students have listed the questions they have about the nation's traditional ways of life, encourage them to do Internet research to answer these questions (see Recommended Resources for suggested websites). When they are finished, bring the class together and have students share their findings orally. Finish the discussion by asking if anyone is interested in choosing artifacts from one of the cultures discussed to contribute to the cultural festival at the end of the unit.

TEACHING TIP

You may wish to have students review the skill *Researching on the Internet* (page 311 of the Student Book) before they conduct their research.

ASSESSMENT OBSERVATION

You may want to use GAM-21: *Finding Information on the Internet* to assess students' Internet research skills.

Respond to the Text

- Write the following on pieces of chart paper and place them in different parts of the classroom:
 - Indigenous Peoples develop trading partners and routes.
 - Volcanic eruptions change the land and force many First Nations peoples to move.
 - Dekanawidah, with the help of Chief Hiawatha and Jikonsaseh, spreads a message of peace to the five nations.
 - The Great Law of Peace lays out rules for how the Confederacy should be organized and run.
 - Vikings, and later other Europeans, arrive in what is now Canada.

ASSESSMENT OBSERVATION

- You may wish to document students' oral contributions and understanding using the ongoing observation checklist, such as GAM-23: Ongoing Observations: Oral Participation in Discussions.

Divide the class into five groups and assign one event to each group. Have students discuss what makes the event significant in the history of First Nations peoples and how it affected them. Encourage them to record their ideas on the chart paper. When groups have had an opportunity to create a response, have each group present its ideas to the class.

- Have students visualize what life would have been like for First Nations peoples and Inuit before contact with Europeans and what it is like today. Encourage them not to think of the differences as being good or bad, but to reflect on how the cultural activities of people in the area have changed.
- Write the Thinking It Through questions (page 24) on separate pieces of chart paper. Divide students into three groups and assign each group to a question. Give students five minutes to respond to the assigned question, and then have them move to the next question. They should read what the first group has written, and then add their ideas. Have them do the same for the last question. When students are finished the carousel activity, have each group choose a person to read out what has been written on the chart paper, and discuss the ideas as a class. Display the pieces of chart paper so students can use them for review later. Note that question 2 has a Your Challenge icon. Have students consider whether or not they would like to create a display for the cultural festival that includes artifacts from one of the cultures they studied.

Thinking It Through (p. 24)—Suggested Answers

1. Students should note that both peoples used what was available to them in the environment to provide shelter, clothing, food, transportation, and tools. Both groups hunted and fished for food and other goods. Both groups developed trading relationships. In Inuit communities, everyone shared in decision making, while Haida communities had male chiefs who made the decisions for the community. In both cultures, men hunted, fished, and built shelters, while women prepared food and made clothing.
2. Students' songs, poems, or dances will vary, but they should include references to the importance of the environment and natural resources to First Nations peoples or Inuit.
3. Students should note that the arrival of the Europeans affected First Nations peoples' and Inuit's access to and relationship with the land. They traded furs, tools, technology, and ideas with Europeans, which changed many aspects of their way of life and their relationships with each other.

ELABORATE

Have students discuss probing questions such as the following at appropriate times that emerge within the section.

Evolution of Trade Questions

- How was seal hunting interconnected with the Inuit way of life? If one culture has a skill and abundance of a resource, why is it a good thing for the people to trade the products they make to get the things that are not in abundance in their area? What happens when the product you want to trade is no longer wanted or valued by the other trading partner? How does the area in which a First Nations or Inuit community lived affect the kinds of products they could trade with each other or with the Europeans? How does the land affect a people's ability to interact with other cultures? Why did it take much longer for the arrival of Europeans to change the ways of life of Inuit than the Mi'kmaq?

Making Connections to Current Events

- How did volcanic eruptions affect First Nations peoples in Canada? Do you know about any recent volcanic eruptions or earthquakes? How did they affect people in the area?

EXTEND

- Have students watch the Heritage Minute videos from Historical Dominion Institute about John Cabot and Jacques Cartier (see Recommended Resources). Encourage them to think about the difficulties in communication between Europeans and First Nations peoples and the different points of view each group would have had on encountering the other. Before playing the videos, tell students that they will have to remember two details from each video. After watching the video, have students jot down their two details and then stand up. One after another, have students read one of their details aloud. If their details have already been mentioned, they sit down. Let those still standing share their second detail. Repeat this quick oral recounting activity for each Heritage Minute shown.
- As a class, discuss how the art of a culture represents the values and beliefs of that culture. Display a piece of art from a First Nations or Inuit group (see Recommended Resources for suggested websites or look at the artwork on pages 10, 11, and 18). Encourage students to discuss what the piece tells them about the culture. Ask: *What do you see in the artwork? How do the items connect to one another? Do the content and colours in the piece of art indicate the season or time of year?* As a class, discuss and explore the point of view of the artist. Ask: *What does the composition of the work of art tell you about what the artist values or the culture the artist is representing?* Use the visual as a springboard to discuss related ideas. Prompt students to share their questions, thoughts,

INQUIRY OPPORTUNITIES

You may wish to have students conduct their own research and select different pieces of Indigenous art from across Canada to explore.

DI DIFFERENTIATION TIP

This activity engages students who can be passive when watching videos. It encourages active listening and engages students who have trouble writing down information, but who learn through watching and express their understanding orally.

TEACHING TIP

Encourage students to consider using pieces of art as part of their contribution to the cultural festival they create for the Your Challenge activity.

and feelings by asking: *What does this artwork make you wonder about? What questions do you have? Use your thinking to tell a story that would connect you to the piece of art. How might others feel or think when viewing the piece of art?*

What is the history of the Métis people of Canada? *(pp. 25–36)*

Assessment Focus *(pp. 25–36)*

OUTCOMES	
IN5.1	Demonstrate an understanding of the Aboriginal heritage of Canada.

Assessment for Learning

FIND EVIDENCE THAT STUDENTS CAN	WHAT TO DO (DIFFERENTIATING INSTRUCTION)
<ul style="list-style-type: none"> Locate traditional Métis habitations on a map. 	<ul style="list-style-type: none"> Have students examine and compare different maps to help them make connections and understand areas where the Métis people developed communities.
<ul style="list-style-type: none"> Trace the evolution of the Métis people in Canada through major historical events. 	<ul style="list-style-type: none"> Have students work with a partner to view digital timelines, such as those on the Canadian Geographic website (see Recommended Resources), or use an online tool to create a timeline (GLM–15) of the evolution of the Métis people in Canada. Encourage them to discuss orally why they chose to include particular events and not others.
<ul style="list-style-type: none"> Investigate the principal leaders of the Métis people. 	<ul style="list-style-type: none"> Have students research and create a mind map (GLM–25) to show how a leader contributed to the evolution of the Métis people in Canada.

LESSON MATERIALS

- GLM–25: Mind Map
- GLM–20: KWHL Chart
- GLM–15: Timeline
- LM 1–4: Métis Culture and Identity
- LM 1–5: Symbols of Métis Culture
- LM 1–6: The Métis Bill of Rights

VOCABULARY

- right
- provisional
- bill

Background Information for Teachers

The Métis People of Canada

- The Canadian Encyclopedia and Canada History provide detailed background information and images related to the history and culture of the Métis people. The Metis Culture & Heritage Resource Centre provides information about the Métis flag, as well as a variety of maps related to the Métis people. See Recommended Resources.

The Seigneurial System

- The seigneurial system of dividing the land originated in New France and was used by the Métis people in both the Red River Settlement and Batoche. It allowed every farmer to have access to the river because each farm was set up to be a long rectangular strip perpendicular to the river. This system for dividing land was different from how the land was

surveyed by the Canadian government. When the government tried to impose new land divisions, the Métis people resisted the changes to how their farms were laid out near the river.

Understanding Important Place Names

- The United Kingdom of Great Britain and Northern Ireland includes England, Scotland, Wales, and Northern Ireland. The geographic area referred to as the British Isles includes the islands of Great Britain (which contains England, Scotland, and Wales) and Ireland (which contains Northern Ireland and the Republic of Ireland). In historic texts, people from Great Britain are often referred to as the British or English. You may need to tell students that these terms are all related and refer to the same area. Generally speaking, the British people in early Canada were Protestant (with the exception of the Irish, who were mostly Catholic), while the French people were mostly Catholic. Having a general knowledge of these facts will help students understand the conflicts that were created when the English-speaking prime minister ignored Métis petitions for recognition of their rights and the establishment of a Métis province, and appointed an English Protestant governor to rule over the Red River Settlement, which was occupied by mainly French-speaking, Catholic, Métis people.

ENGAGE

Link to Experience



- Have students review the timelines on pages 19 and 23. Encourage them to discuss how the significant events are represented.
- Display satellite images (such as those on Google Earth™) of the South Saskatchewan River near Batoche (north of Hwy 312, along Highway 225). As students examine the image, note that the farms are in long strips close to the river. Farther back, farms are mostly in quarter-section squares. Ask: *Why do you think the Métis people organized their farms in long strips with the short end of the rectangle touching the river, rather than in squares?* (Students should note that this organization gave everyone access to the river. You may wish to note that there were no roads, so the river was the highway and trade route.) As you read about the Red River Resistance, recall these images and note that some of the conflict between Europeans and the Métis was based on the government's desire to survey the land in square blocks rather than in narrow lots that provided access to the river.
- Have students complete a KWHL chart (GLM–20) based on what they learned about the Métis people in Grade 4. Encourage them to note what they know already and what they want to know. Encourage them to add information to their chart as they read through this section.

EXPLORE

Read and Discuss

- Hand out LM 1–4: Métis Culture and Identity. Ask: *What factors do you think shape the culture and identity of the Métis people of Canada?* As you read, or have prepared volunteers read, the text and features and examine the photos and captions on pages 25–27 (including the margin features), encourage students to suggest words that reflect the culture and identity of the Métis people and record them on the line master (for example, European, First Nations, Inuit, French, fur trader, British, culture, sash, Michif, Bungi, Cree, Anishinaabe, Sauteaux, English, Gaelic, Orkney, Inuktitut, Saskatchewan, Manitoba, Alberta, Bungi, Red River). Encourage students to continue to suggest words to add to the outline as you read the rest of the section.
- Draw students’ attention to Making a Difference: Preserving Language on page 27. Encourage volunteers to share their experiences about learning the first language of their parents or grandparents. Have them discuss the Thinking Critically question with a partner and then share and discuss their responses with the class.

Thinking Critically (p. 27)—Suggested Answers

Students should note that learning the first language of parents or grandparents because different aspects of culture and beliefs are connected to language. Learning the language of your family is especially important in cultures that have an oral tradition, so that the stories can be passed down. When you learn the language of your parents or grandparents, there are many benefits for you, your family, and your community.

- Ask a volunteer to read the Learning Tip on page 25. Hand out copies of GLM–15: Timeline and explain that students will be creating a timeline as they read pages 28–36. Have students listen and read along as you read these pages. As you read the text, pause when you come across a date and ask students if it should be entered onto the timeline. Encourage them to add the year and a short summary of why the date is significant to Métis history. Draw attention to the photos and captions, as well as the maps and pieces of art, and encourage students to discuss how these features help them understand the history of the Métis people in Canada. Ask: *Why is it important to understand events in Métis history?* (The Métis people represent a combination of First Nations or Inuit and European cultures that is unique to Canada. Their history played an important role in shaping Canada’s identity.)

Métis Timeline—Suggested Entries

- 1670s—The Hudson’s Bay Company (HBC) controls much of the land in the west.
- 1811—HBC gives a large area of land along the Red River to Lord Selkirk, who moves Scottish farmers into the Red River Settlement.

TECHNOLOGY

You may want to project LM 1–4 on an interactive whiteboard to help students record the factors that shape the culture and identity of the Métis people.

ASSESSMENT **OBSERVATION**

You may wish to assess students’ ability to follow prompts during the read-aloud/read-along, as well as their ability to enter important dates and summarize the events on their own timeline.

- 1816—HBC captures and burns Fort Gibraltar (a NWC post), angering the Métis people. Cuthbert Grant leads a group of Métis people into the Battle of Seven Oaks.
- 1869—Métis people resist the Canadian government’s plan to divide land along the Red River among newcomers and take control of Fort Garry. They form a provisional government led by Louis Riel and write the Métis Bill of Rights.
- 1870—The Manitoba Act creates the province of Manitoba, guarantees the rights of Métis people, and grants land. (Most Métis people do not get their land. Some take a small amount of money instead and others move farther west without receiving anything.)
- 1872—Métis people settle in Batoche.
- 1884—Gabriel Dumont, Louis Riel, and other Métis leaders form a provisional government in Batoche. First Nations Chiefs Poundmaker, Almighty Voice, and Whitecap are drawn into the conflict. (Note: These leaders advocated for peace and so were reluctant to join the conflict.)
- 1885—A fight at Duck Lake leads to the Northwest Resistance. After the battle of Batoche, Riel, Poundmaker, and Big Bear are arrested. Louis Riel is hanged.
- 1938—Alberta government creates the Métis Settlements.
- 1982—Métis people are recognized in Canada’s constitution.
- 1992—The Canadian government recognizes Louis Riel’s important role in the development of Canada.
- 2013—Métis people are granted similar rights and benefits as other First Nations peoples.

TEACHING TIP

You may want to highlight that First Nations peoples played an important role in economic development. They provided knowledge about hunting and trapping, as well as survival skills, that the Métis and Europeans relied on. First Nations women brought their knowledge of the land into the family. In addition to working for their families and communities, they also traded on their own.

Revisit the Text

- Ask a prepared volunteer to read aloud the Learning Tip on page 36. Have students work with a partner to compare their timelines and discuss any differences.
- Read the Stop and Discuss on page 35. Encourage students to review their timelines and scan the content of the section to prepare their answer. Encourage students to share and discuss their thinking as a class.

Stop and Discuss (p. 35)—Suggested Answers

Students should note that Louis Riel played a key role in the Red River Resistance, set up a provisional government, helped create the Métis Bill of Rights, and played a role in the Northwest Resistance. He stood up to the Canadian government to defend the Métis people’s right to the land they lived on. He made the government realize that the land in Manitoba and Saskatchewan was not empty and that there were people with a common history and way of life already living there. From the government of Canada’s perspective, he fought against the government and was imprisoned and hanged for political reasons.

- Have students compare the map on page 32 (Canada, 1870) to the map of some traditional trade routes on page 20. Ask: *Why do you think the Métis people who were originally involved in the fur trade would live along the Red River or along the South Saskatchewan River near Duck Lake and Batoche? Which First Nations peoples traditionally lived in these areas? Who did they trade with?* Refer back to the map on page 13, which shows the First Nations peoples and Inuit of Canada before European contact. Help students connect Métis culture and identity to First Nations or Inuit and European cultures, noting that the cultural heritage of the Métis developed as Europeans, First Nations peoples, and Inuit developed trade and social relationships.
- Ask a prepared volunteer to read the Go Online on page 35. Display the lyrics of the anthem and have students read along as they listen to it (see Recommended Resources for websites that include the lyrics to and recordings of the anthem). After listening to the anthem a couple times, ask and discuss these questions:
 - *Which events in the history of the Métis people do the first, second, and third verses refer to?* (The first verse refers to the movement of Europeans westward and the creation of the Métis people. The second verse refers to the Métis establishing farms and communities and the Red River Resistance. The third verse refers to the Métis moving west to establish new farms and communities. Students may also connect the reference to their heroes being called traitors to Louis Reil, Poundmaker, and Big Bear.)
 - *Why might the Métis people describe themselves as “forgotten people” and “the true Canadian?”* (Students may note that some of government’s the promises made to the Métis were not fulfilled. They may note that they describe themselves as “the true Canadian” because they represent a blending of First Nations or Inuit and
 - *What recent events might reflect the ideas in the last verse?* (Students may note that this verse may refer to the growth of Métis populations and the Government of Canada’s apology for the Residential Schools Program.)

TEACHING TIP

Comparing maps can help students realize that the key is an important element in synthesizing the information. Remind them that all the maps in the chapter provide information that can help them answer the Essential Question.



Respond to the Text

- Have students work with a partner or in small groups to answer the Thinking It Through questions on page 36. Draw their attention to the Your Challenge icon next to question 3 and encourage them to think about how their response to this question might help them create a festival that celebrates Canada’s multiculturalism and Indigenous heritage.

Thinking It Through (p. 36)—Suggested Answers

1. Students should note that the Métis identity combines First Nations or Inuit and European cultures. The Métis have their own languages, customs, symbols, and celebrations.
2. Students will note that fighting to be recognized and for their right to the land brought the Métis people together and helped them realize

ASSESSMENT OBSERVATION

Keep an ongoing assessment chart to document students’ level of understanding as demonstrated in their oral participation. This provides a balance of sources to establish a student’s level of understanding.

that they were distinct from the people represented by the Canadian government (mainly settlers from Europe). Having a leader like Louis Riel and creating the Métis Bill of Rights gave them a focus and helped them think of themselves as a nation rather than as individuals.

3. Students' answers will vary, but they will likely note that the sash, jigging, and the Red River cart reflect how Métis culture combines First Nations and European heritage. Some might suggest that Louis Riel could be used as a symbol of their willingness to stand up for their rights. Some students may note the infinity symbol on the Métis flag, which indicates that the Métis people will exist forever and the unique culture that continuously flows through the First Nations or Inuit and European heritage.

ELABORATE

Métis Symbols

- Encourage students to look at the words they included on LM 1–4 and discuss how they reflect Métis culture and identity. Display an image of Donna Lee Dumont's "The Valley of Green and Blue" (see Recommended Resources). Ask: *Are all the words on our diagram represented in this poster? Are there other influences that are in the poster that were not mentioned in the text?* (for example, the church's influence)

Interpreting Maps

- Have students review the maps in Chapter 1 (pages 4, 13, 20, 30, 32, 33, and 36) Ask: *What do these maps tell us about the history of the Métis people and their relationship to the land?* (Students should note that the Métis people lived along rivers that were important to the fur trade routes. They were instrumental in the fur trade and used the rivers for transportation but also farmed and hunted.)

EXTEND

Inquiring into the Métis Sash



- Read the Inquire on page 26. Model how to use a search engine, such as Google™, using the question: "Why has the sash become important to Métis culture?" Project two or three of the websites returned in the search result. Have students highlight sentences that provide information about the sash's history and its importance to Métis culture. Copy and paste these sentences into a file with the inquiry question at the top (noting the sources of these sentences and that they are for reference only and should not be copied into students' final projects). Save this file for students' reference, especially if any student plans to look at Métis culture for the Your Challenge activity at the end of the unit. See Recommended Resources for suggested websites.

- Distribute copies of LM 1–5: Symbols of Métis Culture. As a class, brainstorm a list of symbols of the Métis people that are mentioned in the text or shown in the visuals (for example, sash, jigging, canoe, Red River cart, bison, pemmican, Louis Riel, infinity symbol). Have students list these symbols in the left-hand column. Have them discuss what the symbols tell us about Métis culture, recording their ideas on the line master.

Métis Bill of Rights

- Refer students to page 32 where the Métis Bill of Rights is mentioned. Have students work in small groups to complete LM 1–6: The Métis Bill of Rights to explore the significance of this document and how it reflects Métis identity. When students have finished answering the questions, bring them together and have groups take turns sharing their responses.

Looking Back... Canada's Beginnings (page 37)

Summary

In this chapter, students explored the history and culture of different First Nations and Inuit cultures in Canada. They looked at how people gather evidence about the past and why it is important to understand the past. They compared the traditional ways of life and territories of different First Nations peoples and Inuit in Canada, with a focus on the importance of the land and oral traditions, as well as interactions among the cultures. Students also explored how contact with Europeans led to conflict and change for Canada's Indigenous Peoples and learned about how the Métis people developed a unique identity based on First Nations or Inuit and European cultures.

Review the first three Let's Explore questions on page 3 and discuss how these ideas relate to the Essential Question and the Chapter Question.

- *How does learning about the past help us understand the present?*
Learning about the past helps us better understand peoples and cultures. As shown throughout the chapter, learning about the traditional ways of life of First Nations peoples and Inuit helps us see how they have contributed to Canada's identity.
- *What were the traditional ways of life of First Nations peoples and Inuit?*
Examining the diverse ways of life of First Nations peoples and Inuit helps students build an appreciation for their unique cultures and worldviews and see how they are woven into Canada's identity.
- *What is the history of the Métis people of Canada?* Exploring the history of Canada's Métis people helps students understand how this unique culture represents Canada's identity and history as a blending of First Nations or Inuit and European cultures.

Questions

1. Have students review the maps on pages 13, 20, 30, 32, 33, and 36, along with their completed LM 1–3: Traditional Ways of Life of First Nations Peoples and Inuit. Encourage them to review the information about Inuit and Haida in the chart on page 17. Have students flip through the chapter to review the images of artifacts, including archaeological objects, artwork, and historical photos.

To construct the content for a website, encourage students to start by collecting a variety of images from the Internet and other sources (reminding students to record the source of the images and include the source in their final project). You may wish to model how to search for images, and then have each student find one image that shows an aspect of a First Nations, Inuit, or Métis culture and have them send it to you so you can create a file of images. (Use search terms such as “First Nations artifacts,” “Canadian First Nations,” “Métis symbols,” “maps of First

ASSESSMENT OBSERVATION

You may wish to have students use GAM–26: Creative Project Assessment to self-assess their website and their contribution to the project. You may want to use GAM–15: Collage/Poster to assess their work.



Nations people,” or “Treaty maps.”) Encourage students to group the images to represent different aspects of First Nations, Inuit, and Métis histories, ways of life, and cultures, which will help them decide on the content they want to include on each page of the website. You may wish to have students work in small groups to collaborate on the layout of the images and write captions that explain what the images represent for individual pages of the website. When students are finished, have them compile their pages into a wire frame or outline for a website that can be displayed in the classroom. If the technology is available, you may wish to have students create web pages that can be displayed on your class or school website.

2. Have students review the timeline on page 19 and the one they created to show the history of the Métis people in Canada. You may wish to draw students’ attention to the information and features about Dekanawidah, Chief Hiawatha, and Jikonsaseh (page 21), Stephen Augustine (page 23), Chief Henri Membertou (page 23), Cuthbert Grant (page 31), Louis Riel (pages 32–35), and Gabriel Dumont (pages 34–35).

Have students work with a partner to research and write a paragraph about a significant event or a leader from First Nations, Inuit, or Métis history. You may wish to have students record their paragraph as a podcast. Encourage the students to do multiple recordings and send the best one to you. You may wish to compile the recordings and play them for the class or upload the files to a class or school website.

3. This question asks students to reflect on their learning in this chapter. This process of metacognition is important to their development as independent learners. Have students review the examples of artwork throughout the chapter (pages 8, 10, 11, 15, 16, 18, 22, 23, 26, 29, 31, 34, and 35). Encourage them to review their answers to the Thinking Critically question on page 11. Have students sit silently with their eyes shut while you read the summary paragraph at the top of page 37, and then encourage students to think about the artwork in the chapter. Ask: *How do these images help you learn about First Nations peoples, Inuit, and Métis people? How does looking at artwork from a culture help you understand what you have read in the chapter?* Encourage students to connect what they see in the artwork throughout the chapter with what they learned about the history, traditional ways of life, and cultures of First Nations peoples, Inuit, and Métis people throughout the chapter. Encourage them to discuss what they see in the artwork, such as symbols, animals, tools, and clothing.