

Peoples and Stories of Canada to 1867

First Peoples

GRADE

5

1

CLUSTER





Cluster 1

Learning Experiences: Overview

5.1.1 Origins of First Peoples of North America

KI-004 Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent.

KL-014 Describe the impact of the ice age on the land.

VH-008 Value oral tradition as an important source of knowledge about First Peoples.

5.1.2 Connections to the Land

KL-015 Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water.

KL-016 Locate on a map of North America the traditional territories of First Peoples.

KL-017 Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.

5.1.3 Pre-contact Cultures

KI-005 Describe characteristics of diverse First Peoples cultures before contact with Europeans.

KI-006 Compare daily life in diverse First Peoples communities
Examples: food, clothing, shelter; roles of men, women, children, Elders...

KH-024 Relate First Peoples' stories of their pre-contact and early contact with Europeans.

5.1.4 First Peoples Governance

KP-046 Compare types of leadership in diverse First Peoples communities.

Examples: hereditary right, matriarchy, democracy...

KE-050 Describe various ways in which First Peoples communities interacted with each other.

Examples: trade, cooperation, conflicts...

VP-014 Value diverse approaches to leadership.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
-  **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description



Students explore First Peoples' ways of life before and during their early contact with Europeans, which includes a focus on the daily life, leadership, culture, and beliefs of First Peoples communities. Students also consider traditional territories of First Peoples and their connections with the natural environment.



Engaging Students in the Cluster

- Create a mapping centre with maps of Canada, North America, and the World which identify traditional territories of First Peoples, the Bering Land Bridge, and trade routes of First Peoples.
- Create a display of artifacts with objects or replicas that were used in the daily life of First Peoples.
- Create a display of books illustrating life in Canada before and after European contact with First Peoples.
- Create a display of books of creation stories from various First Peoples' cultures (e.g., Cree, Ojibway...).
- Students read aloud creation stories, beliefs, and legends of First Peoples.
- Invite an Elder into the classroom to share creation stories.
- Students view videos that present First Peoples' stories.

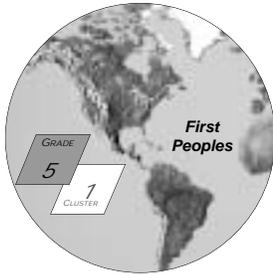
Learning Experiences Summary

5.1.1 Origins of First Peoples of North America

5.1.2 Connections to the Land

5.1.3 Pre-contact Cultures

5.1.4 First Peoples Governance



Learning Experience: 5.1.1 Origins of First Peoples of North America

- KI-004 Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent.
- KL-014 Describe the impact of the ice age on the land.
- VH-008 Value oral tradition as an important source of knowledge about First Peoples.

Description of the Learning Experience

The First Peoples in North America, ancestors of today's Aboriginal peoples, lived on this continent for many thousands of years. Oral tradition and archaeological theories depict various stories of how the First Peoples came to be on this land.

Students explore the perspectives of archaeological theory and of oral tradition regarding the origins of First Peoples in North America and the characteristics of the land before written history.

Vocabulary: oral tradition, First Peoples' stories, theory, archaeology, Beringia, migration, land bridge (See Appendix D for Vocabulary Strategies.)

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
	KI-004 KL-014	<p>Activate</p> <p>Students compare an outline map of Beringia with a physical map of the circumpolar regions of Asia and North America, and brainstorm origins of the theory of Beringia and the impact Beringia may have had on the land and the migration of First Peoples. Students record questions and predict answers in their journals.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: center;">or</p>
	KI-004 KL-014	<p>Students observe pictures of glaciers and ice packs and discuss how the ice age may have changed the land and affected the migration of First Peoples. Students record possible impacts of an ice age on the land and First Peoples.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>		

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
	<p>KI-004 VH-008</p>	<p>Activate <i>(continued)</i></p> <p>Using concept mapping, students create a mind map in response to the question, “How do we know about the long ago past?” Students share their mind maps and discuss the variety of possible sources of historical knowledge.</p> <p>TIP: Students may use as a starting point for this activity an exploration of how they know about their own family histories (e.g., stories, documents, traditions, family heirlooms...). Encourage students to highlight what they already know about archaeology, fossil evidence, artifacts, stories, and oral tradition as sources of historical knowledge. Students have been introduced to archaeology as a source of information about ancient civilizations in Grade 3 and will study it further in Grade 8.</p> <div data-bbox="578 871 1138 1423" data-label="Diagram">  </div>
		<p><i>(continued)</i></p>
<p>Teacher Reflections</p>		

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
 <p>Skill 3a</p>	<p>KI-004 VH-008</p>	<p>Activate <i>(continued)</i></p> <p>Using Think-Pair-Share, students brainstorm what they know about the First Peoples in North America. Each pair shares their ideas in a class discussion.</p> <p>TIP: This is an opportunity to clear up misconceptions students may have about First Peoples, historical evidence, and the origins of human societies in the Americas.</p>
or		
 <p>Skill 9i</p>	<p>KI-004 KL-014 VH-008</p>	<p>Collaborative groups of students complete an Anticipation Guide regarding the origins of human societies in North America and the impact of the ice age on the land. Students share responses with each other and generate a list of inquiry questions to guide their research. Students review their anticipation guides at the conclusion of the inquiry to summarize what they have learned and identify any initial misconceptions.</p> <p>TIP: Do not provide “answers” at this point, but elicit a variety of opinions and questions.</p> <p>5.1.1 a BLM: Anticipation Guide</p> <p>5.1.1 b BLM: Anticipation Guide—Key</p>
or		
 <p>Skill 6c</p>	<p>KI-004 KL-014 VH-008</p>	<p>Students complete the Know and Want-to-Know columns of a KWL chart to explore the questions, “<i>What do we know about the First Peoples of North America in the time before written history?</i>” “<i>What was the impact of the ice age on the land?</i>” Students share their Know and Want-to-Know ideas with the class to generate a list of inquiry questions to guide their research.</p> <p>TIP: Encourage students to think historically by proposing a variety of possible sources of information, including primary and secondary sources.</p>
<i>(continued)</i>		
or		
<p>Teacher Reflections</p>		

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
	KI-004 KL-014 VH-008	<p>Activate <i>(continued)</i></p> <p>Using a Word Splash, collaborative groups of students speculate about the origins and migration of the First Peoples of North America and about the impact of the ice age on the land. Students share their ideas in a class discussion.</p> <p>TIP: Students can later reflect on what they have learned by revisiting and revising their initial concepts in this Word Splash.</p> <p>5.1.1 c BLM: Word Splash</p>
	KI-004 KL-014	<p>Acquire</p> <p>Using print and electronic resources, students research Beringia and the last ice age to discover the scientific basis for the land bridge migration theory. Students create an illustrated historical map identifying the impact of the ice age on the land and describing its effects on migration to the North American continent.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
	KI-004 VH-008	<p>Students listen to a story of origins as told by a guest Aboriginal storyteller. Following the story, students ask questions about the oral tradition of the storyteller's people and compose thank-you letters identifying what they learned about First Peoples' stories of their origins.</p> <p>NOTE: In arranging the visit, confirm the protocol for receiving Elders. Students should be prepared with some background about the Aboriginal community of the Elder and should be made aware of guidelines for posing appropriate questions.</p>
		<i>(continued)</i>
or		
Teacher Reflections		

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
	KI-004 VH-008	<p>Acquire <i>(continued)</i></p> <p>Collaborative groups of students read a First Peoples’ story of origins and complete a Note-Taking-Frame highlighting historical information about First Peoples contained in the story. Groups share their findings and explore similarities they have found among the stories.</p> <p>NOTE: Clarify that First Peoples’ stories are believed to have a historical basis that have been passed along through generations. Usually First Peoples’ stories are intended to explain why the world is as it is and how it came to be that way. All cultures have their own collections of stories and legends, and most include stories of origins.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Stories of Origins—Note-Taking-Frame</p>
or		
	KI-004 VH-008	<p>Students take a field trip to an Aboriginal centre (e.g., Neeginan, Circle of Life Thunderbird House, local band office, a historical site of significance to the local Aboriginal group...) and interview Elders to learn about First Peoples’ stories of their origins. Students record observations in their journals.</p> <p>TIP: Observe appropriate protocols. The following protocols are to be respected at Circle of Life Thunderbird House <www.thunderbirdhouse.com/> :</p> <ul style="list-style-type: none"> • Visitors remove or cover footwear upon entering. • Visitors enter clockwise (left) into the ceremonial space. • A stationary silence is customary during ceremonies. • Entrance to the ceremonial space is not allowed once an event has begun. • Recording of ceremonies is not permitted. • It is customary to offer a small token of thanks to the Elder.
<i>(continued)</i>		
or		
<p>Teacher Reflections</p>		

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
	KI-004 KL-014	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students research the conditions of the land and of life during the last ice age. Students record information and include images depicting the conditions of the land during the ice age on topics such as:</p> <ul style="list-style-type: none"> • What was the land like during the ice age? • How long ago did the last ice age occur? • What was the impact of the ice age on sea levels? • How did the ice age impact upon animals, vegetation, and survival materials? • How would the ice age have affected peoples ways of life? <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
	or	
	KL-014	<p>Students research the conditions of the land, including the flora and fauna of the ice age. They compose a descriptive narrative about a hunt for big game including a realistic description of the land and the hunting tools used.</p>
	or	
	KI-004 KL-014	<p>Students research the extent of glaciation at the peak of the last ice age and map out its contours (e.g., Cordilleran Glaciers, Laurentide Ice Sheet...) on an outline map of North America. Students speculate on the extent of the ice age and its impact on the land and migration to the North American continent.</p>
	<p> BLM: Outline Map of North America</p>	
		<i>(continued)</i>
<p>Teacher Reflections</p>		

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
	KI-004 VH-008	<p>Acquire <i>(continued)</i></p> <p>Collaborative groups of students prepare a choral reading or Readers’ Theatre of a selected story about the origins of First Peoples to present to the class. Students complete a LAPS Frame identifying what the stories tell about First Peoples’ stories of their origins and the impact of the ice age on the land.</p> <p>TIP: Try to select origin stories from a variety of First Nations and encourage students to find commonalities among the stories. It is not recommended that students write their own stories, as this may create the impression that stories are solely creative expression and are not linked to an ongoing historical and religious tradition.</p> <p>5.1.1 f BLM: LAPS Frame</p>
or		
	KI-004 VH-008	<p>Using print and electronic resources, students view examples of Aboriginal art depicting a First Peoples’ story of their origin. Students interpret the images and symbols used and orally retell the story as represented in the art.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
	KI-004 KL-014 VH-008	<p>Apply</p> <p>Students compare and contrast various sources of historical evidence, scientific evidence (e.g., snow, ice, geology, fossils...), archeological evidence, and evidence from oral tradition. Students draw conclusions and discuss how diverse sources of information can complement one another by helping to construct a more complete vision of the past.</p> <p style="text-align: right;"><i>(continued)</i></p>
or		
<p>Teacher Reflections</p>		

5.1.1 Origins of First Peoples of North America

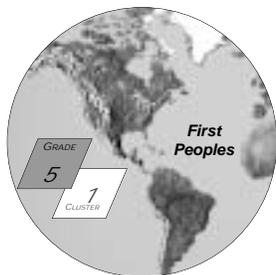
Assessment	Outcomes	Strategies
 <p>Appendix A Skill 3a</p>	<p>KI-004 KL-014 VH-008</p>	<p>Apply <i>(continued)</i></p> <p>Using concept overviews, students identify elements of the Land Bridge Theory and First Peoples’ stories of their origins. Students share completed concept overviews with each other and discuss how each source of information helps them understand the long ago past.</p> <p>TIP: There are many divergent stories about ‘origins’ as one moves from west to east and north to south across Canada. Teachers need to take care to identify which Aboriginal group is being quoted in any given story.</p> <p>5.1.1 g BLM: Concept Overview: Land Bridge Theory</p> <p>5.1.1 h BLM: Concept Overview: Oral Tradition</p>
or		
 <p>Appendix A Skill 10a</p>	<p>KI-004 KL-014 VH-008</p>	<p>Students plan and present a dramatization of a First Peoples’ story of their origins or a current theory of migration to the North American continent.</p> <p>TIP: Encourage students to use natural materials only (e.g., wood, leaves, paper, stone, clay, water...) as props. Encourage students to think about reasons why early peoples may have migrated to other regions and to keep in mind that there was no Canada/United States border at that time. Other class members may be invited to evaluate the authenticity and dramatic impact of the presentation.</p>
or		
 <p>Appendix A Skill 10c</p>	<p>KI-004 VH-008</p>	<p>Students create an artistic representation of a First Peoples’ origin story and retell the story as represented in their artistic piece.</p>
<i>(continued)</i>		
or		
<p>Teacher Reflections</p>		

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 9g</p>	<p>KI-004 KL-014 VH-008</p>	<p>Apply <i>(continued)</i></p> <p>Students complete a Comparison Chart of the two concepts— “story” and “theory”, using examples of First Peoples’ stories of their origins, current theories of migration to the North American continent, and research on the impact of the ice age on the land.</p> <p>5.1.1 i BLM: Comparison Chart: Story and Theory</p> <p>5.1.1 j BLM: Comparison Chart: Story and Theory—Key</p>
or		
 <p>Appendix A Skill 9a</p>	<p>KI-004 KL-014 VH-008</p>	<p>Using the prompt “<i>History is a collection of stories about the past</i>”, students reflect in a journal what they have learned about the origins of First Peoples and the impact of the ice age on the land.</p>
or		
 <p>Appendix A Skill 7d</p>	<p>KI-004 KL-014 VH-008</p>	<p>Collaborative groups of students create an illustrated timeline, diorama, or mural illustrating First Peoples’ stories of their origins, migration to the North American continent, and the impact of the ice age on the land. Students include information obtained from both oral tradition and archaeological evidence. Students explain their timelines to each other.</p> <p>TIP: Encourage students to think of creative ways of representing the passage of 25 000 to 40 000 years on a timeline, diorama, or mural, as well as the events of many successive generations of Aboriginal peoples surviving through the ice age, and migrating to all areas of the continent as the glaciers melted and the game migrated southward.</p>
<i>(continued)</i>		
or		
<p>Teacher Reflections</p>		

5.1.1 Origins of First Peoples of North America

Assessment	Outcomes	Strategies
	KL-014	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students create a dramatized retelling of the Beringia Land Bridge Theory and the impact of the ice on the land.</p>
or		
	KI-004 KL-014 VH-008	<p>Students complete a Word Cycle, clearly indicating the links and relationships between First Peoples' stories of their origins, migration to the North American continent, and the impact of the ice age on the land.</p> <p>  BLM: Word Cycle </p>
<p>Teacher Reflections</p>		



Learning Experience: 5.1.2 Connections to the Land

- KL-015 Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water.

- KL-016 Locate on a map of North America the traditional territories of First Peoples.

- KL-017 Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.

Description of the Learning Experience

The traditional beliefs and practices of the First Peoples of North America are closely connected to the natural features of the regions in which their traditional territories were located.

Students locate and describe the major physical regions of Canada and the traditional territories of First Peoples in North America. They make connections between the characteristics of the land and First Peoples' beliefs and practices.

Vocabulary: cultural practices, traditional territories, vegetation zones, territory, territorialism (See Appendix D for Vocabulary Strategies.)

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
	<p>KL-017 KL-016</p>	<p>Activate</p> <p>Students listen to the story of Turtle Island (a name used by some Aboriginal peoples for the land of North America prior to the arrival of Europeans) as told in the oral tradition of several First Nations of North America. Students discuss the influence of the land and the natural environment on the migrations of the First Peoples to various regions of the continent (e.g., “<i>How would they travel?</i>” “<i>What would they use as landmarks to find their way?</i>” “<i>What would indicate the boundaries of their territories?</i>”).</p> <p>TIP: Encourage students to begin by identifying the elements of physical geography that are mentioned in the story (e.g., landforms, plants and animals, climate, bodies of water...). The Story of Turtle Island may be found in <i>Canada Revisited: Aboriginal Peoples and European Explorers</i>. P. Arnold and B. Gibbs (1999). Scarborough: Arnold Publishing, pp. 10 – 11.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>_____ or _____</p>		
<p>Teacher Reflections</p>		

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
	KL-015 KL-016	<p>Activate <i>(continued)</i></p> <p>Students brainstorm synonyms for the term “First Peoples” (e.g., <i>Aboriginal, indigenous, native, original...</i>) as well as a list of all the Aboriginal peoples of Canada they know. Students indicate which physical region of Canada they think of as the traditional territory of various Aboriginal peoples, and locate each territory on a wall map of Canada. Students verify their predictions using an atlas and print resources.</p> <p>NOTE: This is a review and clarification, as students have already been introduced to the terms Aboriginal, First Nations, Inuit, and Métis in Grade 4 social studies. They should also recognize the names of Aboriginal peoples of Manitoba and of the North.</p>
	or	
	KL-015	<p>Collaborative groups of students label the locations of lakes and rivers on an outline map of Canada. Using an atlas, students verify the location of Canadian bodies of water.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.1.2 a BLM: Bodies of Water</p> <p>5.1.2 b BLM: Outline map of Canada</p>
	or	
	KL-016 KL-017	<p>Collaborative groups of students create a list of factors they consider to define their “traditional territory” or home place (e.g., near the river, north of the prairie...). Students discuss the importance of territory for groups and individuals and ways in which the concept of territory may influence practices and beliefs.</p> <p>TIP: Encourage students to consider the meaning of traditional territory as a place that has been passed from generation to generation over time, and to recognize the role of the natural environment in defining territory.</p>
	<i>(continued)</i>	
or		
Teacher Reflections		

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
	KL-015 KL-016 KL-017	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students sort a list of landforms and vegetation into the main natural regions of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence – Great Lakes Lowlands, Atlantic Region, Arctic Region.) Students compare the sorted lists with each other and verify locations using atlases. Students discuss ways in which the landforms and vegetation may have influenced the lives of the First Peoples in each of the regions (e.g., hunting, gathering, farming, fishing...).</p> <p> 5.1.2 c BLM: Landforms and Vegetation</p> <p> 5.1.2 d BLM: Landforms and Vegetation—Key</p> <p style="text-align: center;">or</p>
	KL-015	<p>Collaborative groups of students view images of natural landscapes in the various regions of Canada and sort the images according to the main natural regions of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence – Great Lakes Lowlands, Atlantic Region, Arctic Region).</p> <p>TIP: Students examine the major geographic regions of Canada in Grade 4 and should be familiar with terms such as Western Cordillera, etc. Images of Canadian landscapes may be gathered by asking students to collect old calendars, magazines, and travel brochures from travel agencies or tourist information centres, or by searching the Internet.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: center;">or</p>
	KL-017	<p>Students brainstorm contemporary and historical examples of ways in which culture (i.e., way of life) is influenced by the natural environment (e.g., sport and recreation, preserving food for the winter...). Students write a journal reflection on the topic of “<i>How does the region where you live affect how you see the world and how you live?</i>”. Students discuss ways in which the natural environment influences people who have lived in the same region over many generations.</p>
Teacher Reflections		

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
	KL-015 KL-016 KL-017	<p>Acquire</p> <p>Using an outline map of North America, collaborative groups of students imagine and design “Turtle Island” (a name used by some Aboriginal peoples for the land of North America prior to the arrival of Europeans). Students draw the physical features (e.g., landforms and vegetation zones) that would not have changed since the time of the earliest societies of Canada. Students verify their information using an atlas and discuss ways in which the natural environment may have influenced the practices and beliefs of the First Peoples.</p> <p>5.1.1 e BLM: Outline map of North America</p>
		<p style="text-align: center;">or</p> <p>Using print and electronic resources, students research the climate of various regions of Canada. Students discuss ways in which the climate of various regions may influence the needs and lifestyles of traditional societies of First Peoples.</p> <p>TIP: The purpose of this activity is not to have students memorize the names associated with the various climate types in Canada, but to have them interpret graphs, maps, and charts in order to describe the climate in various regions of Canada in their own words.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.1.2 e BLM: Climate in Canada</p> <p>5.1.2 f BLM: Climate in Canada—Key</p> <p>5.1.2 b BLM: Outline Map of Canada</p>
		(continued)
or		
<p>Teacher Reflections</p>		

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
	KL-015 KL-016 KL-017	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, collaborative groups of students research one of the major geographic regions of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence – Great Lakes Lowlands, Atlantic Region, Arctic Region) to identify its major features and characteristics, what the region had to offer to support traditional ways of life of the First Peoples, and the traditional territories of First Peoples in the region. Students prepare and present a guided tour of the region describing the main features of the land and how these features provide the necessities of human life.</p> <p>TIP: Encourage students to explore the link between ways of life and the elements of physical geography: landforms, water, climate, seasons, vegetation, animal life, rocks and soil.</p> <p>5.1.2 g BLM: Describing the Land</p>
or		
	KL-015 KL-016 KL-017	<p>Collaborative groups of students locate the major physical regions, bodies of water, and traditional territories of First Peoples on a map of Canada. Students draw or insert images on the map that represent the terrain, major landforms, vegetation, and climate of each region, and describe ways in which the land and natural environment may have influenced the practices and beliefs of the First Peoples in each region. Students share their maps and ideas with each other.</p> <p>TIP: Groups of students can trace the outline of the country by using the overhead projector to project an image of the outline map of Canada onto a large sheet of paper mounted on the wall. Large outline maps of Canada are also available from a Parks Canada office.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.1.2 b BLM: Outline Map of Canada</p>
<i>(continued)</i>		
Teacher Reflections		

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
	<p>KL-015 KL-016 KL-017</p>	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, collaborative groups of students research the Aboriginal peoples in one of the six main cultural regions (e.g., Eastern Woodlands, Subarctic Woodlands, Plains, Arctic, Western Plateau, Northwest Coast). Students identify the physical regions, vegetation zones, and bodies of water in the region, the traditional territories of First Peoples within the region, and the beliefs and practices that connect the people with land and the natural environment. Students present their findings and record the information using a Note-Taking-Frame.</p> <p>NOTE: Encourage students to remember that the time in question was long before the creation of the present-day provinces, territories, and countries. The natural features of the land constituted the most important landmarks and borders between nations. Also note that the traditional territories in pre-contact times may not have had distinct borders and boundaries, as many of the peoples migrated over extensive regions for hunting, trade, warfare, and alliances. The purpose of this research is to focus on traditional territory and relationships to the land. In other Learning Experiences students will have the opportunity to study a traditional culture more extensively.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Traditional Territories of First Peoples (2 pages)</p> <p> BLM: Traditional Lands and Ways of Life of First Peoples</p> <p> BLM: Traditional Lands and Ways of Life of First Peoples—Key</p> <p> BLM: Connections to the Land—Note-Taking-Frame</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		or

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
 Appendix A Skill 7b	KL-015 KL-016 KL-017	<p>Acquire <i>(continued)</i></p> <p>Students view a wall map of the physical regions of Canada. They review the characteristics of each of the physical regions of Canada and analyze which areas would have been the most difficult to survive in, during early times. As a class group, students identify types of subsistence patterns in the first societies of North America (e.g., hunting, fishing, gathering, farming...). They discuss which types of subsistence patterns might have been most prevalent in different areas of the continent. Using a map of major cultural areas of pre-contact North America, they verify and refine their ideas.</p> <p>TIP: In the course of this Learning Experience, students encounter a number of different types of regions. To support geographic thinking, clarify that a region is simply a part of a large area that has certain distinctive characteristics, and that there are many different ways of dividing a large area into regions, depending on what is being studied – in this case, traditional cultural or linguistic similarities.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
	KL-016 KL-017	<p>Using print or electronic resources, collaborative groups of students find a traditional story of First Peoples that depicts the relationship of that people to the land. Students prepare and retell the story in their own words, explaining how and why the story illustrates First Peoples' connections to the land.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
 Appendix A Skill 11f	KL-016 KL-017	<p>Apply</p> <p>Using the shape of a circle, students create a concept map illustrating the relationship between the practices and beliefs of a First Nation and the main characteristics of their traditional territory. Students share completed concept maps with each other.</p> <p>TIP: In many First Peoples' traditions, the circle is an important element of culture, representing the cyclical/seasonal aspects of nature.</p>
		<i>(continued)</i>
Teacher Reflections		

5.1.2 Connections to the Land

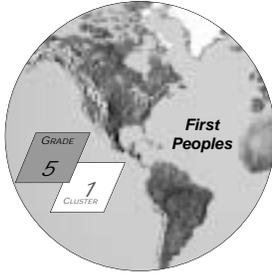
Assessment	Outcomes	Strategies
	KL-017	<p>Apply <i>(continued)</i></p> <p>Using an Exit Slip, students record what they learned about First Peoples' traditional connections to the land. Students share Exit Slips with each other and discuss similarities in the beliefs and practices of First Peoples in diverse regions of Canada.</p> <p>NOTE: Help students avoid the use of stereotypes or unfounded generalizations regarding cultures of the First Peoples, by focusing on the direct relationship between physical geography and practices and beliefs as stated in oral tradition. Encourage students to highlight general characteristics that they have noted among a number of First Peoples</p> <ul style="list-style-type: none"> • the land as a living system in which all participants, including human beings, are interdependent • acknowledgement of the human reliance on nature for survival • the responsibility of all living beings to give thanks for what is taken from the land • the belief that human beings are a part of the land and not the owners of it
	or	
	KL-015 KL-016 KL-017	<p>Collaborative groups of students prepare and present a dramatization in which the elements of the land (e.g., bodies of water, landforms, climate, vegetation, animals...) are personified and interact directly with members of an early First Nations community.</p>
	or	
	KL-015 KL-016 KL-017	<p>Collaborative groups of students prepare a structured deliberation or debate in response to the proposition: <i>“The traditional ways of life of First Peoples were closer to nature than the ways of life of modern societies”</i>. In each group some students collaborate to prepare the affirmative position while the others prepare the negative position.</p> <p>TIP: Encourage students to apply geographic knowledge and to provide concrete examples to support their perspectives.</p>
	<i>(continued)</i>	
or		
<p>Teacher Reflections</p>		

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
	KL-016 KL-017	<p>Apply <i>(continued)</i></p> <p>Students compose a persuasive argument describing the significance of the loss of traditional territories to the many generations of Aboriginal peoples in Canada and the importance of restoring traditional lands to Canada's First Peoples. Students share their ideas with each other.</p>
	or	
	KL-017	<p>In their journals, students reflect on the following questions: <i>“Does the presence of technology in our lives and living in cities cause us to forget our dependence on nature for survival?” “Does the land still define how we live and how we think?” “Do we see in our modern lives any evidence of the importance of land and territory?”</i> Students share their reflections.</p>
	or	
	KL-016 KL-017	<p>Students write a RAFT from the point of view of a member of a First Nation in a traditional historical society, describing his or her relationship to the land and the challenges of living in a particular region. Students share their RAFTs and discuss ways in which the land and the natural environment influenced the practices and beliefs of First Peoples.</p>
	<i>(continued)</i>	
<p>Teacher Reflections</p>		

5.1.2 Connections to the Land

Assessment	Outcomes	Strategies
	KL-015 KL-016 KL-017	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students create a multimedia presentation describing the traditional territory of a First Peoples nation. Students include a description of the physical regions, vegetation zones, bodies of water, and ways in which the natural environment influenced the practices and beliefs of the First Peoples living there.</p>
		<p>or</p>
	KL-015 KL-016 KL-017	<p>Students compose poems describing the importance of the land to the First Peoples in a traditional territory. Students include references to animals in the territory, a description of land or water features, vegetation of the area, seasonal activities or practices, and traditional practices or beliefs of the First Peoples. Students share their poems and listeners try to identify the nation and/or traditional territory being described.</p>
<p>Teacher Reflections</p>		



Learning Experience: 5.1.3 Pre-Contact Cultures

- KI-005 Describe characteristics of diverse First Peoples cultures before contact with Europeans.

- KI-006 Compare daily life in diverse First Peoples communities.
Examples: food, clothing, shelter; roles of men, women, children, Elders...

- KH-024 Relate First Peoples' stories of their pre-contact and early contact with Europeans.

Description of the Learning Experience

The original societies of North America were composed of diverse cultures, languages, and oral traditions and existed many generations before the arrival of Europeans.

Students work in collaborative groups to research and share information about cultures and stories of First Peoples in various regions prior to European contact.

Vocabulary: culture, cultural diversity, intercultural contact, spiritual beliefs and values (See Appendix D for Vocabulary Strategies.)

5.1.3 Pre-Contact Cultures

Assessment	Outcomes	Strategies
	KI-005 KI-006 KH-024	<p>Activate</p> <p>Using concept mapping, collaborative groups of students brainstorm characteristics of First Peoples cultures and ways of daily life before contact with Europeans. Students share ideas with each other and generate inquiry questions to guide their research.</p> <p style="text-align: center;"> 5.1.3 a BLM: Culture Web </p> <p style="text-align: center;"> 5.1.3 b BLM: Culture Web—Key </p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		or

5.1.3 Pre-Contact Cultures

Assessment	Outcomes	Strategies
	<p>KI-005 KI-006</p>	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students create a display of images and reproductions of artifacts from First Nations cultures. Students record the age of the artifact and the region or culture of origin. Students share their collections, highlighting what they found particularly interesting.</p> <p>TIP: This exploratory exercise may be used as a starting point for recognizing the diversity of early First Peoples cultures, and as an opportunity to elicit questions for inquiry about specific cultures. In preparation for historical inquiry, students may begin to consider which cultural region or which First Peoples they would be most interested in studying.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
	<p>KI-005 KI-006 KH-024</p>	<p>Collaborative groups of students imagine they are visiting historians or archaeologists from another time and develop a description of selected artifacts from present-day culture from the perspective of someone outside the culture. Students share their descriptions with the class, discussing some of the reasons why it may be difficult to understand a culture from another time or place.</p> <p>TIP: Encourage students to “make the familiar unfamiliar” as a means of helping them realize how difficult it can be to truly understand a culture from the perspective of an outsider. It may be useful to model an example with the class (e.g., describe an example of a common contemporary adolescent practice in less familiar terms: listening to an MP3 player becomes “sticking wires into the ears while moving about in strange ways is a behaviour demonstrated by young people in this society.”).</p>
or		
	<p>KI-005 KI-006 KH-024</p>	<p>Students listen to a story from the oral tradition of a First Peoples. Students discuss what the story tells them about the beliefs and values of the people.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 5.1.3 BLM: Beliefs and Values in Storytelling</p>
<i>(continued)</i>		
or		
Teacher Reflections		

5.1.3 Pre-Contact Cultures

Assessment	Outcomes	Strategies
	KI-005 KI-006	Activate <i>(continued)</i> Students view examples of First Peoples art and discuss what the artistic pieces express about traditional Aboriginal culture and daily life in First Peoples communities.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		 BLM: Art Expresses Culture
or		
	KI-005 KI-006 KH-024	Students brainstorm various ways people may react when they come into contact with cultures different than their own, considering both positive and negative examples. They discuss possible reasons why people frequently assume that cultures of the past, or cultures different than their own, are “inferior” to their own ways of life.
		 BLM: When Cultures Meet
or		
	KI-005 KI-006 KH-024	Students discuss how stories of cultures of the past may be preserved or passed on to subsequent generations (e.g., oral tradition/stories, journals, museums...) and give examples of types of knowledge that would be learned from each source. TIP: Encourage students to highlight the role of museums in preserving culture and to recognize the historical role and importance of oral tradition.
		<i>(continued)</i>
or		
Teacher Reflections		

5.1.3 Pre-Contact Cultures

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 3a</p>	<p>KI-005 KH-024</p>	<p>Activate <i>(continued)</i></p> <p>Students discuss the term “stereotype” and brainstorm examples of common stereotypes (e.g., “Teachers are all...”; “Boys always...”; “All Patrols...”; “Mothers are better at...”). In small groups, students arrive at a consensus about what a stereotype is, why it is that we tend to use stereotypes, and how stereotypes prevent us from understanding each other.</p> <p>TIP: Encourage students to recognize that stereotypes, without necessarily intending to be harmful, present a false and simplistic picture by suggesting that all people of a certain group are identical. This may also be an opportunity to help students recognize that, while they are studying early Aboriginal cultures as a part of Canadian history, these cultures have neither remained frozen in time, nor have they disappeared.</p> <p>5.1.3 f BLM: Stereotypes and Understanding Culture</p>
 <p>Appendix A Skill 11a</p>	<p>KI-005 KI-006 KH-024</p>	<p>Acquire</p> <p>Using print and electronic resources, students research characteristics of early Aboriginal cultures and aspects of daily life in First Peoples communities, including:</p> <ul style="list-style-type: none"> • What did they eat? • How did they dress? • What type of work did the men, women, and children do? • What kind of art did they create? • What kinds of shelter did they build? • What traditions and special celebrations did they have? • What did the Elders teach the community? <p>Students create posters that represent characteristics of First Peoples cultures. Students write an Exit Slip identifying what they learned about each of the cultural groups presented.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.1.3 g BLM: Cultural Posters Exit Slip</p>

(continued)

Teacher Reflections

or

5.1.3 Pre-Contact Cultures

Assessment	Outcomes	Strategies
 	KI-005 KI-006 KH-024	<p>Acquire <i>(continued)</i></p> <p>Students visit a museum to gather information about the cultures of the First Peoples in the land that would become known as Canada (e.g., technology and tools in early cultures, environmental stewardship, art as an expression of culture...). Students record new facts they learn about early Aboriginal cultures in Canada and write a reflection on the characteristics of First Peoples cultures, aspects of daily life, and the importance of stories of the First Peoples.</p> <p>TIP: The Manitoba Museum has extensive materials to support all of the learning outcomes in Cluster 1, including: <i>archaeology, glaciation, Aboriginal world view in art, creation stories, oral histories, Inuit and Dene cultures, Aboriginal Peoples of Manitoba traditional cultures</i>. Teachers may request a highlight tour to focus on a given theme or topic of study. Teachers may also create self-guided tours. To assist the Museum in planning a tour, teachers should call the Museum in advance to book a free preview session. An Edu-Kit with hands-on artifacts – <i>Skin, Stone, Snow and Bone</i> (Inuit) – may be borrowed from the Museum.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
 	KI-005 KI-006 KH-024	<p>Collaborative groups of students assume the roles of historians working for an Aboriginal community to gather stories of the First Peoples. Using print and electronic resources for the source of the stories, students select and record stories in order to preserve the oral tradition and share them with future generations. Students develop criteria for engaging storytelling and respectful treatment of Aboriginal culture (e.g., seeking permission before recording Aboriginal stories) and share stories with peers.</p> <p>TIP: As students select stories, encourage them to find a way of recording them that respects the original storytellers, while at the same time holding the attention of young people growing up in a modern society (e.g., music, sound effects, illustrations...).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<i>(continued)</i>		
or		
Teacher Reflections		

5.1.3 Pre-Contact Cultures

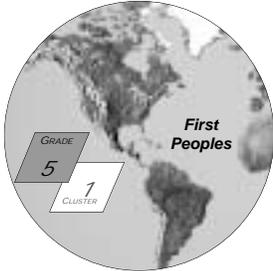
Assessment	Outcomes	Strategies
	KI-005 KI-006 KH-024	<p>Acquire <i>(continued)</i></p> <p>Collaborative groups of students research a First Peoples cultural group and prepare a museum display, illustrating the characteristics of the culture, aspects of daily life, and First Peoples’ stories. Students explore the museum displays in a Gallery Walk and identify similarities and differences among cultures of the First Peoples.</p> <p>TIP: Pre-contact Aboriginal cultures may be grouped either by language group or by cultural region. Grouping by cultural region is useful in that it helps students explore the relationship between culture and the land. It also helps students see similarities in subsistence patterns of early cultures in North America. Students may also be introduced to grouping by major language groups, as this allows them to become aware of the fact that there was a far-reaching network of interaction and exchange among First Peoples in pre-contact North America (e.g., trade, travel, intercultural influence, wars and alliances).</p> <p>Strive for authenticity and cultural respect as students engage in reproducing artifacts and art. Certain items have ceremonial or sacred significance, and it is not advisable to reproduce these items (e.g., peace pipes, ceremonial masks and headdresses). When reproducing artifacts, students should be encouraged to use natural materials, as this is in fact one of the most significant characteristics of the material culture of a people. The creation of igloos out of styrofoam, for example, does not effectively convey the reality of Arctic shelters. An outdoor activity involving snow would be more useful.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.1.3 h BLM: First Peoples Gallery</p>
		<p>Apply</p> <p>Using a Venn diagram, students compare two different cultures of the First Peoples, including aspects of daily life and stories, and noting unique and common characteristics.</p>
	KI-005 KI-006 KH-024	

5.1.3 Pre-Contact Cultures

Assessment	Outcomes	Strategies
	<p>KI-005 KI-006 KH-024</p>	<p>Apply <i>(continued)</i></p> <p>Students write a RAFT from the point of view of a member of an early First Peoples community encountering Europeans for the first time. Students share their writing and discuss ways in which characteristics of cultures and aspects of daily life of First Peoples are portrayed.</p>
or		
	<p>KI-005 KI-006 KH-024</p>	<p>Collaborative groups of students design and create an illustrated wall timeline of cultures of First Peoples to represent the pre-contact and early contact period from 10 000 BCE to circa 1500 CE.</p> <p>TIP: Ensure the timeline represents the long duration of this period, is free of stereotypes, and represents the cultural diversity of early societies. The timeline can be expanded through the rest of the year in each of the subsequent Clusters.</p>
<i>(continued)</i>		
Teacher Reflections		

5.1.3 Pre-Contact Cultures

Assessment	Outcomes	Strategies
 	KI-005 KI-006 KH-024	<p>Apply <i>(continued)</i></p> <p>Students prepare and present a persuasive speech to prove the following statement: “<i>Canada has always been a multicultural country</i>”.</p> <p>TIP: Encourage students to include examples that illustrate the diverse characteristics of cultures and stories of First Peoples in their persuasive speeches.</p>
or		
 	KI-005 KI-006 KH-024	Using concept mapping, students compare and contrast characteristics of various cultures of First Peoples.
<p>Teacher Reflections</p>		



Learning Experience: 5.1.4 First Peoples Governance

- KP-046 Compare types of leadership in diverse First Peoples communities.
Examples: hereditary right, matriarchy, democracy..

- KE-050 Describe various ways in which First Peoples communities interacted with each other.
Examples: trade, cooperation, conflicts...

- VP-014 Value diverse approaches to leadership.

Description of the Learning Experience

Pre-contact First Peoples interacted with one another as self-governing communities with diverse leadership and decision-making structures.

Students research and analyze examples of leadership, collective decision making and interactions among pre-contact First Peoples communities.

Vocabulary: matriarchy, governance, consensus, confederacy, democracy, heredity rights (See Appendix D for Vocabulary Strategies.)

5.1.4 First Peoples Governance

Assessment	Outcomes	Strategies
	KP-046 VP-014	<p>Activate</p> <p>Students brainstorm examples of personal decisions (e.g., littering, walking to school instead of driving...) and collective decisions (e.g., park clean-up campaign, larvaeciding for mosquitoes...), that affect an entire group or community and discuss various decision-making processes in reaching those decisions. Students discuss factors involved in making decisions (e.g., “Who has the right to make a decision on the part of a group or community?” “How do the members of the group or community have a say in the decision?” “What process is used to arrive at a decision?”).</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>_____ or _____</p> <p>Teacher Reflections</p>	

5.1.4 First Peoples Governance

Assessment	Outcomes	Strategies		
	KP-046 VP-014	<p>Activate <i>(continued)</i></p> <p>Individual students record what they believe to be the best ways to arrive at collective decisions. Collaborative groups of students share their ideas and identify ideas and processes they have in common. As a group, students reach consensus on the best way to make collective decisions, focusing on the common elements among their ideas. Groups share their ideas for the best way to make collective decisions and discuss with the class.</p> <p>TIP: Encourage students to consider the collective decision-making role of governments as well as the need for governance within all groups and communities.</p> <p>5.1.4 a BLM: Making Collective Decisions</p> <hr/> <p style="text-align: center;">or</p>		
			KP-046 KE-050 VP-014	<p>Using Think-Pair-Share, students complete sections 1 to 4 of a Seven-Step Knowledge Chart regarding First Peoples governance. At the conclusion of the Learning Experience students revisit and complete the chart.</p> <p>5.1.4 b BLM: Seven-Step Knowledge Chart</p> <hr/> <p style="text-align: center;">or</p>
			KP-046 KE-050 VP-014	<p>Students brainstorm what they know about types of leadership and ways in which First Peoples interacted with each other in pre-contact times (e.g., trade, types of currency, conflicts and alliances, sharing of ideas, languages, or cultural practices, treaties or agreements...). Students generate questions about types of leadership in First Peoples communities and interactions between First Peoples. Ideas are recorded and posted and may be used for individual or group research later in the Learning Experience.</p> <p>TIP: It is a common stereotype that early societies of First Peoples were frequently at war with one another. Although it is true that there were wars between First Nations, there were also other types of interactions between self-governing groups.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>				

5.1.4 First Peoples Governance

Assessment	Outcomes	Strategies
	KP-046 VP-014	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students brainstorm a list of leadership qualities. They prioritize their lists to reach agreement on the four most important leadership qualities, and then share their ideas in a class discussion. Students discuss whether the qualities required for leadership today would have been different than those in societies of First Peoples.</p>
	KE-050	<p>Acquire</p> <p>Using print and electronic resources, students research goods that were traded between communities of First Peoples, regions where diverse communities of First Peoples would have regularly come into contact with one another, and trade routes that existed in pre-contact times. Students create a map using symbols to indicate the major goods traded in various areas of North America and the First Peoples involved in trading.</p> <p>TIP: Encourage students to take note of the idea of <i>cultural diffusion</i> (i.e., the exchange of ideas, stories, values, languages), as well as the diffusion of material goods, by highlighting cultural similarities that existed among many communities of First Peoples.</p> <p>See <i>Canada Revisited</i>, Arnold and Gibbs (1999), Scarborough ON: Arnold Publishing. “Trade Patterns before 1500”, p. 69.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Outline Map of North America</p>
	KP-046 KE-050 VP-014	<p>Using print and electronic resources, students research the matrilineal clan structure that existed in the nations of the Iroquois Confederacy <i>Haudenosaunee</i> (pronounced HOWD na sho nee: “People of the Long House”) and the nations of the Huron-Wendat Alliance in southern Ontario and Québec. Using concept mapping, students illustrate the structures of leadership and matrilineal organization of these Iroquoian nations. Students discuss the roles and responsibilities of the Clan Mothers, the Chiefs, and the members of the clan.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
Teacher Reflections		<i>(continued)</i>

5.1.4 First Peoples Governance

Assessment	Outcomes	Strategies
	KP-046 KE-050 VP-014	<p>Acquire <i>(continued)</i></p> <p>Students are assigned roles to represent Chiefs of Nations, Clan Chiefs, Clan Mothers, or Long House members in the Iroquois Confederacy. In collaborative groups, and using print and electronic resources, students research the reasons why the Confederacy or alliance of nations was created, the responsibilities corresponding to their assigned role, as well as leadership and governance structures of the Iroquois Confederacy. Students share information with each other.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		or
		<p>Using print and electronic resources, students research the First Nations who were members of the Blackfoot Confederacy and create a diagram to illustrate the member nations of the alliance and the reasons why it came to be.</p> <p>NOTE: This was a later, post-contact alliance that may have been precipitated by incursions of Europeans into the Plains region. Evidence suggests that in pre-contact times the Plains hunters were separate and independent migratory bands of relatively small size, with Chiefs selected by the community.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
	KP-046 KE-050 VP-014	<p>Using print and electronic resources, students research different types of leadership in communities of First Peoples. Students compare and contrast types of leadership and interactions among communities of First Peoples, and share their observations with peers.</p> <p>NOTE: Some resources, particularly American sources, use the word “tribe” to describe collective communities of First Peoples. While the term is not incorrect, the term used most often in Canada is “First Nation”.</p>
		<i>(continued)</i>
or		
Teacher Reflections		

5.1.4 First Peoples Governance

Assessment	Outcomes	Strategies
	<p>KP-046 KE-050 VP-014</p>	<p>Acquire <i>(continued)</i></p> <p>As a class, students brainstorm examples of decisions that need to be made in their classroom community. Collaborative groups of students engage in a consensus decision-making process regarding one of the decisions. Students share their decision with the class, and debrief their experiences in the consensus reaching process (i.e., sharing their observations about the exercise and the advantages and disadvantages of the process). Students write a journal reflection describing why they think consensus decision making was important in traditional governance of First Peoples.</p> <p>NOTE: Students may need to be introduced to the principles of consensus decision making (e.g., all opinions are important, everyone has an opportunity to express opinions and to be heard, decisions are arrived at through mutual consent after considered and reasoned discussion...). Encourage students to note that in traditional societies, the group—not the individual—was of primary importance. This would affect the ways in which communities or groups made decisions, and the ways in which individuals participated in making collective decisions. As students are most familiar with decision making by majority, if time permits they may also carry out a decision-making process using the majority vote process, and later compare the advantages and disadvantages of the two processes.</p>
	<p>KP-046 KE-050 VP-014</p>	<p>Apply</p> <p>Collaborative groups of students create a list of procedures for consensus decision making. Students post their procedures and prepare and present a simulation of a decision-making process regarding a traditional First Peoples issue (e.g., creating an alliance, commencing a trade voyage, resolving a conflict...), modelling one of the procedures on their list. Students observing the presentations deduce which of the procedures from the list the students are demonstrating.</p>
		<p><i>(continued)</i></p>
<p>Teacher Reflections _____ or _____</p>		

5.1.4 First Peoples Governance

Assessment	Outcomes	Strategies
	KP-046 VP-014	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students prepare and present a role play portraying the principal qualities of leadership in traditional communities of First Peoples. Students identify the qualities of leadership they observed in the role plays and write a journal reflection describing their view of leadership qualities and how their views may have changed over the course of this Learning Experience.</p>
or		
	KP-046 KE-050 VP-014	<p>Students compare and contrast leadership in today’s democratic society and leadership in traditional communities of First Peoples. Students create a poster illustrating what different types of leaders can learn from one another.</p>
or		
	KP-046 KE-050 VP-014	<p>Using a Venn diagram, students compare two different forms of governance of First Peoples.</p>
or		
	KP-046 KE-050 VP-014	<p>Students complete their Seven-Step Knowledge Charts begun in the Activating stage of this Learning Experience, adding information regarding leadership and governance of First Peoples.</p>
<i>(continued)</i>		
Teacher Reflections		

5.1.4 First Peoples Governance

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 3b</p>	<p>KP-046 VP-014</p>	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students prepare a structured deliberation or debate for and against matrilineal and patrilineal organization and leadership in traditional societies. In each group, several students collaborate to prepare the affirmative position while others prepare the negative position.</p>
		<p>or</p>
 <p>Appendix A Skill 6b</p>	<p>KP-046 KE-050 VP-014</p>	<p>Students compose questions and interview, email, or fax a contemporary First Nation leader to learn about ways in which the governance of First Nations has changed from pre-contact to modern times, including elements that have been preserved and elements that have been transformed. Students share their findings and record information in their journals.</p> <p>NOTE: Alternatively, students may complete a guided analysis of a news article detailing an interview with a First Nation, Inuit, or Métis leader.</p>
		<p>or</p>
 <p>Appendix A Skill 9d</p>	<p>KP-046 KE-050 VP-014</p>	<p>Students write a persuasive article (e.g., letter to the editor, letter to a political leader, campaign speech...) identifying the need to re-establish aboriginal independence or self-government today.</p> <p>NOTE: Students will need basic background information and time for discussion related to current issues of self-determination.</p>
		<p>Teacher Reflections</p>

Cluster 1—Connecting and Reflecting

Using their “First Peoples” portfolio students reflect on what we can learn from the First Peoples cultures and describe examples of the importance of the natural environment.

5.1.4
c BLM: First Peoples—Connecting and Reflecting

Teacher Reflections

Teacher Reflections