

**Native Studies:  
Middle Years (Grades 5 to 8)**

**A Teacher's Resource  
Book Framework**

***Renewing Education:  
New Directions***

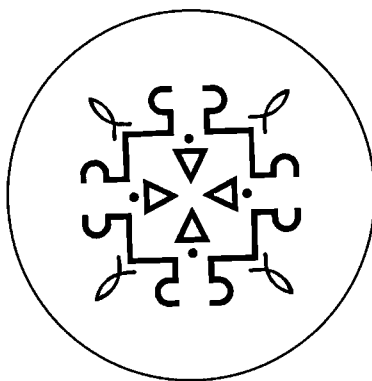
**Manitoba  
Education  
and Training**  
Linda G. McIntosh  
Minister



---

# **NATIVE STUDIES: MIDDLE YEARS (GRADES 5 TO 8)**

*A Teacher's Resource Book Framework*



**1997**

Manitoba Education and Training

---

**ISBN 0-7711-1300-1**

Copyright © 1997, the Crown in Right of Manitoba as represented by the Minister of Education and Training. Manitoba Education and Training, School Programs Division, Program Development Branch, 1970 Ness Avenue, Winnipeg, Manitoba R3J 0Y9.

Every effort has been made to provide proper acknowledgement of original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education and Training to correct any omissions.

## **ACKNOWLEDGEMENTS**

---

Manitoba Education and Training gratefully acknowledges the contributions of the following individuals in the development of the *Native Studies: Middle Years (Grades 5 to 8), A Teacher's Resource Book Framework*.

### **First Nations Elder**

Ms Myrtle Thomas                      Peguis, Manitoba

### **Writer**

Dan Thomas                              Consultant                              Humanities Unit  
Manitoba Education and Training

### **Members of the Development Team**

Byron Apetagon	Norway House High School	Frontier S.D. No. 48
Margaret Fiddler	Peguis Central School	Peguis, Manitoba
Sophie Ledoux	Winnipegosis Collegiate	Duck Mountain S.D. No. 34
Marshall Murdock	Consultant	Winnipeg, Manitoba
Connie Singleterry	Consultant	Garden Hill, Manitoba
Larry Tait	Roland Lauze School	Nelson House, Manitoba

### **Pilot Teachers of Winnipeg School Division No. 1 (1986-89)**

Debbie Beach	Hugh John Macdonald School
Mary Courchene	R. B. Russell Vocational
Rene Desmet	Mulvey School
Gail Gossfeld	David Livingstone School
Melanie Hall	R. B. Russell Vocational
Tom Howard	Aberdeen School
Brenda Longclaws	Hugh John Macdonald School
Leslee Boivin-McKay	Mulvey School
Joe McLelland	Aberdeen School
Robert Milan	Argyle School
Margaret Scott	Aberdeen School
Anastasia Sych-Yerniuk	David Livingstone School

**Manitoba Education and Training Staff**

Lee-Ila Bothe	Consultant	Technical Support Unit Program Development Branch
Diane Cooley	Coordinator	Curriculum Frameworks Program Development Branch
Lynn Harrison	Desktop Publisher	Technical Support Unit Program Development Branch
Michael Hartley	Publications Editor	Technical Support Unit Program Development Branch
Joyce MacMartin	Project Manager	Humanities Unit Program Development Branch
Juliette Sabot	Director	Native Education Directorate
Monty Szakacs	Consultant (until June 1996)	Technical Support Unit Program Development Branch
Dan Thomas	Project Leader	Humanities Unit Program Development Branch

# CONTENTS

---

**Acknowledgements** *iii*

**Purpose of Document** *vii*

**Supporting Change** *xii*

**Chapter 1: Aboriginal Life in Canada Today (Grade 5)** **1.1**

Linguistic and Cultural Groups 1.3

Plains People 1.5

Changes to the Environment 1.7

Guardians of Resources 1.10

History, Culture, and Traditions of Ontario's First People 1.12

Aboriginal People of Québec 1.13

Aboriginal People of Atlantic Canada 1.14

**Chapter 2: Original Peoples (Grade 6)** **2.1**

Connected to the Land 2.3

Aboriginal Technology, Health, and Lifestyles 2.5

British Influence 2.7

Treaties with the First Peoples in the West 2.9

New Century 2.12

**Chapter 3: Living in Harmony with the Earth (Grade 7)** **3.1**

All Things Necessary for Life 3.3

Values of Stewardship 3.4

Interlocking Cycles 3.5

Natural Cycles of Life 3.7

Environmental Stewardship 3.8

**Chapter 4: Foundation of Aboriginal Ideas (Grade 8)** **4.1**

Passage of Time 4.3

Accomplishments of Aboriginal People in Central and South America 4.4

Comparisons Between Europe and North America 4.5

Challenges of Self-Determination 4.6

Enriching the World 4.9

**Appendix** **5.1**

**Bibliography** **6.1**

## **PURPOSE OF DOCUMENT**

---

*Native Studies: Middle Years (Grades 5 to 8), A Teacher's Resource Book Framework* identifies the major goals Manitoba Education and Training intends schools to address through the integration of Aboriginal perspectives into curricula. It provides a conceptual framework for the use of the Early Years, Middle Years, and Senior Years Native Studies teacher resource books. The resource book framework identifies learner outcomes for students based on First Nations and Métis cultures. This framework is designed to

- provide meaningful and relevant experiences for all students
- promote positive attitudes towards people of First Nations and Métis heritage
- assist schools to integrate Aboriginal perspectives into curricula
- enable students to learn the history of Manitoba and Canada before European settlement
- provide the perspectives of Aboriginal people since the arrival of Europeans

Background information for teachers about Aboriginal perspectives on issues is included in this document, as well as suggestions on how to develop skills and attitudes that will help students become knowledgeable, purposeful, and responsible citizens. In addition, the resource book offers an Aboriginal perspective to the social studies curriculum and a framework for integrating this viewpoint into other subject areas.

### **Nature of the Discipline**

Native Studies is a discipline that deals with the unique ways in which Aboriginals see the world. It focuses on Aboriginal philosophies of life and how these philosophies shape how Aboriginals perceive issues, how they identify priorities, and how they interpret events that relate specifically to Aboriginal people.

## **Philosophy**

The framework is based on the assumption that the acceptance of diverse cultures benefits all members of a pluralistic society.

The *Teacher's Resource Book Framework* emphasizes Aboriginal traditional approaches to education. It is important for teachers using these materials to understand these approaches and to make their teaching approaches congruent with the following strategies. These include

- emphasizing inquiry and discovery by students and the teacher
- emphasizing process not conclusions
- viewing the teacher's role as facilitator, resource person, and inquirer together with students
- emphasizing cognitive and affective outcomes of student learning as opposed to covering large numbers of detailed facts
- concentrating on activities, values, and actions of people rather than on places, objects, dates, and names
- developing multiple objectives (i.e., research, thinking, knowledge, and attitudinal and social participation)
- emphasizing and adapting units of study to local needs and local perspectives

Teaching approaches should be guided by the following principles:

- basing new learning on previous learning
- providing students with explanations of the meaning and significance of activities
- involving students in their learning
- providing for frequent interchange of ideas with others



## **Goal**

The goal of presenting Aboriginal perspectives through the process of integrating Native Studies into curricula is to enable all students to

- develop an understanding and respect for the histories, cultures, and contemporary lifestyles of Aboriginal peoples
- develop informed opinions on matters relating to Aboriginal people
- understand the diversity and function of the social, economic, and political systems of Aboriginal people in traditional and contemporary contexts (e.g., historical and changing gender roles)
- develop positive self-identities

This resource book is also designed to assist Aboriginal students to develop positive self-images through increased understanding of their historical, cultural, social, environmental, global, and economic heritage. It is intended to provide students with knowledge that relates to the values of Aboriginal people. Students should have opportunities to develop ways of thinking, feeling, and acting that will help them participate more actively and effectively in a changing society. Aboriginal students require the resources to enable them to participate in the unique civic and cultural realities of their communities.

Aboriginal students are learners and participants in Aboriginal cultures, not necessarily experts in the cultures. Understanding of Aboriginal cultures and traditions will vary from family to family. Aboriginal students should be encouraged to share their knowledge about their cultural heritage with the class so that everyone can become more aware of their values, customs, and traditions.

A brief description of each chapter follows on the next page.

**Chapter 1: Aboriginal Life in Canada Today (Grade 5)** focuses on the relationship of Aboriginals to their society and environment. It discusses the similarities and differences found in Aboriginal communities across this country.

**Chapter 2: Original Peoples (Grade 6)** explores the history and culture of people who adapted to the North American environment. It provides an Aboriginal perspective on the changes which have taken place since the arrival of Europeans on this continent.

**Chapter 3: Living in Harmony with the Earth (Grade 7)** describes the relationship between Aboriginal people and the environment that emphasizes the importance of maintaining an ecological balance to benefit future generations.

**Chapter 4: Foundation of Aboriginal Ideas (Grade 8)** reviews the social, political, and spiritual accomplishments of North, Central, and South American people. It asks teachers and students to explore the range of contributions Aboriginal people have made to Canada.

## **SUPPORTING CHANGE**

---

Support to schools and school divisions/districts relating to the information in this document is available by contacting

**Director  
Program Implementation Branch  
School Programs Division  
Manitoba Education and Training  
W130 – 1970 Ness Avenue  
Winnipeg MB R3J 0Y9**

**Telephone: 204-945-7967  
Toll free: 800-282-8069, ext. 7967  
Fax: 204-948-3229**

**Director  
Curriculum Development and  
Implementation Branch  
Bureau de l'éducation française  
Division  
Manitoba Education and Training  
509 – 1181 Portage Avenue  
Winnipeg MB R3G 0T3**

**Telephone: 204-945-6022  
Toll free: 800-282-8069, ext. 6022  
Fax: 204-945-1625**

As well, many schools have created school- and/or division-based implementation teams to plan the implementation of new policies and curricula, and to organize and lead ongoing staff development and support activities within the school and/or school division/district. These teams can also help to inform the local community about the change taking place in schools as new policies and curricula are implemented.

Ideally, school- and/or division-based implementation teams include teachers, administrators, other school staff, parents or guardians, students, and members of the local community. It is critical that these teams have administrative support and leadership at both the school and divisional/ district levels. Some divisions/districts have established implementation committees to help coordinate the work of the team.

Manitoba Education and Training supports the school-based implementation team concept and is committed to working with all educational partners to promote and support them.

---

# ***CHAPTER 1: ABORIGINAL LIFE IN CANADA TODAY (GRADE 5)***

Linguistic and Cultural Groups 1.3

Plains People 1.5

Changes to the Environment 1.7

Guardians of Resources 1.10

History, Culture, and Traditions of Ontario's

First People 1.12

Aboriginal People in Québec 1.13

Aboriginal People in Atlantic Canada 1.14

---

## **CHAPTER 1: ABORIGINAL LIFE IN CANADA TODAY (GRADE 5)**

---

The major purpose of this document at the Grade 5 level is to introduce students to some aspects of Aboriginal life in Canada today. This chapter focuses on the relationship of Aboriginals to their society and environment, and on the similarities and differences found in Aboriginal life across Canada. Its intention is to provide students with a meaningful understanding of their own area, how it relates to other areas of Canada, and how their own area is governed. Consider the following:

- Each location on Earth is unique in respect to certain geographic features.
- Each location is related to every other place in a variety of ways, including size, position, direction, distance, and time.
- Within a society, some individual or group is authorized to make binding decisions (while decision making is an important aspect of human interaction, the methods differ from one society to another).
- Human beings have similar basic needs, but how these needs are met in different societies depends on resources available, cultural values, history, technology, and interdependence.
- In obtaining and using resources to meet their needs, people are active agents in reshaping their environment (the environment, in turn, places limitations or restrictions on people).
- The diverse distribution of natural resources is one factor which leads to regional specialization, interaction, and interdependence.

### **Linguistic and Cultural Groups**

#### **Major Concepts and Content**

Before beginning a detailed study of Aboriginal people in specific areas of Canada, students should identify the main areas where Aboriginal people are located. They should also identify the linguistic and cultural groupings of Aboriginal peoples in Canada. Students should locate reserves, non-status, and Métis communities in each

area, and look at federal, provincial, and local Aboriginal organizations. Students should be familiar with the profiles of some current and former Aboriginal leaders to understand that Aboriginal people have taken leadership roles in many areas of life. Some of the current or recent issues facing Aboriginal people should also be investigated.

### **Intended Outcomes**

After successfully completing this topic, students will

- relate two possible origins of Canada's name
- list four factors that influenced the choice of reserve sites
- describe how Aboriginal people use resources
- identify and list the major Aboriginal language groups in Canada
- list the major Canadian Aboriginal organizations and their leaders
- describe the concept of Aboriginal rights as written into the Constitution of Canada
- explain the Aboriginal concept of Aboriginal title to lands and resources
- describe how a band council governs an Aboriginal community
- describe how a Métis community council governs a Métis community
- contrast and compare a Métis community and a First Nations community (usually a reserve)
- identify and list Aboriginal communities within the province, then within Canada
- describe famous Aboriginal people and those qualities that make them famous
- identify famous Aboriginal artists or professionals and describe how their heritage helped them achieve their goals
- compare an Aboriginal perspective of history to that of the conventional views expressed in standard textbooks
- understand that an Aboriginal perspective gives a different perspective but not necessarily an incorrect one

## Plains People

### Major Concepts and Content

The Aboriginal people in Manitoba who live on the Prairies are the Plains Ojibway, the Dakota, and the Métis. In Saskatchewan there are Plains Ojibway, Dakota, Assiniboine, Plains Cree, and Métis. In Alberta there are Plains Ojibway, Dakota, Stoney, Plains Cree, Métis, and the nations of the Blackfoot Confederacy: Blackfoot, Blood, Peigan, and Sarcee. This unit focuses on the lives of these Aboriginal people — their beliefs, customs, relationships with the land, relationships with others, and ways of working and playing.

### Intended Outcomes

After successfully completing this topic, students will

- describe the concept of “treaty making”
- identify who can sign treaties
- demonstrate an understanding of the importance of historical events and cultural traditions to the lives of contemporary Aboriginal people in the Prairie area of Canada
- list those jobs within their local area with Aboriginal clientele
- describe and analyze some of the current issues affecting Aboriginal people in the Prairie region
- identify and compare different Aboriginal communities in the Prairie region
- identify and list trends in the economic, social, environmental, and cultural lives of Aboriginal people
- describe the influence of cultural background and physical factors on the major economic and recreational activities of Aboriginal people in the Prairie region
- explain the role of modern technology in the way of life of Aboriginal people on the Prairies
- describe how Aboriginal people from the Prairies interact with and are influenced by others

- analyze the role of the community of Batoche, Saskatchewan in the current culture of the Métis
- explain why Aboriginal control of resources is crucial to the development and maintenance of healthy lifestyles
- explain how Aboriginal people in Manitoba are tied culturally and linguistically to Aboriginals in other parts of Canada and the United States
- trace the major historic transportation routes of Aboriginal people on a map indicating similarities to wider transportation routes
- list industries located in Aboriginal communities based upon the natural resources of the region
- name the major sports and recreational activities of Aboriginal communities of the Prairie region and explain why these sports and activities are popular
- compare life in Aboriginal communities on the Prairies with that of Aboriginal communities in other regions of Canada



## Changes to the Environment

### Major Concepts and Content

In this topic, students look at lifestyles of Aboriginal people in the North and the ongoing issues that affect them. The main area of study is Aboriginal people and their right to use the natural resources of the North. Students look at resource development and environmental degradation and its effects upon the Aboriginal way of life. Aboriginal rights guaranteed by treaty such as the right to hunt, trap, and fish can be a priority for study. Training and job opportunities can be reviewed.

The ways the Aboriginal people of the North have adapted technology to suit and enhance their lifestyle can be explored (e.g., snowmobiles, generators, mobile phones on the traplines, canoe and outboard motors, air transport, and use of chainsaws). Case studies could be developed on an area where Aboriginal and treaty rights are an issue (e.g., Lubicon Lake, Limestone Hydro Development, or South Indian Lake). Other topics to be studied could be the campaign against the fur trade and trapping by environmentalists or global changes in the environment due to industrialization.

### Intended Outcomes

After successfully completing this topic, students will

- explain how definitions of “north” used by southerners have affected Aboriginal people in the North
- describe major issues related to resource development in the North, indicating how they affect Aboriginal people
- outline the two different perspectives in the debate over leg-hold traps in the fur industry
- know what percentage of the population of the North is Aboriginal and describe the backgrounds of the other groups
- identify two possible origins of the Métis people who live in the North
- list four factors that need to be considered when whole communities are moved

- list food, medicine, and other resources local to the North and compare these with resources that must be imported
- compare the prices in a northern store and a southern supermarket and make reasonable suggestions for the cost differential
- discuss two health problems that have arisen owing to changes in the diet of Aboriginal people
- compare the kinds of shelters originally used by Aboriginal people in the North to those used today
- explain how northern communities and individuals deal with transportation problems unique to the North
- describe traditional methods of transportation still in use in the North and the reasons people continue to use them
- list current forms of communication such as telephone, satellite television, and facsimile, which are used to maintain contact within the community and with other communities
- identify issues related to the introduction of Internet or other telecommunications systems to Aboriginal communities
- relate and record four major problems that Aboriginal students may encounter when they leave their home community for university or high school education (identify possible solutions to these problems)
- identify and explain traditional Aboriginal healing processes
- identify and describe a program that trains Aboriginal people for work in the justice system
- discuss the availability of jobs and job training for Aboriginal people of the North
- describe the role environmental issues play related to the availability of jobs in the North
- describe the concept of the “co-op” and how it works
- identify and list stereotypes and bias in writings about the North and about Aboriginal people in the North

- describe the impact of technological innovations on people in the Near and Far North
- identify two major effects of resource development on the social and physical environment
- demonstrate an awareness of how to achieve the maximum benefit out of money that circulates within a community
- list examples of technology used in traditional Aboriginal societies and describe how these technologies are used today

## **Guardians of Resources**

### **Major Concepts and Content**

The Aboriginal people of British Columbia considered the land to be theirs. The land gave rise to a multitude of Aboriginal peoples, each with its own history, culture, language, and land base. After a century of co-existence and negotiation with the provincial and federal governments, there is a revitalization of traditional governing structures such as the council of traditional chiefs chosen by inheritance.

Today, the potlatch is emerging as a major spiritual, political, and economic factor in the lives of the Aboriginal people of British Columbia, especially on the coast. A revival of carving in traditional and contemporary forms is also taking place. With the flowering of the arts has come the repatriation of many sacred masks and robes along with hereditary carvings and emblems. Many of these artifacts have found a place in Aboriginal-run museums and cultural centres in Aboriginal communities. Today, the Aboriginal people of British Columbia are struggling to maintain guardianship over the resources of the land that supports them.

### **Intended Outcomes**

After successfully completing this topic, students will

- describe the role of the salmon in West Coast Aboriginal cultures
- describe the role of fish and fishing in the cultural and economic life of the West Coast Aboriginal people
- describe three environmental concerns that affect the region's water resources (e.g., chemical pollutants from industry, overfishing, and damming of rivers for hydro projects)
- list and describe five recreational activities based on water resources
- identify Aboriginal cultural and linguistic groups found in the interior of British Columbia
- describe three problems related to conservation of land resources (e.g., urban sprawl, irrigation, or strip mining) and identify agencies responsible for regulating land use in the region

- explain how the environment shapes the lives of Aboriginal people in British Columbia
- describe roles and responsibilities of individuals in a hereditary governing system
- describe the historical and current role of the potlatch in the cultures of the coastal peoples of British Columbia
- describe how the laws banning the potlatch affected the Aboriginal peoples of British Columbia
- describe similarities and difference between the Métis and the First Nations people of British Columbia
- demonstrate an awareness of the role of the cedar tree in the Aboriginal cultures of British Columbia
- identify and describe famous Aboriginal people from British Columbia and explain why they have become well known

## **History, Culture, and Traditions of Ontario's First People**

### **Major Concepts and Content**

Ontario is an expansive and geographically diverse province. The present Aboriginal people and those who once lived there also vary greatly. The Aboriginal people presently found in Ontario are: Cree, Delaware, Ojibway, Odawa, Potawatomi, Métis, and the Six Nations: Cayuga, Mohawk, Oneida, Onondaga, Seneca, and Tuscarora. Each has its own unique history, culture, and traditions. Each group is a part of the cultural, economic, political, and social reality of Ontario and Canada.

### **Intended Outcomes**

After successfully completing this topic, students will

- relate the role Aboriginal people and their communities play in resource development
- explain similarities and differences in the roles played by Métis and First Nations people in resource development
- describe the impact the pulp, paper, iron, and steel industries had upon the Aboriginal people of the Sault Ste. Marie area
- analyze the effect of water, air, and noise pollution from large industries
- list Ontario place names associated with Aboriginal or other cultural groups
- describe customs and traditions of Aboriginal communities in Ontario
- identify examples of cultural adjustment, stereotyping, and prejudice
- list agencies that help Aboriginal people adjust to urban life in Ontario
- identify and describe the main forms of employment of each Aboriginal group in Ontario
- describe how Aboriginal people are trying to ensure cultural continuity (e.g., survival schools, cultural centres, and local celebrations)
- analyze the causes and effects of mercury poisoning in the Grassy Narrows, English River, and Wabigoon area

## **Aboriginal People in Québec**

### **Major Concepts and Content**

The Aboriginal people, in what is now called Québec, experienced European colonialism for a longer period than Aboriginal peoples in other parts of Canada. While these experiences differed, the outcomes for Aboriginal people, judging by such recent incidents at Oka, Akwesasne, and James Bay, have been much the same as elsewhere.

### **Intended Outcomes**

After successfully completing this topic, students will

- identify cultural traditions of one group of Aboriginal people who live in Québec
- compare the lifestyle of Aboriginal people in urban centres in Québec to an Aboriginal lifestyle in rural Québec
- identify two current issues in Québec and explain their impact on Aboriginal people in Québec and elsewhere
- describe four techniques used by the media when reporting issues relating to Aboriginal people
- explain how major industries in Québec affect Aboriginal people in their area
- compare the cultural traditions of French Canadians with those of Aboriginal people
- explain Aboriginal traditions associated with the maple tree
- describe the current situation of some Aboriginal groups in Québec with reference to location, population, and lifestyle
- explain the ramifications of the James Bay Agreement
- outline the history and current situation of the Inuit of James and Ungava Bays in Northern Québec
- describe the history and current situation of the Mohawk people at Akwesasne and Kahnawake
- describe the history and current situation of the Six Nations Confederacy

## **Aboriginal People in Atlantic Region**

### **Major Concepts and Content**

The Aboriginal people of the Atlantic coast were the first to meet the Europeans and the history of the area reads accordingly. The Beothuk, the original people of Newfoundland, were hunted and starved to extinction by the turn of the 19th century. European diseases decimated large numbers of others.

Today, treaties signed between Europeans and Aboriginal people of this region are upheld by the Supreme Court. The Aboriginal people have continued living in the region, demonstrating a will to survive and flourish.

### **Intended Outcomes**

After successfully completing this topic, students will

- list and describe the Aboriginal people of Newfoundland and Labrador
- identify two Aboriginal languages of the Atlantic region
- describe the main economic and recreational activities of Aboriginal people of the Atlantic region
- show the increase in the Aboriginal population of the Atlantic region as a percentage of the overall population
- identify two important issues involving Aboriginal people in the Atlantic region
- relate a lesson that can be learned from the annihilation of the Beothuk
- identify and discuss issues important to the Labrador Innu
- describe the Malecite and Micmac of the Atlantic region
- identify and describe Aboriginal crosscultural contributions in the area of sports
- describe two Aboriginal games



---

## ***CHAPTER 2: ORIGINAL PEOPLES (GRADE 6)***

Connected to the Land 2.3

Aboriginal Technology, Health, and Lifestyles 2.5

British Influence 2.7

Treaties with the First Peoples in the West 2.9

New Century 2.12

---

## **CHAPTER 2: ORIGINAL PEOPLES (GRADE 6)**

---

### **Connected to the Land**

#### **Major Concepts and Content**

Archeological evidence today indicates that people lived in the Americas long before the time previously identified by the scientific community. This evidence radically challenges the theory that people migrated to the Americas during the last ice age, approximately 10 000 years ago.

Most Aboriginal traditions claim that the people of the Americas originated on these continents (indigenous) and did not migrate from somewhere else. What is known is that before Europeans understood that there was land across the ocean, many nations of people inhabited the Americas. They lived a full life closely connected to the land. The original inhabitants of the Americas used not only their immediate surroundings, but had vast trade routes spanning both continents of the Americas. Quality goods, a variety of food, and ideas were shared by communities separated by thousands of kilometres.

One of the arts developed in the Americas was metallurgy. Carbon-14 tests on artifacts of copper from the Great Lakes area show that a flourishing copper industry was in full swing between 6000 and 7000 years ago. These original people may have been among the first metalworkers in the world.

In agriculture, the Aboriginal people of the Americas developed most crops now grown on a worldwide scale — corn (maize), potatoes, squashes, tomatoes, peppers, lima and kidney beans, pumpkins, melons, sunflowers, pineapples, persimmons, mangoes, avocados, papaws, cassava, cocoa, coffee beans, vanilla, peanuts, and cashew nuts are just a few examples. They gathered many other foods from the land — currants, strawberries, blueberries, blackberries, raspberries, maple sugar, wild onions, and wild turnips, to name only a few.

Aboriginal people also excelled in health sciences. Out of over 30 000 known diseases, only 87 were known to exist among the Aboriginal people of the Americas. In fact, it was disease introduced from Europe

that decimated Aboriginal populations. Diseases such as influenza and smallpox caused mass deaths of Aboriginal peoples from the seventeenth to the twentieth century. Despite this decimation, Aboriginal people survived and Aboriginal communities continue to be home to a thriving and energetic people. One of the problems facing Aboriginal people today is the attitude that Aboriginals do not have a right to be who they are or a right to determine their destiny for themselves.

### **Intended Outcomes**

After successfully completing this topic, students will

- identify the two most probable theories that explain the origins of Aboriginal peoples in the Americas
- identify a creation story of an Aboriginal group that explains the concept of their origins
- compare the location of present day Aboriginal groups with the location of these groups at the time of European intrusion into North America
- explain how Aboriginal people of different environments used available resources to meet their basic needs
- locate on a map the nations that occupied what is now Manitoba in the nineteenth century (e.g., Cree and Assiniboine, indicating their spheres of influence)
- relate the creation stories of at least two Aboriginal peoples
- compare the creation stories of two Aboriginal peoples
- identify four examples of pre-European trade articles and possible trade networks in North America
- give three examples of traditional harvesting used by Aboriginal people in Manitoba
- identify pre-European foods and indicate how these foods supplied a nutritious diet
- identify and describe methods of preserving and storing foods (e.g., drying, smoking, freezing, cooking and storing; birchbark baskets, fish jars, ice houses, and food caches)

## **Aboriginal Technology, Health, and Lifestyles**

### **Major Concepts and Content**

The history and culture of Aboriginal people did not stop when they encountered the first Europeans on the coasts of the Americas. There were, however, profound changes in Aboriginal life and neither the people nor the land would be the same again. When the Europeans “explored” the country, it was as guests of the Aboriginal people who took them upon well-travelled trade routes that had been in use for centuries.

To adapt to the North American environment, the Europeans had to use the technology devised by Aboriginal people for survival: canoes, snowshoes, parkas, and sleeping bags. In adopting this technology, they did not become Aboriginals as they maintained their own identities, but they now possessed the tools for survival. Today, Aboriginal people must use the available technology to survive as Aboriginal people in the environment where they live.

### **Intended Outcomes**

After successfully completing this topic, students will

- explain why Europeans became interested in exploring North America in the fifteenth and sixteenth centuries
- describe the lifestyles of Aboriginal people living along the Eastern Seaboard and in the Eastern Woodlands
- explain how the Aboriginals and the French interacted in North America
- describe how the arrival of French settlers changed the traditional Aboriginal ways of life
- compare the living conditions in Eastern Woodlands and Eastern Seaboard of North America from the fifteenth to the seventeenth century with those in Western Europe during the same time periods
- identify important trade items of Aboriginal people in the seventeenth century

- demonstrate an understanding of the relationship Aboriginal people in the Eastern Woodlands had with the French settlers and traders
- demonstrate an understanding of the reasons why many Canadian cities, towns, and villages are built on the sites of pre-European Aboriginal settlements
- outline two differing points of view on the fur trade
- describe the role played by Aboriginal people in the conflict between Britain and France for control of the St. Lawrence River area
- outline the process under which Europeans claimed title to Aboriginal lands in North America
- describe the ways that Aboriginal people made it possible for Europeans to survive in North America
- identify one example of pre-European Aboriginal government and relate how it worked

## **British Influence**

### **Major Concepts and Content**

In Canada, European trade, influence, and expansion took place along all three coasts — Pacific, Arctic, and Atlantic. The British Hudson's Bay Company traded along the Arctic coast in the area of Hudson Bay and the rivers draining into it. In much the same way as in other parts of Canada, European thought, trade, and militarism influenced Aboriginal people in the Hudson Bay area.

### **Intended outcomes**

After successfully completing this topic, students will

- list reasons British and Aboriginal Loyalists left their homes in and adjacent to the Thirteen Colonies during the American War of Independence
- describe the impact of the arrival of the Loyalists on the lives of French and Aboriginal people already living in the area
- describe the roles of Aboriginal people in the American War of Independence
- describe the role of Joseph Brant from a traditional Six Nations perspective and from a British perspective
- identify similarities between Aboriginal Loyalist settlements and non-Aboriginal settlements
- describe the role of the Métis in the fur trade
- identify the Métis and describe their lifestyles before the arrival of the Selkirk Settlers
- locate the main settlements of Métis in Manitoba on a map
- explain how the buffalo was used by the Métis
- relate the origins of the Saukteaux (Ojibway) who lived in the Red River region
- describe the nature of the interactions of the Saukteaux with the Selkirk Settlers

- compare the Métis and the Selkirk Settlers, indicating similarities and differences
- record the separate claims of the Ojibway, the Métis, the Canadian government, and the Selkirk Settlers to land in the Red River Valley
- compare the positions of different Aboriginal people on Confederation and the Canadian government's Indian Act
- relate the Canadian government's interpretation of those sections of the British North America Act that refer to Aboriginal rights
- describe the relationship of Inuit/First Nations people and the Hudson's Bay Company
- explain the importance of the bison to the Plains Aboriginals relating specifically their pre-European numbers, how, and why they were hunted almost to extinction
- describe "pass laws" used in Western Canada regarding Aboriginal people and tell how long they were in use
- explain how the Indian Act stripped the Aboriginal people of rights to their own forms of worship and social interaction
- explain the causes of the Red River Resistance and the Riel Resistance

## Treaties with the First Peoples in the West

### Major Concepts and Content

The first people of what is now Western Canada are the Cree, Ojibway, Dene, Assiniboine (Stoney), and Blackfoot (Blackfoot, Blood, Peigan, and Sarcee). The Dakota hunted occasionally to the west of the Red River. Many Dakota and Winnebago people came to Manitoba in 1862 after they fled from Minnesota. Others came to Western Canada with Sitting Bull from the Dakotas and Montana. The Dakota have Indian status in Canada but are not signatories to a treaty with the Crown, so they are not “Treaty Indians.” They are recognized as political refugees from the U.S. The other Aboriginal peoples are signatories to treaties with the Crown of Great Britain and so are “Treaty Indians.”

In these treaties, the Aboriginal people believed they were sharing the land with an impoverished and oppressed people. Aboriginal people understood that the people who would settle their traditional homelands often came from European countries under oppressive rulers.

These people, often poor urban dwellers, aimed at becoming farmers and fur traders. This compares to Aboriginal people who felt they had a reasonably stable food supply, a voice in government, no taxes, and freedom of movement. Aboriginal people held the belief that there could be only one treaty — based upon sharing, truth, kindness, and faith. Despite the different written forms of the treaty texts, the oral tradition of Aboriginal people from Manitoba to the Rocky Mountains maintains that they agreed to share the land with the newcomers. The resources of the land, in the Aboriginal perspective, would provide the money to fulfil the treaty entitlement for the Aboriginal people.

During the 19th century a new nation of people, the Métis, developed in what is now Western Canada. The Métis are the descendants of white fur traders and Aboriginal mothers. The Métis, instrumental in the creation of the province of Manitoba, fought to protect the land rights of all of the settlers.

Under the Halfbreeds' Lands Act, the Métis were to receive recognized title to 2.4 million acres (971 660 hectares) of land in Manitoba. The Métis lost most of this property in Manitoba because of problems in issuing scrip (a description of land exchangeable for cash) and duplicity in the issuing of scrip. Scrip was issued with many caveats not



understood by some Métis. For example, title depended on breaking and cropping a specific number of acres each year and the payment of a variety of taxes.

Many Métis left the Red River area to continue their way of life and to make a living further west. Today Métis communities are spread over Western and Northern Canada, and many Métis people have achieved high levels of success in urban areas.

### **Intended Outcomes**

After successfully completing this topic, students will

- list the reasons for Manitoba's entry into the Canadian Confederation in 1870
- analyze the Canadian government's policy to relocate Aboriginal people onto reserves
- relate how the establishment of reserves changed the traditional Aboriginal ways of life
- compare life on a contemporary Indian reserve with life on an Indian reserve in the past
- outline the events that led up to the entry of Manitoba into Confederation
- outline the role of Louis Riel in the creation of Manitoba from the perspective of the Métis and from the perspective of Ottawa
- describe the system of scrip that was used to grant title of land in Manitoba to the Métis to recognize their Aboriginal rights and how and why most of these lands were lost by the Métis
- list Métis contributions to Manitoba history
- explain why treaties were made with the Aboriginal peoples of the plains in Western Canada
- describe the pressures placed on the First Nations peoples to sign treaties with the Canadian government
- describe the role Métis people played in the treaty-signing process

- compare a reserve community with a city, small town, or village
- relate the reasons why the Dakota people came to Canada and describe the process under which they became Canadian citizens
- compare lifestyles of Aboriginal people on the West Coast and in Manitoba

## **New Century**

### **Major Concepts and Content**

The twentieth century has brought many technological and other changes to Aboriginal life in Canada. While the standard of living has improved for most Canadians, improvements for Aboriginal people have lagged far behind. In many Aboriginal communities, the elders say that their economy had been so depressed that they did not notice the changes of the Great Depression. It was life as usual for them. Yet social changes have come swiftly when life today is compared with that of parents and grandparents.

### **Intended Outcomes**

After successfully completing this topic, students will

- describe characteristics of Aboriginal lifestyles from 1900 to 1930
- identify the technological changes that took place from 1900 to 1930
- compare life in a rural or reserve community on the prairies to life in towns and cities during the Depression
- compare the technology that Aboriginal people used in urban and rural areas (e.g., telephone, electricity, cars, and rail transportation)
- describe the participation and contribution of Aboriginal people to the First World War effort
- provide an Aboriginal perspective on
  - what is the composition of a treaty?
  - who has the authority to make a treaty?
- compare the different concepts of land ownership held by the Métis, the First Nations people, and the Canadian government
- compare Métis people and First Nations people

---

## ***CHAPTER 3: LIVING IN HARMONY WITH THE EARTH (GRADE 7)***

All Things Necessary for Life 3.3

Values of Stewardship 3.4

Interlocking Cycles 3.5

Natural Cycles of Life 3.7

Environmental Stewardship 3.8

---

## **CHAPTER 3: LIVING IN HARMONY WITH THE EARTH (GRADE 7)**

---

### **All Things Necessary for Life**

#### **Major Concepts and Content**

Most Aboriginal people came to understand that the Earth has four cardinal directions — East, South, West, and North. They observed that a year has four seasons — spring, summer, autumn, and winter; the cycle of life has four parts — childhood, adolescence, adulthood, and elderhood; plants have four main parts — root, stock, leaf, and flower; and most animals walk on four legs.

They believed that the Sun and the Moon marked the path of physical life on Earth, and the Milky Way traced the Path of Souls to their home with the Creator. The planets, stars, and constellations marked teachings and great historical events, identified direction, and helped Aboriginal people gain insight and understanding of time.

#### **Intended Outcomes**

After successfully completing this topic, students will

- describe qualities of life exhibited by the earth
- explain the Gaia theory of life
- describe the universe
- describe the solar system
- show the relationship of the Earth to the solar system and the universe
- explain the concept of sustainable development
- relate one Aboriginal creation story regarding the formation of the universe
- list the names of stars, planets, and constellations in an Aboriginal language
- explain the implications of exploring outer space
- list the names of the directions, landforms, and the seasons in a predominant Aboriginal language in their area

## **Values of Stewardship**

### **Major Concepts and Content**

Through observing and learning from the natural world, Aboriginal people understood that all things move in great interrelated cycles. They saw the Sun, Moon, and stars follow circular paths in the heavens. They saw the winds whirl in great circles. They saw the horizon as a circle. They experienced the seasons as circular: spring, summer, autumn, and winter.

They experienced life as circular: childhood, adolescence, adulthood, and elderhood. They saw the circular trunks of trees and the circular nests of birds. They saw the circular lodges of the beavers and muskrats. They saw the waters of the Earth flow in the rivers, gather in lakes and ponds, evaporate into the clouds, and fall to the Earth as rain. They looked at the round eggs of birds and fish. They saw that limbs and eyes were round. From these observations, they concluded that life had many circles within circles and spoke of the circle of life.

### **Intended Outcomes**

After successfully completing this topic, students will

- outline the views of their parents or other community members on the use of the Earth's resources
- identify environmental impacts on the lifestyles of the Cree, Ojibway, Métis, Dakota (Sioux), Dene (Chipewyan), and Inuit indicating which are similar and which are different
- describe economic pressures on the Cree, Ojibway, Métis, Dakota (Sioux), Dene (Chipewyan), and Inuit by European contact and settlement
- describe the common religious views, philosophies, and survival practices of the Cree, Ojibway, Métis, Dakota (Sioux), Dene (Chipewyan), and Inuit

## Interlocking Cycles

### Major Concepts and Content

Many Aboriginal people understood through observation of nature that each environmental area of the continent held unique life forms, landforms, and climate. They adapted their ways of life to be in harmony with the environmental characteristics of the specific area they lived in. They obtained materials not available locally through trade which for some items involved a continental network. Aboriginals in the prairies for example had

- pipestone (catlinite) from southern Minnesota
- obsidian (volcanic glass) from Wyoming
- copper from the Great Lakes area
- sea shells from the Gulf of Mexico and California

Food, hides, and later even horses were traded over large areas. Groups with a farming tradition who grew corn would trade corn for dried meat and hides from people who lived in other areas. Aboriginal people adapted their lifestyle to the immediate environment, as well as drawing upon the resources of a varied environmental and cultural base.

Aboriginal people in North America were unprepared for the diseases the Europeans brought with them. In the 50 years after Cortés landed at Vera Cruz, the population of Mexico declined from 30 million to 3 million — a 90% drop! Before, during, and after this time there were mass movements of peoples related to attempts to adjust to changing political, cultural, economic, and spiritual conditions.

Some of these movements such as from the eastern and central plains of the United States to Oklahoma and from the southern to the northern plains of Saskatchewan, were forced removals of peoples; others were done by choice. Movement by Aboriginal people, both on an individual and group basis, was facilitated by the development of the Appaloosa horse by Nez Percé Indians. In the North, where water transportation was the main form, birchbark canoes were used before being largely replaced when the Métis developed York boats to carry passengers and freight.

Today, Aboriginal people, the fastest growing population group in Manitoba and Canada, have to use the current technology and develop it further to provide a good life for their people.

### **Intended Outcomes**

After successfully completing this topic, students will

- outline implications of the Aboriginal birthrate, comparing it to the Canadian average
- explain the concept of Aboriginal people as a heterogeneous mix of groups and individuals
- identify obstacles in the way of the First Nations people's wish to control their own membership and citizenship
- explain the First Nations position on the concept of Canadian citizenship enfranchisement and compare it with the Canadian government position
- describe how conflict between provincial and federal jurisdictions affects on Aboriginal rights issues
- compare First Nations reserves, Métis, and Inuit communities referring to the rights to local resources and regional resources
- identify the views of First Nations, Métis, and Inuit communities on resource use
- compare First Nations and Métis cultures
- identify several similarities and differences in Aboriginal societies around the world



## Natural Cycles of Life

### Major Concepts and Content

Aboriginal people's traditions emphasized that all things in Nature moved in cycles. They managed the natural resources in a given area so that they conserved, sustained, or increased these resources. This concern about the future helped to maintain the fragile ecological balance for themselves and all living things in the generations to come.

Aboriginal people also understood that there had to be an equitable sharing of resources to benefit all people in a given area. The history of the relationships between Aboriginal people and the British, French, Spanish, Americans, and Canadians, is the story of trying to balance resource development and human relationships in this country.

In other areas of the world, Indigenous peoples have gone through much the same experience as Aboriginal people in Canada. Some of the details differ; however, the patterns are similar.

### Intended Outcomes

After successfully completing this topic, students will

- identify and describe unique characteristics of societies in the world
- relate and describe issues pertinent to Aboriginal peoples, including
  - government
  - spirituality
  - education
  - colonialism and its effect on Aboriginal people
  - economic development (compare Aboriginal use of natural resources to the use of natural resources by non-Indigenous peoples)
  - climatic change due to abuse of resources and environment
  - change in Aboriginal lifestyle due to environmental change

## **Environmental Stewardship**

### **Major Concepts and Content**

The focus of this topic is on stewardship of the environment. It focuses on how different interest groups within society try to negotiate terms of resource development and use in order to maintain a high standard of living without degrading the environment.

### **Intended Outcomes**

After successfully completing this topic, students will

- describe how Aboriginal and other communities in the Lake Winnipeg- Nelson River water system have had their water resources degraded by pollution
- identify possible solutions to water pollution
- analyze effects of hydro development on Aboriginal communities in Northern Manitoba
- list reasons why Métis and non-Aboriginal people have not been included in the Northern Flood Agreement
- describe how the “frontier” mentality has affected the economy, politics, and education in the North
- identify the effects of mercury poisoning in the English River-Wabigoon system.
- discuss compromises involved in attempting to create jobs while maintaining a healthy environment
- identify the effects of mercury poisoning in the English River-Wabigoon system
- discuss compromises involved in attempting to create jobs while maintaining a healthy environment
- describe areas of overlap and conflict between Aboriginal rights and corporate law, as well as Aboriginal rights and environmental law
- identify effects of clear cutting in the South American rain forests
- describe how the Model Forest concept helps individuals to understand modern society’s impact on the forest environment

- explain the perspective of Aboriginal people who trap in ensuring that there is ample wildlife habitat to maintain their way of life
- identify those changes in Aboriginal government brought about as a result of colonial influences
- explain how Aboriginal forms of spiritual beliefs account for the human factor in the environment
- describe how the Ojibway clan system is related to issues of governance

---

# **CHAPTER 4: FOUNDATION OF ABORIGINAL IDEAS (GRADE 8)**

Passage of Time 4.3

Accomplishments of Aboriginal People in Central and  
South America 4.4

Comparisons Between Europe and North America 4.5

Challenges of Self-Determination 4.6

Enriching the World 4.9

---

## **CHAPTER 4: FOUNDATION OF ABORIGINAL IDEAS (GRADE 8)**

---

### **Passage of Time**

#### **Major Concepts and Content**

History is sometimes viewed as a chronological record of the development of humanity from brutes to civilization. It is also an exploration of themes such as culture and the environment. People of the past developed lifestyles linked to beliefs and perceptions of the world about them. History is less a study of progress than a record of changes that have taken place. Throughout time, the world has shaped the way people live; the actions of people have reshaped the world. In this context, a balance of assumptions is needed about people from the past. Historians work with what is known and search for new evidence that may change current theories. A theory should develop from an abundance of evidence rather than be dictated by how evidence is viewed.

Climate and the environment have changed drastically during the time humans have inhabited North America. People have adapted to these changes. An understanding of the ways people adapted has come from different sources including legends, passed on verbally from generation to generation. Archaeological findings also provide evidence of the past. Written records are a relatively recent phenomena not only in North America, but also throughout the world.

#### **Intended Outcomes**

After successfully completing this topic, students will

- articulate evidence for the presence of human beings in the Americas as early as 32 000 years ago
- relate one Aboriginal legend giving information about the giant beaver that lived during the last ice age

## **Accomplishments of Aboriginal People in Central and South America**

### **Major Concepts and Content**

The focus of this topic is Central and South American civilizations. Try to gain a greater understanding of the accomplishments and the lives of these Aboriginal peoples. Use a wide range of information, especially more recent findings which indicate that these people had developed highly sophisticated forms of religion and government much earlier than previously thought.

### **Intended Outcomes**

After successfully completing this topic, students will

- understand how Aboriginal legends enhance understanding of these ancient cultures
- assess the value of Aboriginal legends as literature
- describe the pyramid style of American architecture
- analyze the impact of the Mayan, Incan, or Aztec civilizations on present-day society

## **Comparisons Between Europe and North America**

### **Major Concepts and Content**

In this topic students are encouraged to examine the government, religion, trade, and living conditions of early historical North America, and compare them to Europe of the same time period. Students should also become aware of the impact of European disease, trade, religion, expansion, and colonialism on Aboriginal people.

### **Intended Outcomes**

After successfully completing this topic, students will

- compare feudal Europe and the Five Nations Confederacy, considering trade, social organizations, and quality of life
- describe the impact of missionary work of European religious groups and orders on Aboriginal people
- explain mercantile capitalism's effects on the people and environment of North America
- describe the conflicts that arose between Europeans and Aboriginals

## **Challenges of Self-Determination**

### **Major Concepts and Content**

This topic focuses on various Aboriginal people around the world and their struggles for self-determination. It considers how people can succeed in taking control of their own lives if given the opportunity. An example is the Indigenous people of Greenland who have achieved self-determination in their homeland. In other areas of the world, Aboriginal people have little or no opportunities for self-determination.

Environmental destruction is threatening the rain forest regions of Aboriginal groups. Rare plant and animal species that rely on the unique habitats formed in rain forests are becoming extinct. The logging and burning of forests are issues to explore.

Possibilities for studying Aboriginal issues in postsecondary studies are also topics that could be discussed.

### **Intended Outcomes**

After successfully completing this topic, students will

- compare lifestyles of the Aboriginal people in other developed countries to lifestyles of Aboriginal people in Canada
- compare lifestyles of Aboriginal people to the lifestyle of the dominant group living in the developed country they inhabit
- compare histories of Aboriginal people in Manitoba to the histories of Aboriginal peoples in other developed countries
- analyze how industrialization has affected Aboriginal lands and territories
- describe challenges facing Aboriginal societies in developed countries (e.g., business development, developing an industrial base, developing viable economies and high standards of living)
- describe the treatment of Aboriginal peoples and minorities in the Confederation of Independent States (CIS), formerly the Union of Soviet Socialist Republics (USSR), and compare their treatment to the treatment of Aboriginal people in Canada



- relate and analyze damages inflicted upon the environment in the CIS
- describe the ways in which colonialism, the Industrial Revolution, and multinational corporations have contributed towards making so much of the world into least developed countries
- explain how developed countries have large sections of their territories that have characteristics of least developed countries
- describe the range of contributions made by Aboriginal people in Canada
- identify famous Aboriginal people and list their contributions
- identify changes made in Aboriginal lifestyles due to the introduction of steel traps, guns, and axes
- compare a cash economy with a barter economy
- identify the roles of Christian missions and their effects upon Aboriginal peoples
- describe the contemporary diversity of spiritual ways among Aboriginal peoples
- describe traditional and contemporary roles and values in families
- compare the system of hereditary clan leaders with the elected band council
- describe colonial systems of government implemented by Europeans around the world
- identify several lifestyle diseases such as diabetes that are beginning to affect Native communities
- analyze the effects of alcohol on a previous non-alcohol abusing people
- record and relate efforts of Aboriginal people to overcome alcohol and related abuses and to pursue alcohol and drug free lifestyles
- record and relate the role of cultural arts for two different First Nations through three different historical periods

- describe the revitalization of traditional art forms by studying the influence of Aboriginal elders, museums and galleries (examine the resurgence of pride and organization among Aboriginal people, and the growing appreciation of Aboriginal culture and art forms by non-Aboriginals)
- describe the contemporary expression of cultural arts of Aboriginal people by examining the modern expressions in the visual (drawing, painting, printing), performing (drama, dance, music), and manual arts (sculpting, wood carving, ceramics, leather work, embroidery, weaving, metal work), and by studying the relationship between contemporary and traditional expressions
- describe pre-Columbian art forms of two separate Aboriginal peoples
- examine the development of international appreciation for Aboriginal cultural arts
- discuss the social and historical context and the philosophy behind Aboriginal art forms
- explain the role of Aboriginal cultural arts in supporting and expressing Aboriginal philosophies and religious concepts

### **Enriching the World**

A detailed study of the Mayan, Aztec, or Incan civilizations could be undertaken by comparing these civilizations with contemporary Manitoba society. Students could compare population densities, land use, conservation practices, and quality of life.

---

# ***APPENDIX***

---

# APPENDIX

---

## **Assessment and Evaluation of Student Achievement**

The learning process is supported by assessment and evaluation. Assessment and evaluation must precisely correlate to the learning outcomes. Learning and assessment activities provide students with opportunities to display development in skills and in the ability to analyze, synthesize, and evaluate. In measuring student achievement, teachers should take learning outcomes into consideration and assess the extent to which students have achieved them.

Teachers should assess students' written and oral work regularly, using a wide variety of evaluation instruments. Students' daily work should be assessed on a continuous basis. In addition to assessing knowledge students possess about Aboriginal peoples, teachers should assess progress in the students' ability to communicate, analyze, and make good judgements. Teachers should also assess students' achievement at the end of each unit using instruments such as a test or a written assignment.

## **Techniques for Student Assessment**

### **Methods of Organization**

- **Assessment Stations**

In arranging for the assessment of student progress, teachers can use an assessment station. This is usually a place designated by the teacher where students, individually or in groups, can be assessed on knowledge, processes, skills, and attitudes.

The assessment station allows students to be assessed and evaluated on a task that may involve the manipulation of materials, ideas, or words. It is designed to be used during regular classroom time but is not limited to the classroom setting.

- **Individual Assessments**

In assessing individual student progress, comparisons can be made to

- his or her previous level of expertise
- a predetermined standard
- a group standard at the same age or grade as the student

- **Group Assessments**

In collecting assessment information on students working in group situations, teachers should

- evaluate group work by awarding the same mark to all members of the group
- evaluate individual student progress within the group, and use groups to structure learning, not for evaluation purposes
- award separate marks for group work

- **Contracts**

Contracts are plans of intended learning that students develop either by themselves or in conjunction with the teacher. Usually a contract includes a statement of the outcomes to be reached, the way in which these will be reached, a timeline, and criteria whereby the performance will be evaluated.

- **Self- and Peer-Assessments**

Self- and peer-evaluation are designed to allow students to take more responsibility for learning by providing for reflection and feedback. In self-evaluation, the student is learning about learning through reflecting on his or her own activities. In peer-evaluation, the student is learning about learning through reflecting on the activities of other students.

- **Portfolios**

The portfolio is a collection of student-produced materials assembled over an extended period of time, allowing the teacher to evaluate student growth and overall learning progress during that period of time. Collection of student materials should be started as early as possible.

## **Methods of Data Recording**

- **Anecdotal Records**

This is a written description of observations made on students. These records are collected in a specific book or folder. Anecdotal records offer a way of recording aspects of students' learning that may not be otherwise identified. The entries can be used to help form a basis for communication; they are primarily for teacher use, not necessarily for students, parents, or guardians. They also provide data to assist in the assessment of the holistic dimensions of student growth.

- **Observation Checklists**

This is a listing of specific concepts, skills, processes, and attitudes that you may wish to observe. Identify whether or not these have been mastered. It is best kept simple as it is usually used during class time. These are designed to be used frequently.

- **Rating Scales**

Rating scales are instruments that measure the extent to which specific concepts, skills, processes, or attitudes are reflected in students' work. They enable the teacher to record student performance on a wide range of skills and attitudes. They are useful in situations where the student performance can be described along a continuum, such as participation in a debate.

## **Ongoing Student Activities**

- **Written Assignments**

Collect information on the students' progress by having students plan, organize, and produce a written product. This may be in the form of a contract or as an ongoing task. It may be on an individual or a group basis. The written report may accompany a presentation or it may be a separate activity. Assess the content, skill development, attitudes of students toward the task, as well as the learning processes demonstrated during the production of written documents.

- **Presentations**

Presentations may be done on an individual or group basis. They may accompany written assignments.

- **Performance Assessments**

Students may be assessed on various forms of performance.

- **Homework**

These are assignments students must complete during their time away from the classroom. Gathering information prior to a class can be classified as homework. The task may include reading assigned passages, researching a topic, or bringing certain materials to class. As an instructional method, it can involve activities for independent study such as assigned questions, reports, and presentations. As an assessment technique, it can be used to evaluate students' performance.

Homework can be assessed for students' understanding, quality of work, task commitment, or indicators of their willingness to keep up with the assigned work. Consider how the students arrived at the product, conference with them regarding their thought processes in completing the task, and note the technical development that took place.



## **Quizzes and Tests**

- **Oral Assessment Items**

Oral assessments may be used when written responses are not appropriate. Oral assessments can also be used in situations where the attributes being tested are best assessed through oral responses, such as the ability to use the spoken word correctly, the ability to speak a second language, or the ability to debate.

- **Performance Test Items**

Performance test items help to assess how well a student performs a practiced behaviour. They are used in situations where the student is required to demonstrate competence directly, such as making a speech.

- **Extended Open-Response Items**

Extended open-response items require a thorough response to an assigned topic in written form. Extended open-response items give students the freedom to respond to a question in ways that each feels is appropriate. Open responses are effective in assessing students' powers of argument, evaluation, and synthesis. They allow students to present beliefs and value positions on a wide variety of issues.

- **Short-Answer Items**

Short-answer items are useful when teachers want students to answer a specific question. They are often used for testing students' ability to recall knowledge. Short-answer questions can be used to test higher levels of thinking or to assess attitude. They are useful in assessing how well students have internalized content. They should be supplemented with other techniques that assess other aspects of student progress.

- **Matching Items**

Matching-item questions consist of a set of questions aligned in one column and a set of possible responses aligned in another column. They test the recall of factual information. They can provide a means of testing a wide array of related facts, associations, and relationships in an efficient manner. They are most effective when used along with other types of items.

- **Multiple-Choice Items**

Multiple-choice items involve providing a direct question or statement followed by a number of possible answers, one of which is correct. Most often they are used to test student recall and recognition. They are also capable of testing higher-order thinking skills.

- **True or False Items**

In true or false items, students are required to indicate whether a given statement is true or false. They are used mainly to assess knowledge of content. A true or false test can measure abilities in a broad range of thinking levels.

Examples of evaluative charts are on pages 5.9–5.16.

<b>Student Self-Evaluation</b>			
	<b>very easily</b>	<b>easily</b>	<b>with difficulty</b>
<p>Using planning skills</p> <ul style="list-style-type: none"> <li>• I understood the topic</li> <li>• I made up research questions</li> <li>• I suggested possible sources of information</li> <li>• I chose the questions</li> <li>• I developed a research plan</li> </ul> <p>Using information processing skills</p> <ul style="list-style-type: none"> <li>• I identified sources of information               <ul style="list-style-type: none"> <li>— in the school</li> <li>— in the community</li> </ul> </li> </ul> <p>Using information processing skills</p> <ul style="list-style-type: none"> <li>• I gathered and organized information</li> <li>• I discovered new information</li> <li>• I answered the questions</li> <li>• I used my own words to write the research</li> <li>• I edited the work</li> </ul> <p>Using information sharing skills</p> <ul style="list-style-type: none"> <li>• I presented the research</li> </ul> <p>Using evaluation skills</p> <ul style="list-style-type: none"> <li>• I carried out the action plan</li> <li>• I learned the following skills and knowledge which can be used in other activities</li> </ul>			

***Assessing Students' Attitudes and Values  
in Relation to an Issue***

Student name \_\_\_\_\_

Date or time period of assessment \_\_\_\_\_

Rate the following applicable criteria

0 Never                      1 Sometimes                      2 Most of the time                      3 Always

\_\_\_\_\_ Student read the material, watched the film or video, or listened to the tape of the background information about the issue.

\_\_\_\_\_ Student was active in the discussion on the issue.

\_\_\_\_\_ Student contributed an answer when asked a question concerning the issue.

\_\_\_\_\_ Student expressed ideas, comments, agreements, or disagreement with the response of other students.

\_\_\_\_\_ Student showed evidence of seeking more information on the issue.

\_\_\_\_\_ Student defended her or his position on the issue regardless of how much others disagreed.

\_\_\_\_\_ Student accepted criticism of the position taken on the issue.

\_\_\_\_\_ Student demonstrated a thoughtfully developed position on the issue.

### ***Holistic Rating Scale for an Oral Presentation***

Student name \_\_\_\_\_

Date or time period of assessment \_\_\_\_\_

Scale: 3 = Words are clear.  
Voice has good modulation.  
Speed of speech is well-paced.  
Pauses or emphases are appropriate.  
Voice is loud enough to be heard easily.  
Presentation is organized, logical, and interesting.  
Large amount of student preparation is evident.  
Material in presentation is relevant to topic.  
Language used in presentation is appropriate.  
Evidence of creativity exists in presentation of topic.  
Audience appears “involved” in the presentation.

2 = Some words are not clear.  
Voice has some modulation.  
Rate of speech is at times too quick for the listener to catch the full meaning.  
Sentences have some inappropriate pauses or run on together, hampering meaning.  
Voice dropping in volume at times makes it difficult to get the full import of the presentation.  
Presentation shows signs of organization; however, there may be portions that do not tie together.  
Presentation has “down” portions with regard to keeping the audience interested.  
There is evidence of a fair amount of student preparation.  
Material in the presentation is, for the most part, appropriate.  
Format of the presentation is predictable.  
Audience is passive listener.

*Continued*

- 1 = Many words are not clearly spoken.  
Voice is more monotone in presentation.  
Rate of speech is either too fast or too slow.  
Pauses or emphases for effect are not in evidence.  
Voice is low, making hearing of the presentation difficult.  
Presentation shows poor organization.  
The audience reacts in a disinterested manner.  
There is minimal student preparation in evidence.  
Material in presentation inappropriate or does not appear relevant to the topic.  
Format of presentation lacks structure.  
Audience is not engaged.

Scoring for the presentation is done on the basis of the category that is most representative.

**Appraisal Form for a Group Presentation  
(Peer Evaluation)**

Rate presentation: (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

	1	2	3	4	5
<b>Introduction</b>					
Aroused interest					
Explained what the presentation would cover					
<b>Body</b>					
Presentation of information					
Relevance of material					
Use of examples					
Organization of ideas					
<b>Conclusion</b>					
Concluding statements					
<b>Presentation</b>					
Eye contact					
Vocabulary (precise, varied, and accurate)					
Posture					
Use of audiovisual aids					
Response to questions					
Movements (natural and expressive)					

**Anecdotal Records for Group Process Activities**

Students' names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date or time period of assessment \_\_\_\_\_

Observation period \_\_\_\_\_

Comments regarding group members

1. Demonstrates balance between talking and listening
2. Demonstrates respect for others
3. States own opinion

Student(s) who fulfilled the role of recorder for group information

Effectiveness

Student(s) who fulfilled the role of participant

Effectiveness

Student(s) who fulfilled the role of timekeeper

Effectiveness



### **Group Effectiveness Appraisal**

Name \_\_\_\_\_ Group \_\_\_\_\_

Project title \_\_\_\_\_

Audience \_\_\_\_\_

Rate your group (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| • worked cooperatively with all group members | 1 | 2 | 3 | 4 | 5 |
| • completed task                              | 1 | 2 | 3 | 4 | 5 |
| • group performance satisfactory              | 1 | 2 | 3 | 4 | 5 |
| • efficient use of time                       | 1 | 2 | 3 | 4 | 5 |
| • contribution towards completion of task     | 1 | 2 | 3 | 4 | 5 |

#### Personal assessment and observations

- Are you satisfied with your participation in the project?
- Do you think the others in your group worked to the best of their ability?
- Do you think your group could have learned more?
- Do you prefer to work individually or in a group? Explain your answer.
- Explain one thing you learned by working on this project.

### **Student Information Sheet**

Place a check mark in the column that best describes how your group members performed.

Skills which help get the job done	All of the time	Most of the time	Some of the time	Not at all
<p>Tried to arouse interest of other group members, suggested courses of action to follow, suggested new courses of action when the group bogged down.</p> <p>Provided factual information to the group.</p> <p>Gave personal opinion on a topic to the group.</p> <p>Evaluated suggestions of group members to determine whether ideas would work or whether two ideas were contradictory.</p> <p>Encouraged the group to make a decision.</p> <p>Kept the group focused on the job, deflected irrelevant ideas, maintained standards, set agenda, and saw that it was followed.</p> <p>Recorded the ideas expressed by the group.</p> <p>Demonstrated skills which help students cooperate.</p> <p>Encouraged other members of the group to speak up and give their ideas or opinions.</p> <p>Supported group members by accepting their ideas and suggestions.</p> <p>Tried to get people with different points of view to think about the views of others and reach a consensus (meditating).</p>				

Write down some examples of what group members did in the areas in which you were successful.

---

## ***BIBLIOGRAPHY***

---

## **BIBLIOGRAPHY**

---

Bloom, B.S., et al. *Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain*. New York, NY: D. McKay, 1956.

Saskatchewan Education. *Student Evaluation: A Teacher Handbook*. Regina, SK: Saskatchewan Education, 1991.

---. *Student Evaluation: A Teacher Handbook for Grades 1 to 12*. Regina, SK: Saskatchewan Education, 1983.