SOCIAL STUDIES GRADE 5



Canada: The Peoples and Stories of this Land












A CURRICULUM AND GUIDE TO IMPLEMENTATION

Territorial Pilot
2011-2012

Northwest Territories Education, Culture and Employment

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Northwest Territories Education, Culture and Employment

August, 2010

A former Prime Minister once said that Canada is a country that has too much geography and not enough history.

Many of those involved in the development of the NWT grade 5 Social Studies course *Canada: The Peoples and Stories of This Land,* have come to share a different understanding of the relationship between geography and the history of the peoples of Canada. There is not too little of one, and too much of the other. Rather than being in opposition with each other, we see the land and our history as intimately connected to each other. Students who pursue the questions raised in this course will explore how the history and identity of Canada and those who live here have been shaped by the land we live in.

This *Curriculum and Guide to Implementation* document is intended to help educators explore with their students some of the important stories of the people who live in the land now known as Canada. The course encourages students to learn different stories of how people first came to live in this land, and then to live together here.

Stories of Aboriginal, French, English and many other peoples are found here, and students are given the opportunity to delve deeply into many of the stories that most interest them. Some of these are stories which have not been shared widely in Canadian school curriculum before. Quite different from approaches sometimes used in courses which explore stories of the past, there is a very intentional bias in this course towards *student choice* of which questions and stories they will inquire into. The sharing of individual and group learning becomes a vital part of the conversation where these stories then become known by all students.

Literature in many forms is one of the main windows through which students are encouraged to share the lives of people in the past. It is also the window through which they may come to see how these people's stories are connected to their own. This grade 5 course is intended to be part of a more seamless vision of learning where different disciplines, subject areas and perspectives do converse with each other to encourage deep and lasting learning in students. This is a deeply *integrated* course.

This is our vision for this course. It is one we hope you will come to share and experience in your classroom context as you explore the fascinating stories from this land we live in.

The Writers

Publication Data

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CANADA: THE PEOPLES AND STORIES OF THIS LAND

Grade 5 Curriculum and Guide to Implementation

GRADE 5

Introduction

Purpose and Background of this Document

Integration in Grade 5 Social Studies

Document Components and Structure

SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY



Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced originally by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. The document was well-suited for a base of Social Studies learning in the Northwest Territories. The document has been very substantially adapted for use in the Northwest Territories after a lengthy input, advisory and consultation process between Northern educators, administrators, and stakeholders and Early Childhood & School Services. The nature and quantity of the adaptation has been collaboratively determined by Northwest Territorial Advisory Committees and Departmental staff.

This document includes the core concept citizenship, and identifies general outcomes and established goals. It integrates four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in the Northwest Territories.



A Brief History of the Social Studies Curriculum

In 1997, the NWT joined the Western and Northern Canadian Protocol (WNCP)[1] Common Curriculum Framework for Social Studies K-9 project. This was the first multi-jurisdictional curriculum project to include Aboriginal and francophone representatives as full and equal partners in a curriculum project designed for all students.

[1] In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

Introduction

The NWT became the lead jurisdiction responsible for infusing Aboriginal perspectives within the Framework of learner outcomes. Consultations were undertaken in all parts of the NWT, and widely in all WNCP jurisdictions, with educators, cultural advisors, elders and curriculum writers. The final WNCP Framework was published in 2002. Several provinces began developing curriculum documents based on the WNCP Frameowork. Teacher advisory groups in the NWT recommended the Manitoba Foundations for Implementation documents as having the best fit for the NWT. An agreement was reached between the Department of Education, Culture and Employment and the Department of Education, Citizenship and Youth in Manitoba to adapt these documents in order to provide curriculum support resources that would be helpful to northern educators in their actual teaching of the learning outcomes that had been agreed to in the WNCP project.

Adaptation of the Grade 5 and 6 Manitoba documents began in 2008 with experienced educators from across the NWT. Also a panel of men and women made up of Euro-Canadian, Aboriginal, Francophone and a recent Asian immigrant representatives was convened to share perspectives on Canadian history. Ongoing consultation with a variety of stakeholders has been undertaken as these documents have been adapted for use in the NWT.

Integration in NWT Grade Five Social Studies

Social Studies is the study of people in relation to each other and to their world. It is a subject that draws upon many disciplines and fields of study.[1] It is not surprising, then, that this NWT Grade Five Social Studies course, *Canada: The People and Stories of this Land,* reflects a strong commitment to integrating important perspectives and learning from a variety of sources. The most important of these are the culture-based perspectives found in *Dene Kede* and *Inuuqatigiit*, English Language Arts, and Literacy with Information and Communication Technology.

Culture-Based Perspectives

The integration of culture-based perspectives is accomplished in several different ways. Immediately below brief overviews of Dene and Inuvialuit perspectives are given. These can help us as educators to be aware of how people who have lived on the land where we are now teaching understand the world and learning. More explicit reflections on the themes of this grade 5 course are found in the "Grade Overview" section. Further, at the beginning of each Learning Experience (LE) in Stage 1: "Desired Results", references to specific themes found in Dene Kede and Inuqatigiit that relate to questions explored in that LE are detailed. Lastly, this course strives to explore issues that have often been ignored or underrepresented in many previous courses on Canadian history – to allow the voices of Aboriginal people throughout many hundreds of years to be more fully heard – and for the role that Aboriginal peoples have played in the stories of this land to be recognized.

English Language Arts

The integration of Language Arts in this course occurs in two ways. Firstly, within this curriculum document, Learning Outcomes from ELA are specifically referenced in the Skills section in the front matter and Appendix A. The intent of this specific correlation is to encourage teachers to exploit the many connections between Social Studies and Language Arts, and to more easily facilitate the use of Social Studies themes in ELA class time. Three Time Allocation Models for how this integration can work out over the course of a school year are given in a table on page 6. The second way that the integration of Language Arts into this Social Studies course occurs is simply through the consistent reference to, and use of, historical fiction and other forms of literature (eg. poetry, song, short story, essay, journals) as student and teacher resources for this course. The curriculum developers, the pilot teachers and teacher advisors who have been involved in developing this grade 5 course, and the broader research community generally, all strongly support the integration of Language Arts and Social Studies as an effective teaching approach (see "Using Historical Fiction in Social Studies", page 7).

Literacy with Information and Communication Technologies

The integration of Literacy with Information and Communication Technologies (LwICT) occurs throughout this grade 5 course as well. The emphasis is not on specific technologies, software and other technical aspects of ICTs, but rather on the use of these tools to facilitate student inquiry – which is the fundamental orientation of this course. In each Learning Experience's Stage 2 section: the "Inquiry Ideas for Student Choice" and Stage 3 section: "The Learning Plan" with mini-lesson strategies and resources, ICTs are integrated and recommended as vehicles for this inquiry. The LwICT "outcomes" are placed beside the Social Studies and ELA skills in the front matter and Appendix A. Appendix H provides examples of ICT tools that can assist students in the research process.

1. From the Foundation Document for the Development of the Common Curriculum Framework for Social Studies Kindergarten to Grade 12 (February 2000), p. 6.

Dene Perspective

Social Studies is the study of people in relation to each other and to their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world. [1]

We the Dene believe:

- that education is holistic and must be founded upon the Dene worldview;
- that children are born with integrity, holding the land, and must be valued and respected for their worth in order to become the unique people they are meant to be;
- that the drum is to be the center of Dene existence; representing the self, in unity with the people, the land and the spirit. For one to grasp the drum is to be in tune with one's self, neighbors and the land as a means to keep the people together. The voice of the drum is used with integrity to speak the language of our Ancestors as we reinforce our way of life;
- that the drum dance is a powerful spiritual expression of self knowledge, interdependence and survival as a group;
- that the tipi is the representation of the holistic education of children on their journey to becoming capable adults. This is achieved through spiral learning where children are repeatedly exposed to the Dene teachings through the guidance of the Elders and the support of the community;
- and that in order to survive, humankind must maintain a respectful and harmonious relationship with one's self, others, the spiritual world and the land.

Dene Kede and the Social Studies curriculum focus on people in relation to each and the their world. The history of the Northwest Territories necessitates that Dene Kede is the foundation for teaching and learning Social Studies. This is best done through the guidance of elders and the support of the community.

[1] Adapted from Western and Northern Canadian Protocol, 2002.

Inuvialuit and Inuinnait Perspective

Social Studies is the study of people in relation to each other and their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world. [2]

Changes to the lifestyles of the Inuvialuit and Inuinnait have occurred quickly since schooling began in the Northwest Territories. Since the school system has played a role in making some of these changes, Inuvialuit and Inuinnait have an expectation that the school system today will provide support for their cultural and linguistic priorities. Social Studies is one of the subject areas that can.

The Inuvialuit and Inuinnait's worldview and perspectives are supported through *Inuuqatigiit*. The front matter and the Relationship to People sections of *Inuuqatigiit* provide a unique and enriching study for Inuvialuit and Inuinnait students in Social Studies. It can also capitalize on the Relationship to the Environment section to enhance Social Studies topics as they relate to the environment.

Inuuqatigiit has articulated what is important to Inuvialuit and Inuinnait to study, enhance, enrich and preserve. Some of the key elements from *Inuuqatigiit* that Social Studies can support are:

- Local histories of the Inuvialuit and Inuinnait;
- Traditional knowledge;
- Inuvialuit and Inuinnait values and beliefs from their worldview;
- Stories and ways of storytelling;
- Sewing and hunting techniques;
- Land activities and knowledge of the environment;
- Childrearing;
- Names and naming;
- Elders;
- Family relationships;
- Kinship;
- Leadership;
- Relationship with people and the land.

[2] Adapted from Western and Northern Canadian Protocol, 2002

TIME ALLOTMENTS FOR INTEGRATION MODELS (SS/ELA)

Model #1 **SOCIAL STUDIES ONLY** (NWT mandated SS time@5 400 minutes) **5 400 min**	Model#2 **SOCIAL STUDIES + HALF-ELA TIME** (NWT mandated ELA time@12 600 minutes) (other half time ELA for DRA, AAT, reading level assessment, practice level reading, etc.)__**5400 + 6300 =** **11 700 min**	Model#3 **FULL SOCIAL STUDIES/ELA INTEGRATION** **5 400 + 12 600 =** **18 000 min**
SCHOOL YEAR TIME: (modelled on a 45 min. period) 5400 minutes approach @ 45 min. classes = 120 classes/year ie. 40 classes per term (term approx. 12 weeks)	SCHOOL YEAR TIME: (modelled on a 45 min. period) 11 700 minutes approach @ 45 min. classes = 260 classes/year ie. 86 classes per term (term approx. 12 weeks)	SCHOOL YEAR TIME: (modelled on a 90 min. period) 18000 minutes approach@ 90 min. classes=200 classes /year ie. 66 classes per term (term approx. 12 weeks)
LEARNING EXPERIENCES: (120 classes / 9 Learning Experiences = 13 classes per Learning Experience)	LEARNING EXPERIENCES: (260 classes / 9 Learning Experiences = 29 classes per Learning Experience)	LEARNING EXPERIENCES: (200 classes / 9 Learning Experience = 22 classes per Learning Experience)
TERMS: 9 Learning Experiences ("LE") / 3 school terms = 3 LE per term	TERMS: 9 Learning Experiences ("LE") / 3 school terms = 3 LE per term	TERMS: 9 Learning Experiences ("LE") / 3 school terms = 3 LE per term
WEEKS: 12 week term / 3.0 LEs = 1 LE per 4 weeks	WEEKS: 12 week term / 3.0 LEs = 1 LE per 4 weeks)	WEEKS: 12 week term / 3.0 LEs = 1 LE per 4 weeks
SUMMARY: 1 LE= 13 classes@45 min over 4 weeks	**SUMMARY**: 1 LE= 29 classes@45 min over 4 weeks	**SUMMARY**: 1 LE= 22.2 classes @90 min over 4 weeks
IRREDUCIBLE MINIMUM: 1 LE every 4 school weeks		
CLASS USE for EACH LE: 1st class "Finding Your Place" 2nd, 3rd, 4th "Mini-Lessons" 4th class homework; students make inquiry choice from take home choice sheet		
5th-13th: Student-chosen Inquiries; Sharing and Celebration; Assessment	5th-29th: Student-chosen Inquiries; Sharing and Celebration; Assessment	5th-29th: Student-chosen Inquiries; Sharing and Celebration; Assessment
LEVELS OF ELA INTEGRATION and INQUIRY		
• **Some** use of short literature • **Limited** use: graphic novel • **Brief** inquiries	• Regular use of short literature • Regular use of graphic/short novel • Occasional use of long novels • Extended inquiries	• Ongoing use of short literature • Ongoing use of graphic/short novel • Ongoing use of long novels • Full benefit of inquiry model

Research and Learning Approaches Reflected in the NWT Grade 5 Social Studies

A significant effort was made to reflect the current educational research and best practices into a course intended to balance the disciplinary requirements of history learning with the lived experience of the NWT grade 5 student. Particular focus was placed on the *spaces* that exist in stories of the past where students can take up the issues raised and make judgments based on criteria. Also student choice over what questions about the past they would like to study is a fundamental part of this course which intends to make history engaging and relevant to young learners. Finally, the organization of the course was designed to reflect the "backward design" approach developed by Jay McTighe and Grant Wiggins. The four areas or approaches to learning reflected in this course are the following

- Critical Thinking
- Historical Thinking
- Use of Historical Fiction
- Backward Design

Critical Thinking

Can students think critically? Are we all critical thinkers? Why should I teach critical thinking in my classroom? Embedding critical thinking in our lesson plans not only fosters an important life skill but enhances student understanding of content. Students learn by doing! Framing learning activities as critical questions or critical challenges provides students with opportunities to "problem solve', and addresses key outcomes in the social studies program. Perhaps most importantly, putting learning in the hands of students is highly motivating not only for students but teachers as well.

So what is critical thinking? A person is thinking critically when she thoughtfully seeks to assess what would be appropriate or reasonable to believe or do in a given situation. The need to reach reasoned judgments may arise in countless kinds of situations such as trying to understand a passage in a text, trying to improve an artistic performance, making effective use of a piece of equipment, or deciding how to act in a delicate social situation. What makes these situations problematic is that there is some doubt as to the most appropriate or reasonable option to choose. So in short, a person is thinking critically only if he/she is attempting to assess or judge the merits of possible options in light of relevant factors or criteria. As teachers we need to "set the stage" for students so that they can think critically.

How do we develop the skills of students as they learn to navigate the world of the 21st century? We can provide opportunities for students to engage in critical thinking strategies and activities by

- Regularly posing questions and assignments requiring students to think through, and not merely recall, what is being learned.

- Creating ongoing opportunities to engage in critical and cooperative dialogue—confer, inquire, debate and critique—are key to creating a community of thinkers.

- Employing self- and peer-evaluation as ways of involving students in thinking critically about their own work.

- Modeling good critical thinking practices. Students are more likely to learn to act in desired ways if they see teachers making every effort to be open-minded, to seek clarification where needed, to avoid reaching conclusions based on inadequate evidence, and so on.

Introduction

How can I infuse critical challenges into the classroom

If students are to improve their ability to think critically, they must have numerous opportunities to engage and think through problematic situations that are constructed as 'critical challenges'. To construct these challenges effectively, we need meet the criteria of an effective critical challenge, namely:

Does the question or task require judgment? A question or task is a critical challenge only if students have to make informed judgments based upon criteria to help make the judgment. In short, it must require more than retrieval of information, rote application of a strategy, uninformed guessing or mere assertion of a preference.

- Will the challenge be meaningful to students? Trivial, decontextualized mental exercises often alienate or bore students. It is important to frame challenges that are likely to engage students in tackling questions and tasks that they will find meaningful.

- Does the challenge address key aspects of the subject matter? Critical thinking should not be divorced from the rest of the curriculum. Students are more likely to learn the content of the curriculum if they are invited to think critically about issues embedded in the subject matter.

- Do students have the tools or can they reasonably acquire the tools needed to competently address the challenge? Students need support in acquiring the essential tools required to competently meet the critical challenge.



Critical Thinking Strategy (recommended)

Critical Thinking in Grade 5 NWT Social Studies

Each of the 9 Learning Experiences (LE) in this course is built around 3 Essential Questions (EQ). These questions are designed to provoke critical thinking through inquiry. Throughout each LE, student research should be conducted while keeping in mind the criteria they have set as a class/group at the outset of the inquiry. The research, and developing the criteria (whether they are evaluating 'better or best', 'how to judge the rightness of an action in the past'…) can be conducted with individuals or small groups studying one or more aspects of the EQ.

The key learning activity for inquiries in most LEs will actually happen at the end of the inquiry process. This is when all the historical events, issues, individual historical figures, and 'ratings' are shared by the student inquiry groups according to the outlined criteria. This is when opportunity needs to be given for reasoned arguments for or against various names, events, etc. and the positions others have taken. Freedom should be given for students to ask what if an overlooked criteria item had been used? Would that change how an event or person should be 'rated'? Also significant is the freedom to make a reasoned change of mind!

Critical thinking involves thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgments that embody the qualities of a competent thinker.

(Introduction to the TC2 Conception of Critical Thinking Roland Case and LeRoi Daniels)

References

Case, R., & Daniels, L. (n.d.). Critical Discussions: Conception of Critical Thinking, The Critical Thinking Consortium. Retrieved August 9, 2010, from http://www.tc2.ca/wp/profresources/criticaldiscussions

Wilhelm, J. D. (2007). Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions [THEORY & PRAC ENGAGING READERS] [Paperback]. New York, NY: Teaching Resources.

Historical Thinking

Teaching and learning about the Past

History is not the story of the past. It is not a purely factual record of events that happened long ago. Rather, it is best seen as a form of inquiry that helps us construct an understanding of our individual and collective lives (von Heyking (2008).

In the context of this NWT grade 5 Social Studies course, students' skills related to historical thinking are being developed to help them to "rethink assumptions about the past and re-imagine both the present and the future" (see Alberta Learning, 2006, p. 9). These skills are not built through the delivery of information from the teacher, but rather through open-ended inquiry driven by student choice, research and the desire to answer questions based on reasoned judgement and the collection of evidence.

Teaching about historical thinking presents challenges. Some of the more significant ones that we may want to be aware of as educators are:

- Making history problematic. We need to consistently present historical information in the context of exploring genuine inquiries where the conclusions are open for critical debate and not already prepackaged for students.
- Assembling of multiple resources. Teaching historical thinking requires that students have access to a variety of primary and secondary sources that reflect a multiplicity of perspectives on the topics they explore.
- Accepting alternative interpretations. We must be willing to put aside our preferred historical interpretations and welcome differing perspectives and understandings presented by students.
- Using history to inform the present. We should regularly help students see that history can inform their understanding of contemporary questions and issues.
- Teaching the tools. Students must understand the concepts that underpin their ability to think historically and have regular opportunities t apply these concepts as they make sense of and use the historical information they acquire.
- Shifting the focus in assessment. When evaluating student work, our expectations should focus on well-justified or well thought-out explanations rather than on provision of the right answer. (Denos M., 2006).

 Historical Thinking Strategy (recommended)

Benchmarks of Historical Thinking

Recently the whole area of 'how to young people think about the past' – and even the question of whether they are capable of doing this at all – have been deeply explored. Peter Seixas, a world leader in this field, has helped give direction to this whole field, and helped give classroom teachers some of the tools and filters they need to help make working with history in the classroom exciting- and possible. The 'Benchmarks of Historical Thinking' that Seixas and others have developed are embedded in this NWT grade 5 Social Studies course, through 'Historical Thinking' teaching strategies, which are flagged with this symbol:

Introduction

The Benchmarks are historical thinking skills that equip students to :

•establish **historical significance** (why we care, today, about certain events, trends and issues in history. "Are the Plains of Abraham significant for Canadian history?")

•use **primary source evidence** (how to find, select, contextualize, and interpret sources for a historical argument. "What can a newspaper article from Berlin, Ontario in 1916 tell us about attitudes towards German-Canadians in wartime?")

•identify **continuity and change** (what has changed and what has remained the same over time. "What has changed and what has remained the same about the lives of teenaged girls, between the 1950s and today?")

•analyze **cause and consequence** (how and why certain conditions and actions led to others. "What were the causes of the Northwest Rebellion?")

•take **historical perspectives** (understanding the "past as a foreign country," with its different social, cultural, intellectual, and even emotional contexts that shaped people's lives and actions. "How could John A. Macdonald compare "Chinamen" to "threshing machines" in 1886?")

•understand the **moral dimension** of historical interpretations (this cuts across many of the others: how we, in the present, judge actors in different circumstances in the past; how different interpretations of the past reflect different moral stances today; when and how crimes of the past bear consequences today. "What is to be done today, about the legacy of aboriginal residential schools?")

Seixas (2006), p.1-2

Tools for Teaching Historical Thinking

One of the most important goals of this grade 5 course is to have students develop skills that help them understand 'when thing happened' in relation to each other. These skills include the ability to order events chronologically, to understand 'cause and effect' and to be able to see patterns and themes in Canadian history. A tool we call the 'Timeline Clothesline' can help students with these skills.

Using the Clotheline: 'Timeline Cards' (from the blackline master HT-18) are hung on a string, or clothesline. The clothesline can be used for a whole term or year, of for a few weeks at a time as a summary activity near the end of a Learning Experience. It can be physically as long as practical, and can vary in length depending on how you are using it at a particular time in the school year. In the Learning Experiences, opportunities to use the Clothesline Timeline are indicated with the clotheline symbol above. With a piece of string and some paperclips or clothespins, you're ready to go.



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Denos, M. (2006). Teaching about Historical Thinking: A Professional Resource to Help Teach Six Interrelated Concepts Central to Students' Ability to Think Critically a. Vancouver: Critical Thinking Consortium.

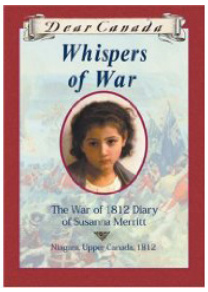
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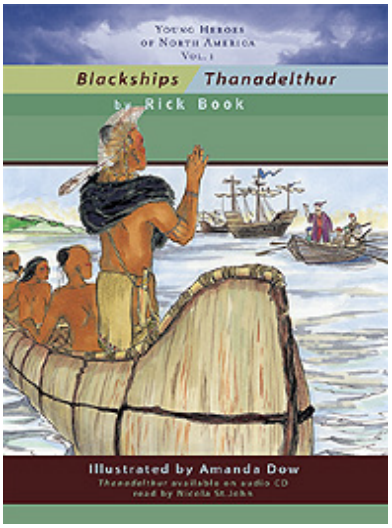
Using Historical Fiction in Social Studies

The Grade 5 Social Studies course places a central importance connecting students with people, events and issues of importance throughout Canada's history. Research and the experience of northern teachers has indicated very powerfully that this engagement can be encouraged when young people gain access to history through the use of literature.



Historical fiction can provide the window through which students come to see the people from Canada's past as real, and somehow connected to them– even when their own lives and experiences may have been very different from the people they are learning about

Many of the Essential Questions that students are exploring in this grade 5 course, ask them to put themselves into the situations of, to imagine life at the time of, even to try to see the world as if they were themselves living at the time of the events and people they are learning about. These are challenging things for a grade 5 students to do – and they are the things that good historical fiction can absolutely help them to do.



When Jacques Cartier meets (and kidnaps) the teenage Mi'kmaq boys Domagaya and Taignoagny, their experiences, as described in the book *Blackships*, come alive, and young people today can see the world through their eyes. In *Alone in and Untamed Land*, the diary of Hélène St. Onge brings to life the experiences of an orphaned girl who arrives in Nouvelle France in the 1600s, with only her cat as. In *Whispers of War,* or *The Battle of Queenston Heights*, students encounter young people who are caught up in the war between the not-yet born Canada and the aggressive and expanding United States, and the historical events are brought to life through their experiences. These are only a few examples of the many opportunities and resources that can help make Canada's history meaningful for our students in the NWT.

Research and experience suggest that this using literature to teach history pays off in many ways. A range of student reading levels can be accommodated through differentiated resources. Students actually learn more social studies concepts and have a greater understanding of those concepts when they are taught history through literature (Guzzetti, Kowalinski and McGowan, 1992). Students' interest in history and their retention of information increases when instruction includes literature (Levstik, 1986) Students moral and social awareness grows when they consider why people acted the way they did within their context (von Heyking, 2002). These are some of the key learning objectives of Social Studies. Literature in many forms (from novels, to graphic novels, short stories, songs and poetry) can provide the connection that students need in

order to make history meaningful to themselves.

There are also some cautions and guidelines that we should also be aware of as we use literature with this course.

•Teaching this course using literature takes time. The best model for teaching this course is one that accesses Language Arts time in a fully or partially integrated timetable (see page 6).

•Literature is literature first. The language and themes of the literature resources recommended for this course need to be allowed to tell their story, and be appreciated as such. We also learn much about the people, their lives and the important events of Canadian history that they experience.

•Distinguishing fact from fiction is an important Social Studies skill. A teacher using literature to explore history needs to continually encourage students to be awake to the differences between the two – and how we can know this (Levstik and Barton, 2001).

•"The past is a foreign country: they do things differently there"(L.P Hartley, The Go-Betweens, 1953). There are many points of connection between the lives of young people today, and what they can see in the lives of historical characters portrayed in engaging literature. And the world of those people long ago was in fact very different. How they lived, and saw their world is not the same as people see things today. In using literature, teachers and students must always be aware of not 'making their world like ours' – a form of 'presentism' which can distort history. (MacLeod in Edinger, 2000).

These are just cautions that we need to be aware of as we use literature to explore some of the stories that make up our country's narratives. If young people in the NWT leave this course with an interest, and a curiosity, about the lives and times evoked by some of these stories, this course will have achieved its most fundamental objective.

References

For a short list of the literature recommended for this course see Appendix G

Edinger, Monica. (2000). Seeking History: Teaching with Primary Sources in Grades 4-6. Portsmouth, NH: Heinemann.

Guzzetti, B, Kowalinksi, B. and McGowan, T. (1992). "Using a Literature-Based Approach to Teaching Social Studies." Journal of Reading, 36: 114-22.

Levstik, Linda S. (1986). "The Relationship Between Historical Response and Narrative in a Sixth Grade Classroom." Theory and Research in Social Education 14: 1-19.

Levstik, Linda S. and Barton, Keith C. (2001). Doing History, 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.

Von Heyking, A. Teaching Social Studies with historical fiction (2002) Scholastic website: http://www.scholastic.ca/dearcanada/teaching/socialstudies.htm.

Backward Design

STAGE 1: DESIRED RESULTS (teacher preparation stage)

Established Goals

In the NWT Grade 5 Social Studies course, the curriculum developers have pursued an approach similar to that advocated by Wiggins and McTighe (2005) which is often described as 'backwards design'. What this approach essentially promotes is that as teachers we should start with the end in mind. This is not really backwards, it simply

supports the importance of keeping front and centre the desired results for the curriculum- the student learning objectives- and then ensuring that only resources- including textbooks, teaching strategies or lessons- which support these objectives will be used to achieve those goals. All forms and tools used for assessment need to also be designed around these learning objectives. So, even if there's a killer unit on dinosaurs that we know the kids will love, or a nicely pre-packaged test bank that could save us lots of preparation time, we only use such materials if and to the extent that that resource directly supports the student learning objectives.

The student learning objectives that give the Learning Experiences ("LEs") of this grade 5 course their focus and structure are most fully expressed in the Established Goals. These Goals are located immediately after the 'Background for Teachers' section at the beginning of each Learning Experience. Everything else in the Learning Experience is intended to support these Established Goals.

The practical implications of these Established Goals are expressed in a table immediately following them, where a series of brief statements - "Students will understand that...", "Students will know...", and "Students will be able..." are provided to guide teachers. Brief vocabulary lists important to the Learning Experience are also included in this table.

Essential Questions

How students are exposed to history and historical thinking has a profound effect on their interest and ability in these areas. The fundamental orientation of the NWT Grade 5 Social Studies course is to open up Canada's history to students using open-ended, student-driven inquiry. Students are drawn in to the stories of Canada's history through Essential Questions ("EQs") that engage their interest, and encourage them to pursue answers to these questions through deep and sustained research. This has several important implications to how the course has been written, and how it is intended to play out in the classroom. Each LE has 3 Essential Questions that provide points of entry into the Established Goals. These questions are designed to answer the questions – normal for any learner– 'what will I learn here, and why does it matter?' This course is designed to encourage students to choose the EQ they are most interested in pursuing, and then to be able to use a great range of resources that allow them to answer the question. Student and teacher resources are linked specifically to each of the Essential Questions.

STAGE 2: INQUIRY IDEAS AND ASSESSMENT EVIDENCE (teacher preparation stage)

Inquiry Ideas.

These are the suggestions for what research, learning and presentation formats a student might pursue as they delve into the Essential Question that most interests them. It is important to note that these inquiry ideas are intended to be personally relevant – to have a connection to the student- and to have significance to the history of Canada (ie: no dinosaurs...). Most Inquiry Ideas are ambitious enough in scope to take the bulk of class time available after the introduction of the Essential Questions in the first 4 classes of the Learning Experience.

Each Inquiry Idea includes a description of what skills will particularly be drawn upon and developed through the pursuit of the inquiry. There are also resources (black line masters, maps, websites, multi-media and more...) identified that support that particular inquiry.

Note: A key component of these Inquiry Ideas is the presentation and sharing of what students have learned during their inquiries. Because any given student will have pursued only one Essential Question, they will only learn more deeply about the other EQs through the presentations by other students.

Assessment Evidence. We value what we assess. We also reflect what we value in how we assess. An important part of this course is the involvement of students in the assessment process throughout the Learning Experiences. This is highlighted in the Assessment Evidence section of each LE, where an example of how assessment might be structured is given. Each of these example rubrics is intentionally left incomplete, with the expectation that students will be involved in finalizing what will be assessed in their inquiry projects. The rubrics also are intended to target the bulk of assessment at the student inquiries, with less weight given to summative assessment in forms such as quizzes and exams.

STAGE 3: THE LEARNING PLAN

There is a lot for students to learn in this grade 5 course. Through the guidance of research, the advice of teacher advisory groups and the experience of NWT pilot teachers, a Learning Plan has been developed to guide teachers as they prepare and implement each Learning Experience. A particular sequence of activities is recommended. This Plan will allow you, as the teacher, to ensure that the all components of this course are explored, and that student learning is as coherent and rich as possible. The structure of the Learning Plan rolls out in the following way:

Finding Your Place (Class 1) – This full class period activity provides a hands-on 'orienting' opportunity where students connect to 'where' some of the themes they will be exploring in the Learning Experience take place. Maps of North America and the evolving territory of Canada are used as starting points for student learning. Materials for these activities are found in a tub which has been provided by the Department of Education, Culture and Employment to each NWT school. Instructions for how to prepare and implement these activities are included in the 'Finding Your Place' section of each Learning Experience in this Teacher's Guide.

Mini-lessons – (Classes 2-4). Each Essential Question is introduced through an activity which gives students a sense of what they might learn about if they choose an inquiry related to that EQ. At least one of these mini-lessons has a particular focus on Critical Thinking, and use of this CT lesson is strongly recommended as we build students' learning of these skills over the course of the nine Learning Experiences. Other mini-lesson choices include Historical Thinking (HT) and a variety of other activities designed to interest students in the EQ itself.

Student Inquiries – (Classes 5-11). These are intended to take up the bulk of the class time allotted for each Learning Experience. Some inquiries are designed for individual work, some in small groups, and some may be whole class inquiries. The use of literature, particularly novels, may shape the choice of inquiries that students may have available to them in a particular LE.

Student Inquiries –Celebrations, Demonstrations, Presentations (Classes 12-13). These provide the opportunity for students to learn from other students, and to share their own learning with other students. Because of the deep commitment to student choice this grade 5 course embodies, students will potentially learn some themes to a greater depth than their peers. For example, one student may be pursuing an EQ that highlights the role of Louis Riel in the formation of Manitoba, while another student is learning about the impact of immigration on that part of Canada. These students' best opportunity to learn the stories from Canada's past that they have not chosen to pursue will be during the presentations and sharing of their classmates.

(see page. 15 for an overview of how these pieces of the learning plan fit into the timing of the learning experience)

Reference

McTighe, J., & Wiggins, G. (2005). Understanding by Design (2nd Edition) (ASCD) (2 ed.). Alexandria, VA: Prentice Hall. .

HOW TIME IS SPENT DURING THE LEARNING EXPERIENCE

HELPING STUDENTS "FIND THEIR PLACE" (Class 1)

This full class period activity provides a hands-on 'orienting' opportunity where students connect to 'where' some of the themes they will be exploring in the Learning Experience take place. Large floor maps of North America and the evolving territory and stories of Canada are used as starting points for student learning. Materials for these activities are found in a kit which has been provided by the Department of Education, Culture and Employment to each NWT school. Instructions for how to prepare and implement these activities are included in the 'Finding your Place' section of each Learning Experience.

INTRODUCING THE THREE ESSENTIAL QUESTIONS (Class 2-4)

During each of the three days, the teacher introduces a large powerful question that focuses on some enduring aspect of a historical event or person. This introduction through video, literature, or constructive engagement is meant to lead students to think critically and make reasoned judgements about the open questions and issues that can and do exist around these historical events and characters. At the end of class four, the student is ready to make a decision about which of the three essential questions he/she would like to conduct an inquiry into, potentially adding to what is known about that topic or conducting social action to further the study and awareness of the story or historical figure.

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- Write inquiry options on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the *Essential Question Resource Lists* (below) for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B which is already written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.

eg. 1.SI BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions,** and **Assessment Evidence**). Rubrics should be started with weighted criteria; an "Electronic Rubrics" template is provided below to facilitate this. The student should complete the rubric based on their own aspirations for learning, and their own weightings. The blackline master below can be electronically modified and printed, or simply written on and photocopied.

1.R BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** available. These lists can be modified by the teacher if necessary. During the period of student inquiry, teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored. Celebrations, Demonstrations and Presentations are important parts of the final 2 classes, where students learn from other students and share their own learning with others.

eg. 1A. RL BLM: Essential Question Resource List A

eg. 1B. RL BLM: Essential Question Resource List B

eg. 1C. RL BLM: Essential Question Resource List C

A Social Studies Model for Classroom-Based Assessment

Electronic Rubric 1.R

INQUIRY QUESTIONS: What criteria does your teacher require of you for this inquiry? What do you want to accomplish in this inquiry? How much weight is each criterion topic worth--5 points (lesser importance) or 10 points (greater importance)?

TOOLS: Name each of your criterion topics (eg. "Say More") with those provided by the teacher and your own. Place the appropriate line of "points" in the blue bar. Place words above each number explaining what has to be done to earn a "2", "4", etc.

1	2	3	4	5
2	4	6	8	10

INQUIRY TITLE: _____

CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:	SAY MORE- (how well do you know your topic?)			
Can only say what is digitally being shown (digitally, on paper, etc.)	Says things that indicate more is known than what is shown	Says a few more things than what is shown	Says something extra for each slide, page, etc.	Can say twice as much as is being shown
2	4	6	8	10

TOTAL POINTS: /
FINAL PERCENT: %

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In Grade 5, the knowledge, values, and skills learning outcomes are known as **Established Goals**. From these goals **Essential Questions** have been shaped. These Essential Questions ("EQs") are organized into nine **Learning Experiences** ("LEs") each with three EQs.

As stated early on in this front matter in the section, "How Time Is Spent During the Learning Experience", assessment in this course is dependant on co-created rubrics at the beginning, throughout, and at the end of the LE. Assessment in this course is premised on teachers and students making more learning choices "up front." Teachers can provide initial expectations for the LE and students add to the rubric after each has chosen his or her inquiry.

Where students have computer access, the "Electronic Rubric" can be used. This is a word processed table ready for students to enter their rubric criteria throughout the course of the LE.

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:

Set up a "tourist bureau" for visitors to see images, maps, and cultural products from "your" traditional Aboriginal region in Canada. Your "tourist bureau" location could be on presentation board on a table; a digital presentation using a computer; the top of your desk; etc. It will include the following criteria:

1. Map of Canada with the physical regions
   1 2 3 4 5
2. Same map also showing First Nations traditional territories
   1 2 3 4 5
3. Two depictions of origins (scientific and First Nations oral tradition)
   2 4 6 8 10
4. A close-up map of *one* First Nation group's traditional territory
   1 2 3 4 5
5. Student choice of cultural products showing the groups connection to the land
   1 2 3 4 5
6. _____ (student choice)
   1 2 3 4 5
7. _____ (student choice)
   1 2 3 4 5

(NOTE: The above example shows: Required criteria: 75% of total score; Student chosen criteria: 25% of total score)

Other Possible Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions
  - personal learning connections
  - culture-based connections
  - vocabulary matching or fill in blank

As the "Assessment Evidence" figure shows, teachers may choose to have other brief assignments during the "mini-lesson" stage of the LE (see "How Time Is Spent During the Learning Experience"). Again this is the stage where teachers can engage students in critical thinking opportunities as each EQ is introduced.

During the LE, this symbol indicates a task that could result in a learning product worth keeping in a portfolio. These items would be used to make assessment decisions for students and teachers, and can be tracked in Appendix C.



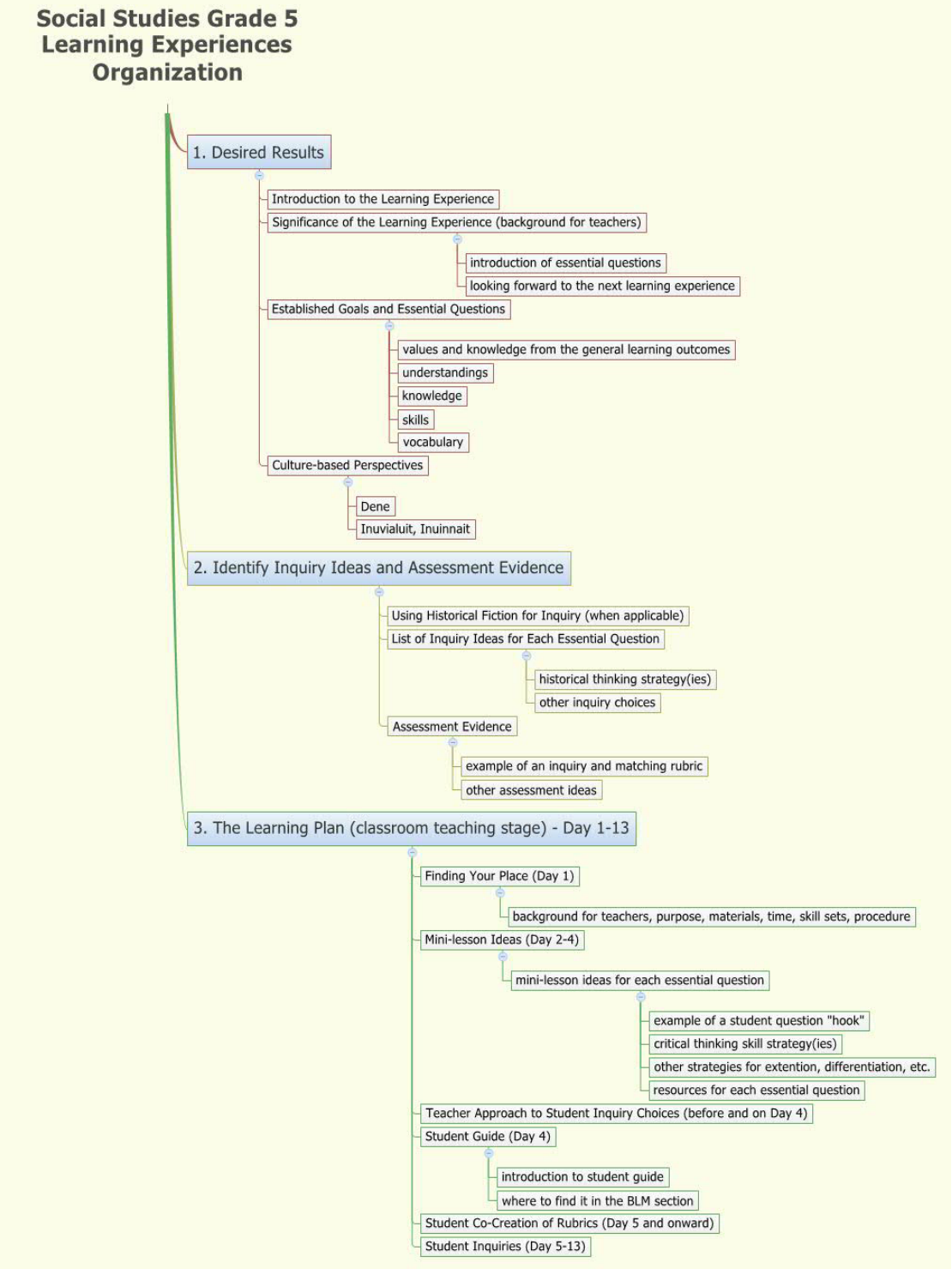
Finally, all mini-lesson strategies and student inquiries are labelled with the kind of skill set that would be developed while pursuing that task. The figure here shows the coding that can be found in Appendix A where the Social Studies, English Language Arts, and Literacy with Information and Communication Technology skills are expressed. A checklist has been provided in Appendix C to facilitate the record keeping of the skills that students have been exposed to during the course, enabling teachers to make balanced strategy choices.



(*Skill Set*: 10c - Artistic Representations - see Appendix A)

DOCUMENT COMPONENTS AND STRUCTURE

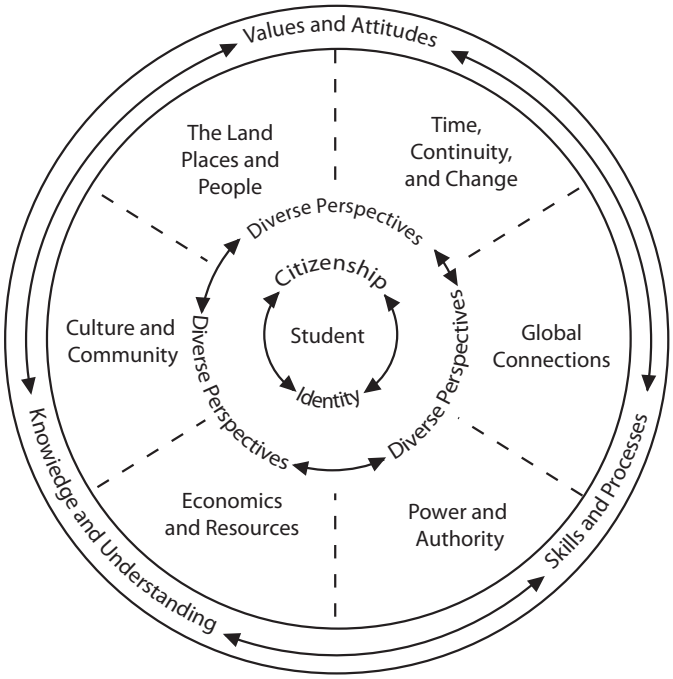
This diagram shows the organization of this course and the order in which the Learning Experience components would most likely be taught and experienced by students



DOCUMENT COMPONENTS

Core Concepts

As illustrated below, the core concepts of citizenship and identity provide a focus for social studies learning at all grades. Citizenship and identity knowledge, values, and skills learning outcomes are included in each grade.



Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

General Outcomes

As stated earlier this documents has outcomes that are knowledge, value and skill based. The values and skills are coded according to **general learning outcomes** which are broad statements that provide a conceptual structure for social studies, and are the basis for the established goals and Essential Questions in each Learning Experience.

The six general learning outcomes, which are the basis for the specific learning outcomes in each grade, are:

- **Culture and Community:** Students will explore the influences of culture and community on individuals and societies..

- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.

- **Time, Continuity, and Change:** Students will explore how people, relationships, events, and ideas of the past shape the present and influence.

- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.

- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

Guide to Reading the Learning Experiences

The Inquiry Ideas are presented before any mini-lesson strategies to allow the teacher to prepare a list of choices for students. For ideas about how to prepare inquiry lists for students, please see page 15 in this front matter entitled, "How Time Is Spent During the Learning Experience."

This icon indicates individual or group inquiry during classes 5-13.

STAGE 2: IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

ESSENTIAL QUESTION A
What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?



(*Skill Set*: 3a - Discussion- see Appendix A)

Using a Concept Frame, students define the concept of colonization. Students share their frames and discuss the advantages and disadvantages of colonization for both the empire and the colony.



BLM: Concept Frame: Colonization

The world icon and its code indicates a supporting blackline master can be found in Appendix B

"**3**" means number of Learning Experience
"**A**" indicates which of the three Essential Questions
"**1**" is simply a tally number

This is one of the three **Essential Questions** for each Learning Experience (A, B, C)

The mini-lessonhook is an opportunity from the very start to connect the Essential Question to the student's lived experience.

<u>MINI-LESSONS</u> (Classes 2-4)
(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A
What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?

Example of Mini-Lesson Hooks
Who is a modern day explorer? What does he or she want?



(*Skill Set*: 2 – Brainstorming- see Appendix A)

Using a world map, students locate the major European colonizing countries (i.e., Portugal, Spain, France, England, and Netherlands). Collaborative groups of students brainstorm reasons why people in these countries would have wanted to come to North America (e.g., natural features of the land, wealth of natural resources…).

This icon indicates more direct teacher instruction during the mini-lesson phase during Classes 1-4.

The skill set indicates the kind of skill that a particular strategy will develop

The mini-lesson phase is the time when teachers systematically introduce the three essential questions over a three day period. This is a time to provide background information while raising many powerful questions about the unknowns buried within the historical accounts and the lives of the people of that time. The mini-lesson ideas provide a number of choices for teachers to directly use or modify for their class.

Kindergarten to Grade 5 Social Studies: Skill Categories and Organizing Units

	Kindergarten Being Together	**Grade 1** Connecting and Belonging	**Grade 2** Communities in Canada	**Grade 3** Communities in the World	**Grade 4** The NWT: Our Places, Stories and Traditions	**Grade 5** Canada: The Peoples and Stories of this Land
Skill Categories	Active Democratic Citizenship Managing Information and Ideas			Critical and Creative Thinking Communication		
Core Concept	Citizenship					
Organizing Units	**Clusters** (comprised of 16-19 Learning Experiences ("LEs") each grade)				**Themes**	**Learning Experiences (LEs)** (comprised of 3 Essential Questions each LE)
	Me	Belong	Our Local Community	Connecting with Canadians	Canada and the NWT – The Land and People	Origins and Connections to the Land
	The People Around Me	My Environment	Communities in Canada	Exploring the World	Beginnings and Traditions	Pre-Contact Cultures
	The World Around Me	Connecting with Others	The Canadian Community	Communities of the World	Continuity and Change in the NWT	Early European Exploration and Colonization
				Exploring an Ancient Society	Living in the NWT	Nouvelle-France and Cultural Integration
						French-English Rivalry
						Learning to Live Together
						Negotiating Confederation
						Furs, Farms and the Metis
						Treaties

GRADE 5

CANADA: THE PEOPLES AND STORIES OF THIS LAND

Grade Overview

Aboriginal Perspectives

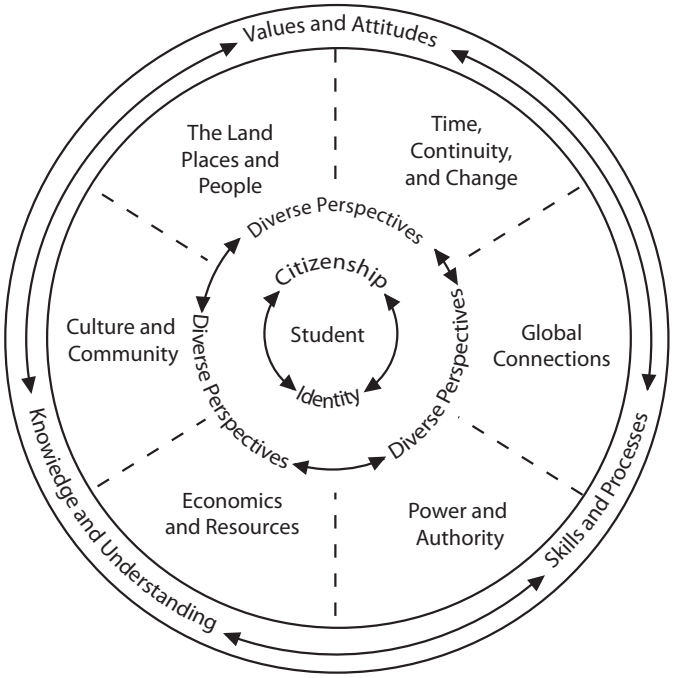
Skills

Established Goals and Essential Questions

Grade Overview

GRADE 5 students focus on the stories of the peoples of early Canada and how they came to live in and share the land over time. They explore the origins of First Peoples and their ways of life before and after European contact. Students consider how Aboriginal cultures have influenced this country.





Students examine European exploration, and consider the experiences of French and British settlers and of diverse cultural groups as they developed roots in this country. They become aware of the development of Canada as a nation, from a vast land rich in natural resources inhabited by Aboriginal peoples, to a colony of France and then of Britain, and , finally, as a confederation of provinces and territories. They study the partnerships that evolved in the fur trade, including the role of the Métis over time, and the evolving relationships that are reflected in peace agreements, wars, rebellions, Confederation, the numbered treaties and more. Students explore how people from many places have learned to live together in the land we call Canada.



As students reflect upon the stories of significant people and events of Canada up until the 20th century, they learn how the history and geography of this land has shaped Canadians.

Dene Perspective on History

Dene history is oral history. To learn this history is to listen to stories. Western tradition tries to organize events in order, with dates and blocks of time, and to write these things down. Dene ways of knowing history places more value on the living of the events themselves, and on the role of the listener in giving that history meaning.

> "Philip shared a Tlicho story about a sacred nate k'e (dreaming place) where young people can go to know their strength and learn how to be healthy. But he was concerned about the story being written down. "It's like our stories stop living when they are put on paper. A Tlicho story has many, many parts and no one person has the full story. To really know and use the story and explore all of its meanings, you have to hear many versions and add your own part---- that's what makes the story a living thing. We don't want the stories to ever be finished." [1]
>
> (*Above & Beyond, Canada's Arctic Journal, September/October 2008, p. 10)*

It is not surprising that different cultures see things as basic as 'history' differently :

> *Each culture provides experiences specific to its way of being. The language of that culture has concepts which identify each of those experiences. Where another culture does not have a similar activity it does not have a concept of that activity…For example, both English and Dene have a concept of land. The English experience places the value of commodity on land, the Dene experience places the value of living being on land.*[2] *(p. 5 ,* Dene Teaching Methods, 1993)

If one is to explain how Dene oral history functions, it may help to imagine how we learn about 'prehistory'. Our ways of knowing about events and people from before things were written down are different than those we can use for events and people after writing was used. It is more difficult to track stories where only art or artefacts give us information about them. With Dene stories, the Dene history has been passed on orally from generation to generation since time immemorial. To understand these stories we need to understand the elders' ways of communication.

Elders' approaches to telling a story are like being given pieces of a photograph that the listener needs to put together in a way that makes sense to them. It is like pieces of a puzzle that can be assembled in different ways. The role of the listener is fundamental to the message the story is telling. It is in these pieces, and through the re-arranging of these pieces, that our Dene oral history comes to us. Dene history comes in different Dene languages which are like different pathways, taking the listener and to similar- though not the same -places.

As oral history is told of the earliest time on the land, elders speak of when people and animals were equal and of the days of the big animals. Elders use of Dene words to describe that era is so old that often times," its English meaning is no longer clearly remembered."[3] Through many such stories the epochs of Dene history are tracked. It has been said that after the early days of when people and animals were equal came stories of travel by great leaders and medicine people who came back with experience of the great unknown of the world and shared their stories of the other tribes in and around the region. They kept their stories alive in that manner until first contact with the Europeans.

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[1] Sharing the stories of the Tli Cho (*September/October 2008*), *Above & Beyond, Canada's Arctic Journal, p. 10.*

[2] Dene Teaching Methods (1993), Dene Cultural Institute and The Native Women's Association of the NWT, *p. 5*

[3] *The History and Stories of the Gwichya Gwich'in (*2007), Gwichin Social and Cultural Institute, *p. 6*

Inuvialuit and Inuinnait Perspective on History

Stories have always played an important part in the life of Inuvialuit and Inuinnait. *Inuuqatigiit, the Curriculum from the Inuit Perspective*, relates that "all history, knowledge, values, and beliefs were passed on from generation to generation by word of mouth. Information was contained in both songs and stories, repeated to children by their parents and grandparents as they grew" (p.19).

Stories were also told to teach children to better understand their environment. In *Inuuqatigiit*, 'the land' includes all of nature: the earth itself as well as the water, the ice, the wind, the sky, the plants and animals'. The intimate relationship and understanding of their environment was enriched by many types of stories. Some of the stories told how animals, birds and insects came to be. Today, they are called Creation stories. Creation stories are deeper than just an explanation of one's surroundings. They create a sense of wonder, of connection, of teachings, and of understanding behaviour.

Stories were powerful tools for teaching and passing on information. The more one learned of animals and birds, the more they were treated respectfully. These stories exist today. They can be told in any surroundings and in any language. It should, however, be understood that any given story isn't more powerful than another. Each story has a purpose and meaning and children can be encouraged to connect with each story and to learn from it. It will also be interesting for students to understand that Inuvialuit, Inuinnait and Inuit do not tell the same story as the Beringia theory when they explore the origins of Inuit. Inuit creation stories aren't trying to explain the physical arrival of Inuit in their part of the world, but are dealing with other levels of existence. These stories often explore relationships between people and the land, without trying to explain *how* people literally came to live where they do.

This need to understand one's surroundings and the events in each others lives have enabled Inuvialuit and Inuinnait to pass down stories of first contact with a race different from their own. Contact with European and Canadian peoples had a powerful and sometimes negative impact on traditional life of Inuvialuit and Inuinnait and choices of which of these stories to tell should keep in mind the age of the students. There are stories as well of how the Inuvialuit and Inuinnait adapted to life after contact in their ability to recognize what was important to trade with others.

For educators who want to better understand some of these impacts, there are documentaries and films available to have a glimpse of what this could have meant. Resources such as, Tom Radford's *Worlds Collide: The Saga of Herschel Island* is a heartbreaking, must-see documentary that displays the late 19th-century near-extinction of the Inuvialuit people in the northwest of the Yukon through the eyes of one survivor. *Arctic Book – Stories* "Call me Ishmael: Memories of an Inuvialuk Elder" by Ishmael Alunik**,** can provide an powerful perspective on these events as well.

Although *Inuuqatigiit* provides rich information, it is not meant to be a total summary of Inuvialuit and Inuinnait knowledge. It states, "*Inuuqatigiit* has not documented all of Inuit knowledge, but through it and from it will come a direction for continued research on Inuit culture, program and unit development for themes or topics from the Inuit perspective, as well as other forms of publications" (p. 2). It is one avenue that educators can use to integrate and infuse Inuvialuit and Inuinnait knowledge into their classrooms.

SOCIAL STUDIES SKILLS

Social studies skills are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

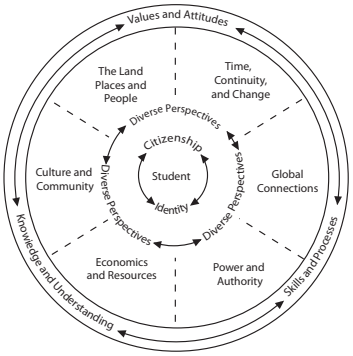
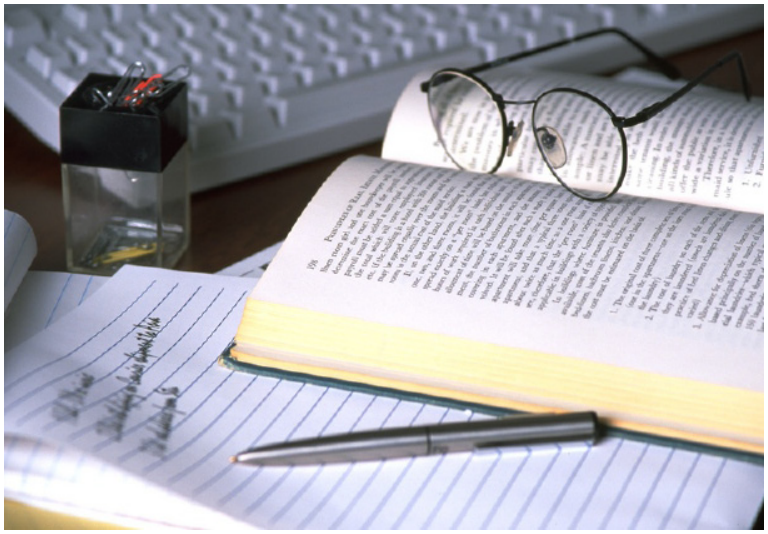




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Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.



Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking



Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.



Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Interdisciplinary Skills Chart

ACTIVE DEMOCRATIC CITIZENSHIP

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

SOCIAL STUDIES SKILLS	ENGLISH LANGUAGE ARTS SPECIFIC LEARNING OUTCOME	LITERACY WITH INFORMATION COMMUNICATION OUTCOMES
S-100 - Collaborate with others to establish and carry out group goals and responsibilities.	**3.1.1 -** Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-101 - Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*	**5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	
S-102 - Make decisions that reflect fairness and equality in their interactions with others.	**5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-103 - Make decisions that reflect care, concern, and responsibility for the environment.		
S-104 - Negotiate constructively with others to build consensus and solve problems.	**5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**P-2.1 -** Constructs "how and why" questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs **M-1.2 -** Recognizes ICT problems and seeks assistance to solve them
S-105 - Recognize bias and discrimination and propose solutions.	**2.2.3 -** Develop personal perspective of cultural representations in texts (oral, print, and other media)	
S-106 - Treat places and objects of historical significance with respect. *Examples: burial grounds, memorials, artifacts...*	**5.2.2 -** Describe how diversity is honoured and celebrated	

Interdisciplinary Skills Chart

MANAGING INFORMATION AND IDEAS Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.		
SOCIAL STUDIES SKILLS	**ENGLISH LANGUAGE ARTS SPECIFIC LEARNING OUTCOME**	**LITERACY WITH INFORMATION COMMUNICATION OUTCOMES**
S-200 - Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	**1.1.2 -** Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 - Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	**3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-202 - Distinguish between primary and secondary information sources for research.	**3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	**G-1.4 -** Collects primary data using electronic devices
S-203 - Select and use appropriate tools and technologies to accomplish tasks.	**4.1.1 -** Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-204 - Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	**4.1.3 -** Create original texts (oral, print, and other media)	

Interdisciplinary Skills Chart

S-205 - Construct maps that include a title, legend, compass rose, grid, and scale.	**3.3.1 -** Organize information and ideas into categories using a variety of strategies (see list of graphic organizers) **4.4.1 –** Present and/or publish texts (oral, print, and media)	
S-206 - Interpret maps that include a title, legend,compass rose, grid, and scale.		
S-207 - Use latitude and longitude to locate and describe places on maps and globes.		
S-207A - Use traditional knowledge to read the land.		
S-208 - Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.		

CRITICAL AND CREATIVE THINKING

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

SOCIAL STUDIES SKILLS	ENGLISH LANGUAGE ARTS SPECIFIC LEARNING OUTCOME	LITERACY WITH INFORMATION COMMUNICATION OUTCOMES
S-300 - Plan topics and goals for historical inquiry and research.	**1.1.3 -** Set personal goals to enhance language learning and use **3.1.3 –** Gather and record ideas and information using a plan for own or group inquiry	**Pr-1.1 -** Participates in establishing criteria for student-created electronic work
S-301 - Evaluate the advantages and disadvantages of solutions to a problem.	**4.2.1 -** Use pre-established criteria to focus conversations about own and others' texts and representations **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.2.4 -** Experiment with language to create desired effect in oral, print, and other media text	**R-2.1 -** Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn **S-1.3** - Chooses appropriate times and places to use wireless games and/or communication devices
S-302 - Draw conclusions based on research and evidence.	**2.1.3 -** Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose

Interdisciplinary Skills Chart

S-303 - Evaluate personal assumptions based on new information and ideas.	**1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personel perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 - Distinguish fact from opinion and interpretation.	**1.2.2 –** Explain the importance of linking personel perceptions	
S-305 - Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	**2.2.1 -** Explore a variety of oral, print, and other media texts	**G-1.3 -** Records data or makes notes on gathered information and ideas using given categories and given ICT
S-306 - Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*	**3.2.2 -** Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-307 - Compare differing accounts of historical events.	**3.3.1 -** Organize information and ideas into categories using a variety of strategies (see list of graphic organizers)	
S-308 - Compare diverse perspectives in a variety of information sources.	**2.1.1 -** Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding **2.2.3 -** Develop personal perspective of cultural representations in texts (oral, print, and other media) **5.2.3 -** Explore how context influences the selection of language and form	
S-309 - Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*	**3.2.3 -** Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2 –** Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	
S-310 - Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	**2.1.1 -** Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding	

Interdisciplinary Skills Chart

COMMUNICATION Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.		
SOCIAL STUDIES SKILLS	**ENGLISH LANGUAGE ARTS SPECIFIC LEARNING OUTCOME**	**LITERACY WITH INFORMATION COMMUNICATION OUTCOMES**
S-400 - Listen to others to understand their perspectives.	**1.1.1 -** Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 - Use language that is respectful of human diversity.	**5.2.2 -** Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 - Support their ideas and opinions with information or observations.	**1.2.2 -** Explain the importance of linking personal perceptions	**M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others **M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 - Present information and ideas orally, visually, concretely, or electronically.	**2.2.2 -** Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work
S-404 - Elicit and clarify questions and ideas in discussions.	**5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	**C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic communication
S-405 - Articulate their beliefs and perspectives on issues.	**5.2.1 -** Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Established Goals and Essential Questions

ORIGINS and CONNECTIONS to the LAND

LE#1



Established Goals

KI-004 - Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent
KL-015 - Locate on a map of Canada the major physical regions, climates, vegetation zones, bodies of water and the traditional territories of First Peoples
KL-017 - Describe practices and beliefs that reflected First People's connections with the land and the natural environment
VCC-008 - Value oral tradition as an important source of knowledge about First Peoples

Essential Questions

A. Which Aboriginal origin story best shows how important the land is in peoples' lives? Which criteria did you use in order to make your choice?
B. How did people get here? Which scientific migration theory or Aboriginal origin story helps you best answer this question? Which criteria did you use to arrive at your answer?
C. The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they) effect how people lived and their beliefs about the world?

PRE-CONTACT CULTURES

LE#2



Established Goals

KI-006 - Compare daily life in diverse First Peoples communities before contact with Europeans
Example: food, clothing, shelter, decision-making and types of leadership (consensus, democracy, hereditary right, matriarchy) roles of men, women, children, Elders
VP-014 - Value diverse approaches to leadership
KE-050 - Describe various ways in which First Peoples groups interacted with each other
Examples: trade, cooperation, conflicts...
KCC-024 - Relate stories of early contact between Aboriginal groups and Europeans

Essential Questions

A. Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life? Which criteria did you use to arrive at your answer?
B. Among the pre-contact Aboriginal groups, what is the best way of makings decisions and choosing leaders that you've discovered? Which criteria did you use to arrive at your answer?
C. Should Aboriginal people have helped, ignored, or attacked the first Europeans they met? Explain why with example from stories.

EARLY EUROPEAN EXPLORATION AND COLONIZATION

LE#3



Established Goals

KG-043 - Identify European countries that established colonial empires and locate on a world map their areas of colonization
Include: Portugal, Spain, France, England, Holland
KP-047 - Identify reasons why the Europeans wanted to expand their territories to include North America
Examples: international competition, resources, religion, trade...
KCC-025 - Relate stories of European explorers and traders in their search for new lands in North America or the Northwest Passage.
Examples: Giovanni Caboto, Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson, Stefansson

Essential Questions

A. What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?
B. Which European nation was the most successful in achieving its goals? Which criteria did you use to arrive at you answer?
C. Who was the best explorer to come from Europe to Canada? Which criteria did you use to arrive at your answer?
Examples: Caboto, Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson, Stefansson...

Grade Overview

Established Goals and Essential Questions

NOUVELLE-FRANCE and CULTURAL INTERACTIONS

LE#4



Established Goals

KCC-033 Describe contributions of individuals in the settlement of Nouvelle-France
Include: Samuel de Champlain, Chief Membertou, Marquerite Bourgeoys
KI-008 Describe daily life in Nouvelle-France.
KCC-026 Give examples of the impact of interactions between First peoples and European explorers, colonists, and missionaries.
Examples: place names, shared technologies, trade, spread of disease, religious traditions, landholding and ownership...
VCC-009 Appreciate the contributions of First Peoples to the development of Canada
VE-015 Be willing to consider diverse approaches to resource and land use

Essential Questions

A. Describe a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today? Which criteria did you use to arrive at your answer?
B. Who was the most important leader in the early development of Nouvelle France: *Samuel de Champlain*, Chief Membertou, or *Marquerite Bourgeoys?* What evidence did you use to defend your choice?
C. Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?

FRENCH-ENGLISH RIVALRY

LE#5



Established Goals

KCC-027 Describe the impact of European wars on First peoples and the French and British colonies in early Canada
Include: First Peoples Alliances
KCC-028 Describe the reasons for and the impact of the Acadian deportation
KCC-029 Describe the major events and impacts of the British conquest of Nouvelle-France
Include: Great Peace (1701), Battle of the Plains of Abraham (1759); Treaty of Paris and Royal Proclamation (1763); Quebec Act (1774)
VCC-011 Appreciate the Aboriginal, French, and British heritage of Canada
VCC-012 Demonstrate empathy for the struggles of the peoples of early Canada

Essential Questions

A. Can forcing people off their land ever be the right thing to do?
B. Who would you name your school after: General Edward Cornwallis), James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard ('Beausoleil') or Guy Carleton? Which criteria did you use to arrive at your answer?
C. Which of these events had the most impact on the development of Canada – *The Great Peace (1701), Battle of the Plains of Abraham* (1759), *The Treaty of Paris (1763)*, *The Royal Proclamation (1763), The Quebec Act* (1774)

REFUGEES, WARRIORS and REFORMERS

LE#6



Established Goals

KCC-037 Give reasons for the migration of the United Empire Loyalists and describe their impact on *Canada*
Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists (include: African Americans, Aboriginals)
KI-013 Compare daily life in Upper Canada and Lower Canada
Include: language, religion, government, laws
KCC-038 Identify the causes, major events, and results of the War of 1812
KCC-040 Identify people, events, results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada
Include: Establishment of responsible government, French-English relations
VI-004 Appreciate Canadian history as a way of understanding contemporary Canada

Essential Questions

A. Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at your answer?
B. Which is the most important person, event, or consequence of the War of 1812?
C. As Canada gradually became a democratic country, where people vote for their leaders, (not like a king or queen), who was the best fighter in making this happen: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?

Established Goals and Essential Questions

NEGOTIATING CONFEDERATION	
LE#7 	**Established Goals** **KL-022** Locate on a map of Canada the four provinces of Confederation in 1867 **KCC-041** Describe the origins of Confederation and give arguments for /against Canadian Confederation. *Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation* **KCC-042** Describe the roles of individuals in building Canadian Confederation *Include: John A. MacDonald, Georges Etienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray* **VCC-010** Value history as a way of understanding contemporary Canada **VCC-012** Value the diverse stories and perspectives that comprise the history of Canada
Essential Questions	
A. What stories would explain the different parts of the *Imagine If...* map of Canada*?* **B.** What was the best argument for or against Confederation? **C.** From the perspective of _____(pick a person from the list)_____ what were the advantages or disadvantages of Confederation (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper)?	
FUR , FARMS, AND THE METIS	
LE#8 	**Established Goals** **KL-023** - Locate on a map of Canada the major settlements of Rupert's Land in 1867 *Include*: *Canadian rivers and towns/cities with "Fort" in their names; present highways and railways)* **KCC-027** - Identify individuals and events connected with Manitoba's entry into Confederation *Include: Louis Riel, John A Macdonald, Red River Resistance, Métis Bill of Rights, negotiation of the entry of Manitoba into Confederation* **KCC-030** - Describe the influence of the fur trade on the historical development of Canada *Include: Hudson's Bay/North West Companies; creation of Rupert's Land and the western expansion of Canada* **KCC-036** - Give examples of the impact of interactions between First Peoples and European traders particularly in relation to the fur trade in Canada. *Examples: partnerships; cultural change; spread of disease; shared technologies; origin, way of life and role of Metis; place names in Canada* **KP-049** - Give examples of conflicting priorities between demands of the fur trade and agricultural settlement *Include: Selkirk and Metis settlements of the Red River* **VL-007** - Appreciate the significance of the land and natural resources in the development of Canada
Essential Questions	
A. How did the major 'highways' (rivers) of the fur trade shape the way Canada developed? **B.** What could farmers or fur traders in the 1800's have done differently to solve their differences in the Red River region? **C.** Louis Riel is described as a hero for the Métis and a traitor by others in 1870? How would you describe him?	
TREATIES, WAR, and the CHANGING WEST	
LE#9 	**Established Goals** **KI-007** - Give reasons for the establishment of the numbered treaties and reserves, and describe their impact on individuals, families, and communities *Examples: federal government motivations (increasing numbers of people coming; need to survey the land for the railway; fear of an Aboriginal armed conflict; ground rules for settlement needed), Aboriginal peoples' motivations (disappearance of buffalo, desire to learn farming, protection of rights)* **KCC-028** - Identify causes, events, individuals, and consequences of the 1885 Resistance **KCC-032** - Identify contributions of Aboriginal leaders from 1867 to 1914 *Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)* **KCC-031** - Identify rationale, events, issues related to the construction of the Canadian Pacific Railway *Egs. immigration to the West, expanding Confederation, causes a change in traditional Aboriginal land use/lifestyle, workers/working conditions, Chinese labourers, construction difficulties, mapping Canada...* **VCC-012** - Value the diverse stories and perspectives that comprise the history of Canada
Essential Questions	
A. Who got more of what they hoped from signing the treaties; The Government of Canada or the Aboriginal peoples? OR **A.** Why do you we have land claims today? **B.** What could the Métis, Aboriginal groups or the government of Canada have done differently to avoid the armed conflicts that broke out in 1885? **C.** Was immigration to the west a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, a John A MacDonald and a resident of the Prairies today.	

GRADE 5

CANADA: THE PEOPLES AND STORIES OF THIS LAND

Social Studies in the NWT

Mission of Social Studies

Core Concepts

General Learning Outcomes

Learning, Teaching, and Assesment

Mission of Social Studies



Definition

Social studies is the study of people in relation to each other and their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science and other disciplines. Social studies focuses on peoples' relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities locally, nationally, and globally, in a complex and changing world. Social studies in the NWT is particularly informed by the foundational documents *Dene Kede* and *Inuuqatigiit.*



Vision

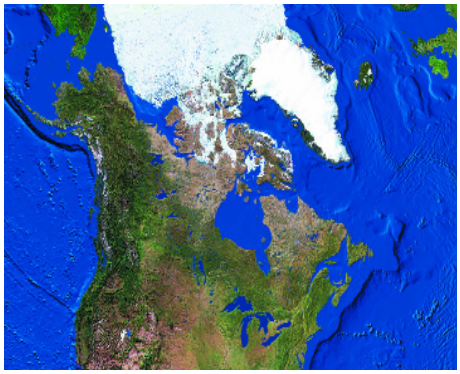
Social studies in the NWT is part of an overall educational program intended to meet the needs and reflect the nature of 21st century learners and has at its heart the concepts of citizenship and identity in the Canadian and global contexts. It is reflective of the diverse cultural perspectives, including Aboriginal and francophone, that contribute to the evolving realities in Canada. Social studies will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for each one of our students as she or he engages in active and responsible citizenship locally, nationally, and globally, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic country.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 5, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies



With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present



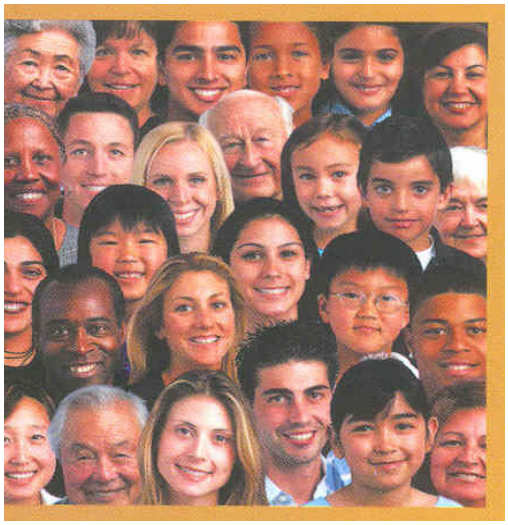
With respect to the **world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience



With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

Core Concepts

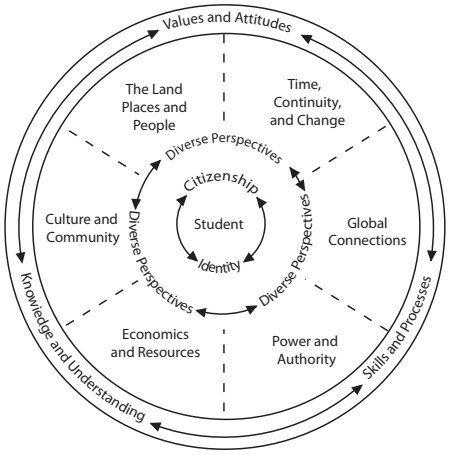


Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate. Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:



- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs



- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy.

The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

Identity as a Core Concept in Social Studies

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students' abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.



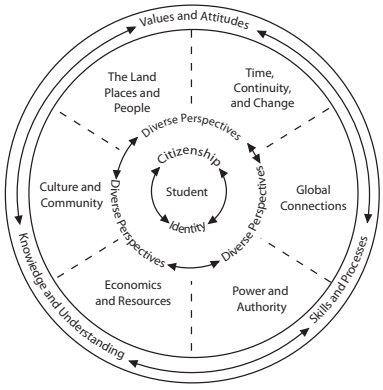
Photo courtesy of Anne Meaney, Fort Good Hope

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

(see culture-based perspectives on pages 3-5 in the **Introduction**)

Diverse Perspectives as a Core Concept in Social Studies

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout the social studies curriculum and enable students to develop an awareness of differing interpretations and worldviews. As they critically consider contemporary and historical ideas, events, and issues from diverse perspectives, students will gain a richer understanding of the complexity of cultures, communities, and societies. This understanding will allow them to interact with others with sensitivity and open-mindedness, and to respect their own and others' ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society



General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 6. They are the basis for the specific learning outcomes for each grade.



Photo courtesy of Lea Lamoureux, Fort Simpson

Culture and Community

Students will explore the influences of culture and community on individuals and societies.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others' cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.

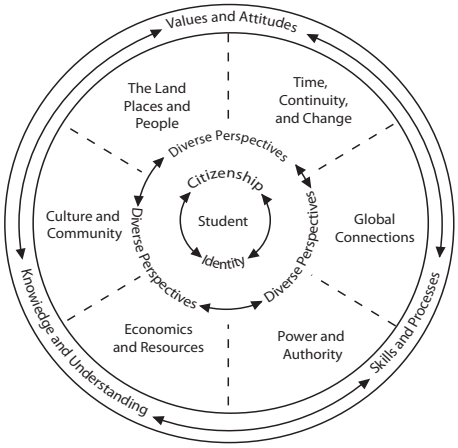




Photo courtesy of Magalhaes, Wikipedia article "Philippines"

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. An exploration of people's relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.



Photo credit: Busse/NWT Archives/N-1979-052-1753

Time, Continuity, and Change

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspective, parallel accounts, oral and social histories and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking and will include concepts such as progress, decline, continuity, causality and change.



An eye clinic in Talek, Masai Mara, Kenya. Photo courtesy of Blake Wile.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence will enhance students' global consciousness and encourage them to develop empathy with respect to the human condition. Students will critically consider diverse perspectives and the connections that link local, national, and global issues. This exploration of global connections will enable students to enrich their identities and to engage in active and responsible citizenship. Learning outcomes will focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.



Photo courtesy of Dogrib Treaty 11 Council

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens. The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.


Photo courtesy of Doug Ashbury, Diavik Diamond Mines

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization

Learning, Teaching, and Assessment

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Strategies to support student inquiry and interaction:

- student choice of inquiries
- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles and celebration

Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

Active learning includes

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Activities that engage students in democratic processes:

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-based learning

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a plethora of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is essential that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single "right answer" to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

Diversity and Equity



Photo credit: PW&S/NWT Archives/G-1995-001-8589

Inclusive Social Studies Classrooms

The NWT social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

Inclusive classrooms that are focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With the increasingly diverse population in our territory and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the "hard stuff" of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories

of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. Grounded in the lives of students

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students in the NWT also need opportunities to consider and inquire how their lives connect to people, places and events beyond their community.

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." In the NWT many classroom teachers have come to this territory from another part of Canada or the world. Life in the classroom and the community they are now part of presents opportunities for teachers to learn from students and community members, and requires teachers to be good researchers and listeners. Teachers may need to call upon their colleagues, parents and others, including Elders, in order to understand the needs of their students and the communities they seek to serve

4. Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From their early years onwards, students need to develop skills and insights that allow them to pose essential questions. Who makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls

5. Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. Hopeful, joyful, caring, and visionary

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

7. Academically rigorous

An inclusive classroom focused on social justice equips students with the skills they need to navigate in the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms. [3]

Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity, and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

"It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada." (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

[3]Adapted from "Rethinking Our Classrooms: Teaching for Equity and Justice" from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <www.rethinkingschools.org>. All rights reserved.

The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

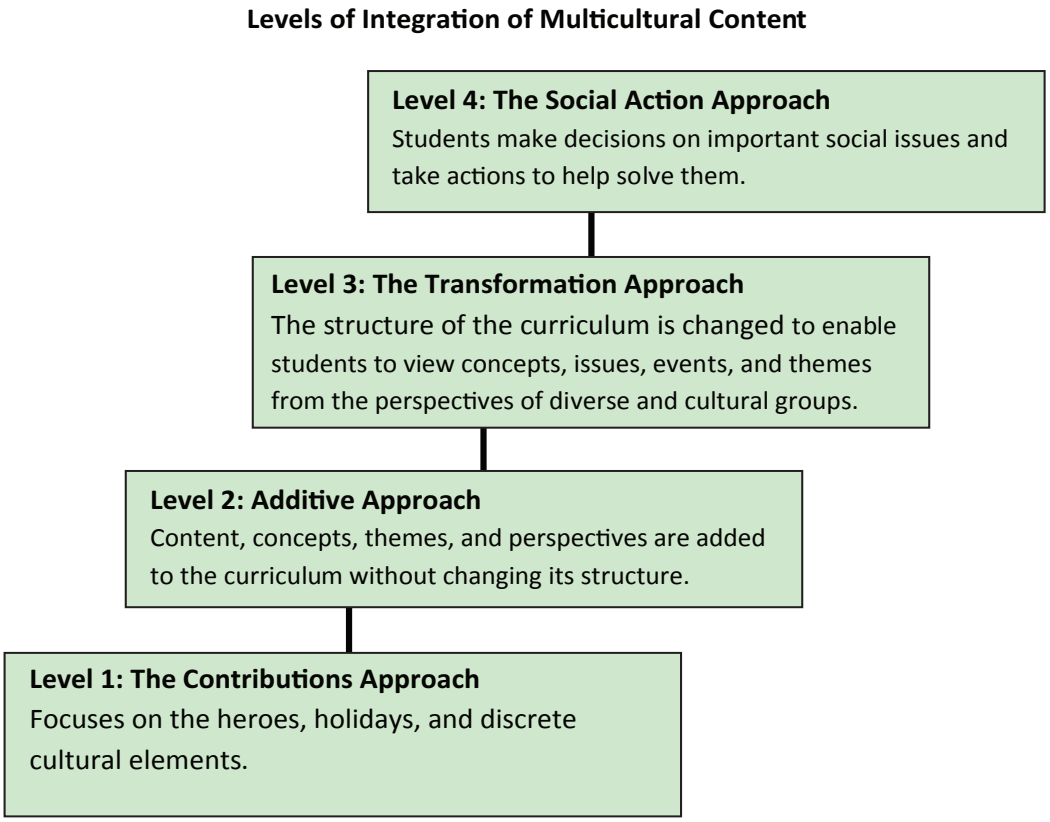


Figure 1: From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.



The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

•An individual's identity is complex and composed of various dimensions.

•Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.

- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are useful tools to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity (see below).

Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)



Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian and NWT context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

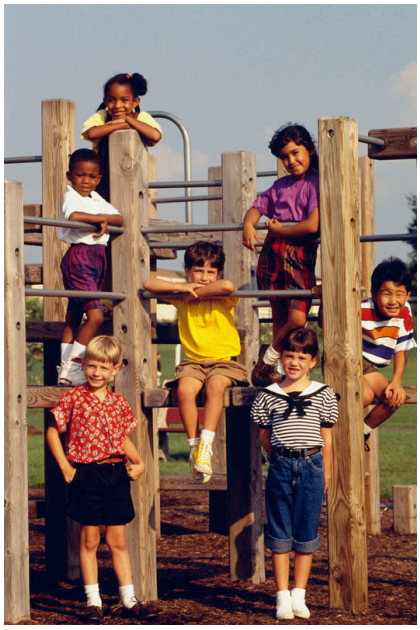
In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.

Applying Racial Identity Development Concepts in the Classroom



There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/ anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.

- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.

- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.

- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.

- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.

- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
- Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
- Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
- Pay attention to feelings.
- Provide truthful information appropriate to students' level of understanding.
- Help students recognize racial, cultural, social, and other stereotypes.
- Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
- Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
- Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**

   - How does the resource fit into the yearly plan or the curriculum?
   - Is the school environment positive and open to diversity?
   - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?
   - Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
   - What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
   - Is multicultural literature frequently used in the school and throughout various subject areas?

2. **What was the rationale for choosing the resources to be used?**

   - Were parents or community group members involved in the selection of the resources?
   - Has the impact of the resource on readers of different experiences and perspectives been considered?
   - Have questions of voice and authenticity been considered?
   - Have supplementary or complementary materials been considered?

3. **Has the stage been set for the introduction of the resource, including its content and major themes?**

   - Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
   - Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
   - Have students explored issues related to the use of problematic terms and references made in the resource?
   - Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. **Does the classroom experience lend itself to anti-bias/anti-racist learning?**

   - Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
   - Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
   - Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
   - Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
   - Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource?

- Do students have a voice in the classroom?Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?

1. How does the resource or issue studied relate to other aspects of the curriculum and school experience?

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

Classroom-Based Assessment



Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves its own purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*for* or *of*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.



Citizenship celebration. Whati, NWT. Photo courtesy of Laura Smith.

Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

hers learn about student progress through moment-by-moment observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, an assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate

their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

• ***Assessing Knowledge:*** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.

• ***Assessing Skills:*** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

• ***Assessing Values:*** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

Assessment tools and strategies:
- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student's interactions with peers)
- observation and evaluation of student products and performances



• one-to-one conversations with students about their learning, including information gathered from self-and peer assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment.

The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Language to encourage self-assessment

Students
- I think I need to…
- I also want to…
- I was thinking that…
- I wonder…
- Next time I would…

Teachers
- Why did you choose to…?
- What options did you consider…?
- What changed in your thinking?

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year's end, and "summative" assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

GRADE 5

CANADA: THE PEOPLES AND STORIES OF THIS LAND

Learning Experiences

Learning Experience 1 - Origins and Connections to the Land

Learning Experience 2 - Pre-Contact Cultures

Learning Experience 3 - Early European Exploration and Colonization

Learning Experience 4 - Nouvelle-France and Cultural Integration

Learning Experience 5 - French-English Rivalry

Learning Experience 6 - Refugees, Warriors and Reformers

Learning Experience 7 - Negotiating Confederation

Learning Experience 8 - Furs, Farms, and the Metis

Learning Experience 9 - Treaties, War, and the Changing West

Canada: The Peoples and Stories of this Land

GRADE 5

Origins and Connections to the Land

LE#1

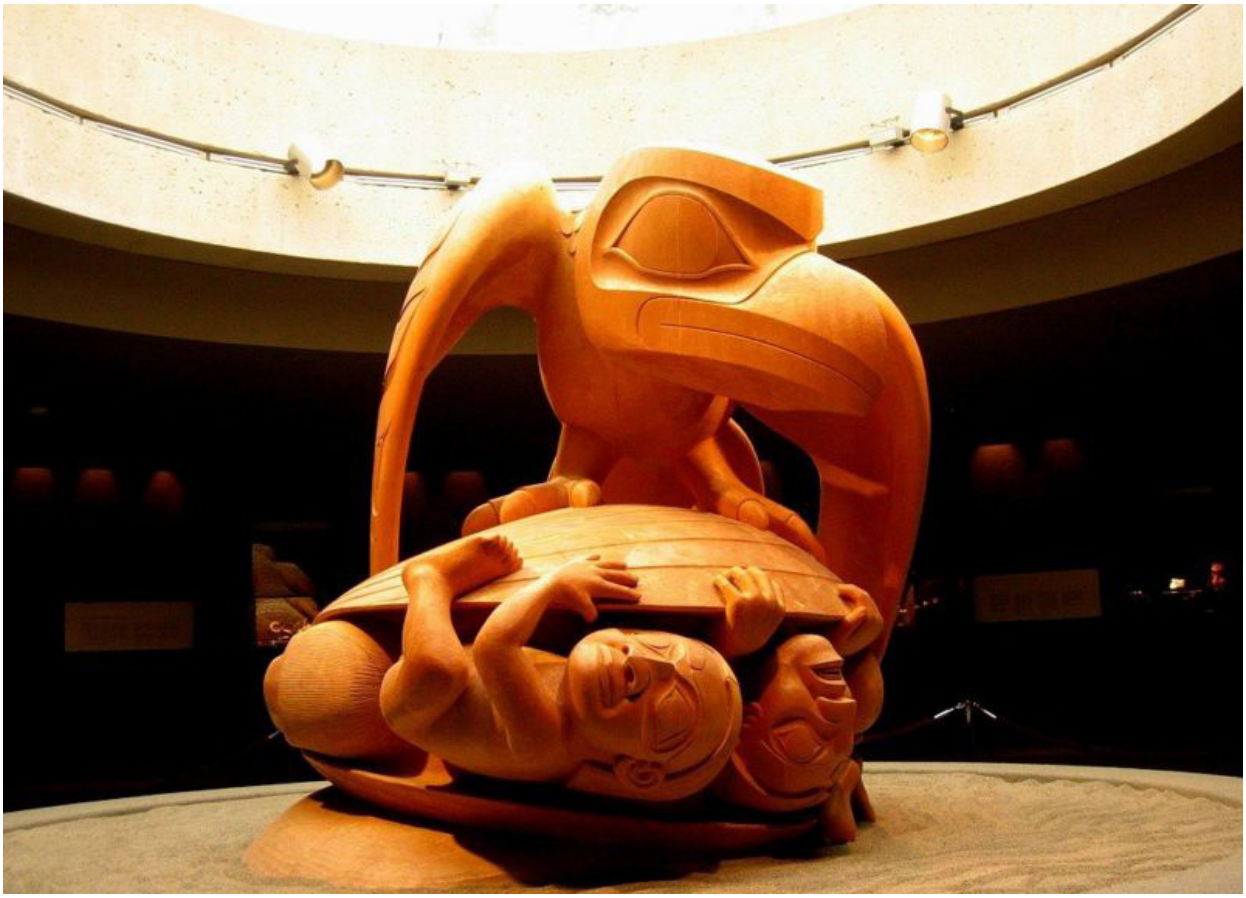


Image credit: User Mike-tango has released this image into the public domain in the Wikipedia article, "Indigenous peoples of the Americas". The image is of Bill Reid's work, "The Raven and the First Men".

STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

As we begin this course on the history of Canada, this Learning Experience explores questions of *beginnings* and encourages students to discover different possible answers to 'Where do we come from?'. Both traditional Aboriginal origin stories and scientific migration theories are touched on. Students also become familiar with the land we now call Canada and how the land shaped the first people who lived here.

SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

Essential Question A.

"Which Aboriginal origin story best show how important the land and animals are in peoples' lives?"

The question, "Where do we come from?" is a fundamental part of who we are as human beings. In the context of Canadian history, exploring this question often brings us to many different answers. Developing an understanding of how the earliest people came to be in the land we now call Canada, can help us begin to answer this important question for ourselves and in a bigger way for our country as a whole.

Aboriginal peoples have long-held stories, passed down through an oral tradition of storytelling, which reflect an understanding of their origins deeply rooted in the land they live in. These stories describe the place that people hold in the natural world, and the kinds of relationships that do and should exist between humans, animals and the natural environment. These are often called *origin stories* and there are unique stories that have been held by different Aboriginal groups in North America which express these relationships. In these stories, we discover various truths related to how the world, people and life have come to be the way they are - answering the question of "Where do we come from?" - at multiple levels. The term *land* often includes a wide variety of living things including animals, plants, water, and mythical beings.

Note: Essential Question A encourages students to explore these relationships between the land and people by asking: *"Which Aboriginal origin story best shows how important the land and animals are in peoples' lives? Which criteria did you use in order to make your choice?"*

Essential Question C. (We'll get to Question B in a minute).

"*The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they still) affect how people live(d) and their beliefs about the world?"*



(see map on Grade 5 CD)

There are similarities and differences among these stories, which may in part be explained by the unique land and climate that different Aboriginal groups were shaped by. In a land as large and diverse as the Canada of today, these are important realities to be aware of. The experiences of Inuit in the tundra are very different from the Haida of the Pacific Coast, the Cree of the Central Plains or the Huron in eastern Canada. In this course students are learning about the *physical shape* of Canada and the various people and places found in this vast land. Part of this learning involves becoming familiar with the range of climates and

vegetation, water and landforms that exist in the land we now call Canada, and exploring how ways of life and beliefs may reflect the influence of these different realities.

Note: In **Essential Question C** students discover that "*The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they still) affect how people live(d) and their beliefs about the world?"*

Essential Question B.

"*Which scientific migration **theory** or Aboriginal **origin story** helps you best answer this question...?"*



(see map on Grade 5 CD)

Scientists have developed methods of exploring evidence which attempt to explain the arrival of Aboriginal people in North America from a very different starting point than that of Aboriginal peoples' origin stories. Less concerned with relationships, a sense of meaning or an understanding of origins, scientific theories have been built upon examination of climate and geological change, archaeology, and the movement of peoples. The Beringia theory is one among several of the explanations that seem to give plausible explanations for how the First Peoples may have come to inhabit North America. In this theory, a cooler global climate caused the polar ice caps to thicken and expand, thereby *locking up* huge quantities of what today are known as oceans. This freezing of large quantities of water at the poles caused ocean levels to drop, and allowed a land bridge to form between what is now Siberia and Alaska. The Beringia theory suggests that groups of people crossed this land bridge searching for new hunting grounds – thus becoming the first *North Americans*.

Origin stories and migration theories therefore provide answers to different aspects of the question of "Where do we come from?". As we begin this Grade 5 course, which explores the stories of the land and peoples of Canada, students will inquire into the diversity of stories explaining how and why people came to be in this place called Canada long ago. Key to the inquiries in this Learning Experience are the opportunities for students to explore how these different narratives (land bridge and origin stories) do not confront them with an 'either/or' kind of choice, but indeed are responding to the same central question in different ways. This is the first of many opportunities they will have in this course to carefully evaluate a narrative in Canadian history and make a judgement using *criteria* that are provided, or that they develop themselves. These are fundamental components of the approach this course takes to the living discipline of history, and to the students' role in moving that discipline along.

Note: In **Essential Question B** the following questions are raised, **"**How did people get here? Which scientific migration **theory** or Aboriginal **origin story** helps you best answer this question? Which criteria did you use to arrive at your answer?"

LOOKING FORWARD:
In LE #1, students become familiar with the outlines of both the land and peoples of Canada long ago. In LE #2 we will explore aspects of daily life among some of the Aboriginal peoples long ago. How people lived, made decisions and interacted with other groups, including the first Europeans who arrived in their lands, are some examples.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:
KI-004 - Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent
KL-015 - Locate on a map of Canada the major physical regions, climates, vegetation zones, bodies of water and the traditional territories of First Peoples
KL-017 - Describe practices and beliefs that reflected First People's connections with the land and the natural environment
VCC-008 - Value oral tradition as an important source of knowledge about First Peoples

Understandings:
Students will understand that …

- Oral traditions of First Nations origins are different than scientific theories
- First Nations groups developed a culture and belief system that reflect the kind of land, animals, climate, water and vegetation they were surrounded by in North America

Essential Questions:
around which the Established Goals and their matched resources are organized

A. Which Aboriginal origin story best shows how important the land and animals are in peoples' lives? Which criteria did you use in order to make your choice?

B. How did people get here? Which scientific migration theory or Aboriginal origin story helps you best answer this question? Which criteria did you use to arrive at your answer?

C. The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they still) effect how people lived and their beliefs about the world?

Students will know …

- The scientific theory of Beringia.
- More than one Aboriginal story of people's origins in North America
- The major physical and vegetation zones, and rivers and bodies of water in North America and how these relate to First Nations traditional territories and beliefs

Students will be able …

- Explain the two different approaches to understanding how Aboriginal people came to be in North America.
- Fill in and label a map of Canada with physical regions, bodies of water, vegetation and traditional territories of Aboriginal peoples

VOCABULARY: oral tradition, First Peoples' stories, theory, archaeology, Beringia, migration, land bridge, climate, vegetation, landform

CULTURE-BASED PERSPECTIVES

The *Dene Kede* document itself begins with a creation story:

It is said that when the world first began, all thing on earth were people. But the original people felt that they should know what their different roles and purposes were to be. A meeting was called and everyone attended. They set out to determine their future existence on earth. They began by creating a few essentials which they tied up into bundles. And they decided that everyone should abide by certain universal laws. Finally they decided that each person should choose the family to

which they would belong. Those people who wanted to be a part of the bird family declared their intentions. Those who did not want to be a part of the bird family made their intentions clear…

"The creation story provides the basic philosophical principle for (the Dene curriculum itself). The creation story tells us that because we were created last of all beings, our continued survival requires us to be in a respectful relationship with the land and all its animals, the spiritual world, other people, and ourselves..." (p. xv *Dene Kede K-6*). In the *Dene Kede* mission statement, it states: "The purpose of this curriculum is…the survival of its people into the future- survival based upon the integrity borne of respectful relationships with self, others, the spirit world and the land" (xxi).

See also: *The Creation Story* (xxiii-xxiv). In the *Living Force* section (pp. 9-11), some of the understandings of how people should live with the land, and special places where the Living Force is found, are discussed. In *One Who Circled the Earth*, students learn stories of medicine power and powerful places. This story helps illustrate how 'the land' and particular places, or animals can be reflected in a story. Exploring this may help students who are exploring Essential Question A or C.

In *Inuuqatigiit* the section on *Relation to the Environment* can be a helpful section for students exploring Essential Question B (and it gives background and context for Question A and C). The importance and meaning of *the land* are described in this section (p. 90-95).

2. IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage continued)

ESSENTIAL QUESTION A

Which Aboriginal origin story best shows how important the land and animals are in peoples' lives? Which criteria did you use in order to make your choice?

 Critical Thinking Strategy (recommended)

 (*Skill Set*: 8 – Content Reading; 6a – Sorting and Classifying- see Appendix A)

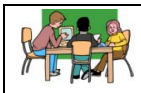
Ask students (individually or in small groups) to determine what the criteria (qualities) are for a good story—in this instance a story explaining the beginnings of Aboriginal peoples in North America (what does a great story have to have?) Write these qualities for what a "best" story would be like on the BLM. Read three origin stories from the *Spirit of Canada* and "grade" each one according to the criteria for best. Which one is the best?



 BLM: Judging the 'best' origin story

  (as appropriate *Skill Sets*: 1 – Active Listening; 6b – Generating Questions; 6d – Preparing and Conducting Interviews; as appropriate from *Skill Set* 10 – Presentations / Representations- see Appendix A)

Students become familiar with beliefs about Elders as expressed in *Dene Kede*, (p. 175-178) before designing interview questions that they will use with either a visiting Elder or an Elder they visit. The questions should focus on the value of storytelling; why stories continue to be told; and if possible, stories about origin (or the oldest story the Elder knows). After the visit, the learning can be written in the students own words and illustrated appropriately.

  (as appropriate from *Skill Set* 6 - Inquiry Process Skills- see Appendix A)

Students become familiar with the importance of land before learning the story about a significant or sacred place near their community. The student pays close attention to the site's past significance as expressed in print or oral traditions through an elder, and present importance as expressed through city hall, band council, land management discussions and land claims, industry descriptions of potential resource development, etc. The student goes on to make a presentation displaying images and bulleted information of their learning.

  (as appropriate from *Skill Set* 11g – Multimedia Presentations; 6d – Preparing and Conducting Interviews - see Appendix A)

Use a voice recorder to interview four different elders or community leaders, asking them, "what story tells about how the land came to be?" When done, play the interviews looking for similar words or ideas that were common all the stories you heard. Show and explain to the class those common ideas in an illustrated digital presentation (consider using parts of the interviews that you downloaded to a computer). Perhaps play one of the interviews to the class as an alternative to a digital presentation. Be sure to finish by stating what Aboriginal story best shows you personally how important the land was in the beginning of time.

ESSENTIAL QUESTION B

How did people get here? Which scientific migration theory or Aboriginal origin story helps you best answer this question? Which criteria did you use to arrive at your answer?

 Historical Thinking Strategy (recommended)

 (*Skill Set*: 7d – Creating Timelines - see Appendix A)

Ask students to create a 'Timeline Card' (an annotated illustration which can be hung on the timeline clothesline) that highlights this pre-historic time. Cards can display migration theory dates/events or origin story characters and places.

The card should have: the date (or time period), the topic: (a brief title describing what issue or question this card is related to), a description (brief information piece giving the essential points related to the topic) and a picture (drawing) of the thing/person being described. Students can present their card /person/event to the class before attaching it to the timeline. Eg. *Time Began*, *Turtle Island*, "This is an origin story from the Anishinabe…, picture of "Kitchi-Manitou"

1B. HT.1  Timeline Clothesline 

 (*Skill Set*: 3a - Discussion- see Appendix A)

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.

  (*Skill Set*: 10a - Dramatic Presentations- see Appendix A)

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.
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.

 (*Skill Set*: 9g – Expository Writing- see Appendix A)

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.

1A. 1.a BLM: Comparison Chart: Story and Theory

1A. 1.b BLM: Comparison Chart: Story and Theory-Key

 (*Skill Set*: 7d – Creating Timelines- see Appendix A)

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.
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.

 (*Skill Set*: 8 – Content Reading; *Skill Set*: 3b – Public Speaking- see Appendix A)

Study several drawings and illustrations of the Beringia story. Read the captions and paragraphs that explain them. Read several Aboriginal stories and their illustrations about how the first people came to North America. Look for any similarities in the two accounts. Look at the biggest differences. Now give one point for each part of each of the stories that seem possible or believable to you. Explain to the class your findings and your own personal belief about where Aboriginal People came from. Reveal which account received the most points from you and how willing you are to do further research and possibly change your mind.

  (*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

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:

- 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?



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.1)

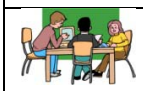
ESSENTIAL QUESTION C

The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they still) effect how people lived and their beliefs about the world?



(*Skill Set*: 9d – Persuasive Writing- see Appendix A)

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.

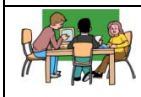


(*Skill Set*: 3a - Discussion- see Appendix A)

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.

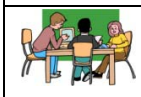
NOTE: Help students avoid the use of stereotypes or unfounded generalizations regarding cultures of the First Peoples, by focusing on the direct relationship between physical geography and practices and beliefs as stated in oral tradition. Encourage students to highlight general characteristics that they have noted among a number of First Peoples:

- 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



(*Skill Set*: 9a - Journals- see Appendix A)

In their journals, students reflect on the following questions: *"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?"* Students share their reflections.



(*Skill Set*: 9c RAFT- see Appendix A)

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.



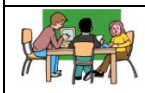
(*Skill Set*: 11j [Online] databases- see Appendix A)

Student: Develop a wiki (see http://en.wikipedia.org/wiki/Wiki) that grows your knowledge of one traditional Aboriginal

territory in Canada. Your teacher will help you set it up.

Teacher: All you need is an email address to get a free individual wiki account. With this account you can set up unlimited number of wiki pages for whatever amount of students you wish—each with their own wikispace email account. Give the students their username and password that wikipaces automatically generated when you created a "bulk list". Remember you can set this up for even one student.

Obtain a free wiki from wikispaces.com by going to the bottom of the webpage and selecting 'Pricing." Go to the bottom this page to the title "Wikis for Educators" and select "K-12 Education". Go to the purple box "Join Now."

  (*Skill Set*: 10c Artistic Representations- see Appendix A)

Design a memory game. Study the Aboriginal groups who first lived in the different parts of Canada. Choose a single object (or more) to represent each group (fish, bison, etc.)—or a map of the parts of Canada that shows the traditional territory of that group. Make a card each with a hand-drawn object or map. For each object or map, make a card with the First People's name on it (Cree, Mi'kmaq, etc.). Turn all the cards down, and take turns with peers in turning two cards up at a time, looking at them briefly, and placing them back upside down. By remembering the cards you and others have turned over, take turns turning over and collect matching pairs until all the cards are gone (when you get a pair correctly matched keep going on your turn until you cannot collect anymore pairs).

  (*Skill Set*: 7b Using and Interpreting maps- see Appendix A)

In chapter 2 of the student reference book, the vegetation associated with each major physical region is listed. Ask students to draw pictures of each associated vegetation and laminate the cards. Time permitting add these cards under the labels of the physical regions of Canada.



BLM: Physical Regions of Canada-map

Play 'quick-quiz' games with the cards to help improve their understanding of where things are. For example, select all the bodies of water and put a timer on. Give a volunteer 2 minutes to put all bodies of water on the map. See how many they got correct.

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:

Set up a "tourist bureau" for visitors to see images, maps, and cultural products from "your" traditional Aboriginal region in Canada. Your "tourist bureau" location could be on presentation board on a table; a digital presentation using a computer; the top of your desk; etc. It will include the following criteria:

1. Map of Canada with the physical regions
   1 2 3 4 5
2. Same map also showing First Nations traditional territories
   1 2 3 4 5
3. Two depictions of origins (scientific and First Nations oral tradition)
   2 4 6 8 10
4. A close-up map of *one* First Nation group's traditional territory

Other Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions

1 2 3 4 5 5. Student choice of cultural products showing the groups connection to the land 1 2 3 4 5 6. _____ (student choice) 1 2 3 4 5 7. _____ (student choice) 1 2 3 4 5 (NOTE: The above example shows: Required criteria: 75% of total score; Student chosen criteria: 25% of total score)	○ personal learning connections ○ culture-based connections ○ vocabulary matching or fill in blank

3. THE LEARNING PLAN (classroom teaching stage)

(see "Introduction" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1 *Finding Your Place* • Part 1: Introductory Mapping Skills (this introductory lesson along with the LE#1 lesson will require more than one class period) • Part 2: LE#1 lesson	**Class 2** Mini-lesson: Essential Question A	**Class 3** Mini-lesson: Essential Question B
Class 4 • Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	**Classes 5-11** Student Inquiries: research, drafting, editing	**Classes 12-13** Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (introduction to mapping skills)

Where Are You At?



Image courtesy of the NWT Heritage Fair Society. Credit: Tessa Macintosh

Origins and Connections to the Land

Background for Teachers

To ensure your students are all beginning from the same knowledge base it is important to find out what they remember from grade 4. In grade 4 they should have learned about the NWT communities, language groups and origin stories.

Activity

- Finding out where students are at in the knowledge of NWT and mapping
- Learning how to use a floor map as a learning tool. This skill will increase over the course of the year as students move on to using the Canadian map

Materials/props/space needed

- NWT stroud map
- Dots for communities
- List of possible questions
- Reference maps
- Ropes
- Language group signs
- Northern magazines

Skills Sets:

- 7a – Creating Maps
- 7b – Using/Interpreting Maps

- S-200 - Select information from oral, visual, material, print, or electronic sources.
- S-302 - Draw conclusions based on research and evidence.
- S-403 - Present information and ideas orally, visually, concretely, or electronically.

Procedure

1. Create a space in the classroom where the map of the NWT can fit on the floor.
2. Lay out the map as best as possible in the classroom.
3. Invite all the students to sit on the floor around the map.
4. Ask them if they recognize any of the shapes on the floor. Find out if they even know it is a map. To help them *see* that it is the map of the NWT you might need to project an image of the NWT or have a large wall map up. Compare the shapes on the floor with the map. What lakes, river, islands etc. are shown? Is this amount of information enough for them to see that it is a map? Ask them what might help them to *see* it better? Students might want borders on the map. If this is the case discuss that borders are a human invention and that they change over time and that during this course students will learn to recognize many different features on maps.
5. Ask them questions to orient them including;
    a. Where is north? How do they know that? What clues did they use?
    b. If they were the _____ where would they be? Fill in locations such as Arctic, Pacific or Atlantic oceans, Nunavut, Alberta, the Yukon.
    c. Ask for a volunteer to select one of the community dots and place it on your home community.
6. Once the students are oriented to the map have a team challenge where each group of 3-4 students draws an item out of the bag and in their groups give them time to find out the answer and share back with the class. All the materials they need should be in the bag including a reference map, community dots, ropes etc. Team challenge topics could be the following:
    i. Place the language group signs on the map. Select one story from one language group to share with the class.
    ii. Have a group of pictures and titles including pingo, beluga, bison, Dene drum, barge, Arctic circle and treeline in the envelope. Students need to place them in an appropriate place on the map and share what they are with their classmates. Or, hand out old Above and Beyond or Up Here magazines and ask them to cut out images that fit different places on the map.
    iii. Using a rope place the NWT/Nunavut, NWT/Yukon and NWT/provincial borders on the floor map.
    iv. Place dots on the map to represent the communities in the NWT.

v. Trace barge route from Hay River to Tuk. Naming communities it would stop off at along the way.
vi. Place random vocabulary words in a bag and tell students that they need to make up a story using the words and the map. The words could be *north*, *border*, *cardinal direction*, *compass rose*, *legend*, *scale*, *body of water*, *mountain range*, *pingo…*).

Extension/Inquiry Activities

1. Give a group of students the map pieces. Ask them to practice laying it out on the floor. At first they can use a reference map of the NWT to build their own map. Eventually they should be able to build the map of the NWT without looking at another map.
2. Keep the community dots accessible. When students are done their work or are looking for an activity to do challenge them to place the communities on the map.
3. Use the map to play warm up games at the beginning of the day. Either place the pieces of the map on the floor yourself or ask for a volunteer. Then use noise makers or shakers of some sort and have students line up in three teams. The first person in line for each team has the noise maker. Use statements such as, 'go stand on Great Slave Lake' and the first person to make a noise gets to try for that point. Next person in line could answer, 'go stand on Banks Island'. Keep score on the board. Make sure at least each row gets a turn. After playing these quick warm ups the students will really get to know the NWT.

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Background for Teachers	**Activity**
People have lived on the land we now call Canada for about 11,500 years. There are different origin stories to explain how people and the land came to be. Students will be able to share what they know about the physical regions of Canada and an origin story related to/located in that region.	• Locate on a map of Canada the major physical regions, vegetation zones, bodies of water and the traditional territories of First Peoples. Share an origin story from different regions of Canada and describe how the 'land' influenced the story • Locate the story on the map of Canada

Origins and Connections to the Land

Materials/props/space needed

- Canada floor map
- Different Atlases

FYP. 1.1 BLM: Physical Regions of Canada – cards

FYP. 1.2 BLM: Bodies of Water – cards

FYP. 1.3 BLM: Origin Stories – cards

Layered Maps CD:

- 2. Major physical regions of Canada
- 33. North America Outline BW

Skills Sets:

- 7a – Creating Maps
- 7b – Using/Interpreting Maps

- S-200 - Select information from oral, visual, material, print, or electronic sources.
- S-302 - Draw conclusions based on research and evidence.
- S-403 - Present information and ideas orally, visually, concretely, or electronically.

Procedure

1. If this is the first time your students have used the Canada Map – try the Activity *Finding Your Place – NWT Map Introduction activity* first.
2. Select from the cards provided (BLM) the major physical regions, bodies of water and traditional territories of First Peoples that you want your students to know. If this is their first time doing this activity you might want to select only 1 or 2 cards per student. As students practice and become familiar with the map they can add more.
3. Ask each student to use the atlases to find and then place their card on the large floor map.
4. Students should *walk* the map to read each of the bodies of water etc.
5. Next divide your class into groups and hand out one of the origin story cards associated with different region of Canada. Each group should learn, and if possible, act out or re-tell without reading, the origin story while placing it on the map where the story takes place.
6. Origin Story cards. Include name only and students have to use reference given to find their story.

Turtle Island (formed North America)	An Anishinabe or Ojibwe legend	*The grade 5 resource book*
Sedna - Creating sea mammals	*Inuit*	*http://www.hvgb.net/~sedna/story.html*
Spider Rock	*Navajo*	*http://www.indigenouspeople.net/spiderro.htm*
Glooscap and Sugarloaf mountain	*Mi kmaq*	*http://www.lib.unb.ca/Texts/QWERTY/Qweb/qwerte/mic_mal/sugtxten.htm*
Sleeping Giant	*Thunder Bay – Ojibwe*	*http://www.visitthunderbay.com/sleeping_giant/index.htm*
Bear Rock or Two Kwe or Old Lady of Falls	*NWT Dene*	*Living Stories, by Therese Zoe, Philip Zoe and Mindy Willett*
Pingo	*NWT Inuvialuit*	*origin story from the grade 4 kit*

Extension/Inquiry Activities

1. Play 'quick-quiz' games with the cards to help improve their understanding of where things are. For example, select all the bodies of water and put a timer on. Give a volunteer 2 minutes to put all bodies of water on the map. See how many they got correct.
2. The text describes the vegetation associated with each major physical region. Ask students to draw or find on wiki commons pictures of vegetation associated with each region, and laminate the cards. Ask these students to add these cards under the labels of the physical regions of Canada to present a pictorial view of the vegetation of Canada.
3. Challenge students to find other origin stories and or to write one of their own to describe how a particular feature of your community was formed.

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

Which Aboriginal origin story best shows how important the land and animals are in peoples' lives? Which criteria did you use in order to make your choice?

Example of a Mini-Lesson Hook

"How do we know about the long ago past?"



(*Skill Set*: 3a– Discussion- see Appendix A)

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.

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.



(as appropriate *Skill Sets*: 10 – Presentations / Representations; Skill 9e – Descriptive Writing - see Appendix A)

Read "And My Heart Soars" in the *The Spirit of Canada* by Chief Dan George aloud with the students. Discuss any sound devices (alliteration, onomatopoeia, etc.) that could be highlighted in a second reading. Invite students to express their love for land through memorizing the poem, illustrating it, or personally reciting it later.

Alternatively students could write their own *And My Heart Soars* poem about their love of *their* land.



BLM: Text Connections



(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

- Ask students to read one of the "origins" stories in *The Spirit of Canada*. Instruct them to place a book mark or a yellow sticky in that page when they make a quick connection. These connections are the memories that come to mind of sights, sounds, smells, etc. when we read. Circle the kind of connection they experienced on the Blackline Master.
- Write your memory on the BLM
- Finally, write the exact words of the text in "quotes" that caused the memory *and* the page number eg. (p.34). This is called quoting the text and writing a citation for it.



BLM: Text Connections



(*Skill Set*: 8 – Content Reading- see Appendix A)

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.

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.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.1)

1A.2 BLM: Stories of Origins—Note-Taking-Frame



(*Skill Set*: 10a – Dramatic Presentations- see Appendix A)

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.

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.

1A.3 BLM: LAPS Frame

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1.MT BLM: Media Text Connections 1.VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 1, Disc 1
Episode 1

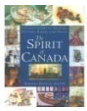
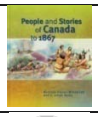
When the World Began

The Crossing (7 min)

Different creation stories from various peoples explaining how people came to be here. **Salish speak of 'a long voyage' long ago. Speaks of the freezing of a lake and people crossing over to the other side**. Scientists speak of an ice age and the land bridge between Asia and America 100,000 years ago. Gateway to a new world. Between 15,000 and 10,000 years ago, a crack formed in the ice sheet in northern North America, opening up access to lands further south. As sea levels rose, the land bridge was submerged. People spread south – forming the empires of the Inca, Aztec; then East towards the Atlantic. Then, finally, North – to become the people of the deer, the caribou, the seal, the walrus. These were the people now living in the land we call Canada today. By 7,000 years ago, bands of hunters had covered all these lands. In Labrador, they left evidence of their presence. One of the oldest ceremonial sites in the world. 2,000 years before pyramids, invention of the wheel – a grave site was created for a 12 year old boy.

Women and Men (4 min)

Blackfoot legend of Old Man (Napi). Demonstrates how the landscape shaped the people. People had to rely on each other to survive. Napi had put men and women in separate places, but then finally recognized his mistake, and put some good feelings between them. Old Man turned himself into a man. Men had

	been dirty, smelly people, but good hunters. Women weren't very impressed. Thought they didn't know how to live. Threw rocks at the men. Gradually they became attracted to each other. Different roles for men and women evolved. Women became responsible for butchering, tanning, making clothes. Men became responsible for hunting and warfare. When they worked together they prospered. Gradually they saw beauty in the other. Old Man Napi was pleased. The families would become a people..
	Running Across the Sky (5 min) Inuit legend – very different way of life. Thunder is the noise of spirits running across the sky… They did not trace their origins to the great crossing of the land bridge. They came thousands of years later, by sea, from the West. They led a difficult life. They needed to use everything they found to survive. Caribou was completely used for clothing, food, fuel. Stubborn will and ingenuity helped them survive. **The story of Sedna reflects this – a woman is thrown over the side of a seal skin boat. She tries to get back in and they cut off her fingers. She becomes Sedna – goddess of the sea and the mother of all beasts. Her thumb became the walrus, her little finger the seal, her middle finger the white bear. When the animals see people most try to escape – but the white bear is always trying to get revenge on people for what they did to Sedna.** The Inuit follow the whales, seals, caribou, muskox, and make a life in the land of the midnight sun. They lived in small groups.
	**Short Story:** • *Where the first people came from*: *a Cree legend* (People and Stories of Canada to 1867 (PSC) (p.20) • *Turtle Island: (*PSC, p.21) • (Eastern Canada) *How Two Feather was saved from loneliness* (Spirit of Canada, p. 3) • (Central Canada) *Manabozho and the maple trees* (Spirit of Canada, p. 5) • (Prairie Canada) *How the thunder made horses* (Spirit of Canada, p.7) • (Pacific Canada) *Scannah and the beautiful woman* (Spirit of Canada, p. 9)
	**Exposition:** PSC (p.18, 19)
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION B

How did people get here? Which scientific migration **theory** or Aboriginal **origin story** helps you best answer this question? Which criteria did you use to arrive at your answer?

Example of a Mini-Lesson Hook

"How do we know about the long ago past?"


(*Skill Set*: 2 – Brainstorming- see Appendix A)

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.


Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.1)

(*Skill Set*: 6c – KWL- see Appendix A)

Students complete the Know and Want-to-Know columns of a KWL chart to explore the questions, *"What do we know about the First Peoples of North America in the time before written history?" "What was the impact of the ice age on the land?"* Students share their Know and Want-to-Know ideas with the class to generate a list of inquiry questions to guide their research.

TIP: Encourage students to think historically by proposing a variety of possible sources of information, including primary and secondary sources.

(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

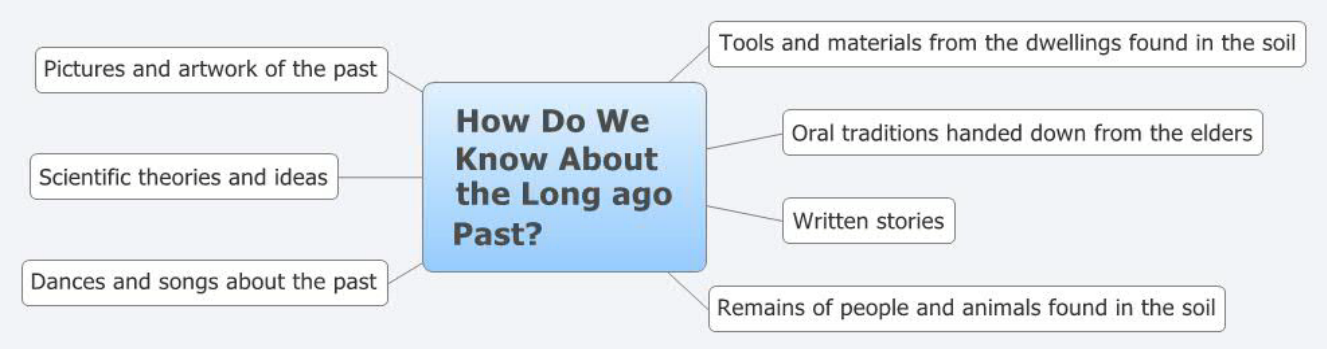
View one (or both) of the clips from the *Canada: A People's History* video clips and record personal responses on the Text-Self; Text-World; Text-Text template.

1A. TC BLM: Text Connections

(*Skill Set*: 11f-Concept Mapping- see Appendix A)

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.

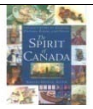
TIP: Students may use as a starting point for this activity an exploration of how they know about their own family histories (e.g., stories, documents, traditions, family heirlooms…). Encourage students to highlight what they already know about archaeology, fossil evidence, artefacts, stories, and oral tradition as sources of historical knowledge. Students have been introduced to archaeology as a source of information about ancient civilizations in Grade 3.



RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

	Audio Visual:

	1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
	Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question
 Set 1, Disc 1 Episode 1 *When the World Began*	*The Crossing (7 min)* Different creation stories from various peoples explaining how people came to be here. Salish speak of 'a long voyage' long ago. Speaks of the freezing of a lake and people crossing over to the other side. Scientists speak of an ice age and the land bridge between Asia and America 100,000 years ago. Gateway to a new world. **Between 15,000 and 10,000 years ago, a crack formed in the ice sheet in northern North America, opening up access to lands further south. As sea levels rose, the land bridge was submerged. People spread south – forming the empires of the Inca, Aztec; then East towards the Atlantic**. Then, finally, North – to become the people of the deer, the caribou, the seal, the walrus. These were the people now living in the land we call Canada today. **By 7,000 years ago, bands of hunters had covered all these lands**. In Labrador, they left evidence of their presence. One of the oldest ceremonial sites in the world. 2,000 years before pyramids, invention of the wheel – a grave site was created for a 12 year old boy.
	Running Across the Sky (5 min) Inuit legend – Very different way of life. Thunder is the noise of spirits running across the sky… They did not trace their origins to the great crossing of the land bridge. They came thousands of years later, by sea, from the West. They led a difficult life. They needed to use everything they found to survive. Caribou was completely used for clothing, food, fuel. Stubborn will and ingenuity helped them survive. The story of Sedna reflects this – a woman is thrown over the side of a seal skin boat. She tries to get back in and they cut off her fingers. She becomes Sedna – goddess of the sea and the mother of all beasts. Her thumb became the walrus, her little finger the seal, her middle finger the white bear. When the animals see people most try to escape – but the white bear is always trying to get revenge on people for what they did to Sedna. The Inuit follow the whales, seals, caribou, muskox, and make a life in the land of the midnight sun. They lived in small groups.
	**Short Story:** • *Where the first people came from*: *a Cree legend* (People and Stories of Canada to 1867 (PSC) (p.20) • *Turtle Island: (*PSC, p.21) • (Eastern Canada) *How Two Feather was saved from loneliness* (Spirit of Canada, p. 3) • (Central Canada) *Manabozho and the maple trees* (Spirit of Canada, p. 5) • (Prairie Canada) *How the thunder made horses* (Spirit of Canada, p.7) • (Pacific Canada) *Scannah and the beautiful woman* (Spirit of Canada, p. 9)
	**Exposition:** PSC (p.18, 19)
	**Maps:** *Possible land routes of the first peoples...(*PSC, p. 18)
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION C

The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they still) effect how people lived and their beliefs about the world?

Mini-Lesson Hook

Origins and Connections to the Land

The land was very important to Aboriginal peoples in the past. With all the machines and technology that we have today, is the land still important today? Should it be? (KL-017)



Critical Thinking Strategy (recommended)

Step 1 Introduction

Suggest to students that they are about to explore how the land in which they live shapes their lives and how they see the world. And just as importantly they will be learning about how the land has shaped the lives of people who lived here in the past. Invite students to close their eyes and think about their favorite place. As they contemplate their "place" ask questions such as

- What does the place look like?
- What is the climate like?
- Is there a body of water nearby?
- What grows in their place?
- Are they mountains, hills, plains, valleys or other types of landforms in their place?

You may want to ask two or three students to describe their "place" at this time or you may want to ask them to tell the class their story about the their place or "Why is this place your favourite place?"

Ask students to consider who might have been at their place before them? And "Who might have been the first people to see the place?" You may wish to have students share their answers to the questions.

Step 2 Activity: Geography? What's That?

Share with students that learning about the importance of "place" is thinking geographically. Place is important to us because helps understand who we are as persons, as people, as northerners. And while "place" is important it is just one part of thinking geographically.

Suggest to students that geography is more than learning about where some place is located in the world. Although knowing where Yellowknife is located in the Northwest Territories may be important to some people, especially those living in Yellowknife, we need to think about how geography shapes our lives. Our lives are shaped by the land in which we live. For example, if we live in a cold climate it may determine the way we dress, what kind of houses we live in, how we get to school.

Tell students that they will be exploring essential questions about the land. One of the essential questions in Learning Experience#1 is *How did climate, landforms, vegetation and bodies of water effect how people lived their lives and how did these geographic features effect how people's beliefs about the world*. You may want to post this question for the students.

Step 3 Activity: Introduce the Critical Inquiry

Tell students that they are about to play the game "Where's Waldo." Project the slide and ask students to locate Waldo in the picture. Suggest to students that locating Waldo in one aspect of geographic thinking and that they are about to explore how geography shapes them.

Project slide two and ask students to identify the maps on the slide. After identifying Canada and the NWT maps introduce the critical inquiry "***Ranking the physical features of the Northwest Territories in shaping the identity of northerners".***

Project slide 3. Tell the students to look carefully at each of the photographs of geographic features in the NWT. You may want to help students identify features that they find difficult to identify or you may want to ask the class to identify each of the physical features of the NWT that they see on the slide. Inform students that before they decide on the most important geographical features that shape the identity of northerners that they consider the following criteria to help them at their task.

Criteria for influence in shaping identity:

1. ***Informative:*** *tells us about who we are (gives us information about the north)*
2. ***Symbolic:*** *acts as a signpost to our identity (is important to us as northerners)*
3. ***Relative:*** *shapes our view of ourselves as northerners ((we and others will know that this is the north)*

Project slide 4 and have students complete Blackline Master 1 individually.

<u>Step 4</u> Activity: Share your choices

Ask students to share their choices and reasons for the choices. Remind students that their choices must be based upon the criteria for influence in shaping identity. Remind students that they have just engaged in geographic thinking and that throughout the year they will have the opportunity to think historically and critically about their world.

1C. CTa BLM: Where's Waldo (4 pages)

1C. CTb BLM: Physical Features of NWT: Shaping Northerners

Historical Thinking Strategy (recommended)

(*Skill Set*: 6f – Collecting and Analyzing Images- see Appendix A)

Using the reference book, examine the pictures of artefacts or "traces" of products made from materials from that region in Canada. Answer the 5Ws and H (who, when, where, …, how). Then, decide what questions these traces can answer in helping to understand a period of time and what evidence they have used to come to this conclusion.

1C. HT.2 BLM: Benchmark: Evidence- Analyzing Traces

(as appropriate *Skill Sets*: 10–Presentations /Representations; *Skill Set*: 9e–Descriptive Writing- see Appendix A)

Read "And My Heart Soars" by Chief Dan George aloud with the students. Discuss any sound devices (alliteration, onomatopoeia, etc.) that could be highlighted in a second reading. Invite students to express their love for land through memorizing the poem, illustrating it, or personally reciting it later.

Alternatively students could write their own *And My Heart Soars* poem about their love of *their* land.

1A. TC BLM: Text Connections

(*Skill Set*: 1- Active Listening- see Appendix A)

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., "*How would they travel?" "What would they use as landmarks to find their way?" "What would indicate the boundaries of their territories?"*).

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...).

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)

(*Skill Set*: 2 - Brainstorming- see Appendix A)

Students brainstorm synonyms for the term "First Peoples" (e.g., *Aboriginal, indigenous, native, original…*) 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.

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 the North.

(*Skill Set*: 7b – Using/Interpreting Maps- A31- see Appendix A)

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.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)

1C.4 BLM: Bodies of Water

1C.5 BLM: Outline Map of Canada

(*Skill Set*: 3a - Discussion- see Appendix A)

Collaborative groups of students create a list of factors they consider to define their "traditional territory" or home place (e.g., near the river, south of the lake…). Students discuss the importance of territory for groups and individuals and ways in which the concept of territory may influence practices and beliefs.

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.

(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

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.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)

1C. 6a BLM: Landforms and Vegetation

1C. 6b BLM: Landforms and Vegetation – Key



(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

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).



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)





(*Skill Set*: 9a - Journals- see Appendix A)

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 *"How does the region where you live affect how you see the world and how you live?"*. Students discuss ways in which the natural environment influences people who have lived in the same region over many generations.





(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

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.

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.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)

1C. 7a BLM: Climate in Canada

1C. 7b BLM: Climate in Canada – Key

1C. 5 BLM: Outline Map of Canada





(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

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.

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.

1C.8 5.1.2g BLM: Describing the Land



(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

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.

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.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)

1C.5 BLM: Outline Map of Canada





(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

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.

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.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)

1C.9 BLM: Traditional Territories of First Peoples (2 pages)

1C.10a BLM: Traditional Lands and Ways of Life of First Peoples

1C.10b BLM: Traditional Lands and Ways of Life of First Peoples - Key

1C.11 5.1.2k BLM: Connections to the Land – Note-taking Frame

(*Skill Set*: 7b – Using/Interpreting Maps- see Appendix A)

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 Americas (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.

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.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)

(*Skill Set*: 8 – Content Reading- see Appendix A)

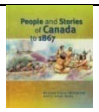
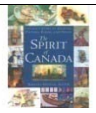
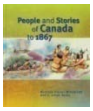
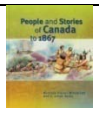
Using print or electronic resources, collaborative groups of students find a traditional story of First Peoples that depicts the relationship of that people to the land. Students prepare and retell the story in their own words, explaining how and why the story illustrates First Peoples' connections to the land.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.2)

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
	Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question
 Set 1, Disc 1 Episode 1 *When the World Began*	*Visionquest (4 min)* **Napi showed the people that the buffalo would be their source of food, along with plants which could be used for medicine.** People had work to do though. You needed to find your role – the work you needed to do, or role – you needed to pursue a visionquest.
	Running Across the Sky (5 min) Inuit legend – Very different way of life. Thunder is the noise of spirits running across the sky… They did not trace their origins to the great crossing of the land bridge. They came thousands of years later, by sea, from the West. **They led a difficult life. They needed to use everything they found to survive. Caribou was completely used for clothing, food, fuel. Stubborn will and ingenuity helped them survive**. The story of Sedna reflects this – a woman is thrown over the side of a seal skin boat. She tries to get back in and they cut off her fingers. She becomes Sedna – goddess of the sea and the mother of all beasts. Her

	thumb became the walrus, her little finger the seal, her middle finger the white bear. When the animals see people most try to escape – but the white bear is always trying to get revenge on people for what they did to Sedna. **The Inuit follow the whales, seals, caribou, muskox, and make a life in the land of the midnight sun. They lived in small groups**.	
	**Short Story**: *Turtle Island: (*PSC, p.21)	
	**Poetry**: *And My Heart Soars (*SC, p.266)	
 	**Maps**: PSC: • Major physical regions (p. 23) • Geographic zones (p.35) • Eastern woodlands (p.36) • Eastern subarctic region (p.39) • Arctic region (p. 41) • Plains region (p. 42) • Western subarctic region (p. 44) • Northwest coast region (p.47) • Plateau region (p. 48)	**Layered Maps CD:** • 2. Physical Regions of Canada • 3. Geographic Zones of Canada • 7. Arctic Region • 6. Eastern Subarctic Region • 5. Eastern Woodlands Region • 10b. Plains Region • 8. Western Subarctic Region • 9. Northwest Coast Region • 10. Plateau Region
	**Exposition:** PSC (p.22-33)	
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B	

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the *Essential Question Resource Lists* (below) for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B which is already written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.



BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions,** and **Assessment Evidence**). Rubrics should be started with weighted criteria; an "Electronic Rubrics" template is provided below to facilitate this. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.



BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** available. These lists can be modified by the teacher if necessary.

Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.



BLM: Essential Question Resource List A



BLM: Essential Question Resource List B



BLM: Essential Question Resource List C

Pre-Contact Cultures



Image credit: This image is in the public domain into the public domain in the Wikipedia article, "Indigenous peoples of the Americas". The image is of Paul Kane's work, "Indian Encampment on lake Huron". It has been made available for sharing in the Wikipedia article, "Paul Kane."

STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

This Learning Experience further explores *how* the land has shaped the way people lived together since earliest times, including different traditional ways of life and approaches to decision making. It also asks students to imagine alternative histories of the first contact between Aboriginal peoples and Europeans by asking "*what if….*?"

SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

Students have explored traditional life in the context of the NWT in their grade 4 Social Studies course - *The NWT: Our Places, Stories and Traditions*. Food, clothing, shelter, as well as types of leadership, and the roles of men, women and children have all been part of this exploration.

Essential Question A. *Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life? Which criteria did you use to arrive at your answer?*

Now, in Learning Experience #2 in grade 5, students are learning about similar aspects of life among Aboriginal groups in parts of Canada *outside of the NWT* prior to and during some of the initial contact with Europeans. This will help them to be aware of similarities and differences between different groups' ways of life. Students will also learn how *where* these people lived had an impact on *how* they lived. As we explore Canadian history we will be regularly reminded of how the land, climate and resources have shaped and continue to shape the lives of people here. **Essential Question A** *Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life?* will give students a growing sense of the natural resources that various groups had access to, and how these effected their way (and quality) of life. Did Haida , or Cree or Mi'kmaq seem to have the best way of life? *What are the criteria that students can use to make these assessments?* Critical thinking skills are being built through the establishment of these criteria.



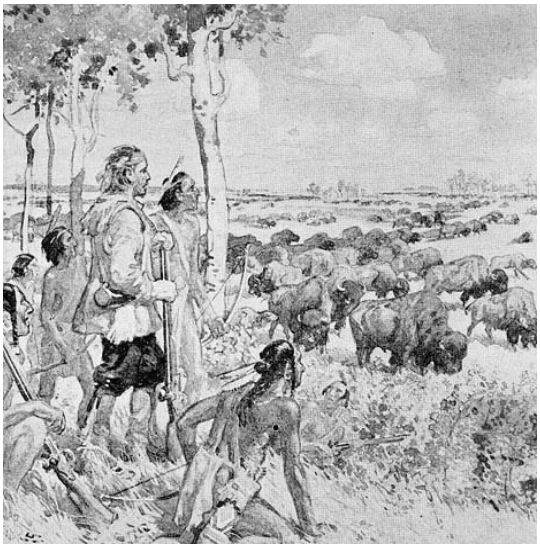
This image has been made available for sharing under a Creative Commons Attribution ShareAlike 3.0 license by user Chensiyuan in the Wikipedia article "Bison."

Essential Question B *Among the pre-contact Aboriginal groups, what is the best way of makings decisions and choosing leaders that you've discovered? Which criteria did you use to arrive at your answer?*

A growing body of research suggests that government and democracy in North America (including the American Constitution) have been profoundly influenced by Aboriginal decision-making traditions which existed here prior to contact (see J.Ralston Saul - *A Fair Country*). How various groups made decisions and organized their leadership are significant parts of what students learn in Social Studies. In the *Vision* for Social Studies in the NWT at the front of the grade 5 curriculum document, we speak about the importance of students engaging in 'active and responsible citizenship locally, nationally and globally'. Issues related to decision-making and leadership in Learning Experience #2 are particularly explored in **Essential Question B** - *Among the pre-contact Aboriginal groups, what is the best way of* ***makings decisions*** *and choosing leaders that you've discovered?* Students will explore how different ways of decision-making reflect a way of seeing the world *(worldview)* and how these traditions impacted the interactions between Aboriginal groups -and between Aboriginal groups and Europeans- from the very earliest contact between these groups. Students are building **Critical Thinking skills** as they are encouraged to establish criteria that allow them to move beyond just opinions or personal preferences. This is an important part of the learning they do with this Essential Question.

Essential Question C *Should Aboriginal people have helped, ignored, or attacked the first Europeans they met? Explain why with examples from stories.*

One of the most fascinating aspects of history can be '*Did things have to turn out the way they did?" "How would things be different today if…"*. When we are exploring the very first contacts between Aboriginal and European societies in North America, these kinds of questions can open up hugely different possibilities for how the world we live in now might look. Students who pursue **Essential Question C** - *Should Aboriginal people have helped, ignored, or attacked the first Europeans they met?* explore some of these "alternate possibilities." Students need to be encouraged to explore some of these possibilities, not with a 'if we'd lived then, we'd have known better' attitude (which we call *presentism*), but through learning about how Aboriginal people saw their world, and how that shaped their way of responding to the first Europeans they met. The Aboriginal groups who met Cartier, Frobisher, the Vikings, Kelsey, Mackenzie, Thompson and other European explorers, acted the way they did during these meetings because of their traditions and understandings. If they had known then what they would learn during these interactions and in the years to come, would they have responded differently? Historical thinking skills are being built through the efforts students will make to put themselves 'in the shoes' of the Aboriginal peoples of this time.



This image entitled, "Kelsey Sees the Buffalo on the Western Plains" is in the public domain and has been made available for sharing by user Magnus Manske in the Wikipedia article "Henry Kelsey"

LOOKING FORWARD:
In Learning Experience #2, students become familiar with where, and how, some of the First Peoples of Canada lived. Learning Experience #3 will give students an opportunity to better understand the European perspectives on some of these questions, as the motivations for European exploration, and some of the events of early European settlement in Kanata are explored.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:
KI-006 - Compare daily life in diverse First Peoples communities before contact with Europeans.
Example: food, clothing, shelter, decision-making and types of leadership (consensus, democracy, hereditary right, matriarchy) roles of men, women, children, Elders
VP-014 - Value diverse approaches to leadership.
KE-050 - Describe various ways in which First Peoples groups interacted with each other.
Examples: trade, cooperation, conflicts...
KCC-024 - Relate stories of early contact between Aboriginal groups and Europeans.

Understandings: ***Students will understand that …***	**Essential Questions:** ***around which the Established Goals and their matched resources are organized***

• Daily life varied among pre-contact Aboriginal groups • Pre-contact Aboriginal groups had structured interactions among them • Pre-contact Aboriginal groups had diverse approaches to decision-making and leadership • Stories exist that show how Aboriginal groups responded to their first encounters with Europeans	**A**. Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life? Which criteria did you use to arrive at your answer? **B**. Among the pre-contact Aboriginal groups, what is the best way of makings decisions and choosing leaders that you've discovered? Which criteria did you use to arrive at your answer? **C**. Should Aboriginal people have helped, ignored, or attacked the first Europeans they met? Explain why with examples from stories.
Students will know … • How the diverse pre-contact Aboriginal groups lived based on their geographical location in Canada • Formal ties and ongoing interactions existed among Aboriginal groups before Europeans arrived • Examples of decision-making and leadership models in Aboriginal groups • Stories exist that describe early contact between Aboriginal groups and Europeans	***Students will be able …*** • Use research skills to inquire into chosen Essential Questions • To note similarities and differences in lifestyles between chosen Aboriginal groups • Identify and describe key interactions between chosen Aboriginal groups • Explain at least two different styles of decision-making and leadership among Aboriginal groups • Tell at least one story of first contact between First Nations and Europeans
VOCABULARY: consensus, democracy, hereditary rights, governance, confederacy, decision-making, matriarchy, worldview	

CULTURE-BASED PERSPECTIVES

In *Dene Kede* we have a powerful description of the relationship between people and the land. In 'Geography and Land Use', the primary objective is described: 'The Dene Elders have said that the land, Mother Earth, is life itself. If life is to continue, the land must be cared for. Students will understand the importance and meaning of their relationship to the land. The land has meant life and death to the people.' (p. 27). *Dene Kede* describes how the land shapes people and how they live together. The nature and characteristics of decision making and leadership are also described ('Leaders', pp 179-182). These are useful contexts for students exploring Essential Questions A + B. In *Inuuqatigiit*, the 'Laws and Leadership'section (pp. 74-77) can help students understand how leaders were chosen and what characteristics were sought in a leader. In the graphic on page 36, "The Circle of Belonging" may help students understand the understandings of *family* that help explain the most typical response of Aboriginal peoples to the arrival of the Europeans – the circle of belonging was often expanded to include the newcomers. This understanding may help students who are exploring Essential Question C. In *Dene Kede* the section on *'The Arrival of the Non-Dene'*(pp 188-191) may also be useful in relation to this Essential Question.

2. IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

USING HISTORICAL FICTION FOR THE INQUIRY

The novel often covers many of the Essential Questions (see front matter of this course for a rationale of historical fiction use in Social Studies). When this novel is used it is intended to be the inquiry task for the Learning Experience. The novel will likely be used in one of the following manners:

- Whole class experience. The teacher judges that the novel does the best job of covering the Essential Questions
- Small group experience. While the rest of the students choose different inquiry tasks (see options below), a small group may choose the novel
- Individual experience. When a student requires a differentiated experience, the novel may be used



BLM: Reading Historical Fiction-Planning Guide



BLM: Reading Historical Fiction-Daily Responses


Novel: *Blackships*

ESSENTIAL QUESTION A

Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life? Which criteria did you use to arrive at your answer?


(*Skill Set*: 3a - Discussion- see Appendix A)

Using a Venn diagram, students compare the cultures of two different First Peoples, including aspects of daily life and stories, and noting unique and common characteristics.



(*Skill Set*: 3b – Public Speaking- see Appendix A)

Students prepare and present a persuasive speech to prove the following statement: *"Canada has always been a multicultural country."*

TIP: Encourage students to include examples that illustrate the diverse characteristics of cultures and stories of First Peoples in their persuasive speeches.



(*Skill Set*: 9e – Descriptive Writing- see Appendix A)

Pretend to be a journalist "on assignment in ..." writing reports while spending time with the First Nation group.

 (*Skill Sets*: 9e – Descriptive Writing; 10a – Dramatic Representations- see Appendix A)

Create a short play with props, routines, and rehearsed ceremonies that covers two days in the life of a pre-contact Aboriginal group.

 (*Skill Set*: 6f – Collecting and Analyzing Images - see Appendix A)

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.

 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.3)

 (*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

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. Students highlight the one (1) trade good that contributed the most to a better quality of life for First Peoples in North America, with an explanation of why that trade good had the greatest overall impact.

TIP: Encourage students to take note of the idea of *cultural diffusion* (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.

 Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.4)

 BLM: Outline Map of North America

ESSENTIAL QUESTION B

Among the pre-contact Aboriginal groups, what is the best way of makings decisions and choosing leaders that you've discovered? Which criteria did you use to arrive at your answer?

 (*Skill Set*: 4a – Collaborative Groups- see Appendix A)

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.

 (*Skill Set*: 10c – Artistic Representations - see Appendix A)

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.


(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Using a Venn diagram, students compare two different forms of governance of First Peoples.


(*Skill Set*: 9g – Expository Writing- see Appendix A)

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.


(*Skill Set*: 3b - Public Speaking- see Appendix A)

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.


(*Skill Sets*: 9d – Persuasive Writing; 10c – Artistic Representations- see Appendix A)

A small group could hold an election campaign, each being one of the candidates. Each one's platform is a different leadership—decision-making model that they explain and give examples of working in their First Nations group. For campaign visuals, one of the "workers" could draw pictures of how their leadership—decision-making model would work with a particular problem (eg. lack of food; threat of an enemy)


(*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

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.


Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.4)


(*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

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.

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."

ESSENTIAL QUESTION C

Should Aboriginal people have helped, ignored, or attacked the first Europeans they met? Explain why with examples from stories.

 (*Skill Set*: 9c – RAFT- see Appendix A)

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.

 (*Skill Set*: 10a – Dramatic Representations; 10c – Artistic Representations- see Appendix A)

Retell the story of *Chikabash and the Strangers* (*The Spirit of Canada*, pg. 24) using lego-built props. Especially highlight the choices in this essential question.

 (*Skill Set*: 8 – Content Reading- see Appendix A)

Study the story *Thrand and Abidith* (*The Spirit of Canada*, pg. 15). Decide either in drawings, essay, or a speech, whether or not other choices (in the (C) question above) should have been made by the main characters.

Critical Thinking Strategy (recommended)

 (*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Ask students to suggest and justify a proposed solution, explanation or interpretation to the confusing relationship Cartier had with two of Donnacona's sons after establishing a friendship with the First Nations group. Students will establish the motivations of the main characters through inquiry of the available accounts of this story; identify factors that led to the main conflict; and try to "name" Cartier's actions that resulted in the departure of Donnacona's two boys to Europe.

2C. CT.3 BLM : Decode the puzzle-Cartier-Donnacona

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric

Create a short play with props, routines, and rehearsed ceremonies that covers two days in the life of a pre-contact Aboriginal group. The first day is the day before a formal interaction with another Aboriginal group. The second day is the visit of another Aboriginal group coming with an important story of contact just made with Europeans. Show a decision-making process that yields a response to the challenge the newcomers pose.

1. Morning, day time, evening activities shown in the chosen pre-contact First Nation
1 2 3 4 5

2. Student-made artefacts (tools, symbols, etc.) are named and used in the above activities
1 2 3 4 5

3. A formal greeting of the visiting First Nations group, and opening ceremony to begin the formal interaction (celebration, trade, military alliance or strategy, etc.)

Other Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions
  - personal learning connections
  - culture-based connections

2 (greeting implied) 4 (greeting explicit) 6 (+ ceremony unrehearsed) 8 (+ceremony rehearsed) 10 (+clear announcement of formal interaction) **4.** The telling with appropriate emotion of a story "just in" about one of the European visitors 2 4 6 8 10 **5.** Evidence of the type of leadership understood by both groups being used during the interaction and during the "decisions" about how to deal with the Europeans 2 4 6 8 10 **6.** _____ (student choice) 1 2 3 4 5 (NOTE: The above example shows: Required criteria: 80% of total score; Student chosen criteria: 20% of total score)	○ vocabulary matching or fill in blank

3. THE LEARNING PLAN (classroom teaching stage)

(see "Introduction" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1 *Finding Your Place*	**Class 2** Mini-lesson: Essential Question A	**Class 3** Mini-lesson: Essential Question B
Class 4 • Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	**Classes 5-11** Student Inquiries: research, drafting, editing	**Classes 12-13** Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Pre-Contact Cultures

Background for Teachers	**Activity**
Aboriginal peoples lived in several different geographical zones. These zones include; Eastern Woodlands, the Eastern Subarctic, the Western Subarctic, the Arctic, the Plains, the Plateau, and the Northwest Coast. These early cultures found food and materials for clothes, tools, and shelter from the land they lived on. This mapping activity will help students see how the land influenced what Aboriginal people used to live, and how they lived.	Locate on a map where the various Aboriginal groups live in the land we today call Canada and be able to describe how the landforms and vegetation of that region shaped how they lived
Materials/props/space needed • Textbook • Floor map pieces of Canada • *Kids Book of Aboriginal Peoples in Canada* (optional) FYP. 2.1 BLM –Geographical Zone – cards	**Skills Sets:** • 7b – Using/Interpreting Maps **Social Studies Skills:** • S-200 - Select information from oral, visual, material, print, or electronic sources. • S-302 - Draw conclusions based on research and evidence.

Procedure

1. Divide your class into 7 groups. Randomly hand out one geographical zone card to each group including; Eastern Woodlands, Eastern Subarctic, Western Subarctic, Arctic, Plains, Plateau, Northwest Coast.
2. Have each group read the pages in the textbook that correspond to the geographical region assigned. Have on hand other sources such as the *Kids Book of Aboriginal Peoples in Canada* by Kids Can Press.
3. Each group in turn should place the geographical zone card on the correct place on the map and share one thing they've learned about how the land they live on impacted how they live.

Inquiry Activities

Compare the geographical regions with the major physical regions of Canada found in the text. The physical regions are; Western Cordillera, Interior Plains, Canadian Shield , Great Lakes-St. Lawrence Lowlands, Arctic Region, Hudson Bay Lowlands, Appalachians. Where is their overlap with the different Aboriginal groups and their associated geographical regions? Challenge students to use the floor map to present their findings. They should be able to put the map together on their own without teacher support however they should be allowed to use other maps and/or an atlas.

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life? Which criteria did you use to arrive at your answer?

Example of a Mini-Lesson Hook

Who has the best way of life: someone who lives beside a lake, or someone who lives near mountains?



Critical Thinking Strategy (recommended)

(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Project on the screen or wall the high resolution version of the painting "Pikani Camp" by Karl Bodner. Use the "investigating pictures" BLM to understand better the way of life of the Siksika or Balckfoot people of the Plains People group. Website: http://www.odawa.org/CFPJr/index.php/C._The_Siksika_People (username: EducationNWT, password: nwtece999)

As you question using the 5W's technique, note:

- the location of the camp (placed near a river or creek—indicated by the riparian growth of trees)
- the possession of guns to indicate that Euro-Canadians had already interacted with the group
- the group interest in the newly shot game (deer)
- the approximate population of the "encampment" (approximate by counting the number of tee-pees in one area or unit of a "grid" and then counting how many "areas" in total; then judging how many people per teepee times the previously found number of teepees
- what season it is (spring or summer with all the leaves on the trees; and because such a large gathering happened in spring when buffalo were hunted)

2A. CT.2 BLM: Studying Pictures

Find the clues for what, where, who and why in the photograph and then offer your conclusions for each question.

(*Skill Set*: 11f – Concept Mapping - see Appendix A)

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.

2A. 1a BLM: Culture Web

2A. 1b BLM: Culture Web – Key

(*Skill Set*: 6f – Collecting and Analyzing Images - see Appendix A)

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://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.3)

2A. 2 5.1.3d BLM: Art Expresses Culture

(*Skill Set*: 3a - Discussion- see Appendix A)

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.

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.

2A. 3 BLM: Stereotypes and Understanding Culture

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 1, Disc 1
Episode 1
When the World Began

A Continent of Nations (7 min)

In North America there was a whole universe, different from Europe. Over 500 generations the peoples had evolved in ways different than anywhere else. **Many people groups claimed different areas as their own.** They had their own gods, forms of wealth, names and lands. The northwest was the land of the Dene (Athapaskan), the Arctic was claimed by the Inuit, in the Pacific the Haida, Salish, Nis'ga and others. The Plains saw Blackfoot, Blood, Sarcee, Peigan. In the Northern woodlands the Cree, Chipewyan. Near the Great Lakes, the Anishinabe, Algonquin, Iroquois, Wendat. In the East – the Beothuk, Mikmac, Abnaki. The land was their own, with their own names for it.



Exposition (and Maps):

PSC (p.34-49)

NOTE: on trading relations (p. 32, 43, 49)



Layered Maps CD

- 2-Physical Regions of Canada
- 3-Geographic Zones of Canada
- 7-Arctic Region
- 6-Eastern Subarctic Region
- 5-Eastern Woodlands Region
- 10b-Plains Region
- 8-Western Subarctic Region
- 9-Northwest Coast Region
- 10-Plateau Region



Short Story:

Food for winter (PSC, p. 16)



Websites

- http://www.historytrek.ca/

Aboriginal Peoples > Everyday Living

- http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao04607.html

Aboriginal Peoples

- http://www.northernblue.ca/products/index.php/Products_and_Portals

The First Canadians (CFPJr)> The First Canadians (CFPJr)>any "Digital Textbook Chapter">log in>Username: EducationNWT>nwtece999

- http://gsc.nrcan.gc.ca/landscapes/index_e.php

Canadian Landscape Photo Collection

- http://www.hww.ca/index_e.asp#

Hinterland's Who's Who (Canadian animal species and where they live)

- http://www.northernblue.ca/products/index.php/Products_and_Portals

The First Canadians (CFPJr)> The First Canadians (CFPJr)>any "Digital Textbook Chapter">log in>Username: EducationNWT>nwtece999 (useful for "trade"- Wendat; Siksika; Cree; Ojibwa)

- Databases for photos at Prince of Wales Northern Heritage Center, http://pwnhc.learnnet.nt.ca/



Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION B

Among the pre-contact Aboriginal groups, what is the best way of makings decisions and choosing leaders that you've discovered? Which criteria did you use to arrive at your answer?

Example of a Mini-Lesson Hook

Is it better for our class to all agree before we do something, or to take a vote and let the majority choice be the final decision? Or, should we let the oldest student decide, or, the student with the most experience with our topic?



(*Skill Set*: 3a – Discussion- see Appendix A)

Students brainstorm examples of personal decisions (e.g., littering, walking to school instead of driving…) and collective decisions (e.g., park clean-up campaign, stray dogs bylaw, …), 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?"*).



(*Skill Set*: 6b – Generating Questions - see Appendix A)

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.



5.1.4b BLM: Seven-Step Knowledge Chart



(*Skill Set*: 3a – Discussion- see Appendix A)

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.



(*Skill Set*: 11f – Concept Mapping - see Appendix A)

Using print and electronic resources, students research the matrilineal clan structure that existed in the nations of the Iroquois Confederacy *Haudenosaunee* (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.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-1.html (see 5.1.4)



(*Skill Set*: 4c – Consensus Decision Making - see Appendix A)

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.

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.

RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).



Exposition:

PSC- "How They Governed" sections (p.34-49)



Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals
  The First Canadians (CFPJr)> The First Canadians (CFPJr)>any "Digital Textbook Chapter">log in>Username: EducationNWT>nwtece999
- http://firstpeoplesofcanada.com/
  (see the people groups and the sub section called *Family Structure and Social Leadership*)
- http://www.historytrek.ca/
  (see *Aboriginal Peoples*)

	Blackline Masters: NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION C

Should Aboriginal people have helped, ignored, or attacked the first Europeans they met? Explain why with examples from stories.

Mini-Lesson Hook

How should newcomers act? How should people who have always been in a place treat a newcomer?

Critical Thinking Strategy (recommended)

Step 1 Introduction

By analyzing images, the students will be better prepared to address the issue posed in this Essential Question.

Select a picture or drawing with a clear focus, and distribute a copy to every second or third student. You could choose a picture or drawing that appeals to the interests of the class. For example you may want to select a picture of an individual on the land who is hunting or fishing. Or you may want to select a drawing of a group of people who are engaged in some task or activity such as preparing or cooking food.

Ask each group of two or three to uncover the story found in the picture or drawing. You may want to review the core elements of a story–character, setting, and plot or action. Prompt students with questions, such as:

Characters
- Who is in the picture?
- Where is each person located? Are they standing or sitting?
- What are their expressions?
- What do you know about them? their clothing? their jobs? their relationships with others in the picture?

Setting
- Where is the picture taken? buildings? landscape?
- What is the geographical location (mountains, tundra etc)?
- Is it day or night? What time of the year is it?

Plot or Action
- What is happening in the picture?
- What is each person doing? Why?
- What do you think happened just before the picture was taken or drawing was made? just after?

Suggest to students that they are about to "decode" a historical drawing but before they do they need to analyze the drawing by looking for clues that will help them understand what is happening in the drawing.

Step 2 Activity: Clues and Conclusions? What are these?

Before asking students to analyze and record what they see in the historical drawing suggest to students that there are "clues" in the drawing that they can use to form a conclusion about the activities in the drawing. At this point you may want to illustrate how clues can be used to reach a conclusion. For example you could strike a thinking pose (hand on chin, head slightly raised, eyes looking upward etc.) and then ask students "what am I doing?" If students cannot reach the conclusion of "thinking" then you may want to pantomime an activity such as fishing or skiing. Ask students how they reached the

conclusion or what clues led them to reach their conclusion.
Project slide two (or copy and handout to each student) and tell students that we are going to analyze the historical drawing as a class. Hand out Student Master "Studying Pictures" and provide an example for the students as in "where?".

Studying Pictures

Question	Clues	Conclusion
What? (What is/are the person/people doing?		
Where? (Where is this place?)	**Ships are seen in the bay, First Nations people are greeting the explorers.**	**By the ocean in the new world**
Who? (Who is this person/these people?)		
When? (When is this taking place?)		
Why? (Why is the person/people doing this?)		

Once the group activity is complete tell students that they are to analyze a new drawing on their own (you may want students to work in pairs).

Step 3 Activity: Introduce the Critical Inquiry
Project slide three (and/or provide the drawing to students) and tell students that they are to analyze the drawing using the "Studying Pictures" Student Master. Reinforce that conclusions must be supported by evidence gained from looking at the clues in the drawing. You may want to give students criteria for drawing conclusions in the drawings which may include

- Evidence from clues inside the drawing to support your conclusions
- Evidence from outside the drawing (what you know about the fur trade etc.) to support your conclusions

Step 4 Activity: Share your conclusions
Ask students to share their conclusions with the class. You may want to have students "tell" or "write" the story found within the drawing. Special emphasis may be placed upon the "why" conclusions in the drawing as you set the stage for taking up the Essential Question "Should Aboriginal people have helped, ignored, or attacked the first Europeans they met?" at a later date.

2C. CTa BLM: Studying Picures (3 pages)

2C. CTb BLM: Studying Pictures

Historical Thinking Strategy (recommended)

(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Give students an opportunity to "handle" the primary account (Cartier's journal, PSC, p. 66) of Cartier's raising of a cross and the secondary account (exposition, PSC, p. 64-66) of the events that led to the raising. Students determine the opposing perspectives of the characters (Cartier vs. the Wendat chief, Donnacona) involved in the story, take one of the positions, and justify that

2C. HT.3 BLM: Historical Perspective-explaining a historical person's perspective

(*Skill Set*: 6g – Viewing Visual Media - see Appendix A)

While viewing one of the *Canada: A People's History* video clips, record personal responses on the Text-Self; Text-World; Text-Text template , or the Video Response Guide

1MT BLM: Media Text Connections

1VR BLM: Video Response Guide

(*Skill Set*: 3a – Discussion- see Appendix A)

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.

2C. 5 BLM: When Cultures Meet

(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

After reading several stories of first contact, decide the following: Who would receive the "Best Host Award? Give three reasons why you feel this way. The "Best Guest" award? Give three reasons. Finally, do your reasons still make sense when we remember this took place hundreds of years ago?

(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Using a Venn diagram, students compare how Cartier's and Donnacona's way of seeing the world affected how they interacted with each other and the people who were with them. The Venn "categories to consider" could be: "greetings"; "offers of kindness" (invitations); "motivations"; etc.

Conclude this comparison by deciding whether Donnacona should have helped, ignored, or attacked Cartier? Explain the reasons for your position with examples from stories.

2C. 6 BLM: Venn Diagram--blank with sub-topic lines

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question

Set 1, Disc 1
Episode 1
When the World Began

Transition (2 min)

As contact began between Europeans and Aboriginal peoples, disease, massacres, starvation followed. The last Beothuk in Newfoundland, Shawnadithit communicates this story in maps. She dies of tuberculosis. Other Aboriginal people are amazed by the appearance of these new people. **The contact with Europeans changed the history of peoples in North America.** Neither side was sure the other one was human. European discovery of North America shapes the fate of European empires and the exploration of a continent. In the East, Cartier encounters Donnacona. In the North, Hudson risks mutiny and death as he explores. In the Pacific a young sailor is plunged into a world different from anything he had known. But really, for Europe, North America was mostly an obstacle in the path they were looking for to China.



The Land God Gave to Cain (5min)

n 1534, Cartier is frustrated. He hadn't been sent to North America to find fish or people, but to find a passage to the Orient. He left St Malo, and headed to Newfoundland, then into a huge body of water. He called the land he was seeing "The land God gave to Cain." Eventually he encountered men. The Europeans trade some goods for furs. Cartier soon returns to Europe. He plants a cross, claiming the land for France. Donnacona sees the cross and challenges Cartier's claim. **Cartier seizes Donnacona and his sons, Domagaya and Taignoagny**. Cartier wants to take the sons back to France to have them learn French and act as guides the next year – to the Orient.

Hochelaga (9 min)

One of the reasons proposed to the king of France was that they could save the barbarous peoples of those lands. Cartier convinces King Francois to send him back to Canada on another expedition. 'Canada' was what Donnacona called his village. Cartier adds the name to his map. The two sons return to their village. Donnacona doesn't trust the French, and won't help guide them up the St Lawrence. Oct 2, 1535, they land on a large island. They find some cultivated land. It is Hochelaga. Cartier names it 'Mont Royal'. Cartier discovers a different civilization. Encounters tobacco for the first time. Cartier seems like an apparition to them. Cartier thinks they will be easy to convert to Catholicism. He has to leave before he gets frozen in. He doesn't make it, and is frozen in near Donnacona's village. Over the course of the winter they begin to suffer from scurvy. By February, of the 110 men on the ships, only 10 were still healthy. **Donnacona's sons boil cedar bows and have Cartier's men drink the tea. They recover quickly**. Nevertheless 25 men die by spring. Cartier knows he can't return to France without something to excite his king…

A Star Was Lost in the Sky (4 min)

Jacques Cartier makes a plan. He'll invite Donnacona and his sons for a feast on his ship. **He kidnaps them**. Their people try to have them freed. Cartier takes them to France. Donnacona tries to convince

	court members to take him back where he could show them riches. **He fails, and after four years he dies**.
	**Exposition:** *Cartier and Donnacona: Friends or Enemies?* (PSC, p. 64-66)
 	**Short Stories:** • *A Mi'kmaq story* (PSC, p. 53) • *Thrand and Abidith* (SC, p. 15) • *Chikabash and the strangers* (SC, p.24) • *The village that stretched from sea to sea* (SC, p.23)
	**Websites** • http://www.northernblue.ca/products/index.php/Products_and_Portals The First Canadians (CFPJr)> The First Canadians (CFPJr)>any "Digital Textbook Chapter">log in>Username: EducationNWT>nwtece999 (Useful for Vikings, Cartier)

	Jacques Cartier *Historica Minute*	One explanation of how Canada may have got its name during Jacques Cartier's first meeting with Iroquoian peoples. http://www.histori.ca/minutes/minute.do?id=10123
	Syrup *Historica Minute*	A family of Attikamek Indians show a French-Canadian family how to harvest the syrup of the sugar maple. http://www.histori.ca/minutes/minute.do?id=10128
	Vikings *Radio Minute*	The destruction and the rediscovery — nine centuries later — of a Norse settlement at L'Anse aux Meadows, Newfoundland. http://www.histori.ca/minutes/minute.do?id=13576

	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the Essential Question **Resource Lists** for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.

2.SI BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions**, and by cutting and pasting from the **Assessment Evidence** rubric provided above). Teacher should place these expectations in the rubric that is given to the student with the appropriate weighting. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.

1.R BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** they have prepared available.

Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.

2A. RL BLM: Essential Question Resource List A

2B. RL BLM: Essential Question Resource List B

2C. RL BLM: Essential Question Resource List C

Canada: The Peoples and Stories of this Land

GRADE 5

Early European Exploration and Colonization

LE#3



Image credit: John Maler Collier (1850-1934). This image, Last Voyage of Henry Hudson is in the public domain. It has been made available for sharing at Wikimedia Commons by user, Joelloughhead.

STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

This Learning Experience looks at why humans explore beyond what they already know. Students pursue this question in relation to the European nations that went exploring beyond the known world of their time - and in relation to individual explorers themselves. Students develop criteria which allow them to evaluate the relative success of both explorers and exploring nations.

SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

Essential Question A. *What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?*



In Learning Experiences 1 and 2 we have explored, "How people came to live here" and "how they lived here"– in relation to the Aboriginal People in North America. In Learning Experience 3, we explore the reasons for and evolution of European exploration which brought Europeans to the land we now call Canada. Grade 5 is fairly early to expect students to have a profound understanding of imperialism, colonialism and the complexities of European politics which may have motivated their global ambitions. **Essential Question A** has a '*Why?"*orientation. It asks: " *What were the **reasons** European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?*

Understanding that different nations, explorers, and later, settlers, came here for a variety of reasons is an important understanding that we want to endure for students. The various empires that explorers represented had a variety of reasons for wanting to explore and claim the land (and waters) that later become parts of Canada. England was initially very interested in finding a North West Passage (North and West from England at least) that would allow England better access to spices and other trade goods from Asia. Being able to take a route directly West from their island would shorten the distance they needed to sail, and lessen the opportunities for other imperial powers to harass, tax or block this trade. France had somewhat similar motivations to England's to begin with, but through Cartier and Champlain's efforts, gradually became involved in the creation of settlements that could prove valuable if goods such as timber, fish and furs could be exploited. Other countries, such as Portugal, had some of the very earliest contact with this unknown land across the Atlantic, and profited from, especially, the fishing grounds off the Newfoundland coast. Being aware of these motivations may go some way to helping students understand some of the actions of these explorers when they arrived here. Comparing these motivations to the reasons behind exploration of various kinds today will help connect these historical issues to the lives of students.

Essential Question B *Which European nation was the most successful in achieving its goals? Which criteria did you use to arrive at your answer?*

This Essential Question hopes to have students make criteria-based decisions related to how a nations 'success' in exploration might be evaluated. European nations had different reasons for exploring in North America (see Question A background above). Assessing the relative success of these nations demands the development of *Critical* ('Judging Better

and Best') and *Historical Thinking Skills* ("Cause and Consequence")**.** These kinds of questions inevitably involve (and they should) a challenge for students to struggle past a simple 'judging the past from the context of the present' tendency, to trying to understand the perspectives of the people of that earlier time. These are important skills which the grade 5 course will continue to develop as it progresses.

Essential Question B asks students: *Which European nation was the most successful in achieving its goals? Which criteria did you use to arrive at your answer?*

Some possible criteria you may help students develop as they are responding to the question could be:

- Which nation found the most of the thing(s) they were looking for?
- Which nation continued to use the thing(s) they found in Canada for the longest time?
- Which nation got the most benefit (wealth, influence…) from the things they found in Canada?
- Which nation does Canada look/act the most like today?

Essential Question C

The '*Who'* kinds of questions that can be pursued in this Learning Experience may be interesting for some students, and is captured in **Essential Question C**, "*Who was the best explorer to come from Europe to Canada? Which criteria did you use to arrive at your answer (ie: Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson Vilhjalmur Stefansson…)*?



One of the challenges in this 'Explorers' theme of Canadian history is not to simply get lost in the details of these individuals' lives. Some of the European explorers are really fascinating characters, who did quite extraordinary things as they explored 'beyond the map edge'. On the other hand, some of them may today be judged very severely for their attitudes and actions when interacting with Aboriginal groups they came into contact with, and their sense of entitlement to claim the land they visited as 'uninhabited.' There is no shortage of human drama to be found in this area: students might be captivated by the idea of herds of codfish so thick they could slow down Cabot's ship, or that Cartier was a kidnapper, that thousands of tons of useless rock was hacked out of the frozen ground and hauled back to England by Frobisher (who was also a kidnapper); students might vividly imagine Hudson, mutinied and set adrift in the bay that came to be named for him, or Franklin eating his boots, Rae and Stefansson, who adopted very Aboriginal approaches to exploring the land - and these historical individuals may indeed provide the kind of stories that do engage some students. These are likely the stories that many of us who are now teachers learned in courses related to early Canada when we went to school. Teachers need to remain aware of the essential questions of this Learning Experience as we skip fairly lightly through the details of some of the explorers who came here. It is also important to note that chronologically the explorers that are "explored" in the Essential Question are spread over a great period of time (as the first European exploration of different parts of Canada happened over several centuries).

Rather than developing an encyclopedic understanding of an individual explorer, the intent of this question is to have students develop *Critical Thinking Skills* to help them judge or compare these individuals using reasonable criteria. Some possible criteria you may help students develop as they are responding to the question could be:

- Which explorer had the best relationship with Aboriginal Canadians?
- Which explorer best fulfilled his country's goals?
- Which explorer worked the hardest or best carried out his work?
- Which explorer most contributed to the development of Canada?

LOOKING FORWARD:

In Learning Experience #3, students do some world geography, begin to understand some of what brought European people to explore parts of the world unknown to them, and students deepen their understanding of how the actions of people in the past may be seen differently after the passage of many years. Students are using Critical and Historical Thinking skills to take positions on large questions in Canada's past. Through the whole of the first three Learning Experiences, students will have developed an understanding of various perspectives, ways of life and motivations of people early in the history of Canada. These understandings will be helpful to their explorations in Learning Experience #4, as students begin to discover what life looked like as new European settlements began to take root in Eastern Canada - Nouvelle France.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:

KG-043 - Identify European countries that established colonial empires and locate on a world map their areas of colonization *Include: Portugal, Spain, France, England, Holland*

KP-047 - Identify reasons why the Europeans wanted to expand their territories to include North America *Examples: international competition, resources, religion, trade...*

KCC-025 - Relate stories of European explorers and traders in their search for new lands in North America or the Northwest Passage.

Examples: Giovanni Caboto, Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson, Stefansson

Understandings:

Students will understand that …

- A number of European nations were actively exploring in different parts of the world from 15th to the 20th centuries.
- These European nations had various reasons for this exploration
- Explorers had different goals and ways of going about their missions.
- European explorers had significant interactions with Aboriginal people they met in Canada.
- European explorers and nations had varying degrees of success in the accomplishment of their missions.
- Aboriginals and Europeans had different views about the land (sharing vs. owning).

Essential Questions:

around which the Established Goals and their matched resources are organized

A. What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?

B. Which European nation was the most successful in achieving its goals? Which criteria did you use to arrive at your answer?

C. Who was the best explorer to come from Europe to Canada? Which criteria did you use to arrive at your answer? *Examples:* Caboto, Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson, Stefansson...

Students will know …

- Which European nations were actively exploring in different parts of the world from the 15th to the 20th century
- The reasons European nations had for this exploration

Students will be able …

- Use research skills to inquire into a chosen Essential Question
- Use mapping skills to locate on a world map European nations involved in exploration, and where they explored in North America (includes: legends, cardinal directions,

- Various explorer names, the routes they took and the significant things they did on their voyages of exploration
- That European explorers (and their nations) may have viewed "land" differently than the Aboriginal people they encountered

scale)
- Develop criteria in a small group setting for what they consider to be the essential qualities of a "best explorer" or "most successful" exploring nation
- Describe how a European explorer or nation may view "land"

VOCABULARY: Northwest Passage, colonization, colonial empires, trade routes, Europe, Asia, Spain, Portugal, France, England, India, China, America, oceans, mapping, navigation, sailing ships, spices, silk

CULTURE-BASED PERSPECTIVES

In *Dene Kede* the section, *The Arrival of the Non-Dene* (pp. 188-91) will be helpful in relation to why European countries were interested in North America (Essential Question A). *Geography and Land Use* (pp27-31) explores the relationship with the land that exists in Dene tradition (Essential Question A). How various explorers conducted their explorations (Essential Question C), can also be compared or evaluated in relation to the understanding of leadership described in *Leaders* (pp. 179-181). In *Inuuqatigiit*, *Laws and Leadership* (pp. 74-77), the characteristics of leadership are discussed. This may provide some perspective from which students pursue Essential Question C. The section on *Relationship to the Environment* (p.90-95) explains a perspective on the land very different from what students may discover as they explore Essential Question A.

STAGE 2: IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

ESSENTIAL QUESTION A

What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?



(*Skill Set*: 3a - Discussion- see Appendix A)

Using a Concept Frame, students define the concept of colonization. Students share their frames and discuss the advantages and disadvantages of colonization for both the empire and the colony.

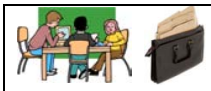


BLM: Concept Frame: Colonization



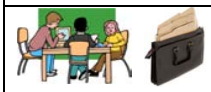

(*Skill Set*: 11g – Multimedia Presentation - see Appendix A)

Collaborative groups of students create a multimedia presentation to convince the King or Queen of a European country to sponsor an expedition to North America. Students include in their presentations expected accomplishments, a supply list (including images), maps outlining the route and duration, and the ship(s) and crew specifications. Students share their presentations with the class and answer questions about whether the proposed voyage merits financing.



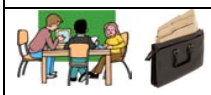
(*Skill Set*: 10c – Artistic Representation - see Appendix A)

Collaborative groups of students create an "In Search of the Northwest Passage" board game. Using a world map as the game board, students trace the routes of European explorer's voyages and design game cards identifying their motivations, the country represented, challenges and accomplishments, and places they visited. Players advance in their voyages as they correctly answer questions.



(*Skill Set*: 10a– Dramatic Presentations - see Appendix A)

Create a news broadcast pretending to be some popular broadcaster interviewing one or more explorers from the 1400's onward. The interview should be written to give reasons for the soon-coming (or just made voyage) to (or in) the "New World" and name who the sponsor is for the trip and why they are sponsoring it.

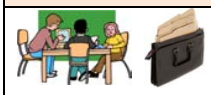


(*Skill Set*: 9a– Journals - see Appendix A)

Write a number of journal entries in the "captain's log", documenting the day you left port; the day you saw or "landed" in the "New World"; a day you had interactions with the Aboriginals; and the day you reported back to the person(s) who sponsored your voyage.

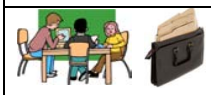
ESSENTIAL QUESTION B

Which European nation was the most successful in achieving its goals? Which criteria did you use to arrive at your answer?



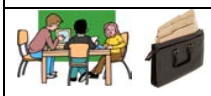
(*Skill Set*: 9e – Descriptive Writing- see Appendix A)

Students write a saga about Vinland, describing the Norse voyages to this new land and their attempts to establish a colony. They end the saga with a conclusion based on their own hypothesis as to why the Norse did not remain here.



(*Skill Set*: 9g – Expository Writing- see Appendix A)

Students develop a list of health measures informing European crew members of practices to follow when sailing from Europe to North America (e.g., prevention or treatment of scurvy, fresh air, sanitary measures…). Students use examples of actual health problems encountered by European sailors to stress the importance of following safe practices.



(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources students research the explorations and colonial expansion of a specific country (e.g., Portugal, Spain, France, England, or Netherlands). Students record information related to the motivations for exploration of the selected country, its areas of colonial influence, and the importance of these colonies to the empire. Using a world map, students present their country's accomplishments in colonial exploration.

NOTE: Review the meaning of the concepts "empire" and "colony." Although the main focus of this Learning Experience is on exploration of Canada, it may be useful to have students highlight certain explorers who did not necessarily visit Canada, but who were important in the European quest for world influence (e.g., Spain – Christopher Columbus; Portugal – Vasco da Gama, Ferdinand Magellan; England – Sir Frances Drake). Provide students with historical maps or historical atlases to help them see general patterns of expansion and change in European colonial influence in Africa, South America,

and Asia through the fifteenth and sixteenth centuries.

Critical Thinking Strategy (recommended)

  (*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Students will focus on one European nation that engaged in exploration prior to the 17th century. Using the "Critique the Piece" BLM CT-01b, students will research their chosen country's reasons (the "criteria") for exploring and then rate how successful the nation was in achieving its exploration goals. The purpose of this activity is to be able to develop reasons for reaching a conclusion (egs. "Because my country wanted to…, and did/didn't find ….., I think that it was a failure/success").

Note: You may want to have students who have chosen the same country to compare their reasons, and possibly modify their conclusions based on these discussions. You may want to extend this activity by having students who have chosen different countries compare their reasons and conclusions.

3B. CT.4 BLM: Critique the Piece: Evaluating Exploring Nations

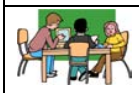
  (*Skill Set*: 3b – Public Speaking- see Appendix A)

Students prepare and present a persuasive speech to prove the following statement: *"Canada has always been a multicultural country."*

TIP: Encourage students to include examples that illustrate the diverse characteristics of cultures and stories of First Peoples in their persuasive speeches.

  (*Skill Set*: 10a – Dramatic Presentations- see Appendix A)

Imagine a meeting of the leaders of several European countries who had been exploring in North America. Create a skit with speeches from some of these leaders as they chose who to give the 'best exploring country award' to.

  (*Skill Set*: 9a – Journals- see Appendix A)

Prepare several journal entries of a king or queen who had paid for exploration trips to North America. What would he/she think was important to mention? Were the trips a failure or success? If somebody discovered that journal today, would they agree with what the king or queen had written? Prepare a final entry by the person who finds the journal.

ESSENTIAL QUESTION C

Who was the best explorer to come from Europe to Canada? Which criteria did you use to arrive at your answer?
Examples: Caboto, Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson, Stefansson...

 (*Skill Set*: 10c – Artistic Representations - see Appendix A)

Using keywords describing why the Northwest Passage held such a strong appeal for European explorers, students create illustrated posters promoting its exploration. Use "The Northwest Passage" by Stan Rogers in *The Spirit of Canada*, p. 44.

 (*Skill Set*: 9e – Descriptive Writing- see Appendix A)

Students compose a ship's log written by a selected European explorer, describing the details of a voyage, and include a map of the voyage drawn by that explorer. In small groups, students read aloud their ship's log.
TIP: Integrate art by creating illustrated "period" logs. Stain paper with moistened tea bags and let it dry, to create the look of aged paper.

 (*Skill Set*: 9e – Descriptive Writing- see Appendix A)

Students assume the role of a European explorer who has travelled to North America and write a description of their travels in Canada (e.g., the land, people they encountered, places visited…). Students share their passage with peers who attempt to guess the location in Canada described in the account.

 (*Skill Set*: 3b – Public Speaking- see Appendix A)

Students assume the role of a European explorer and present a speech or travelogue describing their voyages. Students include the reasons for their explorations, maps outlining their routes, and people and places they visited.

 Historical Thinking Strategy (recommended)

 (*Skill Sets*: 6a – Sorting and Classifying; 3a– Discussion- see Appendix A)

Teacher Version: UNDERSTANDING PRIMARY AND SECONDARY SOURCES. This template is part of how we might help young people further develop their understanding of how historical accounts shape our understanding of events and how these accounts may be shaped by the various interests of those who develop them.
Primary sources are eyewitness accounts (first-hand accounts subject to questions of perspective and how **credible** the author was in providing a "full and faithful" account) and traces (original photographs, old books, old tools, etc., subject to questions of being **authentic**, genuine or forged or altered). *Secondary sources* are deliberately prepared accounts (created from primary or even secondary sources requiring a critical eye to assess for perspective and subject to how **justifiable** the conclusions are), and reconstructed "replicas" of traces (subject to how **realistic** the trace is and how faithfully it has been recreated.).

Kid Version: UNDERSTANDING PRIMARY AND SECONDARY SOURCES. This activity can help us better understand how historical accounts shape our understanding of events and how these accounts may be shaped by the various interests of the people who wrote/told them.

Primary sources are usually eyewitness (first-hand) accounts of an event. The person talking was actually 'there' when the event happened. This can give their story a real feeling of truth and certainty. One of the challenges with these kinds of accounts is figuring out if the point of view or interests of the eyewitness might change what they actually record, or what they leave out.

Secondary sources are deliberately prepared accounts (created from primary or secondary sources). Sometimes these accounts take in a 'bigger picture' and put the events they are describing into a setting or context that makes the events easier to understand. As readers, we have to be look carefully at whether the writer is justified in making the conclusions that they do, and that they are not shaping information to arrive at different conclusions than the evidence should lead them to.

DIRECTIONS: The eyewitness (primary) account we will examine, was written in 1578 by George Best, a member of Martin Frobisher's first voyage. The secondary account comes from an Inuit elder, Ookijoxy Ninoo, and was recorded by the American explorer Charles Francis Hall in 1861.

The first task for students is to look at what is said in the different accounts and what we can learn from these about the 'whole story' these sources of evidence give us, and how sometimes it is the differences between two accounts that can help us develop a fuller understanding of events recorded in historical records

STUDENT TASK: Part 1
Students will be broken up into groups that will read two different accounts of an event: a primary account, and a secondary account. Each group will answer some 5W type clue and conclusions questions on the appropriate BLM:

Primary Account Group(s)

3C. HT.4 BLM: Benchmarks Evidence: Frobisher: 5Ws

3C. HT.5 BLM: Benchmarks Evidence: Eyewitness Account

Secondary Account Group(s)

3C. HT.6 BLM: Benchmarks Evidence: Ninoo: 5W

3C. HT.7 BLM: Benchmarks Evidence: Ninoo Secondary Account

STUDENT TASK: Part 2
Finally, student groups will reconvene with a group of the other account and hear what they discovered and recorded on their sheets. Then, using the concluding BLM, students will individually make some personal reflections on the purpose and use of primary and secondary sources.

3C. HT.8 BLM: Benchmarks Evidence: Discussion and Written Responses



(*Skill Set*: 9e – Descriptive Writing- see Appendix A)

Choose three explorers to compare. On paper, or using a wiki, have these explorers sends some *pretend* emails, "tweets" (*Twitter*), or blog entries to each other during their journeys—pretend that they are travelling at the same time. Show through their communications which European explorer you think is best because of the way they are meeting challenges and behaving in the "New World."



(*Skill Set*: 9e – Descriptive Writing; 10a – Dramatic Presentations, 11g – Multimedia Presentations- see Appendix A)

Pretend that APTN (Aboriginal Peoples Television Network) was celebrating their first 100 years of broadcasting in 1611 (the year Henry Hudson died). To celebrate they "show" some of the "footage" from the best and worst of the explorers since 1497.

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:

Three students write and play the roles of sponsor of a chosen explorer (king or high official of the country); the explorer who has just returned to Europe; and a scribe to the king. The play takes place in the "castle" with period music. The king (the sponsor) is anxious to hear of the explorer's experiences after the voyage. As the explorer recounts his experiences from his ship's log—and gets questioned for clarification by the king-- the scribe writes down the "minutes" or the transcription. The play could show how evidence (an account) "gets made" and how "full and faithful" it is since the king wants certain parts struck out of the record, or how the explorer is reading only parts of his journal on purpose. This could be a good "Historical Benchmark: Evidence" project.

1. _____ (students' choice)
1 2 3 4 5

2. _____ (students' choice)
1 2 3 4 5

3. _____ (students' choice)
1 2 3 4 5

4. The research the student does to create the details of the "ships" journal (explorer's story)
2 4 6 8 10

5. The questions the sponsor asks show the level of research done about the explorer and the goals of the sponsoring country
2 4 6 8 10

6. The ability of the scribe to write sentences that make the explorer or the king "look better" when faced with the reality of bad planning, kidnapping, deaths, etc.
2 4 6 8 10

(NOTE: The above example shows: Required criteria: 67% of total score; Student chosen criteria: 33% of total score)

Other Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions
  - personal learning connections
  - culture-based connections
  - vocabulary matching or fill in blank

3. THE LEARNING PLAN (classroom teaching stage)

(see "Integration" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1	Class 2	Class 3
Finding Your Place	Mini-lesson: Essential Question A	Mini-lesson: Essential Question B

Class 4	Classes 5-11	Classes 12-13
• Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	Student Inquiries: research, drafting, editing	Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Background for Teachers

The first Europeans to travel to North America came from Scandinavia and the rest of Europe. This activity will help students expand their understanding of Canada's place in the world, and introduce them to geographic terms such as longitude and latitude as they trace the routes of explorers from origin to destination.

Activity

- Identify European countries that established empires and locate on a world map their areas of colonization Include: Portugal, Spain, France, England, Holland (Map of Eastern Seaboard, Hudson Bay, NW Passage)
- Select a European explorer from one of the colonizing nations and trace their route from their country to where they charted areas in North America

Materials/props/space needed

- Canvas floor map of Eastern North America
- European spinner

FYP. 3.1 BLM –spinner (cut and glue on a piece of cardboard)

FYP. 3.2 BLM –Explorers – cards

Skills Sets:

- 7a – Creating Maps
- 7b – Using/Interpreting Maps

Social Studies Skills:

- S-207 – Use latitude and longitude to locate and describe places on maps and globes
- S-206 – Interpret maps that include a title, legend, compass rose, grid, and scale
- S-205 – Construct maps that include a title, legend, compass rose, grid, and scale

Procedure

1. Invite your students to sit on the floor around the large canvas floor map which shows Europe and the east coast of what is now Canada.
2. Have either atlases or a world map available.
3. In turn, have students spin the 'spinner' and ask them to stand on the geographical area it lands on including: Portugal, Spain, England, France, the Netherlands, Scandinavia, Baffin Island, North America, Greenland, Atlantic Ocean, L'anse aux Meadows, Newfoundland, Europe, Stadacona.
4. Once students are familiar with the places have them select one of the Explorer cards. They should study their assigned explorer and trace their route from their country of origin to where they landed. Share this orally.
5. Students should use atlases to use the words *latitude* and *longitude* to locate and describe these journeys.
6. Have students construct their own map of where their chosen explorer travelled using proper mapping vocabulary including a *title, legend, compass rose, grid* and *scale* to describe the journeys.

Inquiry Activities

Have a student or group of students use the interactive map found on the Canadian Encyclopedia site to focus on the explorers who came to Canada in search of the Northwest Passage. They should be able to transfer the information from the interactive map and present it using the canvas floor map. They should include the names in the north today that come from these explorers.
http://www.thecanadianencyclopedia.com/customcode/Media.cfm?Params=A1nw-passage.swf

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?

Example of Mini-Lesson Hooks

Who is a modern day explorer? What does he or she want?



(*Skill Set*: 2 – Brainstorming- see Appendix A)

Using a world map, students locate the major European colonizing countries (i.e., Portugal, Spain, France, England, and Netherlands). Collaborative groups of students brainstorm reasons why people in these countries would have wanted to come to North America (e.g., natural features of the land, wealth of natural resources…).



(*Skill Set*: 3a– Discussion- see Appendix A)

Collaborative groups of students observe an outline map of the world and pictures of early ocean-going ships. Students discuss how Europeans might have perceived the world prior to the fifteenth century, motivations to explore the Atlantic Ocean, and what Europeans would need in their explorations (e.g., ships, equipment and navigational tools such as maps, compass, and supplies, crew, food…). Students choose a country to depart from and describe an exploratory voyage.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.1)

(*Skill Set*: 10c – Discussion- see Appendix A)

Using print and electronic resources, students research the period of early European colonial exploration (fifteenth – sixteenth centuries). Students record information related to the European social conditions, sailing ships and navigation, European expansion and influence, trade in Europe and Asia, colonies and colonization, religion and missionaries, health and disease, and the search for the Northwest Passage. Students create posters profiling highlights of early European exploration.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.1)

(*Skill Set*: 6g – Viewing Visual Media - see Appendix A)

Students view segments from Canada, A People's History: When the World Began (Episode 1) and Adventurers and Mystics (Episode 2). Students record information related to the Northwest Passage, the voyages of Jacques Cartier and Henry Hudson, and reasons why Europeans were eager to come to the "New Land" (e.g., Northwest Passage to India and China, search for gold and other riches, competition with Spain for world influence and domination of the seas, codfish in Newfoundland...). Students discuss and record the main ideas presented in the videos.

TIP: Provide students with a specific task prior to viewing (e.g., "Write down one quote by Cartier describing the New World."; "Note what Cartier did to convince the First Peoples that he did not want war with them."; "Trace Humphrey Gilbert's voyage on a map."; "Note the importance of Martin Frobisher's voyages."…). Documentary films are best viewed in short sessions of ten to fifteen minutes, with discussion of key points after each session.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.1)

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 1, Disc 1
Episode 1
When the World Began

Into the Unknown (5 min)

Aboriginal peoples didn't explore beyond the continent – but in Europe these ideas took root. Legend that in 6th century an Irish monk called Brendan explored Eastward. Finally the monks came to land. A few centuries later, the Vikings followed. To Iceland and then Greenland. Eventually they landed and settled. They discovered that there were people there. They killed them, and their settlement became a target. The Vikings eventually abandoned their settlement. European **interests focused on the East. In Asia, gold, silk, pearls, pepper had been found.** The 50 million people of Europe gained much of their wealth from trade with Asia. In 1453, Constantinople fell to Turkey, and the way to Asia was blocked. **They began to think about sailing West to find new routes to Asia.** They didn't know an entire continent would block their way.

	Transition (2 min) The European discovery of America launches one of the greatest adventures in world history. Whole empires rise and fall because of this discovery. The Aboriginal people who encounter them find them strange and unusual. The new land is so large it takes three centuries to touch all 3 shores. Cartier explores the East, Hudson the North. **Really, however, this whole continent was just an obstacle – to a passage to China.**
 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	*Opening Vignette (3 min)* In the courts of England and France, Spain was spoken of with fear and envy. Spain had discovered whole new parts of the world, and conquered the Aztecs. The Conquistadors had found gold and jewels beyond all imagining. The riches of the new world made King Phillip 2 the most powerful monarch in Europe. England and France dream of their own American empires, and the race of discovery is on. **Many dream of a route to China, and a search for wealth in this continent.** Alliances and war with Aboriginal people follow.
 Set 1, Disc 1 Episode 1 *When the World Began*	*New Lands (7 min)* In 1492 Christopher Columbus got it wrong. He declared the Caribbean islands he found to be the shores of Asia. England wanted their own routes to get the spices of Asia, and finally the English king hires John Cabot – a sailor from Italy (Venice) to explore westward. Cabot, under the flag of England in 1497, he sails across the Atlantic, and finds a new land – 'Newfoundland'. He raises banners. They find signs of people. Cabot soon heads home. He's received as a hero. He had claimed new land, and spoke of there being so many fish that you could catch them with buckets. Many fishermen follow his route. In 1498 Cabot sets out again – and never returns. By 1500, Newfoundland had become popular with European fishermen. A Portugese merchant kidnaps 50 Aboriginal people and takes them back to Lisbon. Merchants think they might make good slaves. They all die of diseases.
 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	*The Lost Colony (7 min).* Newfoundland is incredibly rich in fish, and eventually John Guy leads the establishment of a colony there. If they can succeed they may dominate the fishery there. Guy and 39 colonists settle at 'Cooper's Cove' in Conception Bay. Over several years most of the colonists die, and the colony is abandoned.
	**<u>Maps</u>:** • PSC: Viking explorations (p. 55) • PSC: European empires (p. 61)
 	**<u>Exposition</u>** PSC: Reasons for Expanding/Exploring (p. 54-61) **<u>Exposition</u> and <u>Primary Source</u>:** SC: *Hunting for Unicorns* (p. 20)



Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals

HCO Jr > The History of Canada Online Junior (HCO Jr) > "A. Early Exploration" > "log in" > Username: EducationNWT Password: nwtece999 > **Log In**

Other HCO Jr chapters "Contacts and Conquest" (various countries and their reasons for exploring); "First Explorers" ("Why Create Colonies?")

- http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002688

"Exploration"

- http://www.canadianmysteries.ca/sites/vinland/indexen.html

"Viking Life" tab ; "Where is Vinland?" tab

NOTE: save the "L'Anse Aux Meadows" tab/info for another LE

	www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index) > "browse minutes" > "time period" > Pre-1600 First Contacts	"Vikings" (drama)



Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION B

Which European nation was the most successful in achieving its goals? Which criteria did you use to arrive at your answer?

Example of a Mini-Lesson Hook

Did European nations have the right to claim the parts of Canada they found?
Should countries today be able to invade or control another country?




(*Skill Set*: 10c – Discussion; 6a– Sorting and Classifying-see Appendix A)

In order to understand the significance of what the European countries were doing when the explored lands across oceans, we would have to understand what it means to do explore something for the first time that no one else has ever explored. Discuss with the students the qualities of a good explorer or a good exploration *today*. What would make us think this explorer was "great" if we turned on the television or saw headlines on the internet. What would make us think that an exploration was not a good idea? With your list of qualities (or criteria), consider the European countries that explored North America. Which one was the best *exploring country*? Do any of your criteria not work for those days?

RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

	1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
	Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question
 Set 1, Disc 1 Episode 1 *When the World Began*	*New Lands* (7 min) In 1492 Christopher Columbus got it wrong. He declared the Caribbean islands he found to be the shores of Asia. **England wanted their own routes to get the spices of Asia, and finally the English king hires John Cabot – a sailor from Italy (Venice) to explore westward. Cabot, under the flag of England in 1497, he sails across the Atlantic, and finds a new land – *Newfoundland*.** He raises banners. They find signs of people. Cabot soon heads home. He's received as a hero. He had claimed new land, and spoke of there being so many fish that you could catch them with buckets. Many fishermen follow his route. In 1498 Cabot sets out again – and never returns. By 1500, Newfoundland had become popular with European fishermen. A Portuguese merchant kidnaps 50 Aboriginal people and takes them back to Lisbon. Merchants think they might make good slaves. They all die of diseases.
 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	*The Lost Colony* (7 min). Newfoundland is incredibly rich in fish, and eventually John Guy leads the establishment of a colony there. If they can succeed they may dominate the fishery there. Guy and 39 colonists settle at 'Cooper's Cove' in Conception Bay. Over several years most of the colonists die, and **the colony is abandoned.**
	**Maps:** • PSC: Viking explorations (p. 55) • PSC: European empires (p. 61)
 	**Exposition** PSC: Reasons for Expanding/Exploring (p. 54-61) **Exposition and Primary Source:** SC: *Hunting for Unicorns* (p. 20)
	**Websites** • http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr) > "A. Early Exploration" > "log in" > Username: EducationNWT Password: nwtece999 > **Log In** Other HCO Jr chapters "Contacts and Conquest" (various countries and their reasons for exploring); "First Explorers" ("Why Create Colonies?") • http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002688 "Exploration" • http://www.canadianmysteries.ca/sites/vinland/indexen.html "Viking Life" tab ; "Where is Vinland?" tab **NOTE**: save the "L'Anse Aux Meadows" tab/info for another LE
	www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index) > "browse minutes" > "time period" > Pre-1600 First Contacts "Vikings" (drama)
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION C

Who was the best explorer to come from Europe to Canada? Which criteria did you use to arrive at your answer?
Examples: Caboto, Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson, Stefansson...

Mini-Lesson Hook

Is it ever okay to take something that belongs to somebody else?
How should a visitor act? Has this changed over time?



Critical Thinking Strategy (recommended)

Step 1 Introduction

Using a map of the world (there are examples included on the Layered Maps CD) ask students to think about what it would be like to be lost in the middle of the Atlantic Ocean. Would they be afraid? How would they find or navigate their way home? Suggest to students that the first thing they would need to do is to find their position on the ocean.

Call on students to suggest ways of finding out what their position might be on the ocean. Students may supply such answers as using a map or a compass to find out where they are. Tell students that they are about to become sailors and that they will judge which navigational tool was most important to help them find their way across the ocean. However before we choose the most important navigational tool we need to find out more about location and navigation.

Step 2 Activity: Navigation? What's That?

Share with students that learning about the importance of "location" is part of thinking geographically. Location is important to us because it helps us to know exactly where we are in the world. Knowing where we are helps us get from one place to another. European explorers wanted to reach India by crossing the Atlantic Ocean. They needed to navigate or plan a way or "course" across the ocean to reach their destination. To help students understand the importance of location you may want to give them an opportunity to work with maps.

Provide a map of the world, with designated lines of latitude and longitude and cardinal direction points. Ask students to locate Yellowknife on the map. Students may be lost and may guess where Yellowknife might be located on a world map. Suggest that Yellowknife is located 62°27'18" North of the Equator and 114°22'9" West of the Prime Meridian. You may wish to help students located the equator and the prime meridian and then ask them to mark the location of Yellowknife on the map.

Tell students that they are going to find where their community is located on the map (give the coordinates of your community or another community if you are in Yellowknife). Once students have completed the task tell them that they are going to navigate a course (a line on the map) from Yellowknife to their community. Ask students which direction their community lies from Yellowknife. Suggest to students that European explorers needed to know their position on the ocean at all times so that they could successfully set a course (navigate) to the new world.

Step 3 Activity: Introduce the Critical Inquiry

Reinforce the idea that when the first Europeans such as Columbus and Champlain sailed the ocean they used navigational tools to help them find their way from the old world (Europe) to the new world (North America). These tools included the Mercator map, the compass and the astrolabe. Tell students that they must decide on which navigational tool was most important to sailors.

Project slide one and ask students if they recognize any of the navigational tools displayed. Most students will know the map and compass but may have trouble identifying the astrolabe. Tell students that each of the three tools are important to sailors for a number of reasons. Project slides two, three and four so students can gain an understanding of the importance

of each of the tools.

Project slide five and suggest to students that their judgment about which tool is most important must be based upon the following criteria:

Safety (Which tool most kept sailors safe?)
Accuracy (Which tool most helped sailors know where they were on the ocean?)
Time (Which tool saved sailors the most time in getting across the ocean?).

Project slide six and share the critical inquiry: ***Which navigational tool was most important to successful exploration?***

Step 4 Activity: Share your choices
Once students have completed the inquiry ask them to share their choices and reasons for the choices. Remind students that their choices must be based upon the criteria for the most important tool. Remind students that there are no wrong answers just judgments based upon criteria.

3C. CT BLM: Navigational Tools (6 pages)



(*Skill Set*: 3a – Discussion- see Appendix A)

Using Think-Pair-Share, students respond to the question: *"Who was the first European to visit North America and when did this take place?"* Students post questions about early European exploration of North America on a bulletin board as the figurative "departure point" of their study of exploration.

TIP: Elicit students' assumptions and beliefs about European exploration of North America, encouraging students to focus on what they believe to be true. Students may record their beliefs in a learning journal and revisit them later in their inquiry into European exploration.



(*Skill Set*: 1 – Active Listening- see Appendix A)

Students listen to/read "The Northwest Passage" by Stan Rogers (in *The Spirit of Canada*, p.44.) and record the names of places and people mentioned in the song. Students discuss the meaning of the term "Northwest Passage" and why Europeans were interested in discovering this route.

Critical Thinking Strategy (recommended)



(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Students will compare a selection of European explorers that came to Canada prior to the 17th century using the criteria established in Judging "Best" Explorer BLM CT-02b. The purpose of this activity is to be able to use criteria to help evaluate and draw conclusions when confronted with multiple possibilities.
(Example: 'Because (insert explorer name here) wanted to…, and did/didn't .., I think that he was the best')

3C. TC.5 BLM: Judging the Best: Judging "Best" Explorer

Historical Thinking Strategy (recommended)

(*Skill Set*: 6g – Viewing Visual Media - see Appendix A)

Students view one or the other of 2 segments from 'Canada, A People's History': When the World Began -
1) From Episode 1, two different clips: *An Air of savage Magnificence* (5 min) and *Captivity* (6 min)– The massacre of the crew of the ship *Boston* and John Jewitt's capture by Maquinna.
2) From Episode 2 – one clip: *Episode Beginning* (12 min)- Frobisher's search for the Northwest Passage, the loss of some of his crew, and his encounter with and capture of an Inuk.

DIRECTIONS FOR TEACHER: In these video clips, we have situations where either an Aboriginal or European person is taken prisoner by the 'other side'. By "handling" either a primary or secondary trace or an account of a historic event *involving a conflict*, students will determine the very different perspectives of a European explorer and an Aboriginal person involved in the event where the conflict occurs. Students take the positions of either the Europeans or Aboriginals and attempt to answer, from the perspective they have chosen, why the group who took the prisoners and/or killed the other group was justified (or not) in their actions. Students write a monologue explaining or justifying that position.

3C. HT.9 BLM: Historical Perspective: Is Taking Prisoners OK?

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
	Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question
 Set 1, Disc 1 Episode 1 *When the World Began*	*Northwest Passage (6 min)* James 1 of England asks **Henry Hudson** to find a northern route to China. He maps areas that Europeans have never seen. Hudson's crew is more and more unsettled as winter threatens to trap them. Hudson heads south, and ends up frozen in James Bay. During the winter a native trapper comes with furs to trade. After surviving the winter, the Discovery crew is appalled that Hudson plans to keep exploring during the next summer. They mutiny, and put Hudson and the sick men of the crew along with his son John. No trace of them is ever found. Hudson's Bay ends up being a gateway into the heart of North America.
	Episode Beginning (12 min) Stories of riches in the mysterious America circulate in Europe. Other stories of a passage to China are also popular. **Martin Frobisher** is called "a gentleman born, a mariner by profession, and a pirate by inclination.' He has been a pirate, and now turns to discovering a passage to China. In 1576, he is chosen to lead a small expedition. He eventually reaches a large waterway, which he is sure is Asia. He encounters some Inuit in kayaks. Frobisher orders 5 crewman to go ashore to scout the area. They never return. In response he kidnaps an Inuk. He brings back some rocks. Upon return to England, in 1576 he is heralded as a hero. The rock is declared to be gold by 1 test (not by 2 others). He is sent back to claim the land there and to bring back more ore. He return in 1577 and takes possession of the land. Finds some

 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	shreds of European clothing, which he interprets to mean his sailors of the previous year had been murdered. He attacks the next group of Inuit he encounters. On his return to England, gold fever has taken hold. Even the Queen invests. In 1578, the largest expedition sets sail – 15 ships, including miners. They dig all summer. They bring back 1200 tons of ore. All of it turns out to be worthless. Frobisher is in trouble. He is forced to become a pirate again. The ore becomes landfill, to patch roads in Kent. The body of water he thought was the Northwest Passage turns out to be a bay. England will have to look elsewhere for their riches.
	Adventurers and Mystics- The Lost Colony (7 min). Newfoundland is incredibly rich in fish, and eventually **John Guy** leads the establishment of a colony there. If they can succeed they may dominate the fishery there. Guy and 39 colonists settle at 'Cooper's Cove' in Conception Bay. Over several years most of the colonists die, and the colony is abandoned.
 Set 2, Disc 4 Episode 6 *The Pathfinders*	*Episode Beginning* (7 min) New France in the 1650's – coureurs de bois **Des Groseilliers & Radisson** expand trading for furs. Kidnapped then escapes from Mohawks. Beaver felt hats create a rich trade. Their offer to New France officials not well received. Camp for winter near Lake Superior. Almost starve. "Feast of the Dead" happens in spring. They get many beaver pelts. When they return to New France- they are fined and jailed. Des Groseilliers and Radisson take their offer to England. Charles 2 creates the HBC. 200,000 sq mi of land draining into HB claimed.
	The River Route (6 min) **Pierre de la Verendrye** proposes to build French fur trade to undercut English. June 1731 – he sets off with plans to build trade route. Sets up 8 trading forts all the way to northern Saskatchewan. Intercepts best furs before they are taken to Hudson's Bay Company on the Bay. Tries to forge alliances with Cree and Blackfoot along trade routes. The Sioux attack. All French are massacred. His trade route, though, bypasses the HBC.
	Life at the Bay (4 min) **David Thompson's** life on the Bay. Freezing in their fort. In the spring, the forts come alive, with trading of furs. In the best years, over 100,000 pelts traded. Cree bring in the furs. Thompson, and others keep track. 1 blanket = 7 pelts. 1 gun= 14 pelts. Thompson is fascinated by the Cree. He travels widely. Learns Cree language. He hears of Hearne's expedition.
	A Journey to the North (6 min) **Hearne** is an eccentric. Loves beavers. Befriends them. Thompson assigned to transcribe Hearne's travel journals. 15 years before Hearne had travelled North from Churchill looking for the 'Coppermine'. Mattonnabee had lead the expedition. Role of women – to do the heavy work. Encounter Copper Indians. Discover a group of Inuit. Bloody Falls massacre.
	From Canada by Land (6 min) **Alexander Mackenzie** combines ambition, courage and confidence. Travels from Fort Chipewyan in 1793. Up the Peace going West. Goes overland, following native trading routes. He comes out at West Coast. Leaves an inscription From Canada 27 July 1793.
	The Columbia (14 min) **David Thompson** is now surveyor and mapmaker for HBC. Trade with natives is becoming ugly. Competition between HBC and NWC is brutal. Thompson refuses to have alcohol used in trade. He quits HBC in 1797, where he continues to complete his maps of Northwest. He is ordered to the Pacific Ocean. Pacific Fur Company is planning to expand to the Pacific – and the Columbia river. Thompson sent to secure the NWCs interests. In Piegan country they are blocked from proceeding. Goes north to Athabasca River. Finally reach the crest of the Rockies. Thompson's Athabasca pass is used by the fur trade for the next 50 years. When the snows clear, he starts down the Columbia. Establishes trading relationships on the way through. Claims the country for his country. Arrives at the Pacific to see an American fort – which becomes Oregon. He begins his map of the Northwest.



Maps:

- PSC: *European Explorations of the Renaissance* (p. 62, 63)
- PSC: *Cartier's Three Voyages* (p. 67)



Primary Sources:

- PSC: Early Americas map (p. 64)
- PSC: *From the journals of Jacques Cartier* (p. 66)



Exposition:

- PSC: (p. 54-55, 62-66)



Music

- SC: lyrics (poem) (p. 44)



Websites

- http://www.historytrek.ca/

People > Explorers

Or, go directly there:

http://www.historytrek.ca/topiclist1.php?topword=People&topword1=Explorers&lang=en

- http://www.northernblue.ca/products/index.php/Products_and_Portals

HCO Jr > The History of Canada Online Junior (HCO Jr) > "A. Early Exploration" (Vikings, other early explorers) > "log in" > Username: EducationNWT Password: nwtece999 > **Log In**

Other HCO Jr chapters "First Explorers" (how to sail; John Cabot); "Cartier...."

- http://www.canadianmysteries.ca/sites/vinland/indexen.html

Vikings: Where is Vinland?

- http://www.thecanadianencyclopedia.com

Search: "John Cabot" or "Jacques Cartier"

	www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index) > "browse minutes" > "time period" > Pre-1600 First Contacts	"Jacques Cartier" (radio, drama) "John Cabot" (radio, drama) "Vikings" (drama)



Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the Essential Question **Resource Lists** for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.



BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions**, and by cutting and pasting from the **Assessment Evidence** rubric provided above). Teacher should place these expectations in the rubric that is given to the student with the appropriate weighting. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.



BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** they have prepared available.

Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.



BLM: Essential Question Resource List A



BLM: Essential Question Resource List B



BLM: Essential Question Resource List C



www.canadapost.ca/.../2007_july_membertou.jsf
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STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

This Learning Experience brings students into the life of people in the Nouvelle France era, encouraging them to explore both the differences and the similarities to life today. Different kinds of leaders and leadership are explored, and students discover how French and Aboriginal peoples interacted and shaped each others' lives.

SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

Essential Question A. *Describe a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today? Which criteria did you use to arrive at your answer?* When we examine a period of history from long ago, one of the challenges we face is to understand 'why people did what they did'. Young people, especially, may struggle to make sense of the actions and decisions of people from long ago. One way for them to be able to better imagine the context that these people operated from is through historical fiction and historical recreations, primarily because literature can help young people to understand 'what life looked like' for people in the historical period they are exploring. Becoming familiar with the daily life of people long ago can provide insights into how many things (from the kinds of houses people lived in, to what clothes they wore, what they ate, how they moved from place to place, the kinds of work they did, the games they played…) in the lives of people from another time may be similar or very different from their own lives today.



Image credit: User Kilom691 has made this public domain image available in the Wikipedia article, "Habitants". The image is of Cornelius Krieghoff's work, "Habitants".

Essential Question A asks students to: *Describe a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today? Which criteria did you use to arrive at your answer?* This questions involves students in the exploration of what life was like for the European colonists who were establishing communities along the banks of the Saint Laurence River in the Nouvelle France era. They were living in an environment that was very different from what they were used to in France. The goal in this inquiry is for students to explore the different aspects of daily life and then to compare those aspects to their own lives today. While there is likely no objectively "best" part of life, and perhaps no "most similar or different" thing that can be identified, this exploration and comparison should provoke useful critical thinking skill development for those students who chose this inquiry. The development of criteria is the key Critical Thinking skill required in this question. While you may want to assist students in this process, by Learning Experience #4, they should be actively involved in this process.



Image credit: User DrWilson has made this public domain image available in the Wikipedia article, "Samuel de Champlain". The image is of Charles Jeffreys' work, "The Order of Good Cheer".

Essential Question B. *Who was the most important leader in the early development of Nouvelle France: Samuel de Champlain, Chief Membertou, or Marquerite Bourgeoys? What evidence did you use to defend your choice?* Some of the elements of daily life were very much a reflection of the society that the Nouvelle France colonists had left behind in Europe. Many European institutions of religion and government were transported to the new lands in North America, and great efforts were made to have these institutions function effectively here, and yet often were modified by the realities of life in this new land. Leadership took many forms.

Nouvelle-France and Cultural Interactions

Who was the most important leader in the early development of Nouvelle France: Samuel de Champlain, Chief Membertou, or Marquerite Bourgeoys? What evidence did you use to defend your choice? This EQ allows students to learn more about several selected individuals who played important roles in the life of Nouvelle France. One of the dynamics that we continue to explore here is how life for the new immigrants was influenced by the interactions the new arrivals had with Aboriginal peoples. So, while leaders can be identified from the Church and State (Bourgeois and Champlain), students can also learn about Aboriginal leaders (Chief Membertou) and the impact they had on their own people and the lives of people in Nouvelle France. This question also should encourage students to explore the 'characteristics of a good leader' and to become familiar with how leadership is defined in *Dene Kede*, (pp.179-182). A discussion of different perspectives on what makes a good leader may be an important part of this inquiry.



www.canadapost.ca/.../2007_july_membertou.jsf
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Essential Question C. *Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?* One of the questions that is important for anyone exploring past times touches on imagining 'how would life have been different if …'. During the early part of Nouvelle France's history, we learn how tentative the survival of these communities was. We also discover that there were both mutual benefits and also negative consequences to the interactions between Aboriginal peoples and the French colonists. Goods, food, clothing and transportation techniques, diseases and medicines, cultural and religious beliefs, and even ways of decision-making and government, were all shared to varying degrees. These interactions went 'both ways', and while Aboriginal peoples acquired trade goods that had been previously unavailable to them, the changes to European ways of governance and decision making (among other things), may have been even more profound. In *A Fair Country*, John Ralston Saul calls Canada a "Metis Civilization" as a result of some of these changes these interactions brought about**.**



Image credit: User YUL89YYZ has made this public domain image available in the Wikipedia article, "Maple Sugar". The image is of Cary, William De La Montagne's work, "Sugar-Making Among the Indians of the North" from the Canadian Illustrated News.

Essential Question C, *Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?*, asks students to explore what some of these exchanges were, and which examples of this sharing might have had the greatest impact (positive and/or negative) on the way of life of either the colonists of Nouvelle France or the Aboriginal peoples in that area of Canada. Through their inquiry students may come up with a range of assessments regarding which changes had the most impact. There is likely no 'right answer' to this inquiry. That is not actually the point. The different student assessments may provide the basis for rich classroom discussions and shared learning as students explain to others some of the different kinds of changes that these interactions provoked. Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?

LOOKING FORWARD:

In LE #5 we will move forward in the Nouvelle France era and learn how this small colony grew and became a focal point of conflict between France and England, ultimately leading to the British conquering of Quebec in 1759. We will learn how the various alliances formed during the Nouvelle France era shaped the events and destinies of various groups including the Huron, Acadians, British and French in North America.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:
KCC-033 Describe contributions of individuals in the settlement of Nouvelle-France.
Include: Samuel de Champlain, Chief Membertou, Marquerite Bourgeoys
KI-008 Describe daily life in Nouvelle-France.
KCC-026 Give examples of the impact of interactions between First peoples and European explorers, colonists, and missionaries.
Examples: place names, shared technologies, trade, spread of disease, religious traditions, landholding and ownership...
VCC-009 Appreciate the contributions of First Peoples to the development of Canada.
VE-015 Be willing to consider diverse approaches to resource and land use.

Understandings:
Students will understand that …

- Many aspects of daily life in Nouvelle France were different from life today (work, clothing, transportation, family roles…).
- There are many forms of leadership and different views on how to evaluate a 'good' leader.
- Nouvelle France had a variety of political, religious, military, Aboriginal leaders.
- The interactions between French colonists and Aboriginal peoples took many forms (trade goods, tools, weapons, clothing, food, medicines, religious beliefs, transportation, diseases, military alliances).
- Both Aboriginal peoples and French colonists were changed through these interactions.
- Aboriginal and European relationships with and use of the land was rooted in different ways of seeing the world (worldviews). These different understandings had important consequences in early Nouvelle France and even in Canada today.

Essential Questions:
around which the Established Goals and their matched resources are organized

A. Describe a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today? Which criteria did you use to arrive at your answer?

B. Who was the most important leader in the early development of Nouvelle France: *Samuel de Champlain*, *Chief Membertou*, or *Marquerite Bourgeoys?* What evidence did you use to defend your choice?

C. Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?

Students will know …

- Several specific ways that life in Nouvelle France differs from their own lives today (food, clothing, jobs, transportation, etc)
- Several leaders of the Nouvelle France era
- The institutions/initiatives they led
- Leadership characteristics as outlined in:*Dene Kede* (p. 179-182): Leadership characteristics as outlined in Inuuqatigiit p. 74-77
- The kinds of trade and interactions that occurred between Aboriginal peoples and French colonists (including trading for furs, of tools and weapons, food, exchange of medicines, introduction of diseases, place names, religious traditions/beliefs…**)**
- That Aboriginal people may have viewed "land" differently than the French colonists (and their

Students will be able …

- To use research skills to inquire into a chosen Essential Question
- To use mapping skills to locate where the first settlements of Nouvelle France were (includes: legends, cardinal directions, scale)
- To develop criteria in a small group or individual setting for what they consider to be the qualities of a "best part of life" or "most important leader" in Nouvelle France
- To use research skills to be discover the many different kinds of interactions that occurred between Aboriginal peoples and French colonists – and the ways these interactions changed both peoples' lives
- To describe how a European colonist might view "land" differently than an Aboriginal person and the implications of these differences

nations) they encountered. For example:
Dene Kede p.27-31: *Inuuqatigiit p.92-93*

VOCABULARY: interactions, colony, colonist, missionary, government, consensus decision making, leader

CULTURE-BASED PERSPECTIVES

Dene Kede's description of the role, nature, choosing and characteristics of leaders (see *Leaders,* p. 179-182) may provide a lens through which students can explore Essential Question B. *Inuuqatigiit*: Leaders were chosen because of special skills on the land and with people (see *Laws and Leadership*, p. 75-77).

Inuuqatigiit (and *Dene Kede)*: The people belonged to the land; the land provided all things necessary and could not be owned. (see *Students Will Know* and *p. 27-31*).

How traditional ways of life change is discussed in *Dene Kede, The Arrival of the Non-Dene* (p. 188-191).

2. IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

USING HISTORICAL FICTION FOR THE INQUIRY

The novel often covers many of the Essential Questions (see front matter of this course for a rationale of historical fiction use in Social Studies). When this novel is used it is intended to be the inquiry task for the Learning Experience. The novel will likely be used in one of the following manners:

- Whole class experience. The teacher judges that the novel does the best job of covering the Essential Questions
- Small group experience. While the rest of the students choose different inquiry tasks (see options below), a small group may choose the novel
- Individual experience. When a student requires a differentiated experience, the novel may be used



BLM: Reading Historical Fiction-Planning Guide



BLM: Reading Historical Fiction-Daily Responses


Novel: *Alone in an Untamed Land: The Filles du Roi Diary of Hélène St. Onge*

ESSENTIAL QUESTION A

Describe a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today? Which criteria did you use to arrive at your answer?


Historical Thinking Strategy (recommended)


(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic primary resources (e.g. digital images of original artifacts, documents, diaries and journals…), students research the organization and daily life of Nouvelle-France and the contributions of individuals. Students prepare an electronic portfolio of the selected primary sources and a description of what they learned about individuals and life of Nouvelle-France. Students share their portfolios and discuss ways in which primary sources help them interpret and understand the past.

Note: Encourage students to examine a variety of primary sources (e.g., written materials, pictorials, dance, oral traditions, art and artifacts…) and to distinguish primary from secondary sources.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.2)

4A. HT.10 BLM: Selecting and Using Primary Sources (2 pages)

(*Skill Set*: 10a – Dramatic Presentations- see Appendix A)

Collaborative groups of students prepare and present a dramatization of daily life in the seigneurial system in Nouvelle-France. Students discuss the advantages and disadvantages of life for individuals and the colony as a whole within the seigneurial system.

(*Skill Set*: 4c – Consensus Decision-Making- see Appendix A)

Collaborative groups of students assume roles of individuals belonging to one of the main groups of people living in or near Nouvelle-France. Using consensus decision making, students determine the two most important events in this period of Canadian history from the perspective of the group they represent. Students record their events on a wall timeline and share their decision with peers justifying their choices.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.2)

4A. 1 BLM: Main Groups During the Nouvelle-France Period

4A. 2 BLM: Main Events During the Nouvelle-France Period (2 pages)

(*Skill Set*: 4a – Collaborative Groups- see Appendix A)

Collaborative groups of students plan and prepare an *Ordre du bon temps* ("Order of Good Cheer"), celebration. Students assume the roles of individuals in Nouvelle-France (e.g., governor, intendant, bishop, habitant, or an important individual such as Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys…). Students plan the entertainment, menu, décor, and seating to represent life in Nouvelle-France, and invite parents or community members to attend.

(*Skill Set*: 9e – Descriptive Writing- see Appendix A)

Students assume the role of an *habitant* in Nouvelle-France and write a journal describing their daily life. Students include illustrated maps showing their travels and places of historical significance.

TIP: The look of an aged historical map can be reproduced by staining the paper with moistened tea bags and letting it dry before adding details.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.2)

(*Skill Set*: 9c – RAFT- see Appendix A)

Using a diagram of the organization of government in Nouvelle-France, students compose a RAFT describing the advantages and disadvantages of this form of centralized government under an absolute monarchy from the point of view of an early habitant.

4A.3 BLM: Government in Nouvelle-France – Diagram

(*Skill Set*: 11g – Multimedia Presentations- see Appendix A)

Students create a multimedia presentation depicting daily life in each of the four seasons in Nouvelle-France. Students include images and descriptions illustrating ways in which the natural environment influenced the activities of individuals living in Nouvelle-France, as well as strategies used by individuals to cope with the natural environment.

(*Skill Set*: 10a – Dramatic Presentations- see Appendix A)

Students assume roles representing the organization of the royal government of Nouvelle-France and simulate the transmission of a royal decree from the King of France through the representatives of the Royal Government down to the men, women, and children living in the colony. Using a realistic example of a royal decree, students discuss the effects that this decree may have on the various members of the colony.

(*Skill Set*: 11d – Desktop Publishing- see Appendix A)

Create a newspaper front page from Nouvelle France. Use big bold titles of categories of your interest. Some titles could be "Recreation"; "Real Estate"; "Government"; "Community Relations"; "Editorial"; "Travel"; "Business"; etc.

(*Skill Set*: 10c – Artistic Representations- see Appendix A)

Research and learn as much as you can about life in Nouvelle-France; create a careful and detailed drawing of a town scene including people, animals, a street, buildings, etc.

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research royal government in Nouvelle-France and record the roles and responsibilities of each part of the government. Students discuss how life under this form of royal government would have been different from life in Canada today.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.3)

4A.10a 5.2.2f BLM: Government in Nouvelle-France

4A.10b 5.2.2g BLM: Government in Nouvelle-France – Key

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Collaborative groups of students generate questions about what daily life was like in the 1600s in the colonial settlements of

Canada. Using print and electronic resources, students research daily life in l'Acadie. Students record information, including images, and share researched information with peers.

4A. 11 BLM: Daily Life in the Colonies (2 pages)

 (*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research various aspects of daily life in Nouvelle-France. Students record images, key vocabulary, and details of the following aspects of daily life:

1. agriculture
2. the seigneurial system
3. religion and education
4. the fur trade
5. forts and military protection
6. alliances and relations with First Nations
7. influence of the natural environment

TIP: This activity may be carried out as a Carousel format, with collaborative groups choosing different topics and sharing their research with each other.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.2)

ESSENTIAL QUESTION B

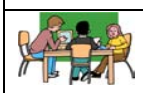
Who was the most important leader in the early development of Nouvelle France: *Samuel de Champlain*, Chief Membertou, or *Marquerite Bourgeoys?* What evidence did you use to defend your choice?

 (*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

On a poster size paper, write the qualities of a good leader in a column on the left hand side. These qualities might include "respected by people"; "big problem solver"; "can get along with many kinds of people"; etc. Make three more columns and place the names of *Samuel de Champlain, Chief Membertou,* and *Marquerite Bourgeoys* at the tops of the columns. Then for as many "boxes" as you can, write a comment about each person with an example from history about how they showed each quality on the left of your poster. In the end, which person seems to be the "best" leader according to your research. Compare your findings with another person in the class who chose this inquiry project.

 (*Skill Set*: 10c – Artistic Representations; 11d –Desktop Publishing - see Appendix A)

Make three "hockey cards", one for each of the three leaders above. The front should have a big drawing of the person that shows their "best moment" and the back should have the dates of their biggest accomplishments. Conduct a survey of your friends about their thoughts on which person was the greatest leader. Report your results to the class.

 (*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research contributions of individuals in the settlement of Nouvelle-France, including Samuel de Champlain and Marguerite Bourgeoys, as well as places of historical significance, and organization and daily life of Nouvelle-France. Students record information and describe how life in Nouvelle-France was influenced by the environment, trade, and interactions between peoples.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.2).

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources students research the life and accomplishments of Samuel de Champlain to determine whether they think that Champlain is deserving of the title of "Father of Nouvelle-France". They list the reasons why he deserves, or does not deserve, this title and share their observations with peers.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.2)

(*Skill Set*: 9g – Expository Writing- see Appendix A)

Students select one individual or group from Nouvelle-France (e.g., Samuel de Champlain, Jean Talon, Comte de Frontenac, Louis de Buade, Marguerite Bourgeoys, Jeanne Mance, Cardinal Richelieu, Paul de Maisonneuve, Étienne Brûlé, Marie de l'Incarnation, Father Brébeuf, Louis Hébert, Marie Rollet; Missionaries such as Récollets, Jésuites, Ursulines, Seigneurs, Habitants, Hurons, Iroquois, Acadiens, Filles du Roi…) and research their life. Students prepare a point-form biography and share their research with the class.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.2)

4B.10 BLM: People in Nouvelle-France: Role Card (2 pages)

(*Skill Set*: 7d – Creating Timelines- see Appendix A)

Ask students to create a 'Timeline Card' (an annotated illustration which can be hung on the timeline clothesline) for one individual or group from Nouvelle-France (e.g., Samuel de Champlain, Jean Talon, Comte de Frontenac, Louis de Buade, Marguerite Bourgeoys, Jeanne Mance, Cardinal Richelieu, Paul de Maisonneuve, Étienne Brûlé, Marie de l'Incarnation, Father Brébeuf, Louis Hébert, Marie Rollet; Missionaries such as Récollets, Jésuites, Ursulines, Seigneurs, Habitants, Hurons, Iroquois, Acadiens, Filles du Roi…) and briefly research their life.

The card should have: the **date** (or time period) the **topic**: (a brief title describing what issue or question this card is related to) a **description** (brief information piece giving the essential points related to the topic) and a **picture** (drawing) of the thing/person being described. Students can present their card /person/event to the class before attaching it to the timeline.

1B.HT.1 BLM Timeline Clothesline

ESSENTIAL QUESTION C

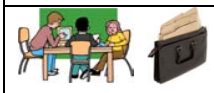
Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?

Critical Thinking Strategy (recommended)

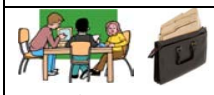
(*Skill Set*: 7a – Creating Maps- see Appendix A)

Create a map on an 8.5 x 11 sheet of paper. Show what a large piece of land (at least 25 square kilometer (5 km x 5 km)) would look like if it was being shared by the people of Nouvelle-France (colonists and Aboriginals). The purpose of this strategy is to encourage students to imagine the kinds of challenges that arose in Nouvelle-France when land was being shared—but understood differently. As a critical thinking activity, this activity grows a student's ability to create a product (map) from a list of given criteria (essential characteristics), and by adding *missing* criteria.

4C. CT.6 BLM: Design to Spec: Sharing Land

 (*Skill Set*: 11f – Concept Mapping- see Appendix A)

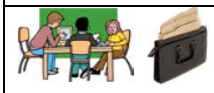
Using concept mapping, students illustrate examples of positive and negative impacts of interactions between First Peoples and Europeans, and different approaches to natural resource use. Students include examples of sharing knowledge (e.g., First Peoples knowledge of the land, natural remedies for scurvy…) technologies, culture, and ways of life, and discuss their concept maps with peers.

 (*Skill Set*: 9d– Persuasive Writing- see Appendix A)

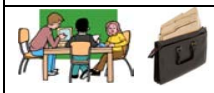
Students compose a letter to the editor, explaining why they believe Canada should officially change the use of the word "Indian" in their government departments and documents (e.g., the use is based on a historical error, reflects the world view of Europeans seeking the Northwest Passage to India, cultures should not impose names on other cultures, obligation to correct errors of the past…).

Perhaps before going public with questions about the name *Indian,* students could write a letter to Aboriginal thought leaders and ask them how from their perspective Aboriginal people feel about the name *Indian*. Students should know that some Aboriginal people take pride in the name.

TIP: Encourage students to make the connection between this idea and the return to the original names of many First Peoples and many regions or places in their traditional territories (e.g., Frobisher Bay is now Iqaluit). In examining a map of Canada, students may also wish to reflect on how many places have been named for European explorers.

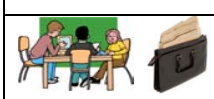
 (*Skill Set*: 5– Using Graphic Organizers- see Appendix A)

Using a graphic organizer, students illustrate the sources of competition or conflict between the English, the French, and the First Nations in early Canada (e.g., the fur trade, fisheries, control of ocean and river access, protection and expansion of territories, cultural differences, protection or diffusion of culture, power and influence, security…). Students share and discuss completed concept maps with each other.

 (*Skill Set*: 9a– Journals- see Appendix A)

Using Think-Pair-Share, students read and respond to a contemporary quotation regarding Canada's complex historical identity as a country based on three different nations. Students reflect on the quotation and record in their journals examples of events in history that support their reflections. Students share journal entries with peers.

4C. 4 BLM: Complex Country

 (*Skill Set*: 10a– Dramatic Presentation- see Appendix A)

Collaborative groups of students plan and present a dialogue (or a role play) between a member of a First Peoples nation and a European and discuss differing perspectives regarding natural resource use and the impact on each group resulting

from interactions between First Peoples and Europeans. Students discuss the consequences of interactions when two different cultures come into contact.

 (*Skill Set*: 11g– Multimedia Presentation- see Appendix A)

Collaborative groups of students create a multimedia presentation comparing differing approaches toward the land and natural resource used by Europeans and First Peoples. Students include a section describing the consequences of interactions between First Peoples and Europeans as the two cultures came to share the land. Compile group presentations in a class presentation.

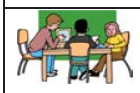
 (*Skill Set*: 10d– Musical Representations- see Appendix A)

Collaborative groups of students use the song "*This Land is Your Land*" and compose new lyrics. They write one verse from the perspective of an early European and the next verse from the perspective of the First Peoples. The new lyrics reflect respective cultural beliefs and values about the land, human beings' relationship with the land, and the impact of interactions between First Peoples and Europeans.

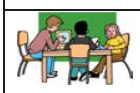
 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.3)



BLM: This Land Is Your Land

 (*Skill Set*: 9f – Narrative Writing- see Appendix A)

Write a short story about you and your friend living in Nouvelle-France. One of the two characters will be an Aboriginal person and the other a colonist from Europe. Show these two friends meeting; becoming acquainted with each other's culture; and learning some of each other's language. As friends would do, they will share some common experiences they both enjoy, and learn to appreciate some new activities and ways to live, play, and work.

 (*Skill Set*: 10a – Dramatic Presentations - see Appendix A)

Collaborative groups of students prepare and present a skit describing the impact of interactions between First Peoples and European explorers from the perspective of "Turtle Island" (a name used by some Aboriginal peoples for the land of North America prior to the arrival of Europeans) or the "Old World". Students discuss ways in which point of view or perspective (world view) can create a view of history that needs to be complemented by other views.
TIP: It may be helpful to carry out a preliminary exercise to make the idea of world view or perspective more concrete, in which groups of students "sketch what they see" when they are placed at different angles to a three-dimensional object. Students will quickly realize that a perspective or point of view can limit what is seen and often needs to be complemented by a description from another vantage point.



BLM: Differing Perspectives of the World

 (*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research the life of Chief Donnacona, his interactions with the French, his conversion to Christianity, and his death in France. Students write a biography, describing how Donnacona may have felt

when his sons were taken to France, when Cartier planted the French flag on the traditional territory of the St. Lawrence Iroquians, and how he felt about being taken to France, where he died.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html **(see 5.2.3)**

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research the interactions between cultures of First Peoples and Europeans, and record examples of what each had to learn from and to offer one another (e.g., exploring the land, survival, technologies, ways of life…), as well as when they came into contact in early Canadian history.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html **(see 5.2.3)**

4C. 7a BLM: Cultural Exchange

4C. 7b 5.2.3c BLM: Cultural Exchange – Key

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research the interactions between Jesuit missionaries (e.g., Jean de Brébeuf, Gabriel Lalemant), and the Huron-Wendat people, many of whom became converted to Christianity. Students record examples illustrating how cultural change results as a consequence of contact.

Note: Brébeuf and Lalemant were later killed by the Iroquois during their wars against the Huron-Wendat people. These Jesuit priests believed that it was possible to combine the traditional spiritual beliefs of the First Peoples with the beliefs of Christianity. As with some other missionaries, the Jesuits often took on the ways of life of the First Peoples and lived among them. Brébeuf is credited with the creation of the Huron Carol, a combination of the Algonquian language and beliefs and European Christian tradition. It would be very complex to study and compare in depth the differing spiritual beliefs of the two groups; the main concepts are that both believed in a Creator and in a world beyond physical life.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html **(see 5.2.3)**

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research the differing world views of the early Europeans and the First Peoples with whom they first came into contact. Students record information to compare how each felt related to governance, the land, religion, history, wealth and power, trade, and settlement.

TIP: Review and discuss these concepts as needed with the students prior to their research:

1) royal power in an absolute monarchy (i.e., the King or Queen has all decision-making power, appoints all government officials, owns all the land, and is not limited by laws or elected bodies)
2) treaties as agreements negotiated between self-governing groups or nations
3) trade as bartering goods for survival as opposed to trade for profit
4) world view as a way of seeing the world, a collection of beliefs and values

Nouvelle-France and Cultural Interactions

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html **(see 5.2.3)**

4C. 8a BLM: Cultural Dialogue

4C. 8b 5.2.3e BLM: Cultural Dialogue – Key




(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research examples of negative consequences to the First Peoples resulting from interactions with Europeans (e.g., spread of disease, treatment of the Beothuk…). Students assume the role of a member of a First Peoples nation and compose a journal entry describing the short- and long-term effects of interactions with Europeans.

Background Note: Students may ask why it is that First Peoples were often decimated by diseases brought across the Atlantic Ocean unknowingly by Europeans. Many contagious diseases originate in domesticated animals, and there were no domesticated animals in North America – only in Europe. The First Peoples had never been exposed to these illnesses and they had little resistance to them when they came into contact with Europeans who may have been carrying them. They did have natural remedies for certain nutritional diseases, such as scurvy, with which they were familiar (read the book *Guns, Germs, and Steel* by Jared Diamond for an engaging and thorough discussion of this topic).

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html **(see 5.2.3)**

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:

Dramatize a fictional but possible account of Champlain and Chief Membertou learning from each other about how to live from the land in Acadia at the place known today as Port Royal, Nova Scotia. Membertou could teach about winter survival and storage of local foods; Champlain can teach the use of tools and weapons to make survival and food production more efficient. Show how the skills of each one changed the quality of daily life in Acadia for the French colonists and the Mi'kmaq First Nations. Show how Membertou had to speak with Champlain about the use of land in Acadia after he figured out what Champlain was up to. Let the audience determine who was changed more by the interactions, Champlain or Membertou. Use some kind of opinion poll at the end of your rubric to allow the audience to give their conclusions.

1. _____ (students' choice)
   1 2 3 4 5

2. _____ (students' choice)
   1 2 3 4 5

3. _____ (students' choice)
   1 2 3 4 5

4. How deeply has the student researched and understood daily life in Acadia?

Other Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions
  - personal learning connections
  - culture-based connections
  - vocabulary matching or fill in blank

2 4 6 8 10 5. How well has the student developed the friendship and learning that Champlain and Membertou received from each other? 2 4 6 8 10 6. How deeply has the student researched and understood how Champlain and Membertou each understood "land" (use and ownership) 2 4 6 8 10 (NOTE: The above example shows: Required criteria: 67% of total score; Student chosen criteria: 33% of total score)	

3. THE LEARNING PLAN (classroom teaching stage)

(see "Integration" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1 *Finding Your Place*	**Class 2** Mini-lesson: Essential Question A	**Class 3** Mini-lesson: Essential Question B
Class 4 • Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	**Classes 5-11** Student Inquiries: research, drafting, editing	**Classes 12-13** Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Nouvelle-France and Cultural Interactions

Background for Teachers

Cartier and Champlain led some of the first French colonists to North America. To fully appreciate their impact on Aboriginal people and vice versa it is important to understand where the events took place. In this LE students will be able to locate where the interactions took place and practice their mapping skills.

Activity

- Locate on a map the French colonies of Champlain and Cartier. Which Aboriginal groups were they interacting with?
- Why did they place their settlements where they did?

Materials/props/space needed

- Rope, textbook
- Canvas map of Eastern North America



BLM – North America outline



BLM – Sailboat



BLM – Champlain and Cartier (2 pages)



BLM – Cartoon—Now and Forever

Skills Sets:

- 7a – Creating Maps
- 7b – Using/Interpreting Maps

Social Studies Skills:

- S-200 - Select information from oral, visual, material, print, or electronic sources.
- S-203 – Select and use appropriate tools and technologies to accomplish tasks
- S-205 – Construct maps that include a title, legend, compass rose, grid, and scale

Procedure

1. Demonstrate using the large canvas map of the Eastern side of North America. Place the rope on the map to draw the borders of Rupert's Land, New France, the British Colonies and New Spain as they were in 1700. Discuss how the physical geography of the land has not really changed since 1700 but that the borders defining North America have gone through many changes.
2. Demonstrate using the large laminated photos of Cartier and Champlain and the sailboat to trace the route they took from France to North America.
3. Discuss where the settlements are located. Have them think about the methods of transportation that were used at that time. What do all the settlement locations have in common? (on bodies of water)
4. Hand out a copy of the map of the North America outline and ask students to add the colonies of Champlain and Cartier. They will need to add a *compass rose, a legend, a scale* and colours to differentiate the different voyages of Cartier.

Inquiry Activity

1. Challenge a student or group of students to find and select places that have gone through name changes throughout Canada and place them on the map such as Hochelaga, Mont Royal, Ville Marie which is today known as Montreal. They should research what language groups the names were in originally and what they meant in that language. What do they notice about how Europeans name places? What do they notice about how Aboriginal people name places? (Usually Aboriginal people name things for what a place is used for while Europeans name things after famous people, themselves or their wives). Can they find examples of places that have gone back to their original Aboriginal names outside of the NWT?
2. Share a copy of the cartoon called, Now and Forever, from the BLM. Ask them what they think it means? Share that the Mackenzie River used to be called the Dehcho (Big River) by the Dene for thousands of years but when Mackenzie came down the river in 1789 he called it the River of Disappointment as he was disappointed it didn't go to the Pacific Ocean. A few years later Franklin names the river after Mackenzie and it has been named that way ever since.

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

Describe a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today? Which criteria did you use to arrive at your answer?

Example of a Mini-Lesson Hook

Is it possible that some parts of life could have been better in Nouvelle-France than your life today? What makes you feel better, *making* or *building* something with your hands, *playing* your computer games, or being outside?



(*Skill Set*: 9f – Narrative Writing- see Appendix A)

Using a Sort-and-Predict strategy, students categorize words related to life in Nouvelle-France. Students use the words to compose a narrative describing daily life in Nouvelle-France and share their stories with peers. Students review their narratives after they have studied Nouvelle-France and identify any misconceptions.



BLM: Sort and Predict: Life in Nouvelle-France



(*Skill Set*: 2 – Brainstorming- see Appendix A)

Students brainstorm qualities required to be a successful colonist in Nouvelle-France in the early seventeenth century. Students may write out words and illustrate them on a poster to create a collective collage of the "Qualities of the Habitants."

NOTE: The word *habitant* was used in Nouvelle-France to designate the people who came to settle the land, as opposed to the merchants or traders, missionaries and politicians or representatives of the royal government. Students may be able to guess the meaning of the word from its similarity to the English word *inhabitant*.




(*Skill Set*: 9a – Journals- see Appendix A)

Students read primary sources and reflect in their journals on life in this time period.



5.2.1e BLM: Famous Letters in Canadian History – Talon



BLM: Famous Letters in Canadian History – LaSalle



BLM: Famous Letters in Canadian History – Champlain

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
	Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question
 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	*Champlain's Gamble (10 min)* Tadoussac is where the fur trade can be said to have begun. French and Montagnais had exchanged furs for trade goods for some time. The Canadian furs are highly prized. In 1608, a former soldier at Tadoussac – Samuel de Champlain – is ordered to find another location for a French settlement. He proposes moving further West, building a trading post, and settle there. This location will intercept trade in furs before they get to the Basques and Portugese. He chooses Quebec. They build some fortified buildings. His competitors aren't happy. Jean Duval is bribed by Basques to murder Champlain. Plot is discovered. Duval is hung. **The Canadian winter arrives, and it is bitter.** He thinks they are prepared. Champlain works on his maps as winter drones on. Etienne Brule is one of the men spending the winter there. The fashions of France dictate the need for gentlemen to wear beaver hats. The fashion spreads to England. Back in the colony, in February, 1609, **the men start to die of scurvy**. Spring finally arrives, some of the settlers get better. Only 8 of 28 survive. Partnerships with the Aboriginal people will be needed if they are going to survive.
	The Price of Friendship (7 min) Champlain and his men have entered a complex world that they are unfamiliar with. Montagnais and Algonquin have been trading with French for 10 years. They are allied with the Huron. To the South, the Confederation of Iroquois –are cut out of the trade with the French. Champlain learns that he has to enter into a military alliance if he hopes to have economic relationships. This means going to war against the Iroquois. Champlain agrees. A war party sets out in June, 1609. They head south through lands unknown to Europeans. Only 60 warriors remain after a month of paddling. Champlain kills 2 chiefs with one shot from his arquebus. A third chief is killed by another French soldier. Huge victory for the French/Huron. The Iroquois, however, are now their enemies.
	A Frenchman among the Hurons (7 min) The Huron live in the areas north of the Great Lakes. The Iroquois are to the South. Etienne Brulé is sent to live with the Huron for a winter, to learn their language and their ways. He is welcomed. His job is to convince the Hurons to bring their beaver pelts to Quebec every spring. On June 13 he returns to Quebec. His mission is a success, but the experience changes him. Other Frenchmen follow this practice in the coming years. Soon Quebec is receiving 15,000 furs per year. **The beaver is the basis for huge changes in both peoples' lives.** In 1615 Champlain visits Huronia. He discovers a complex and fascinating society, of 18 villages and 13,000 people. **The Huron live in large lodges, and cultivate corn**. Champlain decides that the Huron can be more than commercial and military allies. **He brings in Recollet missionaries** to convert the Aboriginals to Catholicism. Missionaries discover that in the French settlers minds, trade and religion do not mix.
	The Daughters of the King (9 min) French soldiers arrive in 1665, but on July 16 horses arrive for the first time as well. 'The moose of France' amaze Aboriginal people who see them. Jean Talon arrives with instructions to govern and organize the settlement. In Versailles, Louis X1V has decided that the colony in New France will be vital. Jean Baptiste Colbert organizes the economic war that Louis is undertaking around the world. Colbert sees huge potential for the colony in New France. But they need more people. **In 1670, a new initiative is undertaken, to bring large numbers of young women to the colony.** Les Filles du Roi , are sent there to help build a new people in a new land. 1,000 poor and abandoned women are sent over a 7 year period. They are almost all married shortly after their arrival. Jean Talon encourages large families with financial rewards.
	Birth of the Canadiens (7 min) **Jean Talon expands many businesses** to help make the colony more self-sufficient. **Most of the young**

	men in the colony are servants – or engaged for at least 3 years. Almost like slaves. Many head back to France as soon as they can. Talon and Colbert try to stop this, in order to cause the colony to grow. They are forbidden to return. By the end of the 17th century there are still only about 3,500 people living in New France. In 1672 things begin to go badly– Marie de l'Incarnation dies. Jean Talon is recalled to France. Europe is at war, and the colony in New France is no longer a priority. A difficult period begins, but a beginning has been made.
	**Maps:** PSC*: Settlement in New France* (p. 75)
 	**Exposition** PSC: *The Beginnings of Quebec; People of the Colony; Habitants; The Church and Its Role in New France; The Fur Trade; Frontenac; Conclusion* (p.74-81) SOC: Primary Source: *Try Not to Be Troublesome* (p.27)
	**Websites** • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 3. New France>USERNAME: EducationNWT Password: nwtece999 > "return to Part 3" > try: "Daily life in New France" • (Expositions and student friendly detailed paintings) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002688 Search: New France
	 www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index — "Syrup" (radio minute and video Historica minute)
	**Blackline Masters:** NOTE: All appropriate blackline masters specific to a strategy are embedded with the strategies below and found as an attachment.

ESSENTIAL QUESTION B

Who was the most important leader in the early development of Nouvelle France: *Samuel de Champlain*, *Chief Membertou,* or *Marquerite Bourgeoys?* What evidence did you use to defend your choice?

Example of a Mini-Lesson Hook

Are you a good leader or a good follower?
How do bad leaders get to have power and lead people?

 Critical Thinking Strategy (recommended)

Step 1 Introduction

Explain to students that the Essential Question that they will be exploring is "Who was the most important leader in the development of Nouvelle France: Samuel de Champlain, Chief Membertou, or Marquerite Bourgeoys." Tell students that in this activity they will prepare a really good question—a powerful question—that they could ask one or more of the leaders. Suggest that they are going to back in time and take the role of a reporter and that they will be interviewing one or more of the leaders.

To prepare students for their interview questions tell them that they are going to view a video and that their task is to ask the producer of the video a "powerful question".

Play the video "Playing for Change: Stand by me" and have the students watch the video and think about what questions to ask the producer. Record a number of their questions. The video can be located at http://www.playingforchange.com/journey/introduction

At the end of the video conduct a debriefing session with students before setting up the "powerful questions" strategy.

Alternatively you may wish to invite a person from the community such as an elder or a local politician and ask students to prepare powerful questions based upon the criteria below.

Step 2 Activity: Powerful Questions: What are they?
Record two or three of the questions that students have asked during the debriefing session and write them on the board. Suggest to students that a powerful question must meet four criteria before it can be considered a powerful question. Criteria should include

- Informative: give you lots of information
- Relevant: specific to the person or situation
- Open-ended: can't be answered by yes or no or with a one word answer
- Challenging: are usually not easy to answer.

Ask students which (if any) of the questions on the board meet the criteria for a powerful question. You may want to provide them with LE4 student master so they can record their answers and challenge them to make weak questions more powerful.

Step 3 Activity: Introduce the Critical Inquiry
Have students view the video "Playing for Change: Stand by me" and upon completion ask them to prepare a powerful question that they can ask Mark Johnson, the producer of the video. You may wish to have them complete the LE4 student master and as a class analyze the questions in terms of meeting the criteria.

Remind students that as reporters going back in time their task is to ask a powerful question of one of the leaders of Nouvelle France: Samuel de Champlain, Chief Membertou, or Marquerite Bourgeoys.

Provide students with a background on the leaders (see backgrounders or provide students with background information) Introduce the critical inquiry to the students and the criteria for powerful questions.

Create a powerful question to ask a leader of Nouvelle France.

- Informative: give you lots of information
- Relevant: specific to the person or situation
- Open-ended: can't be answered by yes or no or with a one word answer
- Challenging: are usually not easy to answer.

You may wish to provide students with LE4 student master to complete their questions

Step 4 Activity: Share your conclusions
Once students have completed the inquiry ask them to share their questions. Remind students that their questions must be based upon the criteria for a powerful question. Lastly, suggest to students that questions are as important as answers. It may not be possible to find the answers to their questions but that the ultimate task is to determine who is the best leader of the three. Their research (backgrounders) will help them in their choice.



BLM: Powerful Questions

4B. CTb BLM: Samuel De Champlain

4B. CTc BLM: Grand Chief Membertou

4B. CTd BLM: Marguerite Bourgeoys

  (*Skill Set*: 9a – Journals- see Appendix A)

Students read primary sources and reflect in their journals on life in this time period.

4A. 7 BLM: Famous Letters in Canadian History – Talon

4A. 8 BLM: Famous Letters in Canadian History – LaSalle

4A. 9 BLM: Famous Letters in Canadian History – Champlain

RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 1, Disc 1
Episode 2
Adventurers and Mystics

Champlain's Gamble (10 min.)

Tadoussac is where the fur trade can be said to have begun. French and Montagnais had done this for some time. The Canadian furs are highly prized. In 1608, a former soldier at Tadoussac – **Samuel de Champlain** – is ordered to find another location for a French settlement. He proposes moving further West, building a trading post, and settle there. This location will intercept trade in furs before they get to the Basques and Portugese. He chooses Quebec. They build some fortified buildings. His competitors aren't happy. Jean Duval is bribed by Basques to murder Champlain. Plot is discovered. Duval is hung. The Canadian winter arrives, and it is bitter. He thinks they are prepared. Champlain works on his maps as winter drones on. Etienne Brule is one of the men spending the winter there. The fashions of France dictate the need for gentlemen to wear beaver hats. The fashion spreads to England. Back in the colony, in February, 1609, men start to die of scurvy. Spring finally arrives, some of the settlers get better. Only 8 of 28 survive. Partnerships with the Aboriginal people will be needed if they are going to survive.

The Price of Friendship (7 min)

Champlain and his men have entered a complex world that they are unfamiliar with. Montagnais and Algonquin have been trading with French for 10 years. They are allied with the Huron. To the South, the Confederation of Iroquois – who are cut out of the trade with the French. **Champlain** learns that he has to enter into a military alliance if he hopes to have economic relationships. This means going to war against the Iroquois. Champlain agrees. A war party sets out in June, 1609. They head south through lands unknown to Europeans. Only 60 warriors remain after a month of paddling. Champlain kills 2 chiefs with one shot from his arbquebus. A third chief is killed by another French soldier. Huge victory for the

	French/Huron. The Iroquois, however, are now their enemies.
	A Holy City in the Wilderness (7 min) For decades religious warfare has torn Europe apart. A desire to bring pagans to Catholicism grows. In 1631, **Marie de l'Incarnation** feels called to go to the new world. She enters the **Ursuline** convent, leaving her son behind. She has a vision, where she believes she is called to build a church in New France. In 1639, Marie de l'Incarnation heads to New France. Madame de la Pelleterie is a patron of the mission. They are the first women missionaries in North America. Jeanne Mance and 50 settlers move to the island of Montreal, which their society has purchased. De Maisonneuve leads them.
	**Exposition:** • PSC: "The Church and Its Role in New France" (p. 78) (influence of Marguerite Bourgeoys) • PSC: "Chief Membertou" (p. 72)
	**Fictional Interviews:** • PSC: "An Interview with Samuel de Champlain" (p. 71) • PSC: "An Interview with Chief Membertou" (p. 73)
	**Story Story:** SOC: "The King's Daughter" (p. 30) (influence of Marguerite Bourgeoys)
	**Websites** • http://www.historytrek.ca/ Search: "Champlain" "Marguerite Bourgeoys" • Membertou (name mentioned 5 times) http://www.pc. http://www.pc.gc.ca/eng/index.aspx c.ca/eng/index.aspx National Historic Sites>Port-Royal National Historic Site>Natural Wonders & Cultural Treasures>History Or go direct: http://www.pc.gc.ca/eng/rech-srch/clic-click.aspx?/cgi-bin/MsmGo.exe?grab_id=0&page_id=34638&query=membertou&hiword=membertou%20 • http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 2. Early Canadian Explorers: D. Cartier and Champlain>USERNAME: EducationNWT Password: nwtece999 > return to "D. Cartier and Champlain" > scroll down to Samuel de Champlain • Canadian Encyclopedia (Marguerite Bourgeoys) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0000919 • Canadian Encyclopedia (Samuel de Champlain) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001505 • www.wikipedia.org "Samuel de Champlain" (great pictures to project); "Port Royal, Nova Scotia" (drawings) "Henri Membertou" (exposition –background, biographical information) "Marguerite Bourgeoys" (painting and exposition –background, biographical information) • Marguerite Bourgeoys http://www.maisonsaint-gabriel.qc.ca/fr/c/a-accueil.html
	**Blackline Masters:** NOTE: All appropriate blackline masters specific to a strategy are embedded with the strategies below and found as an attachment

ESSENTIAL QUESTION C

Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?

Mini-Lesson Hook

What was the better transportation device in Canada—the wheel or the canoe?

(*Skill Set*: 9c – RAFT- see Appendix A)

Students read a passage written by a First Nations Elder about the importance of the land to the Aboriginal people. Students assume the role of a member of a First Nation and counter the European belief that land was available to be claimed as the possession of their kings or queens.

4C.9 BLM: First Peoples and the Land

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Students brainstorm Canadian place names and, using print and electronic resources, research the origins of various place names in Canada. Students discuss ways in which various place names reflect the Aboriginal, French, and British cultural heritage of Canada.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.3)

(*Skill Set*: 3a – Discussion- see Appendix A)

Students discuss the origins of the name "Indian" for the indigenous peoples of the western hemisphere, and why it continues to be used today, even though it originated due to an error by the European explorer, Christopher Columbus. NOTE: Encourage students to recognize that all Aboriginal peoples have their own names for themselves, and that often these names mean, simply, "the people". Over time, there came to be several different names for Aboriginal peoples, one based on the original Aboriginal language, and other versions based on how various European explorers described or identified the people in French or in English.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.3)

(*Skill Set*: 3a – Discussion; 6a–Sorting and Classifying- see Appendix A)

Students imagine sharing a desk, a metaphor for land. Discuss in small groups what the desk is used for. Imagine what it would be like sharing the desk with another person. What would be the advantages and disadvantages of sharing the desk? Is sharing land different than sharing a desk? Using a VENN diagram, write down the way it is similar and what way is it very different? Perhaps use "categories to consider" of "decision-making", "relationship building"; etc.

4C.10 BLM: Sharing a Desk—Sharing Land

(*Skill Set*: 1 – Active Listening- see Appendix A)

Students listen and respond to a performance of the Huron Carol, noting how this song combines First Nations and European cultures.

Note: *The Huron Carol* has been recorded by Manitoba artist Tom Jackson, as well as by numerous other Canadian artists.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.3)

(*Skill Set*: 9a – Journal Writing- see Appendix A)

Students imagine sharing land—for some this is what they are familiar with. For others, especially in urban centers, they will never have shared land except in the form of a public park. Students imagine living in Nouvelle-France, building a house, planting a garden, hunting, etc. anywhere they wished. They imagine sharing this land with the Aboriginal people. Ask an elder to visit the class or some local thought-leader or thinker. Ask them to speak to the students about, "What might it be like today in Canada if people could not buy land, but shared it with everyone else. How would life change and how would life remain the same?

Task: The students imagine sharing a piece of land with four or five other families down by the river or lake or over by the hills or mountains. How would this land be shared? What kind of questions would you have to answer and what kind of decisions would you have to make in order to live happily together? What kind of conflicts might you have to resolve? Write about events in a journal that would take place during the course of a day, a week, or beyond.

(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Using print and electronic resources, students view images of First Peoples and early European explorers. Students identify examples of intercultural contact (e.g., presence of First Peoples, canoes, snowshoes, trade ceremonies, peace pipes, Europeans wearing deerskin clothing, Aboriginal people wearing woven cloths...), and discuss what may happen when two cultural groups meet.

TIP: Encourage students to note the source of the images, and to pose questions about how the source may be biased and influence the portrayal of First Peoples and Europeans.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.3)

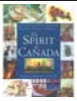
(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Students view segments from CBC's *Canada, A People's History* (Episode 2—Adventurers and Mystics). Students record information related to the cultural interactions between early European settlers and First Peoples. Students discuss the results of these cultural interactions, both positive and negative, considering the types of misunderstandings that arose because of the profound cultural differences between the Europeans and the First Peoples.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html (see 5.2.3)

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
	Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question
 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	*The Price of Friendship (7 min)* Champlain and his men have entered a complex world that they are unfamiliar with. Montagnais and Algonquin have been trading with French for 10 years. They are allied with the Huron. To the South, the Confederation of Iroquois – who are cut out of the trade with the French. **Champlain learns that he has to enter into a military alliance if he hopes to have economic relationships.** This means going to war against the Iroquois. Champlain agrees. A war party sets out in June, 1609. T hey head south through lands unknown to Europeans. Only 60 warriors remain after a month of paddling. Champlain kills 2 chiefs with one shot from his arbquebus. A third chief is killed by another French soldier. Huge victory for the French/Huron. The Iroquois, however, are now their enemies.
	Death of a Nation (7 min) **The alliance between the Huron and the French serves both sides well for a while. By the 1630s , less healthy consequences begin**. Alcohol spreads through the fur trade. Diseases start to decimate Huronia. Influenza, measles and other diseases cut the population in half by the 1630's. The Jesuits are perceived as the spreaders of these diseases. They are refused entrance to many communities, attacked when they arrive. Jean de Breboeuf can see only God's will in this persecution. In 1649, weakened by disease, the Huron are attacked by the Iroquois, who see the chance to conquer their old enemy and control the fur trade. Huronia is destroyed. Only 1,000 survive. They disperse and move to some of the French settlements. The French-Huron alliance had helped the French survive. Disease, alcohol, new religion have changed – and destroyed Huronia.
	Black Robes in the Dark Forest (7 min) Jesuit missionaries were brought in to convert the 25,000 people of Huronia. They are often despised. Champlain had insisted that they be allowed in. Two different worlds collide. **Jesuits have a hard time giving up their European ways. Food is different. Bedding is different.** No light to read by. As more Jesuits arrive, they built permanent missions. The biggest is at Sainte-Marie. A young French worker is fascinated by the Huron beliefs. Few Hurons are converted. The records of what the Jesuit were doing in North America captures the imagination of many in Europe. Soon various mystics also begin to arrive.
	**Primary Sources:** PSC: *Pehr Kalm* (p.80)(yellow box)(specific observations of interactions and influences)
	**Exposition:** • *The 10*: The 10 Most Significant Crossroads in Aboriginal History: *Iroquois Wars* (p. 26-29) • *The 10* Most Significant Conflicts on Canadian Soil. *French and Iroquois Wars* (p. 30-33)
	**Music** S.O.C: Jean de Brébeuf: *The Huron Carol* (p.28)

Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 3. New France, D. Fur Traders and Missionaries>USERNAME: EducationNWT Password: nwtece999 > return to "D. Fur Traders and Missionaries" > scroll down to "How First Nations People Helped the Fur Traders"
- List of place names in Canada of Aboriginal origin
  http://en.wikipedia.org/wiki/List_of_place_names_in_Canada_of_Aboriginal_origin

	www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index	"Syrup" (radio minute and video Historica minute)

Blackline Masters:
NOTE: All appropriate blackline masters specific to a strategy are embedded with the strategies below and found as an attachment

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the Essential Question **Resource Lists** for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.

4.SI BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions**, and by cutting and pasting from the **Assessment Evidence** rubric provided above). Teacher should place these expectations in the rubric that is given to the student with the appropriate weighting. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.

1.R BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** they have prepared available.

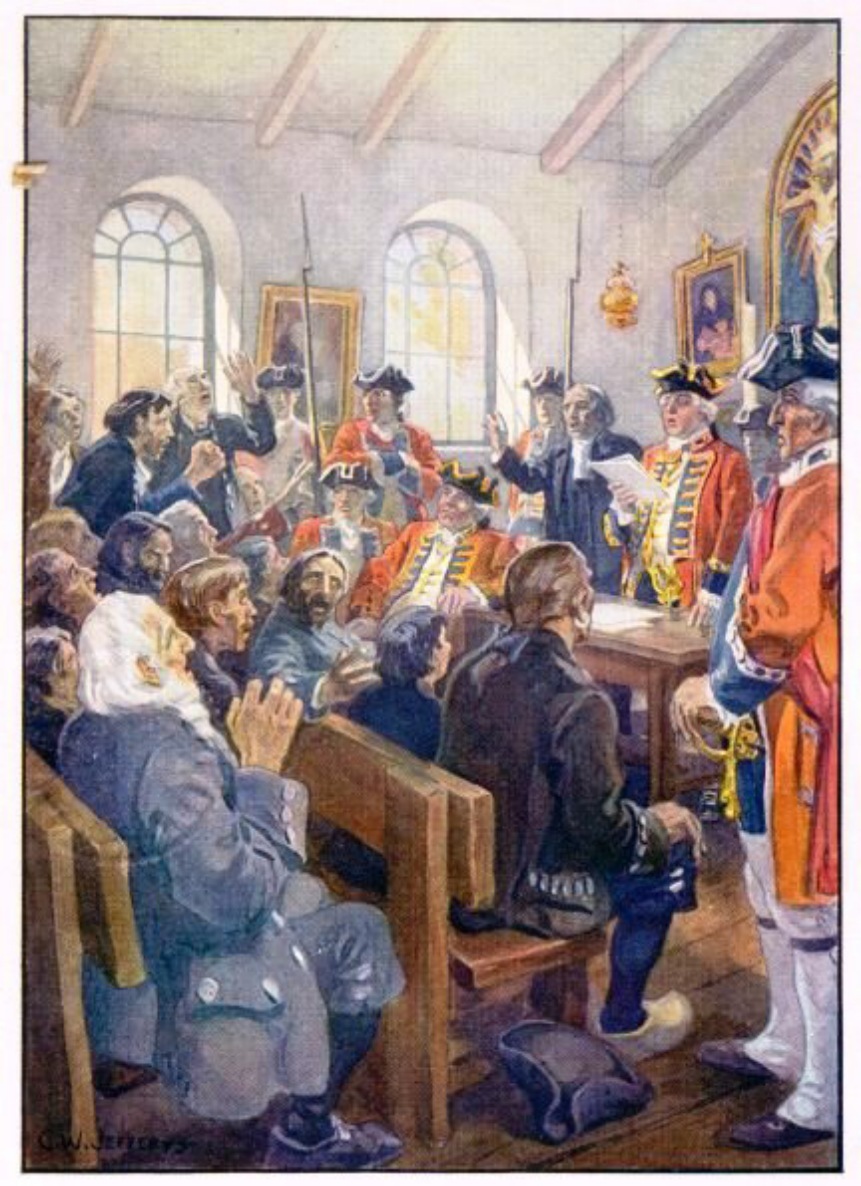
Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.

4A. RL BLM: Essential Question Resource List A

4B. RL BLM: Essential Question Resource List B

4C. RL BLM: Essential Question Resource List C

French-English Rivalry



"Deportation of the Acadians Order" by C. W. Jefferys. Image in public domain; made available for sharing by user Jeangagnon in Wikipedia article, "Acadia"

STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

This Learning Experience introduces students to some of the tensions that were growing through the 1700s in North America. French, British and Aboriginal peoples interacted in both peaceful and violent ways as the two powerful European nations struggled for dominance in this continent. Students discover how Canada has been shaped – it's borders, traditions, and ways of living together.

SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

Since the beginning of this course related to Canada's history, we have primarily been exploring the perspectives, goals and experiences of the Aboriginal peoples who lived in various places in the land that is called Canada today, and the various French explorers and colonists who began to establish settlements along the Saint Lawrence River. In Learning Experience #5, we become aware of the interactions, and conflicts, between these groups and a rapidly growing number of British colonists who were expanding their numbers and ambitions along the East Coast in the American colonies. Quebec becomes a central focus and battleground for the competition between France and England themselves, and then between England and the increasingly restless American colonies. Within the context of these interactions and tensions, we see the development of many of the fundamental characteristics and relationships which continue to shape Canada today.

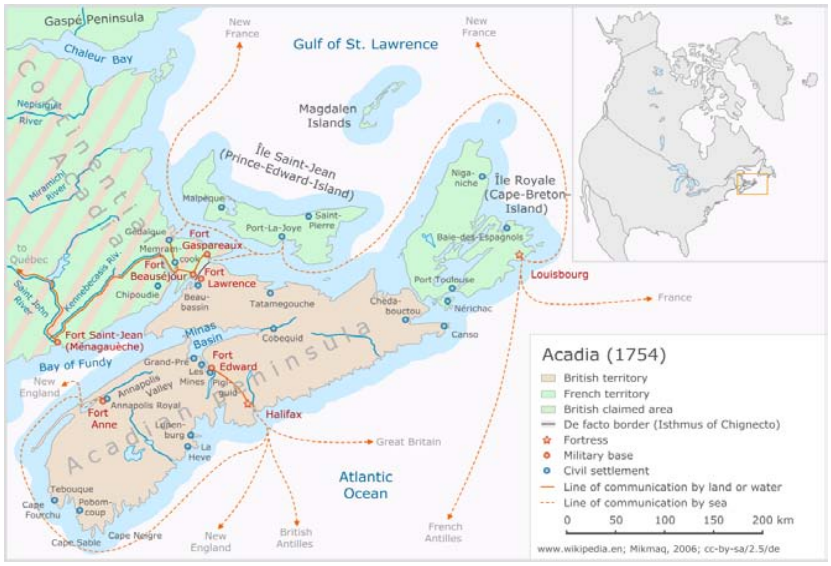
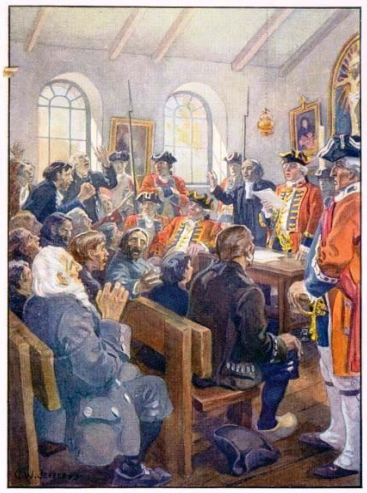


Image made available for sharing by Klaus Mueller (Mikmaq), Germany in Wikipedia article "Acadia".

Essential Question A. *"Can forcing people off their land ever be the right thing to do?* Acadia, or l'Acadie in French, is an area that is mostly found on mainland Nova Scotia in the Annapolis Valley region and parts of New Brunswick. It was a land of very rich farm land, and had been settled by French farmers in the early 1600s. For the most part these farmers lived alongside of, and later intermarried with, the Mi'kmaq of the region. The Acadian region became an increasingly strategic area as the 13 British colonies in America began to push up against the boundaries of Nouvelle France (and thus the French empire itself) by the 1700s. L'Acadie was seen as a key French-populated location that threatened British commerce and military movement. The Mi'kmaq, simply because they were Aboriginal, as well as because of their alliance with the French, were also considered 'a problem'. For the British, these situations became increasingly intolerable, and over the course of various military and diplomatic exchanges, Acadia had been handed back and forth between France and Britain on 6 occasions. In 1713 it was handed over to Britain for the last time with the Treaty of Utrecht. The French farmers that

populated Acadia were then told that they must leave. The Acadians refused to move, and also refused to swear an oath to the British crown. This arrangement became unacceptable to the new governor of Nova Scotia, Charles Lawrence.

In 1755, Lawrence ordered the Acadians deported, their farm buildings burned, their animals killed. Acadians were herded onto ships and sent to various parts of the Thirteen Colonies in America, and other British locations far from their homes. Thousands died while en route to new settlements, and thousands more ended up settling in places like Louisiana (then controlled by Spain), where they became the 'Cajuns' and retained distinct parts of their French traditions and language over the following decades and centuries.

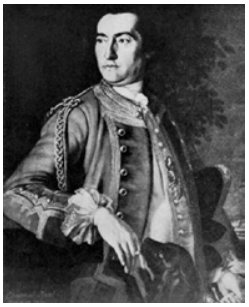


"Deportation of the Acadians Order" by C. W. Jefferys. Image in public domain; made available for sharing by user Jean Gagnon in Wikipedia article, "Acadia"

The Mi'kmaq were even more unfortunate. Re-issuing an earlier proclamation, Lawrence decided to continue the British policy of putting a bounty on the Mi'kmaq, paid to any settler who could provide the scalp of a Mi'kmaq man, woman or child. By the time a lasting peace was concluded between the Mi'kmaq and British five years later (1761), the Mi'kmaq population had been greatly reduced, and most of their territory had been seized by the wave of British immigration that began in 1749. Those Mi'kmaq who managed to elude the British provided crucial support to many refugee Acadians who were relatives.

During their **Essential Question A** investigation, students will inquire into what the Acadian expulsion actually *was*, why it occurred, what the consequences of the expulsion were (and are even today). They will use this example (or others) to respond to the Essential Question of whether this kind of drastic political and military decision is ever justified. Students are given the opportunity to consider what caused the British to take this action, and whether there could have been other ways to respond to the issues related to the Acadians. This inquiry provides an opportunity for students to explore **Moral Judgement**, one of the key Benchmarks of Historical Thinking. Were the actions ethically justifiable (or unjustifiable)? In plain language, "Were their actions right or wrong?" This can be an exciting and challenging opportunity for students to develop critical thinking and other historical thinking skills – including **cause and consequence,** and **historical perspectives**.

Essential Question B: *Who would you name your school after: General Edward Cornwallis, James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard ("Beausoleil") or Guy Carleton? Which criteria did you use to arrive at your answer?*



"Edward Cornwallis" by C. W. Jefferys. Image in public domain; made available for sharing by user Jeangagnon in Wikipedia article, "Edward Cornwallis"

This question will encourage students to learn more about an individual leader from this tumultuous period in Canadian history (1700-1774) and to explore the role they played in providing direction (not necessarily helpful direction) to the people and decisions that were shaping the destiny of Quebec, Acadia, and much of North America. Essential Question B is intended to have students learn about several leaders from the early history of Canada and strives to engage students in the discussion of 'what makes a good leader' through the activity of choosing which leader they would want their school named after (this inquiry may prove to be the basis for a discussion of your school's current name, and where it came from as well…). There may be a range of **criteria** used during the initial phases of these discussions.

In the 1700s, a series of wars between England and France shifted power towards Britain in North America, and the rapidly growing population of the American colonies began to expand and encroach on the limits of their territory as found in Nouvelle France's claims.

French-English Rivalry

General Edward Cornwallis was appointed British governor of Nova Scotia in 1749. One of his primary duties was to try to make that colony more 'British'. This led him to confront the two major non-British groups in this region, the Mi'kmaq and the French-speaking Acadians. In trying to reduce the Mi'kmaq presence, Cornwalis pursued a form of genocide, including the offering of a 'bounty' to any settler who provided proof (scalps) of those Mi'kmaq men, women or children that they had killed. In dealing with the Acadiens, who had been farming mostly in the western portion of Nova Scotia (today's Annapolis Valley) for generations, he tried to outnumber their potential threat in the region by bringing in large numbers of protestant Swiss and German immigrants. He also demanded they swear an oath of allegiance to the British crown – with results ranging from their historical position of "no" and neutrality, to "yes" without military service. Among other concerns, Acadians did not want to face a situation where they would be forced to bear arms against their relatives in French-held Cape Breton. *Did Cornwallis make the best decisions that could be made, given the circumstances? Was he the kind of leader a school could be named after?*

Governor Charles Lawrence, who succeeded Cornwallis, decided to actually enforce the requirement of an oath and, faced with resistance to this, initiated the deportation of all Acadians, pretty much on the spot. Colonel Winslow and the militia enforced this decision. *Was Lawrence a leader who could make the decisions that had to be made? Is this the kind of leader and legacy a school could be named after?*



James Murry" by Allan Ramsay. Image in public domain; made available for sharing by user Silverwhistle in Wikipedia article, "James Murry"

James Murray was the first British governor of Quebec. After the British victory at the Plains of Abraham in 1759, the Seven Years War between France and England was officially settled with the Treaty of Paris in 1763. France lost almost everything in North America – but Nouvelle France (now most often called Quebec) was made up of French Catholic settlers. Murray was the British governor assigned to this new colony. He had to balance the rights of British citizens in the colony against the realities of a population that was in the vast majority French and Catholic. Part of what he faced was a challenge in implementing the *Royal Proclamation* (explored in Essential Question C). He had a delicate balancing act to play, and in the end he lost his job. *But was he a good leader*? *Is his legacy the kind of thing to name a school after?*

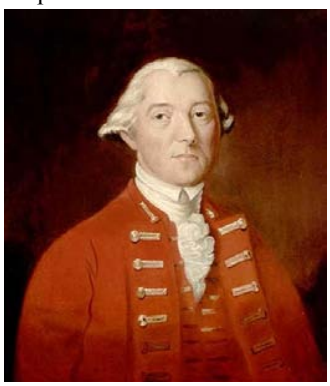
Pontiac, or Obwandiyag, was a leader of the Odawa people. When France lost to the British, all the carefully constructed alliances the French had established over generations with Aboriginal groups began to collapse. The *Royal Proclamation* was likely in the works before Pontiac began to incite an uprising against the British, but the multiple attacks on British forts by a wide range of Aboriginal groups in 1763 likely accelerated its implementation. Aboriginal right to their land as 'first inhabitants', the limitation of the westward expansion of the American colonies, and the rights of French-Catholics in Quebec were all part of the Proclamation. In the end Pontiac made peace with the British, and was shortly afterwards murdered – perhaps because of this. *Was Pontiac right in resisting the British? Would the history of Aboriginal-British relationship have been different (better or worse) without the leadership of Pontiac? Do Canadians today owe a debt of gratitude to Pontiac and other Aboriginal people who fought the British in 1763? Is this a leader to name a school for?*



"Pontiac Conspiracy" by Alfred Bobbet. Image in public domain; made available for sharing by user Yassie in Wikipedia article, "Chief Pontiac"

Guy Carleton. British merchants, unhappy that they didn't get the freedom to make their fortunes that they thought was their right, ultimately caused Murray to be recalled to Britain. Guy Carleton replaced him in 1768 as the governor of Quebec. Like Murray before him, he saw some of the challenges in trying to run Quebec as a typical British colony. And he was very aware of the growing atmosphere of rebellion in the American colonies. If the Quebec population wasn't solidly *for* Britain,

they might side with the southern colonies if an armed conflict occurred. The *Quebec Act* of 1774 was part of his response to these challenges, and the rights granted to French-speaking, Catholic citizens in Quebec were unprecedented in a British colony. *Was Carleton the leader that was needed to ensure that Canada would not become part of the emerging United States? Is that worth a school name?*



"General Sir Guy Carleton." Image in public domain; made available for sharing by user Magicpiano in Wikipedia article, "Guy Carleton, 1st Baron Dorchester"

Joseph Broussard (called 'Beausoleil'), was a leader of the Acadian people. From 1755-1758 he organized a kind of guerrilla resistance against the British who were engaged in expelling the Acadians. His fighting force often included Mi'kmaq warriors. Their various armed actions (e.g. Battle of Grand Pré, attack on Dartmouth, Battle of Beausejour) caused the British great difficulties. He was captured and imprisoned in 1762. After his release in 1764, he was allowed to emigrate to Dominica, and finally to Louisiana, where he died in 1765.



Joseph Broussard, known as 'Beausoleil'. Painting by Heironymous Rowe. Made available for sharing by the Rowe in the Wikipedia article, "Joseph Broussard"

Was Broussard a hero, or an outlaw? Are his efforts to fight the British justified, and are they a good enough reason to name a school after him?

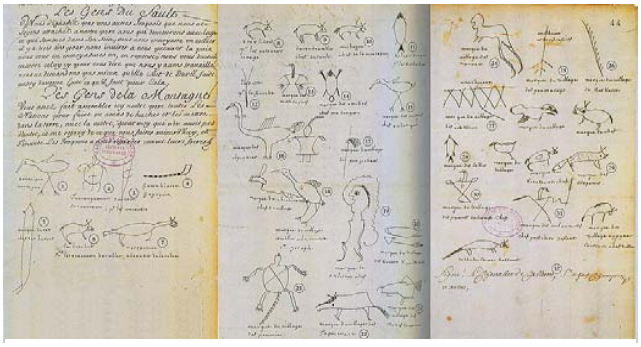
As a **Critical Thinking activity**, again, the key component of this inquiry may occur as much *after* as *during* the research that a student pursues related to the leader they have chosen. Teachers should encourage students to develop **criteria** that explain why their leader was important, and this process will nudge them towards an understanding that there are different kinds of leaders, and different views of what makes a 'good leader'. How a leader is viewed over time – their impact or legacy - may also be part of this discussion as well. The post-research phase of this inquiry is key to their learning. As students present their leader and criteria to other groups – and listen to presentations of other leaders that are given by other class members - the teacher will have an important role to play in encouraging them to consider, and reconsider, the qualities of the leader they have chosen. Students may adjust their assessment of their leader as a result of these discussions – or not. Through this process, the nature of leadership as well as the events which characterized the early relationships between Aboriginal, French and English groups will be exchanged. *Dene Kede* and *Inuuqatigiit* provide descriptions of leadership which may be important to bring into these discussions. This can be a rich part of what Learning Experience # 5 contributes to this course.

Essential Question C: *Which of these events had the most impact on the development of Canada – The Great Peace (1701), Battle of the Plains of Abraham (1759), The Treaty of Paris (1763), The Royal Proclamation (1763), The Quebec Act (1774)*

Many of the fundamental arrangements between French, English and Aboriginal populations in Canada were established during a very turbulent time in the 1700s, when these groups were almost equal in numbers or power, and the relationships uncertain. *How* some of these agreements were arrived at is sometimes as significant as what the agreements contained.

The Great Peace of Montreal (1701). Some have called this event 'the the first key moment in the creation of Canada' (Saul, p.59). It is an extraordinary event that brought together the leaders of New France and 1200 representatives from over 40 Aboriginal nations from all over the Great Lakes region, for the purposes of working out a new way to live together. It created peace between the Iroquois (allied with the British) and the Huron (allied with the French), who had been at war for over 100 years. It also marked a significant shift in how relations between Aboriginal peoples and their European counterparts might be arranged. The negotiations followed Aboriginal diplomatic protocols, and marked the beginning of an

approach which has been used repeatedly throughout Canada's history, and is quite different from the pattern that emerged in the United States.



"Great Peace of Montreal"—copy of the original including the pictograms of signing nations. Image in public domain; made available for sharing by user Jeangagnon in Wikipedia article, "Great Peace of Montreal"

Related question: *Has the Great Peace contributed to the shaping of present-day Canada more than any other?*

The Battle of the Plains of Abraham (1759) was one of the key battles in the larger conflict between France (and her Aboriginal allies) and Britain (and her Aboriginal allies) in North America. These conflicts were part of the *French-Indian War* (as it is called in the United States), and the worldwide conflict known as the *Seven Years War*. The Treaty of Utrecht had left many issues unresolved, and both British and French forces were determined to clear up those misunderstandings on the battlefield. The battle outside the walls of Quebec marked the fundamental shift in Quebec from French to British control. British forces under James Wolfe defeated the French forces commanded by Louis-Joseph Montcalm in a brief battle for the strategic fort of Quebec. Based on the recent controversy over the planned re-enactment of the battle (sovereignist groups suggested that re-playing the 'English humiliation of the French' could lead to violence), this battle continues to stir real emotions in Canada. France soon traded the Nouvelle France colony for what it thought were the much more desirable islands of Guadeloupe and Martinique. The British came, and stayed.



"Plains of Abraham" - engraving based on a sketch by Hervey Smyth in 1797. Image in public domain; made available for sharing by user PlainsImage in Wikipedia article, "Battle of the Plains of Abraham"

Related Questions: *Did the events on the Plains of Abraham mark the fundamental transition of Canada (soon re-named Quebec) from a French to a British entity?* Is *this event (battle) the one that has most shaped the Canada of today?*

Treaty of Paris (1763). The French-British tensions unresolved at Utrecht exploded in the 1750's. Many people suggest that he *Seven Years War* (1756-63) was the only war that began in North America and spread to Europe. It began as the *French-Indian War* (in 1754), between Britain (with her Aboriginal allies) and France (with her many Aboriginal allies) and then slowly became an irritant that drew other alliances and frictions into play around the world. Winston Churchill called it the 'first World War' because it played out all over the globe. In North America, the Expulsion of the Acadians (1755), the siege and conquest of the French fortress at Louisbourg (1758), the Battle of the Plains of Abraham (1759), and the Battle of Signal Hill, in Newfoundland (1762), were some of the key confrontations that occurred during this war between the two European powers and their allies. The *Treaty of Paris* tried to address many different conflicts among European powers, though our interest in the treaty focuses on the North American clauses which fundamentally saw France eliminated as a power in this continent; replaced by Britain.

Related Questions: *Was the Treaty of Paris the key event which shaped French-English relationships towards what they are today? Who got the better deal - France getting Martinique and Guadeloupe, or Britain getting Canada? How would Canada today look if Canada had stayed as a colony of France?*

The Royal Proclamation was enacted by Britain in 1763, after that country began to try to govern the huge territory it had just won through the Seven Years War. In part the *Royal Proclamation* was a strategic attempt by Britain to re-assert control of the development of the 13 American colonies (who were increasingly wanting to determine their own fate, independent of

Britain), and to control the expansion of these colonies to the West. The Proclamation did this by declaring that no further land could be sold or occupied without the Crown approving these acts. Britain was to retain control of the lands, and no speculators or settlers were to move beyond the line laid down in the document (roughly the Appalachian Mountains). The Proclamation was, at the same time, intended to calm and reassure the Aboriginal population that had recently seen their long-time ally, France, defeated by the British. The less accommodating approach evident in British treatment of Aboriginal people had caused unrest and the beginnings of an 'Indian Uprising', which was soon to explode into a full scale series of battles under the leadership of the Odawa leader Pontiac and others. The *Royal Proclamation* recognizes, at least in law, the principle that those lands not already occupied by the 13 American colonies were '*Indian Territory'*. This may be the first time such recognition was ever given.

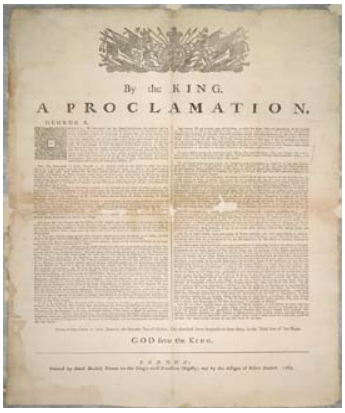


Image in public domain; google images "Royal Proclamation"

Related Questions: *Did the Royal Proclamation set in motion the 'third founding nation' theme of Canadian history, and provide the basis for land claims and treaties which continue to shape our political relationships today? Has the Royal Proclamation shaped Canada the most of the events we have looked at?*

The Quebec Act of 1774 was designed in large part under the British governor of Quebec, Guy Carleton. The Act recognizes the reality that Britain couldn't hope to govern the colony of Quebec unless the French-speaking Catholic population was willing to be governed by them. The French to English ratio (about 99:1) just wouldn't allow that. Also, with the American colonies approaching open revolt, Britain feared that Quebec might side with the Americans in any upcoming conflict and Britain would likely be pushed out of North America altogether. Accommodation needed to be made, and *The Quebec Act* allowed Catholics to practice their religion and hold public offices, preserved the right of the population to operate in French, and allowed French civil law to operate in private matters. *The Quebec Act* also claimed, or re-claimed the *Indian Land* to the West of the American Colonies (everything between the Mississippi and Ohio Rivers) as part of Quebec. American political leaders like George Washington (who happened to be a major land speculator in those Western territories) whipped up public opposition to the Quebec Act as one of the "*Intolerable Acts"* which would lead to Catholic/Indian/British domination of the Colonies if something (like a revolution) didn't happen quickly. *Did the Quebec Act entrench rights and relationships between English and French, Catholic and Protestant, Canada and the United States - which continue to influence Canada today? Did the Quebec Act make the most impact on making Canada the country it is today?*



"Province of Quebec, 1774" - picture from Quebec Government map. Image in public domain; made available for sharing by user Harfang in Wikipedia article, "Quebec Act"

Essential Question C asks students to consider these events and documents, and to decide which might be considered the most important in the long term. Which event or development has most shaped Canada into the country it is today? As a **critical thinking** activity, students are required to develop **criteria** which allow them to decide what makes something 'important'. As a **Historical Thinking** activity, students consider 'Significance' and how they can choose among a variety of possibilities the event/development that is the most important. The discussion among students who have examined different events/arrangements is the key part of this inquiry. Teachers should encourage a discussion between groups or individuals to choose common criteria for what makes an event *important* and after the various kinds of research are conducted, report back how each group view their event against the criteria.

Reference: Saul, J. R. (2008). *Fair Country: Telling Truths About Canada*. London: Penguin Canada.

LOOKING FORWARD:

As the balance of power shifted from France to Britain, and the American colonies became increasingly unhappy with British rule, the ground had been laid for the seismic shift of the American Revolution. The relationships between British rulers and French colonists had been negotiated in some kind of mutually acceptable way, and the *Canadiens* for the most part stayed out of the American-British conflict. Aboriginal groups continued to be important players in how the relationships evolved between these European powers, and with themselves. The influx into the northern colony of thousands of Americans loyal to the British crown would create a whole new Canada in the years to come.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:

KCC-027 Describe the impact of European wars on First peoples and the French and British colonies in early Canada
Include: First Peoples Alliances
KCC-028 Describe the reasons for and the impact of the Acadian deportation
KCC-029 Describe the major events and impacts of the British conquest of Nouvelle-France
Include: Great Peace (1701); Battle of the Plains of Abraham (1759); Treaty of Paris and Royal Proclamation (1763); Quebec Act (1774)
VCC-011 Appreciate the Aboriginal, French, and British heritage of Canada
VCC-012 Demonstrate empathy for the struggles of the peoples of early Canada

Understandings:

Students will understand that …

- During the 1700s in North America there were a variety of political, religious and military leaders of British, French and Aboriginal groups. Some may be judged to be good leaders, some not.
- The decisions and actions of nations and leaders impacted the development of the Canada we have today.
- Britain and France were increasingly competing for the land of North America. This expressed itself in wars, economic competition as well as through laws and treaties.
- This competition led to the expulsion of the French Acadians by the British.
- Aboriginal traditions and rights were important to, and recognized in many negotiations and agreements involving French and British governments.
- Aboriginal and European claims to the land of North America differed and were at the root of some of the conflicts and tensions as the American, British and French colonies expanded.
- Aboriginal rights to significant areas of North America have been recognized formally and informally for centuries.
- French rights to practice their religion, language

Essential Questions:

around which the Established Goals and their matched resources are organized

A. Can forcing people off their land ever be the right thing to do?

B. Who would you name your school after: General Edward Cornwallis), James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard ("Beausoleil") or Guy Carleton? Which criteria did you use to arrive at your conclusion?

C. Which of these events had the most impact on the development of Canada – *The Great Peace (1701), Battle of the Plains of Abraham* (1759), *The Treaty of Paris (1763)*, *The Royal Proclamation (1763),* or *The Quebec Act?*

continued to exist when the British gained control in Canada.	

Students will know …

- That France and England were competing for influence around the world.
- Several major conflicts that have shaped Canada and North America, including: The War of Spanish Succession, The Seven Years War, The Battle of the Plains of Abraham.
- Several attempts to rebalance the relationship between French and English were embodied in documents such as:, The Treaty of Paris, The Quebec Act.
- There were various attempts to establish new relationships and understandings between the British and Aboriginal and American citizens. These can be found in documents like: The Great Peace, The Royal Proclamation, The Quebec Act.
- That as British and American influence and population expanded, events and conflicts with Aboriginal and French people occurred. This can be illustrated through events such as : The Acadian Expulsion, The Pontiac Uprising, the Siege of Louisbourg, the Battle of the Plains of Abraham.
- That there were a range of leaders whose decisions and actions shaped Canada. These include: General Edward Cornwallis , James Murray, General Charles Lawrence, Joseph Broussard, Chief Pontiac, Guy Carleton, James Wolfe, Louis-Joseph Montcalm.

Students will be able …

- To use mapping skills to locate where various British, French, American and Aboriginal communities were in North America (includes: legends, cardinal directions, scale) .
- To develop criteria in a small group or individual setting for what they consider to be the qualities of a "leader worth recognizing", and "responsibilities of present society for actions taken in the past."
- To use research skills to discover the many different kinds of interactions that occurred between British, French and Aboriginal peoples in North America – including partnerships and conflicts.
- To use critical thinking and historical thinking skills to create connections between events in the past and their impact on the present – including the rights of peoples to land, language and culture.

VOCABULARY: treaties, alliance, allegiance, oath, deportation, rights, rivalry

CULTURE-BASED PERSPECTIVES

NOTE: *Dene Kede (p. 28)* and *Inuuqatigiit (p. 38)*: The land is described as the fundamental source of life; that it provides nourishment, can be read, is a gift not a commodity, can be named, needs to be kept safe and bears landmarks of human experiences, among other things.

NOTE: **The Royal Proclamation** developed by Britain in 1763 describes the land west of the 13 American colonies as belonging to the Aboriginal people who lived there by right of first occupation. This reflects a very different understanding of "ownership" of land than we find in the *Dene Kede* and *Inuuqatigiit* concepts given above –but was embraced by many Aboriginal people at the time in Eastern North America out of necessity as the best way to preserve their way of life. **The Royal Proclamation** document has been a foundation for land claim processes ever since in Canada.

As teachers of Social Studies in the land of the Dene and Inuvialuit, one of the profound explorations that should be part of our classroom work is how the ideals and view of life found in Dene and Inuvialuit traditions can give us insights into the events, people and processes we are exploring in this history of Canada course. For example: When a leader in Nouvelle France is identified, exploring the characteristics of leadership using learning from *Dene Kede* and *Inuuqatigiit* may be an important aspect of student learning. Might these understandings of leadership encourage us to view an identified leader differently? Or, are the religious perceptions of early missionaries similar or very different from the spirituality of the Aboriginal peoples of that time, or today? These kinds of questions can bring *Dene Kede* and *Inuuqatigiit* into our discussions in meaningful ways. The concepts of *Dene Kede* and *Inuuqatigiit* are most often best explored through land-based experiences. We also believe that the use of these concepts as introductions and illustrations to Canadian historical content are useful in placing social studies and history learning in the context of NWT students' experiences and backgrounds. The use of *Dene Kede* and *Inuuqatigiit* concepts can provide local and prior knowledge to bridge into the past.

2. IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

USING HISTORICAL FICTION FOR THE INQUIRY

The novel often covers many of the Essential Questions (see front matter of this course for a rationale of historical fiction use in Social Studies). When this novel is used it is intended to be the inquiry task for the Learning Experience. The novel will likely be used in one of the following manners:

- Whole class experience. The teacher judges that the novel does the best job of covering the Essential Questions
- Small group experience. While the rest of the students choose different inquiry tasks (see options below), a small group may choose the novel
- Individual experience. When a student requires a differentiated experience, the novel may be used



BLM: Reading Historical Fiction-Planning Guide



BLM: Reading Historical Fiction-Daily Responses


Novel: *Banished from Our Home: The Acadian Diary of Angelique Richard*


Graphic Novel: *Broken Dreams*


Novel: *The Death of my Country (Fall of Quebec)*

ESSENTIAL QUESTION A

Can forcing people off their land ever be the right thing to do?

  (*Skill Set*: 10a – Dramatic Presentations/Representations- see Appendix A)

Collaborative groups of students prepare and present a short skit illustrating the story of the expulsion of the Acadians. Students assume the roles of the people involved and re-enact the events surrounding the deportation of the Acadians. The threatened future of the Mi'kmaq might be included in the skit as well.

Tip: Encourage students to pose questions about the aftermath of the deportation and the eventual return of many Acadians to their homeland.



BLM: Acadian Deportation Role Play (2 pages)

  (*Skill Set*: 9g – Expository Writing- see Appendix A)

Write a letter to the Prime Minister of of Canada to explain your thoughts about the Expulsion of the Acadians. Remind him that Canada's past Governor General, Adrian Clarkson, almost apologized, but did not. Explain what you think about what she said and what you think should be done. May sure you know enough about what happened to be able to talk about it smartly (for background information, see Wikipedia article "Royal Proclamation of 2003" http://en.wikipedia.org/wiki/Royal_Proclamation_of_2003). Get help from your teacher or your parents to understand her main points.

  (*Skill Set*: 9g – Expository Writing- see Appendix A)

Study other land claim disputes today (such as the Grand River land dispute in Caledonia, Ontario) and after understanding both sides, try to suggest solutions to the mayor of the town and to the chief of the Six Nations (see Wikipedia article, "Grand River land dispute).

 Historical Thinking Strategy (recommended)

  (*Skill Set*: 6a - Sorting and Classifying- see Appendix A)

Students consider at least four players in this story: General Edward Cornwallis, Governor Charles Lawrence, Lieutenant Colonel Winslow, and the Acadians. Read different accounts of the circumstances surrounding the Acadian expulsion from several different sources in addition to the reference book to determine the role each of these individuals/groups played in the Grand Dérangement or Expulsion.

In small groups, students discuss what each of these historical players did and determine the amount of responsibility each group or individual has (if any) for the expulsion. Explain and defend your decision. Students should be prepared to *listen to and understand and explain* other viewpoints even if they don't agree with them. Also, they should be prepared to have a *reasoned change of mind*.

5A. HT.10 Moral Judgments-Who's responsible for the Acadian Expulsion?

Historical Thinking Strategy (recommended)

(*Skill Set*: 4a - Collaborative Groups- see Appendix A)

Background: Explain how people living today sometimes are thought to be partially responsible for things that happened before they were born—not for causing the event, but in the recognition that wrongdoing was committed and that something must be done to make things right (for example, some schools in the past in Canada required students to leave home in order to go to school and didn't let students speak their own language or follow their own customs when at that school. Today, many Canadians believe that the people who let these schools do this have to make things right. The government of Canada was one of those who let this happen. The government apologized for this in 2008 even though no person in the government right now let these schools do this).

This idea of taking responsibility for the past can also happen for good events of the past that were not ever recognized. Today's citizens are asked to show appreciation to people (sometimes for those who have long since passed away) because they committed or contributed good things to Canada's past (for example, some groups who really helped Canada during times of war are forgotten until Canadians discover these groups are not being talked about and have never been thanked! So we have a celebration or build a monument in appreciation and invite living ancestors of these people to come and be honored).

Should Canadians try to make things right with living ancestors of those expelled Acadians? Ask students to

- discuss in small groups whether or not it is fair for someone important in the government of Canada today to have to apologize publicly to all living Acadians for things that the government did in 1755 that were wrong?
- discuss in small groups whether or not it is fair for Canada today to make things right with the Acadians by (for example) giving living Acadians money or land to make up for the things their ancestors had taken from them during the Expulsion?

5A. HT.11 BLM: Moral Judgments – Making things right with the Acadians?

Historical Thinking Strategy (recommended)

(*Skill Set*: 6a - Sorting and Classifying- see Appendix A)

The Mi'kmaq were caught up in a struggle for control of Acadia as well. Over the years they had a sharing, mostly collaborative relationship with the French. From Chief Membertou onward, evidence suggests that even with large settlements such as Grand Pré using up pieces of land, the relationship was still "cordial and mutually advantageous" (Whitecomb, E. (2009). *A Short History of Nova Scotia*. Ottawa: Dollco Printing).

With the British citizens and imported Loyalists from Germany, Switzerland and Montebilard, the Mi'kmaq were treated as enemies since they were allies of the now-defeated French. Even before the flood of British Loyalists in 1782 and onward, the Mi'kmaqs were forced out of the Halifax area and Lunenburg township areas.

The students will determine for themselves in this activity whether the English should have treated the Mi'kmaq as conquered ememies, or original inhabitants who could become allies as they had been with the French. The activity is a discussion and a reporting back of findings to other groups or the whole class.

As a concluding activity and/or possible assessment piece, *individuals* could be required to give their final "position" after these discussions:

- have you changed your mind? Why?
- has your mind remained the same? Why?

5A. HT.12 BLM: Moral Judgments – Responsibility for the British treatment of the Mi'kmaq

Critical Thinking Strategy (recommended)



(*Skill Set*: 4a - Collaborative Groups- see Appendix A)

The puzzle here is actually a question about whether or not this particular treaty should be called "Peace and Friendship Treaty." Ask the students to investigate the purpose of a treaty in a dictionary. If a treaty had the word "friendship" in its title, what would that make you expect of the treaty? Give the students the text of the *1760 Treaty of Peace and Friendship*. Ask them in small groups to reword the treaty in easy English with the prompts provided beside the relevant paragraphs. Then determine if the title is the appropriate title. Encourage students to give the treaty a new title if necessary. See http://www.ainc-inac.gc.ca/al/hts/tng/ecn/pft/index-eng.asp#a2

DIRECTIONS FOR STUDENT: In 1760, "The Treaty of Peace and Friendship" was signed in Nova Scotia. The title makes you think there will be quite a bit of friendship and peace in the treaty. **First**. To make the treaty easy to understand for your group, rewrite the treaty in everyday Grade 5 language by using the easy prompts beside each paragraph. Imagine how hard this language would have been for Chief Paul Laurent. Don't worry about the occasional hard word. **Second**. **Choose one of the following four topics** to write a paragraph about what you learned about this treaty.

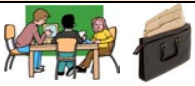
5A. CT.8a CT-04b2--Decode the puzzle-Peace and Friendship Treaty (rewrite in Grade 5 words)

5A. CT.8b CT-04b2--Decode the puzzle-Peace and Friendship Treaty-Teacher Key

5A. CT.9 CT-04b--Decode the puzzle-Peace and Friendship Treaty (assignment choices)

ESSENTIAL QUESTION B

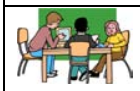
Who would you name your school after: General Edward Cornwallis, James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard ("Beausoleil") or Guy Carleton? Which criteria did you use to arrive at your conclusion?



(*Skill Sets*: 11a– Print and Electronic Research; 6d – Preparing and Conducting Interviews; 9g – Expository Writing- see Appendix A)

Research these names to discover whether anything in Canada (school, bridge, building, etc.) has been named after any of

these people. Find out the reason why the name was chosen by contacting the place and ask them why they used that name. Do you agree with their decision? Finally, choose one <u>other</u> of these people who is worthy of having a school named after them. Show your understanding of these two activities by presenting to the class your findings and reasons for your opinions.

  (*Skill Sets*: 4c – Consensus Decision Making; 6d – Preparing and Conducting Interviews; 9g – Expository Writing- see Appendix A)

With a small group, decide what the criteria (necessary requirements) would be before something (a building, a room, etc) gets named after someone. After you have the criteria, get permission and input from the principal of how to get consensus in the school community and finally name *something in the school* after a person (local person) who meets the criteria. Write a speech that someone will give on the day of the naming ceremony. For an introduction, tell the story about why one of the historical characters from this list was chosen for a naming somewhere else in Canada—and how that inspired you to name something in your school.

 Critical Thinking Strategy (recommended)

 (*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

As a class or in small groups, list any schools they know of that have been named after a person. Discuss who that person was and what she/he accomplished.

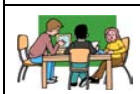
As a class or in small groups, use the **Judging "Better" or "Best**" BLM to determine the criteria (essential qualities) that they would require of a person in order to get a new school in their community named after someone. Have the small groups consolidate their criteria along with helpful teacher input as well.

Then throughout the Learning Experience, student groups research General Edward Cornwallis, James Murray, General Charles Lawrence, Chief Pontiac, or Guy Charleton as potential candidates for names of future schools in their community [or, renaming of their current school?], always keeping in mind (and/or being reminded…) of the standards they have set in the posted, class/group developed criteria. This research can be conducted as individuals or small groups studying one or more important Canadian.

The key activity occurs at the end of the Learning Experience. What students have learned about the people they studied is shared and these individuals are "vetted" by the critical process outlined in the BLM with opportunities for *reasoned arguments for or against* various individuals – ensuring that students have the freedom to make a *reasoned change of mind!*

  CT-02c BLM: Judging Better or Best: Name for a school

Who gets a school named after them? Why?
Was any criteria missing that should have been considered during the research period?
Has any other individual's or group's reasoning changed your thinking? In what way? Why?

  (*Skill Set*: 7d – Creating Timelines- see Appendix A)

Collaborative groups of students use a timeline of the involvement of these famous individuals from Canada's past and the events they contributed to. Then select (through consensus decision making) their "Top Five" most significant events. Students research and record the consequences of their chosen events, including the impact on First Peoples, *Canadiens*,

Acadiens, and British colonists and merchants in Canada. They share their research with the class.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html

(see 5.2.4)

1B. HT.1 BLM Timeline Clothesline

ESSENTIAL QUESTION C

Which of these events had the most impact on the development of Canada – *The Great Peace (1701), Battle of the Plains of Abraham* (1759), *The Treaty of Paris (1763)*, *The Royal Proclamation (1763),* or *The Quebec Act?*

Critical Thinking Strategy (recommended)

(*Skill Set*: 6f – Collecting and Analysing Images- see Appendix A)

Which of these acts or events have most effected, for example, what you see on a map of North America today, or the language in which you read a cereal box*: The Treaty of Utrecht*; the *Battle of the Plains of Abraham*, *The Treaty of Paris* and *The Royal Proclamation*; or *The Quebec Act*?

Individuals and small groups may decide to specialize in various acts or events. As a final summative activity, these groups then debate the impact and importance of each act or event on French-English-Aboriginal relations in Canada today. The BLM may be useful for this final debate (this can be easily modified as needed).

5A. CT.7 BLM: Which Act Affects Us the Most?

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Students will explore what cereal box labeling might look like today if the Royal Proclamation (1763-saying "Aboriginals were here first and own much of this land") had received the same ongoing recognition as the Quebec Act (1774- "French language and culture will be protected and practiced"). Students will have two choices for an activity:

1. Imagine how history may have turned out if the *Royal Proclamation* (and Aboriginal culture) had received as much respect as the French culture with the signing of *The Quebec Act*—Canada's official languages today might include an Aboriginal language. Design labeling in an Aboriginal language for the back/front of a cereal box. As an extension, the best examples of this activity could be sent to an MP and senators with the expectation of a response.
2. Draw a map of what North America might look like today if the *Royal Proclamation* had been respected over time with as much attention as was paid to the French culture with *The Quebec Act*.

Students present their final products in small groups or during classwide discussions/presentations. Each student should explain why they have drawn or labelled their projects as they did.

5C. 2a BLM: The Royal Proclamation

5C. 2b BLM: The Royal Proclamation (easyspeak version)

5C. 7a BLM: Aboriginal Language Labels

5C. 7b BLM: Aboriginal Language Labels

5C. 8 BLM: Pontiac and the Map of North America

2A BLM: North American Outline Map



(*Skill Set*: 10a – Dramatic Presentations/Representations- see Appendix A)

Collaborative groups of students create and present a Readers' Theatre, re-enacting the Royal Proclamation of 1763. Students assume roles as members of different groups responding to the Proclamation (e.g., King George III; Guy Carleton, Governor of British colonies in Canada; First Nations representatives; Québec representatives; British settlers and military representatives; representatives from the Thirteen Colonies)

5C. 2a BLM: The Royal Proclamation of 1763

5C. 2b BLM: The Royal Proclamation of 1763-easier-speak version



Historical Thinking Strategy (recommended)



(*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

Students prepare a timeline made up of their choice of four of the following events or people that shaped relationships among French-English and Aboriginal peoples in Canada. Each card should explain the importance it has to the Canada we have today.

- The Battle of the Plains of Abraham (1759)
- General Wolfe (1759)
- General Montcalm (1759)
- The Treaty of Paris (1763)
- The Royal Proclamation (1763)
- James Murray (1763)
- Chief Pontiac (1763)
- The Quebec Act (1774)
- Guy Charleton (1774)

1B. HT.1 BLM Timeline Clothesline 

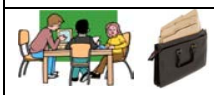


(*Skill Set*: 10a – Dramatic Presentations/Representations- see Appendix A)

Collaborative groups of students select and represent diverse groups of people in Canada at the time of the British Conquest (e.g. Acadians, First Nations trading partners and allies of the French, British fur traders and fishers, French clergy,

seigneurs and habitants). Each group prepares a petition to the King of England, proposing what they would like England to do with Canada now that it has been "conquered". One group of students acts as British military advisors to the King in making his decisions. As students present their petitions, one student (or teacher) in the role of the King issues decisions, which are based on both how persuasive the petitions have been, and on the need to protect British interests in North America. After the presentations, students debrief the activity and compare the King's conclusions to the actual historical events (e.g. Royal Proclamation, Act of Québec, Indian Treaties).
TIP: This activity offers the opportunity to introduce the concepts of assimilation—the fostering of cultural unity and "sameness"—and of cultural pluralism—the acceptance and promotion of the co-existence of diverse cultures.

5A. 3 BLM: After the British Conquest (2 pages)

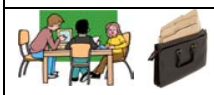


(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Students will design a cereal box that highlights with illustrations and captions one of the following people or events. Students should show they understand the importance of the contribution that the events or person made to the Canada we know today (French, English and Aboriginal languages, cultures and rights; Aboriginal land claims; the importance of negotiation) .

5C. 10a BLM: Cereal Box Celebrity

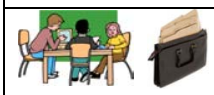
5C. 10b BLM: Cereal Box Celebrity#2



(*Skill Set*: 7d – Creating Timelines- see Appendix A)

Collaborative groups of students select one or two important events in this time period to illustrate for a classroom timeline. Students discuss the impact of each event before they decide on their illustration for the timeline. Each group presents their illustrated summary as they add it to the timeline, explaining to the class the importance of their particular event.
TIP: Suggested principal events are indicated in bold characters in the BLM *Timeline of Events: English–French Rivalry*.

5A. 4 BLM: Timeline of Events: English–French Rivalry



(*Skill Set*: 9d – Persuasive Writing- see Appendix A)

Collaborative groups of students create a poster and newspaper campaign to convince British colonists to settle in Québec, Newfoundland, Nova Scotia, and Prince Edward Island. Students are instructed to imagine that:

> *"…they represent the government of Britain after the Conquest of Nouvelle-France. They are organizing British Military Rule, and they are worried that the English are a very small minority compared to the Canadiens in the conquered province of Québec. This worry is aggravated by the fact that there is great conflict in the New England Thirteen Colonies. The British government is afraid that Québec may decide to take the side of these colonies and seek independence from Britain. They are also concerned about how the First Nations allies of the French will react to the British Conquest."*

Assuming the role of the British military, student groups plan a course of action that will make their foothold in Canada more secure, by designing a poster and newspaper campaign to convince more loyal British colonists to come to settle in

Québec, Newfoundland, Nova Scotia, and Prince Edward Island. Students post and share their displays. The class discusses whether this strategy would be the most effective way to ensure the loyalty of the residents of Québec.



(*Skill Sets*: 11a– Print and Electronic Research; 6d – Preparing and Conducting Interviews; 11g – Multimedia Presentations- see Appendix A)

1. Study the Royal Proclamation of 1763 (your teacher has a copy of this). Ask a chief or community leader to explain how the ideas in that important document have affected life in your community, and how it might affect the community in the future. Make a digital presentation to your class explaining what you learned.
2. Find a French speaker (if possible from your community) and ask them what the Battle of the Plains of Abraham, or The Quebec Act means to them. Make sure they explain how it could affect the future of Canada. Report your findings to the class.

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:

Create either a graphic novel or a short play of the events from 1755-1774 using either graphic novel-type templates (eg. Macintosh *Comic Life* software for an ample supply of templates) or storyboard templates used in writing plays. The class could be divided into groups responsible for various drawings or re-enactments. The work could be done in the cartoon creating application using digital still shots of student actors as the characters in the graphic novel or shoot dramatic scenes in digital video using iMovie for editing. The end products could include for instance a 10 page graphic novel or a five minute video briefly covering the people, events, and decisions made during this time period.

1. _____ (students' choice)

1 2 3 4 5

2. _____ (students' choice)

1 2 3 4 5

3. _____ (students' choice)

1 2 3 4 5

4. How deeply has the student researched and understood the conflicts and decisions made during this time?

2 4 6 8 10

5. To what extent can the student take the perspective of the people living at that time, suspending personal judgments, and voicing both sides and perspectives of an event?

2 4 6 8 10

6. How well does the student connect these events with present conditions in Canada?

2 4 6 8 10

(NOTE: The above example shows: Required criteria: 67% of total score; Student chosen criteria: 33% of total score)

Other Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions
  - personal learning connections
  - culture-based connections
  - vocabulary matching or fill in blank

3. THE LEARNING PLAN (classroom teaching stage)

(see "Integration" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1 Finding Your Place	**Class 2** Mini-lesson: Essential Question A	**Class 3** Mini-lesson: Essential Question B
Class 4 • Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	**Classes 5-11** Student Inquiries: research, drafting, editing	**Classes 12-13** Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Background for Teachers	Activity
Helping students to understand what it felt like to be "expelled" because of your race is a teaching challenge. Be careful not to overly upset the students but it is important to have them feel what it might have been like. When placing the ropes on the map to show the borders use a reference map and don't worry about being unfamiliar with the exact locations of the borders. The important part is the generalities	• Where were the Acadians expelled from? • Why might the Acadia region have been important to both Britain and the United States? • Where did they end up? Where was the Battle of Quebec? Where did the Royal Proclamation reserve land for Aboriginal peoples? • Begin to think about borders and how they change

and for the students to understand that borders change over time and to think about why.	over time.
Materials/props/space needed • Canvas map of Eastern North America • Rope, toy soldiers (eg. from game of *Risk*)  Layered Maps CD: • 11B-Settlement in New France 1600s • 13-Acadian Destination 1755s • 14-British Territory after 1763	**Skills Sets:** • 7a – Creating Maps • 7b – Using/Interpreting Maps **Social Studies Skills:** • S-203 -Select and use appropriate tools and technologies to accomplish tasks • S-206 – Interpret maps that include a title, legend, compass rose, grid, and scale.

Procedure

1. Either place the rope yourself or select a couple of students to place the rope on the map identifying the location of New France and the British Colonies and Acadia as it was in the late 1600's (see **Settlement in New France** map).
2. Next invite everyone to sit around the map on the floor. Ask them if they know where the border between Canada and the United States is today. Have a wall map or atlas available so they can figure it out. Describe what the border on the floor map is showing.
3. Next, select one colour of clothing that only a few people have in the class (perhaps red t-shirts). Tell them that although they have been in the class all year they have to leave now, that they are no longer welcome. Make them get up and leave the classroom. Was it fair? Depending on your relationship with the class you could go further by asking them to remove items from their desk, asking the principal to come to help you escort them from the room etc. Afterwards invite them back in and ask them to describe how they felt?
4. Ask students if they have ever heard of the Acadians? Show them where they lived on the canvas map and describe the deportation of Acadians to show that some escaped and some were deported to different parts of the world. Project the **Acadian Destinations** map provided or refer to one in text. (Teachers may want to have some discussion about 'Cajuns' in Louisiana in relation to where many Acadians settled).
5. Describe in general terms that they will be learning about different battles such as the Seven Years' War and the Battle of the Plains of Abraham just to name a few and that borders changed because of these conflicts. What students should be aware of is that the American colonies were expanding and that conflicts were starting to happen among all the newcomers and the British not just between the 'mother countries' as before.
6. Project the map of the **British Territory after 1763** provided and ask students to compare the borders you have on the floor from the late 1600's with those on the map projected.
7. Ask students what they notice about the map. How are the different areas of land divided up? Compare with what they know about what Canada looks like today and also ask them to think about what is going to happen in terms of the Spanish territories and the First Nations lands.

Inquiry Activity

1. Acquire soldiers from an old game of 'Risk' and give them to a student or group of students to use as props. Ask them to learn the details of The Seven Year's War and the Battle of the Plains of Abraham including the resulting Treaty of Paris (1763) and The Royal Proclamation (1763). Have them present the wars by acting out using the soldiers and any other props they build (perhaps out of molding clay) on the floor map.

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

Can forcing people off their land ever be the right thing to do?

Example of a Mini-Lesson Hook

"Why do people use force sometimes?"



(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Students view a short video clip that sets the stage for the French–British conflict in North America. In response to the video clip, students discuss reasons why these two countries were at war in North America.

TIP: Select short segments from the Episode Beginning of *Battle for a Continent* (Canada, a People's History).

TIP: Preview this video before student viewing and choose segments carefully, as the content is violent and depicts many of the difficult aspects of war.



(*Skill Set*: 3a – Discussion- see Appendix A)

Collaborative groups of students view a map of the colonized areas of North America, the location of forts of the English and the French, and contested regions prior to the Seven Years' War. Students discuss reasons why the British and the French competed for these regions of the continent (in particular, the northern Atlantic Coast and the western fur region, including the Ohio Valley); and the possible consequences of one or the other colonial empire taking control of the continent. Collaborative groups share ideas with each other.

TIP: Encourage students to consider the possible consequences for various groups of people, including the *Acadiens*, the *Canadiens* of the St. Lawrence valley, the First Nations who were allies of the French, the First Nations who were allies of the British, the fur traders, and the residents of the New England colonies. The class may be divided into groups to represent these various groups.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-2.html



(*Skill Set*: 6b – Generating Questions- see Appendix A)

Collaborative groups of students simulate events of the Acadian deportation. Students gather in a small crowded space and are "ordered by the army" to leave their homes to be moved by ship to unknown places. They will be allowed to bring only one small box of belongings, and the voyage in the ship may last from one week to three months. They will be fed, but they will not be allowed to have fresh air as there is no space on the ship for this. Collaborative groups of students discuss and decide what belongings to take, how they will feel during the voyage, and how they will start their lives all over again. Students formulate questions for inquiry into the Acadian deportation.

Tip: Explain that these events simulate what happened to the Acadians during the deportation, after the British gained control of the area and eventually decided that the people, since they refused to pledge allegiance to England, should be sent away to French colonies.



(*Skill Set*: 8 – Content Reading- see Appendix A)

Students read an excerpt from the poem Evangeline, by Henry Wadsworth Longfellow and summarize what it tells about life in l'Acadie prior to the deportation.

TIP: Encourage students to identify this as a secondary source and as a piece of historical fiction rather than as a piece of historical evidence, and to think critically about the accuracy of historical details. They may wish to discuss the value of historical fiction or art as a means of empathizing with people from the past.

5A. 5a BLM: Evangeline – (2 pages)

5A. 5b BLM: Evangeline – differentiated (2 pages)

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 1, Disc 2
Episode 3
Claiming the Wilderness

The Oath (5 min.)

Acadia took its name from the garden of the gods in Greek mythology. The land is extremely fertile. But the land of Acadia is right between the territories controlled by two European empires (French and British). Acadia has been handed back and forth between the two at least 6 times. In 1713 France gives up Acadia for good to Britain. The British want them to swear an oath of allegiance. The Acadians resist. France builds a huge fortress at Louisbourg. Some Aboriginal peoples also side with the French Acadians. **Governor Phillips forces the population to swear an oath, but exempts them from the obligation of ever raising arms against France in case of war. It seems like a workable compromise.** They are called "French neutrals" from 1730 on.

The Great Dispersal (8 min.)

Louisbourg was the focus of resentment by the British colonists of Boston and the other American colonies. The governor of Massachusetts attacked and captured it. In 1749, the English built their own fortress – at Halifax. There is growing pressure to try to get rid of the Acadians. Charles Lawrence – the new governor of Nova Scotia- demands a new oath. The Acadians refuse. In August 1755, Lawrence **orders their expulsion, by force**. Their livestock are taken, houses burned. There are 12,000 Acadians living there. Over the next 5 years, over 10,000 are expelled. Most are deported to the American colonies, but are often not welcome there. 1/3 of those deported die of various diseases. 1/3 make their way to Louisiana. The rest end up dispersed all over the world.



Maps:

PSC*: Acadian Destinations after Deportation* (p. 91)



Short Story:

SC*: Leaving Acadia* (p. 49)



Exposition

- PSC: *Expulsion of Acadians, 1755-1763* (p.90-91)
- PSC: Primary Source: John Winslow's Speech (p.91)
- The 10 Most Significant Conflicts on Canadian Soil (p. 26-29)



Websites

- (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 3. New France>Acadian Saga>log-in>USERNAME: EducationNWT Password: nwtece999 > "Return to B. The Acadian Saga" > perhaps use: "Acadian Life"; "The Deportation of the Acadians"
- (Exposition, image, related articles)
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A292
- Expulsion of the Acadians (images; small guerrilla resistance led by Joseph Broussard)
  http://en.wikipedia.org/wiki/Deportation_of_the_Acadians
- Grand-Pre, Nova Scotia (painting, map)
  http://en.wikipedia.org/wiki/Grand_Pre
- (Exposition, images)
  http://www.civilization.ca/cmc/exhibitions/hist/canp1/ca05eng.shtml
- http://www.historytrek.ca/
  Search: "Acadia"



Layered Maps CD:

- 13 – Acadian Destinations - 1755



Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION B

Who would you name your school after: General Edward Cornwallis, James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard ("Beausoleil") or Guy Carleton? Which criteria did you use to arrive at your conclusion?

Example of a Mini-Lesson Hook

"Why do we name buildings and parks after people?"



Critical Thinking Strategy (recommended)

Step 1 Introduction

Who would you name your school after: General Edward Cornwallis, James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard ("Beausoleil") or Guy Carleton? Which criteria would you use to arrive at an answer?

Tell students that the community has decided to have a contest to identify the person who has contributed most to the community. Their task is to nominate an individual in the community who has made a significant contribution to the community and/or Canada.

Suggest that in order to prepare for the critical challenge, **"Nominate a local person to honour their significant contribution to the community"**, they will determine the criteria for a "significant contribution". Suggest to students that before they decide on who to nominate they first must decide on what is meant by a significant contribution. Once we agree to what is meant by a significant contribution we can develop two or three points or criteria for a significant contribution.

Step 2 Activity: What is a significant contribution?

To introduce the concept of "significant contribution" tell the class that you want them to watch a presentation on Terry Fox. You may want to give students some background information on Terry Fox but the video tells his story. The video can be found at http://www.youtube.com/watch?v=xjgTlCTluPA

You may find background information on Terry Fox at http://www.terryfox.org/

Ask students why Terry Fox is considered a hero. You may want to lead a discussion to elicit comments on why Terry Fox decided to run and how he contributed to society.

Alternatively you may want students to name their heroes and lead a discussion on what makes them heroic.

Step 3 Activity: Introduce the Critical Inquiry
Remind students that the local community has decided to hold a contest to celebrate a person who has contributed significantly to the community. Have the class brainstorm historical and contemporary persons in the community that have made a contribution to the community or that they believe are famous around the community. This could be an elder, a local celebrity, a business person, an environmentalist etc. and/or a well known individual in the community. Suggest to the class that the criteria for a significant contribution are:

- helping others
- improving the life of others
- persistence to see the completion of a personal vision
- leave a positive legacy to the community and/or Canada.

Introduce the critical inquiry: **"Nominate a local person to honour their significant contribution to the community"**

In pairs or small groups have students complete the critical inquiry. Remind them that their nominations must be based upon the criteria for a significant contribution.

Step 4 Activity: Share your conclusions
Once students have completed the critical inquiry you may want to have students share their choices. You may want to students to sent their nominations to local community members or to individuals that they have nominated.



(*Skill Set*: 9a – Journals- see Appendix A)

Students read primary sources and reflect in their journals on life in this time period.



BLM: Famous Letters in Canadian History – Wolfe



BLM: Famous Letters in Canadian History - Montcalm



(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Students watch a video segment depicting selected events in the English–French competition for North America. While watching the video, students jot down *personal connections* they make to these stories: text to self, text to world, text to text. Because writing anything during a viewing time can be distracting for the student (unless the film is viewed twice), "jotting" responses may have to be modeled as one or two word lengths or phrases. For example, a student may be reminded of a *place* such as "Israel" that they saw on the news (text-world) or a *person* "Stephen Harper" when they think about showing ownership or use of land (north), or a time when they had some memorable experience. Following the viewing, students

discuss these connections and then write out the media scene that caused the connection and the actual connection. This should be easy since they have already told someone about it.

TIP: Consider using these videos:

CBC *Canada, a People's History* Episode 3: *Claiming the Wilderness* (segments "The Oath" and "The Great Dispersal" about 15 minutes: the construction of Halifax, the deportation of the Acadians)

CBC *Canada, a People's History* Episode 4: *Battle for a Continent* (segments "The Plains of Abraham", "The Battle", "The Winter", "Carving the Spoils", "The World Turned Upside Down", "The Québec Act" – each segment is from 8 to 12 minutes)

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
	Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question
 Set 1, Disc 2 Episode 3 *Claiming the Wilderness*	*The Great Dispersal (8 min.)* Louisburg was the focus of resentment by the British colonists of Boston and the other American colonies. The governor of Massachusetts attacked and captured it. In 1749, the English built their own fortress – at Halifax. There is growing pressure to try to get rid of the Acadiens. **Charles Lawrence** – the new governor of Nova Scotia- demands a new oath. The Acadiens refuse. In August 1755, Lawrence orders their expulsion, by force. Their livestock are taken, their houses burned. There are 12,000 Acadiens living there. Over the next 5 years, over 10,000 are expelled. Most are deported to the American colonies, but are often not welcome there. 1/3 of those deported die of various diseases. 1/3 make their way to Louisiana. The rest end up dispersed all over the world.
 Set 1, Disc 2 Episode 4 *Battle for a Continent*	*Carving the Spoils (8 min)* At Fort Michimilakinak on Lake Superior, the chief issues a warning to the British. They have not been conquered. Preparations for war begin. The British from the American colonies continue to move into the Ohio Valley**. Pontiac** begins to raise war parties and calls for a general uprising, to annihilate them. The British frontier forts are surrounded. The British use blankets that have been infected with smallpox as germ warfare, disguised as presents. Pontiac hears rumours that peace has been made between the French and British. He lays down his weapons. As the British presents are opened in the Aboriginal communities, smallpox devastates the entire population. As this is taking place, the British government recognizes Indian Territory in the Ohio Valley, and prevents the American colonies from moving into them. The **Royal Proclamation** infuriates the Americans.
	The World Turned Upside Down (10 min) The Seven Years War ends with the Treaty of Paris, in 1763 - three years after the fall of Quebec. Canada in its entirety is a pawn in the negotiations. The king of France cedes Canada, and takes Guadeloupe. France hangs on to St Pierre and Michelon, and the right to fish for cod. The British now has a colony of French Catholics. Ben Franklin expects they will mostly leave or become assimilated and become British and Protestant. **James Murray, becomes the Governor of Canada,** and works out an agreement with the Catholic Bishop Briand to ensure peace in the colony. English merchants from Boston expect to be able to

	move in to make their fortunes – in English only. They want juries only be made up of English Protestants only- even if there are only 200 of them among a population of 80,000 Canadians. Murray surprises everyone by siding with the Catholics. The English merchants are enraged. They want an assembly in Canada where only they can hold positions. They petition the British court. Tensions grow. Murray is recalled. All of the other merchants' petitions, however, are rejected.
	The Quebec Act (6 min) **Guy Carleton replaces Murray as Governor of Canada.** He stuns the English merchants there by supporting the right of Catholics to hold public office, and that French civil law should be restored to the Canadians. Carleton needs the Canadians to be loyal to Britain. American colonies are now moving toward open rebellion against Britain because of the 'Intolerable Acts' of Britain. The Quebec Act gives Catholics the right to hold office, religious rights, and restores previous Ohio Valley lands to Quebec (taking them away from Americans). The Quebec Act is 'intolerable' to many in the American colonies. Open war with Britain begins in April at Lexington.
	**Exposition:** • PSC: The Battle of the Plains of Abraham (p. 92-93) • PSC: Treaty of Paris, February, 1763 (p. 95) • PSC: Aftermath of War: Royal Proclamation, 1763; Effects on Aboriginal Peoples (p. 95-96) Future Trouble: Quebec Act (p. 97) • PSC: Primary Source: *Montcalm's Note of Surrender* (p. 93) • PSC: Primary Source: *(*painting*) Battle of Sept 13, 1759 (p.93)* • PSC: Primary Source: *(speech) Ojibwa Chief Minweweh, 1761 (p. 97)* • PSC: Map: *British Territory, after 1763* (p.96)
	**Story Story:** SOC: "The Drummer Boy" (p. 94)
	**Websites** • http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 4. British North America 1760-1830: A. The American Revolution>USERNAME: EducationNWT Password: nwtece999 > return to "A. The American Revolution" > scroll down to (Pontiac's Resistance) • Canadian Encyclopedia (Chief Pontiac) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A214 • Aboriginal Peoples Television Network (Chief Pontiac short video) http://www.digitaldrum.ca/en/node/122 • Canadian Encyclopedia (Charles Lawrence) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004574 http://www2.umoncton.ca/cfdocs/etudacad/1755/index.cfm?id=010306000&lang=en&style=G&admin=false&linking= • Canadian Encyclopedia (Edward Cornwallis) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001933 • www.wikipedia.org "Charles Lawrence" (article from one source only) "Edward Cornwallis" (picture) "Chief Pontiac" (pictures) "James Murray – British Army officer" "Joseph Broussard ('Beausoleil')" (painting)

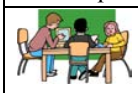
	"Guy Charleton – 1st Baron Dorchester" (see section "Governor of Quebec")
	Blackline Masters: NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION C

Which of these events had the most impact on the development of Canada – *The Great Peace (1701), Battle of the Plains of Abraham* (1759), *The Treaty of Paris (1763)*, *The Royal Proclamation (1763),* or *The Quebec Act?*

Mini-Lesson Hook

Can you name any big world event that has affected you? (Teacher: perhaps they can learn the events of Sept. 11/01 and more recently, the "2006 transatlantic aircraft plot" has causes all air travellers to experience much greater screening at airports, requiring passengers to even leave liquids and gels at the gate before screening. This kind of screening is quite new to their parents and perhaps older siblings)

  (*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Students will read the "easyspeak" executive summary of *The Quebec Act* in the BLM and rephrase in even easier words the rights it provided (and continues to provide) Quebec inhabitants. This will lead to a discussion and awareness of Canada's official languages in asking students how labels on products such as cereal boxes would be different today without that precedent-setting document, *The Quebec Act*. A second question choice will explore whether or not an Aboriginal language should receive similar use.

As an introductory activity, students could bring in various food products (cans, boxes, etc) to examine the use of language(s). Questions that might arise could be:

1. Why do we have more than one language shown?
2. Is one language more important than the other by the way it is displayed?
3. Do other countries display more than one language on their product labels? Why or why not?

5C. 9 BLM: The Quebec Act, 1774

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question

The First Colonial War (9 min)
The governor of New York urges the Iroquois to oppose the French and their allies. The French work hard to develop an extensive network of alliances among Aboriginal groups against the Iroquois and the English from the American colonies. In May 1689, England and France declare war. The British inform their

 Set 1, Disc 2 Episode 3 *Claiming the Wilderness*	Iroquois allies, and in August of that year 1,500 Iroquois attack Lachine. Frontenac is ordered to attack English settlements in New York. They pursue a guerrilla warfare approach. The English colonies are terrified. A fleet from Boston attacks north. They take Port Royal in Acadia, then Quebec. Frontenac defends the city. After 3 days the siege is over. **The war continues for seven years. The peace that follows neutralizes the Iroquois.**
	The Great Peace (5 min) Epidemics of influenza, smallpox and others sweep through both Aboriginal and French communities. All the tribes are weak by now because of sickness and warfare**. In 1701 over 1,000 Aboriginal people gather at Montreal.** Many are lifelong enemies, but respond to the call of the French to come to these **comprehensive peace negotiations among the tribes themselves and also with the French.** The negotiations continue for days. Returning prisoners of war is the big sticking point. Kondiaronk of the Michilimakinak sways the gathered groups to accept an agreement. **The Great Peace of 1701** is the result – signed by 38 nations. The Iroquois promise to remain neutral in any future conflicts.
 Set 1, Disc 2 Episode 4 *Battle for a Continent*	*Episode Beginning (5 min)* The publisher of the *Pennsylvania Gazette* wants all of North America to have one language, religion and be one nation. Benjamin Franklin believes the 1 million living in the American colonies will come to dominate the continent. The colonies want to expand west, into the Indian lands and areas claimed by the French in the Ohio valley. The Aboriginal peoples fear they will be submerged or displaced. Franklin wants exactly that. In 1755 the push westward is halted by the French and the Indians. Quebec becomes the target of Franklin's press, and American aggression. **The alliances the French have with the Aboriginal people stand against the American colonies. The Acadians are really the first victims of the American desire for expansion. A battle for the continent begins.**
	The Plains of Abraham (11 min) + [The Battle -11 min] The British move towards control of all of North America by attacking, first Louisburg, and then moving on Quebec. **The battle of the Plains of Abraham** reaches a climax on Sept 13, 1759. The only access to the fields around Quebec City is a 200 foot cliff face. James Wolfe lands troops and they climb the cliff and assemble outside the city walls. In that position they are highly vulnerable. Montcalm, defending from inside the city walls, isn't sure what to do. He sends some forces to face the British, but holds some back. In the French forces there are men from Canada who are defending their lands. There are 4,000 British soldiers on shore now. Montcalm decides not to wait for reinforcements, but to attack the British now. The French line breaks after only 15 minutes. Wolfe is struck by a bullet, and Montcalm is also hit. Both die shortly thereafter. The British advance is soon halted, but the French forces are ordered to abandon Quebec.
 Set 1, Disc 2 Episode 4 *Battle for a Continent*	*Tide of Fortune (8 min)* Though Quebec has been captured by the British, they have few resources to hold the town with. Their forces are starving in the city. In April French forces under Lévis come from Montreal and attack the British. James Murray advances against them. Brutal combat ensues. The French take the field. The British retreat behind the city walls. Both France and Britain are sending reinforcements, and whoever arrives first, with cannons and supplies will likely tip the balance. The British navy arrives first. Lévis retreats, and he surrenders there 6 months later. **This is the final defeat of France in North America**. Governor Vaudreuil negotiates the free exercise of the Catholic religion for the citizens of Quebec. It is agreed to. This religious freedom is the only example of the British allowing this in any colony. North America is now British. The American colonies believe the future of North America is now settled – and will be American.

	Carving the Spoils (8 min) At Fort Michimilakinak on Lake Superior, the chief issues a warning to the British. They have not been conquered. Preparations for war begin. The British from the American colonies continue to move into the Ohio Valley. Pontiac begins to raise war parties and calls for a general uprising, to annihilate them. The British frontier forts are surrounded. The British use blankets that have been infected with smallpox as germ warfare, disguised as presents. Pontiac hears rumours that peace has been made between the French and British. He lays down his weapons. As the British presents are opened in the Aboriginal communities, smallpox devastates the entire population. As this is taking place, the British government recognizes Indian Territory in the Ohio Valley, and prevents the American colonies from moving into them. The ***Royal Proclamation*** infuriates the Americans.
	The World Turned Upside Down (10 min) The Seven Years War ends with the ***Treaty of Paris, in 1763*** - three years after the fall of Quebec. Canada in its entirety is a pawn in the negotiations. The king of France cedes Canada, and takes Guadeloupe. France hangs on to St Pierre and Michelon, and the right to fish for cod. The British now has a colony of French Catholics. Ben Franklin expects they will mostly leave or become assimilated and become British and Protestant. **James Murray, becomes the Governor of Canada, and works out an agreement with the Catholic Bishop Briand to ensure peace in the colony.** English merchants from Boston expect to be able to move in to make their fortunes – in English only. They want juries only be made up of English Protestants only- even if there are only 200 of them among a population of 80,000 Canadians. Murray surprises everyone by siding with the Catholics. The English merchants are enraged. They want an assembly in Canada where only they can hold positions. They petition the British court. Tensions grow. Murray is recalled. All of the other merchants' petitions, however, are rejected.
	The Quebec Act (6 min) Guy Carleton replaces Murray as Governor of Canada. He stuns the English merchants there by supporting the right of Catholics to hold public office, and that French civil law should be restored to the Canadians. Carleton needs the Canadians to be loyal to Britain. American colonies are now moving toward open rebellion against Britain because of the 'Intolerable Acts' of Britain. ***The Quebec Act*** gives Catholics the right to hold office, religious rights, and restores previous Ohio Valley lands to Quebec (taking them away from Americans). The Quebec Act is 'intolerable' to many in the American colonies. Open war with Britain begins in April at Lexington.
	**Exposition:** • PSC: The Battle of the Plains of Abraham (p. 92-93) • PSC: Treaty of Paris, February, 1763 (p. 95) • PSC: Aftermath of War: Royal Proclamation, 1763; Effects on Aboriginal Peoples (p. 95-96) Future Trouble: Quebec Act (p. 97) • PSC: Primary Source: *Montcalm's Note of Surrender* (p. 93) • PSC: Primary Source: *(*painting*) Battle of Sept 13, 1759 (p.93)* • PSC: Primary Source: *(speech) Ojibwa Chief Minweweh, 1761 (p. 97)* • PSC: Map: *British Territory, after 1763* (p.96)
	**Exposition:** • The 10 Most Significant Conflicts on Canadian Soil. *1775 Invasion of Quebec* (p. 38-41) • The 10 Most Significant Conflicts on Canadian Soil: *Battle of the Plains of Abraham* (p. 42-45)



Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 4. British North America 1760-1830: F. Wars with the English>USERNAME: EducationNWT Password: nwtece999 > return to "F. The American Revolution" > scroll down to (The Battle of the Plains of Abraham, The Treay of Paris, 1763)
  also: "A. The American Revolution" > scroll down to (Pontiac's Resistance and the Royal Proclamation of 1763), (Pontiac's Resistance Begins), (Royal Proclamation of 1763), (Legacy for First Nations)
- The Treaty of Paris (1763): Canadian Encyclopedia
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006083
- Map showing reserved Indian lands by the Royal Proclamation:
  http://www.kstrom.net/isk/maps/royalproc.html
- www.wikipedia.org
  "Treaty of Utrecht" (maps, pictures)
  "Battle of the Plains of Abraham" (maps, pics)
  "Treaty of Paris (1763)
  "The Royal Proclamation of 1763" (especially see the "Legacy")

	**Peacemaker** *Historica Minute*	Dramatizes the Iroquois legend of the Tree of Great Peace which explains the origins of the Iroquois Confederacy. http://www.histori.ca/minutes/minute.do?id=10120



Layered Maps CD:

- 14 – British Territory after 1763
- 15 - The Quebec Act



Blackline Masters:
NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the *Essential Question Resource Lists* (below) for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B which is already written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.



BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions,** and **Assessment Evidence**). Rubrics should be started with weighted criteria; an "Electronic Rubrics" template is provided below to facilitate this. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.

1.R BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** available. These lists can be modified by the teacher if necessary.

Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.

5A. RL BLM: Essential Question Resource List A

5B. RL BLM: Essential Question Resource List B

5C. RL BLM: Essential Question Resource List C



"Statue of Baldwin and Lafontaine" by user Flibirigit. Image in public domain; made available for sharing by author in Wikipedia article, "LaFontaine-Baldwin Symposium"

STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

This Learning Experience introduces students to some of the tensions that were growing through the 1700s in North America. French, British and Aboriginal peoples interacted in peaceful and violent ways as the two powerful European nations struggle for dominance in this continent. Students discover how Canada has been shaped – it's borders, traditions, and ways of living together.

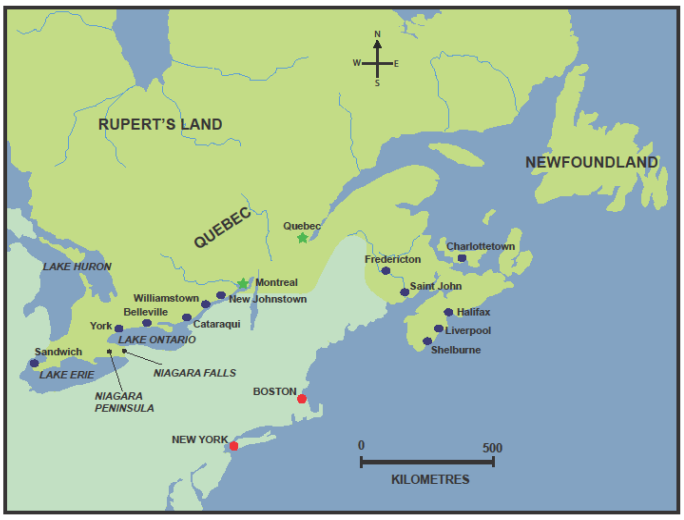
SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

In LE #5, we explored the eventful overturning of control of Quebec from France to Britain through the middle years of the 1700s. The concern that Britain had about what was happening in the restless 13 colonies to the south proved very well founded in the years following the Quebec Act. The Americans broke into armed conflict with Britain in 1775, and had strong designs on the strategic northern colony of Quebec. An invasion was planned and an attack on Quebec took place, and was for the most part defeated through British luck and bad planning on the Americans' part. As the American Revolution rolls forward, large numbers of people who want to remain loyal to the British Crown are forced to leave the American colonies.

Essential Question A. *Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at you answer?*

The Price of Loyalty. In LE#6 we discover some of the evolving realities in the growing colony of Quebec in the years following the American Revolution. Although the American military attacks on Quebec were unsuccessful, the growing upheaval in the American colonies does produce a second invasion – one which transform all aspects of the British colonies. This involved the arrival of large numbers of Americans who declared themselves loyal to the British crown and were expelled, or chose to emigrate, from the American colonies for that loyalty.



LOYALIST SETTLEMENTS

Image credit: GNWT

The Loyalists are a diverse group. There are very large numbers of recent European immigrants –including many of German origins – Americans of British origin who had lived in the 13 colonies for generations, groups whose religious beliefs are not tolerated in the new American republic, Aboriginal groups who had been forced off their lands, large and growing numbers of slaves hoping for freedom in the British colonies where slavery has been abolished, and many others. Their stories are as diverse as they are.

Where they came from, where they end up settling in Canada (if they do), and how they re-shape the society they find in their new homeland – all of these profoundly change them and also change the British colonies in North America themselves. The sudden influx of English-speaking citizens creates the necessity for whole new colonies and governments to be formed in places like Nova Scotia and New Brunswick. With many of the new arrivals settling in 'Upper Canada'(Ontario), where

good farm land is still available, a profound re-balancing between French-Catholic Lower Canada (Quebec) and its suddenly more populous Western partner occurs. There are too many stories, fascinating ones, for students to explore them all, but in **Essential Question A** students are asked to learn some of these stories, and are asked: *Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at you answer?*

Small group or class discussion that should conclude this inquiry will give students an opportunity to share what they have learned with their classmates and should give all students a rich understanding of many of these stories.

Essential Question B. *Which is the most important person, event, or consequence of the War of 1812?*

A war nobody wins. The new Canadian colonies survive and grow through the end of the 18th century, with increasing numbers of immigrants flowing to Upper Canada from the United States. International tensions are rising however. Most of Europe has become involved in war with or against France, with Britain heavily involved in blockading her long-time enemy. The United States wants to remain neutral and able to trade with both sides during the conflict, though in some places there is a strong sympathy for their 'fellow revolutionaries' in France. As part of their military strategy, the British navy is seizing French vessels, boarding 'neutral' vessels and removing British citizens from them (many of whom are 'pressed' into the British navy), imposing taxes on French goods and generally making things uncomfortable for anyone dealing with France.



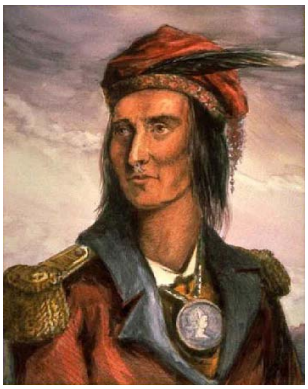
"Battle of Queenston Heights" by James B. Dennis. Image in public domain; made available for sharing by user Tohma in Wikipedia article, "Battle of Queenston Heights"

By 1812, a significant number of military, political and other leaders in the United States are angry with Britain and looking northward with the goal of annexing the northern part of the continent as one way to get back at her. At least as important as gaining the Quebec territory, a British defeat in North America would allow the American population to expand west into the 'Indian Territory' of the Ohio River Valley, which they had been blocked from by the provisions of the Quebec Act. Many American immigrants who have arrived in Canada in the years since the Revolution are not particularly supportive of Britain either, and a situation now exists where only a small British military force may stand in the way of a successful American invasion northward. The stage is set for the War of 1812.

On the British side, however, there are significant numbers of Aboriginal warriors who see their interests better supported by the British than by the Americans. The British had signed the *Royal Proclamation* and the *Quebec Act*, guaranteeing Aboriginal peoples rights to land in the Ohio Valley and beyond. American leaders make no secret of their goal of occupying these lands. Tecumseh is a leader of the Shawnee people, who sees in the 1812 conflict a best, and perhaps last, opportunity to gain an independent homeland for his own and other Aboriginal peoples in the very land west of the Ohio Valley that the Americans hope to claim. He has been travelling widely, visiting other Aboriginal groups, encouraging them to join together in a large Confederacy to fight the Americans. His vision of an independent, self-governing 'Indian Territory' is receiving growing support among a wide range of Aboriginal peoples. The presence of Tecumseh and his warriors, who terrify American soldiers and civilians alike, is enough to tip the balance in the first military clash of the 1812 war - at Fort Detroit. The Americans surrender without a shot being fired. Isaac Brock, the British military commander, knows that not all future battles will be as easily won.

Queenston Heights, on the shores of the Niagara River, is the scene of another major skirmish, in October, 1812, where the British, led by Brock, are greatly outnumbered by the invading American force. Initially, the battle goes very badly for the

British side, and, again, it is the Aboriginal warriors, lead by John Norton (a Mohawk chief) who turn the tide of battle. Brock, however, is killed in this battle – which some identify as the pivotal battle in this war.



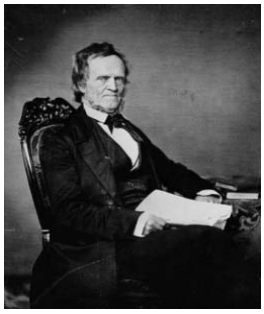
"Tecumseh" by Benson John Lossings. Image in public domain; made available for sharing by user Nikater in Wikipedia article, "Tecumseh"

In the summer of 1813, the Americans – to many people's surprise - win a significant naval battle on Lake Erie. The British forces, led by Henry Procter, begin a humiliating and difficult retreat on land. They are pursued by the Americans. The British forces finally stand and fight at the 'Battle of the Thames'. The British commander flees the field, while a small group of Aboriginal warriors led by Tecumseh fight on. Tecumseh is killed (Richard Johnson, the man who claims to kill Tecumseh, is elected Vice-President several years later largely on the basis of this). With Tecumseh's death, his vision for an independent Indian Territory in North America is dealt a mortal blow. The Americans begin to flood into the Ohio River Valley and beyond, fighting and displacing the various Aboriginal groups they encounter.

A series of further battles bring increasing numbers of 'Canadians' into the fight – and marks, perhaps, the another step in the creation of a Canadian sense of identity, separate from both Britain and the United States . The American attack and burning of York (now Toronto) leads to the British attack and burning of the White House and other public buildings of Washington in 1814. It becomes clear to both the Americans and the British that no decisive victory can be achieved, however, and by the end of 1814, the war peters to a standstill. The war of 1812 has often been called 'the war that no one won'. It is clear, however, that there were significant losses. The war comes to an end with the signing of the Treaty of Ghent in 1814. Canada's borders remain what they were before the conflict, and there is a growing sense of 'Canadian' identity in the Canadas.

There are any number of choices that might be well justified in response to this Essential Question. This question should encourage students to explore different aspects of this conflict and share their perceptions and **criteria** for who/what caused this conflict to evolve the way it did.

Essential Question C *As Canada gradually became a democratic country, where people vote for their leaders, (not like a king or queen), who was the best fighter in making this happen: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?*



"William Lyon Mackenzie" by Shane Prentice. Image in public domain; made available for sharing by user Mortadelo in Wikipedia article, "William Lyon Mackenzie"

Struggle for Democracy. Though there is now peace with their southern neighbour, Upper and Lower Canada continue to be torn with various tensions, perhaps the most important of these being the struggle for democratic representation. The 'Family Compact' in Upper Canada, and 'le Chateau Clique' in Lower Canada, are the small, privileged groups of individuals that govern the two colonies. They are appointed or granted their positions by Britain, and make many decisions regarding the distribution and development of land in the colonies, among other things. Their decisions invariably benefit their own fortunes, with little attention to the rights or interests of the population they govern. Public opposition to this 'non-representative' form of government grows towards rebellions, which break out in 1837 and 1838.

William Lyon Mackenzie (in Upper Canada) and Joseph Papineau (in Lower Canada) lead a movement of armed rebellion against non-representative government.



"Louis-Joseph Papineau, 1878" by Theophile Hamel. Image in public domain; made available for sharing by user BeatrixBelibaste in Wikipedia article, "Louis-Joseph Papineau"

Neither of the rebellions is very effective in themselves. For the most part the armed confrontations that do occur between soldiers and rebels are easily won by the British, with far more rebels killed than soldiers. Several rebel leaders are caught and hanged, Mackenzie and Papineau both flee to the United States (to return later), and the rebellions change little in the short term.



"Statue of Baldwin and Lafontaine" by user Flibirigit. Image in public domain; made available for sharing by author in Wikipedia article, "LaFontaine-Baldwin Symposium"

What these rebellions do communicate, however, is a strong desire among the populations of Upper and Lower Canada for a more democratic form of government. New political leaders, such as Robert Baldwin and Louis-Hippolyte LaFontaine, do not support the armed forms of rebellion, but do insist on political reform and constitutional change - within the existing political processes. **Essential Question C** asks students to learn about these different individuals and their approaches to making Canada more of a democracy. The question asks -*In their fight for fairness, which of these Canadians was the best fighter: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?*

LOOKING FORWARD:
The events surrounding the rebellions of 1837 and 1838, and the subsequent reforms in government that Lafontaine and Baldwin and others were involved with, are important milestones on the path to the democratic system we have in Canada today. These can be abstract themes for grade 5 students to grasp, and in part this explains the focus on the individuals who were involved in these struggles. In the next Learning Experience, students discover how Canada itself is born, with the Confederation debates and decisions. The connections between LE #6 +#7 will be quite immediate, and will take the themes of *democracy* and *negotiation* and *compromise* forward.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:
KCC-037 Give reasons for the migration of the United Empire Loyalists and describe their impact on *Canada.*
Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists (include: African Americans, Aboriginals)
KI-013 Compare daily life in Upper Canada and Lower Canada.
Include: language, religion, government, laws
KCC-038 Identify the causes, major events, and results of the War of 1812.
KCC-040 Identify people, events, results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada.
Include: Establishment of responsible government, French-English relations
VI-004 Appreciate Canadian history as a way of understanding contemporary Canada.

Understandings:
Students will understand that …

- The American Revolutionary War caused a widespread displacement of individuals and groups who were loyal to Britain. Many of these groups and individuals came to Canada.

Essential Questions:
around which the Established Goals and their matched resources are organized

A. Which Loyalist group or individual should all Canadians know about? Which criteria did you use to

- This influx of people caused significant changes in Canada – to borders and to political organization of the colonies.
- Loyalists had a range of reasons and dreams for coming to Canada .
- The borders of Canada have changed over time.
- There were several reasons for the War of 1812.
- Aboriginal peoples were key players in the balance of power before and during the War of 1812. Much of this power was destroyed by the end of the war.
- People have come to Canada over many years for a variety of reasons.
- Canada has struggled to become a country with democratic ways of making decisions. Sometimes this struggle has been violent, often is has been negotiated.

arrive at your answer?

B. Which is the most important person, event, or consequence of the War of 1812?

C. As Canada gradually became a democratic country, where people vote for their leaders, (not like a king or queen), who was the best fighter in making this happen: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?

Students will know …

- When the Revolutionary War occurred (1774-78)
- Some of the major groups that were displaced because of their loyalty to Britain (Americans, European immigrants…)
- Reasons other groups and individuals came to Canada at this time (Aboriginal peoples searching for new homeland, slaves escaping…)
- How the map of Canada changed after the Revolutionary War (New Brunswick, Upper and Lower Canada)
- Britain and France were still competing for influence and the United States wanted to control more of North America
- When the War of 1812 was!
- Significant individuals (Brock, Tecumseh, Norton, Procter…), events (Battle of Detroit, Queenston Heights, Thames, York, Washington) and consequences of the War of 1812 (end of Indian Confederation, independence of Canada).
- The Rebellions of 1837-38 were focused on gaining *representative government* for Canada.
- William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, Louis Fontaine were important leaders who took different approaches to this struggle.

Students will be able …

- To use mapping skills to locate New Brunswick, Nova Scotia, Upper and Lower Canada, PEI , the American colonies, Indian Territory on a map.
- To develop criteria in a small group or individual setting for what they consider an 'important story from Canada's past' related to Loyalists.
- To use research skills to be discover some of the kinds of motivations and actions of British, American and Aboriginal peoples during the War of 1812 – and the consequences of this war.
- To use critical thinking and historical thinking skills to create connections between events in the past and their impact on the present – including the reasons immigrants have come to Canada.
- To use critical thinking and historical thinking skills to develop an understanding of how Canada has developed the kind of democracy it has and the rights of different groups within Canada.

VOCABULARY: Representative government, rebellion, emigrate, immigrate, loyal, slavery, refugee, revolution

CULTURE-BASED PERSPECTIVES

NOTE: *Dene Kede (p. 28) and Inuuqatigiit (p. 38)*: The land is described as the fundamental source of life; that it provides nourishment, can be read, is a gift not a commodity, and needs to be respected and cared for, among other things. Tecumseh, an important leader of the Shawnee people during the period we are exploring in LE #6, said, "*No tribe has the right to sell [land], even to each other, much less to strangers.... Sell a country!? Why not sell the air, the great sea, as well as the earth? Didn't the Great Spirit make them all for the use of his children?"* (as quoted in Wikipedia "Tecumseh").

The Royal Proclamation developed by Britain in 1763 describes the land west of the 13 American colonies as belonging to the Aboriginal people who lived there. This was re-affirmed with the Quebec Act. The Proclamation reflects a very different understanding of the land than we see in *Dene Kede* and *Inuuqatigiit*, and in Tecumseh's words above. By 1812, however, Tecumseh is fighting on the British side, in part because of the Royal Proclamation. Many Aboriginal people today have come to accept the view of land embodied in the Royal Proclamation? Why might this be the case?

NOTE: Leaders. In *Dene Kede*, the role of a leader is described: "*The leader's job was the survival of the people. By the same principles they have to pass on to the next generation, so that the people never become extinct." (John B.Zoe, p. 179).* In the face of the rapidly expanding American colonies, Tecumseh saw the decline of his own people and of other tribes around him, and asked:

> *Where today are the Pequot? Where are the Narragansett, the Mochican, the Pocanet, and other powerful tribes of our people? They have vanished before the avarice and oppression of the white man, as snow before the summer sun ... Sleep not longer, O Choctaws and Chickasaws ... Will not the bones of our dead be plowed up, and their graves turned into plowed fields?* (Frederick Turner in "Poetry and Oratory", *The Portable North American Indian Reader*, p. 168)

Many Aboriginal leaders of his time signed treaties and sold land to American land speculators. Tecumseh called for a Confederacy of tribes to join together and fight the Americans. *Why did Tecumseh do what he did? Was he being a good leader? Did he succeed – why or why not?* These questions may provide an opportunity to discuss different views of leadership and to link *Dene Kede* and Social Studies themes.

2. IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

USING HISTORICAL FICTION FOR THE INQUIRY

The novel often covers many of the Essential Questions (see front matter of this course for a rationale of historical fiction use in Social Studies). When this novel is used it is intended to be the inquiry task for the Learning Experience. The novel will likely be used in one of the following manners:

- Whole class experience. The teacher judges that the novel does the best job of covering the Essential Questions
- Small group experience. While the rest of the students choose different inquiry tasks (see options below), a small group may choose the novel
- Individual experience. When a student requires a differentiated experience, the novel may be used

2. HFPG BLM: Reading Historical Fiction-Planning Guide

2. HFDR BLM: Reading Historical Fiction-Daily Responses

 Novel: *Whispers of War (War of 1812)*	 Graphic Novel: *Battle of Queenston Heights (War of 1812)*

ESSENTIAL QUESTION A

Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at your answer?

 Historical Thinking Strategy (recommended)

 (*Skill Set*: 7d – Creating Timelines- see Appendix A)

Using strips of paper with (undated) key events from 1763 to 1791, collaborative groups of students place events in chronological order. Students then create an illustrated timeline of those events.

6A. 1a 5.4.1h BLM: Timeline of Events 1763 – 1791

6A. 1b 5.4.1i BLM: Timeline of Events 1763 – 1791 – Key

1B. HT.1 BLM: Timeline Clothesline 

 (*Skill Set*: 10b –Video Production- see Appendix A)

Collaborative groups of students create their own "Heritage Minute" video, illustrating the diversity of pre-confederation Canada and the experiences and challenges faced by Loyalists.

 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

 (*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research the American Revolution, including the causes, who was involved, and why some residents of the Thirteen Colonies chose to leave for Canada. Students share information with peers and discuss why Canada chose not to join the Americans in demanding independence from Britain.

NOTE: Encourage students to become aware of the long-term consequences of wars (e.g., Canada had been dramatically affected by the Seven Years' War; this war had been so costly to Britain, it was trying to recover its losses by heavily taxing its colonies.) Students need to also note the fact that while the Thirteen Colonies had representative government, the British colonies in Canada did not. Canadians had been so accustomed to the colonial rule of France prior to the British conquest, their political attitudes tended to differ from those of the Americans.

6A. 5a BLM: Note-Taking-Frame—The American Revolution

6A. 5b 5.4.1f BLM: Note-Taking-Frame—The American Revolution – Key

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research reasons that motivated the Black Loyalists and First Nations loyalists (e.g., Joseph Brant, Molly Brant), to move to Canada.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

(*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

Using print and electronic resources, students research the experiences and hardships encountered by United Empire Loyalists as they came to Canada to establish new lives. Students discuss the consequences of the arrival of almost 50 000 people without homes or resources, and consider what the British colonial government did to help this wave of refugees.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

(*Skill Set*: 5 – Using Graphic Organizers- see Appendix A)

Students create a graphic organizer to illustrate the consequences of the arrival of the Loyalists on Canadian society, including:

- creation of Upper and Lower Canada and province of New Brunswick
- population majority changed to English-speaking
- cultural interaction
- greater demand for representative government, contribution to agricultural development)

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

(*Skill Set*: 10a –Dramatic Presentations - see Appendix A)

Collaborative groups of students role-play an interview between a Loyalist and a member of the American Revolution in which they describe the reasons for their decisions and the experiences of the loyalist immigration.
Tip: This activity is an opportunity to discuss the concept of refugees and to relate the historical experiences of the Loyalists to the experiences of refugees in contemporary Canada.

Critical Thinking Strategy (recommended)

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Students focus their attention on four Loyalists groups that came to Canada. Students are asked to develop criteria to decide when a group in history should be known about by all Canadians. After choosing 4 or 5 criteria (or qualities—such as "when a group does a lot for others (society)"...), students assign a score out of 5 to each group on each of the criteria.

Students write their "reasoned judgment" in the conclusion at the bottom. Individuals/groups then defend their choice for "group worth remembering" to others. Students should be asked if they want to change their mind after having heard the others—or explain why they have not changed their mind.

6A. CT.11 Judge the Better or Best-Loyalist Group



(*Skill Set*: 9e – Descriptive Writing- see Appendix A)

Students create and present a ballad or story describing the experiences and challenges faced by the Loyalists and the reaction of the Canadians to the sudden influx of this population.

Tip: Develop criteria with the class for a quality poem or story:

- historical description of time and place
- realistic description of experiences
- references to historical events of the period

Historical Thinking Strategy (recommended)



(*Skill Set*: 7d – Creating Timelines- see Appendix A)

Collaborative groups of students create annotated illustrations of important people and events in the first half of the nineteenth century in Canadian history for the class timeline.

TIP: Ask students to review their notes and projects to choose the events they consider to be the most important. Students with the same choices of people and events may then collaborate to create their "station" for the timeline.

1B. HT.1 BLM: Timeline Clothesline



(*Skill Set*: 11g – Multimedia Presentations- see Appendix A)

Create a graphic novel covering the story of a Loyalist individual or group. Use a comic-making application and a digital camera to shoot the pictures for the illustrations, or draw and illustrate your story by hand.



(*Skill Set*: 10a – Dramatic Presentations- see Appendix A)

Act out the story of a Loyalist group or individual from the eyes of a young Grade 5 Loyalist person. Think about three scenes that show why your family left; where you went; and how you got used to your new country / home.



(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic resources, students research daily life in the early 1800s in Upper Canada (in 1841, Canada West), and in Lower Canada (in 1841, Canada East). Students create a comparison chart of daily life in both colonies.

TIP: Consider using a Jigsaw strategy to organize the research, organized under the following areas:

- Language, religion, and population in Upper Canada
- Language, religion, and population in Lower Canada

- Government and laws in Upper Canada
- Government and laws in Lower Canada
- Social groups, work, and daily life in Upper Canada

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

6A.7 BLM: Upper and Lower Canada: Comparison

ESSENTIAL QUESTION B

Which is the most important person, event, or consequence of the War of 1812?

(*Skill Set*: 9a – Journals- see Appendix A)

Students write a journal reflection on what they consider to be the most important and longstanding result of the War of 1812, for both Canada East and Canada West. Students share and discuss their observations with each other.

TIP: Encourage students to consider how the cultures, languages, and government of both Canadas would have been different had Canada accepted the American proposal that they surrender and annex themselves to the United States of America.

Historical Thinking Strategy (recommended)

(*Skill Set*: 7d – Creating Timelines- see Appendix A)

Collaborative groups of students create a timeline of newspaper headlines for the main events of the period of Canadian history from1791 to circa 1850.

TIP: Provide students with examples of newspaper headlines and their summary statements, or create a model together (e.g., for Laura Secord: *Queenston Woman Helps Win Battle – Walks 20 miles to Warn British of American Attack*). Each group presents their headlines and justifies the reasons for each of their choices. Encourage students to note that media choices of headlines in contemporary times often concentrate on the shocking and the violent, which does not necessarily contribute to the existence of informed citizens. As students have the benefit of hindsight on which events were most long-lasting in their effects, they should be encouraged to be critical and to not apply today's media standards to the reporting of the past..

1B.HT.1 BLM Timeline Clothesline

(*Skill Set*: Print and Electronic Research- see Appendix A)

Become an expert of *one* of the battles of the War of 1812. Use the Wikipedia article, "Battles of the War of 1812" as your starting point. Notice whether or not any of the battle titles are in red—this means the article has not been started yet by an editor. That editor could be *you* if you research other encyclopedias and reference books to get you started. Ask an adult to help you start a new article or improve one already started.

 (*Skill Set*: Print and Electronic Research- see Appendix A)

Aboriginal people fought in the key battles in the War of 1812. Choose two battles (*start* with the Wikipedia article, "Battles of the War of 1812") , one where the Americans won and another where the British won. Study and report back to the class how the Aboriginal people made a different in the outcome of that battle. Be sure to use a digital map. Answer the questions:

How did the War of 1812 affect Aboriginal people?

How did Aboriginal people affect the war of 1812?

Look particularly at the battles at Detroit, Queenston Heights, or Battles of the Thames (same as Moraviatown).

 (*Skill Set*: Print and Electronic Research- see Appendix A)

What was Tecumseh's dream? Did it come true?

 (*Skill Set*: 8 – Content Reading - see Appendix A)

Students read an informational text about the causes, main events, and effects of the War of 1812 and discuss the relationships between the causes, events and results. Students record the impacts of the war on the development of Canada.

6B. 11 BLM: The War of 1812 (2 pages)

 (*Skill Set*: 4a – Collaborative Groups; 10a – Dramatic Presentations- see Appendix A)

Using print and electronic resources, collaborative groups of students research the story of a person or event from the War of 1812. Students create a Readers' Theatre based on the story of their person or event.

6B. 12 BLM: People in the War of 1812

 Historical Thinking Strategy (recommended)

 (*Skill Set*: A17 – Sorting and Classifying- see Appendix A)

Using print and electronic resources, collaborative groups of students research the story of a person from the War of 1812. Students tally points for each person based on various criteria determining historical significance. The persons studied in this strategy are: Sir Isaac Brock; Tecumseh; John Macdonell; and John Norton.

Students should study and score each famous person according to the criteria and then "announce their findings." Students should then be given opportunity to change any of their scores or conclusions based on the reasoning of others—or defend why their own reasoning is superior and must stay the way it is.

6B. HT.13  HT-02-Using Criteria to Determine Who was Most Significant in the War of 1812

ESSENTIAL QUESTION C

As Canada gradually became a democratic country, where people vote for their leaders, (not like a king or queen), who was the best fighter in making this happen: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?



(*Skill Set*: 3b –Public Speaking - see Appendix A)

Students assume the role of an individual involved in the 1837 and 1838 Rebellions (e.g., the radicals Louis-Joseph Papineau in Lower Canada, William Lyon Mackenzie in Upper Canada), or the moderates (e.g., Louis-Hippolyte Lafontaine in Lower Canada and Robert Baldwin in Upper Canada), and prepare and present a persuasive speech expressing their position.

TIP: Refer to the Acquiring Strategy earlier in this Learning Experience that refers to roles in the Rebellions (BLM 5.4.3o—Role Cards: Rebellions of 1837 and 1838). As a part of their presentation, the students representing the reformer groups may collaborate to develop action plans to counteract the Family Compact in Upper Canada and the Château Clique in Lower Canada.



(*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

Using print and electronic resources, students research people or groups involved in the Rebellions of 1837 to 1838, as well as the aftermath of the Rebellions. Students record the position and actions of the individual during and after the rebellions.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html



BLM: Role Cards: Rebellions of 1837 and 1838





(*Skill Set*: 9c – RAFT- see Appendix A)

Students assume the role of a citizen in Canada East or Canada West (e.g., a French-Canadian woman in rural Lower Canada, a radical reformer in Upper Canada...), and write a letter to the editor of a newspaper in 1841, responding to the recommendations of the Durham Report and the changes proposed in the Union Act.

Because the structures and rebellions about government at this time are challenging to young people, provide the Key for the Lord Durham's Report and the Act of Union to students right away and ask them to look for anything that sounds like "bad news" or a "bad deal." Use these details to right the letter to the editor.



BLM: Government Reform: Durham and the Act of Union – Key





(*Skill Set*: 11g – Multimedia Presentations- see Appendix A)

Collaborative groups of students create a multimedia presentation describing why Canada is a bilingual and multicultural country today, and why it is not a part of the United States. Combine group presentations in a class presentation.



(*Skill Set*: 8 – Content Reading- see Appendix A)

Pairs of students read a text about the origins of Canada as "Two Canadas" and discuss whether they think this is an accurate description of the Canada they live in today. Students share their ideas with the class and discuss what they know

about English–French relations in contemporary Canada.

This project should be expanded to include the Aboriginal experience. Some classrooms may have three students of these three cultural heritages. These students could write speeches for a classroom "rally" or "summit" on the future of Canada. Or they could make three posters showing the three cultures and their strengths and use these to lead mini-lessons.

6C. 3 BLM: Two Canadas?

Historical Thinking Strategy (recommended)

(*Skill Set*: 7d – Creating Timelines- see Appendix A)

Collaborative groups of students create annotated illustrations of important people and events in the first half of the nineteenth century in Canadian history for the class timeline.

TIP: Ask students to review their notes and projects to choose the events they consider to be the most important. Students with the same choices of people and events may then collaborate to create their "station" for the timeline.

1B. HT.1 BLM Timeline Clothesline

(*Skill Set*: 11g – Multimedia Presentations- see Appendix A)

Create a graphic novel covering a short story of a meeting between these four leaders:

- What would each of them have said about the unfair government in Upper and Lower Canada?
- What would each of them suggest as a solution? Show their disagreements and where they were in consensus.
- Which of them was the most angry?
- Which of them acted the way you would expect Canadians to act today when faced with a big problem? Explain.

(*Skill Set*: 6d – Preparing and Conducting Interviews; 11g – Multimedia Presentations- see Appendix A)

Study as much as you can about "partnerships." Ask your mayor or chief what kind of partnerships they have become involved in—be sure to take notes either with a pen or digitally using a smartphone with its notepad. Ask for permission to take a digital photo of them as primary evidence for a digital presentation that you might make. Perhaps record the interview with a digital device. Later edit your data and show the class. Introduce your topic of "partnerships" by explaining how LaFontaine-Baldwin could be one of the most famous of Canadian partnerships in the 1800s.

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:	**Other Evidence:**
Each student or group plays the role of journalist for the *Halifax Gazette* (Canada's first newspaper published between 1752 and 1867) and embarks on a long career in journalism by covering the following stories: the coming of the Loyalists and the resulting creation of New	• 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx.

Brunswick, Upper and Lower Canada; causes, actions and consequences of the War of 1812; immigration during this time period; and the quest for fairness in government in the 1830s and 40s. Students may interview thought leaders or representatives from groups involved in these stories from "over the years." Key *Essential Questions* could be asked and then answered with the clarity that comes with understanding the issue. The interviews may take the form of a graphic novel (student shot digital photos imported into Comic Life), a movie (iMovie), a live play or filmed, or even a digital presentation with a question posted on the slide with the student-created audio clip answer ready to be played. **1.** _____ (students' choice) 1 2 3 4 5 **2.** _____ (students' choice) 1 2 3 4 5 **3.** _____ (students' choice) 1 2 3 4 5 **4.** How deeply has the student researched and understood the events and decisions made during this time? 2 4 6 8 10 **5.** To what extent does the student provide an answer that speaks clearly to the essential questions? 2 4 6 8 10 **6.** How well does the student craft the form of the project they have chosen? 2 4 6 8 10 (NOTE: The above example shows: Required criteria: 67% of total score; Student chosen criteria: 33% of total score)	30 minutes each to complete • Portfolio items collected (Appendix C tracker) • Skills attempted/developed (Appendix A, C) • Test – (possible sections) ○ includes an oral or written response to one of the essential questions ○ personal learning connections ○ culture-based connections ○ vocabulary matching or fill in blank

3. THE LEARNING PLAN (classroom teaching stage)

(see "Integration" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1 *Finding Your Place*	**Class 2** Mini-lesson: Essential Question A	**Class 3** Mini-lesson: Essential Question B
Class 4 • Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	**Classes 5-11** Student Inquiries: research, drafting, editing	**Classes 12-13** Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Background for Teachers

The loyalists changed British North America forever. Their arrival from the United States led, in many ways, to the kind of Canada we have today. Introducing the stories of several individual loyalists and the places they are associated with on the map will help students understand this period in Canadian history and it will help them with their inquiries.

Activity

- Share the story of a loyalist including locating on a map where they came from in the American colonies and where they eventually settled.
- Think about what it means to be 'loyal', and why the arrival of a large number of these people might have changed Canada's history.

Materials/props/space needed

- Canvas Map of Eastern North America
- rope

FYP 6.1 BLM: Loyalist Boston King

FYP 6.2 BLM: Loyalist Molly and Joseph Brant

FYP 6.3 BLM: Loyalist Sarah Sherwood

FYP 6.4 BLM: Loyalist William Schurman

Layered Maps CD:

- 16- Loyalist Settlements 1780
- 15-The Quebec Act 1774

Skills Sets:

- 7b – Using/Interpreting Maps

Skills

- S-200 - Select information from oral, visual, material, print, or electronic sources.
- S-201 – Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps*
- S-403 - Present information and ideas orally, visually, concretely, or electronically.

Procedure

1. Place the borders on the map as seen on the 13 Colonies and the Ohio River Valley after the Quebec Act, 1774 map (or challenge one student to do this while rest of class is working on another project).
2. Gather students around map and ask them about who lives in each of these areas and where they were from. Ask them to think about what happens when people need/want more land, what do they do?
3. Discuss what it means to be 'loyal'. Who are they loyal to in their lives? What would they do to remain with their families? Would they leave their home, their community, their job?
4. Photocopy the loyalist stories which include their instructions for the activity.
5. Either divide your class into four groups or ask for four volunteers ahead of time to prepare to present their Loyalist story to the rest of the group. They should only need about 15 minutes to read and find the places uses the atlas and maps provided.
6. Either in groups or as individuals ask each group to portray their loyalist story using the map and any props they could think of to enhance the story.
7. All groups should use the Loyalist Settlement map to locate New Brunswick, Nova Scotia, Upper and Lower Canada, PEI, the American colonies and the Indian Territory on a map.

Inquiry Activity

Ask students to research other loyalist stories using sites such as http://museum.gov.ns.ca/Blackloyalists or http://www.collectionscanada.gc.ca/education/sources/008001-4010-e.html and using the map, other props and costumes have them act out their chosen stories. One of the stories they should include is a modern day one which answers 'where are the loyalists today?'

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at your answer?

Example of a Mini-Lesson Hook

"Do you have a friend that has done something important but other people don't?"



Critical Thinking Strategy (recommended)

Step 1 Introduction

Explain to students that the essential question that they will be taking up is

Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at your answer?

In preparation for the critical challenge, "Create a great brochure suggesting reasons a particular Loyalist group or individual should be celebrated and known to all Canadians" ask students who they think all Canadians should know about.. Or, you may want to suggest to students that they have been hired by the government to write a brochure about a great Canadian. Once the class has brainstormed "great Canadians" tell them that they need to know what a great brochure looks like.

Step 2 Activity: What is a significant contribution?

Collect a number of brochures about a region, town etc. You will need five to six copies of each brochure so each group of

students have the same brochures. Divide the class into five or six groups and provide them with a set of brochures. Tell students that their task is to identify which brochure they think in the best brochure. Have them identify reasons as to why they believe one brochure is better than the rest. If students have difficulty with the task you may want to give them the criteria for a great brochure such as:

- Informative: Gives important information about the person
- Visually appealing: Includes images of the person or about the person's accomplishments
- Proper format: Follows a brochure format-not too much text, correct spelling and grammar, etc.

You may want to project slide one of LE6 power point.

Have each group offer their choice of best brochure to the class with reasons for choosing that brochure. (If you have not given the class criteria this is an opportunity to develop criteria as a class as students often identify the same reasons for their choices).

Step 3 Activity: Introduce the Critical Inquiry

Suggest to students that their next task is to create a "great brochure" that illustrates reasons why people should move to Canada. You may want to review the "best things" about Canada at this point. Record the critical inquiry on the board with the criteria for a great brochure.

"Create a great brochure suggesting reasons a particular Loyalist group or individual should be celebrated and known to all Canadians"

Criteria may include:

- Informative: Gives important information about the place
- Visually appealing: Includes images of the place
- Proper format: Follows a brochure format-not too much text, correct spelling and grammar, etc.

Or you may want to use the criteria that the class has developed as a whole in the last step.

Provide students with magazines etc that they can cut up to use in their brochures. You may want to print images etc from the internet for their use. Have students complete the critical inquiry.

Step 4 Activity: Share your brochures

Once students have completed the critical inquiry you may want to post their brochures and have students do a gallery walk. At this point you may want to initiate a class discussion on how they made their decision about the greatness of a particular Canadian. Ask students if there are certain common characteristics of "great" Canadians. You might want to suggest that common characteristics could be used as "criteria" for a great Canadian. Such criteria may include

- has made Canada a better place to live
- has promoted Canada on the international stage
- has bettered the lives of Canadians
- has done something unique that other Canadians admire

There could be a number of criteria for a "great Canadian" and you may want to guide the class in choosing criteria for their choice of a Loyalist group or individual that all Canadians should know about.

Once students have completed the critical inquiry you may want to post their brochures and have students do a gallery walk.

6C. CT BLM: LE#6 Powerpoint

(*Skill Set*: 9a – Journals- see Appendix A)

Present the following scenario to students:
Imagine that you live in a country that is a colony of Britain, and that the people of that country are rising up in war against Britain because they want greater independence. You are considered to be a traitor if you do not agree with this war. Your property and land is confiscated from you, and you've been ordered to leave your land. You can only take with you what you can carry. What do you do? How do you feel? Where would you go? What would you find to be the most difficult problems in migration? How do you think your life and identity would change?
Using Think-Pair-Share, students discuss, record, and share their thoughts about the effects of migration and contact with other cultures.

(*Skill Set*: 3a – Discussion- see Appendix A)

Students review examples of expressions using the term "revolution". Students discuss the meaning of the word and, using dictionaries and other sources, verify their predictions. Students create a definition of the term "revolution" in their own words and discuss possible reasons why revolutions occur in history.
note: Help students to focus on the idea that in a revolution the existing structures of government are completely transformed or replaced by the governed.

6A.4 BLM: What is a Revolution?

(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Students view a video segment of CBC's *Canada, A People's History*
(Episode 5 – A Question of Loyalties) about the United Empire Loyalists and their arrival in Canada. Students note details about who the Loyalists were, why they came to Canada, where they settled and how their arrival changed the Canadian population in eastern Canada. Following the viewing, students share and discuss the information they have gathered.
Tip: As it is difficult to observe several elements at once in a single viewing of a video, groups of students may take responsibility for noting different topics or questions, sharing their information after the viewing.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

(*Skill Set*: 1 – Active Listening- see Appendix A)

Students listen to extracts from Loyalist or Patriot (pro-Independence) speeches, poems, songs, or literature and discuss the motivations of each group.
Note: Encourage students to highlight the conviction expressed by each side that theirs was the only morally defensible position. This may help them to understand why the Loyalists were treated as traitors in the American colonies.

6A.6 BLM: British Loyalty or American Independence (2 pages)

(*Skill Set*: 9a – Journals- see Appendix A)

Students write a journal response to the statement: *"The story of Canada is the story of many people coming to this land in search of a better life"*.

(*Skill Set*: 7b – Using/Interpreting Maps - see Appendix A)

Students view and compare a 1774 map of Canada and a 1791 map of Canada, and note differences in the political divisions of Canada at each time. Students discuss possible reasons for the changes to the map and how the population of Canada may have changed during that period.

6A. 8a BLM: A Changing Map of Canada

6A. 8b 5.4.1c BLM: A Changing Map of Canada – Key

(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Review with students the consequences of the arrival of large numbers of Loyalists on the government of British North America (i.e., the Constitution Act of 1791 which divided the Province of Québec into Upper Canada and Lower Canada and established an elected assembly for each province). Collaborative groups of students Sort and Predict characteristics of Upper Canada and Lower Canada to describe differences between the two provinces.

6A. 9a 5.4.3b BLM: Sort and Predict: Upper Canada and Lower Canada

6A. 9b 5.4.3c BLM: Sort and Predict: Upper Canada and Lower Canada—Key

(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Using page 172, 173 in the *People and Stories of Canada* students match the situations that resulted with the coming of the Loyalists to the political boundaries formed to accommodate them and others already here.

6A. 10a 5.4.1j BLM: New Places with New Faces

6A. 10b 5.4.1j BLM: New Places with New Faces - Key

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 1, Disc 3
Episode 5
A Question of Loyalties

Episode Beginning (8 min)
Quebec is loyal to Britain. The French-speaking Catholic population as been allowed freedom of religion, language, traditions, even as a British colony. Guy Carlton is governor. Republican Thomas Walker tries to convince Canadiens to join American revolution. The Catholic church is a strong ally of Britain (knows Americans won't allow Catholic religion if they win). In April 1775 – Lexington, Massechussets is first battle of the American Revolution. Americans want strategic Quebec.

The World Turned Upside Down (7 min.)
The American Revolution Divides Americans. Thousands –called 'enemies of American liberty' (Loyalists) are driven out. 100,000 leave. ½ of them move north. **Black, White, Aboriginal** all flee northward… Butler's Rangers among others harass the Americans.

His Majesty's Loyal Allies (6 min.)
Joseph Brant (Tayadonega) Chief of Mohawk tribe and other Aboriginal groups are among the Loyalists (Six Nations). He goes to appeal to King of England. Britain agrees to preserve Aboriginal lands in return for their military support. 6 Nations tribes split (4 on British side, 2 on American). Washington's orders army to destroy the land and communities and all inhabitants. Remnants retreat north.

Exile (5 min.)
The tide of the American war turns. Thousands of Black slaves, including Boston King, escape and flee to New York, where British still hold on in 1783. Some go to Jamaica, Britain and, many, to Nova Scotia.

Nova Scotia (6 min.)
Loyalist refugees triple the population of NS overnight. 20,000 refugees, including Blacks. Poverty is widespread. **Boston King** and others leave to Sierra Leone. Many stayed in Nova Scotia.

The Upper Country (7 min).
Butler's Rangers are in the Niagara peninsula. Now they settle down. British try to get Iroquois lands in the peace treaty with the United States. This is refused.. In 1784, most of these displaced Aboriginal peoples move to Canada. Loyalists begin moving into Lake Ontario region. They want their own colony, separate from Quebec. New Brunswick is created out of Nova Scotia. In order to preserve the peace, Upper and Lower Canada are created, in June ,1791. Each of the Canadas has its own governor and elected assembly. Many American settlers come North too.





Maps:

- *The 13 colonies, 1774* (p. 162)
- *Loyalist Settlements* (p. 172).

Layered Maps CD: 21-Upper and Lower Canada; 16-Loyalists Settlements



Short Story:

PSC*: Taking Flight* (p. 165)



Exposition

- PSC: *Unrest in the Colonies* (p. 162-163)
- PSC: *The Revolutionary War* (p. 164)
- PSC: *The End of the War* (p. 171): *The Treaty of Paris*, 1783; *The Gun Shot Treaty*, 1792
- PSC: *Where the Loyalists Settled* (p. 172-3)



Websites

- (Exposition and many pictures)
  http://www.northernblue.ca/products/index.php/Products_and_Portals
- Why Loyalists Came:
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 4. British North America 1760-1830>A. American Revolution>log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > "A. American Revolution" > perhaps use: "Background""; "The Thirteen Colonies" ; "An American Consciousness"; "The Declaration of Independence";
  The Coming of the Loyalists: Who Came?
  "Loyalism in America"; "Loyalists Numbers"; "Maritime Loyalists"; "First Nations and Loyalists"; "Settling the Loyalists in Quebec"; "Settling the First Nations"
- (Exposition, image, related articles) Search field: "Loyalists"
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCESearch&Params=A1
- The United Empire Loyalists (links to Loyalist communities)
  http://en.wikipedia.org/wiki/United_Empire_Loyalist
  http://en.wikipedia.org/wiki/Shelburne,_Nova_Scotia
- Black Loyalists
  http://en.wikipedia.org/wiki/Black_loyalists
- Birchtown
  http://en.wikipedia.org/wiki/Birchtown,_Nova_Scotia
- Loyalists (The American Revolution)
  http://en.wikipedia.org/wiki/Loyalist_(American_Revolution)
- http://www.historytrek.ca/
  Search: "Loyalists"
  - New Brunswick (The British Colonial era—see paragraphs 1 and 2)
    http://en.wikipedia.org/wiki/New_brunswick
  - New Brunswick (and the Loyalists)
    http://www.pc.gc.ca/apps/cseh-twih/archives2_E.asp?id=18
  - Upper Canada (see paragraphs 3)
    http://en.wikipedia.org/wiki/Upper_canada
  - Lower Canada (see paragraph 1)
    http://en.wikipedia.org/wiki/Constitutional_Act_of_1791



Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION B

Which is the most important person, event, or consequence of the War of 1812?

Example of a Mini-Lesson Hook

"What would it feel like to be invaded by another country?"

"Why do some people become famous during times of war?"



(*Skill Set*: 3a– Discussion- see Appendix A)

Using Think-Pair-Share, students consider whether there has ever been a war between Americans and Canadians, and if so, what may have caused the war, and how and when the U.S–Canada border may have come to be established? Students share and discuss their predictions with peers.

TIP: The border between the United States and Canada is said to be the longest unprotected border in the world. Even when the Americans were at war with England for their independence, the British colonies in Canada did not engage in battle against the Americans

RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 1, Disc 3
Episode 5
A Question of Loyalities

A Mere Matter of Marching (5 min)

British tactics in war with France enrages America. Ships seized, men pressed into service. Can't attack Britain directly, but can attack her colonies in North America. Isaac Brock begins to marshal armed forces to protect. Tecumseh doesn't love British, but despises Americans, who have been stealing Indian territory. Begins to gather fighters. Tip the balance. June 18, 1812. America declares war on Britain – **War of 1812**.

The Detroit Bluff (6 min)

Detroit is first vulnerable spot Americans could attack. **Brock** takes offensive – with only 300 men. Indian tribes encouraged. **Tecumseh**, with 600 warriors join in. Brock fits out 400 more Upper Canadian militiamen in regular army uniforms – to bluff Americans. The Americans are terrified of Indians. Turns the tide. American commander of Fort Detroit surrenders.

Queenston Heights (7 min)

1812 – An American army prepares to avenge loss at Detroit. Garrison at **Fort George** engaged in battle. 1200 American troops crossing Niagara river. Counter-attack fails. 80 **Mohawk warriors** led by son of **Joseph Brant's son Norton** are all that stand. Americans start to waver. British reinforcements arrive. American commander surrenders. 925 prisoners. **Brock** killed by a sniper.

Tecumseh's Last Stand (8 min)

Tecumseh is striving to form an independent **Indian confederacy** strong enough to resist American expansion. Nation within a nation. British forces defeated on **Lake Erie**, Proctor retreats. Tecumseh's men make last stand. He is killed. His army broken. Aboriginal forces never as important again.

	Canadians Know How to Fight (6 min) Americans plan to attack Montreal. **Fight at Chateauguay**. **Chrysler's farm**. Americans lose.
	Traitors and Heroes (9 min) Joseph Wilcox – member of Assembly of Upper Canada. He and some others in Upper Canada side with Americans. Some hung. Battle at **Lundy's Lane**. Last major American invasion fails. Peace treaty signed in 1814. Canada never again attacked. Canada determined not to become American, draws closer to Britain.
	**Exposition:** PSC: *The War of 1812 (p. 176-181)*
	**Exposition:** The 10 Most Significant Conflicts on Canadian Soil. *Battle of Queenston Heights* (p. 34-37)
 	**Map:** PSC: *Key Battles of the War of 1812* (p. 179). Layered Maps CD: 17-Battles of War of 1812
	**Primary Source:** • PSC: (speech) *Tecumseh* (p. 177). • PSC: (painting) *Battle of Queenston Heights* (p. 179).
	**Websites** • http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 4. British North America 1760-1830 > E. The War of 1812 > log-in (at top left)>USERNAME: EducationNWT Password: nwtece999 > return to "E. The War of 1812" > many choices: choose an event: section 6: The Campaign of 1812: The First Battles (includes Queenston Heights) section 7: The Campaign of 1813 section 8: The Campaign of 1814: British Retreat at Chippawa section 9: Lundy's Lane choose an person: section 6: Tecumseh, Brock, Norton section 7: Laura Secord, Wilcocks, Brant choose a consequence: section 10: The British Burn Washington section 11: The Treaty of Ghent section 12: conclusion • The War of 1812: Canadian Encyclopedia http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008442 NOTE: the hyperlinked names/battles in the article NOTE: maps at the bottom of article • www.wikipedia.org "War of 1812 Campaigns" (see first section "Canada, 18 June 1812—17 February 1815) "War of 1812" (pics) NOTE: section 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5 • http://www.historytrek.ca/ Search: "The War of 1812"
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION C

As Canada gradually became a democratic country, where people vote for their leaders, (not like a king or queen), who was the best fighter in making this happen: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?

Example of a Mini-Lesson Hook

"What should you do if you are not treated fairly?



(*Skill Set*: 8 – Content Reading - see Appendix A)

Students first learn where the main characters of the 1837/38 rebellions and its aftermath were from. The problem of fairness and representation is presented in a primer fashion. Students are then asked to categorize the methods of the main players as either violent or non-violent deciding which method provided a resolution. After explaining why that method was successful, the students will choose two words from their explanation that summarize the method.
Finally students consider a school scenario of an unfair condition that requires them to provide a LaFontaine-Baldwin solution.



BLM: - It's Not Fair



(*Skill Set*: 3a – Discussion- see Appendix A)

Present the following scenario to the class:
For the next two weeks, all decisions in this classroom will be made by myself in consultation with a group of three students whom I will select. Only these students will have any say in my decisions. Only these students will obtain special privileges. The preferences and opinions of these three students, whom I will call the Clique, will always have priority over the preferences and opinions of the rest of the class, even if the whole class is
in disagreement with them. New class rules will be set up by the Clique, subject to my approval. Other students may only obtain special privileges (e.g., choosing where they may sit, being given free time, choosing what groups they work with), if they agree with the opinions of the Clique. The Clique alone has the privilege of making a request directly to me. All the rest of the class members must make their requests through the Clique. The class cannot change any of the rules, decisions or privileges made by the Clique and myself. Members of the Clique are allowed to give special favours to their friends, and are allowed to receive bribes or special favours from class members in order to try to influence them. None of these privileges can be changed by the class – only I can change any privileges.
Explain to students that this in effect was the scenario of living in Upper Canada or Lower Canada in the early 1800s. In collaborative groups, students discuss what they think this scenario tells them about British colonial rule at that time (e.g., ordinary citizens had no say in decisions, all power was held by non-elected British officers, only a select few in the colonies had a direct voice in government, jobs and favours could be bought and sold…). Students discuss the types of problems living in this sort of situation may have caused and how it might have been resolved by the citizens.



(*Skill Set*: 1 – Active Listening- see Appendix A)

Students listen to the lyrics of the traditional French folk song, Un Canadien Errant/ A Wandering Canadian, about an exiled Patriote following the Rebellion in Lower Canada. Students discuss the feelings expressed in the song, and other observations (e.g., their impressions of the consequences of the rebellions, whether they think the punishment of the rebels

was fair, did the reformers make the right choice in resorting to violence, and were their actions effective in changing government?).

Note: This song has been recorded by Leonard Cohen, Nana Mouskouri, and a number of francophone Canadian artists.

6C. 13 BLM: Un Canadien Errant/A Wandering Canadian

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 2, Disc 5
Episode 7
Rebellion and Reform

Three Angry Men (8 min)
William Lyon Mackenzie opposes 'The Family Compact' in print. Joseph Howe does the same in Nova Scotia – says they're stealing public money. Reformers like these two want responsibility (that government is chosen by and responsible to) the people. In Lower Canada, in La Minere newspaper, **Papineau** opposes appointed governor.

On the Eve of the Rebellion (9 min)
1837- The Patriotes now move to defiance of government. Demonstrations. **Papineau** recommends disobedience, others armed rebellion. **Mackenzie** tries to organize opposition. British garrison is all sent to Lower Canada.

The Die is Cast (9 min)
Lower Canada is in turmoil. Nov 23, 1837 – At St Denis there is a battle between the rebels and the British. The British retreat.

The Explosion (10 min)
Nov 25-1837 – St Charles battle – 150 Patriotes killed. 7 British soldiers. **Mackenzie** decides time is right to attack Toronto. He brings together like-minded reformers/rebels at Montgomery's tavern. Militiamen attack the tavern and burn it. Mackenzie flees to US.

The Last Stand (6 min)
Two Mountains battle in Lower Canada, St Eustache, battle in the church. **Papineau** is exiled. Martial law is declared. The rebellions have been crushed.

The Union of the Canadas (12 min)
1839- bad harvests. Many despairing. Opponents of reform have won. Durham submits his report in London. One of the reformers demands accepted. Those that are running government should be elected. He sees a war between races. Recommends unifying the colonies, to assimilate the French. **Robert Baldwin** sends a letter trying to form an alliance between Patriotes and reformers in Upper Canada. **Louis Lafontaine** agrees . This Reform Alliance forms a majority in new unified Assembly. Act of Union 1841. One language, one colony etc. Lafontaine elected in Toronto, Baldwin near Montreal. Battle for government to be elected is won.

Vindication (9 min)
Self-government finally granted. In 1847, Joseph Howe's party wins election. First 'responsible' government in British empire colonies. **Baldwin and Lafontaine** elected in Canadian Assembly. Rebellion Losses Bill introduced. English in Lower Canada furious. Burn parliament (which is in Montreal). Lord Elgin supports bill, indication that colonies can govern themselves.

	An End and a Beginning (3 min) 10 years after burning of parliament, things have settled. 2 ½ million people live in Canada. **Baldwin** retires. **Lafontaine** also. Both die within several years. **Mackenzie** returns from US, is elected to parliament. Largely ignored . **Papineau** returns to Canada. Has lost his influence. Joseph Howe continues in politics. Champions the building of a railway across Canada.
	**Exposition:** • PSC: "Upper Canada Rebellion" (p. 192-195) • PSC: "Lower Canada Rebellion" (p. 198-201) • PSC: *French-British Cooperation –Baldwin-Lafontaine* (p.205)
	**Primary Source:** • SC: (handbill) *Mackenzie's Call to Rebellion* (p.63) • SC: (song) M.A.Gérin-Lajoie. *Un Canadien Errant* (64-65)
	**Exposition:** The 10 Most Significant Conflicts on Canadian Soil. *Rebellions of 1837* (p. 14-17)
	**Short Story:** SC: *The Boy with an R in his Hand* (p.61-62)
	**Map**: PSC: *Upper and Lower Canada* (p. 189)
	**Websites** • http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 5. Conflict and Change: A. Background of Discontent > USERNAME: EducationNWT Password: nwtece999 > return to "A. Background of Discontent" (see #5 Upper Canada's Reformers: **Mackenzie**) > "8.1 Louis Joseph **Papineau**") also: "E. Road to Responsible Government" > scroll down to (The Reformers Unite (**Baldwin** and **Lafontaine**) • The Treaty of Paris (1763): Canadian Encyclopedia Papineau: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006069 Mackenzie: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004947 Baldwin: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0000479 LaFontaine: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004461 • www.wikipedia.org "Louis-Joseph Papineau" (pictures) "William Lyon Mackenzie" (many pictures) "Robert Baldwin" (pictures) "Louis-Hippolyte Lafontaine" (pictures) • http://www.historytrek.ca/
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the *Essential Question Resource Lists* (below) for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B which is already written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.



BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions,** and **Assessment Evidence**). Rubrics should be started with weighted criteria; an "Electronic Rubrics" template is provided below to facilitate this. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.



BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** available. These lists can be modified by the teacher if necessary.

Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.



BLM: Essential Question Resource List A



BLM: Essential Question Resource List B



BLM: Essential Question Resource List C



Imaginary Map of Canada

Map Credit: GNWT. This map shows what Canada may have looked like today if the many true stories that happened during this time period had turned out a different way.

STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

This Learning Experience encourages students to imagine a different Canada – or that Canada could just as easily not have existed at all. The various tensions, pressures, threats and promises that swirled around British North America in the mid 1800's ended up with Confederation and a new country in 1867, but could just as easily have not done so. Some of the specific questions –from American expansionism, to Fenian raids and Maritime Union are explored. Students also define which ideas and politicians of the time they most agree (or disagree) with.

SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

Essential Question A *What stories would explain the different parts of the Imagine If... map of Canada?*

It is sometimes difficult to imagine that Canada has not always existed in the form it does today. Even though many of us have lived through recent changes, such as the creation of Nunavut and a re-defined NWT in 1999, it can come as a surprise that the *very existence* of Canada was not at all a sure thing in 1867. The debates in the years leading up to the Charlottetown and Quebec Conferences of 1864 might have led a betting person to wager against the 'Federal Union' ever taking off as an idea. A Maritime Union was a more likely development. An American absorption of the West seemed like a good possibility as well.



Imaginary Map of Canada

Map credit: GNWT

There were strongly felt and articulated arguments and pressures both for and against the idea of Confederation. The context of the time may help us to understand what happened in 1867, and how the Canada we live in today has been shaped.

The Background which follows provides information related to Essential **Question A** and **Essential Question B** and gives the setting for inquiries related to both.

Essential Question B *What was the best argument for or against Confederation?*

Seven factors shaping the Confederation debates:

1. There are some parallels between the relationship that France had with Quebec in the late 1700's and the evolving relationship that Britain had with Canada (and many of her other colonies) in the mid-1800's. Britain in the 1860's had a far-flung empire: from Australia to Hong Kong to India and North America, and she was struggling to manage and defend it. Britain was interested in having many of her colonies assume more responsibility for managing their own economies and other affairs. Colonies like those in North America were very aware of this 'downsizing' goal Britain had. Some way of governing and defending themselves had to be found to replace the

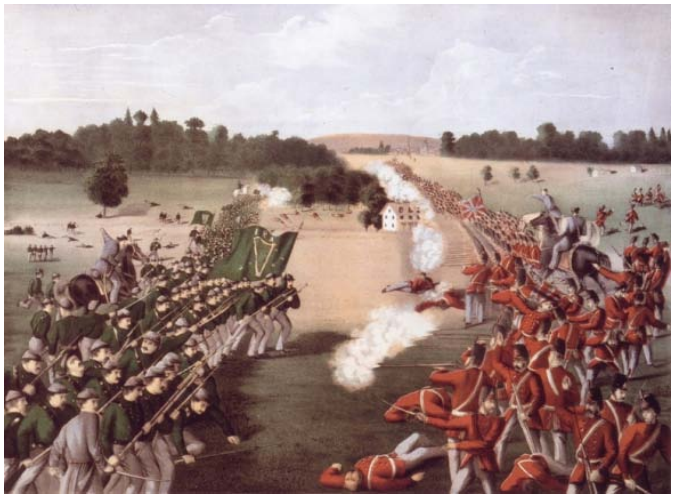

"Manifest Destiny" by John Gast, 1872. Image in public domain; made available for sharing by user, AThing, in Wikipedia article, "Manifest Destiny"

roles Britain had previously played. *If the colonies couldn't agree, would they be invaded or go bankrupt?*

2. In 1865 the United States had cancelled the *Canadian-American Reciprocity Treaty*. This treaty had allowed products to enter the US from the northern colonies without taxes or tariffs. Britain had supported the southern states (Confederates) during the American Civil War (1861-65), and when the Northern States (Union) won the war, they were not inclined to continue privileged trading arrangements with Britain's colonies in North America. The economic survival of Nova Scotia, New Brunswick, the Province of Canada, PEI and Newfoundland, was seriously threatened if their access to southern markets was cut off. Freer trade arrangements between the colonies themselves became a critical objective for many. *But could they agree to some way of eliminating the trade barriers between themselves?*

3. Compounding this sense of economic uncertainty for the northern colonies was the perception of a growing threat of invasion from the United States. American expansionism was perhaps most dramatically expressed in the doctrine of *Manifest Destiny*, which claimed a divine right of the American way of life and institutions to expand across North America (and in various interpretations this included Canada and Mexico). The growth of this doctrine was obviously of great concern to those people who already lived in the territories that might be affected by this American expansion. The huge area west of Ontario was considered to be 'empty' by many Americans (and some in Canada West as well). This area might be the first one to be 'filled' through this American vision. In 1866, a bill was introduced in Congress entitled '*A Bill for the admission of the States of Nova Scotia, New Brunswick, Canada East and Canada West, and for the organization of the Territories of Selkirk, Saskatchewan and Columbia*. It gave a detailed proposal for how the British colonies could be annexed to the United States, with compensation to Britain in precise amounts for things like canals, forts etc. It was an unsettling development to many in the northern colonies. Further, In 1867 the United States purchased Alaska from Russia. There was a strong interest in British Columbia as well. The small British colonies on the Pacific Coast and in Eastern North America could do little to oppose such expansion individually. *What if Americans began to pour into the sparsely populated West – would it become part of the United States?*

4. And if the divine right of America to expand her territory was condoned as an *idea* by significant elements in American society, to many people in the northern colonies the growing presence of Fenians seemed to be the practical *tool* of this expansion. The Fenians wanted an Irish Republic, independent of Britain. Many of them believed that invading, and even annexing , the British colonies in North America would force Britain to negotiate on this issue. In 1866 there were several Fenian raids into Canadian territory, involving hundreds, if not thousands, of armed troops – many were experienced soldiers recently released from service in the Civil War. It appeared obvious to many in the northern colonies that the American government knew of the planned attacks, and did little to prevent them. This direct threat to the individual colonies was in/on many people's minds, and teed to find security in a larger alliance was very real. *What if the Fenians invaded again - would Britain 'give away' one – or all- of the colonies in North America to make peace with the United States?*



"The Battle of Ridgeway", 1869 illustration from Library and Archives Canada, C-018737. Image in public domain; made available for sharing by user, Scorpius59, in Wikipedia article, "Fenian Raids"

We are the Fenian Brotherhood, skilled in the arts of war, And we're going to fight for Ireland, the land we adore, Many battles we have won, along with the boys in blue, And we'll go and capture Canada, for we've nothing else to do. --
Fenian soldier's song

These four, mostly external, factors caused a great deal of uncertainty and worry in the northern colonies. They also created a favourable 'climate' for new ideas that went beyond the responses that each of the individual colonies could generate. Other factors were also shaping the climate of the day.

5. The *Province of Canada* sounded like a good idea at the time – at least to Lord Durham in 1840. In an attempt to absorb the French-Catholic population of Lower Canada into the culture and language of the rapidly-growing English-Protestant population of Upper Canada, Durham's report had coagulated them together with one House of Assembly. This Assembly had equal numbers of representatives from both of the 'Canada East ' and 'Canada West' provinces – even though the eastern province's population was 50% larger than that of the western one at the time of this Act of Union. Beyond enraging the French-speaking representatives and population (all proceedings in the Parliament and commerce were also henceforth to be conducted in English only), this structure guaranteed a kind of permanent stalemate as representatives of the two provinces were unable to agree on almost any issue, and didn't have the votes necessary to make changes. *Could a solution to the stalemate be found?*



PROVINCEOF CANADA. 1841

Map credit: GNWT

6. The population of 'Canada West' had been increasing rapidly, and many people who lived there liked the idea of expanding further to the West. The Hudson's Bay Company had owned all of Rupert's Land since 1670. Many people thought that Rupert's Land should be acquired from the HBC and become part – a huge part - of a new nation. If British Columbia was to eventually be part of Canada, some means of connecting that region to the rest of Canada would have to be built – such as a railway. *Canada West alone couldn't afford to pay the Hudson's Bay for their prairie territories, nor build a railway, but perhaps with other partners…?*

7. Faced with the restrictions on trade with the United States, the various British colonies in North America were forced to consider other trading arrangements. The Maritime colonies, especially, were deep in discussion about a possible 'Maritime Union', which would bring together the colonies of Nova Scotia, New Brunswick and Prince Edward Island, and reduce impediments to trade amongst themselves. In 1864 they organized a meeting in Charlottetown to take these discussions further. *What if people from 'the Canadas' who were interested in a larger union crashed the meeting…?*

Some of the most powerful tools of the growing economies of 'Canada East' and 'Canada West' were their railroads. With trains, huge quantities of goods and people could be moved long distances very cheaply – once the railway was built. Like the Mackenzie Valley Pipeline today, however, a project like the railway was a hugely expensive undertaking. The Maritime colonies may have been deep in discussions, but they were also deeply in debt. Many leaders in the Maritimes were eager to get a railway extended from Montreal, which would allow them access to the growing markets of the two provinces of Canada – but they couldn't afford to build one to the Maritimes (let alone across the West). *Perhaps if the colonies all joined together…?*

So, in the 1860s there was a volatile, fragile, divided, nervous, optimistic atmosphere pervading the many different discussions that were underway about what might happen in the British colonies in North America. Nothing was settled, and everything seemed open for discussion. An exciting time.

All of these factors, internal and external, were still just factors until they were brought together by living, breathing individuals. The role these individuals played is one of the most interesting parts of our country's history. Learning their stories is a powerful way to help young people engage with the more abstract ideas of what Confederation was and meant- and how the events and people of 1867 shaped the Canada we live in today.

Negotiating Confederation

Two Essential Questions can be addressed through student exploration of these seven 'factors':

Essential Question A. What stories would explain the *Imagine If...* map of Canada*?* The map of Canada could be very different (or even non-existant) if any of the factors mentioned had played out differently. This question asks interested students to look at the factors, and an invented map of what Canada and imagine what parts of Canada's story might have played out differently to explain that map. 'Right' answers are in some ways impossible for this question, but a coherent explanation will be based on historical and critical thinking skills that can be demonstrated.

Essential Question B. What *was the best argument for or against Confederation*? (KH-041)

This question encourages students to explore the different pressures and possibilities that existed for the future of the British colonies in North America. Any of the 7 factors could be explored, singly or in combination in their inquiries.

In **Essential Question C**. "*From the perspective of __(pick a person from the list)__ what were the advantages or disadvantages of Confederation (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper)?*

People of interest:

John A Macdonald –from Canada West. A lawyer who had experienced personal tragedy in the death of his wife and child, who liked to drink and who was a politician to the bone. Macdonald rises from a less-than-privileged childhood, finishes school at age 15 and is running 2 law offices by the age of 19. By age 40 he has founded the Liberal-Conservative party, and is the Joint Premier (with Cartier) of the Province of Canada by 1856. By 1864 he is convinced that a deal to allow the British colonies (Canada East and West, New Brunswick, PEI and Nova Scotia) to join together could be possible. If a deal could be done, he would be at the centre of it. From early on, he is one of the people who dreams of a Canada that stretches across the continent. From 1864-67 he is deeply involved in the development of legislation that could make this confederation possible. He becomes the first Prime Minister of Canada in 1867, and wins 6 majority governments over the years to come. Often credited with being the primary architect of Confederation, during his terms in office, his vision of Canada *'A mari usque ad mare'* (from sea to sea- Canada's motto today) comes to reality- warts and all.



"John A. Macdonald", 1870, from the Library and Archives of Canada. Image in public domain; made available for sharing by user, Mortadelo2005, in Wikipedia article, "John A. Macdonald"



"George-Etienne Cartier", photo by William Notman, 1871, from the McCord Museum, I-67119. Image in public domain; made available for sharing by user, Connormah, in Wikipedia article, "George-Etienne Cartier"

George Etienne Cartier- from Canada East – exiled for his role in the Rebellions of 1838, he turns his back on Papineau's violent approach to changing things and, returns to Canada a year later and is elected to the Lower Canada Assembly. He is the lawyer for the Grand Trunk Railway, a position that may play an important role in the Confederation debates later. He becomes co-premier of the United Province of Canada with Macdonald, and is deeply involved in the deal-making conferences leading to Confederation. Cartier is largely responsible for gathering support for Confederation among French Canadians. For several years he is a member of both the Parliament of Canada and the Legislative Assembly of Quebec. Busy guy. He helps negotiate the purchase of Rupert's Land and the North-Western Territory from the Hudson's Bay Company, and the subsequent entrance of Manitoba and British Columbia into Confederation.

George Brown –from Canada West – Known initially as the founder of the *Globe* (today's *Globe and Mail*), he was dedicated to reform in many areas. He founded the *Anti-Slavery Society of Canada* and was involved in the Underground Railroad. He was elected to the Legislative Assembly of the Province of Canada in 1851, and came to be the leading

advocate of 'Representation by Population' (Rep by Pop). For a long time he opposed Macdonald's ideas for a federation. He thought there should be Free Trade with the United States, and argued for an appointed Senate. His change of mind, and participation in the 'The Grand Coalition' (with Cartier and Macdonald) which supported Confederation was a key part the success in these discussions.



"Thomas D'Arcy McGee", photo by William Notman, 1868, from Library and Archives of Canada. Image in public domain; made available for sharing by user, Jeangagnon, in Wikipedia article, "Thomas D'Arcy McGee"

Thomas D'Arcy McGee – from Canada East – born in Ireland, he became involved in Fenian activities and *The Young Irelander Rebellion* of 1848. He fled a warrant for his arrest for these activities, and ended up in Montreal. There he set up a newspaper, and was soon elected to the Legislative Assembly of the Province of Canada. Renouncing his Fenian views, he often spoke out for a 'Canadian nationalily' and against the sectarianism he had experienced in Ireland. He was elected to the 1st Canadian Parliament in 1867. In 1868 he was assassinated, apparently by a Fenian sympathizer.



"George Brown", photo Hunter & Co., from Library and Archives of Canada. Image in public domain; made available for sharing by user, MagnusManske, in Wikipedia article, "George Brown (Canadian Politician)"

Charles Tupper – Nova Scotia. Premier of Nova Scotia from 1864-67, he led that colony into Confederation.. While involved in provincial politics, he established public education in Nova Scotia. In 1864, he proposed a Maritime Union, to bring those eastern colonies together. It was to finalize this proposal that the Charlottetown conference had been organized in 1864 – when the 'Canadians' crashed the meetings with their ideas of a bigger federation. Tupper organized a *Confederation Party* to combat Joseph Howe's '*Anti-Confederation Party'*, and won that battle. He served in multiple cabinet roles as a federal politician, and was High Commissioner to the United Kingdom. During a political crisis in the Conservative Party, he was invited to replace the sitting Prime Minister, thus becoming the 6th Prime Minister of Canada – but before he could be sworn in an election was called – which his party lost. His was the shortest term of office of any Prime Minister (69 days).



"Sir Charles Tupper", photo by William James Topley, 1896, from Library and Archives of Canada. Image in public domain; made available for sharing by user, Dbenbenn, in Wikipedia article, "Sir Charles Tupper"

Samuel Leonard Tilley – New Brunswick. He was descended from United Empire Loyalists. He was an activist in the temperance movement. He was first a member of the New Brunswick Assembly, and served as premier from 1861-65. He supported New Brunswick's entry into Confederation, and the construction of an intercolonial railway. He became a cabinet minister in Macdonald's government , including the finance portfolio for several years after Confederation.

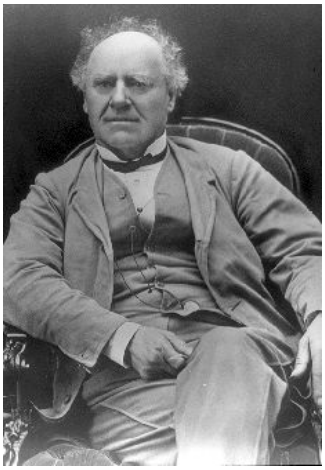


"Samuel Leonard Tilley", photo by William Notman, 1864, from McCord Museum, I-13477. Image in public domain; made available for sharing by user, Jeangagnon, in Wikipedia article, "Samuel Leonard Tilley"

John Gray – Prince Edward Island – was a descendent of United Empire Loyalists from Virginia. He served with some distinction with the British Army prior to entering the PEI assembly from 1852. A great orator, he worked for reform, but accepted an appointment to the Executive Council – which was not an elected body. Bit of a scandal there… He was Premier of PEI from 1863-65. He was chairman of the Quebec Conference of 1864. He supported Confederation, but there was not public support for this position, and he left politics. He is called a Father of Confederation, though he never returned to the political realm.

Negotiating Confederation

Joseph Howe – Nova Scotia. Another descendent of United Empire Loyalists- from Massachusetts- Howe was an influential newspaper publisher (*Novascotian)*. His fame was guaranteed in 1835 when he was charged with seditious libel after he accused in print several Halifax politicians and police of corruption. He defended himself with a famous 6 hour speech which detailed the corruption. The judge directed the jury to find him guilty, but the jury refused. It was an important battle for free speech. Howe entered politics the following year. Nova Scotia was the first British colony to win responsible government in 1848 largely through his efforts. He was premier of the colony from 1860-63 – and led the unsuccessful fight against Confederation from 1866-68. He then – somewhat surprisingly - joined the cabinet of John A Macdonald, and played a large role in bringing Manitoba into the union in 1870.



"Joseph Howe", photo by William James Topley, 1869, from National Archives of Canada. Image in public domain; made available for sharing by user, Habsfannova, in Wikipedia article, "Joseph Howe."



"John Hamilton Gray", photo by William Notman, c1868, from Library and Archives of Canada. Image in public domain; made available for sharing by user, MagnusManske, in Wikipedia article, "John Hamilton Gray"

Antoine-Aimé Dorion – Canada East . His father had been a supporter of Papineau in the Rebellions of 1838. Antoine-Aimé became a member of the Legislative Assembly of the Province of Canada from 1854-1867. He was a reform politician with the '*Rouge'* party. He briefly became the Co-Premier of the Privince of Canada (with George Brown) in 1858. He refused to participate in the Great Coalition formed in 1864, and denounced Confederation as a betrayal of French Canada. He nevertheless ran for a seat in the new Canadian House of Commons, and was elected in this capacity 3 times.



"Antoine-Aime Dorion." photo by William James Topley, 1873, from Library and Archives of Canada. Image in public domain; made available for sharing by user, Bigiron, in Wikipedia article, "Antoine-Aime Dorion."

Essential Question C. *From the perspective of ____ (pick a person from the list) _____ what were the advantages or disadvantages of Confederation (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper)?*

In this EQ, students explore individuals who had an impact on how Canada was shaped. Some of them were strongly opposed to Confederation because of the changes they thought it would bring to their local or regional identities. Others imagined a new country from sea to sea, others something in between. Getting to know these individuals and engaging students in the debates raging in the 1860's should prove to be an interesting activity for those who choose this Essential Question.

NOTE: A key part of their learning will be the 'interaction' of the personalities that each student or small group has researched.

LOOKING FORWARD:

In the events of 1867 we have seen the birth of the Dominion of Canada. Some of the tensions that existed before Confederation are resolved, and others aren't. PEI and Nova Scotia don't immediately join the party. Ontario, in particular, is now free to pursue 'settling the empty West' and dissent is growing there, where the Métis have never agreed to – or been consulted about- joining this new country. A new way of life threatens long-established partnerships between Aboriginal and non-Aboriginal peoples in this western land. The fur trade itself is explored in some depth in grade 4, and is only alluded to in LE 8. The emphasis will be on the impact that the impending arrival of large numbers of 'Canadians' may have on the people who live there, and the relationships that have evolved around the fur trade.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:

KL-022 Locate on a map of Canada the four provinces of Confederation in 1867

KCC-041 Describe the origins of Confederation and give arguments for and against Canadian Confederation.

Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation

KCC-042 Describe the roles of individuals in building Canadian Confederation

Include: John A. MacDonald, Georges Etienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray

VCC-010 Value history as a way of understanding contemporary Canada

VCC-012 Value the diverse stories and perspectives that comprise the history of Canada

Understandings:

Students will understand that …

- The shape of Canada has changed shape several times in the 19th century, including 1841, 67, 70 and 73.
- There were many different pressures and tensions influencing the British colonies in North America in the 1860's.
- The fear of American expansion and domination (including Fenian raids, Manifest Destiny and trade agreements) were significant realities in the 1860s.
- Legislative gridlock between Canada East and Canada West was created by the Act of Union, and caused a search for something solution to break this impasse.
- French-Catholic and English-Protestant differences were realities that needed to be recognized.
- Maritime Union was a serious possibility in the 1860's.
- There were advantages and disadvantages to the proposed Confederation of 1864-67.
- There were many individuals involved in the shaping of Confederation.

Essential Questions:

around which the Established Goals and their matched resources are organized

A. What stories would explain the different parts of the *Imagine If...* map of Canada

B. What was the best argument for or against Confederation?

C. From the perspective of __(pick a person from the list)__ what were the advantages or disadvantages of Confederation (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper)?

Students will know …

- The impact the Act of Union had (Canada East and West, equal representation in provincial assemblies, gridlock)
- What Maritime colonies hoped to achieve through union
- The hopes of Canada West for expansion, Canada East for protection of language, religion and culture
- That there was a conference in Charlottetown and

Students will be able …

- To use mapping skills to locate New Brunswick, Nova Scotia, Canada East and West, PEI.
- To develop criteria in a small group or individual setting for what they consider an 'important story from Canada's past' related a valid argument for or against Confederation.
- To use research skills to be discover some of the arguments for or against Confederation or Maritime Union.

another in Quebec in 1864, British North America Act passed in 1867
- Fenians wanted an independent Ireland, and that by attacking British colonies in North America, hoped to force Britain to negotiate in Ireland. Examples of raids, threats
- Slavery was a primary cause of the American Civil War (1861-65)
- *Manifest Destiny* was an idea that justified American expansion to the West (and North).
- The Charlottetown Conference was where a proposal for Confederation was first laid out.
- Arguments for and against Confederation
- Individuals involved in negotiating Confederation (Macdonald, Cartier, Brown, McGee, Dorion, Howe, Tupper, Gray)

- To identify individuals who supported or opposed Confederation
- Place events related to the creation and evolution of Canada in chronological order.
- To use critical thinking and historical thinking skills to create connections between events in the past and their impact on the present – including the reasons Confederation was one among many possibilities in the 1860's.

VOCABULARY: negotiate, federation, representation by population, conference

CULTURE-BASED PERSPECTIVES

NOTE: *Dene Kede and Inuuqatigiit* . In the 1860's, leaders of the small British colonies in North America were faced with many pressures, tensions and choices. Confederation was a choice that many thought was necessary in the face of these challenges. The British North America (BNA) Act was the legal 'constitution' agreed to in 1867 that created the 'rules' that the new Dominion of Canada would live by. There is an interesting parallel in the perceptions of political leaders of the time to the language describing the role of laws in *Dene Kede* : "*What is the purpose (of laws) ? Survival of the group. Without rules, there is no group. Everyone is surviving individually. The laws enable group survival …"*(George Blondin, p. xxv, Dene Kede Concepts). In *Yamoria,- The Lawmaker,* and *When the World was New* there are stories about how laws were brought to the Aboriginal people of the North. Students may be familiar with some of these stories from their grade 4 Social Studies course. Discussions that touch on '*why do we have laws?'* and "*what role do these kinds of rules play in how we live together* ?"may be worth exploring in the context of LE #7.

NOTE: The role of leaders is a key one that is explored in many different parts of this course. In *Dene Kede*, the role of the leader is described in the following way: *The leader's role was the survival of the people* (John B. Zoe, p. 179). In the context of the Confederation negotiations, it may be interesting to ask *were the political leaders of the 1860's being good leaders? Why or why not?* It is also important to not that one of the goals of Confederation was to expand Canada to the West – where the majority of the population was Aboriginal (including Métis). The process of negotiating with these people was just beginning . It may be worth considering how fair Confederation itself was if the Aboriginal people of the time were not included in the discussions that created Canada.

2. IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

ESSENTIAL QUESTION A

What stories would explain the different parts of the *Imagine If...* map of Canada

 (*Skill Set*: 4a – collaborative groups- see Appendix A)

Research the factors in Nova Scotia and New Brunswick, Upper and Lower Canada, and in "western Canada" that led to the need for confederation. Then imagine what would have happened if confederation had never been achieved. To do this think of how our Canada today would be different if parts of it were American.

- The 2010 Vancouver Olympics would likely have been in the USA; but then again since Salt Lake City (another American city) had the winter Olympics in 2002, likely the Olympics would never have been held in Vancouver at all (if Vancouver was an American city).
- Think of other events over the last 30-50 years that would have been changed within an *Imagine If …*version of Canada Finish by presenting to the class your findings.

 Layered Maps CD: *Imagine If*....Map

NOTE: (Turn on the layers in the left hand menu in the electronic copy of this map)

 (*Skill Set*: 11a – Print and Electronic Research; 10a – Dramatic Presentations - see Appendix A)

Role play being a news anchor. Carefully research and prepare one of the stories about a take-over (or Nova Scotia leaving for the USA) of Canadian land. Use the *Imagine If...* Map of Canada to explain what part of Canada was involved and why it never happened.

 (*Skill Set*: 7a – Creating Maps; 10c – Artistic Representations- see Appendix A)

Draw a new map of Canada and the USA showing how the USA would be larger and Canada smaller IF all of the land shown in the *Imagine If...* Map of Canada would have become the USA's. Draw over the present political boundaries to help orientate the student as to what land Canada would have been lost.

 (*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

Then imagine what would have happened if confederation had never been achieved. To do this think of how our Canada today would be different if parts of it were American. Look at the *Imagine If*....Map.

- Which province(s) today would lose a lot of its land?
- What key towns or cities in Canada today would have been American?
- What ports and parks would be American?
- What would Canada's population be today?
- Other:

Present your findings to a small group or the whole class using a digital or hard copy of the map.

 Layered Maps CD: *Imagine If*....Map

NOTE: (Turn on the layers in the left hand menu in the electronic copy of this map)

ESSENTIAL QUESTION B

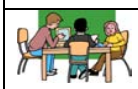
What was the best argument for or against Confederation?

 (*Skill Set*: 7a – Creating Maps; 10c – Artistic Representations; 11a – Print and Electronic Research- see Appendix A)

Draw a map that shows what Canada would look like in 1867 if Confederation had never happened. Show the Maritime colonies all joined with one color; the Canadas another color; Newfoundland another color. Explain how they would all still be colonies of the country of Great Britain—not an independent country called Canada.

 (*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

Pick one of the threats that helped Canada decide that they could not stay isolated colonies far away from Britain—but had to confederate! Study all that you can find out about that threat and report to the class whether it was a real threat or just something that likely would not have happened even though it made Canada worried. Decide how to show your understanding to the class. Perhaps take a "MythBusters" approach, or opposite, a careful exposé to unveil the growing and real threats.

 (*Skill Set*: 4a – Collaborative Groups- see Appendix A)

Collaborative groups of students use the results of their research on the provinces involved in Confederation debates to create a chart summarizing the advantages and disadvantages of Confederation, trying to take into consideration the good of the entire population of British North America at that time. The groups share their ideas in a guided plenary session.
TIP: This activity offers the opportunity to make connections to some of the ongoing political issues of Canadian government, and to raise students' awareness of contemporary questions such as minority rights, bilingualism, First Nations land and treaty rights, Québec independence, etc.

 (*Skill Set*: 4a – Collaborative Groups- see Appendix A)

Students read an information text about the issue of representation by population (rep by pop) and discuss the concept, focusing on why it was important in the pre-Confederation discussions. Referring to the 1867 map of Canada, students generate explanations as to which groups in particular would be most concerned about obtaining "rep by pop", and which might be negatively affected by "rep by pop" (e.g., the French-speaking minority in Canada East and the small population of Prince Edward Island). Students summarize their conclusions and discuss the principles and problems of "rep by pop" in Canada (e.g., all votes are equal, fair representation of voters, but no assurance that the minorities will be heard.)

 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html



5.4.4d BLM: "Rep by Pop" (2 pages)

 (*Skill Set*: 9d – Persuasive Writing- see Appendix A)

Collaborative groups of students research reasons why particular regions were for or against joining the Canadian Confederation. Students are divided into six groups, representing the colonies of British North America after 1841 [Canada East (Québec); Canada West (Ontario); Prince Edward Island; Nova Scotia; New Brunswick; and Newfoundland]. Students

research reasons for and against their particular region joining Confederation, as expressed by some of the leaders of their province at the time of Confederation. Each group appoints two spokespersons to present their reasons for both points of view regarding Confederation. Spokespersons present a brief summary of their group's position, using a wall map of Canada to point out the location of their region and its strategic importance to the union, to Britain, or to the United States. Students debrief in a plenary session, highlighting the goals and interests the provinces held in common, as well as those that divided them in the prelude to Confederation.

Suggested individuals to include in each of the provincial delegations: (Individuals preceded by an asterisk * indicate that they are important and should be included.)

- Canada East (Québec): *Sir Georges-Étienne Cartier, Sir Alexander Tilloch Galt, *Thomas d'Arcy McGee
- Canada West Ontario: *Sir John A. Macdonald, *George Brown; Sir Alexander Campbell
- Prince Edward Island: William Henry Pope, George Coles
- Nova Scotia: *Charles Tupper, Adams Archibald; Joseph Howe
- New Brunswick: *Samuel Tilley, *John Hamilton Gray
- Newfoundland: Ambrose Shea, Sir Frederick Carter

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

7B.7 BLM: Confederation: For or Against?

Critical Thinking Strategy (recommended)

(*Skill Set*4c – Consensus Decision-Making- see Appendix A)

Collaborative groups of students consider a list of possible historical reasons that motivated Confederation. Students discuss the list and reach consensus on a priority listing of these reasons or motivations. Students present and discuss their lists with each other, defending their order of priority and providing reasonable justification based on historical evidence.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

7B.CT.13 BLM: Judging Better or Best: Reasons for Confederation (3 pages)

Critical Thinking Strategy (recommended)

(*Skill Set* 5 – Using graphic Organizers- see Appendix A)

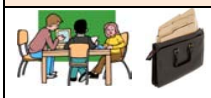
Students use the diagram showing what the new government would look like. Students look for clues to reach various conclusions about the fairness of Confederation for all those colonies that joined it. (e.g., *Does the new union provide responsible government? Does it provide "rep by pop?" Does it assure the voice of the Atlantic provinces will be heard? Does it protect the rights of the French-speaking people of Lower Canada? Does it protect Aboriginal rights and lands?*) Using the CT-01 students are provided with a visual that will enable them to imagine what the key issues were and then look on the diagram for evidence that can help them reach a conclusion about how well Confederation meets those needs involved in the issues. Finally, the BLM invites the student to share which of the questions they might like to learn more about someday.

7B. 9 BLM: British Government and Crown Chart

7B. 14 BLM: Critique the Piece - Confederation

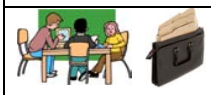
ESSENTIAL QUESTION C

From the perspective of ___(pick a person from the list)_____ what were the advantages or disadvantages of Confederation (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper)?



(*Skill Set*: 10c – Artistic Representations; 11g – Multimedia Presentations- see Appendix A)

Prepare some cartoon storyboards, on paper, or electronically that show pairs of famous Canadians arguing for and against Confederation. Be sure they talk back and forth to each other, each giving at least two reasons for their beliefs.



(*Skill Set*: 7a – Creating Maps; 10c – Artistic Representations- see Appendix A)

Choose one of the "Fathers of Confederation" and find out what he was thinking when he wanted confederation. What was motivating him? Did he want a job promotion and more pay? Did he care about the people who lived in Canada? What have researchers said about him since his time? What did the people who he worked for or the public he served say about him?

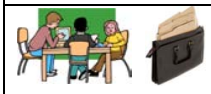
Critical Thinking Strategy (recommended)



(*Skill Set*: 6a – Sorting and Classifying- see Appendix A)

Students try to understand how the Nova Scotia government was treating the Aboriginal people (Mi'Kmaq) around the time of Confederation. With their prior knowledge from other LEs, students will speculate about why no Aboriginal leader was at the Charlottetown, Quebec, or London conferences becoming a "Father of Confederation"

7C. CT.12 CT-04 Decode the Puzzle -Why There Are No Aboriginal Fathers of Confederation



(*Skill Set*: 3b – public speaking- see Appendix A)

Assume the role of either Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, or Tupper and participate in a debate with several other historical characters about the pros and cons of confederation. Be sure to :

- make a brief opening statement
- a longer speech about your reasons for or against confederation
- use a prop (eg. a digital map, fake beard)



(*Skill Set*: 9d – Persuasive Writing- see Appendix A)

Collaborative groups of students research reasons why particular regions were for or against joining the Canadian Confederation. Students are divided into six groups, representing the colonies of British North America after 1841 [Canada

East (Québec); Canada West (Ontario); Prince Edward Island; Nova Scotia; New Brunswick; and Newfoundland]. Students research reasons for and against their particular region joining Confederation, as expressed by some of the leaders of their province at the time of Confederation. Each group appoints two spokespersons to present their reasons for both points of view regarding Confederation. Spokespersons present a brief summary of their group's position, using a wall map of Canada to point out the location of their region and its strategic importance to the union, to Britain, or to the United States. Students debrief in a plenary session, highlighting the goals and interests the provinces held in common, as well as those that divided them in the prelude to Confederation.

Suggested individuals to include in each of the provincial delegations: (Individuals preceded by an asterisk * indicate that they are important and should be included.)

- Canada East (Québec): *Sir Georges-Étienne Cartier, Sir Alexander Tilloch Galt, *Thomas d'Arcy McGee
- Canada West Ontario: *Sir John A. Macdonald, *George Brown; Sir Alexander Campbell
- Prince Edward Island: William Henry Pope, George Coles
- Nova Scotia: *Charles Tupper, Adams Archibald; Joseph Howe
- New Brunswick: *Samuel Tilley, *John Hamilton Gray
- Newfoundland: Ambrose Shea, Sir Frederick Carter

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

7B.7 BLM: Confederation: For or Against?

(*Skill Set*: 11a – Print and Electronic Research- see Appendix A)

Using print and electronic sources, students research the background and role of an individual involved in the 1864 to 1867 Confederation negotiations. Students design an Identity Card for their selected individual, including sufficient detail to develop a role play of a Confederation debate.

Suggested individuals to include in each of the provincial delegations:

- New Brunswick: Samuel Tilley, John Hamilton Gray
- Newfoundland: Ambrose Shea, Sir Frederick Carter
- Nova Scotia: Charles Tupper, Adams Archibald; Joseph Howe
- Prince Edward Island: William Henry Pope, George Coles
- Québec: Sir George-Étienne Cartier, Sir Alexander Tilloch Galt, Thomas d'Arcy McGee
- Ontario: Sir John A. Macdonald, *George Brown; Sir Alexander Campbell

TIP: To add other individuals to this list as needed, consult the National Library of Canada website: Canadian Confederation, People.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

7C.10a BLM: Identity Card: The Confederation Debates

7C.10b BLM: What They Said

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:

Create a graphic novel of the Charlottetown Conference highlighting each of the main players and their arguments for and against Confederation. Use Comic Life to create and write in storyboards. Students can use the public domain images of these "fathers of confederation" found in Wikipedia (each individual has an article and image). They can use screen shots of the maps included with this LE according to how their comic develops. For instance, a student might want to "be" Thomas D'Arcy McGee and show his fears of the Fenians by using a screenshot of the Fenian Raid layers.

1. _____ (students' choice)
1 2 3 4 5

2. _____ (students' choice)
1 2 3 4 5

3. _____ (students' choice)
1 2 3 4 5

4. How deeply has the student researched and understood the events and positions held by leaders at this time?
2 4 6 8 10

5. To what extent does the student provide an answer that speaks clearly to the three essential questions?
2 4 6 8 10

6. How well does the student craft the form of the project they have chosen?
2 4 6 8 10

(NOTE: The above example shows: Required criteria: 67% of total score; Student chosen criteria: 33% of total score)

Other Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions
  - personal learning connections
  - culture-based connections
  - vocabulary matching or fill in blank

3. THE LEARNING PLAN (classroom teaching stage)

(see "Integration" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1 *Finding Your Place*	**Class 2** Mini-lesson: Essential Question A	**Class 3** Mini-lesson: Essential Question B
Class 4 • Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	**Classes 5-11** Student Inquiries: research, drafting, editing	**Classes 12-13** Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Background for Teachers Canada was a relatively small country when created in 1867 but is now the second largest in the world. Only two provinces had their present boundaries at the time of Confederation. Although students are not expected to know the exact changes in the map over time and when they occurred, they should have a general idea and this activity will further their understanding that Canada's borders have changed many, many times.	**Activity** Describe how the borders of Canada have changed shape several times, including 1841, 67, 70, 73, 1905, 1912, 49, and finally (so far) 1999.
Materials/props/space needed • Canada floor map pieces • Rope, coloured paper, scissors Layered Maps CD: • 1 Coloured copy of each layer of the **Canada Territorial Evolution** map including abstract page	**Skills Sets:** • 7a – Creating Maps • 7b – Using/Interpreting Maps **Social Studies Skills:** • S-203 – Select and use appropriate tools and technologies to accomplish tasks. • S-204 – Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.

Procedure

1. Photocopy 1 coloured copy of each **Canada Territorial Evolution** (Grade 5 Map collection on CD) map as well as the associated abstract page.
2. Divide your class into 8 so that either as individuals, pairs or in groups each map will be shared with full group.
3. Give students time to read their abstract and to decide how to visually portray the information of the boundaries on their assigned map onto the larger map on the floor. They could use rope to make the borders, paper to cut out the shape of a new province (such as Manitoba as a postage stamp), or even their bodies as a group using arms and legs to represent the border change. While the students are reading and deciding on how to present their information put out the floor map of Canada.

4. Invite each group to present in chronological order until the map of today.
5. Play 'quick quiz' games with students to help students solidify their understanding of the identities of Canada today including;
6. Ask a student to start on the west coast and name all ten provinces as they 'walk' the map. Ask another to stand in the correct places for the territories.
7. Repeat with another student going from east to west.
8. Challenge students to stand on the provincial, territorial and national capitals.
9. Obtain pictures (or assign a province to each student to find pictures) of provincial and territorial flags, flowers, or other items that could represent each province (a lighthouse for PEI, a piece of wheat for Manitoba etc.) and ask a student to place the pictures on the appropriate place.

Inquiry Activities

Have students research and then use the floor map to present the inquiry of 'What stories would explain the different parts of the *Imagine If...* map of Canada?

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

What stories would explain the different parts of the *Imagine If...* map of Canada?

Example of a Mini-Lesson Hook

"What story would explain the name of your school?"
"Imagine if your town was part of the United States—what difference would it make?"

Interesting Quote (for the teacher):
Round about what is, lies a whole mysterious world of what might be, a psychological romance of possibilities and things that do not happen." - Henry Wadsworth Longfellow "Table-Talk" *Driftwood* (1857)



(*Skill Set*: 7b – Using and Interpreting Maps- see Appendix A)

Students view the *Imagine If* …map of Canada either electronically or hard copy, comparing it to a map of Canada today. Initiate a discussion about the types of events that provoke changes in political boundaries of countries. Specifically, consider certain factors that existed in Canada around 1867 that could have led to this *Imagine If* ...map—but actually led to confederation instead.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html



Layered Maps CD: *Imagine If*....Map

NOTE: (Turn on the layers in the left hand menu in the electronic copy of this map) The BLM pdf, if printed off, on paper, only shows the first layer)



(*Skill Set*: 6c – KWL- see Appendix A)

Students complete the Know and Want-to-know columns of a KWL chart regarding Confederation. Students revisit the KWL chart at the end of the Learning Experience to complete the Learned column.

Negotiating Confederation

(*Skill Set*: 6a – sorting and classifying- see Appendix A)

Students read Howe's letter and refer to the *Imagine If*....Map. Students explore what part of Canada Joseph Howe was writing from, and what would have happened to that part of Canada if Howe had had his way in not joining Canada. Students study the letter for the words that show what exactly Howe did not like about confederation. Present to class.

7A. 1a Famous Letters in Canadian History—Howe

7A. 1b 5.4.4f2 BLM: Famous Letters in Canadian History—Howe (differentiated)

Layered Maps CD: *Imagine If*....Map

(*Skill Set*: 7b – Using/Intrepeting Maps; 8 – Content Reading- see Appendix A)

Students read the newspaper article and identify what part of Canada and what part of the USA it is talking about. What would be the state that Nova Scotia would be the closest to? This can be done while using the *What If* ... Map of Canada and the map included on the BLMs below. Tell the class about this article's contents. Note the paraphrased (differentiated) version for easier reading.

7A. 2a BLM: The Annexation Movement in Nova Scotia

7A. 2b BLM: The Annexation Movement in Nova Scotia – Differentiate

Layered Maps CD: *Imagine If*....Map

(*Skill Set*: 6a – sorting and classifying- see Appendix A)

Which province in this article wanted to leave Confederation and which one wanted to join? Use the expanded paraphrased version of the *New York Times* article to help students understand what the USA was saying about Canada at that time.

Use the *What If* ... Map of Canada to imagine what Canada would look like today without this province (NS).
NOTE: Turn on the layers in the left hand menu in the electronic copy of this map

Layered Maps CD: *Imagine If*....Map

7A. 3 BLM: Nova Scotia Opposes Confederation (original text and expanded paraphrase)

EXTENTION: Study the words "enclave" and "exclave" (see also Wikipedia article "enclave and exclave"). How would it apply to this topic? Tell the class about a modern day enclave.

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 2, Disc 6
Episode 8
The Great Enterprise

Episode Beginning (5 min.)
American Civil War threatens to spread to Canada. Most of northern colonies live close to American border. Northern States at war with Southern. Abraham Lincoln furious that Britain appears to be siding with the South. **Annexation of Canada contemplated**. **William Seward believes the whole continent belongs to US**. Joseph Howe is terrified. Volunteers for local militia begin to come forward.

We have two Countries (5 min.)
George Brown opposes Cartier and Macdonald. He founds The Globe . Suspicious of French Catholics. Each Assembly (Upper and Lower Canada) has **equal representation**. Brown leads the Grit party, wants 'Rep by Pop'. Upper Canada's population now exceeds Lower Canada's. **Government is stalemated** (falls 4 times in 4 years).

Good Management and Means (9 min.)
Maritimes are booming in 1860's. Ship building supplied to Americans and beyond. Samuel Tilley comes back to New Brunswick that the future of his province lay with Confederation. Little support. He loses a snap election to an anti-Confederation party. Tilley approaches Macdonald for money to organize his political campaign. Grand Trunk Railroad has deep pockets, and agrees to fund. In Nova Scotia, more trouble. Charles Tupper thinks the Quebec deal is good. In legislature it is opposed in print as 'Botheration' by Joseph Howe. In April 1865, Abraham Lincoln assassinated. Disbanded American soldiers with **Fenian inclinations want to attack Britain in North America**. Confederation advocates suggest building a railway to unite provinces against external enemies. In New Brunwick, Tilley re-elected. In Nova Scotia, Tupper gains support.



Maps:
- Layered Maps CD: *Imagine If*....Map

Maps
- *Oregon Boundary Dispute* http://en.wikipedia.org/wiki/Oregon_boundary_dispute



Exposition
PSC: *Border Problems with the USA (1)* and (2)(p. 211)



Exposition:
The 10 Most Significant Conflicts on Canadian Soil. *Fenian Raids* (p.10-13)



Websites
- (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals
- Some people inside Canada wanted to join the USA:
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 6. The Road to Confederation>A. Growth and Change in B.N.A>log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "A. Growth and Change in B.N.A > Use section: "The Annexation Manifesto"



Blackline Masters:
NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION B

What was the best argument for or against Confederation?

Example of a Mini-Lesson Hook

"Give reasons for and against for taking your shoes off when you enter the school building"

Have you ever been in a discussion where you were trying to all agree about how to get the "best deal" for everyone there? You would have been part of a "negotiation."

Have you ever been a part of an official meeting called a "conference" where you met with others to talk about a certain topic? You may have been there because you were sent to speak for a group of "your people." That would make you a "representative."



Critical Thinking Strategy (recommended)

Step 1 Introduction

Explain to students that the essential question that they will be taking up is EQ B, *"What was the best argument for or against Confederation?"* Tell students that in this activity they will be acting as an editor of the fictional newspaper, "Canada News Journal" publishing in the 1860s. Their task will be to create a powerful headline for or against Confederation.

Step 2 Activity - Powerful Headlines: What are they?

Share a number of headlines from a local or out of town newspaper. Ask students to judge which headlines they believe are the most effective. Solicit reasons as to why students think their choices for effective headlines is the most effective. Students may suggest that headlines are powerful because they catch the reader's attention or that they want to read the story. You may want to suggest that the reasons could be used as criteria for powerful headlines. You may want to modify student generated reasons to establish the criteria for a powerful headline. Or you may want to suggest to students that criteria for a powerful headline may include:

- ***Informative****: gives key information about the event*
- ***Relevant****: specific to confederation*
- ***Concise****: cannot be more than six to eight words*
- ***Catchy****: must make the reader want to read on*

At this point you may want to suggest to students that the key to critical thinking is to make sound judgments based upon criteria. You may want to suggest that making a sound judgment goes beyond having an opinion. Opinions while important may or may not be based upon criteria or evidence to support a judgment. A sound judgment is based upon established criteria and supporting evidence.

Project slide #1 of the LE7 PowerPoint and ask students if they think that "Four Medals and a Funeral" meet the requirements of a powerful headline. At some point you may want to give students background information on the headline. On this day Canada won four gold medals at the Winter Olympics in Italy but the men's hockey team failed to qualify for the medal round of hockey.

Project slide #2 and ask students to judge which is the most effective headline for the Brittany Spears story. Ensure that students make their judgments based upon the criteria for a powerful headline. Have students share their choices and relate how the headline meets the criteria. In most cases students are able to identify one of the first three headlines as powerful and the last headline as least powerful.

Project slide #3 and in groups of two or three have students create a powerful headline for the story. Remind them to have

fun creating their powerful headline. If you deem the story not relevant or too difficult, substitute a story from a local or out of town newspaper with the headline removed. Have the groups share their headlines and ask the rest of the class if the groups headlines meet the criteria. If not, what changes could be made to the groups headline to make it more powerful? Congratulate the class on their efforts and introduce the critical inquiry.

Step 3 Activity: Introduce the Critical Inquiry

Provide students with arguments in favor of and against Confederation. You may want students to consult one or more of the video clips/websites in the resource section of this Essential Question, or the student reference book, to search for arguments for and against Confederation. Alternatively, you may want to provide a brief handout of arguments for and against Confederation. Remind students that they are editors of the *Canada News Journal* and that they need to create a powerful headline for the July 2, 1867 edition of the paper. You may want students to work in editorial groups of two or three on the critical inquiry. Introduce the critical inquiry.

Create a powerful headline for or against confederation.

- ***Informative****: gives key information about the event*
- ***Relevant****: specific to confederation*
- ***Concise****: cannot be more than six to eight words*
- ***Catchy****: must make the reader want to read on*

Remind students that their headlines must meet the criteria for a powerful headline.

Step 4: Share your choices

Once students have completed the critical inquiry ask them to share their headlines by posting them around the room. Suggest to students that one headline is not "better" than others but that powerful headlines need to meet the criteria. As stated above, remind them that the key to critical thinking is to make sound judgments based upon criteria. You may want to suggest that making a sound judgment goes beyond having an opinion. Opinions while important may or may not be based upon criteria or evidence to support a judgment. A sound judgment is based upon established criteria and supporting evidence.

7B. CT BLM: LE#7 Powerpoint

(*Skill Set*: 6f – Collecting and Analyzing Images- see Appendix A)

Students view pictures of the Fathers of Confederation and discuss what the images tell them about the culture of Canada in that era and the political origins of the country (e.g., all male, mostly English, Scottish and Irish names, some French names...).

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

(*Skill Set*: 7a – Creating Maps - see Appendix A)

Using an outline map of Canada, students create a map of the newly formed Dominion of Canada in 1867, identifying the four provinces of Confederation as well as the other provinces that attended some or all of the negotiations (e.g., Newfoundland, Prince Edward Island). Students create symbols to represent each of the provinces' attitudes toward Confederation at that time, interpreting these symbols in the map's legend. Students share and discuss their maps.

TIP: Encourage students to be creative in their maps, avoiding stereotypical images and anachronisms as they invent symbols for each of the provinces. They may also design a title for the map that expresses a central idea related to Confederation.

7B. 4 BLM: Outline Map of Canada

(*Skill Set*: 6c – KWL- see Appendix A)

Students complete the Know and Want-to-know columns of a KWL chart regarding Confederation. Students revisit the KWL chart at the end of the Learning Experience to complete the Learned column.

(*Skill Set*: 3a – Discussion- see Appendix A)

Students engage in an activity to understand the concept "rep by pop". Divide the class into two unevenly numbered groups (e.g., for a class of 28 students, one group of 18 and one group of 10). Each group is told that they will be allowed to choose one representative to send to a school meeting at which each representative obtains one vote. Students from each of the two groups discuss among themselves how they would feel about this level of representation. A spokesperson for each group presents their collective statement to the class. In a guided plenary session, explain that Canada East and Canada West had equal numbers of representatives in the Legislative Assembly, regardless of their respective populations. Students discuss whether this is fair representation and are introduced to the idea of "rep by pop", or proportional representation.

(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Students view a political cartoon about Confederation and respond to it, generating explanations about what it says and why.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

7B. 5 5.4.4b BLM: Caricature of Confederation

(*Skill Set*: 6a – sorting and classifying- see Appendix A)

Students read Howe's letter and refer to the *Imagine If*....Map. Students explore what part of Canada Joseph Howe was writing from, and what would have happened to that part of Canada if Howe had had his way in not joining Canada. Students study the letter for the words that show what exactly Howe did not like about confederation. Present to class.

7A. 1a Famous Letters in Canadian History—Howe

7A. 1b 5.4.4f2 BLM: Famous Letters in Canadian History—Howe (differentiated)

Layered Maps CD: *Imagine If*....Map

Negotiating Confederation



(*Skill Set*: 8 – Content Reading- see Appendix A)

Students read a text outlining the main steps of the negotiation process as the provinces moved toward Confederation. Students make a personal connection (text-to-self; text-to-world; text-to-text) to one event out of the fifteen listed and then share their responses in small groups.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

7B. 8 BLM: The Negotiation Process

1. MT BLM: Media Text Connections

RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 2, Disc 6
Episode 8

The Great Enterprise

Episode Beginning (5 min.)
American Civil War threatens to spread to Canada. Most of northern colonies live close to American border. Northern States at war with Southern. Abraham Lincoln furious that Britain appears to be siding with the South. Annexation of Canada contemplated. William Seward believes the whole continent belongs to US. Joseph Howe is terrified. Volunteers for local militia begin to come forward.

We have two Countries (5 min.)
George Brown opposes Cartier and Macdonald. He founds The Globe . Suspicious of French Catholics. **Each Assembly (Upper and Lower Canada) has equal representation**. Brown leads the Grit party, wants 'Rep by Pop'. **Upper Canada's population now exceeds Lower Canada's**. Government is stalemated (falls 4 times in 4 years).

Three Weeks in Quebec (17 min.)
October, 1864. PEI, NB, NS, Canada meet in Quebec City. Many arrive by train – at 9 mph. Representatives from each colony. 33 delegates. Only 4 are French. Railway barons are in town **trying to convince politicians to build an intercolonial railway**. Antoine Aimé Dorion is a critic of the whole enterprise – thinks it's all to make a few people rich. Few notes taken during the meetings. Lots of parties in the evenings. Macdonald drafts many of the 72 Resolutions. He wants federal power to override. Maritime delegates feel isolated. Want help buying out absentee landlords in their colonies. Many start to balk. American affairs shape event. Confederate soldiers in Montreal hold up banks in Vermont then flee back to Montreal. **American calls for invasion** grow. **The strength of a unified federation** is vaunted. "Peace, order and good government" – very different from idealism of American and French constitutions.

Good Management and Means (9 min.)
Maritimes are booming in 1860's. Ship building supplied to Americans and beyond. Samuel Tilley comes back to New Brunswick that the future of his province lay with Confederation. Little support. He loses a snap election to an anti-Confederation party. Tilley approaches Macdonald for money to organize his

	political campaign. Grand Trunk Railroad has deep pockets, and agrees to fund. In Nova Scotia, more trouble. Charles Tupper thinks the Quebec deal is good. In legislature it is opposed in print as 'Botheration' by Joseph Howe. In April 1865, Abraham Lincoln assassinated. Disbanded American soldiers with Fenian inclinations want to attack Britain in North America. **Confederation advocates suggest building a railway to unite provinces against external enemies**. In New Brunwick, Tilley re-elected. In Nova Scotia, Tupper gains support.
	A Great Revolution (6 min). Delegations from NS, NB, Canadas arrive in London. Things move slowly. Lord Carnarvon gives British North America Act a final push in parliament. March 29, 1867 Queen gives consent to Dominion of Canada.
	**Exposition:** PSC: *The Roots of Confederation* (p. 210-211) and *Reactions to Confederation* (p. 222-23)
	**Exposition:** The 10 Most Significant Conflicts on Canadian Soil. *Fenian Raids* (p.10-13)
	**Song:** SC: *Anti-Confederation Song* (p.117)
	**Websites** • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals: HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 6. The Road to Confederation> A. Growth and Change in BNA" and B. Causes of Confederation >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to A. Growth and Change in BNA" and B. Causes of Confederation • http://www.historytrek.ca/ Search: "Confederation"
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION C

From the perspective of __(pick a person from the list)__ what were the advantages or disadvantages of Confederation (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper)?

Example of a Mini-Lesson Hook

Do you like watching a good argument—when it is done respectfully?



(*Skill Set*: 6f – Collecting and Analyzing Images- see Appendix A)

Students view pictures of the Fathers of Confederation and discuss what the images tell them about the culture of Canada in that era and the political origins of the country (e.g., all male, mostly English, Scottish and Irish names, some French names...).



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

(*Skill Set*: 6c – KWL- see Appendix A)

Students complete the Know and Want-to-know columns of a KWL chart regarding Confederation. Students revisit the KWL chart at the end of the Learning Experience to complete the Learned column.

(*Skill Set*: 3a – Discussion - see Appendix A)

Students engage in an activity to understand the concept "rep by pop". Divide the class into two unevenly numbered groups (e.g., for a class of 28 students, one group of 18 and one group of 10). Each group is told that they will be allowed to choose one representative to send to a school meeting at which each representative obtains one vote. Students from each of the two groups discuss among themselves how they would feel about this level of representation. A spokesperson for each group presents their collective statement to the class. In a guided plenary session, explain that Canada East and Canada West had equal numbers of representatives in the Legislative Assembly, regardless of their respective populations. Students discuss whether this is fair representation and are introduced to the idea of "rep by pop", or proportional representation

(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Students view a political cartoon about Confederation and respond to it, generating explanations about what it says and why.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

7B.5 5.4.4b BLM: Caricature of Confederation

(*Skill Set*: 6a – sorting and classifying- see Appendix A)

Students read Howe's letter and refer to the *Imagine If*....Map. Students explore what part of Canada Joseph Howe was writing from, and what would have happened to that part of Canada if Howe had had his way in not joining Canada. Students study the letter for the words that show what exactly Howe did not like about confederation. Present to class.

7A.1a Famous Letters in Canadian History—Howe

7A.1b 5.4.4f2 BLM: Famous Letters in Canadian History—Howe (differentiated)

Layered Maps CD: *Imagine If*....Map

(*Skill Set*: 8 – Content Reading- see Appendix A)

Students read a text outlining the main steps of the negotiation process as the provinces moved toward Confederation. Students make a personal connection (text-to-self; text-to-world; text-to-text) to one event out of the fifteen listed and then share their responses in small groups.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-4.html

7B. 8	BLM: The Negotiation Process
1. MT	BLM: Media Text Connections

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 2, Disc 6
Episode 8

The Great Enterprise

Opening Vignette (5 min.)
Isabella Macdonald is addicted to the use of opium. She dies at Christmas time in 1857. John A is devastated.

Episode Beginning - I am French Canadian (5 min.)
George-Etienne Cartier was involved in the Patriote Rebellion, charged with treason. Escaped to US. Changed his opinions – swearing allegiance to the British crown. He returns with hope of helping Montreal become wealthy. He's elected to the Assembly of Canada East.

A Sly Fox (5 min.)
Macdonald has gone through some personal tragedies, then returns to public life. Likes to party. He is a calculating critter, and thoroughly pragmatic. Encounters **Cartier**, and begin to think about uniting all the British North American colonies, build a railway across the continent.

We have two Countries (5 min.)
George Brown opposes **Cartier** and **Macdonald**. He founds The Globe . Suspicious of French Catholics. Each Assembly (Upper and Lower Canada) has equal representation. Brown leads the Grit party, wants 'Rep by Pop'. Upper Canada's population now exceeds Lower Canada's. Government is stalemated (falls 4 times in 4 years).

City of Wealth (4 min.)
In 1860's, Montreal is in upheaval. William Notman tries out photography. He records the many changes going on. The Grand Trunk Railway in Montreal embodies the optimism of the era. **Cartier** is the lawyer of that railway. Dream of a railway to the West.

A Winter of Utter Misery (5 min.)
Samuel Tilly devotes himself to Prohibition. Alcohol use rampant. Child labour is widespread. In winter, Grey Nuns and others provide charity.

To Have the Power (6 min.)
1862 – **George Brown** sails to England. Meets Anne Nelson. Marries. Brown becomes aware that Britain wants to rid herself of colonies like Canada. Upon Brown's returns home, **Macdonald** and **Cartier** extend hand to Brown. Grand Coalition formed. Dream of a federation including Maritime colonies, Rupert's Land and British Columbia.

Strangers in Charlottetown (6 min.)
Fall of 1864. The circus comes to Charlottetown ! Oh, and a meeting happens too. **Brown, Macdonald**, **Cartier** are now in a coalition. All have different goals. Maritime politicians postpone their own discussions to hear what the Canadians have to say. Argument for union, with railroad to tie them together. Huge optimism in the possibilities grows.

	Three Weeks in Quebec (17 min.) October, 1864.PEI, NB, NS, Canada meet in Quebec City. Many arrive by train – at 9 mph. Representatives from each colony. 33 delegates. Only 4 are French. Railway barons are in town trying to convince politicians to build an intercolonial railway. **Antoine Aimé Dorion** is a critic of the whole enterprise – thinks it's all to make a few people rich. Few notes taken during the meetings. Lots of parties in the evenings. **Macdonald** drafts many of the 72 Resolutions. He wants federal power to override. **Maritime delegates** feel isolated. Want help buying out absentee landlords in their colonies. Many start to balk. American affairs shape event. Confederate soldiers in Montreal hold up banks in Vermont then flee back to Montreal. American calls for invasion grow. The strength of a unified federation is vaunted. "Peace, order and good government" – very different from idealism of American and French constitutions.
	Good Management and Means (9 min.) Maritimes are booming in 1860's. Ship building supplied to Americans and beyond. **Samuel Tilley** comes back to New Brunswick that the future of his province lay with Confederation. Little support. He loses a snap election to an anti-Confederation party. Tilley approaches **Macdonald** for money to organize his political campaign. Grand Trunk Railroad has deep pockets, and agrees to fund. In Nova Scotia, more trouble. **Charles Tupper** thinks the Quebec deal is good. In legislature it is opposed in print as 'Botheration' by **Joseph Howe**. In April 1865, Abraham Lincoln assassinated. Disbanded American soldiers with Fenian inclinations want to attack Britain in North America. Confederation advocates suggest building a railway to unite provinces against external enemies. In New Brunswick, **Tilley** re-elected. In Nova Scotia, **Tupper** gains support.
	**Exposition:** PSC: *The Great Coalition and the Fathers of Confederation* (p. 212-16) PSC: *The Opponents of Confederation* (p. 217*)*
	**Exposition:** The 10 Greatest Canadian Political Leaders: *Sir John A Macdonald* (p. 42-45)
	**Primary Source:** PSC: (letter) *Cartier to his Wife, 1865 (p. 214).*
	**Websites** • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals • Some people inside Canada wanted to join the USA: HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 6. The Road to Confederation> B. Causes of Confederation >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "B. Causes of Confederation" • Confederation: Canadian Encyclopedia http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001842 • http://www.historytrek.ca/ Search: "Fathers of Confederation"
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the *Essential Question Resource Lists* (below) for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B which is already written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.



BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions,** and **Assessment Evidence**). Rubrics should be started with weighted criteria; an "Electronic Rubrics" template is provided below to facilitate this. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.



BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** available. These lists can be modified by the teacher if necessary.

Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.



BLM: Essential Question Resource List A



BLM: Essential Question Resource List B



BLM: Essential Question Resource List C

Fur, Farms, and the Métis



"Provisional Metis Governement", author unknown. Image is in the public domain and made available for sharing by user, Leslie in Wikipedia article, Louis Riel."

STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

This Learning Experience helps students imagine different ways that Canada has been shaped by its geography – with rivers as highways and trading posts which have become cities today. The partnerships forged in the trade for furs endured for generations until very different ways of using the land –for farming- came up against this previously existing way of life. Could these ways of living have worked together, or were the confrontations and conflicts that arose in Red River unavoidable? Was Riel a hero for defending his people, or a traitor to the emerging nation of Canada?

SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

In LE#7 we looked at some of the uncertainty that existed during the 1850's and 1860's which created an atmosphere where unusual political possibilities were 'in the air'. Confederation was negotiated in a time of political instability and deadlock (the series of governments responsible for Canada East and West that fell, their inability to pass any legislation because of equal and opposing voting blocks), financial uncertainty (the repealing of the Free Trade agreement by the Americans , the exclusion of goods from the northern colonies by an American government who believed the British colonies had sided with the Confederates during the Civil War) and the threat of annexation from the south("54-40 or fight!", Manifest Destiny, Fenian raids). The Canada we have today (if we had one at all) might look very different if any number of things had evolved in different ways than they did.

Overview of the Fur Trade

One of the things that could have played out very differently around the time of Confederation relates to the fur trade – especially the fur trade in what is now Western and Northern Canada. One of the strong threads that runs through Canadian history is the role that the fur trade played all along. Without a doubt it shapes the Canada we had and have today. This is one of the themes that do not fit neatly within a 'chronological' approach to the stories we are exploring. It is also a theme that students following NWT Social Studies curriculum have explored in some depth in grade 4 – which is why we delve into this theme in only a cursory fashion in this course – though there is much rich material to awaken students interest! A teacher's challenge may be to remain focussed on the learning objectives that the grade 5 course hopes to explore in relation to this fascinating part of our country's history.



"Pierre-Esprit Radisson." Image in public domain; made available for sharing by user, BlueCanoe, in Wikipedia article, "Pierre-Esprit Radisson."

A difficult question, in the context of a course exploring Canadian history, is '*when should we learn about the fur trade*?'

We could have begun an exploration of the fur trade story back in the 1650's, at the time of Nouvelle France, when Des Groseilliers and Radisson approached the French Governor and were refused permission to pursue their fur trading activities. The French Governor did not want other settlers to abandon the colony to go searching for furs. The two entrepreneurs went ahead with their efforts anyway, and upon their return were fined and imprisoned, and most of their furs were confiscated. Radisson and Des Grosseliers then pursued their fur trading ideas with the British crown, and in 1670, Charles II granted a monopoly to an English fur trading company over all the lands that drain into that bay named after Hudson.

Fur, Farms, and the Métis

The Hudson's Bay Company began a long and lucrative existence in the Western and Northern parts of the continent, employing mostly tough Scots from the Orkney Islands who sat shivering in their forts on Hudson's Bay (they were known as 'men of the bay') waiting for Aboriginal peoples to arrive with furs to trade for goods such as knives, axes, pots, blankets – and guns. This fur-trading company shapes the history of settlement (with a distinct preference against farmers and settlers) in Western and Northern Canada for two hundred years.



Laverendry's map of Lake Winnipeg. Made available for sharing by Northern Blue

Or, we could begin our exploration of the fur trade in 1731 when Pierre de la Verendrye starts to explore and trade in the interior of the continent, and sets up trading posts westward all the way to what is now northern Saskatchewan. His approach of 'overwintering' with Aboriginal groups created profitable business relationships, and often also led to marriages. This built trading networks with these family groups, and the French traders began to intercept the fur-trading Aboriginal peoples before they paddled all the way to the forts of the HBC.

This formed the basic model followed by the aggressive NorthWest Company (whose men were known as "men of the river") which was established in Montreal in 1783. Their willingness to 'go to where the furs are' cut off the HBC's trade at its inland sources, and forced the HBC to start creating forts further inland in order to compete. The heroic deeds of *voyageurs* come largely from the romanticized stories of this Scottish-owned company who employed mostly French-Canadian paddlers to make the epic canoe trips into the heart of the NorthWest.



"Samuel Hearne." Image in public domain; made available for sharing by user, Tagishsimon, in Wikipedia article, "Samuel Hearne."

We could have picked up the themes of the fur trade and the exploration that this trade encouraged by following employees of the Hudson's Bay Company such as Samuel Hearne, as he wandered northward with Matonnabee from 1770-1772 in search of copper mines and fur trading possibilities up to the Arctic coast.

We could read the 1789 journal of a Northwest Company employee, Alexander Mackenzie, where he laments that his 'River of Disappointment' doesn't turn out to be the longed-for NorthWest Passage to Pacific Ocean, but which later comes to bear his name.



"Alexander Mackenzie", painting by Thomas Lawrence (c. 1800). Image in public domain; made available for sharing by user, MPUploadBot, in Wikipedia article, "Alexander Mackenzie."

We could choose to pick up the fur trade theme by following another employee of the HBC, David Thompson, as he explored the foothill country of today's Alberta and British Columbia in the 1790's. First as a HBC employee and later working for the NWC, he traveled all the way to the Pacific, setting up fur trading relationships along the way. He continued to explore and map (he is named 'Stargazer' by his Aboriginal companions) until 1812. His maps and atlas, while not appreciated during his lifetime, record an unparalleled life of exploration, all sponsored by the search for furs of those respective companies. His surveying was of such high quality that it formed the basis for most maps of Western Canada until the mid-20th century.

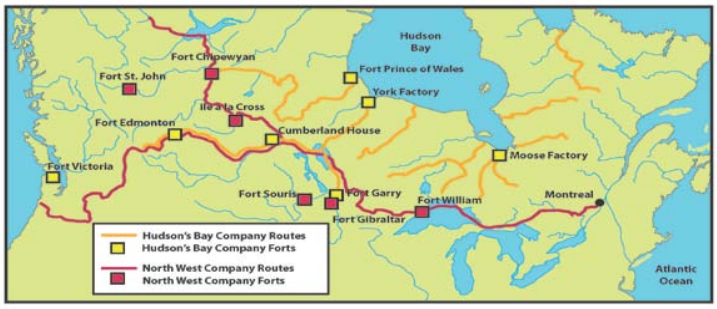
In fact, the history of almost all European exploration in Canada is inseparable from this desire to make connections with Aboriginal groups that could trade for furs. Those connections would shape both European and Aboriginal peoples in ways perhaps unexpected and unperceived.

Fur, Farms, and the Métis

Essential Question A: How did the major 'highways' (rivers) of the fur trade shape the way Canada developed?

Fur Trade Highways

We can certainly see the impact of the fur trade in the fur trading forts that were established across the continent by the various trading companies (HBC, NWC, XY and many others). These forts were almost always located at strategic places on rivers. The forts became the hubs for contact between European and Aboriginal peoples, and among Aboriginal peoples themselves. These rivers were the highways of their time (see *Exploring the Fur Trade Routes of North America* (2000) Heartland Press) and many, many of these forts have grown into major communities in Canada today. The impact on the fur trade is visible on maps to the current day. This reality forms the basis of the fairly focused **Essential Question A** *How did the major 'highways' (rivers) of the fur trade shape the way Canada developed?*



FUR TRADE ROUTES

From GNWT- ECE Grade 5 Map Collection

This question explores how the fur trade has shaped the transportation routes and location of population centres in the Canada we have today. This Essential Question encourages students to use their mapping skills and to make the historical connections between the fur trade 'highways' and those of Canada today.

Essential Question B: What could farmers or fur traders in the 1800's have done differently to solve their differences in the Red River region?

Fur Trade Partnerships and Farming Confrontations

Though the fur trade forms a theme running through many periods of Canada's development, we touch on it briefly in LE #8 because as we pass the period of Confederation, the westward expansion hoped for by John A. Macdonald and many of the shapers of the British North America Act comes up against the legacy of the fur trade in Western and Northern Canada. The partnerships between Aboriginal peoples and European fur traders that have evolved in the fur trade come under huge pressure by the proposed 'settlement' (ie: farming) of the prairies that Confederation begins to anticipate. In particular, this Learning Experience explores how the Métis- who are a direct result of those historic fur trade partnerships – respond to the western expansion of the newly-formed dominion of Canada.



CWJeffreys, The Trading Post,1785. Made available for sharing by Northern Blue

One of the quite distinctive aspects of Canadian history (some would say it is *the* defining characteristic – John Ralston Saul – *A Fair Country*) is that the contact between Aboriginal and European peoples evolved in many cases into a form of *partnership*. The fur trade in many places provides us with the best examples of this. Aboriginal peoples knew how to thrive in this land that seemed so hostile to many Europeans. The European desire for fur, particularly the rich pelts of northern beaver that could be made into *felt* for fashionable hats, could not be met without the help of the Aboriginal peoples. Their hunting, travelling and trading skills were fundamental to the success of any fur trading enterprise.

Fur, Farms, and the Métis

Negotiations and the exchange of goods grew, in the Nouvelle France era, to form the basis of many interactions, partnerships and agreements between Aboriginal and French peoples. Those partnerships (especially the French-Huron one) were the basis for much of the history of the French in North America. The Hudson's Bay Company established similar partnerships with Cree and other groups in the vast interior of the continent. Without the Aboriginal peoples, their trapping skills, their family and trading networks, the fur trade would not have existed. The NorthWest Company, among others, went further in their pursuit of partnerships by explicitly encouraging 'overwintering' and marriages between French fur traders and Aboriginal women. These relationships made for good business – and were a major advantage the upstart company had over the HBC – which for many years discouraged these kinds of interactions.

Aboriginal people benefited from these partnerships as well – or they wouldn't have entered into them. Trading goods provided some real advantages. Metal pots and tools were easy to use, strong, and transportable. Guns provided a whole new tool for hunting – and warfare. Sharing the land with new people was a value that was deeply ingrained in many Aboriginal beliefs – perhaps to their long-term detriment.

Part of why these partnerships worked for so many generations was that, for the fur trade to work, the land needed to be used mostly the way it had been for countless previous generations. Beaver and other animals need space and privacy or they disappear. The fur trade did not encourage large numbers of people to move into these lands. The HBC and other trading companies were very aware of this, and actively discouraged farming or other enterprises that would change this situation.

The Métis, the fur trade and farming

The fur trade also lead to the creation of a whole new people – the Métis. While any person who is born from parents of two different races or cultures might be described by this term, the majority of the prairie *Métis* that we will be discussing in LE #8 were born through the contact between French fur traders and the Aboriginal peoples they traded with. The prairie Métis developed a particular culture reflective of these two peoples and traditions. They also developed a very particular role in the fur trade – they provided the 'gasoline' on which the fur trade's engine ran - ***pemmican.*** Pemmican comes from the Cree word *pimîhkân*. It was dried , pounded buffalo meat with grease and sometimes berries added. It was light, extremely high in protein, lasted for months (or years) if stored properly, and could be transported easily. The paddlers of the fur trade canoes – the *voyageurs* – were fuelled by it. The Métis culture was built around the traditional buffalo hunt of their Aboriginal ancestors, and the production of pemmican for the fur trade. The Métis were produced by, and reflected, the partnerships of the fur trade.



"The Fight at Seven Oaks" by Charles William Jeffreys. Image in public domain; made available for sharing by user, Jeangagnon, in Wikipedia article, "Battle of Seven Oaks."

And in the 1800s, the Métis way of life was being squeezed. The fur trade was in decline through both a change in European fashion and an overtrapping of beaver in much of Canada. In 1811, the HBC sold off 116,000 sq miles of land to Lord Selkirk right in the middle of the NWC fur trading routes. This land was to be used for settlers that the Scottish nobleman wanted to bring in from Scotland, and the settlers were moving into the prairies with plans to farm, not hunt or trap. Fences and fields were not compatible with the buffalo hunt nor the fur trade itself. The NWC fur trade would be wiped out if this route was blocked - though the HBC's commerce, coincidentally, would not be much affected.

Confrontations were inevitable, and not long in coming. In 1814, Miles MacDonnell, who had been named as 'governor' of the Assiniboia region, announced the Pemmican Proclamation, which prevented any goods produced in the Assiniboia regions from being exported. This was meant to encourage/force people to assist the barely-surviving settlers, and was perceived by the Métis as intending to kill their pemmican trade. If they couldn't sell their pemmican, they had no source of

income. The stage was set for confrontations, and in 1816 at Seven Oaks a battle occurred between Métis and settlers which left over 20 settlers (including the new governor, Semple) dead. The Métis were later cleared by a Royal Commission which declared the governor and settlers to be the aggressors. As the 1800s progressed, the stage was set for further confrontations between settlers and Métis, especially after the Confederation in 1867 of the British North American colonies.

Essential Question B *What could farmers or fur traders in the 1800's have done differently to solve their differences in the Red River region*?

Essential Question C: Louis Riel is described as a hero for the Métis and a traitor by many others in 1870. How would you describe him?

John A. McDonald and many others dreamed of a Canada that stretched to the Pacific Ocean. The colonies of Vancouver Island and British Columbia were at the far side of this dream. In the BNA Act promises had been made about how these western colonies would be joined with the newly-united eastern dominion. Between those Pacific colonies and 'Canada West' (now named Ontario) lay the vast expanse of 'Rupert's Land'. This was over 3.9 million square km of land that was named after a nephew of Charles 1 and had been granted to the Hudson's Bay Company back in 1670. It basically covered all lands whose waterways drained into Hudson's Bay. The HBC assumed 'governance' over this whole area in theory, though in practice the fur trade was the main interest of that organization.

After almost 200 years of general stability, in the 1800's, big changes were underway in this huge part of North America. Foremost, perhaps, was a significant decline in the fur trade over all during the early 1800's. Then came the amalgamation of the HBC and NWC in 1821. The birth of Canada occurred in 1867, with a sense that the West was 'the next big thing'. In 1868 (with no consultation with any of the people living there), the Rupert's Land Act authorized the transfer of all of Rupert's Land to the new Dominion of Canada for the sum of 300,000 British pounds. The transfer of the land was to officially occur on Dec 1, 1869.

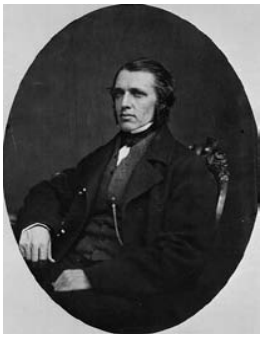
But they forgot to talk to the people who already lived there. In August of 1869, William Macdougall, newly named by John A.Macdonald as the 'lieutenant governor' of the Red River region, authorized surveying of land to begin there. The Métis divided land similar to the way it was done in the Nouvelle France era, in long strips which ran back from rivers (seigneurial system). Macdougall's surveyors began marking off the square blocks used in Ontario – which crossed over, in many cases, many different Métis' properties. This was a hugely unsettling action, and one which, again, the local people had not been consulted about, nor agreed to. The Métis did not have legal title to the lands they lived on, only ancestral right, and were afraid they would be forced out by Canadian settlers once the land surveys were completed. The stage was being set for the arrival of settlers from "Canada" - and for a confrontation that echoes in Canada to this day- The Red River Resistance – also called, reflecting the divisiveness of the events that followed, the Red River Rebellion.



"Provisional Métis Governement", author unknown. Image is in the public domain and made available for sharing by user, Leslie in Wikipedia article, Louis Riel."

Fur, Farms, and the Métis

On October 11, a group of armed Métis, organized by Louis Riel, stopped the surveying party. They then formed the "Métis National Committee" and declared that any attempt by Canada to assume control of the Red River area would be contested unless the federal government negotiated with the Métis. When Macdougall attempted to enter the settlement on November 2, he was refused entrance by armed Métis horsemen. A group of Métis seized control of the military and trading centre of Fort Garry on the same day.



"William McDougall." Public domain. Archives Canada. Made available for sharing by user Stanmar in Wikipedia article, "William McDougall."

A convention was held on December 1, and a majority of people who attended (which included, French and English-speaking Métis, settlers, Americans and others) agreed to a list of rights that were proposed as conditions that needed to be met by Canada before an agreement to join that country would be made.

A minority group of pro-Canadian settlers opposed the agreement, led by some anti-French Orangemen such as John Christian Schultz and Thomas Scott issued a call to arms. Those who participated in this action were rather badly outnumbered, and were arrested and imprisoned by the Métis at Fort Garry. Ottawa sent some negotiators, and while they were making their difficult way from Ontario to Red River, the Métis National Committee declared a 'provisional government'. Essentially they declared that since the HBC was no longer the governing body for the area, and Canada had no legal authority over the people there, a government needed to be created – temporarily. This body, with Riel elected president, carefully ensured that the British flag flew over the building where the provisional government held its meetings- and communicated that they were loyal to the British Crown. Discussions with the representatives from Ottawa took place, and a new list of rights was carried to the federal government by representatives of the provisional government. They hoped to negotiate directly with Macdonald and Cartier terms of union between 'Manitoba' and the Canadian Dominion.

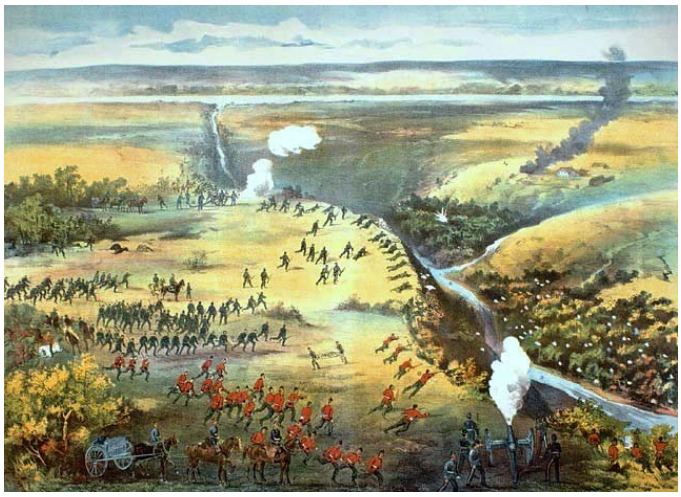
Prior to these delegates heading to Ottawa to begin these negotiations, an event occurred which shaped much that followed. A group of pro-Canadian settlers armed themselves and moved to attack Fort Garry. They were arrested by the Métis 'soldiers' of the provisional government. One of the prisoners was Thomas Scott. Scott was an 'Orangeman' – a violently anti-French, anti-Catholic group – and spared no efforts to let his captors know what he thought of their race, language and beliefs. He had escaped previously, and was one of the leaders of a planned armed attack on the provisional government.

After a variety of confrontations with his guards, he was accused of insubordination, which in the Métis hunting tradition was equivalent to treason. He was tried, sentenced and executed by a firing squad. His death became a lightning rod for Protestant-Catholic and French-English tensions in the rest of the country. The Toronto based *Globe* newspaper reflects the kind of language of the time:

Whereas Brother Thomas Scott, a member of our (Orange)Order was cruelly murdered by the enemies of our Queen, country and religion, therefore be it resolved that . . . we…call upon the Government to avenge his death, pledging ourselves to assist in rescuing Red River Territory from those who have turned it over to Popery, and bring to justice the murderers of our countrymen (April 13, 1870).

Negotiations between MacDonald, Cartier and the provisional government representatives proceeded nonetheless, and by May 12, 1870 The Manitoba Act had been drawn up, which admitted this newly declared province into the Canadian Confederation. Many unique clauses reflected both the realities of Red River, and some unresolved tensions related to language, religion and education in Confederation itself. Macdonald's refusal to pardon Riel (and his ultimate hanging in 1885) would cause a profound split between Ontario and Quebec for decades to come.

The Manitoba Act effectively ended the need for a provisional government, and with no pardon in place and the approach of a military expedition sent by Canada to Red River,



"Battle of Fish Creek." Public domain. Library and Archives Canada. Made available for sharing by user Jeangagnon in Wikipedia article, "Battle of Fish Creek."

Riel fled to the United States. He was elected to the House of Commons 3 times in abstentia, and even signed the Commons Registry book once during a disguised nocturnal visit.

The rules for the upcoming 'settlement' of the Red River region, and much of the prairies, had been negotiated. The partnerships that had existed for so many years during the growth and evolution of the fur trade had been changed forever. The Métis were convinced they had protected their rights under the Manitoba Act, and would be able to preserve some of their former way of life. They were to discover to their great disappointment that they had not. 'Canadian' settlers began to flood into the area, and many Métis moved further and further West in the hope that their rights and land would eventually be respected. This would lead to the North-West Rebellion of 1885. **Essential Question C** asks students to decide what role Riel played in Canadian history: *Louis Riel is described as a hero for the Métis and a traitor by many others in 1870. How would you describe him?*

LOOKING FORWARD:

In LE #8 we have seen the beginning of the post-Confederation changes that begin to evolve in Western Canada. The 'empty Northwest' is being filled with settlers from Ontario and elsewhere. Different visions for the country collide and culminate in the Métis-lead Red River Resistance/Rebellion, and the entry of Manitoba into Confederation in 1870. The partnerships that have evolved over centuries in the fur trade are pressured and in many cases broken by the new use of the land for agriculture.

In LE#9, we explore the relationship between the Dominion of Canada and the Aboriginal peoples of Western Canada, through the particular lens of the Number Treaties. There are riveting leaders on both the Canadian and Aboriginal sides of these negotiations, and, again, very different understandings of what the future of this evolving country called Canada might look like.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:

KL-023 - Locate on a map of Canada the major settlements of Rupert's Land in 1867.
Include: *Canadian rivers and towns/cities with "Fort" in their names; present highways and railways)*
KCC-027 - Identify individuals and events connected with Manitoba's entry into Confederation.
Include: Louis Riel, John A Macdonald, Red River Resistance, Métis Bill of Rights, negotiation of the entry of Manitoba into Confederation
KCC-030 - Describe the influence of the fur trade on the historical development of Canada.
Include the Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada
KCC-036 - Give examples of the impact of interactions between First Peoples and European traders particularly in relation to the fur trade in Canada.

Fur, Farms, and the Métis

Examples: partnerships; cultural change; spread of disease; shared technologies; origin, way of life and role of Métis; place names in Canada

KP-049 - Give examples of conflicting priorities between demands of the fur trade and agricultural settlement.
Include: Selkirk and Métis settlement of the Red River

VL-007 - Appreciate the significance of the land and natural resources in the development of Canada.

Understandings:
Students will understand that …

- Rivers were the 'highways' of Canada for hundreds of years.
- Many communities were established on these waterways as fur trading forts.
- Many fur trading forts have evolved over time to become important population centres in Canada today.
- The fur trade used the expertise of both Aboriginal and European peoples and developed partnerships of mutual benefit.
- The fur trade and farming (or 'settlement') used the land in very different ways – which led to conflict in the Red River settlement, and elsewhere.
- The Métis at Red River had developed a particular role in the fur trade, through the Buffalo hunt.
- People have different opinions on the people involved in the Red River Rebellion (or resistance of 1870 (ie: Louis Riel, John A Macdonald).

Essential Questions:
around which the Established Goals and their matched resources are organized

A. How did the major 'highways' (rivers) of the fur trade shape the way Canada developed?

B. What could farmers or fur traders in the 1800's have done differently to solve their differences in the Red River region?

C. Louis Riel is described as a hero for the Métis and a traitor by others in 1870? How would you describe him?

Students will know …

- The major fur trading and transportation rivers of Canada,(include Saint Lawrence, Ottawa, Albany, Nelson, Churchill, Red, Assiniboine, North and South Saskatchewan, Peace).
- Many fur trading posts became important communities over time (For Churchill, York Factory, Moose Factory, Fort William, Fort Garry, Fort Chipewyan, Fort Simpson, Fort Edmonton, Fort Victoria, Fort Rupert, Fort Langley).
- The fur trade was built on the hunting expertise and land skills of Aboriginal peoples and developed for many years as a partnership with European traders.
- These partnerships had benefits for European and Aboriginal peoples, and evolved over time.
- That 'settlement' or farming used the land in very different ways than the fur trade did.
- The changes that Confederation, the influx of farmers and a declining fur trade brought to the

Students will be able …

- To use mapping skills to locate major fur trading and transportation rivers of Canada,(include Saint Lawrence, Ottawa, Albany, Nelson, Churchill, Red, Assiniboine, North and South Saskatchewan, Peace).
- To use mapping skills to locate fur trading posts.
- To develop criteria in a small group or individual setting for what impacts (positive and negative) the fur trade had on both Aboriginal and European peoples.
- To use research skills to explore the kinds of partnerships that existed between Aboriginal and European peoples in the fur trade.
- To use research skills to explore the different goals, ways of life, and ways of using the land of farmers and those involved in the fur trade.
- To take alternate perspectives on the events in Red River of 1869-70 (Métis, Canadian settler, federal politicians, Catholics).

people of the Red River area and the NorthWest generally.
- The role that individuals played in the entry of Manitoba into Canada. (Including Riel, Macdonald, McDougall).

VOCABULARY: settlers/settlement, trade/trading goods, *voyageur*, surveying, partnership, negotiate, perspective, Métis, provisional (as in *provisional government*), traitor, pardon

CULTURE-BASED PERSPECTIVES

In LE #8, students do a brief overview of the fur trade as it evolved in Canada, and the ways in which contact between European and Aboriginal peoples around this trade shaped these peoples – and continues to do so.

In ***Dene Kede*** 'how people have and should live on the land' is an important theme. In **Geography and Land Use** (p. 27-31) students are encouraged to 'understand the importance and meaning of their relationship to the land'. There are outcomes related to traditional hunting and trapping areas and practices, trails and sacred places. In **Water and Rivers** (p.32-36), skills around water, knowledge of local waterways and navigation are all explored. These have important connections to an understanding of the important skills, knowledge and values that Aboriginal people brought into their relationships – and partnerships- in the fur trade. Why communities were located where they were is also developed in this part of *Dene Kede*, which is an important part of this Learning Experience as well. The skills, knowledge, values and understanding explored in **Camping** (p. 59-63) have good connections to LE #8 as well.

The **Beaver** theme develops an understanding of this powerful animal that is very different from a view which sees it only as a source of fur. The Dene people are also part of this beaver and fur trade theme. The characteristics of the beaver, and how powerful and respected an animal it is are explored through stories and legends in *Dene Kede.*

In ***Inuuqatigiit*** the **Relationship to the Environment** (p 89-148) theme can provide important understandings of the skills, knowledge, understanding and values that Inuit developed to thrive in their relationship with the land. These help students understand the importance of the land to Inuit perspectives and traditions. These skills and knowledge also contribute to the success of Inuit in the fur trade, which is one of the themes of LE #8. The characteristics of various animals (p. 112-148), and the role they play in Inuit life, including legends, hunting and trapping are also explored. These are valuable learnings that are connected to Learning Experience #8.

How both Dene and Inuit relationships, skills, and understandings of living on the land have developed will be valuable to an exploration of how life has remained the same, and how it has changed since contact with non-Aboriginal peoples.

2. IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

USING HISTORICAL FICTION FOR THE INQUIRY

The novel often covers many of the Essential Questions (see front matter of this course for a rationale of historical fiction use in Social Studies). When this novel is used it is intended to be the inquiry task for the Learning Experience. The novel will likely be used in one of the following manners:
- Whole class experience. The teacher judges that the novel does the best job of covering the Essential Questions
- Small group experience. While the rest of the students choose different inquiry tasks (see options below), a small

group may choose the novel
- Individual experience. When a student requires a differentiated experience, the novel may be used

2. HFPG BLM: Reading Historical Fiction-Planning Guide

2. HFDR BLM: Reading Historical Fiction-Daily Responses

 Novel: *Rebel Leader*

(NOTE: this graphic novel involves events and issues covered in both LE#8 and 9. There may be advantages in using this novel in LE#8 since Riel is being introduced for the first time. However, if other literature is used in LE#8 to introduce Riel, using this novel later could give students something to look forward to, and they would be more prepared to appreciate Riel's impact on Canadian history outlined more fully in LE#9. The novel covers some issues not introduced until LE#9, such as the railroad.

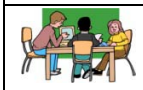
ESSENTIAL QUESTION A

How did the major 'highways' (rivers) of the fur trade shape the way Canada developed?

  (*Skill Sets*: 7b – Using and Interpreting Maps; 11a – Print and Electronic Research; 7e – Social Action; 11c - Email- see Appendix A)

Pretend you have been given $100 000 to spend on making at least five old fur trade routes in Canada fun for drivers to drive to and tourists to learn about. The government is asking three things from you:

1. Find five historic trading posts sites that are close to the TransCanada Highway across the country (be sure to ask yourself, "I wonder why the TransCanada Highway was built here...?).
2. Next, decide what a tourist (who knew ahead of time) could bring to trade for something nice that grows or is found in that area (part of the fun is to "trade something" at this site).
3. Finally, take your thoughts and actually send them in an email (or posted letter) to either Heritage Canada, Parks Canada, or to transcanadahighway.com.

  (*Skill Sets*: 7b – Using and Interpreting Maps; 11a – Print and Electronic Research; 7e – Social Action; 11c - Email- see Appendix A)

Decide that you are going to adopt three major rivers of the fur trade. Adoption will mean you need to know what the river's name was and where the river started and ended. This is easy if you can get a big Canadian atlas from your library or go to http://canadiangeographic.ca . Follow the links from "English", "Atlas" to "Explore by Themes" to "Natural Resources" to "Fur trade" to zoom in on maps and hear descriptions of the fur trade read aloud. Start your research at http://en.wikipedia.org/wiki/List_of_rivers_of_Canada for each of your rivers. Get more specific with using web resources such as www.greatcanadianrivers.com and http://atlas.nrcan.gc.ca/site/english/learningresources/facts/rivers.html. Finally, voice your opinion about these fur trade rivers by signing a petition, joining a letter writing campaign, or taking a photo and submitting it see www.ispeakforcanadianrivers.com.



(*Skill Set*: 7c – Interpreting Timelines - see Appendix A)

Provide students with a Note Card describing an event related to northwest expansion. Using their research notes and consulting a map of Canada as needed, students arrange themselves in chronological order to create a living timeline. Provide students with a copy of the complete timeline to verify that they are in the right order.
Tip: More than one student may be given a slip of paper with the same event so they can help one another to find their place on the timeline. Encourage students to use a map to help them place the events in order so that they can see the expansion push farther and farther west. This activity is intended to give students a historical overview of the fur-trade era and the expansion to the north and the west. It will also help clarify that while they have been studying events in the eastern part of Canada, exploration and expansion has been continually taking place in the west. Students will later have the opportunity to focus on particular explorers and events.



BLM: Note Cards: Meanwhile, Back in the West…



(*Skill Set*: 5 – Using Graphic Organizers - see Appendix A)

Students complete a Word Cycle to explain the relationships linking different elements involved in western and northern expansion of the fur trade. Students compare and discuss their Word Cycles with each other and help one another to refine their explanations.



BLM: Word Cycle—Fur Trade



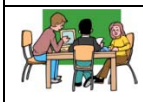
(*Skill Set*: 11a - Print and Electronic Research - see Appendix A)

Students search "fur trade routes" at www.transcanadahighway.com. Using the towns and rivers/lakes where the TransCanada Highway exists today—as mentionned in the search results, locate the nearest historical sites of fur trading posts. Prepare a brochure about the TransCanada Highway as a "journey back in time" or "Follow the Way of the Fur Traders: Drive the TransCanada Highway!" etc.



(*Skill Set*: 10c - Artistic Representations - see Appendix A)

Students create artistic representations (e.g., watercolour, collage, mural…) illustrating important features/landmarks along the "fur highway". Students explain the historical significance of the locations and describe how each was useful to fur traders trying to adapt/live with the land.



(*Skill Set*: 11d - Desktop Publishing- see Appendix A)

Collaborative groups of students create a brochure about a fur-trading region of the North West Company. Students include maps that illustrate the sites of fur-trade posts or other historically significant places, details describing ways in which fur-trade operations were influenced by the land, and how the fur trade influenced the historical development of Canada.

(*Skill Set*: 9d - Persuasive Writing- see Appendix A)

Students write a persuasive letter to an individual or organization in their community (e.g., NewsNorth, letter to the editor, letter to an elected representative…) explaining why the development of places of historic significance are important to the history and future development of Canada.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-3.html

(*Skill Set*: 11g - Multimedia Presentations- see Appendix A)

Collaborative groups of students create a multimedia presentation illustrating the significance of the fur-trade to the historical development of Canada. Students include the location of fur-trade posts and places of historical significance, ways in which the geography of the land influenced fur-trade operations, and the importance of waterways, the canoe, and the York Boat to the fur trade and the development of Canada.

(*Skill Set*: 9f - Narrative Writing- see Appendix A)

Students assume the role of a fur trader and create an illustrated fur-trading journal. They compose a series of journal entries and illustrations describing a canoe voyage from Montréal to Fort Gibraltar, or a York Boat voyage from Rocky Mountain House to York Factory. Students describe the natural conditions they encountered on their voyage, how various equipment for the voyage was used (e.g., clothing, tools, blankets…), and events that may have occurred, as well as a map of their daily progress.

(*Skill Set*: 11d - Desktop Publishing- see Appendix A)

Using a word processor, students create a brochure explaining the importance of the fur trade to the history of Canada and the historical reasons why the beaver is used as a symbol for our national parks. Students post and share their brochures.

ESSENTIAL QUESTION B

What could farmers or fur traders in the 1800's have done differently to solve their differences in the Red River region?

(*Skill Set*: 11a - Print and Electronic Research - see Appendix A)

Using print and electronic resources, students research the sources of tension between the Selkirk settlers and the Hudson's Bay Company, and the Métis and the Nor'Westers, culminating in the Seven Oaks battle of 1816. Students create a chart showing how the conflicting priorities of agricultural settlement and the demands of the fur trade led to conflict.

8B.3a BLM: Conflict: Agriculture and the Fur Trade

8B.3b BLM: Conflict: Agriculture and the Fur Trade—Key

  (*Skill Set*: 6d– Preparing and Conducting an Interview;11g– Multimedia Presentations- see Appendix A)

Interview a trapper in your neighbourhood. Try to prepare an expert description of what it means to be a trapper for the class audience, parents and the principal. Produce some primary source data by using a digital recorder to record the interview and a few digital stills showing a piece of good trapping land that the trapper might point out.
Specialize in understanding what landscape is required for trapping; how much land is required for a trapline; and how often it must be checked. Ask the trapper what would happen to his trapline if several fences were put up and the land was cleared of trees and bushes and made into fields. Report your findings to the class either orally or with a digital presentation.

  (*Skill Set*: 3a – Discussion- see Appendix A)

To understand the reasons for the conflict between farmers and fur traders, it would be helpful to read the "Rights" that the Métis believed were theirs. Collaborative groups of students read the Métis Bill of Rights of 1870. Students discuss its key points and speculate why they were important to the Métis people, and what the bill tells us about the population and life in the Red River Settlement at the time of Confederation.
NOTE: In the course of the negotiations to enter Confederation, there were four different drafts prepared of this list of rights. The version cited here is the initial draft. The main purposes of each draft were similar: responsible government; representation in Ottawa; protection of language, religion, and culture; and security of Métis land rights and river lots. A later version also included a request for amnesty for all participants in the Resistance, but this pardon was not granted.

 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

  (*Skill Set*: 7b – Using/Interpreting Maps- see Appendix A)

Students view maps of traditional Métis areas and river lot settlements along the banks of the Red, Assiniboine, and Saskatchewan rivers, and locate the following places of historical significance to the Métis Nation in western Canada in the early 1800s: Seven Oaks, Fort Douglas, Fort Gibraltar, and the Selkirk settlement. Students create appropriate symbols to indicate these places on an outline map of the Prairie provinces, and discuss ways in which each particular location may have provoked or caused conflict among the groups who lived, traded, hunted, or farmed in the area.
NOTE: There were also Métis settlements in the Great Lakes region, Labrador, the North, and the northern United States, but this study focuses on the Prairie region.

 5.3.4c BLM: Outline Map: Prairie Provinces

 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-3.html (see 5.3.4)

  (*Skill Set*: 9e – Descriptive Writing; 7a – Creating Maps; 4c – Consensus Decision Making; Multimedia Presentations - see Appendix A)

Using and creating maps and agreements that are fair to both groups (farmers, Métis) draw up a treaty that would have allowed both sides to pursue their way of life. Show on the maps where each group could have lived? What things do you have to keep in mind for this to be fair? Show your findings to the class either orally or in a multimedia presentation. Be sure to explain about "all the neighbors' problems" in this context and how the two of you have come to a solution that could benefit the whole settlement.

  (*Skill Set*: 11a – Print and Electronic Research - see Appendix A)

Using print and electronic resources, students research the importance of the bison hunt and the possible impact of the loss of the bison on traditional Métis culture and on the fur trade.

TIP: Bison were the mainstay of the Métis economy during the golden age of the Métis Nation (1816-1869), but as early as the 1870s, this animal was becoming almost extinct on the prairies.

 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-3.html (see 5.3.4)

  (*Skill Set*: 9e - Descriptive Writing- see Appendix A)

Students create a personal journal with seasonal entries made by an imaginary member of a Métis family of "hivernants" living in the Red River Valley during the fur-trade era. The family member writes from the point of view of someone living in a log cabin in the woodlands, who participates in the annual bison hunt in June. Students read excerpts of their journals to each other.

  (*Skill Set*: 9a - Journals- see Appendix A)

Students write personal responses in their learning journals to the following prompts:

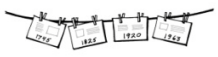
- *The disappearance of the bison in the 1870s signalled the end of a way of life for both the First Nations of the Plains (Cree, Ojibway, Saulteaux, Assiniboine, Sioux, and Blackfoot), and the Métis.*
- *Some herds of caribou are declining in the NWT. If this trend is not reversed, what will it mean for the northern Aboriginal way of life? How would a reduced caribou harvest affect all Northerners?*
- *Try to discover how much time the experts say we have to halt the decline of the caribou—before they go the way of the bison. Also research how long it took for the bison to disappear.*

Students share their responses with the class.

 Historical Thinking Strategy (recommended)

  (*Skill Set*: 7d - Creating Timelines- see Appendix A)

Collaborative groups of students illustrate and annotate an event related to the northwest expansion of the fur trade for inclusion on a classroom wall timeline. Students discuss the importance of the fur trade in promoting a vision of a country that extended from sea to sea to sea.

  Timeline Clothesline 

ESSENTIAL QUESTION C

Louis Riel is described as a hero for the Métis and a traitor by others in 1870? How would you describe him?

 (*Skill Set*: 11a – Print and Electronic Resources - see Appendix A)

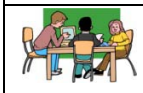
In order to decide what role Riel played in history, use print and electronic resources to research the events leading up to Manitoba's entry into Confederation in 1869 (i.e., provisional government of Louis Riel, Métis Bill of Rights, Red River Resistance [also known as Red River Rebellion] and its consequences…). Students record information, including a chronology of the events and an explanation of how these events had an impact on Manitoba's entry into Confederation.
TIP: The Hudson's Bay Archives in Winnipeg may be contacted for a variety of historical references related to the Red River Settlement.

 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

 (*Skill Set*: 9d - Persuasive Writing- see Appendix A)

Students define the terms *rebellion* and *resistance* and, using facts to support their opinions, prepare and present an argument to prove that the actions of Louis Riel and the Métis in Manitoba were either a *rebellion* or a *resistance*. Consider the actions and roles of William McDougall and Sir John A Macdonald.
TIP: Explain to students that part of the historical debate about this question focuses on the fact that these events transpired at a point in time when there was a transition of power from the Hudson's Bay Company to the Government of Canada; there is some question about whether there was in fact any government in power in Red River. In this case, the actions of Riel's provisional government could not be considered to be rebellion against an existing authority. On the other hand, the execution of Thomas Scott may be seen as an act that did not reflect principles of peace, order, and good government.

 BLM: Resistance and Rebellion

 (*Skill Set*: 10a - Dramatic Presentations - see Appendix A)

Collaborative groups of students prepare and present a role-play depicting the final negotiations between the Métis representatives and the federal government, resulting in the creation of the province of Manitoba on May 12, 1870 (and taking effect on July 15, 1870). Students assume the roles of Prime Minister John A. Macdonald, Honourable George-Étienne Cartier, Father Noël-Joseph Ritchot, Judge John Black, and Alfred Scott, and portray the points of view of each in reaching the final terms of the agreement.

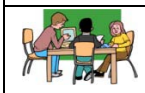
 Historical Thinking Strategy (recommended)

 (*Skill Set*: 7d - Creating Timelines- see Appendix A)

Students create annotated illustrations to post on the class timeline, illustrating significant individuals and events from this period in Canadian history (e.g., Confederation, Sir John A. Macdonald becomes Prime Minister, sale of Rupert's Land to Canada, William McDougall's role and actions, provisional government in Manitoba, Manitoba becomes a province...). Students may add maps to the timeline illustrating the addition of new provinces and territories to the Canadian

Confederation.
TIP: Timelines help students imagine and visualize events of the past, and to better understand abstract concepts related to history and chronology. Consider devoting one section of a full wall to the creation of a class timeline for this Learning Experience.

1B. HT.1 Timeline Clothesline 

  (*Skill Set*: 4a - Collaborative Groups- see Appendix A)

Collaborative groups of students carry out a team deliberation to consider whether or not the Government of Canada should have granted amnesty to Louis Riel for his actions during the 1869–1870 Red River Resistance in Manitoba. Students include information related to the historical status of Riel, the impact that amnesty may have had on Riel's subsequent involvement in the 1885 Northwest Resistance (also known as the Northwest Rebellion), and pressure from Ontario on the federal government to respond to Riel's actions.
NOTE: The deliberation may be postponed until after the study of the Northwest Resistance. It is considered here because Riel's role in Manitoba's entry into Confederation is often considered to be his chief accomplishment.

8C. 5 6.1.2h BLM: Historical Status of Riel (2 pages)

  (*Skill Set*: 9d – Persuasive Writing; 3b –Public Speaking; 10a – Dramatic Presentations- see Appendix A)

Pretend there is a hearing for Riel. A hearing would be a bit like a student telling the principal "their side" of something that had happened. In this hearing Riel needs to tell what has happened and what should happen in the Red River Settlement area. He should talk about his hopes and dreams for the area which is around Winnipeg (and south of it) today. He should talk about Canada and use the word "country" as he talks (he might use it differently than we do today). Have the class write up their decision about the future of the land we now call Manitoba. Also, have the class decide whether punishments and rewards should be given to him. Use your class reference book as one place to help you make these decisions.

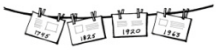
Extension: Modify this hearing to include Macdonald, or to have the two men debating the same questions. Compare Macdonald and Riel. Is one the hero and the other the traitor?

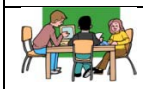
 Historical Thinking Strategy (recommended)

  (*Skill Set*: 11a – Print and Electronic Resources- see Appendix A)

Using print and electronic resources, students research the events leading up to Manitoba's entry into Confederation in 1869 (i.e., provisional government of Louis Riel, Métis Bill of Rights, Red River Resistance [also known as Red River Rebellion] and its consequences…). Students record information, including a chronology of the events and an explanation of how these events had an impact on Manitoba's entry into Confederation. The timeline card BLM may be an effective way to keep the descriptions brief, visually appealing, and displayable.
TIP: The Hudson's Bay Archives in Winnipeg may be contacted for a variety of historical references related to the Red River Settlement.

 **Supporting websites can be found at** http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

1B. HT.1 Timeline Clothesline 



(*Skill Set*: 11a – Print and Electronic Resources- see Appendix A)

Using print and electronic resources, individuals or groups of students research Riel, Macdonald, and McDougall. Using the provided note-taking frame, students record background information related to the individual or group, values and beliefs held, decisions made and actions taken, and the impact of the group or individual on Manitoba's entry into Confederation.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

8C. 7 BLM: People: Manitoba Becomes a Province

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:

Conduct a study of the words "resistance" (using force or nonviolent means) and rebellion (violent or nonviolent disobedience). Look for examples from the playground that can happen *between* students over the issue of exclusive rights that some students may claim to a certain area of the playground. Imagine the end goal of the group who want access and how using resistance or rebellion can achieve the goal. Imagine the potential results of using violent resistance or rebellion compared to non-violence. Define what is taking place: is it loosely organized, hidden resistance to someone's claimed authority, or, organized, open rebelling of someone's else's established authority? If the playground example is problematic, think about the Underground Railroad period of slave action against the system. Was this resistance or rebellion? LE#8. Some writers in Canada call this time period the Red River Resistance—others call it the Red River Rebellion. Decide within groups which word describes the events in the Red River area in 1869-70—provide evidence in a class "hearing". Finally tell the class why it matters in the end, whether Riel led a rebellion or a resistance.

1. _____ (students' choice)
1 2 3 4 5

2. _____ (students' choice)
1 2 3 4 5

3. _____ (students' choice)
1 2 3 4 5

4. How deeply has the student researched and understood the events and positions held by leaders at this time?
2 4 6 8 10

5. To what extent does the student provide an answer that speaks clearly to the Riel's *approach* to change?
2 4 6 8 10

6. How well do the students each participate in the final "hearing"?
2 4 6 8 10

(NOTE: The above example shows: Required criteria: 67% of total score; Student chosen criteria: 33% of total score)

Other Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions
  - personal learning connections
  - culture-based connections
  - vocabulary matching or fill in blank

3. THE LEARNING PLAN (classroom teaching stage)

(see "Integration" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1 *Finding Your Place*	**Class 2** Mini-lesson: Essential Question A	**Class 3** Mini-lesson: Essential Question B
Class 4 • Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	**Classes 5-11** Student Inquiries: research, drafting, editing	**Classes 12-13** Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Background for Teachers The rivers were the 'highways' of Canada for hundreds of years and many communities were established on these waterways as fur trading posts. Many of these fur trading posts have evolved over time to become important population centres in Canada today.	**Activity** • Locate the major 'highways' (rivers) and trading posts of the **fur trade**.
Materials/props/space needed • Canada floor map pieces • Red and yellow *Lego* pieces, blue rope, small paddle	**Skills Sets:** • 7a – Creating Maps • 7b – Using/Interpreting Maps

Fur, Farms, and the Métis

FYP. 8.1 BLM: Rivers as Highways Layered Maps CD: • 19-Canada Fur Trade Map	• S-200 - Select information from oral, visual, material, print, or electronic sources. • S-201 – Organize and record information in a variety of formats and reference sources appropriately • S-203 – Select and use appropriate tools and technologies to accomplish tasks • S-403 - Present information and ideas orally, visually, concretely, or electronically

Procedure

1. By this time in the year students should be very familiar with the map and be able to put it together on the floor without teacher assistance. The following tasks are for a few individuals at a time only. Ensure each student in the class has one of the tasks but assign a full group task to complete while individuals are working (such as a reading or other map work).
2. Ask for a few volunteers to work cooperatively to put the floor map of Canada out.
3. The next volunteers should then use the **Canada Fur Trade Routes** map and the yellow and red Lego pieces to place some of the HBC and NW company forts on the floor map. They should include some of the main ones such as Montreal, Fort Chipewyan and Old Fort William but it is not necessary to include them all.
4. Ask other students to cut out the names of the rivers that were essentially 'highways' during the fur trade era (BLM). They should then locate these rivers on the floor map using an atlas. Use the blue rope to put the rivers on the map while others label the rivers with the papers.
5. Finally, ask other volunteers to pretend to paddle some of the routes using the small paddle and walking along the map. They should pick a specific starting point and destination such as;
    a. Fort Edmonton with furs needed to be traded in Montreal
    b. Fort Chipewyan with furs heading all the way back to England
6. Time permitting ask another set of volunteers to locate the major settlements of Rupert's Land in 1867 noting which bodies of water they are near. Which of these is a major centre today? Summarize with the class how water including rivers and lakes were the first highways in Canada.

Extension/Inquiry Activities

1. Students could research the railway and using the railway tracks provided present to the class when each section of the railway was built. They should think about what the major highway is today. Is it the rivers, the railway or a road network? Where does the TransCanada Highway go? How is it similar and different to the river and rail routes?
2. Individually or in a small group of students, watch the NFB film called, *Paddle to the Sea*, based on Holling C. Holling's book of the same name, which follows the adventures of a little toy canoe on its long odyssey from Lake Superior to the sea. It can be found at www.nfb.ca/film/paddle_to_the_sea. Challenge this student to learn where a canoe would need to be placed for it to journey to the Pacific Ocean and to describe this journey to the class on the map of Canada. They may even want to carve their own canoe and make a little movie with the canoe filmed on topographic maps.

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

How did the major 'highways' (rivers) of the fur trade shape the way Canada developed?

Example of a Mini-Lesson Hook

"Why do so many communities in Western and Northern Canada have "Fort" in their names?"



Critical Thinking Strategy (recommended)

Step 1 Introduction

Tell students that the Essential Question they will be exploring in LE 8 is "How did the major 'highways' (rivers) of the fur trade shape the way Canada developed?" Suggest to students that their task in this activity is to determine the year, month and time of day of a drawing as an introduction to the Essential Question.

Project slide#2 of the LE8 Powerpoint. In groups of 2 to 4 tell students that they are to determine the month, the day of the week and the time of day that is represented in the drawing. Suggest that whatever conclusions they make they must support with evidence from within the photo and their knowledge about farm life in Burnaby in 1942.

Most students will not be familiar with farm life or Burnaby so you may have to give them background information. For example you may tell them that Canada was at war in 1942, that the mountains in the background are to the north of the house, or you may want to tell them about the growing season in the lower mainland of BC or generally about farm life.

Ask them to set about the task and record their conclusions on blackline master *8A.CTb Life in Burnaby in 1942*. The following chart provides possible conclusions and evidence for your information:

Life in Burnaby BC in 1942

	Conclusions	Evidence
Month of the Year	• July	• People are working in the garden. • The man and lady working in the garden are wearing sun hats • The vegetables are large and look ready to pick • The lady looks like she is picking berries • Vegetables and berries would be ripe in July in Burnaby

Day of the Week	• **Sunday**	• Children are playing and not working • Lady feeding chickens is well dressed and could be home from church • Man is not working at his job but helping out on Sunday
Time of Day	• **1pm**	• The lady is feeding the leftovers from lunch to the chickens • The shadows of the people are short so the sun in high in the sky • The shades are partly drawn to keep out the hot sun

The conclusions above are in fact conclusions supported by evidence. Students may suggest May, June or August as a month or any day of the week if it coincides with summer school vacation, and other times of the day. The key here is that there are no "right" answers only conclusions with supporting evidence.

Have the students share their conclusions with their classmates.

Step 2 Activity: Introduce the Critical Inquiry

Tell students that the activity above was practice to prepare for the critical inquiry (show Slide#3 in the Powerpoint):

Determine the time of day, the month and the year that is represented in the drawing.

Suggest to students that it could be any day of the week represented in the drawing and that there are clues as to the year that is depicted in the drawing. Remind students that this activity is an introduction to the Essential Question and that whatever conclusions they reach must be supported by evidence within the drawing and evidence outside the drawing (what they know about the fur trade).

Suggest to students that one of the critical skills they are developing is "attention to detail" as well as "reaching conclusions that are supported with evidence" Provide students with blackline master *8A.CTc Fur Trade in Canada* and either individually or in groups have them complete the BLM.

Step 4 Activity: Share your conclusions

Once students have completed the inquiry ask them to share their conclusions. Remind students that their conclusions must be supported with evidence and that there are no wrong answers just judgments supported with evidence.

8A. CTa BLM: LE#8 Powerpoint

8A. CTb BLM: Life in Burnaby in 1942

8A. CTc BLM: Fur Trade in Canada

(*Skill Set*: 5 – Using Graphic Organizers- see Appendix A)

Using a Compare and Contrast Frame, collaborative groups of students research the differences and similarities between the fur-trade routes of the North West Company and the Hudson's Bay Company. Students locate these two major fur-trade routes on a map and discuss the advantages and disadvantages of both, and the impact of these routes on the development of western and northern Canada.

Supporting website can be found at http://www.canadiana.org/hbc/hist/hist6_e.html

Layered Maps CD: 18-Fur Trade Routes Final

8A.6 BLM: Compare and Contrast Frame: Fur-Trade Routes (2 pages)

7B.4 BLM: Outline Map of Canada

(*Skill Set*: 7b – Using/Interpreting Maps- see Appendix A)

Students view a physical map of Canada and discuss factors that would have influenced the location of fur-trading posts. On an outline map of Canada showing only the lakes and rivers, students work in pairs to draw where, given a choice, they would locate trading posts for the fur trade. Students exchange maps with each other and explain why they chose the locations they did for their fur-trading posts.

7B.4 BLM: Outline Map of Canada

(*Skill Set*: 3a – Discussion- see Appendix A)

A well-known Canadian historian, Arthur Lower, is said to have stated in 1965 that *"Canada is a canoe route."* Students view images of canoes and canoe routes and discuss what may have been meant by this statement, and as well, the importance of the canoe in the historical development of Canada.

The land is laced with a network of waterways: some are large, some are small, but most are navigable by canoe. When you look at the face of Canada and study the geography carefully, you come away with the feeling that God could have designed the canoe first and then set about to conceive a land in which it could flourish. [Mason,B. (1984). *Path of the paddle: An illustrated guide to the art of canoeing*. Toronto: Key Porter Books - p.12]

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/5-3.html (see Cluster 5.2).

(*Skill Set*: 7b – Using/Interpreting Maps- see Appendix A)

Using print and electronic resources, students view maps indicating the locations of major forts and fur-trading posts during the period of rivalry between the North West Company and the Hudson's Bay Company. Students list criteria that determined the location of the fur-trading posts, explain how the location of the forts were influenced by the geography of

the land, and how the fur-trading posts contributed to the historical development of Canada.

Supporting website can be found at http://www.canadiana.org/hbc/stories/nwco1_e.html

7B. 4 BLM: Outline Map of Canada See also: http://atlas.nrcan.gc.ca/site/english/maps/reference/outlinecanada/canada05



(*Skill Set*: 7b – Using/Interpreting Maps- see Appendix A)

Using maps, atlases, and electronic resources, students research the names of contemporary communities in western and northern Canada that have their origins as trading posts in the fur-trade era. Students discuss their observations regarding

1) the influence of geography on fur trading post locations (e.g., navigable waterways, portages, facility of access, relief, proximity to natural resources, accessibility to First Nations trappers, distance from rival forts…)
2) the historical significance of place names.

NOTE: This activity offers the opportunity to discuss the idea that the First Peoples had names in their own languages for many of the places that Europeans explored. In some cases, the original name was retained, while in others an English or French version of the original name was created. Often, places were renamed in honour of an explorer or a famous figure, in keeping with European cultural tradition but in fact, ignoring and overruling Aboriginal tradition. Students may be instructed to find examples of all three types of place names, and to add examples of places that have been renamed to return to the traditional Aboriginal names, particularly in the North.

Supporting website can be found at http://www.canadiana.org/hbc/stories/nwco1_e.html

(comprehensive map of posts and owners) http://atlas.nrcan.gc.ca/site/english/maps/archives/4thedition/historical/079_80

8A. 7 BLM: What's in a Name?

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 2, Disc 4
Episode 6
The Pathfinders

The River Route (6 min)
Pierre de la Verendrye proposes to build French fur trade to undercut English. June 1731 – he sets off with plans to build trade route. **Sets up 8 trading forts all the way to northern Saskatchewan**. Intercepts best furs before they are taken to Hudson's Bay Company on the Bay. Tries to forge alliances with Cree and Blackfoot along trade routes. The Sioux attack and all the French are massacred. His trade route, though, bypasses the HBC.

The Nor'Westers (5 min)
The two competing fur companies (HBC and French) compete until 1759 when British defeat France at Quebec– HBC doesn't feel threatened until Scots in Montreal re-organize the trade and the NWC is formed. They are aggressive, profitable and a threat to HBC. Company reacts. **Begin to build a series of forts inland**.

	The Voyageurs (4 min) The fur trade grows. In 1800, NWC is at peak. Daniel Harmon paddled inland by voyageurs. Daily life of a voyageur is difficult. Many have died. 6 weeks of travel, 1000 miles by canoe from **Montreal to Grand Portage**.
	**The Canadian History Series: 1400-1867.** ***The Fur Trade and the Opening of Canada***. (21 minutes). Overview of the fur trade from pre-Contact through to Confederation, highlighting the explorers, voyageurs, trading partnerships between European and Aboriginal peoples, the overthrow of the French colonies by the British in 1759, the Hudson's Bay Company and the rise of the Northwest Company in Montreal. Eventual merger of the companies. Exploration of the West all the way to the Pacific in relation to the fur trade.
	Maps: • PSC: *Fur Trade and the Land* (p. 134-136)  Layered Maps CD: 18-Fur Trade Routes Final
	**Exposition** PSC: *Fur Trade and the Land* (p. 134-136)
	**Websites** • Fur trade routes and the TransCanada Highway (Search the site for "fur trade routes") www.transcanadahighway.com (actual results): http://www.transcanadahighway.com/general/Searchresults2.asp?h77bl59=fur+trade+routes&FLcityID=15&x=8&y=7 • Hudson's Bay and the North West Company's fur trade routes (maps): http://www.canadiana.org/hbc/hist/hist6_e.html
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION B

What could farmers or fur traders in the 1800's have done differently to solve their differences in the Red River region?

Example of a Mini-Lesson Hook

"If you were ... (a Métis living in the Red River area), what would you do if you saw a farmer beginning to fence off the land you lived and trapped on?"

 (*Skill Set*: 3a – Discussion- see Appendix A)

Students view a map of Canada in 1867 and in 1870, after Manitoba's entry into Confederation, and share their observations (e.g., the size and location of the territory, who lived there at that time, what happened to Rupert's Land...). Students discuss why Manitoba entered Confederation at that time and why the map of Manitoba looked different than our present-day map.

TIP: Encourage students to recall some of the factors that motivated Confederation in 1867 (i.e., fear of American expansion into the Northwest, a vision of a railway connecting the east and west coasts...). Students should also bring to mind their knowledge of the issues being faced by the Métis nation in the West (i.e., changes to traditional lifestyle due to the depletion

of the buffalo, increased reliance on agriculture and permanent settlement, and fear of loss of culture and language due to the influx of English-speaking immigrants).

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

(*Skill Set*: 8 – Content Reading- see Appendix A)

Using Think-Pair-Share, students read an informational text about the purchase of Rupert's Land from the Hudson's Bay Company. Students discuss the potential implications of the purchase on descendants of a Selkirk settler or a Métis person in the Red River Settlement.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Students view a video segment of CBC's *Canada, A People's History*
(Episode 6 – Pathfinders 1670-1850; Segment: The Selkirk Settlers) regarding the bison hunt and the beginnings of Métis and Lord Selkirk settlements along the Red River. Students discuss examples of the conflicting priorities of the agricultural settlements and the fur trade.

RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 2, Disc 4
Episode 6
The Pathfinders

The Selkirk Settlers (8 min)
NWC is over-extended by 1810. The plains near Winnipeg are key to NWC. Buffalo meat (pemmican) is the basic fuel the voyageurs travel on. **The Métis are the buffalo hunters**. This is their homeland. Technically, though, the land belongs to the HBC, and the Métis are squatters. **In 1811, HBC sells 116,000 sq miles along the Red River to Lord Selkirk, and wants to settle it with poor Scottish farmers**. NWC sees the threat. Calls Selkirk mad, and wants to drive his settlers off. **Settlement will drive off buffalo**. The first settlers arrive, after difficult 2 month ocean voyage and 50 days of rowing. Start planting the following spring. **Métis and Northwesters can co-exist with a few settlers, but if they grow in number, their way of life is doomed.**

Seven Oaks (4 min)
From 1812 on, more settlers arrive each year, always too late to plant. Many are starving. **Pemmican Proclamation issued** by MacDonnell – banning export of food from Red River – cutting off NorthWesters way of life. Anyone caught will be imprisoned. **Orders NWC to leave HBC lands**. NWC leader calls Métis to meet at Assinniboia. Tells them the settlers will starve the Métis out. Encourages them to attack settlers. **At Seven Oaks** 28 Bay men and settlers confront 61 Métis and natives. 21 Bay men killed. Amalgamation of HBC and NWC happens in 1821. The West is changed forever.

Fur, Farms, and the Métis

	**Exposition:** PSC: *Arrival of the Selkirk Settlers; Pemmican Wars; The Rise of the Métis*; *The Enemies Unite; The Colony Grows; Conclusion* (p. 148-157)
	**Exposition:** PSC: *Manitoba Becomes a Province* (p. 22-23)
	**Exposition:** The 10 Most Significant Conflicts on Canadian Soil: *Red River Rebellion* (p. 18-21)
	**Primary Source:** *Bison Hunt* (p. 144)
	**Websites** • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals: HCO Jr > The History of Canada Online Junior (HCO Jr)>"Part 7. The West"> "A. Red River Settlement & Insurrection" >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "A. Red River Settlement & Insurrection": especially see "Introduction" • *The Red River Colony*: The Canadian Encyclopedia http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006725 • *The Selkirk Setllement* http://www.linksnorth.com/canada-history/theselkirk.html • *Trouble at Red River* http://www.pc.gc.ca/apps/cseh-twih/archives2_e.asp?id=204
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION C

Louis Riel is described as a hero for the Métis and a traitor by others in 1870? How would you describe him?

Example of a Mini-Lesson Hook

"Is it ever right to refuse to do what the government tells you to? Should Canada apologize to _____? "



(*Skill Set*: 3a – Discussion- see Appendix A)

Collaborative groups of students read the Métis Bill of Rights of 1870. Students discuss its key points and speculate why they were important to the Métis people, and what the bill tells us about the population and life in the Red River Settlement at the time of Confederation.

NOTE: In the course of the negotiations to enter Confederation, there were four different drafts prepared of this list of rights. The version cited here is the initial draft. The main purposes of each draft were similar: responsible government; representation in Ottawa; protection of language, religion, and culture; and security of Métis land rights and river lots. A later version also included a request for amnesty for all participants in the Resistance, but this pardon was not granted.



Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

(*Skill Set*: 3a – Discussion- see Appendix A)

Riel's status must be viewed through the issues the Métis faced. Students view a map of Canada in 1867 and in 1870, after Manitoba's entry into Confederation, and share their observations (e.g., the size and location of the territory, who lived there at that time, what happened to Rupert's Land...). Students discuss why Manitoba entered Confederation at that time and why the map of Manitoba looked different than our present-day map.

TIP: Encourage students to recall some of the factors that motivated Confederation in 1867 (i.e., fear of American expansion into the Northwest, a vision of a railway connecting the east and west coasts...). Students should also bring to mind their knowledge of the issues being faced by the Métis nation in the West (i.e., changes to traditional lifestyle due to the depletion of the buffalo, increased reliance on agriculture and permanent settlement, and fear of loss of culture and language due to the influx of English-speaking immigrants).

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

(*Skill Set*: 9a – Journals- see Appendix A)

Students read primary sources and reflect in their journals on life in this time period.

OR, students create a T table with columns "Patriot" (or a synonym) and "Traitor". In a group or individually, look for evidence in the letter that supports either of those two characteristics. Although this is only one source (and more must be used in a more thorough study), decide which word best describes Louis Riel and write why this word is the best description.

8C: 6 BLM: Famous Letters in Canadian History—Riel

(*Skill Set*: 6g – Viewing Visual Media- see Appendix A)

Students view segments from Episode 9 of *Canada: A People's History:* "From Sea to Sea 1867-1873"; "If We Are Rebels" (Riel takes Fort Garry); "War Is Upon Us" (provisional government); "A Single Act of Severity" (execution of Thomas Scott). Students create a T table with columns "Patriot" (or a synonym) and "Traitor". In a group or individually, look for evidence in the video clips that supports either of those two characteristics. Although this is only one source (and more must be used in a more thorough study), decide which word best describes Louis Riel and write why this word is the best description.

NOTE: Other strategies/BLMs provide sources of information (such as the Riel letter above) that will enable a quality of research on a topic that is beyond "one source", assisting students in reaching a more justified conclusion.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 2, Disc 7 (wrongly says "6" on outside disk jacket) Episode 9 *From Sea to Sea*

If we are Rebels (7 min).

Riel leaves Montreal after his marriage proposal is rejected by the parents of his fiancée. The Red River settlement is in upheaval. The Hudson's Bay Company's lease for the area is about to expire. The HBC asks Canada to take it over, and nobody consults the people of Red River. Settlers from Ontario begin to flood in. In 1868, Riel arrives back in Red River. **Government of Canada begins to survey lands in Red River**. The head of surveys is stopped by some Métis. On Nov 2, 1869 – Métis, lead by Riel, seize the military headquarters of Fort Garry. Governor McDougall has no troops to oppose them. **The Métis form a Provisional government**, composed equally of English and French. **Métis insists they are not rebelling against Britain – but against being sold by the HBC and bought by Canada**. John A Macdonald has already appointed a Lieutenant Governor- William McDougall. When he arrives at the border, Métis guards meet and turn back McDougall and his entourage. John Schultz has been stirring up English settlers against Riel and the Métis . In December, Riel seizes Schultz and 56 others. Imprisons them in Fort Garry. Riel declares end of HBC control of Rupert's Land. Riel is names president and commander in chief. **Leads a provisional government, including English settlers**. Riel now ready to negotiate with Ottawa.

A Single Act of Severity (9 min).

Inside Fort Garry, prisoners are taunting their guards. Thomas Scott is an Orangeman, who brags that he will kill Riel if he ever gets out. **Scott is sentenced for inciting violence against Métis**. A Métis military tribunal convicts Scott. Riel says they must make the government of Canada respect them. **On March 4, 1870, Scott is executed**. Ontario enraged. Quietly, diplomacy is also underway in Ottawa. Three negotiators arrive from Red River. Macdonald and Cartier meet them quietly outside Ottawa. They are surprised by how firm the negotiators are in their demands. **They insist on full provincial status, separate Catholic and French schools, 1.4 million acres of land for Métis**. In May, 1870 – agreement is arrived at, and a **new province is created**, with protections for French, Catholics and Métis. **Riel feels he has achieved his mission. He is not granted amnesty by Ottawa**. 1200 soldiers sent under Wolseley to take control of Red River. Upon arriving in Red River, the volunteer soldiers rampage through Red River. Elzéar Goulet is killed. Riel is convinced he cannot count on Canadian justice. He flees to exile in the United States.



Exposition:

PSC: *Manitoba Becomes a Province* (p. 22-31)



Exposition:

The 10 Greatest Canadian Political Leaders: *Louis Riel* (p. 22-24); *Sir John A Macdonald* (p. 42-45)



Primary Sources:

PSC: (photos Fig. 2.1; 2.2; 2.5; 2.8) *(p. 22-23)*



Websites

- (Exposition and many pictures)

http://www.northernblue.ca/products/index.php/Products_and_Portals:
HCO Jr > The History of Canada Online Junior (HCO Jr)>"Part 7. The West"> "A. Red River Settlement & Insurrection" >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "A. Red River Settlement & Insurrection": especially see "Who Was Louis Riel?"; "Background to the Resistance"; "Smith & the Murder of Scott"

- Louis Riel

http://en.wikipedia.org/wiki/Louis_Riel
http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=a1ARTA0006837
http://library2.usask.ca/northwest/background/riel.htm

- William McDougall: Canadian Encyclopedia

http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004884
http://en.wikipedia.org/wiki/William_McDougall_(politician)

- John A Macdonald

http://en.wikipedia.org/wiki/John_A._Macdonald
http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A235

- http://www.historytrek.ca/`

Search: "Louis Riel"; "William McDougall"; "Sir John A. Macdonald"

Blackline Masters:
NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the *Essential Question Resource Lists* (below) for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B which is already written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.

8.SI BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions,** and **Assessment Evidence**). Rubrics should be started with weighted criteria; an "Electronic Rubrics" template is provided below to facilitate this. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.



BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** available. These lists can be modified by the teacher if necessary.

Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.



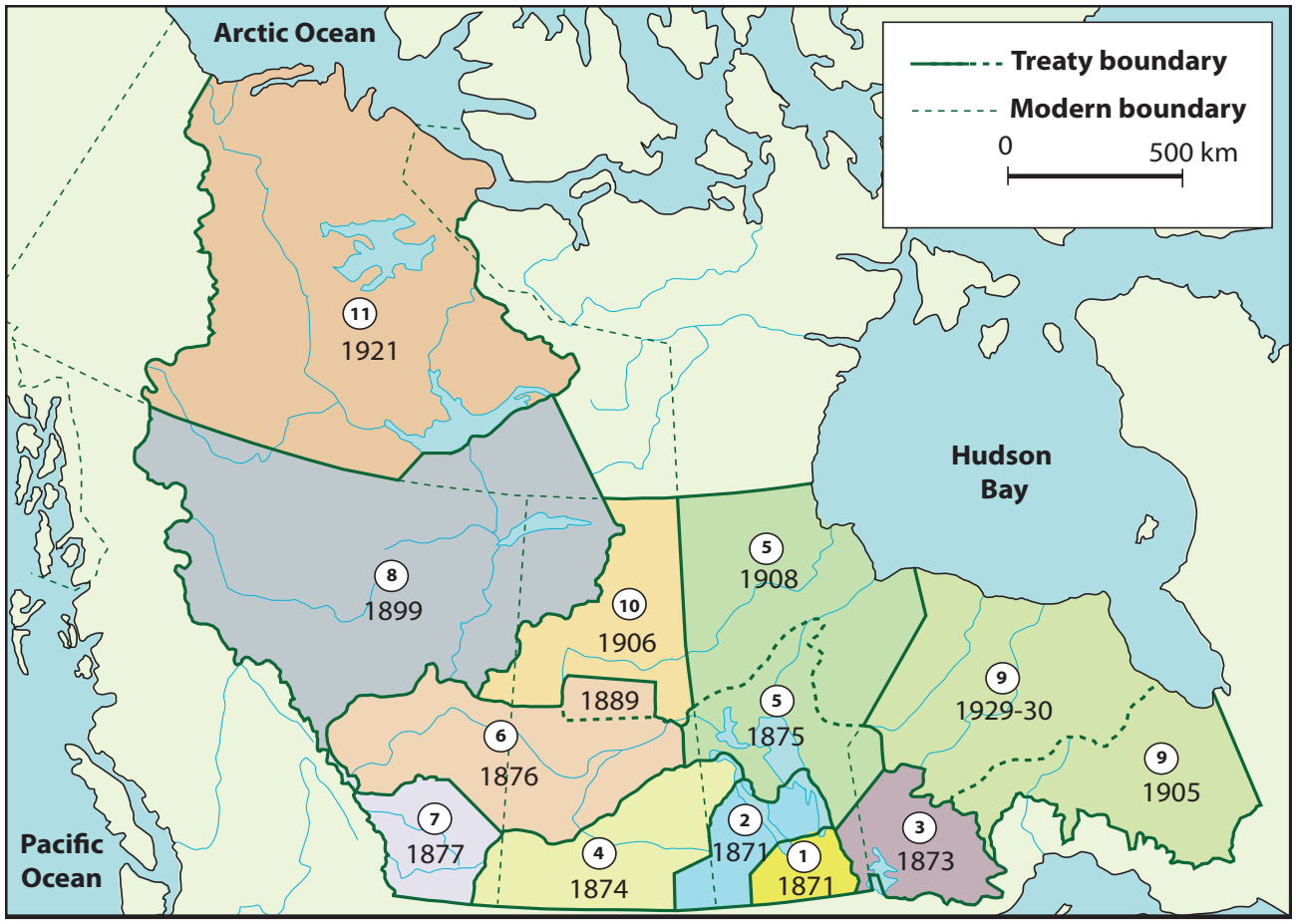
BLM: Essential Question Resource List A



BLM: Essential Question Resource List B



BLM: Essential Question Resource List C



The Numbered Treaties, 1871 - 1921

The Numbered Treaties. Adapted by GNWT.

STAGE 1: DESIRED RESULTS (teacher preparation stage)

INTRODUCTION TO THE LEARNING EXPERIENCE

After Confederation, the relationships between the government of Canada and the Aboriginal peoples of the prairies and North were negotiated in a series of *Numbered Treaties*. This Learning Experience explores what each side hoped to achieve-- and what each in the end did achieve- with the treaties – and in what way we see some of the same processes continuing today. Could Canada's history have evolved differently in Western Canada, or were the conflicts between the government of Canada and Métis and other Aboriginal peoples inevitable? Students are given the opportunity to imagine the world of the prairies in the early 20th century from very different perspectives.

SIGNIFICANCE OF THE LEARNING EXPERIENCE

(background for teachers)

Essential Question A:

A1. Who got more of what they hoped from signing the treaties; The Government of Canada or the Aboriginal peoples?
OR
A2. Why do you we have land claims today?

In Learning Experience #8, students explored the changes occurring in the Red River valley as immigration increased and the people who had lived there for generations found their trapping and hunting ways of life, and the land they lived on, threatened. The organized response of the Métis led by Riel resulted in a Métis Bill of Rights and The Manitoba Act – legal documents designed to protect the collective rights of the Métis of the region. By 1870 the new Province of Manitoba had entered Confederation as the 'postage stamp province'.

Other peoples were being squeezed by the rising wave of immigration – particularly the Aboriginal peoples of what are now northern Ontario and the prairies as far west as the Rocky Mountains. The events of Red River in 1870 forced the government to recognize that before a telegraph line - and certainly before a railway - could be built, the government of Canada needed 'title' to the land in order to allow for peaceful settlement of the West to occur. The government may have had the inclination to force the Aboriginal groups off their traditional lands. Even after the formation of the Northwest Mounted Police, however, the government did not have the military capacity to pursue such an approach. The government of Canada was under increasing pressure to create room for the growing numbers of farmers wanting to claim their (much advertized) piece of farmland in the West. The Aboriginal population in these areas in the 1870's still outnumbered that of the newcomers, and many of these groups were well-armed, strongly led, and fiercely independent. They recognized that their ways of life were going to change – especially those who depended on the buffalo hunt – but they were not interested in simply being pushed off their lands. Both the Canadian government and many of the Aboriginal groups realized that some form of



The Numbered Treaties, 1871 - 1921

Adapted by GNWT

negotiation was needed. Following in the spirit of the Royal Proclamation (1763), in 1871 the Canadian government embarked upon an ambitious series of treaty discussions. These came to be known as 'The Numbered Treaties'.

This is a difficult process to describe dispassionately – and perhaps that should not be our intent as students explore Essential Questions related to these issues. There is no lack of evidence that many in the Canadian government held a deeply pragmatic, if not cynical, view of the treaty process. As the buffalo herds were systematically exterminated in the American West, many Aboriginal groups became increasingly desperate in their search for a sustainable future for themselves. The government may have very consciously used a 'submit or starve' approach to the distribution of food rations to these groups. This reality brought many to the negotiating table. It is not a proud period in Canada's national history.

The treaty negotiations, however, were not one side dictating to the other the terms of the agreement. Strong Aboriginal leaders such as Isapo-muxika (Crowfoot), of the Siksika (Blackfoot) people, Pitikwahanapiwiyin (Poundmaker), and Mistahimaskwa (Big Bear) of the Nehiyaw (Plains) people, among many others, all fought for the best terms possible from Macdonald's hand-picked negotiator, Alexander Morris and other government negotiators. At the treaty talks, the terms that were agreed to, reflect serious give and take between the two sides. One of the clear themes of the talks was the strong desire of many Aboriginal groups to adapt to a new way of life that would involve learning to farm on their land reserves. The provision of farming implements, agricultural training, and seeds to plant were often carefully insisted upon by the Aboriginal negotiators. These were key to the agreements that were ultimately signed, and to a new way of life that many Aboriginal people were imagining. Over the coming years, once the population balances had changed in Western Canada, these clauses were almost completely ignored by the Canadian government. Continual erosion of land reserves initially promised, or substitution of different, less arable lands, aggravated the situation of many Aboriginal groups in the years following their initial treaty signings as well. These processes, among others, have lead to some of the land claims undertaken in more recent years.

In **Essential Questions A(1) and A(2),** students choose to pursue different aspects of the treaty process, either **(1)** *Who got more of what they hoped from signing the treaties; The Government of Canada or the Aboriginal peoples?* or **(2)** *Why do we have land claims today?*

These questions allow students to explore the pressures and interests that brought the various groups to the treaty negotiating tables, or for students to explore the longer-term outcomes of the treaties, which may be quite different from what the treaty signatories (on both sides) may have expected.

Essential Question B : What could the Métis, Aboriginal groups or the government of Canada have done differently to avoid the armed conflicts that broke out in 1885?

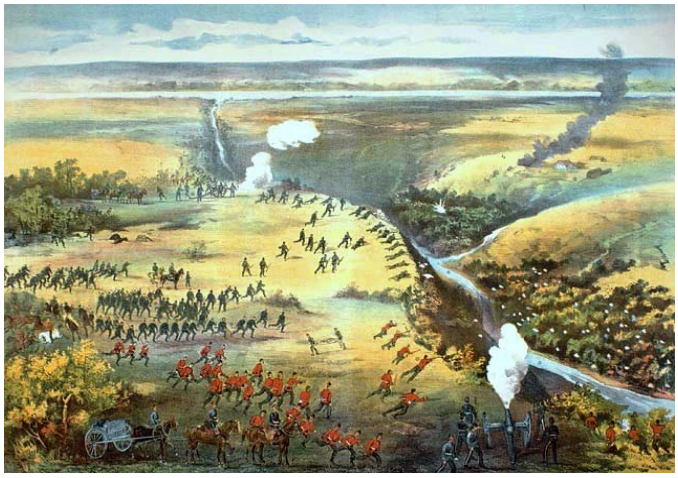


Métis scrip coupon. Image NA-2839A Glenbow Archives

In 1870, as we have seen previously, the Canadian government's plans for the West came up against the interests of the people who already lived there. Some things were worked out through the negotiations between the Métis and the federal government's representatives once the Red River Resistance/Rebellion forced the federal government to negotiate. Ultimately, as we have seen, the province of Manitoba was created, and the rights of the Métis in the areas of religion, language and land were protected in law. After, 1870, however much of what had been promised on paper began to work out very differently in practice. Métis were granted 'scrip' – which was a coupon that could be traded in for cash or land.

The experience of the Métis, however, was to prove disillusioning at best. Land speculators acquired much of the Métis scrip through dubious pressure tactics, while many other Métis families never received either land or financial compensation at all.

Over the coming years many families moved further west – towards northern Saskatchewan- where they could live more traditional ways of life.



"Battle of Fish Creek." Public domain. Library and Archives Canada. Made available for sharing by user Jeangagnon in Wikipedia article, "Battle of Fish Creek."

Their wish for the old ways would come up against the rising tide of new settlers that the Canadian government was inviting into the west. By the 1880's, the Métis were increasingly concerned that their rights and lands could again be lost if they were not formally recognized by the federal government. The railway was bringing large numbers of settlers into the Northwest, and surveying was again using the 'township model' (squares) which often cut across lands already occupied by Métis who were now farming. Various requests for these issues to be addressed had gone unanswered by Ottawa. Even the new settlers were feeling abandoned by the Canadian government, as the promises of the 'New Eldorado' weren't supported by the infrastructure, equipment or transportation that could bring their dreams to reality. Settlers were abandoning their failed crops, often penniless. Aboriginal groups in the west were literally starving, as the buffalo disappeared and the government did not honour treaty promises related to the provision of food in difficult times. In 1885, widespread discontent was at the boiling point in the Northwest. Gabriel Dumont suggested he knew who was needed to lead all of those who believed that a new deal had to be made with the Canadian government– Louis Riel.

In 1885 a provisional Métis government, including an army, had been established – and several armed skirmishes had occurred (Duck Lake, Battleford, Frog Lake). Macdonald ordered a large military expedition to be mounted, under the command of Frederick Middleton. Using the railway, Middleton was able to arrive in the Northwest in a matter of days with a large force, artillery and horses. In several sharp conflicts (notably at Fish Creek, Cut Knife Creek) Middleton's forces were held off or defeated by the Métis. Ultimately, at Batoche, however, the Canadian forces prevailed. Several Aboriginal leaders later surrendered (Riel, Big Bear- Mistahi-maskwa, Poundmaker- Pitikwahanapiwiyin) and though some of these leaders had not participated in the rebellion, they were arrested anyway, and imprisoned or hung.



"Gabriel Dumont." Strong/ Library and Archives Canada. Public domain. Made available for sharing by user JamesTeterenko in Wikipedia article, "Gabriel Dumont."

The Northwest Rebellion/Resistance was the culmination of many years of dissatisfaction with the Canadian government's refusal to recognize the rights of Métis and other Aboriginal people in the Saskatchewan area. In **Essential Question B**, students explore some of the many issues that lead to the armed conflicts of 1885 – where Canadian military forces eventually overcame stiff resistance from a small Métis army that used guerrilla tactics. Their inquiry into these issues should help them to judge whether the armed conflict (which resulted in Louis Riel's trial and ultimate hanging for treason) could have been avoided.

Essential Question C: Was immigration to the West a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, John A MacDonald and a resident of the Prairies today.

With the signing of the Numbered Treaties, the suppression of the rebellion at Batoche, and the rapid construction of the Canadian Pacific Railway, the stage was set for a massive influx of immigration. The Homestead Act offered immigrants land for very low prices – even free. Clifford Sifton took a new cabinet post - 'Minister of Immigration'- with the job of

filling the 'empty West', and he took to the work with a vengeance. The Canadian government advertized the region well beyond Canada's borders, and in the early years of the 20th century people from all over the world took the government up on their offer.



1893 poster advertizing free land in Canada's West. Library and Archives Canada Ref. No.: C-085854

For a variety of reasons, this campaign was hugely successful. Immigrants came for many reasons. Like previous waves of immigration, some people were trying to escape poverty, others to find religious freedom. Mennonites, Doukhobors, Chinese, Ukrainians, Poles, Icelanders, Italians, Germans and many other groups poured in to Canada. The population of Manitoba multiplied 20 times between 1871 and 1911. Alberta quadrupled in 10 years.

Inevitably, there were different perspectives on whether this huge influx of new people was a good thing. Métis and Aboriginal people saw some of their worst fears confirmed, as land that had traditionally been theirs, or had been promised in treaties, was claimed for farming. The building of the railway was an astonishing, dangerous and back-breaking task, accomplished through an influx of mostly Chinese workers, who had little further employment once construction was complete. New immigrants were often dismayed by the conditions they encountered – from unfamiliar languages, climate, culture and land that was not what they had been promised. In many ways, there may have been as many opinions on this opening of the West as there were people who experienced it. In this question, students are asked to explore the perspectives and experiences of at least two different groups, and describe what they would have thought of this massive shift of people and in the make-up of Canada itself. **Essential Question C** asked whether immigration to the West was a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, John A MacDonald and a resident of the Prairies today.

ESTABLISHED GOALS AND ESSENTIAL QUESTIONS

Established Goals:

KI-007 - Give reasons for the establishment of the numbered treaties and reserves, and describe their impact on individuals, families, and communities

Examples: federal government motivations (increasing numbers of people coming; need to survey the land for the railway; fear of an Aboriginal armed conflict; ground rules for settlement needed), Aboriginal peoples' motivations (disappearance of buffalo, desire to learn farming, protection of rights)

KCC-028 - Identify causes, events, individuals, and consequences of the 1885 Resistance

KCC-032 - Identify contributions of Aboriginal leaders from 1867 to 1914

Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)
Need an EG for immigration to the West

KCC-031 - Identify rationale, events, and issues related to the construction of the Canadian Pacific Railway

Examples: immigration to the West, expanding Confederation, causes a change in traditional Aboriginal land use and lifestyle, workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...

VCC-012 - Value the diverse stories and perspectives that comprise the history of Canada

Understandings:

Students will understand that …

- There were a variety of motivations for the government of Canada to want treaties signed that covered the prairie and northern regions.
- There was a range of opinions and motivations among Aboriginal groups related to signing treaties, from strong opposition to strong support.
- The Numbered Treaties were signed in a context where Aboriginal peoples were still in a position of relative power.
- The government of Canada did not honour many of the promises in the treaties it signed.
- Immigration into Western Canada was a key part of the National Policy of John A Macdonald (along with construction of the CPR and protective tariffs promoting Canadian industry).
- The railway represented a greater ease of access to the prairies, which was helpful for new farmers, and threatening for people who did not want agriculture to spread further into the West.
- The Resistance/Rebellion of 1885 had similarities and differences from the one in Red River in 1870.
- Aboriginal groups for the most part stayed out of the armed conflicts of 1885.
- In 1885 Louis Riel's leadership was increasingly erratic.
- The repercussions of the 1885 resistance and Riel's hanging were negative for the Métis, Aboriginal peoples and French-English relations in Canada.

Essential Questions:

around which the Established Goals and their matched resources are organized

A. Who got more of what they hoped from signing the treaties; The Government of Canada or the Aboriginal peoples? OR Why do you we have land claims today?

B. What could the Métis, Aboriginal groups or the government of Canada have done differently to avoid the armed conflicts that broke out in 1885?

C. Was immigration to the west a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, John A. MacDonald and a resident of the Prairies today.

Treaties, War, and the Changing West

Students will know …

- Factors shaping the federal government's negotiation of treaties included: growing immigration pressures, the legal need to have title to land before surveying for the telegraph and railway could begin; the need to avoid an Aboriginal uprising similar to 1870 and the American West.
- Factors shaping Aboriginal groups' decisions around negotiating treaties included : the disappearing buffalo herds and severe lack of food for many groups; desire to develop a new way of life that included agriculture; desire to be loyal British subjects and to share the land equitably; determination to fight against encroachment on any traditional lands; distrust of government promises.
- After the treaties were signed, the government often did not honour its promises. The impact this has had on land claims today.
- In the 1880's Métis, settlers and Aboriginal groups were all frustrated with the federal government not honouring its promises.
- The Métis and other groups had pursued peaceful forms of redress with the federal government over several years, without success.
- The trial and hanging of Riel was the source of serious tensions in French-English relations for many years.

Students will be able …

- To use mapping skills to locate the areas covered by the Numbered Treaties, the primary events of the resistance of 1885, the route of the CPR across the prairies, and the prairie provinces formed in 1905.
- To use research skills to discover some of the opinions for or against signing treaties from both the federal government and Aboriginal peoples' perspectives.
- To identify individuals who supported or opposed the Numbered treaties.
- To use research skills to discover some of the treaty promises that the federal government did not honour over time.
- To use critical and historical thinking skills to explore the connections between treaties negotiated in the 1800s and land claims today.
- To use historical thinking skills to put themselves in the shoes of an individual or group from the historical period being explored (including federal officials, Aboriginal leaders, Chinese railway workers, new immigrants).
- To identify individuals who supported or opposed the Resistance/uprising of 1885.

VOCABULARY: negotiate, contract, treaty, rights, scrip, treason

CULTURE-BASED PERSPECTIVES

In LE #9, students explore the process which led to the signing of the Numbered Treaties in large areas of Canada's 'Northwest'. The circumstances that brought both sides to the negotiating table, and the results of these negotiations are explored. Students also have the opportunity to explore the potential and impact of the railway on Western Canada and the people there. They have the opportunity to also explore the Northwest Rebellion/resistance and how those events might have turned out differently.

In ***Dene Kede*** 'how people have and should live on the land' is an important theme. In **Geography and Land Use** (p. 27-31) students are encouraged to 'understand the importance and meaning of their relationship to the land'. There are outcomes related to traditional hunting and trapping areas and practices, trails and sacred places. In this section of *Dene Kede* students are also meant to learn that

- The land is a gift for the Dene
- The land does not belong to people. It can't be bought or sold.
- Know that there are places identified in legends that are sacred. Know the history and/or stories attached to places important to the Dene.

As they explore the Numbered Treaty process, as well as the building of the railway and the conflicts leading to the Northwest Rebellion/Resistance, these understandings of the relationships that Aboriginal people had with the land can help students understand some of the issues brought into play during the 1870's and 1880's – as well as today. The conflicting views of *owning* versus *living with* land that were held by the Canadian government.

2. IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE *and* ASSESSMENT EVIDENCE (teacher preparation stage)

USING HISTORICAL FICTION FOR THE INQUIRY

The novel often covers many of the Essential Questions (see front matter of this course for a rationale of historical fiction use in Social Studies). When this novel is used it is intended to be the inquiry task for the Learning Experience. The novel will likely be used in one of the following manners:

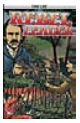
- Whole class experience. The teacher judges that the novel does the best job of covering the Essential Questions
- Small group experience. While the rest of the students choose different inquiry tasks (see options below), a small group may choose the novel
- Individual experience. When a student requires a differentiated experience, the novel may be used

2. HFPG BLM: Reading Historical Fiction-Planning Guide

2. HFDR BLM: Reading Historical Fiction-Daily Responses

 Novel: *Blood Upon Our Land*

 Novel: *Belle of Batoche*

 Graphic Novel: *Rebel Leader*

ESSENTIAL QUESTION A

Who got more of what they hoped from signing the treaties; The Government of Canada or the Aboriginal peoples? OR Why do you we have land claims today?

 (*Skill Set*: 6d – Preparing and Conducting Interviews; 11g – Multimedia Presentations- see Appendix A)

Interview three local elders to inquire about why his/her people signed Treaty 8 or Treaty 11. Record each interview using a digital recorder and download to a multimedia application. Edit the interview. Create your own voice over narration (eg. background to elder; any surprises you experienced; etc.). Communicate this with your class by playing it through speakers; sending it to the radio station; asking the chief for feedback; or post it for the world to listen to on your wiki or your classroom homepage wiki.

 Historical Thinking Strategy (recommended)

 (*Skill Set*: 11a – Print and Electronic Resources- see Appendix A)

Students will become aware of the *Indian Act* by examining a couple of brief clauses from the Indian Act and a statement about the *Act*. The critical task will ask them to:

- Individually or in a small group, choose one of the statements in the blackline master that most interests them
- Discuss the following kinds of questions:
  - What good things or changes did the writers hope for?
  - From your thinking as a young person, what did the writers not know about Aboriginal people?

9A. HT.14 BLM: Historical Perspective- Indian Act

(*Skill Set*: 11a – Print and Electronic Resources- see Appendix A)

Using print and electronic resources and the provided note-taking frame, collaborative groups of students research biographical information regarding a selected First Nation or Métis leader (e.g., Gabriel Dumont, Mistahimaskwa [Big Bear], Pitikwahanapiwiyin [Poundmaker], Isapomuxika [Crowfoot], Wandering Spirit…) from the period of the numbered treaties, 1867 to 1920. Students organize their information and images in an electronic format to prepare a short multimedia presentation highlighting the contributions of the leaders and their perspectives regarding treaties and reserves.

Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)

9A. 8 6.1.4d BLM: Aboriginal Leaders during Post-Confederation Expansion (2 pages)

(*Skill Set*: 6f – Collecting and Analyzing Images- see Appendix A)

Students view images that compare the Canadian government's method of surveying land for townships and for the Métis river lot system. Students discuss their observations of the differences between the two systems and discuss how the imposition of the Canadian system, without consulting the residents of the area, may have contributed to the Northwest Resistance.

Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)

(*Skill Set*: 6d – Preparing and Conducting Interviews- see Appendix A)

Find a local leader who can explain to you the difference between a treaty and a land claim. Prepare a T-chart poster to show the difference with two modern day examples (eg. Treaty 11 and the Tlicho Agreement).

(*Skill Set*: 11a – Print and Electronic Resources- see Appendix A)

Using print and electronic resources, collaborative groups of students research the reasons for the establishment of treaties and reserves in the post-Confederation expansion period, and the impact of the numbered treaties on First Nations individuals, families, and communities. Students indicate the regions covered by the numbered treaties on an enlarged outline map of Canada.

TIP: Many of the terms of the treaties are very complex and still in dispute. Encourage students to focus on the "big ideas" rather than on the specific details of each treaty (e.g., "Indians" were considered to be subjects of the Queen, without the right to vote or participate in federal government decisions affecting them; their freedom, mobility rights, and fishing and hunting rights were restricted; and their traditional governance system was undermined by the increased authority of the federal government in their communities). More detailed resources for teachers on the terms and political consequences of treaties and reserves are available at various websites.

Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)

9A. 9a 6.1.4e Numbered Treaties (2 pages)

9A. 9b 6.1.4f Numbered Treaties—Key (2 pages)

Layered Maps CD: 26-The Numbered Treaties, 1871-1921

(*Skill Set*: 6d – Preparing and Conducting Interviews- see Appendix A)

Contact your local MLA and ask for a description of the difference in the modern treaties that the Inuvialuit, Gwich'in, Sahtu, and the Tlicho have signed with the government of Canada. Ask for at least one obvious benefit that each of these regions have experienced because of the modern treaty. Explain your findings to the class either orally or with a digital presentation.

(*Skill Set*: 9g - Expository Writing- see Appendix A)

Students read an excerpt from a present-day federal government text expressing regret for past policies and actions related to Aboriginal peoples in Canada. Students "finish the speech" by adding a third paragraph that addresses and expands on this apology and proposes realistic measures for redressing injustices. Students present their speech "endings" to the class.

TIP: It may be useful to create a class Word Splash prior to students preparing their speeches. Help students highlight the important issues that should be in the speech, including

- that the population of the West and North was primarily Aboriginal peoples when westward expansion first began
- the consequences of westward expansion and the building of the railway, and their impact on Aboriginal peoples
- the impact of agricultural development on the Aboriginal peoples
- a consideration of how attitudes of paternalism rather than equality and reciprocity governed actions

9A. 3 BLM: Regret and Reconciliation

(*Skill Set*: 11g – Multimedia Presentations- see Appendix A)

Collaborative groups of students create multimedia presentations about the life and contributions of a First Nation or Métis leader. Students viewing the presentations write a journal response to each of the presentations, focusing on the leader's contributions and the impact of treaties and reserves on the independence, mobility rights, resource rights, and governance of their peoples.

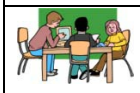
ESSENTIAL QUESTION B

What could the Métis, Aboriginal groups or the government of Canada have done differently to avoid the armed conflicts that broke out in 1885?

(*Skill Set*: 6a– Sorting and Classifying- see Appendix A)

Look up the word "resistance" in the dictionary. Compare that word to "rebellion." Which word describes the events that led up to March 26, 1885 and ended in June 3, 1885? Before battles take place, misunderstandings, disagreements, and ideas bump or bang up against each other. Look at some of these ideas and decide whether the Northwest Rebellion was a

resistance or a rebellion?

  (*Skill Set*: 11a – Print and Electronic Resources- see Appendix A)

Using the provided note-taking frame, students research and record information regarding the causes, events, individuals, and consequences of the 1885 Resistance and share their findings in a class discussion.

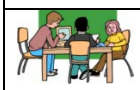
 **Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html** (see 6.1.4)



6.1.4g BLM: Note-Taking Frame: 1885 Resistance (2 pages)



6.1.4h BLM: Note-Taking Frame: 1885 Resistance--Key

 (*Skill Set*: 11a – Print and Electronic Research; 6a– Sorting and Classifying- see Appendix A)

There were eight conflicts during the Northwest Resistance/ Rebellion. Did the Northwest Resistance/Rebellion conflicts achieve anything good or was it a waste of resources and lives (as a starting point, see the "Conclusion" of your reference book, *Canada, a Country of Change*, p. 61)?

 (*Skill Set*: 11a – Print and Electronic Research; 6a– Sorting and Classifying- see Appendix A)

Look up the word "escalate" or "escalation" in the dictionary (http://dictionary.com). Press the pronounce button to hear what it sounds like. What does it mean? Look at any of the eight conflicts during the Northwest Resistance/ Rebellion to determine what, if anything, could have been done to stop the problem from "escalating", or becoming bigger. Join a group of students who each take a different one of these conflicts and answer the same question. Finally, as a group present to the class your final opinion about whether anyone can or should be blamed for the "escalation" and violent conflicts that took place?

 (*Skill Set*: 6f – Collecting and Analyzing Images- see Appendix A)

Students gather images representing events and people in the Northwest Resistance (sometimes referred to as Rebellion) and create an annotated electronic gallery of these images. Students generate questions for inquiry into the causes, events, individuals, and consequences of this conflict.

NOTE: As with the Red River Resistance, there are varying historical interpretations of this event. Students may see it referred to as the Northwest Rebellion or as the Northwest Resistance of 1885. At the end of their inquiry, they may wish to discuss their perspective of the events (refer to BLM 6.1.2: Resistance and Rebellion).

 **Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html** (see 6.1.4)

Historical Thinking Strategy (recommended)

(*Skill Set*: 3b - Public Speaking- see Appendix A)

Collaborative groups of students carry out a team deliberation regarding specific actions of the government or of the Métis and First Nations peoples in the course of the Northwest Resistance/Rebellion. The class brainstorms a list of the actions taken by each group that caused the conflict to escalate, and chooses which action they wish to deliberate. Following the deliberations, students consider what actions may have been taken at various points by either group to defuse the conflict.

TIP:

9B. 1 BLM: See Teacher Background Notes–Team Deliberation for guidelines (2 pages)

Historical Thinking Strategy (recommended)

(*Skill Set*: 8 - Creating Timelines- see Appendix A)

Collaborative groups of students prepare annotated illustrations of selected events from this time period to add to the class timeline (e.g., major numbered treaties, events leading to the Northwest Resistance, Batoche, Riel's trial and hanging, consequences of the Resistance…).

1B. HT.1 BLM Timeline Clothesline 

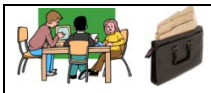
(*Skill Set*: 8 - Content Reading- see Appendix A)

Collaborative groups of students read Pauline Johnson's poem, "A Cry from an Indian Wife," which depicts the Resistance of 1885 from the perspective of the Aboriginal peoples. Students discuss the meaning of the poem and collaborate to write a reflective response, focusing on what the poem says about the consequences on Aboriginal peoples of government policies and actions.

TIP: Pauline Johnson's poetry is highly stylized and reflects a particular period of history in language and romantic tone. Guide the students to focus on picking out historical references (e.g., disappearance of the bison, white people moving west...) as they read the text.

Supporting websites can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)

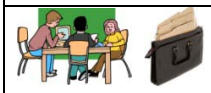
9B. 2 BLM: A Cry from an Indian Wife (2 pages)



(*Skill Set*: 9g - Expository Writing- see Appendix A)

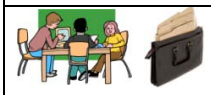
Students write letters to the editor that might have appeared in an 1885 newspaper. Students express the point of view of a member of a selected group in Canada regarding the execution of Riel in 1885 (e.g., francophone Canadians in Québec or in the West, anglophone Canadians in Ontario or in the West, First Nations and Métis people, new immigrants to the West).

TIP: Consider "publishing" all the letters in an 1885 newspaper format. Distribute copies of the newspaper to the students who wrote them, as well as to other Grade 5 classes in the school or school authority.



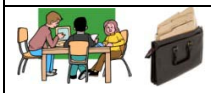
(*Skill Set*: 10a - Dramatic Presentations - see Appendix A)

Pairs of students prepare and present a short role-play representing a conversation between Gabriel Dumont and Louis Riel, in which Dumont attempts to persuade Riel to return to Manitoba to lead the 1885 Resistance.



(*Skill Set*: 9b - Exit Slip- see Appendix A)

Collaborative groups of students create a Mind Map representing the key causes, events, individuals, and consequences of the Northwest Resistance of 1885. Groups present their Mind Maps to the class, and discuss how events may have transpired differently had one of the leaders made a different decision at a key point in the conflict. Each student writes an Exit Slip responding to the presentations and discussion.



(*Skill Set*: 8 - Content Reading - see Appendix A)

Using Think-Pair-Share, students read and respond to a short text about Gabriel Dumont's time of exile in the United States, using guiding questions to help them think critically about historical evidence and stereotypes.



BLM: Buffalo Bill's Wild West Show

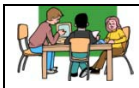
ESSENTIAL QUESTION C

Was immigration to the west a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, John A. MacDonald and a resident of the Prairies today.



(*Skill Set*: 6h – Preparing and Conducting Surveys; 9g – Expository Writing; 11c – Email- see Appendix A)

Research the experiences that one of the above groups had in moving and living in the West after Confederation. Write an email letter to one of these groups asking what their community now thinks about those early days and how those experiences have affected their lives today: Aboriginal people: eg. Manitoba Métis Federation: Winnipeg Region (wpgregion@mmf.mb.ca); The Ukrainian Canadian Congress in Winnipeg (ucc@ucc.ca); Chinese Canadian National Council (national@ccnc.ca); and representing Sir John MacDonald, the Prime Minister's Office (pm@pm.gc.ca). Report your findings to the class in a digital presentation.



(*Skill Set*: 6h– Preparing and Conducting Surveys; 9g– Expository Writing; 7e – Social Action- see Appendix A)

Think about progress—what is it? Many of us like new things such as buildings, stores, programs, events, etc. Sometimes new things require change or sacrifice--a new road cuts through our land; a new building blocks our beautiful view; a new dam creates new lakes requiring people to move; a huge new store with better prices puts our favourite little store out of business—all these things mean changes to one's life. New immigration to Western Canada in the 1880's brought many changes.

Visit a leader in your community and interview him/her about changes that came or are coming to your community. How do they think life has changed? What kind of predictions can they make about future change? Use a digital recorder so you can download and edit the interview adding your own narration and introduction, or create music as a background track. Write a letter to support or question a new change that is coming. If the change is widespread and controversial, create a petition, gather signatures, and turn in the responses to the authorities in charge of the change.

ASSESSMENT EVIDENCE

Example of an Inquiry and Rubric:

As your reference book says (*Canada, A Country of Change*, p. 48-53), from 1871-1921, 11 treaties were signed between the Government of Canada and Aboriginal people groups in the West. Here in the NWT, Treaty 8 and 11 were signed. A treaty is a legal agreement between two nations. The Governor General, Adrienne Clarkson said in 2007, that we are "all treaty people" because we are within one of those two nations that signed. Now the time has come for you to be on a treaty quest to find out what you can in your community about what Treaty 8 or 11 mean to you *and* to the other people group ("you" are either Aboriginal or non-Aboriginal). **If you are Aboriginal**, find an elder, chief, or leader who can explain what Treaty 8 or 11 means to your people today. Ask what expectations, your people expect of the other partner in the agreement (all other non-Aboriginal Canadians represented by their federal government). **If you are a non-Aboriginal**, find a senior, leader, or politician who can tell you what those two treaties mean to all non-Aboriginals living in the NWT. Ask what expectations, non-Aboriginals expect of the other partner in the agreement (Aboriginal Canadians). **If your people never signed a treaty** (Inuit, Inuvialuit), ask an elder if that was for the better or not? **Before you start**, read all that you can read at your reading level about what a treaty is, so you can make better sense of what you hear as you **interview** the people that will help you in your quest.

1. _____ (students' choice)

1 2 3 4 5

2. _____ (students' choice)

1 2 3 4 5

3. _____ (students' choice)

1 2 3 4 5

4. How well did you show through your report, podcast, speech, multi-media presentation that you have learned what a treaty is?

2 4 6 8 10

5. To what extent did you show what Aboriginal people's understanding and expectations were of either Treaty 8 or Treaty 11?

2 4 6 8 10

6. To what extent did you show what non-Aboriginal Canadians understand and expect of either Treaty 8 or Treaty 11?

2 4 6 8 10

(NOTE: The above example shows: Required criteria: 67% of total score; Student chosen criteria: 33% of total score)

Other Evidence:

- 3 mini-lesson strategy assignments (indiv. or group) that take no more than approx. 30 minutes each to complete
- Portfolio items collected (Appendix C tracker)
- Skills attempted/developed (Appendix A, C)
- Test – (possible sections)
  - includes an oral or written response to one of the essential questions
  - personal learning connections
  - culture-based connections
  - vocabulary matching or fill in blank

3. THE LEARNING PLAN (classroom teaching stage)

(see "Integration" in the front matter for timetable options)

RECOMMENDED SCHEDULE

Class 1 *Finding Your Place*	**Class 2** Mini-lesson: Essential Question A	**Class 3** Mini-lesson: Essential Question B
Class 4 • Mini-lesson: Essential Question C • Students get list of Student Inquiry Choices to take home	**Classes 5-11** Student Inquiries: research, drafting, editing	**Classes 12-13** Student Inquiries: celebration, demonstration, presentation

"FINDING YOUR PLACE" (Class 1)



Image courtesy of Mindy Willett

Background for Teachers	**Activity**
A treaty is a legal agreement made between nations. There were 11 treaties signed from 1871-1921 including all Dene land in NWT, and most of the Prairie provinces. These are called the "Numbered Treaties. No treaty was signed with Inuit or Inuvialuit people. The land claim process in the NWT today is essentially creating modern day treaties. Students will also look at how the transportation corridors of the time impacted the treaties.	• Locate the numbered treaties and modern land claims on the land we today call Canada. In what order did they get signed? • Hypothesize why Aboriginal peoples and the government of Canada wanted to sign treaties. • Locate the railroad on a map

Treaties, War, and the Changing West

Materials/props/space needed

- Canada floor map
- Numbers 1-11, rope, railway tracks, picture of oil Derek

Layered Maps CD:

- 26-The Numbered Treaties, 1871-1921
- 31-Canadian Territorial Evolution 1867-1999

FYP 9 BLM: Oil Derrick

Skills Sets:

- 7a – Creating Maps
- 7b – Using/Interpreting Maps

- S-200 - Select information from oral, visual, material, print, or electronic sources.
- S-201 – Organize and record information in a variety of formats and reference sources appropriately
- S-203 – Select and use appropriate tools and technologies to accomplish tasks
- S-403 - Present information and ideas orally, visually, concretely, or electronically

Procedure

1. Using a similar structure to LE 8, invite one volunteer to put the map out on the floor (preferably without assistance of an atlas). Ensure each student in the class has one of the tasks but assign a full group task to complete while individuals are working (such as a reading or other map work).
2. Ask one volunteer to use the interactive site (see link below) and the railway tracks to lay out the railway on the map. http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001322. If this was selected as one of the inquiries for LE 8 have this group summarize what they learned for the rest of group and then move on.
3. Ask a group of students to use the **Numbered Treaties** map to put the numbers 1-11 on the map (use sticky notes or small pieces of paper) in the general location of the Numbered Treaties.
4. Ask one student to place a rope showing the border between Treaty 8 and 11. Which groups in the NWT are under these different treaties? Ask one student to put the picture of the oil Derrick on at Norman Wells and ask them to think about why Treat 11 was signed in 1921? Have a group discussion about the discovery of oil and to think about the relationship with the signing of the earlier treaties. What about the modern day land claims? Draw comparisons with the proposed Mackenzie Gas project which prompted the land claims, especially the Inuvialuit Claim which was signed in 1984. Ask students to think about how a road following the Mackenzie River would impact the ability for resources to be extracted in the NWT today?
5. Ask students to review where the provinces were during this time period (1867-1921)? What evolutions of the borders had taken place? [See Territorial Evolution of Canada map). Ask these volunteers to think about how the railway is linked to the numbered treaties. They may not be able to answer this question yet but it will lead into their inquiry.

Extension/Inquiry Activities

1. Students have looked at rivers and the railway as major factors that influenced how Canada has been shaped over time. Ask an individual to look at how the rivers and railway are interlinked, where port cities are located and how the building of the TransCanada highway has changed Canada today. How do most people travel now (think air and metaphorically as the internet)? How does that impact how we connect as a nation? Challenge students to use the map to present their findings.
2. Ask students to find out what the expressions, "As long as this land shall last" and, "As long as the rivers flow" and "as long as the sun shines" mean? Where do they come from?

MINI-LESSONS (Classes 2-4)

(INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A

Who got more of what they hoped from signing the treaties; The Government of Canada or the Aboriginal peoples? OR Why do you we have land claims today?

Example of a Mini-Lesson Hook

- Sidney Crosby is under a *contract* with the Pittsburgh Penguins next year. Because of that contract, even if he wanted to play for the Behchoko men's hockey team—he couldn't. Why not?
- How would making a *treaty* help you get along better with the student who sits next to you—the one with the messy desk?
- When was the last time you made a deal with someone—how did the deal benefit both of you? What compromises did you have to make?



(*Skill Set*: 3a– Discussion- see Appendix A)

Students brainstorm examples of everyday encounters involving agreements and promises, and give examples of instances they have been involved in when there was a misunderstanding about what had been promised. Students generate explanations as to how and why misunderstandings can arise, and potential consequences. Students apply these ideas to the question of First Nations treaties, and brainstorm misunderstandings that might have arisen in the signing of treaties.



(*Skill Set*: 6f – Collecting and Analyzing Images- see Appendix A)

Students view images of treaty-signing events and ceremonies, and brainstorm what they know about treaties with Aboriginal peoples in Canada. Ideas are recorded on chart paper and students discuss differing perspectives regarding treaties (e.g., the European tradition of treaties as business contracts specifying written terms; the Aboriginal tradition of treaty signing as a solemn ceremony involving agreements and intentions beyond the written contract; the European tradition of private and Crown land ownership; the Aboriginal tradition of land entitlement as right of occupancy).

NOTE: Students have been introduced to the concept of treaties between Aboriginal peoples and the Crown with the "Peace and Friendship" treaties of pre-Confederation Canada (LE#5).



Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)



(*Skill Set*: 7b – Using and Interpreting Maps- see Appendix A)

Students observe maps of the regions covered by the numbered treaties, from Treaty #1 in 1871 to Treaty #11 in 1921. Using their knowledge of this and the preceding era, students brainstorm reasons why these treaties may have been signed by both parties, and possible consequences for both parties.

TIP: This activity will provide an opportunity to discuss the concept of reserve land, and reasons why reserves were established for First Nations peoples in North America. See Teacher Background Notes for more information regarding the use of Aboriginal terms.

SUGGESTED READING: Map of the numbered Treaties 1 to 7: *My Country, Our History* by Allan Hux, et al. (p. 38)



Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)



BLM: Aboriginal Terms (Teacher Background Notes)



(*Skill Set*: 8 – Content Reading Maps- see Appendix A)

Using Think-Pair-Share, students read a primary source excerpt from one of the numbered treaties and discuss what the

document tells about the attitudes and motivations of the Canadian government during the period of the expansion of the Dominion.
TIP: Encourage students to think critically as they read the primary source, posing questions that encourage them to draw their own conclusions instead of directing them to a particular point of view. Encourage them to consider whether the wording of the treaty suggests an agreement between equals.

9A. 6 BLM: Treaty #2 Excerpt.doc

Critical Thinking Strategy (recommended)

(*Skill Set*: 6f – Sorting and Classifying- see Appendix A)

Students will examine a secondary source--a short story of the events on Sept. 24, 1907 (see p. 48 of *Canada, a Country of Change*). Students will evaluate the fairness of the negotiations on that day using the criteria provided in the BLM. The critical question asked is, "How fair were the negotiations at St. Peter's on Sept. 24, 1907?"
This activity should conclude with the sharing of student scores and their reasoned judgments.

9A. CT.14 BLM: Fair Negotiation at the Meeting in St. Peter's?

(*Skill Set*: 6f – Collecting and Analyzing Images- see Appendix A)

Students view images that compare the Canadian government's method of surveying land for townships and for the Métis river lot system. Students discuss their observations of the differences between the two systems and discuss how the imposition of the Canadian system, without consulting the residents of the area, may have contributed to the Northwest Resistance.

Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)

(*Skill Set*: 6b – Generating Questions- see Appendix A)

Students read and respond to historical quotations of First Nations Chiefs regarding the signing of the treaties and the establishment of reserves. They discuss what the quotations tell them about the impact of the treaties and reserves, and generate questions for inquiry regarding the reasons for the creation of treaties and reserves. Students share their observations about the quotations and their inquiry questions with the class.
TIP: Other quotations from First Nations Chiefs are available in: *My Country, Our History* by Allan Hux, et al. (p. 38)

Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)

9A. 7 BLM: Treaty#6: Poundmaker

RESOURCES (Essential Question A)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Audio Visual: (Essential Question#1**- first question)**

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 3, Disc 8
Episode 10
Taking the West

Special Opening (3 min) - Episode Beginning (8 min)

1863, Methodist Missionaries dig up a stone sacred to Blackfeet, Blood, Cree. Blackfoot call the land 'All that is important to us'. Its removal was a sign of the coming of the Whiteman – shamans predict disaster. Americans from Montana moving north. They trade whiskey for huge profits. Blackfoot chief – Crowfoot- realizes that this is killing his people. People are trading everything for whiskey. By early 1870's more than a dozen whiskey forts have cropped up. Who controls the NorthWest is a serious question. Americans are flooding in. **Macdonald is sure US wants control of the area,** just like they'd taken control of Mexico and Great Britain. He orders NWMP to march West, to assert Canada's 'dominion'. He also sets a missionary to talk to Crowfoot. Suppressing tribal warfare, whiskey trading. Speak of equality of all men in the eyes of the law. Blackfoot accepts the offer of peace. NWMP chase whiskey traders away. Arrival of the police is first part of plan to populate the West with white settlers. **Taking the West** is the key to building Canada from sea to sea.

Pieces of Pemmican (5 min)

Across the prairies, Aboriginal peoples see the arrival of settlers. Crowfoot is angry. Surveyors start carving up territories. **Blackfoot, Blood and Peigan want treaties**. 1876 two thousand Plains Cree await Canada's treaty negotiators. Alexander Morris, new lieutenant of NWT is there to negotiate Treaty 6. Promises of money and gifts are tempting. Cree don't know if they can trust Canada. Cree are deeply divided. Poundmaker says – 'is the land a piece of pemmican to be cut off…?' Many others see no choice. Starblanket argues that they should settle. After days of negotiations, the chiefs accept. **The promise of food in times of famine is a key clause**. Buffalo are disappearing. **The Cree want to learn to farm**. Promises to honour the treaty and share the land are made. They believe they have signed the treaties as equals. Months earlier the federal government had signed the Indian Act – Aboriginal peoples are wards of the state – like orphans. Crowfoot signs treaty 7 a year later.

The Land of Discontent (10 min)

In 1884, the Cree chief, Big Bear, has always opposed the treaties. The buffalo are gone. Plains Indians have no sympathy in Ottawa. Rations are reduced. Macdonald supports this approach – to bring Indians to the edge of starvation. From 1880-85 more than 10% of Plains Indians die of malnutrition and disease. Settlers are struggling too. Many homesteaders are forced to abandon their farms. Merchants going broke. People on lands that have not been surveyed do not have title. The region feels it is being treated like a colony. Rebellion is a growing possibility. **By 1884, Big Bear is increasingly desperate. He wants other chiefs to act together and force Ottawa to live up to treaty promises**. He organizes gathering of over 2,000 Cree. When NWMP try to break up the council and arrest two warriors, the Cree resist. Big Bear prevents police from being killed. Leif Crozier is police superintendent – tells Ottawa more food needed for Indians. Says the Cree are ready to go to war. Crowfoot is the key. **Indians are trying to farm, but have not been given the implements promised in the treaties**. They will starve without them. Crowfoot's many warriors are well-armed. They begin to steal cattle and food. Crowfoot taken to Winnipeg and is stunned by the number of Whites. An Indian uprising is terrifying to federal government. Macdonald sends more police, but doesn't see the threat the Métis represent. Gabriel Dumont is one of the Métis leaders. English farmers and Métis

	outline their grievances. They choose Riel to lead them. He returns.
	Ocean to Ocean (8 min) In summer of 1886, the CPR is complete and running trains across the nation. A year after the Northwest Resistance Macdonald takes a train ride across the West. Macdonald stops at Glecian Station near Calgary. Meets **Crowfoot. He repeats that he wants food for his people**. Macdonald refers these questions to the Lieutenant governor. **The Plains Indians become subsistence farmers**. **Residential schools begin**. **The aim of the Indian Act and the schools are designed to assimilate these people**. Crowfoot, and many other Indians die of malnutrition, tuberculosis. By 1894, all guarantees for French language, Catholic religion have been abolished in the West. Macdonald's plan is unapologetically for the West to be Protestant and English. The Northwest is now home of a new people – Canadians.
 Set 3, Disc 8 Episode 10 *Taking the West*	**Audio Visual:** (Essential Question#1**- second question)**
	Special Opening (3 min) - *Episode Beginning (8 min)* 1863, Methodist Missionaries dig up a stone sacred to Blackfeet, Blood, Cree. Blackfoot call the land 'All that is important to us'. Its removal was a sign of the coming of the Whiteman – shamans predict disaster. Americans from Montana moving north. They trade whiskey for huge profits. Blackfoot chief – Crowfoot- realizes that this is killing his people. People are trading everything for whiskey. By early 1870's more than a dozen whiskey forts have cropped up. Who controls the NorthWest is a serious question. Americans are flooding in. Macdonald is sure US wants control of the area**,** just like they'd taken control of Mexico and Great Britain. He orders NWMP to march West, to assert Canada's 'dominion'. He also sets a missionary to talk to Crowfoot. Suppressing tribal warfare, whiskey trading. **Speak of equality of all men in the eyes of the law**. Blackfoot accepts the offer of peace. NWMP chase whiskey traders away. Arrival of the police is first part of plan to populate the West with white settlers. **Taking the West** is the key to building Canada from sea to sea.
	Pieces of Pemmican (5 min) Across the prairies, Aboriginal peoples see the arrival of settlers. Crowfoot is angry. **Surveyors start carving up territories**. Blackfoot, Blood and Peigan want treaties. 1876 two thousand Plains Cree await Canada's treaty negotiators. Alexander Morris, new lieutenant of NWT is there to negotiate Treaty 6. **Promises of money and gifts are tempting. Cree don't know if they can trust Canada**. Cree are deeply divided. Poundmaker says – '**is the land a piece of pemmican to be cut off…?'** Many others see no choice. Starblanket argues that they should settle. After days of negotiations, the chiefs accept. **The promise of food in times of famine is a key clause**. Buffalo are disappearing. The Cree want to learn to farm**. Promises to honour the treaty and share the land are made**. **They believe they have signed the treaties as equals.** Months earlier the federal government had signed the Indian Act – Aboriginal peoples are wards of the state – like orphans. Crowfoot signs treaty 7 a year later.
	The Land of Discontent (10 min) In 1884, the Cree chief, Big Bear, has always opposed the treaties. The buffalo are gone. Plains Indians have no sympathy in Ottawa. Rations are reduced. Macdonald supports this approach – to bring Indians to the edge of starvation. From 1880-85 more than 10% of Plains Indians die of malnutrition and disease. Settlers are struggling too. Many homesteaders are forced to abandon their farms. Merchants going broke. **People on lands that have not been surveyed do not have title**. The region feels it is being treated like a colony. Rebellion is a growing possibility. **By 1884, Big Bear is increasingly desperate. He wants other chiefs to act together and force Ottawa to live up to treaty promises**. He organizes gathering of over 2,000 Cree. When NWMP try to break up the council and arrest two warriors, the Cree resist. Big Bear prevents police from being killed. Leif Crozier is police superintendent – tells Ottawa more food needed for Indians. Says the Cree are ready to go to war. Crowfoot is the key. **Indians are trying to farm, but have not been given the implements promised in the treaties**. They will starve without them. Crowfoot's many warriors are well-armed. They begin to steal cattle and food. Crowfoot taken to Winnipeg and is stunned by the number of Whites. An Indian uprising is terrifying to federal government. Macdonald sends more police, but doesn't see the threat he Métis represent. Gabriel Dumont is one of the Métis leaders. English farmers and Métis

	outline their grievances. They choose Riel to lead them. He returns.
	Ocean to Ocean (8 min) In summer of 1886, the CPR is complete and running trains across the nation. A year after the Northwest Resistance Macdonald takes a train ride across the West. Macdonald stops at Glecian Station near Calgary. Meets **Crowfoot. He repeats that he wants food for his people**. Macdonald refers these questions to the Lieutenant governor. **The Plains Indians become subsistence farmers**. Residential schools begin. The aim of the Indian Act and the schools are designed to assimilate these people. Crowfoot, and many other Indians die of malnutrition, tuberculosis. By 1894, all guarantees for French language, Catholic religion have been abolished in the West. Macdonald's plan is unapologetically for the West to be Protestant and English. The Northwest is now home of a new people – Canadians.
 Set 4, Disc 15 Episode 7 *In an Uncertain World*	*Land and Nation* (9 min) The beginning of the struggle to gain lands back begins. At treaty day in Fort Good Hope. People come for treaty payments (Treaty 11). George Erasmus believes that the **Dene still own this land – that they never gave it up in the treaty process.** In the 1970's, oil and gas companies push north, hoping to develop these resources. The **Berger Inquiry** begins to discuss what rights the Aboriginal peoples of the North have to the land and resources there. Berger listens. Erasmus declares themselves a nation. For many Canadians, these are issues that they have never heard about. Through the 1970's and 80's, the confidence of Aboriginal peoples to insist on their rights grows. Elijah Harper wants to help his people as a politician in Manitoba. Harper becomes the first treaty Indian in the Manitoba legislature. In the 1980's, government and natives leaders meet to discuss **land claims** and **native self government**. As head of the Assembly of First Nations, he warns of coming violence if these rights are not recognized. At Oka, there is an armed confrontation. In Ottawa, Erasmus won't condemn the armed conflict. **Few land claims are settled** over the coming years. Many still left unresolved.
	**Maps:** • CACC p. 51, *"The Numbered Treaties"*  Layered Maps CD: 26-The Numbered Treaties, 1871-192
	**Exposition** • CACC: Aboriginal perspective: *The Northwest Resistance* (p. 54+) • CACC: The Government perspective: *Railway!* (p. 38+) • CACC: The Immigrant perspective *The Newcomers* (p. 62+)
	**Websites** • Use NWT subscribed resource from ProQuest "elibrary" "Numbered treaties" (username: NWThomework password: learn) • Use historytrek.ca. Search "treaties" • Use Wikipedia for an overview, images and further reading and links at the bottom: http://en.wikipedia.org/wiki/Numbered_Treaties • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals: HCO Jr > The History of Canada Online Junior (HCO Jr)>"Part 7. All Aboard for the West"> D. Aboriginal Treaties" >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "D. Aboriginal Treaties"
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION B

What could the Métis, Aboriginal groups or the government of Canada have done differently to avoid the armed conflicts that broke out in 1885?

Example of a Mini-Lesson Hook

"How can a bystander change the outcome of a bullying incident?"

"How much does it help to anticipate what might happen in a situation and take action to avoid negative outcomes before any outcome actually happens?



(*Skill Set*: 2 – Brainstorming- see Appendix A)

Collaborative groups of students brainstorm and record a list of what they know about the Northwest Resistance of 1885 and its consequences. Students may consult their notes from previous learning experiences, referring to their knowledge of Métis concerns in the Red River Resistance and the life of Louis Riel.



(*Skill Set*: 6f – Collecting and Analyzing Images- see Appendix A)

Students view images that compare the Canadian government's method of surveying land for townships and for the Métis river lot system. Students discuss their observations of the differences between the two systems and discuss how the imposition of the Canadian system, without consulting the residents of the area, may have contributed to the Northwest Resistance.



Supporting website can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/supporting/6-1.html (see 6.1.4)

RESOURCES (Essential Question B)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question



Set 3, Disc 8
Episode 10
Taking the West

The Newcomers (7 min)

Winnipeg is gateway to the West. Most settlers come from Ontario. Many Orangemen (intolerant of Catholics). **The Métis had been guaranteed lands, religious and language rights through work of Riel and events of 1870.** Bishop Tache sees things are changing. They try to recruit French-speaking settlers in Quebec and cities in the United States. Riel is also looking for settlers. Riel has been in exile because of execution of Thomas Scott. He is more and more disturbed. Riel begins to call himself 'a prophet of the new world'. Spends time in Quebec insane asylums.

The Land of Discontent (10 min)

In 1884, the Cree chief, Big Bear, has always opposed the treaties. The buffalo are gone. Plains Indians have no sympathy in Ottawa. Rations are reduced. **Macdonald supports this approach – to bring Indians to the edge of starvation.** From 1880-85 more than 10% of Plains Indians die of malnutrition and disease. **Settlers are struggling too. Many homesteaders are forced to abandon their farms**. Merchants going broke. **People on lands that have not been surveyed do not have title**. The region feels it is being treated like a colony. Rebellion is a growing possibility. By 1884, Big Bear is increasingly desperate. He wants other chiefs to act together and force Ottawa to live up to treaty promises. He organizes gathering of over

	2,000 Cree. **When NWMP try to break up the council and arrest two warriors, the Cree resist.** Big Bear prevents police from being killed. Leif Crozier is police superintendent – tells Ottawa more food needed for Indians. Says the Cree are ready to go to war. Crowfoot is the key. **Indians are trying to farm, but have not been given the implements promised in the treaties.** They will starve without them. Crowfoot's many warriors are well-armed. They begin to steal cattle and food. Crowfoot taken to Winnipeg and is stunned by the number of Whites. An Indian uprising is terrifying to federal government. **Macdonald sends more police**, but doesn't see the threat the Métis represent. Gabriel Dumont is one of the Métis leaders. **English farmers and Métis outline their grievances. They choose Riel to lead them. He returns.**
	Opening (10 min) The resistance movement gathers momentum. **At a public meeting in Prince Albert, 500 unhappy settlers hear Riel urge peaceful negotiation with federal government**. In Ottawa, Macdonald is watching carefully. Fears a united Indian, Métis, settler uprising. Big Bear meets Louis Riel, but he wants a re-negotiation of Treaty 6. In Métis settlements, there is strong support for Riel. **Gradually convinced that federal government won't budge. Become more militant. Declares an 'Independent Métis State' at Batoche. Macdonald ignores Riel – until Duck Lake**. **Two hundred Métis and Indians battle NWMP and civilian volunteers**. **Three police, nine civilian volunteers are killed**. The Settlers Union withdraw from working with Riel. **Macdonald rushes military forces to the West**.
	The Seige (7 min) Starblanket predicts that the future is bleak. Duck Lake battle is the turning point. MacDonald is concerned about Crowfoot. Increasing the food ration to Crowfoot is pursued to try to appease them. Homesteaders know that there are 2,000 armed Cree in the area. Frog Lake is the next flash point. Big Bear and his people are camped there. He doesn't want conflict, but his warriors undercut him. **When Indian agent refuses to give them more food, he is shot.** At Frog Lake 9 settlers killed, including 2 priests. **Canadian press blows the events up**. **Volunteers to military grow**. Within 2 weeks militia units arrive in Winnipeg. The key is still Crowfoot. He has been given more food rations, and he decides to remain loyal to the Queen. Macdonald can now focus on the Métis at Batoche.
	Batoche (10 min) **General Frederick Middleton leads the force**. Not impressed with the volunteers. He advances cautiously. Gabriel Dumont is waiting for Middleton. **At Fish Creek, Dumont launches a guerrilla attack.** Poundmaker's warriors have fought off Middleton's forces. He had refused to go on the offensive. His warriors want to join Riel, Poundmaker refuses. Will Jackson begins to see Riel's vision as religious delusion. **In May, Middleton's forces reach Batoche**. After 3 days of fighting, Métis defeated. Riel, Dumont and other Métis escape. Their dream of Métis rights is over. Northwest Rebellion is crushed. Riel surrenders 3 days later. Poundmaker disarms his men. Big Bear surrenders, insisting he had not rebelled. Canadian troops return home. Seen by Macdonald as bringing the country together.
	The Trial (9 min) **Anyone involved in the resistance (and many who weren't) arrested.** Many people in the region sympathize with the Métis and Indians for how badly they had been treated since the land had been sold by the Hudson's Bay Company. **Macdonald not interested in giving Riel a public forum for his trial**. Charged with treason. The trial was held in Regina, where the jury would not include Métis. **Riel is judged guilty, with recommendation for mercy.** Judge disagrees and sentences to death. Judgement divides Ontario and Quebec (Protestant and Catholic).
	They Hanged Him (7 min) Nov 16, 1885 – Riel hanged. Word of the hanging spreads quickly in Quebec. Public meetings are held. Quebec members of Macdonald's government are labelled traitors. 50,000 people come out in Montreal. Effigy of Macdonald burned. In Ontario, anti-French sentiment fanned by Ontario press. The Conservative hold on Quebec is now broken. **In the West, 8 Indians are hung. Another 50 are sentenced to prison, including Poundmaker and Big**

	Bear – convicted of treason. Both die shortly after their release. Life for Plains Indians has changed forever.
	Ocean to Ocean (8 min) In summer of 1886, the CPR is complete and running trains across the nation. A year after the Northwest Resistance Macdonald takes a train ride across the West. Macdonald stops at Glecian Station near Calgary. Meets Crowfoot. He repeats that he wants food for his people. Macdonald refers these questions to the Lieutenant governor. The Plains Indians become subsistence farmers. Residential schools begin. The aim of the Indian Act and the schools are designed to assimilate these people. Crowfoot, and many other Indians die of malnutrition, tuberculosis. By 1894, all guarantees for French language, Catholic religion have been abolished in the West. Macdonald's plan is unapologetically for the West to be Protestant and English. The Northwest is now home of a new people – Canadians.
	Exposition CACC: *The Northwest Resistance* (p. 54-59, *Conclusion* p. 61)
	Exposition: The 10 Most Significant Conflicts on Canadian Soil: *Northwest Rebellion* (p. 22-25)
	"Found Poem" (using some of original words of Riel) SOC: *Address to the Jury* (p. 119) **Song/Poem** SOC: *Song of Louis Riel* (p. 120)
	Websites • Use historytrek.ca. Search "Northwest Rebellion" or "Northwest Resistance" • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals: HCO Jr > The History of Canada Online Junior (HCO Jr)>"Part 7. All Aboard for the West"> "E. North West Rebellion" >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "E. North West Rebellion" • Use Wikipedia for an overview, images and further reading and links at the bottom: http://en.wikipedia.org/wiki/Northwest_rebellion • The Canadian Encyclopedia: The North-West Rebellion • Use NWT subscribed resource from ProQuest "elibrary" "Northwest Rebellion" (username: NWThomework password: learn) NOTE: search Canadian document only (to narrow the topic) NOTE: "sort results by" reading level will be important for some searchers
	Blackline Masters: NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

ESSENTIAL QUESTION C

Was immigration to the west a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, John A. MacDonald and a resident of the Prairies today.

Example of a Mini-Lesson Hook

How many opinions could there be in a school about wearing caps in class? Who is right? Who decides?

"Why do people disagree even about things which seem to be a good deal?"

Critical Thinking Strategy (recommended)

Step 1 Introduction

Tell students that the essential question that they are going to explore in LE9 is "Was immigration to the west a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, John A MacDonald and a resident of the Prairies today." Inform the students that they will be exploring different perspectives in the question including Aboriginal perspectives.

Ask students if they recall the picture study they did in LE2. You may want to project slide two from LE9 Powerpoint to refresh student knowledge about "Studying Pictures." Draw their attention to the Studying Pictures student master (below and attached as blackline master, " Studying Pictures-Decoding the Explicit Message):

Studying Pictures (Decoding the Explicit Message)

Question	Clues	Conclusion
What? (What is the person(s) doing?		
Where? (Where is this place?)		
Who? (Who is this person/these people?)		
When? (When is this taking place?)		
Why? (Why is the person/people doing this?)		

Suggest that the critical inquiry that they will explore is an extension of a picture study and they will be asked to analyze a poster advertising the Canadian West to potential immigrants in the United States and Europe. Tell students that they will be looking for a hidden or symbolic message (blackline master – "Studying Pictures--Decoding the Implicit Message") in the poster.

Step 2 Activity: What is Decoding the Image?

Inform students that they are going to take on the role of detectives. Their job is to solve the mystery of the "hidden message." But before they can find the "hidden message" in a picture they have to decode the "plain or *explicit* message." At this point you may want to review the anticipatory set from LE2 (2C.CTa Powerpoint for LE#2, and 2C.CTb Studying Pictures) that asked students to draw conclusions from clues. If you have not used this hook from LE2 you may want to illustrate how clues can be used to reach a conclusion.

For example you could strike a thinking pose (hand on chin, head slightly raised, eyes looking upward etc.) and then ask

students "What am I doing". If students cannot reach the conclusion of "thinking" then you may want to pantomime an activity such as fishing or skiing. Ask students how they reached the conclusion or what clues led them to reach their conclusion.

Suggest to students that they are about to investigate the explicit message in a historical poster using the 5W strategy found in the blackline master, "9C.CTb Studying Pictures--Explicit Message". Provide or post a copy of the poster, "Canada West" (9C.CT.15b). In pairs or small groups have the students complete, "Decoding the Explicit Message." Review student answers as a class.

Step 3 Activity: Introduce the Critical Inquiry

Once students have competed "Decoding the Explicit Message" tell them that they are now to put on their very best detective hats. Their new task is to determine the hidden or *implicit* message in the poster. Using the same poster and blackline master, "Decoding the *Implicit* Message" have students in small groups or pairs complete the blackline master. At this point you may want to help students work through one or more of the columns in this blackline master. The master below provides answers to the "Canada West" poster.

Decoding the Implicit Message

Picture Study #_____

Inferences (Conclusions)	Evidence (Clues)
Major focus: ☐Aboriginal perspective ☐European perspective X ☐balanced perspective	• People are farming • The lady dressed in white is European • The British flag is European • A European type house is present
Qualities of the European figure(s): • Friendly • Welcoming	• Open the curtains to the west • Smile of her face • Dressed like an angel
Qualities of the Aboriginal figures: • There are no Aboriginal Figures •	• The Aboriginal perspective is not presented • •
Hidden or Implicit Message: • The West belongs to Europeans	• The poster is to convince Europeans to immigrate to western Canada • The poster shows only European people • The poster has no Aboriginal people/ housing/ buffalo etc shown

Once students have completed their analysis reinforce that conclusions (Inferences) must be supported by evidence gained from looking at the clues in the drawing. You may want to give students criteria for drawing conclusions in the drawings

which may include:

- Evidence from clues inside the drawing support your conclusions
- Evidence from outside the drawing (what you know about the west and/or Aboriginal perspectives etc.) support your conclusions

Step 4 Activity: Share your conclusions

Ask students to share their conclusions with the class. You may want to have students redraw the poster based upon an Aboriginal perspective. What would the west look like from an Aboriginal perspective? Remind students that the CPR was instrumental in opening the west to immigrants from Europe. Special emphasis may be placed upon the implicit message in the poster as you set the stage for taking up the essential question, "Was the Canadian Pacific Railroad a good idea?"

9C. CTa BLM: LE#9 Powerpoint

9C. CTb BLM: Studying Pictures--Explicit Message

9C. CT.15b BLM: Canada West-poster

9C. CTc BLM: Studying Pictures--Implicit Message

Historical Thinking Strategy (recommended)

(*Skill Set*: 6f – Collecting and Analyzing Images - see Appendix A)

Use the "Western Canada- The New Eldorado poster" to :

1. Look for clues and conclusions about the messages and purposes of the poster
2. Discuss your conclusions with the class

9C. HT.15a Eldorado Poster

9C. HT.15b Poster Analysis –Eldorado

Critical Thinking Strategy (recommended)

(*Skill Set*: 6f – Collecting and Analyzing Images - see Appendix A)

Use the four immigration posters:








1. Use the BLM to judge each poster according to the criteria given
2. Discuss your conclusions with the class

9C. CT.15a BLM: Canada Build Your Nest-poster

9C. CT.15b BLM: Canada West-poster

9C. CT.15c BLM: Free Farms-poster

9C. CT.15d BLM: Last Best West-poste

9C. CT.15e  Judge the Better or Best- Western Canadian Immigration Posters

EXTENSION: Design an NWT "Immigration" poster that will attract newcomers to the North.
Using what you have learned about 'qualities of a good poster', design a poster that is meant to attract people to come to the NWT today.
Some things to keep in mind:

- the criteria used in 9C.CT.15e above will help other students are going to evaluate your poster with.
- what things about the north would you highlight? Which things might you not mention? What things will be difficult to talk about in an appealing way?
- what visual techniques will you use to attract people to your poster and to come to the NWT (colour, pictures, layout, types of print)?

 Historical Thinking Strategy (recommended)

 (*Skill Set*: 8 – Content Reading- see Appendix A)

Students are asked to read the secondary source about the building of the railroad (p. 38, 39, in *Canada, a Country of Change*) and evaluate the importance that the author places on each of the characters by what and how much is said about each. Students will learn that history is made by an author's interpretation of primary sources.

Part 2 of this assignment asks students to view another prepared account of the railroad story (DVD: *Canada, a People's History*—see the resource list above), then judge for themselves the rightful importance of these characters in Canadian history after having compared these two secondary sources.

9C. HT.16  Evidence--Analyzing Secondary Sources--railroad inquiry

RESOURCES (Essential Question C)

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students. This list exists as a blackline master for handout to students during their chosen inquiries (see *Students Inquiries* section at the end of this Learning Experience).

1. MT BLM: Media Text Connections
1. VR BLM: Video Response Guide

Audio Visual:

Treaties, War, and the Changing West

	Note: Bolded words indicate the ideas relevant to the Essential Question, especially important when a video clip is used for more than one Essential Question
 Set 3, Disc 8 Episode 10 *Taking the West*	*Pulling Up Stakes (6 min)* Pamphlets sent by the millions around the world promise unlimited opportunity in the Canadian West. For many the dream is irresistible. **In Eastern Canada an economic depression takes hold. In Eastern Canada, people are desperate for work. For many, moving West seems like the best alternative.** In the 1870's more people leave Canada than come here. Many move to the United States. Others begin moving West. John A MacDougall is alone in his cabin, wishing for company.
	The Last Best West (8 min) The **Canadian West, the land of the Cree, Blackfoot and Ojibway** is open for business. **Clifford Sifton, new Minister of Immigration, is selling the West** all over Europe. 160 acres of fee land are offered to anyone who will work the land. Immigrants begin coming from many countries, especially from Eastern Europe. **Icelanders, Ukranians, Doukhobors, Germans, Poles, Mennonites, Jews – all come. Edmonton is the end of the rail line. It is a life of hardship. Some start off living in sod covered shacks, even in caves.**
	A New Map of Canada (7 min) Immigration changes Western Canada. **Large numbers of new immigrants settle there**. Rail service continues to be a problem. Western farmers start to form Co-ops – and there is growing pressure to have their own government. Laurier says the 20th century will belong to Canada. He is re-elected. In 1905, Alberta and Saskatchewan are created. Laurier's Canada is one of immigrants and wheat. Henri Bourassa wants to see a growing French population in the West as well. But it is too late. By 1905 over 1,000,000 immigrants have come to Canada, and almost none speak French. Bourassa's vision of Canada is shaken.
	Strangers Within Our Gates (6 min) Winnipeg is the largest city in the West. By 1911, Winnipeg has the highest percentage of foreign-born citizens of any city in Canada. Most are in the North End. **Some English-speaking Protestant leaders complain that the country is being filled with refuse of other nations.** Bourassa sees the dilution of the original Canada, with its two founding nations. JS Woodsworth and others work towards assimilating these peoples. Language is the key, and all instruction is in English. **Woodsworth writes his book – describing the lives of immigrants**, and calling on all Canadians to welcome them.
	Gold Mountain (7 min) Thousands of Chinese **men had come to Canada dreaming of a new land** – Gold Mountain. **Many of them came to work on the railway.** In the 1880's over 15,000 came to build the most difficult parts of that railway. **1 Chinese worker died for every mile of track built from Vancouver and the Rocky Mountains.** Once the railway was built, the **unemployed Chinese workers flooded into the Chinatowns** of many cities. Life is difficult. **Many Canadians resent them**, and want them to leave. Chinese do jobs no Canadians want. Racism is growing. **A $50.00 head tax is established** to discourage further immigration. Soon it is raised to $500.00. Immigration drops immediately. Immigrants from other Asian countries rise, however. In Vancouver, in 1907, the 'Asiatic Exclusion League' meets, and a riot starts. In the 1920's Chinese immigration is banned outright. This only ends 25 years later.
	**Exposition** CACC: *Railway!* (p. 38); *Reserves* (p. 54); *The Last Best West* and *Challenges in a New Land* (p. 64-69)
	**Short Story** SOC: "Spirits of the Railway" (p. 126); "The Lady and the Cowcatcher" (p. 130)
	**Primary Document** SOC: "A Letter from Shinguacouse" (p. 107)
	**Song / Poem** • SOC: "Canadian Railroad Trilogy" (p. 123) • SOC: "The Ballad of Crowfoot"

	Maps: Layered Maps CD: 31-*Canada Territorial Evolution: 1875-1905*
	Blackline Masters: NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

- Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
- The inquiry options are simply written on the board for the students to choose among
- The inquiry ideas listed in the *Student Inquiry Choices* to the LE (below) is expanded before it is sent home
- Adapt/Modify the *Essential Question Resource Lists* (below) for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the *Student Inquiry Choices* blackline master in Appendix B which is already written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.

9.SI BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from **Established Goals and Essential Questions,** and **Assessment Evidence**). Rubrics should be started with weighted criteria; an "Electronic Rubrics" template is provided below to facilitate this. The student should complete the rubric based on their own aspirations for learning, and their own weightings.

The blackline master below can be electronically modified and printed, or simply written on and photocopied.

1.R BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the **Essential Question Resource Lists** available. These lists can be modified by the teacher if necessary.

Teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored.

9A. RL BLM: Essential Question Resource List A

9B. RL BLM: Essential Question Resource List B

9C. RL BLM: Essential Question Resource List C

GRADE 5

CANADA: THE PEOPLES AND STORIES OF THIS LAND

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APPENDICES

GRADE 5

GRADE 5

Interdisciplinary Skills Charts

Appendix A

Interdisciplinary Skills Charts Key

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1 – ACTIVE LISTENING

S-400 Listen to others to understand their perspectives	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, note-taking, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to observe good models of active listening, practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective students.

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does an active listener look/sound like? Why?)
- recording focused observations to monitor student growth over time as well as determine which students need differentiation
- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals

2– BRAINSTORMING

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-400 Listen to others to understand their perspectives	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically

Brainstorming may take place individually or as a small-group or large-group strategy. Brainstorming encourages students to focus on a topic and to contribute to a free flow of ideas, exploring what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying/viewing pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize the validity or appropriateness of ideas.

Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, small or large group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. Group brainstorming allows individuals to piggyback on the ideas of others and, as well, to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas. Brainstorming may be carried on over a period of days, weeks, or even months by making additions to the initial brainstorm charts (use a different-colour marker/font) to show growth over time.

Think about…

- focusing assessment on a manageable number of outcomes/students

- recording focused observations to determine participation, active listening, and acceptance of others' ideas, as well as prior knowledge, gaps or misconceptions, and starting points for instruction and remediation
- orally guiding/facilitating reflection (e.g., What do we/I notice about our/my thinking?; Evidence of our/my thinking is…) using a Y-chart, T-Chart, or journals

3– ORAL COMMUNICATION

3a– Discussion

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-303 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-400 Listen to others to understand their perspectives	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours	**E-2.2 -** Applies safety guidelines when communicating electronically

according to the situation	
S-402 Support their ideas and opinions with information or observations	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-404 Elicit and clarify questions and ideas in discussions	
English Language Arts	Literacy with Information and Communication Technology
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	**C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic communication

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary discussions to include both large- and small-group activities in order to encourage participation by all students. Consider assigning specific roles for students to take during discussions, and provide opportunities for students to experience various roles (e.g., discussion leader, note-taker, timer, questioner…).

In the exchange of information that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, seek clarification, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes, and assists in planning for learning and instruction.

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated criteria (e.g., What does an effective discussion group member look/sound like?)
- recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- guiding peer- and self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals

3b– Public Speaking

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-302 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-304 Distinguish fact from opinion and interpretation	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-400 Listen to others to understand their perspectives	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically

S-402 Support their ideas and opinions with information or observations	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-405 Elicit and clarify questions and ideas in discussions	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Public speaking provides students with opportunities to organize, write, and communicate their ideas to an audience. Students learn that both the way in which they say something and how they physically present themselves is as important as the message itself. As students prepare for oral presentations they need to consider their audience and the purpose of the presentation (e.g., to share information or perspectives, to persuade…) as well as the format of the presentation, so that they may prepare accordingly.

Components of speeches include:

- an introduction to engage the audience and establish the purpose
- a body that outlines the main supporting points
- a conclusion that restates the main ideas and leaves the audience with a lasting impression.

Debriefing and post presentation feedback from the audience helps students understand how they may improve their oral communication techniques. As students gain experience with writing and presenting speeches they develop confidence in communicating.

Think about…

- sharing and reflecting on exemplars of oral presentations
- modelling, guiding, and offering time to practise writing and presenting speeches
- focusing assessment on the accuracy and completeness of the information, as well the effective use and application of information, visual aids, and other technical supports
- constructing student-generated assessment criteria (e.g., What does a quality speech look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals
- using videotape to record presentations for review and reflection

4– COLLABORATIVE LEARNING

4a– Collaborative Groups

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*	
English Language Arts	Literacy with Information and Communication Technology
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	
S-102 Make decisions that reflect fairness and equality in their interactions with others.	
English Language Arts	Literacy with Information and Communication Technology
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2** – Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-400 Listen to others to understand their perspectives.	

English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-404 Elicit and clarify questions and ideas in discussions.	
English Language Arts	Literacy with Information and Communication Technology
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	**C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic communication
S-405 Articulate their beliefs and perspectives on issues.	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Collaborative groups provide students with opportunities to work together to accomplish shared goals and requires the establishment of a positive, safe, and inclusive classroom culture. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative structures allows students to gain expertise in various roles and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences.

Middle Years research shows that students learn best when offered a wide range of learning experiences in which they have opportunities to interact with their peers. Due to their physical development at this age, Middle Years

students need opportunities for physical movement during their learning. As well, their social and emotional development is such that Middle Years students are seeking their own identity independent from adults, necessitating a move towards receiving approval from and belonging to their peer group.

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback
- following collaborative learning activities with debriefing activities
- recording focused observations to assess group processes
- guiding peer- and self-assessment through opportunities for group processing and debriefing
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals

4b– Using a Continuum of Points of View

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*	
English Language Arts	Literacy with Information and Communication Technology
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	
S-102 Make decisions that reflect fairness and equality in their interactions with others.	
English Language Arts	Literacy with Information and Communication Technology
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-104 Negotiate constructively with others to build consensus and solve problems.	
English Language Arts	Literacy with Information and Communication Technology
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	**P-2.1 -** Constructs "how and why" questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs **M-1.2 -** Recognizes ICT problems and seeks assistance to solve them
S-105 Recognize bias and discrimination and propose solutions.	
English Language Arts	Literacy with Information and Communication Technology
2.2.3 - Develop personal perspective of cultural representations in texts (oral, print, and other media)	
S-301 Evaluate the advantages and disadvantages of solutions to a problem.	

English Language Arts	Literacy with Information and Communication Technology
4.2.1 - Use pre-established criteria to focus conversations about own and others' texts and representations **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.2.4 -** Experiment with language to create desired effect in oral, print, and other media text	**R-2.1 -** Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn **S-1.3** - Chooses appropriate times and places to use wireless games and/or communication devices
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-400 Listen to others to understand their perspectives.	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated	**E-2.2 -** Applies safety guidelines when

5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-404 Elicit and clarify questions and ideas in discussions.	
English Language Arts	Literacy with Information and Communication Technology
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	**C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic communication
S-405 Articulate their beliefs and perspectives on issues.	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Every individual holds personal points of view. Using this strategy, students' attitudes are represented by where they physically place themselves along a line or continuum. Eliciting the expression and exchange of opinions, beliefs, and values using a physical continuum is a means of inviting students to explore their own preconceptions, to learn about the perspectives of others, and to reflect on changes in their points of view. Using a continuum helps students recognize that for many questions, there is no black-or-white, right-or-wrong answers, but rather a wide range of points of view. It is also a way of encouraging students to make explicit their own points of view and to actively listen to others to understand their position, rather than debating an issue to identify a winning or a losing argument. Encourage students to be spontaneous and frank in this activity, not concerning themselves with discussing with their peers until after they have found their own position on the continuum. Emphasize the idea that in this activity, there are no "right" or "wrong" positions, and all perspectives are equally valid.

Think about…

- offering descriptive feedback on how students express themselves and listen to others' perspectives
- recording focused observations to observe student values and group processes
- providing debriefing opportunities for students to reflect on attitudinal changes they undergo as a result of engaging in the activity.

4c– Consensus Decision Making

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*	
English Language Arts	Literacy with Information and Communication Technology
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	
S-102 Make decisions that reflect fairness and equality in their interactions with others.	
English Language Arts	Literacy with Information and Communication Technology
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-104 Negotiate constructively with others to build consensus and solve problems.	
English Language Arts	Literacy with Information and Communication Technology
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	**P-2.1 -** Constructs "how and why" questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs **M-1.2 -** Recognizes ICT problems and seeks assistance to solve them
S-105 Recognize bias and discrimination and propose solutions.	
English Language Arts	Literacy with Information and Communication Technology
2.2.3 - Develop personal perspective of cultural representations in texts (oral, print, and other media)	
S-301 Evaluate the advantages and disadvantages of solutions to a problem.	

English Language Arts	Literacy with Information and Communication Technology
4.2.1 - Use pre-established criteria to focus conversations about own and others' texts and representations **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.2.4 -** Experiment with language to create desired effect in oral, print, and other media text	**R-2.1 -** Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn **S-1.3** - Chooses appropriate times and places to use wireless games and/or communication devices
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-400 Listen to others to understand their perspectives.	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated	**E-2.2 -** Applies safety guidelines when

5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-404 Elicit and clarify questions and ideas in discussions.	
English Language Arts	Literacy with Information and Communication Technology
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	**C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic communication
S-405 Articulate their beliefs and perspectives on issues.	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Consensus decision making is a complex collaborative process that relies on the understanding of certain basic principles, as well as the application of interpersonal skills. As students practice consensus decision making they come to understand that consensus is the result of negotiating and cannot be reached by more simple means such as majority vote or compromise. Its goal is to bring all participants to a common, shared agreement that reflects the perspectives of each and every team member. For this reason consensus building requires a supportive, safe, and inclusive classroom culture, active listening, and a high degree of commitment from all team members. Students may assume specific roles within the group (e.g., facilitator, scribe, timekeeper, questioner…) or create variations depending on the nature of the task. The only essential role in a consensus decision-making task is that of facilitator.

Basic principles of consensus decision making:

- All members are equal and have a valid perspective to contribute to the group.
- Everyone has the right, but not the obligation, to change his or her mind.
- The decision is reached when all the members decide on a common course of action.

Indispensable elements:

- Willingness of each member to share power
- Respect for assigned roles
- Commitment to follow the established process
- Clear common objective
- Neutral facilitator accepted by the group

5 – USING GRAPHIC ORGANIZERS

<table>
<tr><td colspan="2">S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts
2.2.1 - Explore a variety of oral, print, and other media texts
2.3.1 - Talk about the relationship between genre/form and audience/purpose
2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects
2.3.3 - Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts</td><td>G-1.1 - Finds and collects information (text, images, data, audio, video) from given media</td></tr>
<tr><td colspan="2">S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>3.1.3 - Gather and record ideas and information using a plan for own and group inquiry
3.3.1 - Organize information and ideas into categories using a variety of strategies
3.3.2 - Record information in own words; cite authors and titles alphabetically and provide publication dates of sources
3.3.3 - Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose</td><td>G-1.2 - Identifies sources of information and provides bibliographic/reference data
E-1.3 - Recognizes the need to acknowledge authorship of intellectual property</td></tr>
<tr><td colspan="2">Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, reviewing, and representing. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information…), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate. Consider teaching and modelling the use of one graphic organizer at a time, and posting graphic organizers around the classroom for students to use as models and references.
(Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)

Think about…
• offering descriptive feedback
• recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas
• orally guiding/facilitating student reflection (e.g., Graphic organizers help me… because …; Evidence of this is…)</td></tr>
</table>

6 – INQUIRY PROCESS

6a– Sorting and Classifying

<table>
<tr><td colspan="2">S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</td></tr>
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2.3.1 - Talk about the relationship between genre/form and audience/purpose
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3.3.1 - Organize information and ideas into categories using a variety of strategies
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E-1.3 - Recognizes the need to acknowledge authorship of intellectual property</td></tr>
<tr><td colspan="2">Sorting and classifying helps students make sense of information. Sorting and classifying also helps teachers and students identify prior knowledge as students make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about…
• teaching, modelling, guiding, and debriefing the process of sorting and classifying
• recording focused observations to determine sorting skills used to identify unique characteristics within a set
• recording focused observations on students' classifying skills
• recording focused observations on students' development to compare and contrast</td></tr>
</table>

6b– Generating Questions

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-300 Plan topics and goals for historical inquiry and research.	
English Language Arts	Literacy with Information and Communication Technology
1.1.3 - Set personal goals to enhance language learning and use **3.1.3 –** Gather and record ideas and information using a plan for own or group inquiry	**Pr-1.1 -** Participates in establishing criteria for student-created electronic work
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources....*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	
S-404 Elicit and clarify questions and ideas in discussions	
English Language Arts	Literacy with Information and Communication Technology
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	**C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic communication

Providing students with opportunities to generate their own questions allows them to focus and plan their inquiry and identify purposes for their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing student research around an overall investigative question and then providing opportunities for groups or individuals to generate their

own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using "Think-Alouds."

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What makes a good questions?)
- recording focused observations on students' growing competence in formulating questions

6c– KWL

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards

perceptions	
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems

The acronym KWL stands for what students **K**now, what they **W**ant to know, and what they **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL may be used for short- or long-term learning, and should be revisited throughout the learning process in order to provide opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use.

Think about…

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine prior knowledge, gaps, misconceptions, curiosity, and starting points for instruction
- adding a KWL chart to the students' portfolios as evidence of growth in thinking over time

6d– Preparing and Conducting Interviews

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-300 Plan topics and goals for historical inquiry and research.	
English Language Arts	Literacy with Information and Communication Technology
1.1.3 - Set personal goals to enhance language learning and use **3.1.3 –** Gather and record ideas and information using a plan	**Pr-1.1 -** Participates in establishing criteria for student-created electronic work

for own or group inquiry	
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-400 Listen to others to understand their perspectives.	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-404 Elicit and clarify questions and ideas in discussions.	
English Language Arts	Literacy with Information and Communication Technology
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development	**C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic

4.2.2 - Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	communication

Conducting interviews allows students to collect and record information from a primary source and also creates opportunities for students to draw upon first-hand knowledge and experience.

Practical Considerations

After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories) and identifying candidates to interview, students formulate appropriate questions. The questions should be both closed and open-ended, clearly stated, and include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes) and practise both their questioning skills and recording information during mock interviews. Provide students with opportunities to view or listen to examples of interviews (both effective and ineffective) in order to observe and discuss interview techniques.

Working with Potentially Sensitive Issues

It is critical that students who engage in demographic and ethnographic research conduct their studies ethically, respectfully, and without bias—particularly when potentially sensitive issues are addressed. From the beginning stage of question formulation, to the collection, analysis, and presentation of data, students need to be fully aware of the areas of potential concern. Before students embark on surveying a group concerning their culture, heritage, ethnicity, or other potentially sensitive areas, ask the students to consider why and how they will use the data. Ask them to consider

- Why they need that particular information? Is there a real purpose for the data?
- Why it is important to gather statistics on different groups?
- How they will analyze their data to ensure it is treated with fairness and respect?
- What they need to know about a particular groups' social context, historical experiences, and other factors so that they will be able to interpret survey results fairly?

Ensure that students understand the need to respect individual rights to privacy, as well as individual decisions to not answer particular questions, or to not participate in the survey. Help students avoid the pitfalls of stereotyping and ensure students respect the rights of interviewees to self-identify their ethnic, cultural, linguistic, or other aspect of group identity, if they so choose.

At the question formulation stage, students require guidance to create questions that demonstrate sensitivity and respect for the interviewees. Depending on the nature of the interview and the target audience, examples of sensitivities include

- the use of appropriate language
- respect for privacy
- questions that are free of bias
- asking questions that respect religious or cultural protocols
- avoiding personal questions that might make interviewees uncomfortable

At the data analysis and presentation stage (and particularly if the data presents a negative view of individuals or a

particular group of people), ensure that students consider contextual information in order to give a fair and respectful presentation of their results and conclusions. For example, reporting and studying different rates of employment will be more meaningful and relevant if there is a discussion of the factors that create employment barriers for some groups and privilege others.
Following the interview, students reflect on the survey process, and send thank-you letters to their interview subjects.

Think about…

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective interviews?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- orally guiding/facilitating student reflection on the interview process

6e– Field Trips

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-103 Make decisions that reflect care, concern, and responsibility for the environment.	
S-106 Treat places and objects of historical significance with respect. *Examples: burial grounds, memorials, artifacts...*	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated	
S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-300 Plan topics and goals for historical inquiry and research.	
English Language Arts	Literacy with Information and Communication Technology
1.1.3 - Set personal goals to enhance language learning and use **3.1.3 –** Gather and record ideas and information using a plan for own or group inquiry	**Pr-1.1 -** Participates in establishing criteria for student-created electronic work
S-302 Draw conclusions based on research and evidence.	

English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-305 Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	
English Language Arts	Literacy with Information and Communication Technology
2.2.1 - Explore a variety of oral, print, and other media texts	**G-1.3 -** Records data or makes notes on gathered information and ideas using given categories and given ICT
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-400 Listen to others to understand their perspectives.	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences

S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Experiences that take students outside the classroom can be highly motivating and complement classroom-based learning. Accessing community resources provides knowledge and understanding of the broader environment and allows students to learn from the resources and expertise available in the community at large. Students also gain practical experience when they are involved in planning the purpose and logistics of the field trip. As well, teachers gain valuable insights into their students as they observe their interactions outside the classroom. Teachers are encouraged to prepare students for field trips through pre-teaching or the use of anticipation guides. Many field-trip sites provide pre-trip materials for classroom use.

Think about…

- engaging students in planning a field trip based on primary inquiry questions or the "W" in a KWL strategy
- orally guiding/facilitating reflection to assess the outcomes of the field trip and to facilitate student inquiry
- engaging in a debriefing process after the field trip to identify further questions, misconceptions, and new learnings, as well as to plan follow-up activities
- application of the knowledge acquired during the field trip to follow up classroom activities

6f– Collecting and Analysing Images

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-202 Distinguish between primary and secondary information sources for research.	
English Language Arts	Literacy with Information and Communication Technology
3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions	**G-1.4 -** Collects primary data using electronic devices
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology

1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-305 Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	
English Language Arts	Literacy with Information and Communication Technology
2.2.1 - Explore a variety of oral, print, and other media texts	**G-1.3 -** Records data or makes notes on gathered information and ideas using given categories and given ICT
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-308 Compare diverse perspectives in a variety of information sources	
English Language Arts	Literacy with Information and Communication Technology
2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding **2.2.3 -** Develop personal perspective of cultural representations in texts (oral, print, and other media) **5.2.3 -** Explore how context influences the selection of language and form	
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	

S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems

Collecting and analyzing images related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Images may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the images are intended to represent (e.g., landforms, daily life, Canadian symbols…), students may browse a predetermined set of images or search for images matching the criteria. As well, encourage students to generate their own questions about the images in order to pursue a deeper analysis of the content.

Think about…

- how students connect images to the topic/theme under consideration
- student ability to extract information from images and captions
- how students analyse and apply the ideas and information in the images
- student application of critical thinking skills regarding the images they use (e.g., bias, authenticity, primary/secondary sources…)
- student independence in locating appropriate images related to the topic/theme

6g– Viewing Visual Media

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-202 Distinguish between primary and secondary information sources for research.	
English Language Arts	Literacy with Information and Communication Technology
3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions	**G-1.4 -** Collects primary data using electronic devices
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology

1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-305 Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	
English Language Arts	Literacy with Information and Communication Technology
2.2.1 - Explore a variety of oral, print, and other media texts	**G-1.3 -** Records data or makes notes on gathered information and ideas using given categories and given ICT
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-308 Compare diverse perspectives in a variety of information sources	
English Language Arts	Literacy with Information and Communication Technology
2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding **2.2.3 -** Develop personal perspective of cultural representations in texts (oral, print, and other media) **5.2.3 -** Explore how context influences the selection of language and form	
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	

S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.
Consider the use of a variety of strategies, before, during, and after viewing as indicated below.

Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with "story-mapping"-predicting what the video might be about.
- Have students create questions about what they are wondering, or provide "focus questions" (e.g., informational questions, intuitive/interpretive questions…).

During viewing

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions…) and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects…), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the "listeners," sits with their backs to the screen while the other half of the class, the "viewers," faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners' questions.
- Freeze frame: Pause the image to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

After viewing

- Students may ask new questions (e.g., Some of my questions that were answered were…; Now, I know/wonder…).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Represent their new learning, or add new information to their inquiry journal or notebook

6h– Preparing and Conducting Surveys

S-100 Collaborate with others to establish and carry out group goals and responsibilities	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the

English Language Arts Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-300 Plan topics and goals for historical inquiry and research.	
English Language Arts	Literacy with Information and Communication Technology
1.1.3 - Set personal goals to enhance language learning and use **3.1.3 –** Gather and record ideas and information using a plan for own or group inquiry	**Pr-1.1 -** Participates in establishing criteria for student-created electronic work
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-308 Compare diverse perspectives in a variety of information sources	
English Language Arts	Literacy with Information and Communication Technology
2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding **2.2.3 -** Develop personal perspective of cultural representations in texts (oral, print, and other media)	

5.2.3 - Explore how context influences the selection of language and form	
S-400 Listen to others to understand their perspectives.	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically

Creating and conducting surveys are a form of participatory research that involves students in learning about their communities. Surveys may take the form of interviews where questions are asked and the responses recorded or individual surveys where the person taking the survey records the answers themselves. Surveys provide large amounts of information from a broad range of people and may be time intensive to prepare, administer, and analyze. For this reason consider whether the information you are collecting already exists (e.g., Internet, library, public records…) elsewhere before choosing a survey as the research vehicle.

In creating the survey identify the survey objectives to help focus concise, unbiased questions that will provide relevant information and avoid unnecessary data. Keep the survey as short as possible, ideally less than fifteen questions to achieve the best possible completion rate. The order of questions matters. Place simple questions first, more complex or controversial questions in the middle, and demographic questions, if required, at the end. Questions should be brief, direct, unambiguous, written in neutral language, and cover a single topic. Close-ended questions (e.g., Yes/No, True/False, Multiple Choice) are easier to administer and analyze. Open-ended questions may provide answers unrelated to the research topic and respondents may be reluctant to complete the survey. Before administering the survey, test it on people who are not familiar with the survey, to determine if the questions are clear and the responses are providing the information required to address the research question.

It is important to provide students with guidance in creating questions/surveys that demonstrate sensitivity and respect for the interviewees. Students need to understand the importance of

- using appropriate language
- respecting personal privacy
- ensuring that survey questions are not biased
- asking questions that respect religious or cultural protocols and/or sensitivities
- avoiding personal questions that might make interviewees uncomfortable

Surveys can be online or in paper format. Online surveys provide flexibility of completion times and facilitate summarization and analysis of data. Paper surveys are more cumbersome to process, but are easier to present. After the survey has been administered collate the results for analysis. A spreadsheet may be a useful tool for recording and analyzing results. Once the results are analyzed communicate your findings with the survey participants and

your community. Ensure that survey participants know that their anonymity will be protected and finish each survey with a sincere thank you.

Think about…

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective surveys?)
- recording focused observations to monitor students' ability to analyse and draw conclusions from the information they collect through the use of surveys
- orally guiding/facilitating student reflection on the survey process

7 – SOCIAL STUDIES

7a– Creating Maps

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-205 Construct maps that include a title, legend, compass rose, grid, and scale.	
English Language Arts	Literacy with Information and Communication Technology
3.3.1 - Organize information and ideas into categories using a variety of strategies ((see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1 –** Present and/or publish texts (oral, print, and media)	

S-206 Interpret maps that include a title, legend, compass rose, grid, and scale.	
English Language Arts	Literacy with Information and Communication Technology
3.3.1 - Organize information and ideas into categories using a variety of strategies ((see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1 –** Present and/or publish texts (oral, print, and media)	
S-207 Use latitude and longitude to locate and describe places on maps and globes.	
English Language Arts	Literacy with Information and Communication Technology
3.3.1 - Organize information and ideas into categories using a variety of strategies ((see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1 –** Present and/or publish texts (oral, print, and media)	
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another. Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood…) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and

students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude…). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps into their daily work (e.g., journals, stories, research…).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about…

- observing for students' map-reading, interpreting, and creating skills
- constructing student-generated assessment criteria (e.g., What are the components of a quality map?)
- focusing assessment on the accuracy and completeness of the information in the map
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment, using a Met/Developing/Not-Yet-Met strategy
- adding student-made maps to the students' portfolios as evidence of understanding of mapping skills

7b– Using/Interpreting Maps

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-206 Elect and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
3.3.1 - Organize information and ideas into categories using a variety of strategies ((see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1** – Present and/or publish texts (oral, print, and media)	
S-207 Use latitude and longitude to locate and describe places on maps and globes.	
English Language Arts	Literacy with Information and Communication Technology
3.3.1 - Organize information and ideas into categories using a variety of strategies ((see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1** – Present and/or publish texts (oral, print, and media)	
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to	**G-2.3 -** Categorizes information using the ICT suitable for the purpose

construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another. Students also need to know that maps represent a particular time and place and change over time. It is important to teach them to look for the source of the map and when/where it was created in order to be aware of its historical and political context and implications.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map-reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale…). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about…

- teaching, modelling, and guiding map-reading/interpreting skills
- observing students' knowledge and skills in reading and interpreting, a variety of maps and atlases to plan for differentiation
- observing students' skills in connecting information from maps to other concepts
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What did I learn from this map? Compare/contrast different maps…).
- adding map interpretations and reflections to the students' portfolios as evidence of understanding of mapping skills

7c– Interpreting Timelines

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards

S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about…

- teaching, modelling, and guiding interpretation of timelines
- planning for differentiation by observing students' knowledge and skills in interpreting timelines
- observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What I am learning about timelines? Evidence of my learning is…).
- adding student timeline interpretations and reflections to the students' portfolios as evidence of understanding

7d– Creating Timelines

<table>
<tr><td colspan="2">S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts
2.2.1 - Explore a variety of oral, print, and other media texts
2.3.1 - Talk about the relationship between genre/form and audience/purpose
2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects
2.3.3 - Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts</td><td>G-1.1 - Finds and collects information (text, images, data, audio, video) from given media</td></tr>
<tr><td colspan="2">S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>3.1.3 - Gather and record ideas and information using a plan for own and group inquiry
3.3.1 - Organize information and ideas into categories using a variety of strategies
3.3.2 - Record information in own words; cite authors and titles alphabetically and provide publication dates of sources
3.3.3 - Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose</td><td>G-1.2 - Identifies sources of information and provides bibliographic/reference data
E-1.3 - Recognizes the need to acknowledge authorship of intellectual property</td></tr>
<tr><td colspan="2">S-202 Distinguish between primary and secondary information sources for research.</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions</td><td>G-1.4 - Collects primary data using electronic devices</td></tr>
<tr><td colspan="2">S-203 Select and use appropriate tools and technologies to accomplish tasks.</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the English Language Arts Learner Outcomes Grade 5)
4.1.2 - Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information
4.2.3 - Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary</td><td>Pr-2.1 - Selects a suitable ICT application and/or device to create electronic work and explains the selection
S-1.1 - Identifies uses of ICT at home, at school, at work, and in the community
Pr-1.2 - Composes text, records sound, sketches images, graphs data, and/or creates video</td></tr>
<tr><td colspan="2">S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</td></tr>
</table>

English Language Arts	Literacy with Information and Communication Technology
4.1.3 - Create original texts (oral, print, and other media)	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, students might simply label and illustrate events on a timeline that already has periods of time indicated. Alternately, students can integrate mathematical skills to determine and mark time periods on the timeline before labelling and illustrating events.

Think about…

- constructing student-generated assessment criteria (e.g., What are the components of a quality timeline?)
- focusing assessment on the accuracy and completeness of the information (e.g., chronological order, scale, appropriate choice of images…)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals
- adding a timeline and reflection to the students' portfolios as evidence of growth and understanding of timelines

7e– Social Action

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1 -** Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2 -** Collaborates with others over distance using ICT
S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...*	
English Language Arts	Literacy with Information and Communication Technology
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	
S-102 Make decisions that reflect fairness and equality in their interactions with others.	
English Language Arts	Literacy with Information and Communication Technology
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-103 Make decisions that reflect care, concern, and responsibility for the environment.	
S-104 Negotiate constructively with others to build consensus and solve problems.	
English Language Arts	Literacy with Information and Communication Technology
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	**P-2.1 -** Constructs "how and why" questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs **M-1.2 -** Recognizes ICT problems and seeks assistance to solve them
S-105 Recognize bias and discrimination and propose solutions.	
English Language Arts	Literacy with Information and Communication Technology
2.2.3 - Develop personal perspective of cultural representations in texts (oral, print, and other media)	

S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-301 Evaluate the advantages and disadvantages of solutions to a problem.	
English Language Arts	Literacy with Information and Communication Technology
4.2.1 - Use pre-established criteria to focus conversations about own and others' texts and representations **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.2.4 -** Experiment with language to create desired effect in oral, print, and other media text	**R-2.1 -** Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn **S-1.3** - Chooses appropriate times and places to use wireless games and/or communication devices
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-400 Listen to others to understand their perspectives.	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to

experiences	established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others
S-404 Elicit and clarify questions and ideas in discussions.	
English Language Arts	Literacy with Information and Communication Technology
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	**C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic communication
S-405 Articulate their beliefs and perspectives on issues.	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a

democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, and if they are truly empowered to be active and responsible citizens, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own (e.g., coming to the aid of a victim of bullying; circulating a petition in the classroom or school…) or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about…

- setting classroom goals for developing action plans and becoming active responsible citizens
- constructing student-generated assessment criteria (e.g., What does a democratic classroom/an active responsible citizen look/sound like? Why?)
- offering descriptive feedback to students regarding their approach to social action
- recording focused observations to inform instruction
- guiding peer- and self-assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals
- adding an account and/or images of evidence of social actions to the students' portfolios

8 – CONTENT READING

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-202 Distinguish between primary and secondary information sources for research.	
English Language Arts	Literacy with Information and Communication Technology
3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions	**G-1.4 -** Collects primary data using electronic devices
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology

1.2.2 – Explain the importance of linking personal perceptions	
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	
S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	
English Language Arts	Literacy with Information and Communication Technology
2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding	

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Teachers need to extend reading instruction beyond the ELA classroom, and to offer students opportunities to practise reading comprehension strategies and to make connections in the content areas. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, atlases, songs, poetry, media texts, vignettes, textbooks…).

Competent readers use reading comprehension strategies independently before, during, and after reading. Additional information on characteristics of readers may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, page 6.39). Teachers need to model a variety of before, during, and after strategies daily to help students choose, and become independent in the use of these strategies. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about…

- using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- monitoring students' choices of texts for seeking information

- observing comprehension strategies including predicting, questioning, imaging, self-monitoring, re-reading, inferring, skimming and scanning, retelling, and summarizing
- recording focused observations to determine students' ability to get information and ideas from textual cues (titles, subtitles, tables of content, images, captions…) and text structures/features (compare and contrast, sequential, description, cause and effect…)

Suggested Strategies

Before Reading Strategies	***During*** Reading Strategies	***After*** Reading Strategies
Think-Pair-Share	Cornell Method	Before-During-After Map
Thinking Maps	Thinking Maps	Three Point Approach
KWL	How to Find the Main Idea of a Paragraph	Word Cycle
Anticipation Guide	Magnet Summaries	Retelling
Before-During-After Map	Slim Jims	
Pre-Reading Plan	Reciprocal Reading	
Sort and Predict	Collaborative Reading	
Story Impressions	Direct Reading Thinking Activity (DRTA)	
Word Splash	Two Column Notes	
Three-Point Approach	Note-Making Tips for Students	
Previewing Questions	Researching	
	SQ3R	
	Graphic Organizers	
	Mind Maps	
	Concept Frames	
	Before-During-After Checklist (Student)	
	Before-During-After Map	
	Content Reading Strategies	
	Skim and Scan—Teacher Observation Group	
	Skim and Scan—Teacher Observation Individual	
	Skimming	

9– WRITING

9a– Journals

S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-405 Articulate their beliefs and perspectives on issues.	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on student feelings and teachers should be sensitive to the private nature of personal journals. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and, as well, may be specifically devoted to response and used across curriculum areas.

Think about…

- using student journals as a tool to observe values
- constructing student-generated assessment criteria (e.g., What does quality reflective journal writing look like?)
- posing questions and offering prompts to encourage reflection
- guiding self-assessment of journals
- encouraging students to select journal entries for inclusion in their portfolios as evidence of growth in metacognitive thinking over time
- assessing the journal for growth over time and/or for summative purposes

9b– Exit Slip

S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-405 Articulate their beliefs and perspectives on issues.	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., Today I learned…; I am still confused about…; I would like to know more about…; A question I have is…), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about…

- observing students' perceived strengths and areas for further learning
- focusing assessment on the accuracy and completeness of the information
- observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

9c– RAFT

S-102 Make decisions that reflect fairness and equality in their interactions with others.	
English Language Arts	Literacy with Information and Communication Technology
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-307 Compare differing accounts of historical events	
English Language Arts	Literacy with Information and Communication Technology
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5)	
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology

5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others
S-405 Elicit and clarify questions and ideas in discussions	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a Role other than themselves (e.g., animal, historical figure, comic book character…). They choose an Audience (e.g., a person living in another time or place, a corporation, an inanimate object…). They select a Format (e.g., poem, letter, journal…) for their writing. They also choose a Topic (e.g., plea, persuasion, demand, excuse…) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. Teachers need to model and guide the use of RAFT before students work independently. RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about…

- sharing and reflecting on examples of point-of-view genre in literature
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality written point of view (RAFT strategy) look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- having students include RAFT examples in their portfolios as evidence of learning

9d– Persuasive Writing

S-102 Make decisions that reflect fairness and equality in their interactions with others.	
English Language Arts	Literacy with Information and Communication Technology
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-307 Compare differing accounts of historical events	
English Language Arts	Literacy with Information and Communication Technology
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5)	
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology

5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others
S-405 Elicit and clarify questions and ideas in discussions	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Persuasive writing is also often a component of social action. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Teachers need to model, guide, and offer time for students to practise persuasive writing techniques. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about…

- sharing and reflecting on examples of persuasive writing
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does quality persuasive writing look/sound like? Why?)
- recording focused observations to monitor student growth in order to determine which students need differentiation
- guiding peer- and self-assessment
- having students include persuasive writing examples in their portfolios as evidence of learning

9e– Descriptive Writing

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically

Descriptive writing presents people, places, things, or events with enough detail to enable the reader to create a mental picture and share the writer's sensory experience (e.g., sights, smells, sounds, tastes, and feelings) of the subject of the writing. It provides opportunities for students to express their feelings creatively and to experiment with language to convey those feeling to the audience. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of descriptive writing, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist students in the writing process. The writing form may be a paragraph, essay, poem, character portrait/sketch, or other forms of descriptive writing. As students engage in the writing process encourage them to share their drafts with peers and revise their writing to create the desired mood.

Think about…

- sharing and reflecting on examples of descriptive writing
- modelling, guiding, and offering time to practise descriptive writing
- constructing student-generated assessment criteria (e.g., What does quality descriptive writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- having students select descriptive writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

9f– Narrative Writing

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-302 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-304 Distinguish fact from opinion and interpretation	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations.	

English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems

Narrative writing presents a personal or fictional experience or tells the story of a real or imagined event. Narrative writing takes many forms (e.g., paragraph, anecdote, short story, diary, autobiography, myth, legend, newspaper article, dialogue, personal letter...). As students plan their narrative they may need guidance in developing the details to create an identifiable storyline that is easy for the reader to follow. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of narrative writing, research, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist in the writing process and to recreate their narrative for the reader by including details that support, explain, and enhance the story. Composing narrative writing provides students with opportunities to think and write stories about people, places, and events.

Think about…

- sharing and reflecting on examples of narrative writing
- modelling, guiding, and offering time to practise narrative writing
- constructing student-generated assessment criteria (e.g., What does quality narrative writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- having students select narrative writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

9g– Expository Writing

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-300 Plan topics and goals for historical inquiry and research.	
English Language Arts	Literacy with Information and Communication Technology
1.1.3 - Set personal goals to enhance language learning and use **3.1.3 –** Gather and record ideas and information using a plan for own or group inquiry	**Pr-1.1 -** Participates in establishing criteria for student-created electronic work
S-302 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-304 Distinguish fact from opinion and interpretation	

English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems

The purpose of expository writing is to inform, clarify, explain, define, or instruct the reader on a particular topic. Expository writing provides opportunities for students to develop skills in clarity and organization in their writing. Expository writing also allows students opportunities to become familiar with and use text structures (e.g., compare/contrast, cause/effect, problem/solution, main idea/detail, sequence/chronology...). Forms of expository writing include paragraphs, essays, reports, news articles, research, and business or formal letters. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, reading/listening to examples of expository writing, research, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist students in the writing process. As students encounter this type of writing in much of their content reading, gaining experience in composing expository may help them develop skills in reading for information.

Think about…

- sharing and reflecting on examples of expository writing
- focusing assessment on the accuracy and completeness of the information
- modelling, guiding, and offering time to practise expository writing
- constructing student-generated assessment criteria (e.g., What does quality expository writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select expository writing pieces for inclusion in their portfolios and highlighting evidence of their growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...

9h– Creating Plans/Outlines

<table>
<tr><td colspan="2">S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts
2.2.1 - Explore a variety of oral, print, and other media texts
2.3.1 - Talk about the relationship between genre/form and audience/purpose
2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects
2.3.3 - Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts</td><td>G-1.1 - Finds and collects information (text, images, data, audio, video) from given media</td></tr>
<tr><td colspan="2">S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>3.1.3 - Gather and record ideas and information using a plan for own and group inquiry
3.3.1 - Organize information and ideas into categories using a variety of strategies
3.3.2 - Record information in own words; cite authors and titles alphabetically and provide publication dates of sources
3.3.3 - Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose</td><td>G-1.2 - Identifies sources of information and provides bibliographic/reference data
E-1.3 - Recognizes the need to acknowledge authorship of intellectual property</td></tr>
<tr><td colspan="2">S-300 Plan topics and goals for historical inquiry and research.</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>1.1.3 - Set personal goals to enhance language learning and use
3.1.3 – Gather and record ideas and information using a plan for own or group inquiry</td><td>Pr-1.1 - Participates in establishing criteria for student-created electronic work</td></tr>
<tr><td colspan="2">Plans and outlines may be used for a wide variety of purposes, both simple and complex (e.g., determining roles for a group activity, planning events or special days, creating goals for research projects, drafting plot outlines…). Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about…
• focusing assessment on a manageable number of learning outcomes/students
• focusing assessment on the accuracy and completeness of the information
• teaching, modelling, and guiding the creation of plans and outlines</td></tr>
</table>

- constructing student-generated assessment criteria (e.g., What does a quality plan or outline look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- encouraging students to revise plans/outlines as needed
- orally guiding/facilitating reflection on planning, using a Y-chart or journals

9i– Recording Information

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-202 Distinguish between primary and secondary information sources for research.	
English Language Arts	Literacy with Information and Communication Technology
3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions	**G-1.4 -** Collects primary data using electronic devices
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology

2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources....*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about…

- teaching and modelling one strategy at a time for recording information (Note: It takes students approximately six to eight weeks to internalize a strategy and to apply it independently.)
- focusing assessment on the accuracy and completeness of the information
- recording focused observations to determine which students need differentiation and scaffolding
- guiding peer- and self-assessment
- observing students' choices of strategies for recording information
- orally guiding/facilitating reflection, using a Y-chart or T-chart.

10– PRESENTATIONS/REPRESENTATIONS

10a– Dramatic Presentations

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-102 Make decisions that reflect fairness and equality in their interactions with others.	
English Language Arts	Literacy with Information and Communication Technology
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure,	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school,

audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-400 Listen to others to understand their perspectives	
English Language Arts	Literacy with Information and Communication Technology
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology

2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others
S-405 Elicit and clarify questions and ideas in discussions	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Drama and role play is a form of language and literature that tells a story through the actions and speech of characters. Drama is a powerful tool that can stimulate creative and critical thinking through a variety of intelligences and develop language and literacy. Dramatizations are often collaborative in nature and intended to be shared with a broader audience. In planning dramatizations, students consider how the structure of the presentation will effectively communicate new information to their intended audience. Drama and role play provide opportunities for students to make connections between their personal experiences and the lives of others, explore diverse perspectives or points of view, and as well, helps students develop empathy and enrich their social consciousness.

Guidelines for drama and role play

- The context and roles should be clearly defined, while allowing some latitude for spontaneity and creativity on the part of the students.
- Determine a designated time frame for the presentation
- When topics are controversial or require solutions, encourage students to consider diverse perspectives and alternative solutions, to use language appropriately, and to take a position and reach a conclusion or resolution.
- Provide students time to prepare and to access any preparatory information they need.
- Role descriptions should provide enough information to help students "enter into" the character they are to portray (general characteristics, beliefs, and values) but should not follow a pre-determined script.
- Students may complete a character outline (see BLM) to help them prepare.
- Appropriate use of props and costumes
- Discuss with students the effectiveness of realism versus fantasy scenarios, the need to be mindful of anachronisms, oversimplifications, and the indiscriminate use of stereotypes.

Variations

- Use of props and costumes.
- If there are not enough roles for everyone in the group, one student could be assigned the task of being a witness or observer who "thinks out loud" to the audience without disrupting the action.
- Students could be asked to reverse roles or switch points of view in a second role play.
- A narrator or series of narrators may be named to help set the scene and expand on what is happening.

Think about…

- focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- constructing student-generated assessment criteria (e.g., What does a quality dramatization/role-play

look/sound like? Why?)
- offering descriptive feedback and conferencing with students throughout the process
- orally guiding/facilitating reflection on planning, using a Y-chart or journals
- allowing time for a group debriefing, including the audience, after the presentation.
- recording focused observations during the planning and presentations of dramatizations

10b– Video Production

S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
English Language Arts	Literacy with Information and Communication Technology
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1** - Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2** - Collaborates with others over distance using ICT
S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the

English Language Arts Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources....*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others

Video projects provide opportunities for students to develop and apply skills in research, critical thinking, problem solving, collaborative learning, and communication, and to express their creativity. Students learn to mix moving and still images, text, sound, music, and dialogue to create compelling stories and to communicate messages. Students produce videos for a variety of reasons—to inspire, to inform, to instruct, and to entertain. Video project subjects include biographies, social issues/advocacy, community stories/local history, how to, news, commercials, science and nature, reenactments, travel and tourism, or documentaries.

Students need to plan their video project before taping. Once a topic is chosen, students prepare a descriptive overview, and conduct their research. They then plan the script, create a storyboard, record the scenes, and edit. Students can assume the roles of Executive Director, Director, Producer, Researcher, Scriptwriter, Storyboard Artist, Set Designer, Camera Operator, Sound Technician, Editor, Online Graphic Artist, and Actors. Video

production helps students learn media literacy skills and become more critical consumers of media.

Think about…

- constructing student-generated assessment criteria (e.g., What does a quality video look/sound like? Why?)
- focusing assessment on the accuracy and completeness of the information
- conferencing with students throughout the process
- orally guiding/facilitating reflection on planning, using a Y-chart or journals
- offering descriptive feedback
- recording focused observations during the planning and production of videos

10c– Artistic Representations

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources....*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology

2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others
S-405 Elicit and clarify questions and ideas in discussions	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Engaging in the creation of art allows students to express their learning and their understanding in alternative ways, but more importantly, provides a venue for them to be truly creative. Not only do students learn more about the topic at hand, they learn about themselves, their culture and identity, as well as the larger world around them when they are given opportunities to communicate their ideas artistically.

The processes related to the creation of art include exploration and active learning, as well as the use of imagination. These processes enhance student understanding, and engage their attention. As well, the opportunity to be creative motivates and connects students to subject matter in emotional, physical, and personal ways. Art supports the development of spatial, kinesthetic, interpersonal, and intrapersonal intelligences, and promotes open-ended, non-linear thinking. As students participate in meaningful artistic activities they are better able to understand and appreciate the constant flow of images, sounds, and messages (e.g., art and media) that surround them. They also come to understand and empathize with people from diverse groups and cultures (e.g., racial, religious, age, gender, and language).

Think about…

- constructing student-generated assessment criteria (e.g., What does a quality artistic representation look like?)
- encouraging the exploration and use of a variety of media in their artistic representations
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles and elements of art (e.g., line, colour, shape, texture, movement, balance…)
- posing reflective questions
- offering descriptive feedback
- having students select artistic pieces for inclusion in their portfolios and highlighting evidence of their understanding
- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they view this piece? What goals do you have for your next artistic piece? Why did you choose this medium to express your understanding?)

10d– Musical Representations

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources....*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology

2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others
S-405 Elicit and clarify questions and ideas in discussions	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Classroom music-making contributes to students' cognitive development including reasoning, creativity, thinking, decision-making, and problem-solving skills. Creating songs, raps, chants, or other musical forms helps focus learners' attention and provides a safe and motivating social learning context in which all students can contribute. Putting curricular concepts into musical form is consistent with theories of multi-sensory learning. Students can create lyrics to demonstrate their understanding of concepts and perform them to original or familiar melodies. Music-making is a motivating and fun activity that engages the whole brain and helps move information into long-term memory. Music-making creates a language-rich environment and promotes self-esteem and a sense of inclusion and collaboration.

Think about…

- encouraging the use of a variety of musical genres
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles of music (e.g., rhythm, harmony…)
- offering descriptive feedback
- having students self-select recordings of their musical pieces for inclusion in their portfolios and highlighting evidence of their understanding
- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they listen to this piece? What goals do you have for your next musical piece? Why did you choose this genre to express your understanding?)

11– INFORMATION AND COMMUNICATION TECHNOLOGIES

11a– Print and Electronic Research

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-202 Distinguish between primary and secondary information sources for research.	
English Language Arts	Literacy with Information and Communication Technology
3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions	**G-1.4 -** Collects primary data using electronic devices
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-300 Plan topics and goals for historical inquiry and research.	

English Language Arts	Literacy with Information and Communication Technology
1.1.3 - Set personal goals to enhance language learning and use **3.1.3 –** Gather and record ideas and information using a plan for own or group inquiry	**Pr-1.1 -** Participates in establishing criteria for student-created electronic work
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-305 Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	
English Language Arts	Literacy with Information and Communication Technology
2.2.1 - Explore a variety of oral, print, and other media texts	**G-1.3 -** Records data or makes notes on gathered information and ideas using given categories and given ICT
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-307 Compare differing accounts of historical events	

English Language Arts	Literacy with Information and Communication Technology
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5)	
S-308 Compare diverse perspectives in a variety of information sources	
English Language Arts	Literacy with Information and Communication Technology
2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding **2.2.3 -** Develop personal perspective of cultural representations in texts (oral, print, and other media) **5.2.3 -** Explore how context influences the selection of language and form	
S-309 Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*	
English Language Arts	Literacy with Information and Communication Technology
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	
S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	
English Language Arts	Literacy with Information and Communication Technology
2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding	

Print and electronic research is one way of gathering knowledge within the inquiry process. The inquiry process includes the following stages:

- choose a theme or topic
- identify and record prior knowledge
- ask initial questions
- explore and select primary and secondary sources
- plan for inquiry
- gather, process, and record information
- focus the inquiry
- plan to express learning

- create performances/demonstrations/products
- celebrate and reflect

Research helps students construct knowledge and develop their understanding as they acquire new information and build on prior knowledge. The focus of the research is often guided by student-generated questions related to the knowledge-learning outcomes. Observe and offer guidance to students as they engage in research in order to help them focus their learning.

Think about…

- focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., referencing sources, avoiding plagiarism, recognizing bias, relevancy, validity of sources…)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- encourage students to use a variety of before, during, and after strategies throughout the research process.
- conferencing with students throughout the research process

11b– Using Graphic Software

S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others

Students may use graphics software to illustrate and label concepts and ideas. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software…) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about…

- focusing assessment on the visual representation of concepts and ideas
- constructing student-generated assessment criteria (e.g., What do quality illustrations/diagrams look like?)
- having students select graphics for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding peer- and self-assessment

11c– Email

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas.	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	

English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve various purposes. As well, assist students in selecting style and language to match audience and purpose, and ensure that they use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they do not know.

Think about…

- modelling appropriate Internet practices
- focusing assessment on the clarity of student communication and the match of style and tone with purpose
- constructing student-generated assessment criteria (e.g., What does an appropriate Internet communication look/sound like? Why?)
- offering descriptive feedback
- guiding student self-reflection regarding email they send and receive (e.g., tone, validity, bias, accuracy…)

11d– Desktop Publishing

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to	**G-2.3 -** Categorizes information using the ICT suitable for the purpose

make sense of new information in a variety of contexts	
S-401 Use language that is respectful of human diversity	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve various purposes. As well, assist students in selecting style and language to match audience and purpose, and ensure that they use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they do not know.

Think about…

- modelling appropriate Internet practices
- focusing assessment on the clarity of student communication and the match of style and tone with purpose
- constructing student-generated assessment criteria (e.g., What does an appropriate Internet communication look/sound like? Why?)
- offering descriptive feedback
- guiding student self-reflection regarding email they send and receive (e.g., tone, validity, bias, accuracy…)

11e– Word Processing

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to	**G-2.3 -** Categorizes information using the ICT suitable for the purpose

make sense of new information in a variety of contexts	
S-303 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards

Word processing supports students throughout the writing process and facilitates them in revising initial drafts and in the organization of their writing to best represent their current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell- and grammar check, thesaurus, formatting options…).

Encourage students to organize and save electronic copies of drafts as they work through the editing and revision process as evidence of their growth and improvement over time.

Think about…

- modelling and guiding the development of word-processing skills and strategies
- constructing student-generated assessment criteria (e.g., What does a quality word processed document look like?)
- having students select word-processed pieces for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to determine skills in organizing information and ideas, revising and editing, and organizing and saving electronic copies of files
- offering descriptive feedback

11f– Concept Mapping

<table>
<tr><td colspan="2">S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts
2.2.1 - Explore a variety of oral, print, and other media texts
2.3.1 - Talk about the relationship between genre/form and audience/purpose
2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects
2.3.3 - Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts</td><td>G-1.1 - Finds and collects information (text, images, data, audio, video) from given media</td></tr>
<tr><td colspan="2">S-203 Select and use appropriate tools and technologies to accomplish tasks.</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the English Language Arts Learner Outcomes Grade 5)
4.1.2 - Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information
4.2.3 - Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary</td><td>Pr-2.1 - Selects a suitable ICT application and/or device to create electronic work and explains the selection
S-1.1 - Identifies uses of ICT at home, at school, at work, and in the community
Pr-1.2 - Composes text, records sound, sketches images, graphs data, and/or creates video</td></tr>
<tr><td colspan="2">Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and review concepts, and as well, stimulates creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about…
• modelling and guiding the use of concept mapping
• constructing student-generated assessment criteria (e.g., What does a quality concept map look like?)
• having students select concept maps for inclusion in their portfolios and highlighting evidence of their understanding
• offering descriptive feedback
• guiding peer- and self-assessment</td></tr>
</table>

11g– Multimedia Presentations

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to	**G-2.3 -** Categorizes information using the ICT suitable for the purpose

make sense of new information in a variety of contexts	
S-303 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-401 Use language that is respectful of human diversity.	
English Language Arts	Literacy with Information and Communication Technology
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 Support their ideas and opinions with information or observations.	
English Language Arts	Literacy with Information and Communication Technology
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 Present information and ideas orally, visually, concretely, or electronically.	
English Language Arts	Literacy with Information and Communication Technology
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others
S-405 Articulate their beliefs and perspectives on issues.	
English Language Arts	Literacy with Information and Communication Technology
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Multimedia presentations (e.g., web page, PowerPoint…), provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and hyperlinks that support their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students need to consider how the structure of the presentation will communicate information effectively to their intended audience. Provide students time to practise before they give their presentations.

Think about…

- focusing assessment on a manageable number of outcomes/students—keeping the end in mind

- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., audience engagement, audio/visual appeal, content, presentation techniques…)
- offering descriptive feedback throughout the process
- having students select multimedia presentations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth and to determine which students need differentiation

Skills

- guiding peer- and self-reflection on whether the presentation effectively communicates the intended message
- orally guiding/facilitating reflection, using a Y-chart or journals

11h– Creating Animations

<table>
<tr><td colspan="2">S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts
2.2.1 - Explore a variety of oral, print, and other media texts
2.3.1 - Talk about the relationship between genre/form and audience/purpose
2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects
2.3.3 - Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts</td><td>G-1.1 - Finds and collects information (text, images, data, audio, video) from given media</td></tr>
<tr><td colspan="2">S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>3.1.3 - Gather and record ideas and information using a plan for own and group inquiry
3.3.1 - Organize information and ideas into categories using a variety of strategies
3.3.2 - Record information in own words; cite authors and titles alphabetically and provide publication dates of sources
3.3.3 - Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose</td><td>G-1.2 - Identifies sources of information and provides bibliographic/reference data
E-1.3 - Recognizes the need to acknowledge authorship of intellectual property</td></tr>
<tr><td colspan="2">S-203 Select and use appropriate tools and technologies to accomplish tasks.</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the English Language Arts Learner Outcomes Grade 5)
4.1.2 - Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information
4.2.3 - Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary</td><td>Pr-2.1 - Selects a suitable ICT application and/or device to create electronic work and explains the selection
S-1.1 - Identifies uses of ICT at home, at school, at work, and in the community
Pr-1.2 - Composes text, records sound, sketches images, graphs data, and/or creates video</td></tr>
<tr><td colspan="2">S-403 Present information and ideas orally, visually, concretely, or electronically.</td></tr>
<tr><td>English Language Arts</td><td>Literacy with Information and Communication Technology</td></tr>
<tr><td>2.2.2 - Respond to texts creatively and critically
4.4.1 - Present and/or publish texts (oral, print, and media)</td><td>C-1.1 - Displays and/or discusses electronic work
M-1.1 - Demonstrates confidence and self-motivation while doing ICT tasks alone and with others</td></tr>
<tr><td colspan="2">Creating animations provides students with opportunities to apply new knowledge and graphically represent</td></tr>
</table>

concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships, as well as stories. In creating animations, students develop skills in problem solving, sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for students to demonstrate their learning.

Think about…

- focusing assessment on how the animation creatively communicates a concept or idea
- constructing student-generated assessment criteria (e.g., What does quality animation look/sound like? Why?)
- offering descriptive feedback
- having students select animations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- orally guiding/facilitating reflection, using a Y-chart or journals

11i– Using Software

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 Distinguish fact from opinion and interpretation.	

English Language Arts	Literacy with Information and Communication Technology
1.2.2 – Explain the importance of linking personal perceptions	
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore "what-if" scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can "learn by doing." Using software also allows students to practice specific skills and receive corrective feedback.

Think about…

- focusing assessment on students' skills in exploring concepts and ideas with simulations and/or animations
- offering descriptive feedback on students' explorations, deepening understandings and testing of hypotheses
- orally guiding/facilitating reflection, using a Y-chart or journals (e.g., Using this software helps me…)

11j– Using Spreadsheets/Databases

S-200 Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
English Language Arts	Literacy with Information and Communication Technology
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose **2.3.2 -** Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media
S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	
English Language Arts	Literacy with Information and Communication Technology
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-203 Select and use appropriate tools and technologies to accomplish tasks.	
English Language Arts	Literacy with Information and Communication Technology
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-302 Draw conclusions based on research and evidence.	
English Language Arts	Literacy with Information and Communication Technology
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to	**G-2.3 -** Categorizes information using the ICT suitable for the purpose

make sense of new information in a variety of contexts	
S-303 Evaluate personal assumptions based on new information and ideas	
English Language Arts	Literacy with Information and Communication Technology
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-306 Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.*	
English Language Arts	Literacy with Information and Communication Technology
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate spreadsheet and database skills. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions…). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their investigations.

Think about…

- modelling and guiding the use of spreadsheets/databases
- focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

GRADE 5

Blackline Masters

Appendix B

Blackline Masters

1.MT Media Text Connections
1.R Rubric
1.SI Student Inquiry Choices (2 pages)
1.VR Video Response Guide
1A.1a Comparison Chart Story and Theory
1A.1b Comparison Chart Story and Theory-Key
1A.2 Stories of Origins-Notetaking Frame
1A.3 LAPS Frame
1A.CT.1 Judge the Better or Best-origin stories
1A.RL Resource List
1A.TC Text Connections
1B.HT.1 Timeline
1B.RL Resource List
1C.4 Bodies of Water
1C.5 Outline Map of Canada
1C.6a Landforms and Vegetation
1C.6b Landforms and Vegetation—Key
1C.7a Climate in Canada
1C.7b Climate in Canada-Key
1C.8 Describing the Land
1C.9 First Peoples' Traditional Territories
1C.10a First Peoples Traditional Lands Ways of Life
1C.10b First Peoples'Traditional Ways of Life- Key
1C.11 Connections to the Land-Note Taking Frame
1C.CTa Where's Waldo?
1C.CTb Physical Features of NWT-Shaping northerners
1C.HT.2 Evidence-Analyzing Traces
1C.RL Resource List
2.HFDR Reading Historical Fiction- Daily Responses
2.HFPG Reading Historical Fiction- Planning Guide
2.SI Student Inquiry Choices (2 pages)
2A Outline Map of North America
2A.1a Culture Web
2A.1b Culture Web - Key
2A.2 Art Expresses Culture
2A.3 Stereotypes and Understanding Culture
2A.CT.2 Studying Pictures
2A.RL Resource List
2B.4 Seven Step Knowledge Chart
2B.RL Resource List
2C.5 When Cultures Meet
2C.6 VENN - blank with sub-topic lines
2C.CT.3 Decode the Puzzle - Cartier/Donnacona
2C.Cta Powerpoint for LE#2
2C.CTb Studying Pictures
2C.HT.3 Historical Perspective- explaining a historical person's perspective
2C.RL Resource List
3.SI Student Inquiry Choices (2 pages)
3A.1 Concept Frame Colonization
3A.RL Resource List
3B.CT.4 Critique the Piece- Evaluation Exploring Nations
3B.RL Resource List
3C.CT NWT LE 3 Navigational Tools
3C.CT.5 Judge the Best- Judging the Best Explorer
3C.HT.4 EVIDENCE- Frobisher (primary) 5W
3C.HT.5 EVIDENCE - Eyewitness Accounts - Frobisher
3C.HT.6 EVIDENCE- Ninoo (secondary) 5W
3C.HT.7 EVIDENCE - Secondary Accounts (Ninoo)
3C.HT.8 EVIDENCE--Discussion and Written Responses
3C.HT.9 HISTORICAL PERSPECTIVE- Is taking prisoners OK?
3C.RL Resource List
4.SI Student Inquiry Choices (2 pages)
4A.1 Main Groups during the Nouvelle-France Period
4A.2 Main Events during early Nouvelle-France
4A.3 Government in Nouvelle-France - Diagram
4A.6 Sort and Predict Life in Nouvelle-France
4A.7 Famous Letter in Cdn History- Talon
4A.8 Famous Letters in Cdn History-La Salle
4A.9 Famous Letters in Cdn History -Champlain
4A.10a Government in Nouvelle-France
4A.10b Government in Nouvelle-France -Key
4A.11 Daily Life in the Colonies
4A.HT.10 Selecting and Using Primary Sources
4A.RL Resource List

Blackline Masters (continued)

4B.10 People in NF Role Card
4B.CTa Powerful Questions
4B.CTb Samuel de Champlain
4B.CTc Grand Chief Membertou 400
4B.CTd Marguerite Bourgeoys
4B.RL Resource List
4C.4 A Complex Country
4C.5 This Land is Your Land
4C.6 Differing Perspectives of the World
4C.7a Cultural Exchange
4C.7b Cultural Exchange - Key
4C.8a Cultural Dialogue
4C.8b Cultural Dialogue- Key
4C.9 First Peoples and the Land
4C.10 Sharing desks- sharing land
4C.CT.6 Design to Spec - SHARING Land
4C.RL Resource List
5.SI Student Inquiry Choices (2 pages)
5A.1 Acadian Deportation Role Play (2 pages)
5A.2a The Royal Proclamation of 1763
5A.2b The Royal Proclamation of 1763 -easyspeak
5A.3 After the British Conquest
5A.4 Timeline of Events English-French Rivalry (2 pages)
5A.5a Evangeline (2 pages)
5A.5b Evangeline - differentiated (2 pages)
5A.CT.7 Which Act- Event Affects Us the Most
5A.CT.8a Treaty of Peace and Friendship 1760- rewrite in grade 5 words
5A.CT.8b Treaty of Peace and Frindship 176- Teacher key
5A.CT.9 Decode the Puzzle - Peace and Frinship Treaty- assignment choices
5A.HT.10 MORAL JUDGEMENT - Who's responsible for the Acadian Expulsion?
5A.HT.11 MORAL JUDGEMENT-Making things right with the Acadians
5A.HT.12 MORAL JUDGEMENT- Responsibility for the Hardships in the British and Mi'kmaq relations
5A.RL Resource List
5B.6a Famous Letters in Cdn History - Wolfe
5B.6b Famous Letters in Cdn History - Montcalm
5B.CT.10 Judging Better or Best - Name for a school
5B.RL Resource List
5C.7a Aboriginal Language Labels - 1
5C.7b Aboriginal Language Labels - 2
5C.8 Chief Pontiac
5C.9 The Quebec Act, 1774
5C.10a Cereal Box Celebrity
5C.10b Cereal Box Celebrity #2
5C.RL Resource List
6.SI Student Inquiry Choices (2 pages)
6A.1a Timeline of Events 1763-1791
6A.1b Timeline of Events 176301791- Key
6A.4 What is a Revolution?
6A.5a Note Taking Frame- The American Revolution
6A.5b Note Taking Frame- The American Revolution - Key
6A.6 British Loyalty of American Independance (2 pages)
6A.7 Upper Canada and Lower Canada Comparison
6A.8a A Changing Map of Canada
6A.8b A Changing Map of Canada- Key
6A.9a Sort and Predict Upper Cda and Lower Cda
6A.9b Sort and Predict Upper Cda and Lower Cda -Key
6A.10a New Faces and New Places
6A.10b New Faces and New Places -Key
6A.CT.11 Judge the Better or Best - Loyalist Group
6A.RL Resource List
6B.11 The War of 1812 (2 pages)
6B.12 People in the War of 1812
6B.HT.13 Using Criteria to Determine Who was Most Significant in the War of 1812
6B.RL Resource List
6C.2 Government Reform-Durham and the Act of Union- Teacher Information
6C.3 Two Canadas

Blackline Masters (continued)

6C.13 It's Not Fair! (2 pages)
6C.14 Role Cards - Rebellions of 1837 and 1838
6C.15 Un Canadien Errant
6C.CT LE#6 Powerpoint
6C.RL Resource List
7.SI Student Inquiry Choices
7A.1a Famous Letters in Cdn History -Howe
7A.1b Famous Letter in Cdn History -Howe (differentiated)
7A.2a The Annexation Movement in Nova Scotia -
7A.2b The Annexation Movement in Nova Scotia - (differentiated)
7A.3 Nova Scotia Opposes Confederation (original text and expanded paraphrase)
7A.RL Resource List
7B.4 Outline Map of Canada
7B.5 Caricature of Confederation
7B.6 Rep by Pop (2 pages)
7B.7 Confederation - For or Against?
7B.8 The Negotiation Process
7B.9 British Government and Crown
7B.CT LE #7 Powerpoint
7B.CT.13 Judging Better or Best- Reasons for Confederation (3 pages)
7B.CT.14 Critique the Piece- Confederation
7B.RL Resource List
7C.10a Identity Card - The Confederation Debates
7C.10b What They Said
7C.CT.12 Decode the Puzzle - Why There are no Aboriginal Fathers of Confederation
7C.RL Resource List
8.SI Student Inquiry Choices
8A.1 Timeline - Meanwhile Back in the West
8A.2 Word Cycle- Fur Trade
8A.6 Compare and Contrast Frame- Fur Trade Routes
8A.7 What's in a Name?
8A.CTa LE#8 - Powerpoint
8A.CTb Life in Burnaby in 1942
8A.CTc Fur Trade in Canada
8A.RL Resource List
8B.3a Conflict- Agriculture and Fur Trade
8B.3b Conflict Agriculture and Fur Trade -Key
8B.6 Outline Map Prairie Provinces
8B.RL Resource List
8C.4 Resistance and Rebellion
8C.5 Historical Status of Riel (2 pages)
8C.6 Famous Letters in Cdn History - Riel
8C.7 Manitoba Becomes a Province
8C.RL Resouce List
9.SI Student Inquiry Choices
9A.3 Regret and Reconcilliation
9A.5 Aboriginal Terms
9A.6 Treaty #2 Excerpt
9A.7 Treaty # 6 Poundmaker
9A.8 Aboriginal Leaders
9A.9a Numbered Treaties
9A.9b Numbered Treaties - Key
9A.CT.14 Fair Negotiation at the Meeting in St Peter's
9A.HT.14 Historical Perspective- Indian Act
9A.RL Resource List
9B.1 Team Deliberation
9B.2 A Cry from and Indian Wife
9B.4 Buffalo Bill's Wild West Show
9B.10a Note-taking Frame- 1885 Resistance
9B.10b Note-taking Frame-1885 Resistance -Key
9B.RL Resource List
9C.CT.15a Canada Build your Nest
9C.CT.15b Canada West - poster
9C.CT.15c Free Farms- poster
9C.CT.15d Last Best West
9C.CT.15e Judge Better or Best - Western Canadian Immigration Posters
9C.CTa LE#9 Powerpoint
9C.CTb Studying Pictures - Explicit Message
9C.CTc Studying Pictures - Implicit Message
9C.HT.15a Eldorado Poster
9C.HT.15b Poster Analysis -- Eldorado
9C.HT.16 Evidence - Analyzing Secondary Sources - railroad inquiry

Blackline Masters (continued)

9C.RL Resource List
FYP1.1 Physical Regions of Canad (2 pages)
FYP1.2 Bodies of Water (2 pages)
FYP1.3 Origin Story Cards
FYP2.1 Geographical Zones
FYP3.1 European Spinner
FYP3.2 Explorer Cards (2 pages)
FYP3.2b Explorer Cards Final
FYP4.1 Sailboat
FYP4.2 Champlain and Cartier
FYP4.3 Now and Forever
FYP6.1 Loyalist - Boston King
FYP6.2 Loyalists - Molly and Joseph Brant
FYP6.3 Loyalists - Sarah Sherwood
FYP6.4 Loyalists - William Schurman
FYP8.1 Rivers as Highways
FYP9 Oil Derrick

1MT - MEDIA "TEXT" CONNECTIONS Name:_____



WHAT HAPPENS WHEN YOU VIEW MEDIA? Your mind automatically makes connections as you view media—memories of sights, sounds, smells, even tastes that you have experienced come back to you. Then suddenly—they are soon gone as you continue to read—unless you can capture them and communicate them to others.

THIS SHEET WILL HELP YOU COMMUNICATE YOUR CONNECTIONS TO OTHER VIEWERS. Look at the connections above and get ready to experience one or all of them—you won't know until you start viewing!

THREE EASY STEPS. 1. Below**,** circle the kind of connection you just experienced and quickly write down a one or two word reminder as you continue to watch **2**. After the media viewing tell someone about your connection **3.** Finally, write down in sentences what you first saw in the media (scene) that reminded you of your connection, and what your connection was using those one or two words you jotted down; remember you already told someone about the connection!

TYPE OF CONNECTION? Circle one: (**T-S**; **T-W**; **T-T**)

Media scene:_____

_____

_____

_____

_____

Your Connection: _____

_____

_____

_____

Electronic Rubric

INQUIRY QUESTIONS: What criteria does your teacher require of you for this inquiry? What do you want to accomplish in this inquiry? How much weight is each criterion topic worth--5 points (lesser importance) or 10 points (greater importance)?

TOOLS: Name each of your criterion topics (eg. "Say More") with those provided by the teacher and your own. Place the appropriate line of "points" in the blue bar. Place words above each number explaining what has to be done to earn a "2", "4", etc.

1	2	3	4	5
2	4	6	8	10

INQUIRY TITLE: _____

CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:				
CRITERIA:	SAY MORE- (how well do you know your topic?)			
Can only say what is digitally being shown (digitally, on paper, etc.)	Says things that indicate more is known than what is shown	Says a few more things than what is shown	Says something extra for each slide, page, etc.	Can say twice as much as is being shown
2	4	6	8	10

TOTAL POINTS:	/
FINAL PERCENT:	%

Essential Question A

How did you or your family end up living where you do now? Have you lived in the same place your whole life, or did you move from somewhere else? Does your family have stories about living in, or moving to, the place you live now? Sometimes those can be really interesting stories!



Image credit: User Mike-tango has released this image into the public domain in the Wikipedia article, "Indigenous peoples of the Americas". The image is of Bill Reid's work, "The Raven and the First Men".

When we look at the huge country that we call Canada today, one of the really interesting things we can learn about are the stories of how people have come to live here. Aboriginal peoples have many different stories about this. In grade 4 you learned about some of these stories for Aboriginal peoples in the NWT. In Essential Question A, you get to explore some stories of Aboriginal peoples in other parts of the land that is called Canada today. These are called 'origin stories', and these have often been passed down for many generations through storytelling. Some of the stories explain how different animals or parts of the land itself came to be. Many talk about how people came to exist, and how they should live with the land and animals in the world. The land that people live on is almost always a really important part of what these origin stories talk about.

Essential Question A lets you explore **Which Aboriginal origin story best shows how important the land and animals are in peoples' lives? Which criteria did you use in order to make your choice?**

Inquiry Idea: Use a voice recorder to interview four different elders or community leaders, asking them "what story tells about how the land came to be?" When done, play the interviews looking for similar words or ideas that were common all the stories you heard. Show and explain to the class those common ideas in an illustrated digital presentation (consider using parts of the interviews that you downloaded to a computer). Perhaps play one of the interviews to the class as an alternative to a digital presentation. Be sure to finish by stating what Aboriginal story best shows you personally how important the land was in the beginning of time.

Essential Question B

Scientists have developed ways to find and study evidence that helps them understand how people got to North America in very different ways than Aboriginal peoples' origin stories do. Scientific theories have been built upon studying the climate of long ago, studying rocks and artefacts and the movement of peoples. One of the theories that they have found evidence for is called the *Beringia Theory*. In this theory, the first people to come to North America walked across a 'land bridge' from Siberia to Alaska looking for good hunting areas. Origin stories and migration theories give really different answers to the question of 'where do we come from?'



Essential Question B. This question allows you to explore - **How did people get here? Which scientific migration theory or Aboriginal origin story helps you best answer this question?**

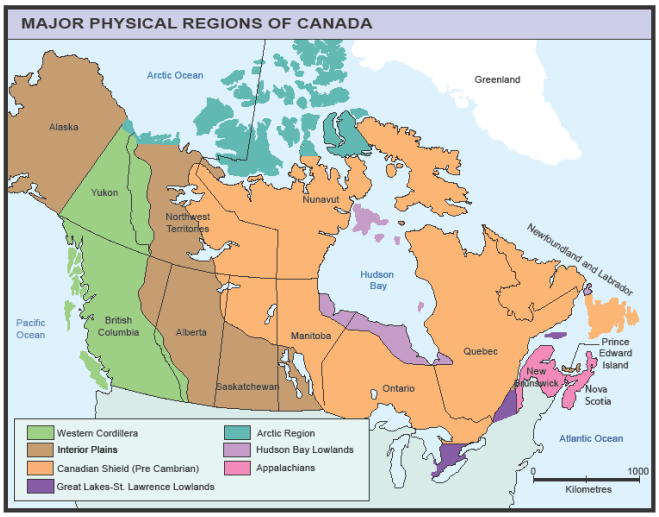
Learning Experience#1: *Origins and Connections to the Land*

Student Inquiry Choices (Essential Questions, Inquiry Idea(s), Parent Involvement)

Inquiry Idea: Study several drawings and illustrations of the Beringia *story*. Read the captions and paragraphs that explain them. Read several Aboriginal stories and their illustrations about how the first people came to North America. Look for any similarities in the two accounts. Look at the biggest differences. Now give one point for each part of each of the stories that seem possible or believable to you. Explain to the class your findings.

Essential Question C

Have you gone on a vacation to a place far away? What is the farthest you have gone? When you were in that place, did you think, "I would like to live here!" Or, did you think, "How could anyone want to live in a place like this?" What was it that made you like or not like that place? Was it the land or countryside, or the weather? Some people think they could not move to a place that is flat, like the prairies; others couldn't imagine living in the mountains, such as in BC; some people love to live by the ocean - and so on.



When we look at a map of Canada today, we can learn that things like weather and plants and animals can be really different depending on where you live. It has always been this way, even for the very first people who lived on the land we call Canada today. Those first peoples, or Aboriginal peoples, lived all across this country - in dry places, wet places, cold and hot places and they were all different because of where they lived. How would being near the ocean cause the Haida people in British Columbia to live and think? Or how would living near herds of Buffalo have caused the Blackfoot in Alberta to live and think?

Essential Question C *lets you learn that* - **The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they still) effect how people lived and their beliefs about the world?**

Inquiry Idea: Design a memory game. Study the First Peoples groups who first lived in the different parts of Canada. Choose a single object (or more) to represent each group (fish, bison, etc.). Make a card for each hand-drawn object. For each object, also make a card with the First People's name on it (Cree, Mi'kmaq, etc.). Turn all the cards down, and take turns with peers in turning two cards up at a time, looking at them briefly, and placing them back upside down. By remembering the cards you and others have turned over, take turns turning over and collect matching pairs until all the cards are gone (when you get a pair correctly matched keep going on your turn until you cannot collect anymore pairs).

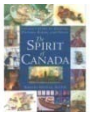
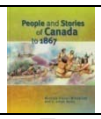
STUDENT CHOICE OF ESSENTIAL QUESTION; PARENT OPPORTUNITY FOR EARLY INVOLVEMENT

What one **Essential Question** above would you like to study for this Learning Experience?

Essential Question _____ Parents Signature _____

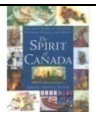
Learning Experience#1: Essential Question A Resource List

1A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.	
	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
 Set 1, Disc 1 Episode 1 *When the World Began*	*The Crossing (7 min)* Different creation stories from various peoples explaining how people came to be here. Salish speak of 'a long voyage' long ago. Speaks of the freezing of a lake and people crossing over to the other side. Scientists speak of an ice age and the land bridge between Asia and America 100,000 years ago. Gateway to a new world. Between 15,000 and 10,000 years ago, a crack formed in the ice sheet in northern North America, opening up access to lands further south. As sea levels rose, the land bridge was submerged. People spread south – forming the empires of the Inca, Aztec; then East towards the Atlantic. Then, finally, North – to become the people of the deer, the caribou, the seal, the walrus. These were the people now living in the land we call Canada today. By 7,000 years ago, bands of hunters had covered all these lands. In Labrador, they left evidence of their presence. One of the oldest ceremonial sites in the world. 2,000 years before pyramids, invention of the wheel – a grave site was created for a 12 year old boy.
	Women and Men (4 min) Blackfoot legend of Old Man (Napi). The landscape shaped the people. People had to rely on each other to survive. Napi had put men and women in separate places. Finally recognized his mistake, and put some good feelings between them. Old Man turned himself into a man. Men had been dirty, smelly people, but good hunters. Women weren't very impressed. Thought they didn't know how to live. Threw rocks at the men. Gradually they became attracted to each other. Different roles for men and women evolved. Women became responsible for butchering, tanning, making clothes. Men became responsible for hunting and warfare. When they worked together they prospered. Gradually they saw beauty in the other. Old Man Napi was pleased. The families would become a people.
	Running Across the Sky (5 min) Inuit legend – Very different way of life. Thunder is the noise of spirits running across the sky… They did not trace their origins to the great crossing of the land bridge. They came thousands of years later, by sea, from the West. They led a difficult life. They needed to use everything they found to survive. Caribou was completely used for clothing, food, fuel. Stubborn will and ingenuity helped them survive. The story of Sedna reflects this – a woman is thrown over the side of a seal skin boat. She tries to get back in and they cut off her fingers. She becomes Sedna – goddess of the sea and the mother of all beasts. Her thumb became the walrus, her little finger the seal, her middle finger the white bear. When the animals see people most try to escape – but the white bear is always trying to get revenge on people for what they did to Sedna. The Inuit follow the whales, seals, caribou, muskox, and make a life in the land of the midnight sun. They lived in small groups.
	**Short Story:** • *Where the first people came from*: *a Cree legend* (People and Stories of Canada to 1867 (PSC) (p.20) • *Turtle Island: (*PSC, p.21) • (Eastern Canada) *How Two Feather was saved from loneliness* (Spirit of Canada, p. 3) • (Central Canada) *Manabozho and the maple trees* (Spirit of Canada, p. 5) • (Prairie Canada) *How the thunder made horses* (Spirit of Canada, p.7) • (Pacific Canada) *Scannah and the beautiful woman* (Spirit of Canada, p. 9)
	**Exposition:** PSC (p.18, 19)
	Blackline Masters: NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#1: Essential Question B Resource List

1B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.	
	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
 Set 1, Disc 1 Episode 1 *When the World Began*	*The Crossing (7 min)* Different creation stories from various peoples explaining how people came to be here. Salish speak of 'a long voyage' long ago. Speaks of the freezing of a lake and people crossing over to the other side. Scientists speak of an ice age and the land bridge between Asia and America 100,000 years ago. Gateway to a new world. Between 15,000 and 10,000 years ago, a crack formed in the ice sheet in northern North America, opening up access to lands further south. As sea levels rose, the land bridge was submerged. People spread south – forming the empires of the Inca, Aztec; then East towards the Atlantic. Then, finally, North – to become the people of the deer, the caribou, the seal, the walrus. These were the people now living in the land we call Canada today. By 7,000 years ago, bands of hunters had covered all these lands. In Labrador, they left evidence of their presence. One of the oldest ceremonial sites in the world. 2,000 years before pyramids, invention of the wheel – a grave site was created for a 12 year old boy.
	Running Across the Sky (5 min) Inuit legend – Very different way of life. Thunder is the noise of spirits running across the sky… They did not trace their origins to the great crossing of the land bridge. They came thousands of years later, by sea, from the West. They led a difficult life. They needed to use everything they found to survive. Caribou was completely used for clothing, food, fuel. Stubborn will and ingenuity helped them survive. The story of Sedna reflects this – a woman is thrown over the side of a seal skin boat. She tries to get back in and they cut off her fingers. She becomes Sedna – goddess of the sea and the mother of all beasts. Her thumb became the walrus, her little finger the seal, her middle finger the white bear. When the animals see people most try to escape – but the white bear is always trying to get revenge on people for what they did to Sedna. The Inuit follow the whales, seals, caribou, muskox, and make a life in the land of the midnight sun. They lived in small groups.
	**Short Story:** • *Where the first people came from*: *a Cree legend* (People and Stories of Canada to 1867 (PSC) (p.20) • *Turtle Island: (*PSC, p.21) • (Eastern Canada) *How Two Feather was saved from loneliness* (Spirit of Canada, p. 3) • (Central Canada) *Manabozho and the maple trees* (Spirit of Canada, p. 5) • (Prairie Canada) *How the thunder made horses* (Spirit of Canada, p.7) • (Pacific Canada) *Scannah and the beautiful woman* (Spirit of Canada, p. 9)
	**Exposition:** PSC (p.18, 19)
	**Maps:** *Possible land routes of the first peoples...(*PSC, p. 18)
	Blackline Masters: NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#1: Essential Question C Resource List

1C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide



Visionquest (4 min)

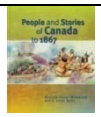
Napi showed the people that the buffalo would be their source of food, along with plants which could be used for medicine. People had work to do though. You needed to find your role – the work you needed to do, or role – you needed to pursue a visionquest.

Set 1, Disc 1
Episode 1
When the World Began

Running Across the Sky (5 min)

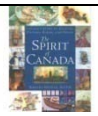
Inuit legend – Very different way of life. Thunder is the noise of spirits running across the sky… They did not trace their origins to the great crossing of the land bridge. They came thousands of years later, by sea, from the West. They led a difficult life. They needed to use everything they found to survive. Caribou was completely used for clothing, food, fuel. Stubborn will and ingenuity helped them survive. The story of Sedna reflects this – a woman is thrown over the side of a seal skin boat. She tries to get back in and they cut off her fingers. She becomes Sedna – goddess of the sea and the mother of all beasts. Her thumb became the walrus, her little finger the seal, her middle finger the white bear. When the animals see people most try to escape – but the white bear is always trying to get revenge on people for what they did to Sedna.

The Inuit follow the whales, seals, caribou, muskox, and make a life in the land of the midnight sun. They lived in small groups.



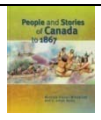
Short Story:

*Turtle Island: (*PSC, p.21)



Poetry:

*And My Heart Soars (*SC, p.266)



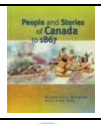
Maps: PSC:

- Major physical regions (p. 23)
- Geographic zones (p.35)
- Eastern woodlands (p.36)
- Eastern subarctic region (p.39)
- Arctic region (p. 41)
- Plains region (p. 42)
- Western subarctic region (p. 44)
- Northwest coast region (p.47)
- Plateau region (p. 48)



Layered Maps CD:

- Physical Regions of Canada
- Geographic Zones of Canada
- Arctic Region
- Eastern Subarctic Region
- Eastern Woodlands Region
- Plains Region
- Western Subarctic Region
- Northwest Coast Region
- Plateau Region



Exposition:

PSC (p.22-33)



Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Video Response Guide

1. VR



Before watching the video clip:

1. Record the title of the video or video segment:

_____

2. Write down one question you have about this video:

_____

_____

Keep these questions in mind as you watch the video:

1. _____?

2. _____?

Record important vocabulary or keywords:

_____

_____



During the video clip:

Watch and listen carefully, keeping your **questions** OR mental **pictures** in mind or jotting them below.



After watching the video clip:

Write down your first impression of the video—what did you learn? Was your personal question answered? What did you find most interesting?

_____

_____

_____

OR: Draw another image of what you learned or explain other pictures you drew above:

Think about the two questions from your teacher. Write down your answers.

1. _____

_____

_____

2. _____

_____

_____

Discuss your responses with a partner and note any new observations you wish to add. Be prepared to share your ideas and opinions with the class.

Comparison Chart: Story and Theory

Story	Theory
The purpose of a story is to:	The purpose of a theory is to:
A story is usually based on:	A theory is usually based on:
Two characteristics of a story are:	**Two** characteristics of a theory are:
Stories are helpful in a study of the past because:	Theories are helpful in a study of the past because:
Our definition of story is:	Our definition of theory is:
The most important thing that story and theory have in common is:	

Comparison Chart: Story and Theory—Key

Possible student responses:

Story	Theory
The purpose of a story is to: *Explain how the world came to be how it is*	**The purpose of a theory is to:** *Explain how the world came to be how it is*
A story is usually based on: *Oral tradition passed down from generation to generation* *Knowledge of the Elders*	**A theory is usually based on:** *Physical evidence and scientific method* *The knowledge and reasoning of scientists*
Two characteristics of a story are: *It is not "proven" as true or untrue.* *It is about the past but it also tells about the present.* *It is not necessarily exactly like real life – fantastic things can happen.*	**Two characteristics of a theory are:** *It is not "proven" as true or untrue, but scientists are usually searching for further information to help prove or disprove it.* *It is a way of explaining physical evidence.* *It is accepted until evidence is found to support a better explanation.*
Stories are helpful in a study of the past because: *They tell us about people's cultures and beliefs.* *Their symbols inspire art and thought.* *They help us understand times for which we don't have direct evidence.* *They help us see connections between the past and the present.*	**Theories are helpful in a study of the past because:** *They help us place things in logical order, or in order of time.* *They help us understand times for which we don't have direct evidence.* *They help us see connections between the past and the present.* *They give us a general idea of how old things are.*
Our definition of story is: *(in students' own words)*	**Our definition of theory is:** *(in students' own words)*
The most important thing that story and theory have in common is: *(in students' own words)*	

Stories of Origins—Note-Taking-Frame

1A. 2



As you listen to the story, note what you have heard about the topics below.

Who are the main characters in the story? What are they like?	
Describe the land at the time of the story.	
How did the first people come to be?	
What was the relationship between people and animals?	
How did the people live?	
How did the land influence the life of the people?	
What did the people believe?	
What does this story explain?	

LAPS Frame



LAPS—Listen – Ask – Picture – Summarize

1. Listen carefully to the story.

2. Ask questions.

Two questions that came to mind as I listened to the story:

_____

_____

3. Picture what you hear.

Draw what you heard or visualized as you listened to the story. Pay attention to what you heard about the people's relationship to the land, the animals, the plants, the water, the air.

4. Summarize what you heard.

Write **two** sentences to explain what this story tells you about the First Peoples.

_____

_____

_____

_____

1A.CT.1 JUDGING THE "BEST" ORIGIN STORY

NAME: _____

Ask students to judge from among two or more options (teacher-provided or student-generated) which one(s) best meet(s) the identified criteria

CRITICAL CHALLENGE: TOPIC QUESTION?

What origin story do I (we) believe explains best where the earth and people came from?

STORY TITLES:

1. _____
2. _____
3. _____
4. _____

(image of #1) (image of #2)

(image of #3) (image of #4)

OPTIONS: (from above)	**1.**	**2.**	**3.**	**4.**
THE CRITERIA (QUALITIES) THAT MAKE FOR "BETTER"; "BEST"; "GREATEST STORY":	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)
• _____ _____				
• _____ _____				
• _____ _____				
• _____ _____				
• _____ _____				
TOTALS:				

CONCLUSIONS: _____

_____

TC-1 TEXT CONNECTIONS _____



WHAT HAPPENS WHEN YOU READ? Your mind automatically makes connections as you read—memories of sights, sounds, smells, even tastes that you have experienced come back to you. Then suddenly—they are soon gone as you continue to read—unless you can capture them and communicate them to others.

THIS SHEET WILL HELP YOU COMMUNICATE YOUR CONNECTIONS TO OTHERS READERS. Look at the connections above and get ready to experience one or all of them—you won't know until you start reading!

THREE EASY STEPS. 1. Below**,** circle the kind of connection you just experienced. **2.** Write your memory. **3.** Finally, write the exact words of the text that caused the memory *and* the page number eg. (p.34). This is called "quoting" the text.

TYPE OF CONNECTION? Circle one: (**T-S**; **T-W**; **T-T**)

Memory: _____

_____

_____

_____

_____

_____

Quote: _____

_____

_____

_____

1B.HT.1 TIMELINE CLOTHESLINE

TIMELINE CLOTHESLINE CARD

Topic:

Date:

Information:

_____

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Bodies of Water

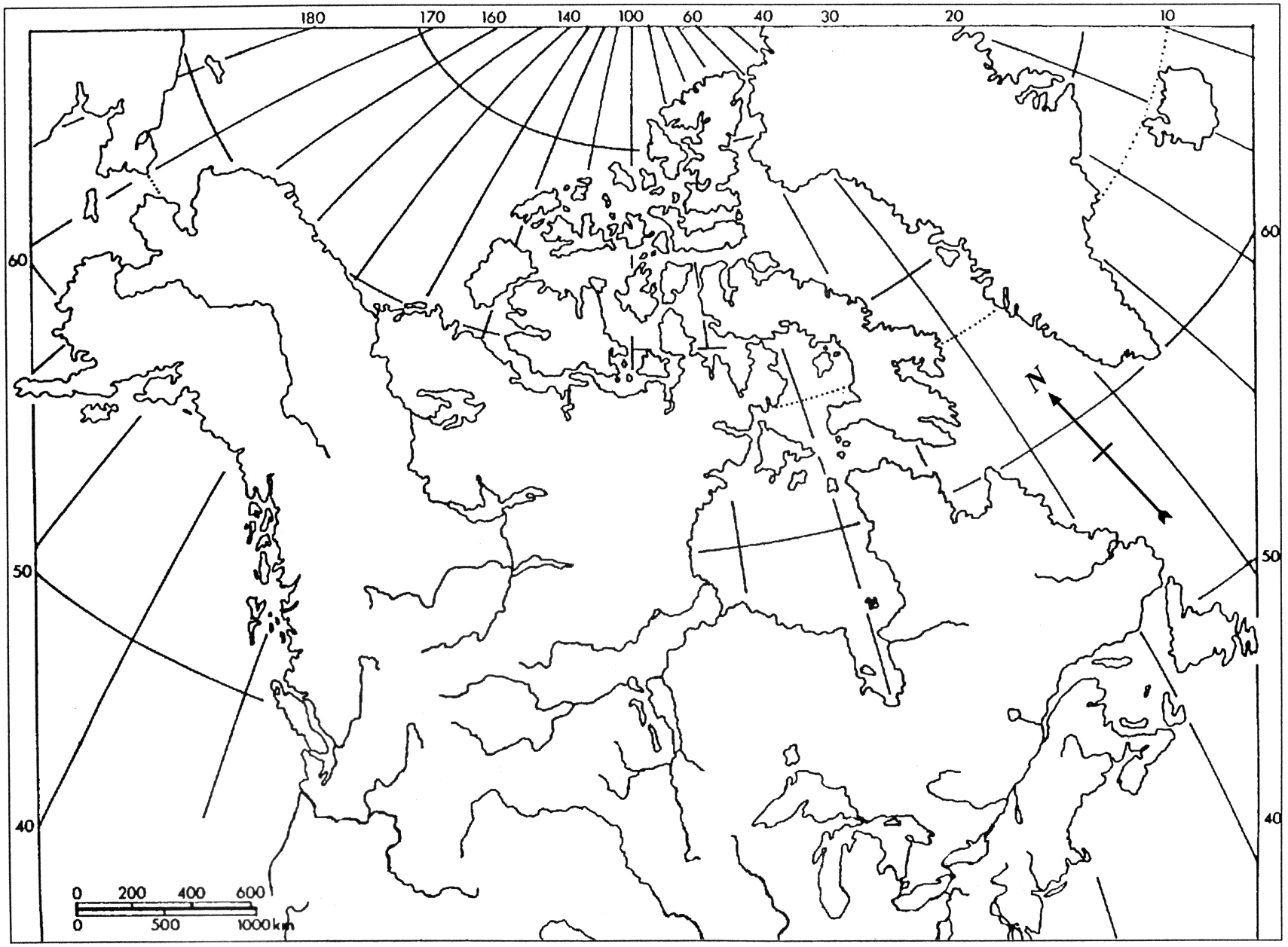


Place two check marks (✓✓) in each box for each body of water correctly identified on the map without consulting an atlas. Place one check mark (✓) in each box for each body of water identified using an atlas.

Pacific Ocean	Atlantic Ocean	Arctic Ocean
Great Bear Lake	Peace River	Red River
Assiniboine River	Lake Manitoba	Lake Michigan
Lake Huron	James Bay	Ottawa River
Churchill River	Lake Winnipeg	Mackenzie River
St. Lawrence River	Lake Erie	Nelson River
Lake Ontario	Georgian Bay	Hudson Bay
Saskatchewan River	Fraser River	Great Slave Lake
Lake Superior	Lake Athabasca	**Add one river or lake:**



Outline Map of Canada



Landforms and Vegetation



Sort the landform and vegetation types into their natural regions. You may repeat words under each of the regions. Add words to describe the natural landscape of each region. Share your ideas with peers and use an atlas to check your answers.

Landform and Vegetation Types:	**Western Cordillera**	**Prairies**
• tundra • coniferous forest • deciduous forest • transition forest (shrubs, low density, mixed forest) • coastal mountains • permafrost • grassland • low elevation • Laurentian Mountains • Cape Breton Island • high elevation • Lake Superior • Rocky Mountains • flat land • Fraser Plateau • Laurentian Plateau • Applachian Mountains • Queen Charlotte Islands • Mackenzie Mountains • Baffin Island • Anticosti Island • rocky soil • Lake Winnipeg • Lake Michigan	**Other:**	**Other:**
	Canadian Shield	**St. Lawrence—Great Lakes Lowlands**
	Other:	**Other:**
	Atlantic Region	**Arctic Region**
	Other:	**Other:**



Landforms and Vegetation—Key

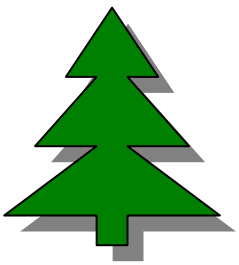
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Sort the landform and vegetation types into their natural regions. You may repeat words under each of the regions. Add words to describe the natural landscape of each region. Share your ideas with peers and use an atlas to check your answers.

Landform and Vegetation Types:

- tundra
- coniferous forest
- deciduous forest
- transition forest (shrubs, low density, mixed forest)
- coastal mountains
- permafrost
- grassland
- low elevation
- Laurentian Mountains
- Cape Breton Island
- high elevation
- Lake Superior
- Rocky Mountains
- flat land
- Fraser Plateau
- Laurentian Plateau
- Applachian Mountains
- Queen Charlotte Islands
- Mackenzie Mountains
- Baffin Island
- Anticosti Island
- rocky soil
- Lake Winnipeg
- Lake Michigan



Western Cordillera

- coniferous forest
- coastal mountains
- Queen Charlotte Islands
- Fraser Plateau
- high elevation
- Rocky Mountains

Prairies

- grassland
- low elevation
- flat land
- transition forest (shrubs, low density, mixed forest)

Canadian Shield

- transition forest (shrubs, low density, mixed forest)
- rocky soil
- Laurentian Plateau
- Lake Winnipeg
- Laurentian Mountains

St. Lawrence—Great Lakes Lowlands

- deciduous forest
- Lake Superior
- Anticosti Island
- Lake Michigan

Atlantic Region

- coniferous forest
- Appalachian Mountains
- transition forest (shrubs, low density, mixed forest)
- Cape Breton Island

Arctic Region

- tundra
- Baffin Island
- permafrost
- Mackenzie Mountains

Climate in Canada

1C. 7a



Use your atlas and describe each type of climate found in Canada. Then, design a symbol for each of these climate types and draw the symbols on an outline map of Canada.

Climate type	Location	Average Temperatures	Precipitation Amounts	Sunshine and Seasons	Symbol
Arctic					
Subarctic					
Subarctic Cordilleran					
Pacific Cordilleran					
Interior Cordilleran					
Boreal					
Grassland					
Cool Temperate					
Moderate Temperate					

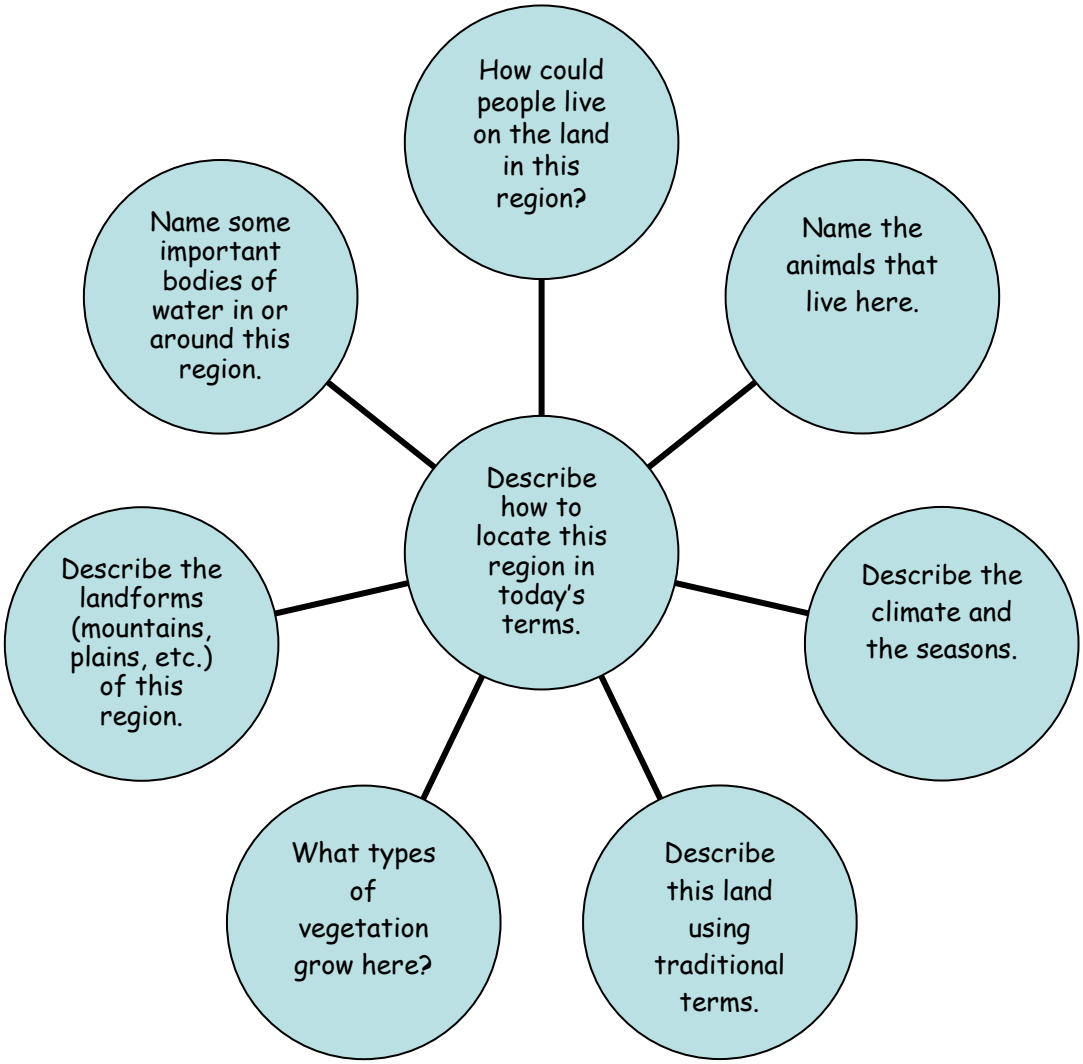
Climate in Canada—Key

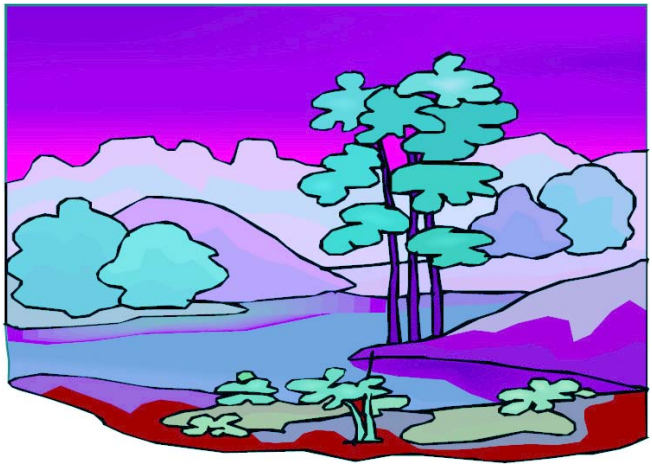
Climate type	Location	Average Temperatures	Precipitation Amounts	Sunshine and Seasons	Symbol
Arctic	• Northwest Territories • Nunavut	• permafrost • cool summers • very cold long winters	• low to average snowfall • very little rain	• polar night in winter • midnight sun in summer	
Subarctic	• Northern Labrador • Québec • Ontario • Manitoba • NWT	• some areas of permafrost • long, cold winters • moderate summer temperatures	• areas of heavy snowfall along coasts	• long winter season • many hours of sunlight in summer	
Subarctic Cordilleran	• Northwest Yukon	• permafrost • very cold, long winters • cool summers	• heavy snowfall	• polar night in winter • midnight sun in summer	
Pacific Cordilleran	• coastal B.C. • Yukon	• moderate temperatures year round	• very heavy precipitation	• low to average hours of sunshine	
Interior Cordilleran	• interior south B.C.	• hot, dry summers and moderate winters	• very low precipitation	• many hours of sunshine	
Boreal	• most of Canadian Shield from Newfoundland to Yukon	• cold winters • moderately cool summers	• average precipitation • heavy on eastern coast	• average to high hours of sunshine	
Grassland	• southern prairie provinces	• hot, dry, sunny summers • cold winters	• low precipitation amounts	• highest amounts of sunshine	
Cool Temperate	• Great Lakes area • Québec • Ontario • inland New Brunswick & Nova Scotia	• warm summers • moderately cold winters	• average to high humidity • precipitation throughout all seasons	• average to high amounts of sunshine	
Moderate Temperate	• coast of Lake Erie (southern-most part of Canada)	• milder, shorter winters • warm summers	• average to high humidity and precipitation	• average to high amounts of sunshine	

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Describing the Land

Use the following web to organize your information about a region (or part) of the land on which First Peoples lived.
Imagine you are living in pre-contact times. In which region would you prefer to live?





Traditional Territories of First Peoples

1C. 9

Name of First Peoples	Territory or region	How would the people have lived in this region?
Inuit		
Innu		
Woodlands Cree		
Mi'kmaq		
Beothuk		
Ojibway		



Traditional Territories of First Peoples

Name of First Peoples	Territory or region	How would the people have lived in this region?
Huron (Wendat)		
Blackfoot (Siksika)		
Sioux (Dakota)		
Haida		
Nisga'a		
Salish		



Traditional Lands and Ways of Life of First Peoples

1C. 10a

Research the First Peoples in the main regions described below. What were the main traditional ways of life of these people in early times: hunting, gathering, fishing or farming? In the last column, write a question you want to explore about the connection of these peoples to their territories.

Cultural Region	Location	First Peoples	Traditional Ways of Life	Questions
Eastern Woodlands		1. 2.		
Subarctic Woodlands		1. 2.		
Plains		1. 2.		
Arctic		1. 2.		
Western Plateau		1. 2.		
Northwest Coast		1. 2.		

Names of some First Peoples:

Blackfoot (Siksika)
Tlingit
Mohawk
Nisga'a
Inuit
Haida
Mi'kmaq
Kootenay
Sioux (Dakota)
Beothuk
Cree (Plains, Woodlands)
Swampy Cree (Omushkego)
Salish
Ojibway
Algonquin
Assiniboine
Iroquois
Innu
Huron (Wendat)
Thule
Dene





Traditional Lands and Ways of Life of First Peoples—Key

1C. 10b

Cultural Region	Location	First Peoples (some examples)	Traditional Ways of Life
Eastern Woodlands	southern Ontario and Québec, area surrounding the Great Lakes	• Huron (Wendat), • Algonquin • Mohawk • other Iroquoian nations	hunting/farming
Subarctic Woodlands	from the east coast, extending across the Canadian Shield	• Woodlands Cree • Swampy Cree (Omushkego) • Beothuk • Mi'kmaq	hunting
Plains	southern prairie provinces	• Blackfoot (Siksika) • Assiniboine • Sioux (Dakota) • Plains Cree	hunting/gathering
Arctic	far north	• Thule • Inuit • Innu	hunting/fishing
Western Plateau	interior south B.C.	• Salish • Kootenay	gathering/hunting
Northwest Coast	islands and northern B.C. coast	• Haida • Tlingit • Nisga'a	fishing

Connections to the Land—Note-Taking-Frame

First Peoples	Where they lived	How they lived	A picture to illustrate what the land meant to them

1C.CTa Going beyond Where's Waldo?





Critical Inquiry: Ranking the physical features of the Northwest Territories



Map 1



Map 2



Map 3



Sea Ice



Aurora borealis



Mountain River (Shih Niline)



Tundra



Salt Plains

Rank the three geographic features that are the most influential in shaping our identity as northerners.



Nahanni River





Mountains



Mackenzie Delta

Ranking geographical features

- Rank the three geographic features that are the most influential in shaping the identity of northerners
- ***Criteria for an influence***

1. ***Informative:*** *tells us about who we are*
2. ***Symbolic:*** *acts as a signpost to our identity*
3. ***Relative:*** *shapes our view of ourselves as northerners*

Physical Features of NWT: Shaping Northerners

1C. CTb

Ranking the physical features of the Northwest Territories in shaping the identity of northerners

In the space below rank your top three physical features that shape the identity of northerners. Be prepared to provide the reasons for your choices based upon the criteria:

Informative: *tells us about who we are (gives us information about the north)*
Symbolic: *acts as a signpost to our identity (is important to us as northerners)*
Relative: *shapes our view of ourselves as northerners (we and others will know that this is the north)*

Ranking your features based upon the criteria.

Ranking	Reason
1.	
2.	
3.	

1C-HT-02 EVIDENCE (Analyzing Traces)

NAME _____

TEACHERS: UNDERSTANDING PRIMARY AND SECONDARY SOURCES. This template is part of the answer in helping young people understanding how historical accounts come to them in a history course. *Primary sources* are eyewitness accounts (first-hand accounts subject to questions of perspective and how **credible** the author was in providing a "full and faithful" account) and traces (original photographs, old books, old tools, etc., subject to questions of being **authentic**, genuine or forged or altered). *Secondary sources* are deliberately prepared accounts (created from primary or even secondary sources requiring a critical eye to assess for perspective and subject to how **justifiable** the conclusions are), and reconstructed "replicas" of traces (subject to how **realistic** the trace is and how faithfully it has been recreated.)

STUDENT DIRECTIONS: Traces, remnants, or artefacts do not tell a story but contain information about the past. Examine the "trace" that is provided by answering the following questions:

Analyzing Traces:	**Conclusions**	**Evidence (clues)**
Who Who is in the image? or Who would use the object?		
What What are the people in the image doing? or What is the object?		
Where Where does the action take place? or Where would the object be used?		
When When does the action take place? or When would the object be used?		
Why Why are they doing this action? or Why would the object be used—what is its function?		
How How did the people come to be in this situation? or How was the object created and used?		

What questions about the past might this source help us answer?	**What answers can we draw from this source about these questions?**	**What evidence can we offer to support our answers?**
Eg. If looking at a Second World War poster wanting Canadians to join the military: "What kind of person did they want to join?" (eg. age, gender, social class, people group); What emotions were used to motivate people during the war? (bravery, duty, patriotism); Did the poster (called "propaganda") target women, men, or both?		
1st		
2nd		
3rd		

Adapted from *Teaching about Historical Thinking* (Case, 2006)

(2.HFDR) **HISTORICAL FICTION: DAILY RESPONSES#1** NAME:_____

TITLE OF NOVEL: _____ **Pages/chapters** to read today _____

QUESTION#1: Character study.

Who is the main character(s)? _____

Is your character "**fictional**" (made-up by the author) or "**factual**" (the author is using a character that reference books really show existed in history)?

_____

How can you tell this (what words/sentences tell you this)? *Quote* the words here:

_____

_____

If you said the character was "fictional" (above), where would the author get the information from to make him/her *sound* or *seem* real? Explain why it might be important for an author to make the story seem real.

_____

_____

QUESTION#2: Historical Evidence

- In what historical **setting** (in what real place and in what part of the world) is the main character and what real historical event(s) is taking place. Use **quotes** (the actual words and spellings that the author uses) and **citations** (the actual page number in the novel) to show how you found this out. Quotes use quotation marks like this made-up NWT example: "George stood on the rock overlooking Wrigley" (35). The citation was the "(35)". So "George ..." is the quote and "(35)" is the citation.

Part(s) of world: _____

Place (house, barn, school, etc.) _____

Actual historical event(s): _____

- What conditions existed in this character's world to make life comfortable? Difficult? Remember to use quotes "....." and citations "( )".

Comforts: _____

_____

_____

_____

Difficulties: _____

_____

_____

(2.HFDR) **HISTORICAL FICTION: DAILY RESPONSES#2** NAME:_____

TITLE OF NOVEL: _____ **Pages/chapters** to read today _____

QUESTION#1: Character study.

- What other characters in the novel are influencing the main character—either negatively (for bad) or positively (for good)?

_____, _____, _____

- You are probably noticing conflicts that are already causing concerns or challenges to the main character in the story. Which conflict is the **greatest** to him/her? Briefly describe the conflict using quotes (remember? "....") and citations (remember "(....)"):

_____

_____

_____

_____

_____

_____

QUESTION#2: Historical Evidence and Historical Significance

- Think about the above conflict or a larger conflict in your novel. Is there any **evidence** from history that conflict actually took place? What page in your reference book, part of a video clip, website, or other source proves this conflict took place? Use **quotes** (the actual words that the author uses) and **citations** (the actual page number or website's URL) to show where any person could "read up" on this topic (remember to use quotation marks and citations like before).

_____

_____

_____

_____

- If you haven't already done so, look up this same conflict in **another source**. What source did you use? _____. What new or different information does this source give you about that conflict, or, what information is the same? Quote some of the key things that are the same or different. How important do you think this conflict is or should be to us today? Why?

_____

_____

_____

_____

_____

(2.HFDR) **HISTORICAL FICTION: DAILY RESPONSES#3** NAME:_____

TITLE OF NOVEL: _____ **Pages/chapters** to read today _____

QUESTION#1: Character study.

Choose one of the conflicts that you talked about in Response#2. What is your main character doing to solve or manage this conflict? Provide a quote and citation. _____

_____

_____

_____

Still thinking about that conflict, or another one, make one of the following connections: You see a connection between:
- - this story's conflict and a similar one in your life (**Text to Self**, "T-S")
- - this story's conflict and a similar one in your community, Canada, or the world (**Text to World**, T-W)
- - this story's conflict and a conflict that you read about in another novel, or short story, song, etc.(**Text-Text**, T-T)

A possible way to start: When _____?_____ happened in the novel (use citations), it reminded me of....

_____

_____

_____

_____

_____

_____

QUESTION#2: Cause and Consequence; Moral Judgment

- In the historical research you did with two sources in Response#2, you found agreement or disagreement on the facts of the conflict in the story. Pretend you are a lawyer *from those days*, understanding the way those characters looked at the world. Now, find fault with, or praise, for the way people are behaving in the conflict. From your point of view, who is making this conflict worse AND why do you say that? *Or*, who is finding solutions to the conflict? Explain how.

_____

_____

_____

_____

_____

_____

_____

(2.HFDR) # HISTORICAL FICTION: DAILY RESPONSES#4 NAME:_____

TITLE OF NOVEL: _____ **Pages/chapters** to read today _____

QUESTION#1: Character study.

In Responses#3 you talked about what your character was doing to solve or manage the conflict in his or her life. Conflict changes lives. So far, in the novel, how has a conflict changed the way your character acts or thinks? Give at least one quote and citation to back up your observation.

_____

_____

_____

_____

Think about a conflict you had in the past or challenge in your life now. How did it change, or how is it changing the way you think or act? You could start with words such as, "I remember ... This caused me to ...."

_____

_____

_____

_____

QUESTION#2: Moral Judgment; Continuity and Change

- In Responses#3's historical study you pretended to be a lawyer by finding fault or blame with the way people were behaving in the historical conflict. Now, *pretend to be a person of power* who lived back then, such as a governor, chief, politician, or leader. What solution(s) could you (as a "back then" person) suggest to this or another conflict in the story that would be better than the solutions that were actually taken? Explain why your solution is better. Is your solution one that would make sense to a similar problem today?

_____

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(2.HFDR) **HISTORICAL FICTION: DAILY RESPONSES#5** NAME:_____

TITLE OF NOVEL: _____ **Pages/chapters** to read today _____

QUESTION#1: Critical Study of Hero-like Characters in the Novel

1. Write in the table what you think the "qualities for Best Hero/Heroine" are for *any* story (eg. courageous, honest,...).
2. Then in the columns, name three or four heroes/heroines from the novel and rate them with points looking at the qualities (five means best).
3. Finally, who is the greatest hero/heroine in this novel? Tell why you gave them such a high score.

Qualities of the Best Hero/Heroine. A best hero must be....	NAME of HERO/HEROINE _____	NAME of HERO/HEROINE _____	NAME of HERO/HEROINE _____	NAME of HERO/HEROINE _____
1. courageous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Why I picked _____ (name of hero/heroine). _____

_____

_____

_____

_____

QUESTION#2: Historical Perspective

- This story happened in another time. People thought differently than we do today. In order to understand the actions and events of the past, we have to try to think like the characters were thinking at the time. Choose any event from this story and explain how the character must have felt in that situation (use a citation). Your job is to figure out from the clues in the story what times were like then so you can imagine how someone may have felt.

_____

_____

_____

_____

_____

_____

_____

(2.HFDR) **HISTORICAL FICTION: DAILY RESPONSES#6** NAME:_____

TITLE OF NOVEL: _____ **Pages/chapters** to read today _____

QUESTION#1: Character study.

Words can be powerful when they show experiences people have had. For example, Elder Elizabeth Mackenzie of Behchoko said back in the 1990s that their school should teach students how to live with two cultures at the same time, Tlicho culture and "western" culture. She explained the goal in these famous words: Be "Strong Like Two People". People remember these words because they are a powerful way of thinking about people and the world. What words has a character in your novel spoken that are really powerful and worth remembering (use quotes and a citation)? Then, tell **why** these words are so powerful to you.

_____

_____

_____

_____

_____

_____

_____

_____

QUESTION#2: Cause and Consequence

- You now know something about a big event that happened in Canada's past. Now show your understanding of this event. In your opinion, could the kinds of conflicts that really happened in this historical event (the conflicts that your historical fiction novel is based on), happen again today? Give your opinion and the reasons for it. Begin your answer is some way such as this, "I don't think this kind of conflict could ... because...", or "I think these kinds of problems happen because...", or "It is possible that the problem of ... will happen again because ...".

_____

_____

_____

_____

_____

_____

_____

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_____

(2.HFDR) **HISTORICAL FICTION: DAILY RESPONSES#6** NAME:_____

TITLE OF NOVEL: _____ **Pages/chapters** to read today _____

QUESTION#1: Character study.

Answer any *two* of the following questions: Who lost the most in this story? Explain. Who gained the most? Explain. Who changed the most? Explain. Who changed the least? Explain. Who made the greatest difference or had the greatest impact? Explain.

_____

_____

_____

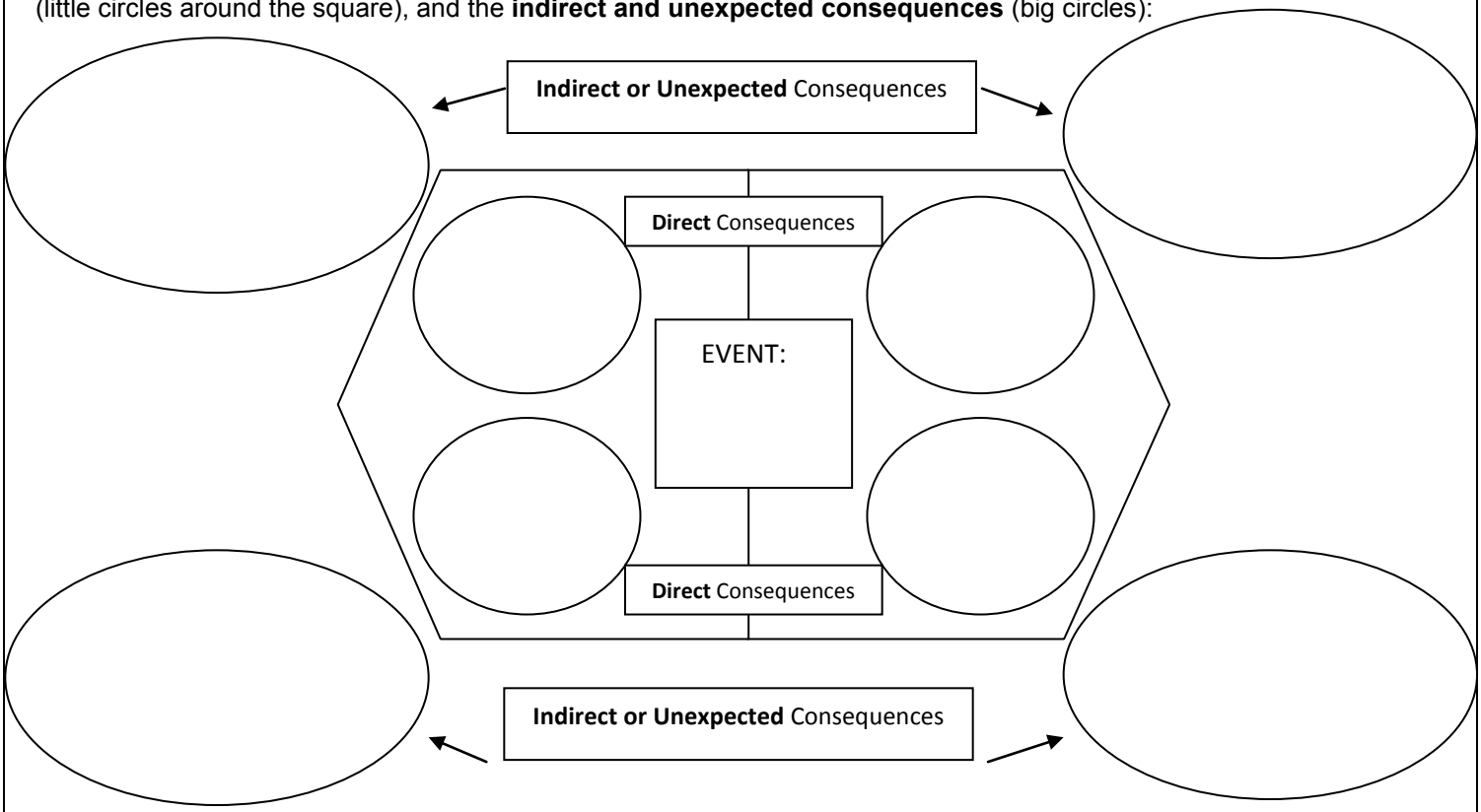
_____

_____

_____

QUESTION#2: Causes and Consequences.

Past events that are so important that we still talk about them are called *historical events*. We make them *history*. One reason we do this is because of the results of the events--the consequences. Historical events have consequences that affect many people for a long time. Some consequences are *directly* seen (eg. someone dies because of a gun shot wound). Some consequences *indirectly* result from the event, or are *unexpected* (eg. someone who heard the shooting, now fears all loud noises). The Canadian history event(s) in this novel had direct and indirect results that still affect us today. Choose **one big event** in this story and name it in the center square below. Then show the **direct consequences** (little circles around the square), and the **indirect and unexpected consequences** (big circles):



(2.HFDR) **HISTORICAL FICTION: DAILY RESPONSES#6** NAME:_____

TITLE OF NOVEL: _____ **Pages/chapters** to read today _____

QUESTION#1: Character study.

- Think about the words of the poster: "You are the person someone else wants to be". Who in this story is the one you would like to be like? Why?

_____

_____

_____

_____

_____

_____

_____

_____

QUESTION#2: Historical study (Historical Perspective).

- The author of your novel is trying to take you "back in time" to when life was different than today—almost like a "foreign country." Since the novel has started, think of a passage where one or more of the characters are using words strangely. Write below a strange word or a strange phrase (or idiom) that you have not heard before or heard used in that way before (include a "p. ___" citation). Look up the word in a dictionary, perhaps the glossary at the back of your novel, or online. What did the character mean? How is this word or phrase being used differently from the way we use it today?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

HISTORICAL FICTION: PLANNING GUIDE NAME:_____

TITLE OF NOVEL: _____

MEMBERS OF GROUP: _____ , _____ , _____

WHAT I KNOW ABOUT THE TOPIC ALREADY: _____

_____

_____

_____

NOVEL and READING SCHEDULE:

PAGES PER DAY: _____ pages ÷ _____ days = _____ pages /day **OR**
CHAPTERS PER DAY: _____ chapters ÷ _____ days = _____ chapters /day

SCHEDULE	TASKS
1st Day: Date: _____ Draw a Scene from Story	SCHOOL: • "What I Know About This Topic Already" (above) • Reading group formation • Teacher-led calculation of Novel and Reading Schedule (above) • "Signing Bonus" (eg. cookies ) - when all Day 1 tasks are complete HOME: • Chapters ____ (or Pages ____) Parent Signature: _____
2nd Day: Date: _____ Draw a Scene from Story	SCHOOL: • Teacher demonstrate how group members can discuss the novel and fully complete the two daily questions with supporting quotes and citations • Discuss assessment choices—to be "performed" on Day 8 • Tea time  • Discuss last night's reading (1st Day) by answering the questions together • *If time permits*, start tonight's reading together with the group HOME: • Chapters ____ (or Pages ____) Parent Signature: _____
3rd Day: Date: _____ Draw a Scene from Story	SCHOOL: • Share 1st Day question responses with one other group • Cookies  • Discuss last night's reading (2nd Day) by answering the questions together • *If time permits*, start tonight's reading together with the group HOME: • Chapters ____ (or Pages ____) Parent Signature: _____

4th Day: Date: _____
 	
Draw a Scene from Story
	SCHOOL:
	• Share 2nd Day question responses with one other group
	• Tea time 
	• Discuss last night's reading (3rd Day) by answering the questions together
	• *"Prevoyance"* – "plan ahead" Day 8 group presentation possibilities:
	  ○ eg. soliloquy (say: sə-li-lə-kwē)—characters defend behaviors
	  ○ reinactment of a scene,
	  ○ staging of a "missing" scene
	  ○ write and perform a song about a character
	  ○ design a game showing some of the challenges from the story
	• *Class construct* the rubric that will measure quality of work
	
	HOME:
	• Chapters ____ (or Pages ____) Parent Signature: _____

5th Day: Date: _____ Draw a Scene from Story	SCHOOL: • Share 3rd Day question responses with one other group • Cookies  • Discuss last night's reading (4th Day) by answering the questions together • Continue *"Prevoyance"* – "plan ahead" Day 8 group presentation • *If time permits*, start tonight's reading together with the group HOME: • Chapters ____ (or Pages ____) Parent Signature: _____
6th Day: Date: _____ Draw a Scene from Story	SCHOOL: • Share 4th Day question responses with one other group • Tea time  • Discuss last night's reading (5th Day) by answering the questions together • Continue *"Prevoyance"* – "plan ahead" Day 8 group presentation • *If time permits*, start tonight's reading together with the group HOME: • Chapters ____ (or Pages ____) Parent Signature: _____
7th Day: Date: _____	SCHOOL: • Share 5th Day question responses with one other group • Cookies  • Discuss last night's reading (6th Day) by answering the questions together • Finish *"Prevoyance"* – "plan ahead" tomorrow's group presentation HOME: • Finish your piece of group presentation Parent Signature: _____
8th Day: Date: _____	SCHOOL: • Parents attend • Tea *and* Cookies  • Group presentations • Using rubric, lead "Self" + "Peer" + "Parent" + "Teacher" summative evaluations after each presentation

Essential Question A

Imagine living in Canada long ago. As we do today, Aboriginal peoples met their basic needs of clothing, food, shelter, and water. They had their own specialized techniques to obtain basic needs—techniques that would be later shared with Europeans. These techniques were shaped by the land they lived on. As we learned in LE#1, the land offered the different Aboriginal groups different resources which caused them to have different ways of living. The Haida near the Pacific Ocean lived differently than the peoples of the Prairies who followed the buffalo, or the peoples in Eastern Canada who raised crops. Each group had very different lifestyles.



This image has been made available for sharing under a Creative Commons Attribution ShareAlike 3.0 license by user Chensiyuan in the Wikipedia article "Bison."

In **Essential Question A** you explore how **Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life? Which criteria did you use to arrive at your answer?**

Inquiry Ideas:
1. pretend to be a journalist "on assignment in ..." writing reports while spending time with the First Nation group
2. create a short play with props, routines, and rehearsed ceremonies that covers two days in the life of a pre-contact Aboriginal group

Essential Question B

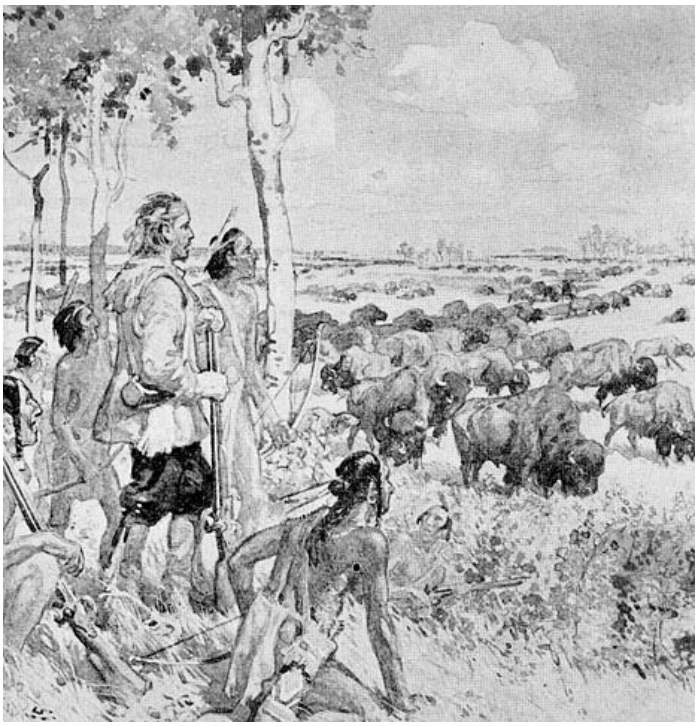
To have a good way of life, any group of people must cooperate and make decisions. In the NWT today, we have the legislative assembly, city halls, and town and band councils to help us make decisions. We have elections where people vote to choose leaders. But many of these kinds of government are "new" in the last 100 years. Aboriginal groups across North America made decisions in their time as we do in our time—but they didn't all make them the same way, with the same ways of choosing leaders that we do today. For example, some groups were elected and others were leaders because their family had always led.

Essential Question B. **Among the pre-contact Aboriginal groups, what is the best way of makings decisions and choosing leaders that you've discovered? Which criteria did you use to arrive at your answer?**

Inquiry Idea:
1. a small group could hold an election campaign, each being one of the candidates. Each one's platform is a different leadership—decision-making model that they explain and give examples of it working in their First Nations group
2. one person could draw pictures of how each leadership—decision-making model would work with a particular problem (eg. lack of food; threat of an enemy)

Essential Question C

When Europeans first came to the Northern parts of North America, the Aboriginal groups they met very often thought they were strange or even not human because of their appearance, large ships, strange language, weapons and different clothing. After the shock of these first meetings, Aboriginal groups often helped the Europeans to survive in this place that was very different from what the Europeans were used to. They guided them on the land and water, helped them hunt, traded food and tools with them and shared medicines that kept them alive in the long winters. In many situations, the Europeans guests acted strangely by doing things without permission and forcing their hosts to give them what they wanted. In several cases European explorers kidnapped people they met and took them back to Europe. The history of Canada might have been very different if Aboriginal peoples (or Europeans) had acted differently when they first met.



This image entitled, "Kelsey Sees the Buffalo on the Western Plains" is in the public domain and has been made available for sharing by user Magnus Manske in the Wikipedia article "Henry Kelsey"

Essential Question C. Should Aboriginal people have helped, ignored, or attacked the first Europeans they met? Explain why with examples from stories.

Inquiry Idea:

1. Retell the story of "Chikabash and the Strangers" (*Spirit of Canada*-pg. 24) using lego-built props. Especially highlight the choice Aboriginal people had in the C question above when deciding how to deal with Europeans.
2. Study the story *Thrand and Abidith.* Decide either in drawings, essay, or a speech, whether or not other choices (in the C question above) should have been made by the main characters

STUDENT CHOICE OF ESSENTIAL QUESTION; PARENT OPPORTUNITY FOR EARLY INVOLVEMENT

What one **Essential Question** above would you like to study for this Learning Experience?

Essential Question ___ Parents Signature: _____

Learning Experience#2: Essential Question A Resource List

2A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide



Set 1, Disc 1
Episode 1
When the World Began

A Continent of Nations (7 min)
In North America there was a whole universe, different from Europe. Over 500 generations the peoples had evolved in ways different than anywhere else. **Many people groups claimed different areas as their own.** They had their own gods, forms of wealth, names and lands. The northwest was the land of the Dene (Athapaskan), the Arctic was claimed by the Inuit, in the Pacific the Haida, Salish, Nis'ga and others. The Plains saw Blackfoot, Blood, Sarcee, Peigan. In the Northern woodlands the Cree, Chipewyan. Near the Great Lakes, the Anishinabe, Algonquin, Iroquois, Wendat. In the East – the Beothuk, Mikmac, Abenaki. The land was their own, with their own names for it.



Exposition (and Maps):
PSC (p.34-49)
NOTE: on trading relations (p. 32, 43, 49)



Layered Maps CD

- 2-Physical Regions of Canada
- 3-Geographic Zones of Canada
- 7-Arctic Region
- 6-Eastern Subarctic Region
- 5-Eastern Woodlands Region
- 8-Western Subarctic Region
- 9-Northwest Coast Region
- 10-Plateau Region
- 10b-.Plains Region



Short Story:
Food for winter (PSC, p. 16)



Websites

- http://www.historytrek.ca/

Aboriginal Peoples > Everyday Living

- http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao04607.html

Aboriginal Peoples

- http://www.northernblue.ca/products/index.php/Products_and_Portals

The First Canadians (CFPJr)> The First Canadians (CFPJr)>any "Digital Textbook Chapter">log in>Username: EducationNWT>nwtece999

- http://gsc.nrcan.gc.ca/landscapes/index_e.php

Canadian Landscape Photo Collection

- http://www.hww.ca/index_e.asp#

Hinterland's Who's Who (Canadian animal species and where they live)

- http://www.northernblue.ca/products/index.php/Products_and_Portals

The First Canadians (CFPJr)> The First Canadians (CFPJr)>any "Digital Textbook Chapter">log in>Username: EducationNWT>nwtece999 (useful for "trade"- Wendat; Siksika; Cree; Ojibwa)

Blackline Masters:
NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#2: Essential Question B Resource List

2B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.	
	**Exposition:** PSC- "How They Governed" sections (p.34-49)
	**Websites** • http://www.northernblue.ca/products/index.php/Products_and_Portals The First Canadians (CFPJr)> The First Canadians (CFPJr)>any "Digital Textbook Chapter">log in>Username: EducationNWT>nwtece999 • http://firstpeoplesofcanada.com/ (see the people groups and the sub section called *Family Structure and Social Leadership*) • http://www.historytrek.ca/ (see *Aboriginal Peoples*)
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#2: Essential Question C Resource List

2C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide



Set 1, Disc 1
Episode 1
When the World Began

Transition (2 min)

As contact began between Europeans and Aboriginal peoples, disease, massacres, starvation followed. The last Beothuk in Newfoundland, Shawnadithit communicates this story in maps. She dies of tuberculosis. Other Aboriginal people are amazed by the appearance of these new people. **The contact with Europeans changed the history of peoples in North America.** Neither side was sure the other one was human. European discovery of North America shapes the fate of European empires and the exploration of a continent.

In the East, Cartier encounters Donnacona. In the North, Hudson risks mutiny and death as he explores. In the Pacific a young sailor is plunged into a world different from anything he had known. But really, for Europe, North America was mostly an obstacle in the path they were looking for to China.

The Land God Gave to Cain (5min)

n 1534, Cartier is frustrated. He hadn't been sent to North America to find fish or people, but to find a passage to the Orient. He left St Malo, and headed to Newfoundland, then into a huge body of water. He called the land he was seeing "The land God gave to Cain." Eventually he encountered men. The Europeans trade some goods for furs. Cartier soon returns to Europe. He plants a cross, claiming the land for France. Donnacona sees the cross and challenges Cartier's claim. **Cartier seizes Donnacona and his sons, Domagaya and Taignoagny**. Cartier wants to take the sons back to France to have them learn French and act as guides the next year – to the Orient.

Hochelaga (9 min)

One of the reasons proposed to the king of France was that they could save the barbarous peoples of those lands. Cartier convinces King Francois to send him back to Canada on another expedition. 'Canada' was what Donnacona called his village. Cartier adds the name to his map. The two sons return to their village. Donnacona doesn't trust the French, and won't help guide them up the St Lawrence. Oct 2, 1535, they land on a large island. They find some cultivated land. It is Hochelaga. Cartier names it 'Mont Royal'. Cartier discovers a different civilization. Encounters tobacco for the first time. Cartier seems like an apparition to them. Cartier thinks they will be easy to convert to Catholicism. He has to leave before he gets frozen in. He doesn't make it, and is frozen in near Donnacona's village. Over the course of the winter they begin to suffer from scurvy. By February, of the 110 men on the ships, only 10 were still healthy.

Donnacona's sons boil cedar bows and have Cartier's men drink the tea. They recover quickly. Nevertheless 25 men die by spring. Cartier knows he can't return to France without something to excite his king…

A Star Was Lost in the Sky (4 min)

Jacques Cartier makes a plan. He'll invite Donnacona and his sons for a feast on his ship. **He kidnaps them**. Their people try to have them freed. Cartier takes them to France. Donnacona tries to convince court members to take him back where he could show them riches. **He fails, and after four years he dies**.



Exposition:

Cartier and Donnacona: Friends or Enemies? (PSC, p. 64-66)

Learning Experience#2: Essential Question C Resource List

2C. RL



Short Stories:

- *A Mi'kmaq story* (PSC, p. 53)
- *Thrand and Abidith* (SC, p. 15)
- *Chikabash and the strangers* (SC, p.24)
- *The village that stretched from sea to sea* (SC, p.23)



Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals

The First Canadians (CFPJr)> The First Canadians (CFPJr)>any "Digital Textbook Chapter">log in>Username: EducationNWT>nwtece999
(Useful for Vikings, Cartier)

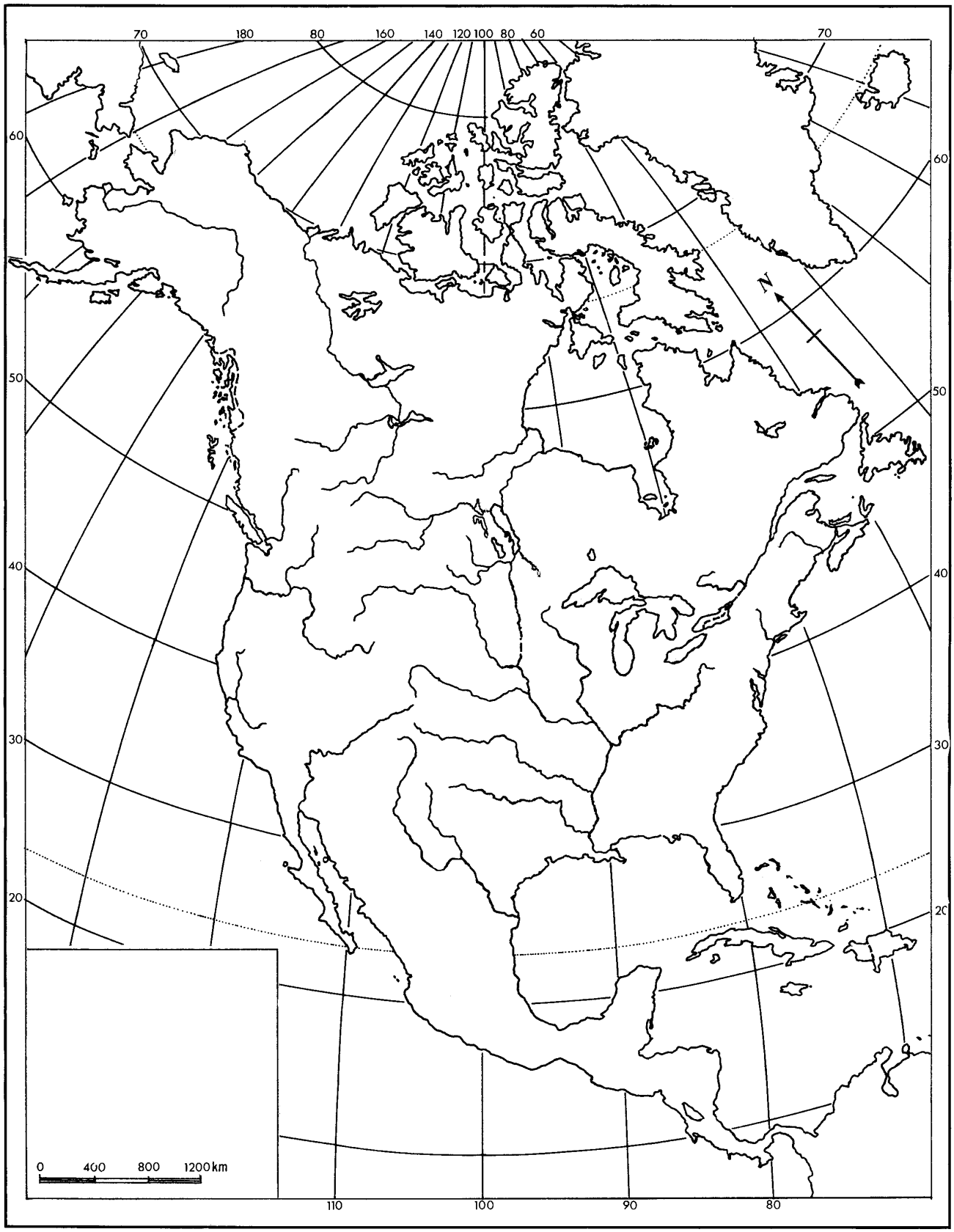
History by the Minute	Jacques Cartier *Historica Minute*	One explanation of how Canada may have got its name during Jacques Cartier's first meeting with Iroquoian peoples. http://www.histori.ca/minutes/minute.do?id=10123
History by the Minute	Syrup *Historica Minute*	A family of Attikamek Indians show a French-Canadian family how to harvest the syrup of the sugar maple. http://www.histori.ca/minutes/minute.do?id=10128
History by the Minute	Vikings *Radio Minute*	The destruction and the rediscovery — nine centuries later — of a Norse settlement at L'Anse aux Meadows, Newfoundland. http://www.histori.ca/minutes/minute.do?id=13576



Blackline Masters:

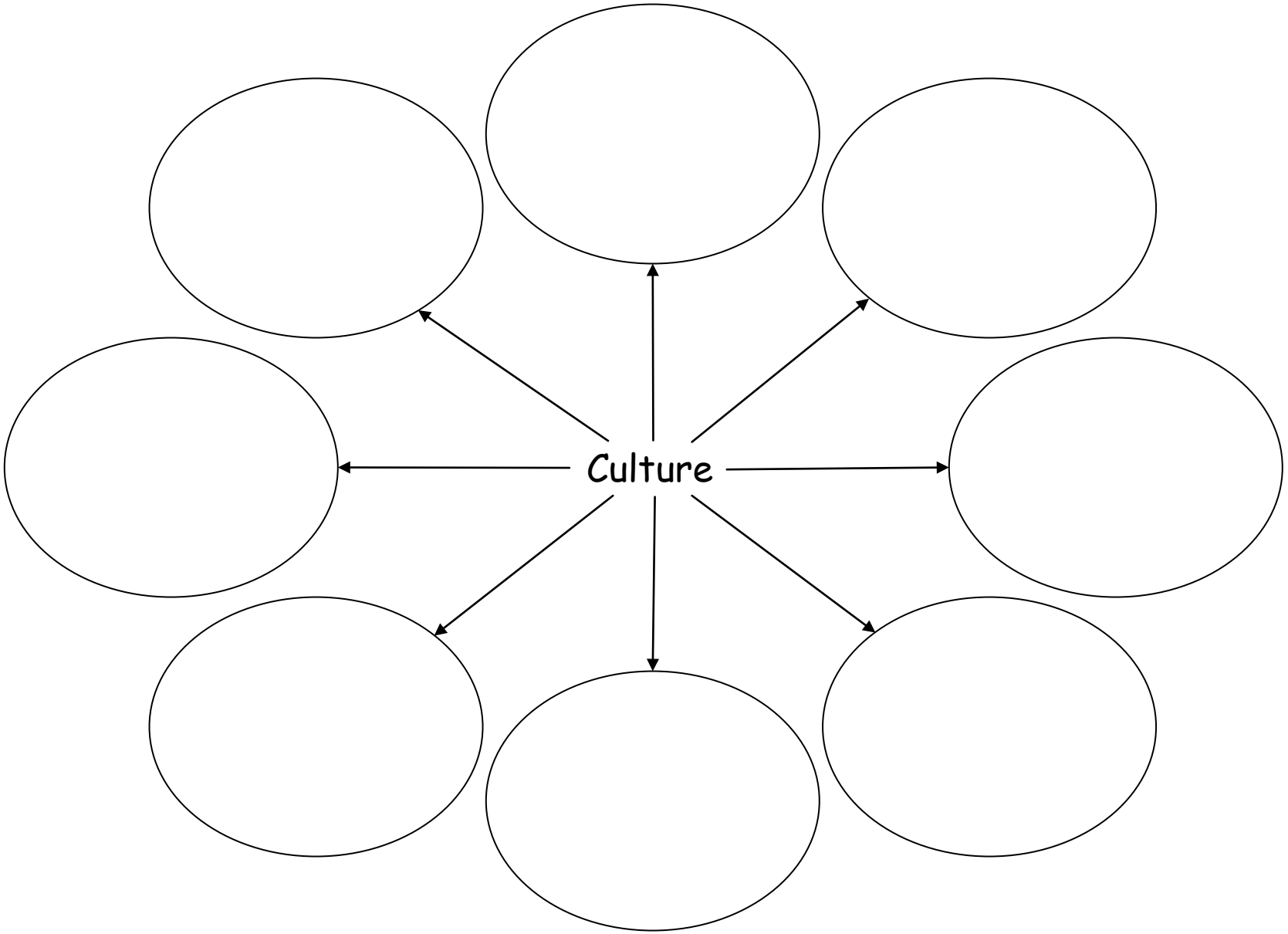
NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Outline Map of North America



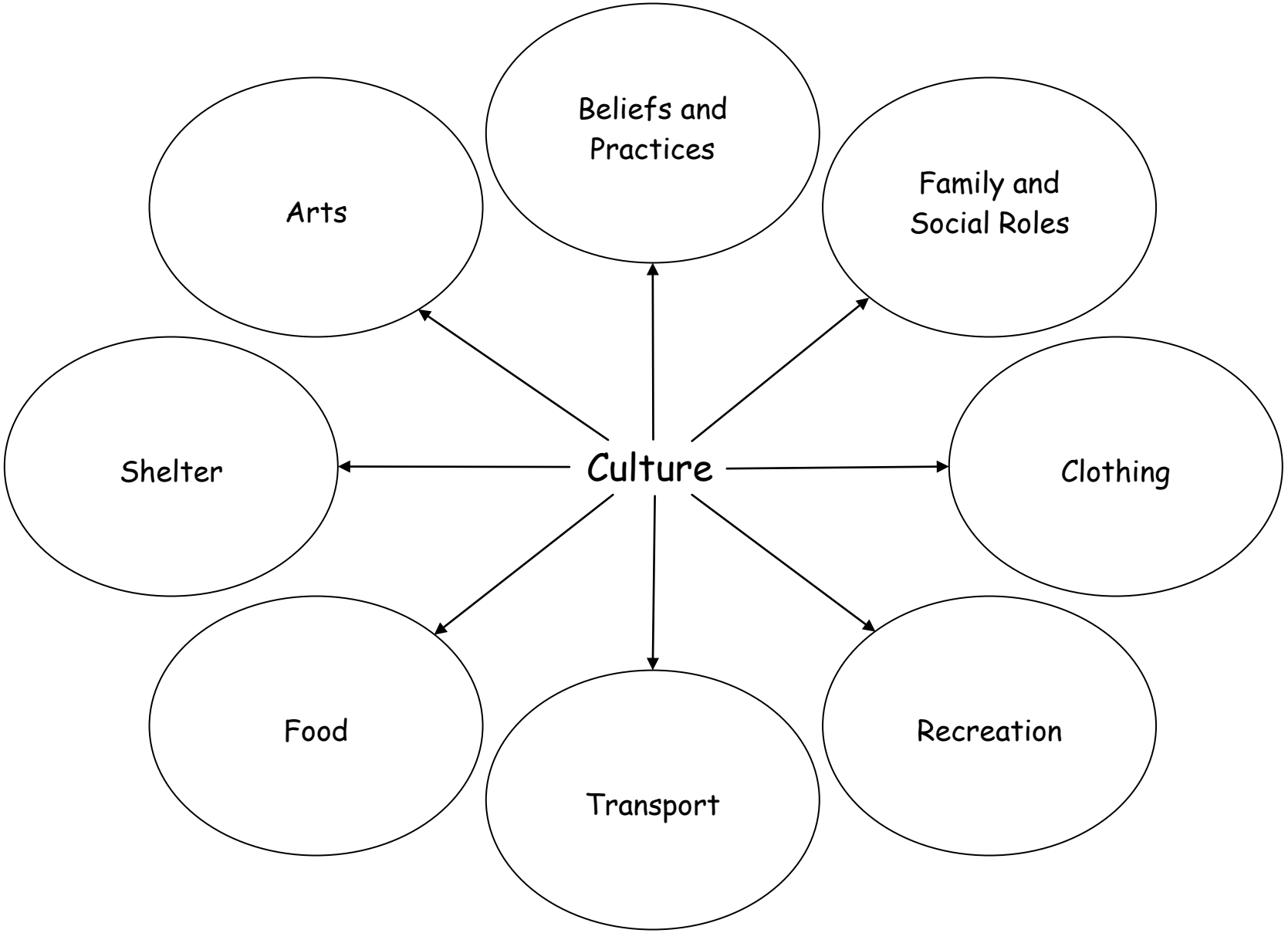
Culture Web

5.1.3
a



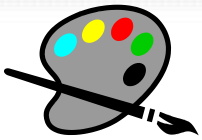
Culture Web—Key

5.1.3 b



Art Expresses Culture

2A.
2



Select one piece of First Peoples art that you particularly like. Fill out this response form and share it with a partner who used the same piece of art.

Artist's Name	Title of the Work
Describe what you see (colours, forms, objects, animals, people).	
Describe the first thing that comes to mind when you view this piece of art.	
Write two adjectives to describe the style of the artist.	1. 2.
Write down what you think the artist is saying about life, people or nature.	
Explain why you chose this piece of art.	

Stereotypes and Understanding Culture

Two characteristics of stereotypes: 1. 2.	Two examples of stereotypes: 1. 2.
Two examples of stereotypical images used in the media: 1. 2.	A definition of stereotype in your own words:
An illustration of a stereotype:	
What is a stereotype like?	What is a stereotype unlike?
Conclusion: Explain how stereotypes can prevent us from understanding others.	

2A.CT.2 STUDYING PICTURES

NAME:_____

	Conclusions	Clues
What *is the person doing?*		
Where *is this? (What is the place?)*		
Who *is the person?*		
Why *is the person doing it?*		

NOTE: adapted by NWT from http://www.learnalberta.ca/content/ssmt/html/investigatingpictures_mt.html
NOTE: there is a pedagogical question about whether conclusions should be considered before clues. In the original document, the word "Clues" comes first.
Adapted from *Contributing to Family and Community*. Permission granted from The Critical Thinking Consortium for use by _____ teachers.

Seven-Step Knowledge Chart

Topic: First Peoples Governance and Decision Making
1. List everything that you know about this topic.
2. Work with a partner to add to your list. Place an asterisk * beside anything about which you are unsure.
3. With your partner, list five questions you both have about this topic.
4. Discuss your questions with the larger group, and change or add to these questions if you wish.
5. Participate in the inquiry process to find answers to your questions.
6. List everything new you have learned about the topic. Place an asterisk beside anything you learned that you found to be particularly interesting, or different from what you may have thought before.
7. What questions do you have that have not been answered?

When Cultures Meet

List ways people of two different cultures may react when they first meet one another. Start with the three examples listed below, categorize your ideas into positive and negative reactions, and describe what might happen.



Examples:
They may not understand one another.
They may learn from one another.
They may assume they are enemies.

Positive Reactions	What might occur if this happens…
Negative Reactions	**What might occur if this happens…**

2C.6 VENN DIAGRAM (with category lines) FOR _____

TOPIC 1: _____

TOPIC 2: _____

Categories to Consider:

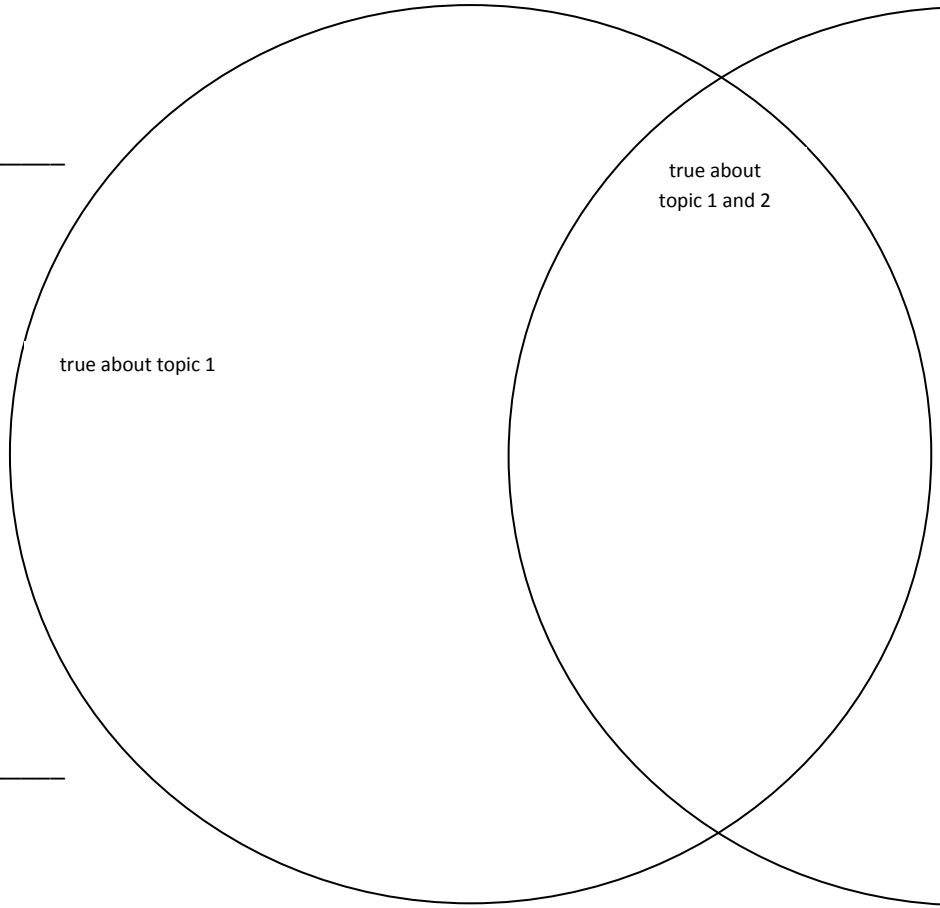
_____

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_____



Categories to Consider:

_____

_____

_____

_____

_____

true about topic 2

Conclusions:

_____

2C.CT.3 DECODE THE PUZZLE

NAME:_____

Ask students to suggest and justify a proposed solution, explanation or interpretation to a confusing or enigmatic situation

DIRECTIONS FOR STUDENT: You and a lead investigator are ready to conduct an investigation. In 1534, Cartier met the Wendat people and their Chief Donnacona. Just before he went back to France, he kidnapped two of Donnacona's sons. A visit that started out well and ended in a kidnapping is a perplexing situation. Figure out how this visit could have gone so bad, by investigating as many sources as you can that tell this story. Use the template below to gather your information.

MAIN CHARACTERS and WHAT THEY WANTED- What did Cartier want? What did Chief Donnaconna want?

_____

_____

_____

_____

_____

_____

_____

THE MAIN CONFLICT- What event(s) took place that caused their relationship to go sour?

_____

_____

_____

_____

_____

_____

_____

THE KIDNAPPING- In your opinion, was there a kidnapping? Explain.

_____

_____

_____

_____

_____

_____

_____

_____

YOUR CONCLUSIONS. Kidnapping is a crime. Did kidnapping take place in this 1534 story? If it did, explain who was to blame and why? If it was not kidnapping, what other name can you give it? Is there another way that this event could be thought about? Should *when* this event took place (1534) change your thinking in any way or not? Give your final report to the lead investigator.

_____

_____

_____

_____

_____

_____

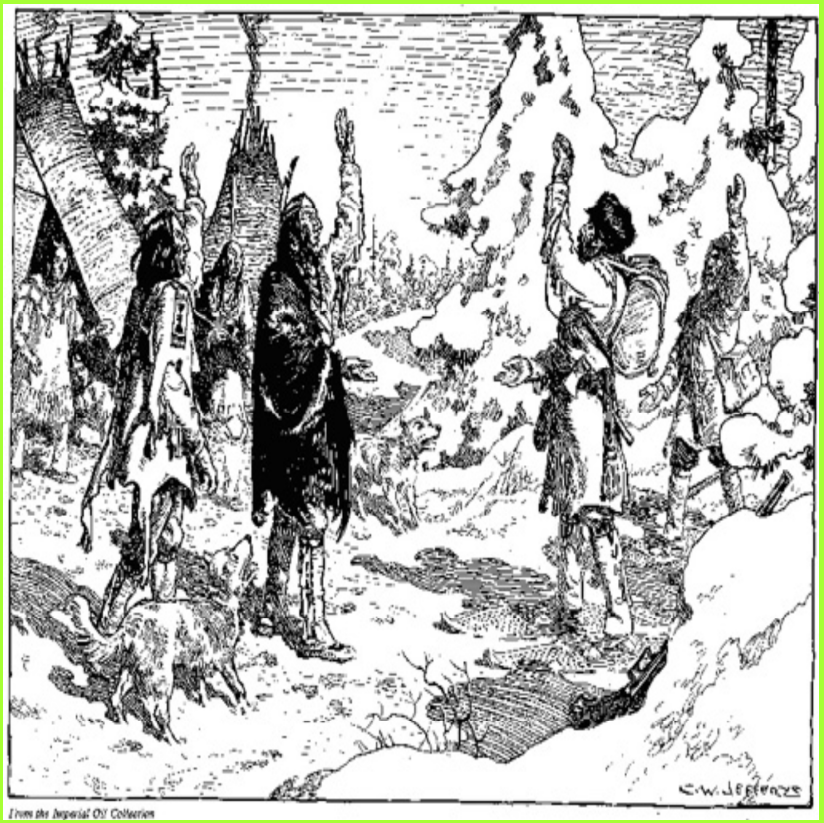
_____

_____

Did Cartier and Donnacona each get what they wanted from this new relationship? _____

2C.CTa LE 2 Studying Pictures

Who?
What?
When?
Where?
Why?





From the Imperial Oil Collection



From the Imperial Oil Collection

Studying Pictures

Question	Clues	Conclusion
What? (What is the person(s) doing?		
Where? (Where is this place?)		
Who? (Who is this person/these people?)		
When? (When is this taking place?)		
Why? (Why is the person/people doing this?)		

2C.HT.3 BENCHMARK: HISTORICAL PERSPECTIVE (assuming different roles according to historical perspective) **NAME ___ _____**

TEACHERS: UNDERSTANDING HISTORICAL PERSPECTIVE. The dimensions of "historical perspective" could be summarized in the following way::
1) Presentism is the antithesis of historical perspective (ask students not what they would feel like if … rather ask them to imagine what that character must think and feel as a product of her time)
2) Historical perspective is concerned with understanding the prevailing norms of the time more than it is adopting a particular person's point of view (what was the worldview of the people at that time?)
3) There are diverse historical perspectives on any given event in the past -no matter how widely shared a worldview may have been
4) Adopting an historical perspective requires suspending moral judgment (this is not an endorsement of any past values, norms, meanings—but an attempt to understand them and how those informed interactions and relationships at that time)

DIRECTIONS FOR TEACHER: By "handling" either a primary or secondary trace or an account of a historic event *involving a conflict (*either in a BLM, a reference book, or other source), students will determine the opposing perspectives of the characters involved in the story, take one of the positions, and write a monologue explaining or justifying that position.

DIRECTIONS FOR STUDENT: As today, there were many conflicts in the past. Read the assigned primary source (the "real" and "first" documents), or secondary source (what *someone else* wrote *about* the primary source) about a conflict. What were two very different perspectives in this conflict? Pretend to be one of the "sides" and write a short speech (called a "monologue") explaining and defending your perspective and position in the conflict.

CONFLICT: _____

CHARACTER: _____

POSITION or "SIDE" _____

(drawing of _____)

YOUR SPEECH DEFENDING YOUR PERSPECTIVE or "SIDE"

_____

_____

_____

_____

_____

_____

_____

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_____

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_____

Essential Question A



The international space station that is orbiting the earth today has been built by the governments of many countries. The work of building the station is too difficult and expensive for an individual company, person or even a whole country. A lot of the exploration of North America was done by explorers who were paid by the king or queen of a European country. Why would a country want to pay someone to sail away to places nobody even knew existed? What could they hope to gain? Do countries and people explore today for the same reasons?

In this next few days you will have the opportunity to look into why different countries sent explorers across the ocean to Canada or into lands they didn't know much about inside Canada. These quests were to travel across oceans or lands that no Europeans had ever been across. The countries had their reasons for taking that kind of risk with their money and people's lives.

Your **Essential Question A** inquiry will be to answer the question **What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? Compare these to the reasons people and countries are exploring today.**

Inquiry Ideas:
1. Create a news broadcast pretending to be some popular broadcaster interviewing one or more explorers from the 1400's onward. The interview should be written to give reasons for the soon-coming (or just made) voyage to (or in) the "New World" and name who the sponsor is for the trip and why they are sponsoring it.
2. Write a number of journal entries in the "captain's log", documenting the day you left port; the day you saw or "landed" in the "New World"; a day you had interactions with Aboriginal people; and the day you reported back to the person(s) who sponsored your voyage.

Essential Question B

European nations had different reasons for exploring. Some wanted to control more lands in different parts of the world. Many wanted to find things like gold or jewels that they could bring back. Some wanted to discover lands and oceans that no Europeans had found yet. Some of them were looking for people that they could control to make them do work for them or even take as slaves. Some wanted to have places that their own people could go to live. Depending on what they were looking for, some European nations long ago might have felt they 'succeeded' while others thought they had 'failed'.

Looking back on these efforts today, **Essential Question B** asks you to decide **Which European nation was the most successful in achieving its goals? Which criteria did you use to arrive at your answer?**

Inquiry Idea:
1. Imagine a meeting of the leaders of several European countries who had been exploring in North America. Create a skit with speeches from some of these leaders as they chose who to give the 'best exploring country award' to.
2. Prepare several journal entries of a king or queen who had paid for exploration trips to North America. What would he/she think was important to mention? Were the trips a failure or success? If somebody discovered that journal today, would they agree with what the king or queen had written? Prepare a final entry by the person who finds the journal.

Essential Question C

Have you ever heard of Sir Edmund Hillary reaching the summit of Mt. Everest with his Sherpa guide, Tenzig Norgay? How about the founder of Cirque du Soleil named Guy Laliberté who travelled to the International Space Station in 2009? Maybe you have heard of Amelia Earhart who wanted to fly around the world at the equator. These people are explorers of different things.

From all the way back to 1000 years ago, explorers were coming from Europe to discover and explore different parts of North America. What kind of person becomes an explorer? What makes someone a good explorer? Each explorer thought and acted somewhat differently than other explorers. Each of these explorers travelled to different areas trying to accomplish something. Some of them we may forget about as we grow up and leave school. Perhaps a few explorers will stay in our memory as ones who simply were the best at exploring. Which explorer is still worth talking about today? What are the qualities of a good explorer and what are the different parts of an explorer's journey?

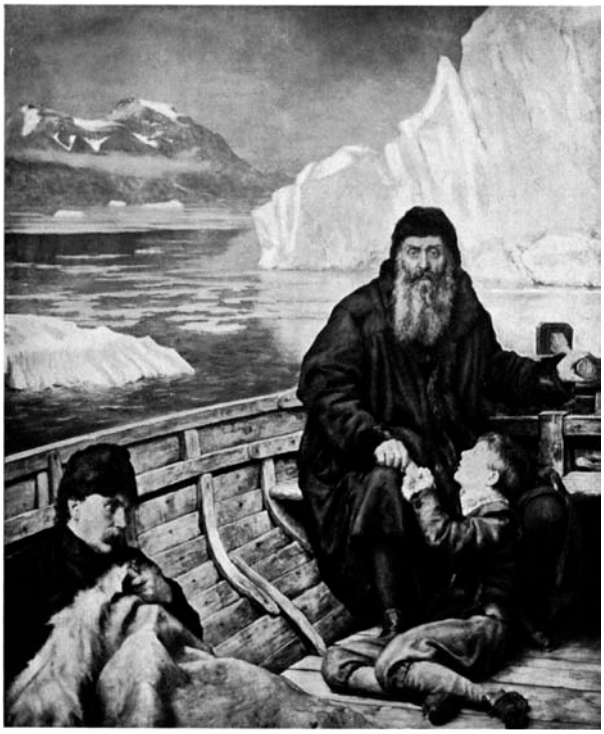


Image credit: John Maler Collier (1850-1934). This image, *Last Voyage of Henry Hudson* is in the public domain. It has been made available for sharing at Wikimedia Commons by user, Joelloughhead.

In **Essential Question C** you compare several explorers according to your rules for "best explorer" and decide **who was the best explorer to come from Europe to Canada? Which criteria did you use to arrive at your answer?**

Inquiry Idea:

1. Choose three explorers to compare. On paper, or using a wiki, have these explorers sends some pretend emails, "tweets" (*Twitter*), or blog entries to each other during their journeys—pretend that they are travelling at the same time. Show through their communications which European explorer you think is best because of the way they are meeting challenges and behaving in the "New World".
2. Pretend that APTN (Aboriginal Peoples Television Network) was celebrating their first 100 years of broadcasting in 1611 (the year Henry Hudson died). To celebrate they show some of the "footage" from the best and worst of the explorers since 1497.

STUDENT CHOICE OF ESSENTIAL QUESTION; PARENT OPPORTUNITY FOR EARLY INVOLVEMENT

What one **Essential Question** above would you like to study for this Learning Experience?

Essential Question ___ Parents Signature: _____

Learning Experience#3: Essential Question A Resource List

3A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.	
	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
 Set 1, Disc 1 Episode 1 *When the World Began*	*Into the Unknown (5 min)* Aboriginal peoples didn't explore beyond the continent – but in Europe these ideas took root. Legend that in 6th century an Irish monk called Brendan explored Eastward. Finally the monks came to land. A few centuries later, the Vikings followed. To Iceland and then Greenland. Eventually they landed and settled. They discovered that there were people there. They killed them, and their settlement became a target. The Vikings eventually abandoned their settlement. European **interests focused on the East. In Asia, gold, silk, pearls, pepper had been found.** The 50 million people of Europe gained much of their wealth from trade with Asia. In 1453, Constantinople fell to Turkey, and the way to Asia was blocked. **They began to think about sailing West to find new routes to Asia.** They didn't know an entire continent would block their way.
	Transition (2 min) The European discovery of America launches one of the greatest adventures in world history. Whole empires rise and fall because of this discovery. The Aboriginal people who encounter them find them strange and unusual. The new land is so large it takes three centuries to touch all 3 shores. Cartier explores the East, Hudson the North. **Really, however, this whole continent was just an obstacle – to a passage to China.**
 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	*Opening Vignette (3 min)* In the courts of England and France, Spain was spoken of with fear and envy. Spain had discovered whole new parts of the world, and conquered the Aztecs. The Conquistadors had found gold and jewels beyond all imagining. The riches of the new world made King Phillip 2 the most powerful monarch in Europe. England and France dream of their own American empires, and the race of discovery is on. **Many dream of a route to China, and a search for wealth in this continent.** Alliances and war with Aboriginal people follow.
 Set 1, Disc 1 Episode 1 *When the World Began*	*New Lands (7 min)* In 1492 Christopher Columbus got it wrong. He declared the Caribbean islands he found to be the shores of Asia. England wanted their own routes to get the spices of Asia, and finally the English king hires John Cabot – a sailor from Italy (Venice) to explore westward. Cabot, under the flag of England in 1497, he sails across the Atlantic, and finds a new land – 'Newfoundland'. He raises banners. They find signs of people. Cabot soon heads home. He's received as a hero. He had claimed new land, and spoke of there being so many fish that you could catch them with buckets. Many fishermen follow his route. In 1498 Cabot sets out again – and never returns. By 1500, Newfoundland had become popular with European fishermen. A Portugese merchant kidnaps 50 Aboriginal people and takes them back to Lisbon. Merchants think they might make good slaves. They all die of diseases.

Learning Experience#3: Essential Question A Resource List

3A. RL

<table>
<tr>
<td> 
Set 1, Disc 1
Episode 2
Adventurers and Mystics</td>
<td>The Lost Colony (7 min).
Newfoundland is incredibly rich in fish, and eventually John Guy leads the establishment of a colony there. If they can succeed they may dominate the fishery there. Guy and 39 colonists settle at ‘Cooper’s Cove’ in Conception Bay. Over several years most of the colonists die, and the colony is abandoned.</td>
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<td>  </td>
<td><u>Maps</u>:
• PSC: Viking explorations (p. 55)
• PSC: European empires (p. 61)</td>
</tr>
<tr>
<td>  </td>
<td><u>Exposition</u>
PSC: Reasons for Expanding/Exploring (p. 54-61)
<u>Exposition</u> and <u>Primary Source</u>:
SC: Hunting for Unicorns (p. 20)</td>
</tr>
<tr>
<td>  </td>
<td><u>Websites</u>
• http://www.northernblue.ca/products/index.php/Products_and_Portals
HCO Jr > The History of Canada Online Junior (HCO Jr) > “A. Early Exploration” > ”log in” >
Username: EducationNWT Password: nwtece999 > Log In
Other HCO Jr chapters “Contacts and Conquest” (various countries and their reasons for exploring); “First Explorers” (“Why Create Colonies?”)
• http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002688
“Exploration”
• http://www.canadianmysteries.ca/sites/vinland/indexen.html
“Viking Life” tab ; “Where is Vinland?” tab
NOTE: save the “L’Anse Aux Meadows” tab/info for another LE

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<td>  </td>
<td>www.histori.ca
“history by the minute”
(Or, directly there:
http://www.histori.ca/minutes/default.do?page=.index
) > “browse minutes” > “time period” > Pre-1600 First Contacts</td>
<td>“Vikings” (drama)</td>
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<tr>
<td>  </td>
<td><u>Blackline Masters:</u>
NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B</td>
</tr>
</table>

Learning Experience#3: Essential Question B Resource List

3B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide



Set 1, Disc 1
Episode 1 *When the World Began*

New Lands (7 min)
In 1492 Christopher Columbus got it wrong. He declared the Caribbean islands he found to be the shores of Asia. England wanted their own routes to get the spices of Asia, and finally the English king hires John Cabot – a sailor from Italy (Venice) to explore westward. Cabot, under the flag of England in 1497, he sails across the Atlantic, and finds a new land – *Newfoundland*. He raises banners. They find signs of people. Cabot soon heads home. He's received as a hero. He had claimed new land, and spoke of there being so many fish that you could catch them with buckets. Many fishermen follow his route. In 1498 Cabot sets out again – and never returns. By 1500, Newfoundland had become popular with European fishermen. A Portuguese merchant kidnaps 50 Aboriginal people and takes them back to Lisbon. Merchants think they might make good slaves. They all die of diseases.



Set 1, Disc 1
Episode 2
Adventurers and Mystics

The Lost Colony (7 min).
Newfoundland is incredibly rich in fish, and eventually John Guy leads the establishment of a colony there. If they can succeed they may dominate the fishery there. Guy and 39 colonists settle at 'Cooper's Cove' in Conception Bay. Over several years most of the colonists die, and the colony is abandoned.



Maps:

- PSC: Viking explorations (p. 55)
- PSC: European empires (p. 61)



Exposition

PSC: Reasons for Expanding/Exploring (p. 54-61)

Exposition and Primary Source:

SC: *Hunting for Unicorns* (p. 20)



Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr) > "A. Early Exploration" > "log in" > Username: EducationNWT Password: nwtece999 > **Log In**
  Other HCO Jr chapters "Contacts and Conquest" (various countries and their reasons for exploring); "First Explorers" ("Why Create Colonies?")
- http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002688
  "Exploration"
- http://www.canadianmysteries.ca/sites/vinland/indexen.html
  "Viking Life" tab ; "Where is Vinland?" tab

History by the Minute	www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index) > "browse minutes" > "time period" > Pre-1600 First Contacts	"Vikings" (drama)

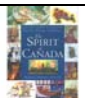
Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#3: Essential Question C Resource List

3C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.	
	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
 Set 1, Disc 1 Episode 1 *When the World Began*	*Northwest Passage (6 min)* James 1 of England asks **Henry Hudson** to find a northern route to China. He maps areas that Europeans have never seen. Hudson's crew is more and more unsettled as winter threatens to trap them. Hudson heads south, and ends up frozen in James Bay. During the winter a native trapper comes with furs to trade. After surviving the winter, the Discovery crew is appalled that Hudson plans to keep exploring during the next summer. They mutiny, and put Hudson and the sick men of the crew along with his son John. No trace of them is ever found. Hudson's Bay ends up being a gateway into the heart of North America.
 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	*Episode Beginning (12 min)* Stories of riches in the mysterious America circulate in Europe. Other stories of a passage to China are also popular. **Martin Frobisher** is called "a gentleman born, a mariner by profession, and a pirate by inclination.' He has been a pirate, and now turns to discovering a passage to China. In 1576, he is chosen to lead a small expedition. He eventually reaches a large waterway, which he is sure is Asia. He encounters some Inuit in kayaks. Frobisher orders 5 crewman to go ashore to scout the area. They never return. In response he kidnaps an Inuk. He brings back some rocks. Upon return to England, in 1576 he is heralded as a hero. The rock is declared to be gold by 1 test (not by 2 others). He is sent back to claim the land there and to bring back more ore. He return in 1577 and takes possession of the land. Finds some shreds of European clothing, which he interprets to mean his sailors of the previous year had been murdered. He attacks the next group of Inuit he encounters. On his return to England, gold fever has taken hold. Even the Queen invests. In 1578, the largest expedition sets sail – 15 ships, including miners. They dig all summer. They bring back 1200 tons of ore. All of it turns out to be worthless. Frobisher is in trouble. He is forced to become a pirate again. The ore becomes landfill, to patch roads in Kent. The body of water he thought was the Northwest Passage turns out to be a bay. England will have to look elsewhere for their riches.
	Adventurers and Mystics- The Lost Colony (7 min). Newfoundland is incredibly rich in fish, and eventually **John Guy** leads the establishment of a colony there. If they can succeed they may dominate the fishery there. Guy and 39 colonists settle at 'Cooper's Cove' in Conception Bay. Over several years most of the colonists die, and the colony is abandoned.
 Set 2, Disc 4 Episode 6 *The Pathfinders*	*Episode Beginning* (7 min) New France in the 1650's – coureurs de bois **Des Groseilliers & Radisson** expand trading for furs. Kidnapped then escapes from Mohawks. Beaver felt hats create a rich trade. Their offer to New France officials not well received. Camp for winter near Lake Superior. Almost starve. "Feast of the Dead" happens in spring. They get many beaver pelts. When they return to New France- they are fined and jailed. Des Groseilliers and Radisson take their offer to England. Charles 2 creates the HBC. 200,000 sq mi of land draining into HB claimed.
	The River Route (6 min) **Pierre de la Verendrye** proposes to build French fur trade to undercut English. June 1731 – he sets off with plans to build trade route. Sets up 8 trading forts all the way to northern Saskatchewan. Intercepts best furs before they are taken to Hudson's Bay Company on the Bay. Tries to forge alliances with Cree and Blackfoot along trade routes. The Sioux attack. All French are massacred. His trade route, though,

	bypasses the HBC.
	Life at the Bay (4 min) **David Thompson's** life on the Bay. Freezing in their fort. In the spring, the forts come alive, with trading of furs. In the best years, over 100,000 pelts traded. Cree bring in the furs. Thompson, and others keep track. 1 blanket = 7 pelts. 1 gun= 14 pelts. Thompson is fascinated by the Cree. He travels widely. Learns Cree language. He hears of Hearne's expedition.
	A Journey to the North (6 min) **Hearne** is an eccentric. Loves beavers. Befriends them. Thompson assigned to transcribe Hearne's travel journals. 15 years before Hearne had travelled North from Churchill looking for the 'Coppermine'. Mattonnabee had lead the expedition. Role of women – to do the heavy work. Encounter Copper Indians. Discover a group of Inuit. Bloody Falls massacre.
	From Canada by Land (6 min) **Alexander Mackenzie** combines ambition, courage and confidence. Travels from Fort Chipewyan in 1793. Up the Peace going West. Goes overland, following native trading routes. He comes out at West Coast. Leaves an inscription From Canada 27 July 1793.
	The Columbia (14 min) **David Thompson** is now surveyor and mapmaker for HBC. Trade with natives is becoming ugly. Competition between HBC and NWC is brutal. Thompson refuses to have alcohol used in trade. He quits HBC in 1797, where he continues to complete his maps of Northwest. He is ordered to the Pacific Ocean. Pacific Fur Company is planning to expand to the Pacific – and the Columbia river. Thompson sent to secure the NWCs interests. In Piegan country they are blocked from proceeding. Goes north to Athabasca River. Finally reach the crest of the Rockies. Thompson's Athabasca pass is used by the fur trade for the next 50 years. When the snows clear, he starts down the Columbia. Establishes trading relationships on the way through. Claims the country for his country. Arrives at the Pacific to see an American fort – which becomes Oregon. He begins his map of the Northwest.
	**<u>Maps</u>:** • PSC: *European Explorations of the Renaissance* (p. 62, 63) • PSC: *Cartier's Three Voyages* (p. 67)
	**<u>Primary Sources</u>:** • PSC: Early Americas map (p. 64) • PSC: *From the journals of Jacques Cartier* (p. 66)
	**<u>Exposition:</u>** • PSC: (p. 54-55, 62-66)
	**<u>Music</u>** • SC: lyrics (poem) (p. 44)

Learning Experience#3: Essential Question C Resource List

3C. RL

Websites

- http://www.historytrek.ca/

People > Explorers
Or, go directly there:
http://www.historytrek.ca/topiclist1.php?topword=People&topword1=Explorers&lang=en

- http://www.northernblue.ca/products/index.php/Products_and_Portals

HCO Jr > The History of Canada Online Junior (HCO Jr) > "A. Early Exploration" (Vikings, other early explorers) > "log in" > Username: EducationNWT Password: nwtece999 > **Log In**
Other HCO Jr chapters "First Explorers" (how to sail; John Cabot); "Cartier...."

- http://www.canadianmysteries.ca/sites/vinland/indexen.html

Vikings: Where is Vinland?

- http://www.thecanadianencyclopedia.com

Search: "John Cabot" or "Jacques Cartier"

History by the Minute	www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index) > "browse minutes" > "time period" > Pre-1600 First Contacts	"Jacques Cartier" (radio, drama) "John Cabot" (radio, drama) "Vikings" (drama)

Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Concept Frame: Colonization

Colonization is when…	Examples of colonization: 1. 2. 3.
What is colonization like?	What is colonization unlike?
What is the role of an empire?	What is the role of a colony?
Some reasons for establishing colonial empires:	An illustration of colonization:
One concluding statement about colonization:	

3B.CT.4 CRITIQUE THE PIECE - Evaluating an Exploring Nation NAME:_____

(Ask students to assess the merits or shortcomings of a single designated figure, product or performance)

TOPIC QUESTION: (CRITICAL ASSESSMENT OF A NATION'S SUCCESS IN EXPLORATION)

A. What were the <u>reasons</u> European nations had for choosing to risk sailing across unmapped oceans before the 17th century and which European nation was the <u>most successful</u> in achieving its goals? (KG-043; KP-047) **NATION CHOSEN: _____**

DIRECTIONS: 1. draw an image of the common reasons and goals that European nations had for exploring. 2. Then place the reasons, in words this time, in the bottom half of the sheet. 3. Research your nation and give it a score on each of those reasons 4. Add up all the points and write a conclusion at the bottom of the sheet.

REASON #1 (drawing)	REASON #2 (drawing)	REASON #3(drawing)	REASON #4 (drawing)	REASON #5 (drawing)

RATE HOW SUCCESSFUL YOUR NATION WAS IN ACHIEVING ITS EXPLORATION GOALS (Give 1-5 Points!)

1	**2**	**3**	**4**	**5**
Horrible/a Mess (almost all the time)	Poor Quality/Rarely Good (usually)	Surprisingly Good (sometimes)	Better Than Many (usually)	Highest Quality (almost all of the time)

THE COMMON REASONS AND GOALS THAT YOUR NATION HAD FOR EXPLORING:	SCORE and COMMENT	
1. _____ _____		
2. _____ _____		
3. _____ _____		
4. _____ _____		
5. _____ _____		

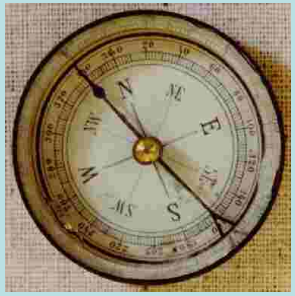
CONCLUSIONS: (Example: 'Because my country wanted to…, and did/didn't find ….., I think that it was a failure/success')

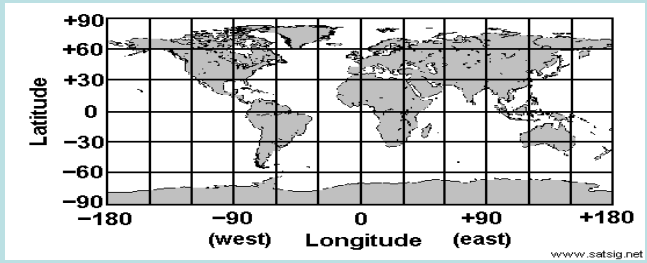
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3C.CT Which navigational tool was most important to successful exploration?

- Early European explorers needed special tools to help them know where they were in crossing the Atlantic Ocean. These included such things as a map, a compass and an astrolabe.





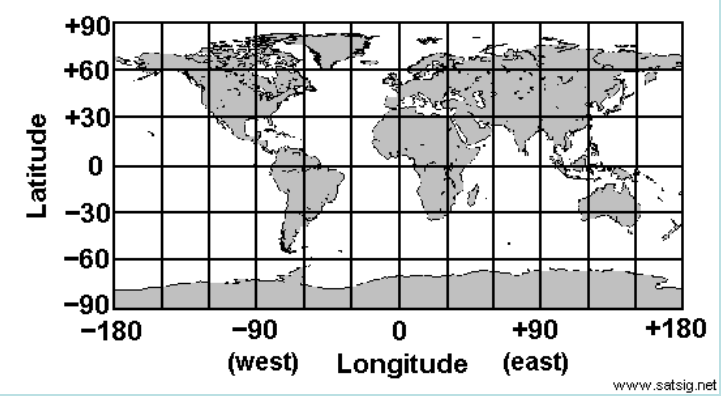


- Why? Sailors could not see land and needed to plan their ocean routes by using the position of the sun and the stars to help them stay on course.



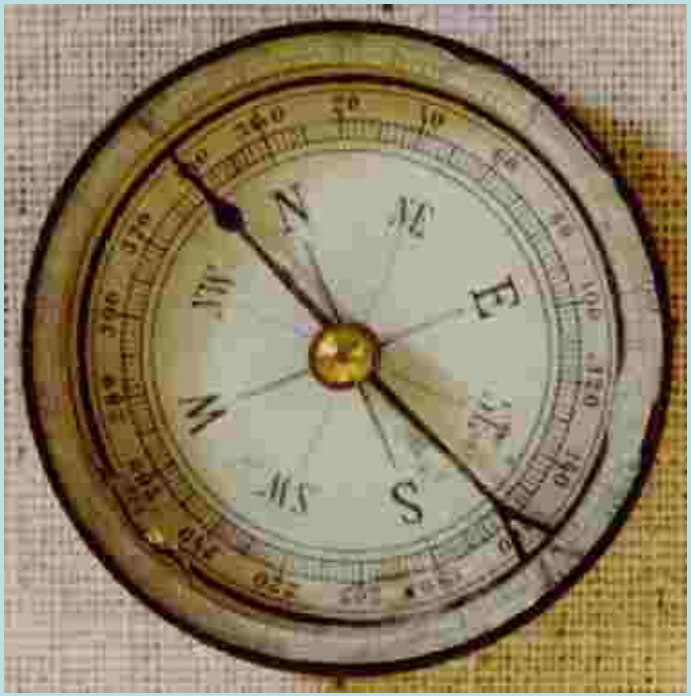


Mercator Map



The mercator map: Before Gerard Mercator invented the Mercator Map in 1569 sailors often got lost and sometimes found themselves hundreds of kilometers from where they wanted to be. By using a compass or astrolabe sailors could tell exactly where they were on the ocean.

The compass



The compass is important to navigation because sailors always know which direction in north (the red arrow always points to the magnetic north pole). This helped sailors plot a course to sail and allowed to keep to the course on a map as they sailed the ocean.

The Astrolabe



In very early times sailors used the sun and stars to help them know where they were on the ocean. The invention of the astrolabe allowed sailors to know what the sky looked liked at a specific time and place. This helped sailors find the position of the sun and stars in the sky which helped them know where they were on the ocean.

Which navigational tool do you believe was most important to sailors as they explored the world? To help you decide you need to need to consider the following criteria.

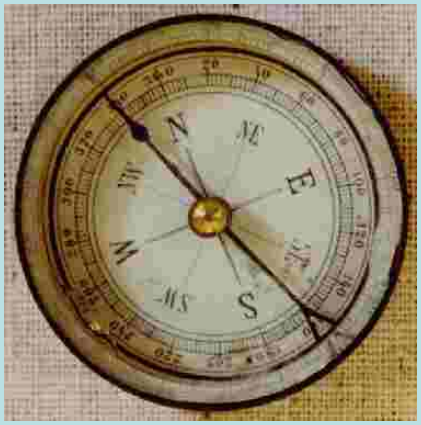
Safety *(Which tool most kept sailors safe?)*

Accuracy *(Which tool most helped sailors know where they were on the ocean?)*

Time *(Which tool saved sailors the most time in getting across the ocean?)*

Which navigational tool was most important to successful exploration?

Compass



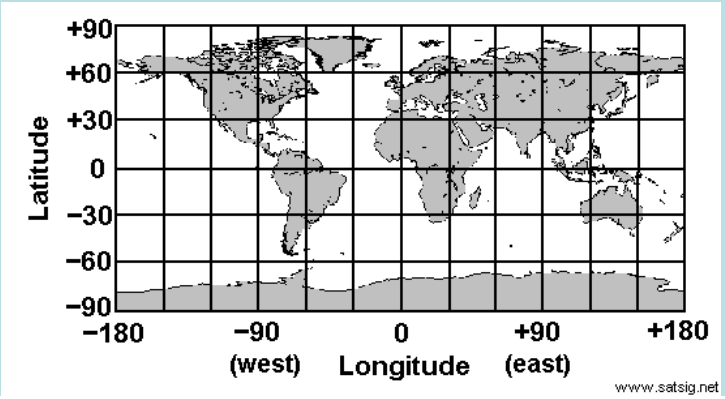
Criteria for an important tool

- *Safety*
- *Accuracy*
- *Time*

Astolabe



Mercator Map



3C.CT.5 JUDGING "BEST" EXPLORER NAME:_____

Ask students to judge from among two or more options (teacher-provided or student-generated) which one(s) best meet(s) the identified criteria

CRITICAL CHALLENGE: TOPIC QUESTION?

Who was the best explorer to come from Europe to Canada?

CHOSEN EXPLORERS AND THEIR IMAGES:

1. _____
2. _____
3. _____
4. _____

(image of #1)	(image of #2)
(image of #3)	(image of #4)

EXPLORERS: (from above)	**1.**	**2.**	**3.**	**4.**
THE CRITERIA (QUALITIES) THAT MAKE FOR "BEST" EXPLORER: (eg. a good explorer must be like … be able to …. have accomplished… have relationships with …	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)
• _____ _____				
• _____ _____				
• _____ _____				
• _____ _____				
• _____ _____				
TOTALS:				

CONCLUSIONS: (Example: 'Because my explorer …, I think that he was a 'success/failure…)

_____

_____

3C.HT.4 BENCHMARK: EVIDENCE (primary)- Frobisher: 5Ws NAME _____

KINDS of EVIDENCE: Eyewitness accounts are often called *primary sources*, because the person was actually there. *Secondary sources* are usually written by someone who wasn't actually at the event being described. Sometimes an eyewitness account is more accurate than one written later, but sometimes they are not. This activity will help us explore two different accounts, and we'll see what evidence we can find to solve a mystery that is more than 450 years old.

DIRECTIONS: From the background reading and the quotations from the three eyewitness accounts entitled, "Missing Five", "Kidnapping", and "Sailing Home" answer the following questions:

PRIMARY ACCOUNTS (written by someone who was there)

How? How do you know that these three accounts are primary (eyewitness) accounts? Quote the words that helped you decide: (".....")

Who? Who wrote or told the "Missing Five" account of how the five British sailors disappeared? What do you know about this person? Quote the words that helped you decide: (".....")

Why? How does the "Missing Five" account explain why the five British sailors rowed out of sight of their main ship? Quote the words that helped you decide: (".....")

How/Why? Using the "Kidnapping" account, how did Frobisher convince an Inuk to come close to his ship (where he was captured)? Why do you think Frobisher did this? Is there any evidence in the account to explain his actions? Quote the words that helped you decide: (".....")

What? Using the "Kidnapping" account, what kind of people did Frobisher consider the Inuit to be? Quote the words that helped you decide: (".....")

How? Using the "Sailing Home" account, how was the captured Inuk important to Frobisher when he returned to England? Quote the words that helped you decide: (".....")

3C.HT.5 BENCHMARK: EVIDENCE- Frobisher: Eyewitness Accounts NAME _____

"Missing Five" ; "Kidnapping"; "Sailing Away" (from George Best, part of Frobisher's expedition)

ACCOUNT #1--Background Information: "Missing Five"

Martin Frobisher was British sailor in the 1500s who became a 'privateer' – which meant he was really a pirate who had the permission from his own country (England) to attack and capture ships from other countries – if he brought back the treasure he found on those ships to England. In 1575, the Queen of England asked Frobisher to lead an expedition that would try to find the Northwest Passage to 'Cathay' (China). In 1576 he headed out towards 'Meta Incognita – Land without limit'.



After an adventurous crossing of the Atlantic, Frobisher entered an area which he was convinced was the much looked-for channel between Asia and North America. While exploring the land and waterways, he saw some Inuit in kayaks. After some negotiation, gesturing and exchanges of food and gifts, Frobisher convinced one Inuk to to help him explore further west in these waters that were not known to the Europeans. Frobisher sent 5 of his men to shore in a smaller boat with the 'pilot' to gather some gear. The British sailors were given direct orders to stay in sight of the larger ship. Frobisher didn't trust the Inuit much. And this is where we pick up the description of what happened next from Frobisher's point of view on the larger ship:

Primary Source#1: 'Missing Five'

But these foolish men, five of them in all in the bote, having set on land (the Inuk who was going to be their pilot) : the capitayn saw them -contrary to his commandment and charge -row further beyond that poynt of the land out of his] sight, and there landed, and after that hour he never saw them, nor could here anything of them, and thereby he judged they were taken and kept by force.

ACCOUNT#2-- Background Information "Kidnapping"

Frobisher was sure that his men had been kidnapped and were being held prisoner or killed. He decided that he would take a prisoner as well, to trade for his men, or at least to keep as proof to the Queen that he had made it to the Arctic. The record of his voyage describes how he made this capture:

Primary Source#2: "Kidnapping"

Yet at the last with the fair offers and gifts of the capitayn (an Inuk in a kayak) approached agayn with his bote to the ships side, and therevpon the] capitayn held out a bell to him, and caught holde on the man's hand, and with his other hand [he] caught holde on his wrist; and suddenly by force of strength plucked both the man and his light bote out of the sea into the ship and so kept him …in the ship under guard. This was done in the presence of all the rest of his fellows (other Inuit in kayaks) being within an arrow shote of the ship, whereat they were all marvellously amazed and so departed in great haste toward the land with great howling shouts after their manner ; like the howling of wolves or other beasts in the woods.

ACCOUNT #3 **Primary Source#3**:"Sailing Home"

Frobisher sailed back to England with his prisoner.

And therefore on the 25th day of August they set sayle with their ship, keeping their course back toward England…and so came to London with their ship Gabriel *on the 9th day of October and there were joyfully received with the great admiration of the people, bringing with them their strange man and his bote, which was such a wonder onto the whole city and to the rest of the realm that heard of it …*

Consequences: Frobisher's interaction with Inuit were poisoned, and his two future voyages (in 1577 and 1578) were marked by attacks and deaths on both sides whenever they encountered each other. The five sailors were never seen again.

3C.HT.6 BENCHMARK: EVIDENCE (secondary)- Ninoo: 5Ws NAME _____

KINDS of EVIDENCE: Eyewitness accounts are often called *primary sources*, because the person was actually there. *Secondary sources* are usually written by someone who wasn't actually at the event being described. Sometimes an eyewitness account is more accurate than one written later, but sometimes they are not. This activity will help us explore two different accounts, and we'll see what evidence we can find to solve a mystery that is more than 450 years old.

DIRECTIONS: From the background reading and the quotations from the three eyewitness accounts entitled, "Missing Five", "Kidnapping", and "Sailing Home" answer the following questions:

SECONDARY ACCOUNTS (written by someone who wasn't there)

How? "Missing Five", "Kidnapping": How do you know these accounts are *secondary* accounts—**not** eyewitness (primary)? Quote the words that helped you decide: (".....")

Who? Who wrote or told the "Missing Five" account of what happened to the five British sailors? Quote the words that helped you decide: (".....")

What? What does the "Missing Five" account say about what happened to the five British sailors? Quote the words that helped you decide: (".....")

Why? Why does the "Missing Five" and "Sailing Away" accounts lead us to think that the British men are not real prisoners after all? Quote the words that helped you decide: (".....")

HT-04h BENCHMARK: EVIDENCE- Ninoo: Secondary Accounts NAME _____

"Missing Five" ; "Kidnapping"; "Sailing Away" (From Charles Francis Hall, an American explorer)

Background Information: Sir John Franklin was a British explorer who sailed from England in 1845 to find the Northwest Passage, and was never heard of again. Fifteen years after he disappeared, Charles Francis Hall, an American explorer, went searching for Franklin's lost Arctic Expedition. Hall spent several winters in the high arctic looking for evidence of what had happened to Franklin, his ships and men. With his interpreter Tookoolito, Hall interviewed an Inuit elder, Ookijoxy Ninoo in 1861, about her memory of possible contact with European explorers.

During Hall's interview with Ninoo, she said that she had indeed heard about some Europeans who had come to that place, but it soon became clear to Hall that she wasn't talking about Franklin and his three ships, but about ships and men who had visited that part of the Arctic almost 300 years before! Her story, preserved through the Inuit oral tradition, describes kidnappings and the fate of five sailors from Frobisher's first voyage who had 'gone missing'. The following text is Hall's record and interpretation of the interview with Ninoo. It is a secondary source of information because neither Ninoo nor Hall were eyewitnesses to the events that are being described.

Secondary Source:

"Kidnapping"

She then proceeded to say… that she had also heard from old Innuits that, many years before, ships had landed there with a great number of people. She remembered, when a little girl, hearing Innuits tell about these people having killed several Innuits; also that farther down, they took away two Innuit women, who never came back again.

"Missing Five"

But this is not all that traditional history gave me on that day. Written history states that Frobisher lost five of his men on his first voyage when conveying a native on shore. Oral history from Ninoo told me that five white men were captured by Innuit people at the time of the appearance of the ships a great many years ago; that these men wintered on shore (whether one, two, three, or more winters, she could not say); that they lived among the Innuits;

"Sailing Away"

that (the five sailors) afterward built an oomien (large boat), that early in the season, before much water appeared, they tried to depart; that, in the effort, some froze their hands; but that finally they succeeded in getting into open water, and away they went, which was the last seen or heard of them.



3C.HT.8 BENCHMARK: EVIDENCE- Frobisher: Discussion and Written Responses NAME ____

Primary and Secondary Sources

Concluding Discussion: Discuss the following 2 questions with members of the group who studied the account that was different from yours (primary or secondary), and record in point form the things that you all agree on. Use words or drawings.

1. With people from the other group discuss the two different stories of Frobisher's 5 missing men, the kidnappings, and the fate of the people who tried to (or did) sail back to England. What are 3 events found in both the primary (eyewitness) and secondary (not eyewitness) accounts that seem to be **pretty much similar**.

2. What are 3 things that are either found in one account but not the other, or are **told quite differently** in the two accounts.

Concluding Activity: You may discuss these questions with the other group but respond to the following questions in your own words.

What does the primary (eyewitness) account help you to understand better than the secondary account does?

_____

_____

_____

Which account do you think is more accurate? What is your evidence from the accounts for your opinion?

_____

_____

_____

Was Martin Frobisher a good explorer? What evidence from both the primary or secondary accounts support your position?

_____

_____

_____

3C.HT.9 BENCHMARK: HISTORICAL PERSPECTIVE – 'Is taking a prisoner o.k.'? **NAME** _____

TEACHER: UNDERSTANDING HISTORICAL PERSPECTIVE. This activity is meant to introduce the idea of ***historical perspective***. What do we mean by this?

1) Looking at *past* events from *today's* way of seeing things is the *opposite* of historical perspective. To really understand the perspective of a person from history, we need to try to imagine what that character must think and feel, not what we would feel in a situation like theirs.
2) Historical perspective tries to understand what was 'normal' at that time in the past – not really trying to take on a particular person's point of view (how did people understand or see the world, and how to live in it at that time?)
3) There are many different historical perspectives on any event in the past -no matter how widely shared a certain way of seeing things may have been
4) Adopting an historical perspective means that we don't judge people in the past based on what is commonly believed today (We are trying to understand the people of that time and how their way of seeing the world shaped what they did)

DIRECTIONS FOR STUDENT: As today, there were many conflicts in the past. View the video clips that tell about a conflict in the past between Aboriginal people and European explorers, where someone was taken prisoner. What were the two very different perspectives that existed in this conflict? Pretend to be **one of the "sides"** in this conflict and write a short speech (called a "monologue") explaining and defending your perspective and position in the conflict.

CONFLICT: _____

CHARACTER: _____

POSITION or "SIDE" _____

YOUR SPEECH DEFENDING YOUR PERSPECTIVE or "SIDE"

(drawing of _____)

_____

_____

_____

_____

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(adapted from *Teaching About Historical Thinking* (2006)

Learning Experience#4: ***Nouvelle France and Cultural Integration***

Student Inquiry Choices (Essential Questions, Inquiry Idea(s), Parent Involvement)

Essential Question A

Look at the label on the back of your shirt (or pants, jacket, underwear). Where was it made? Who made it? What material is it made of? How did it get to you? Now, what about your lunch. What's in it? Where do those things come from? How did those things get to your home?

Do you think that someone in a small community on the banks of the Saint Lawrence River 400 years ago wore the same kinds of clothes you do? How did they keep warm in winter? What did they eat? How did they travel? What kinds of jobs did people have? Did young people go to school? Did the adults get to vote for their leaders? In some ways, life in Nouvelle-France (New France) was pretty different than it is now. **Essential Question A**, asks you to describe **a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today?** You will also decide what criteria to use to arrive at your answer.

Inquiry Ideas:

1. Create a newspaper front page from Nouvelle France. Use big bold titles of categories of your interest. Some titles could be "Recreation"; "Real Estate"; "Government"; "Community Relations"; "Editorial"; "Travel"; "Business"; etc.
2. Research and learn as much as you can about life in Nouvelle-France; create a careful and detailed drawing of a town scene including people, animals, a street, buildings, etc

Essential Question B

There are many different kinds of leaders. What are the things that make a person a good leader? Who do you think is a leader in your class? If you are famous does that make you a leader?



www.canadapost.ca/.../2007_july_membertou.jsf
used with permission from Canada Post

In the early days of Nouvelle France there were all sorts of leaders. Some of them are famous and we find their names in lots of places. Some are less well known. That doesn't mean they weren't important leaders. Samuel de Champlain is a pretty well known leader. Fewer people know about Chief Membertou, who was a Mi'kmaq leader, or Marguerite Bourgeoys , who was a religious leader. With **Essential Question B**, you will try to decide "**Who was the most important leader in the early development of Nouvelle France: Samuel de Champlain, Chief Membertou, or Marquerite Bourgeoys? What evidence did you use to defend your choice?"** You will also get a chance to hear who other people think was the best leader, and maybe change your mind…

Inquiry Ideas:

1. On a poster size paper, write the qualities of a good leader in a column on the left hand side. These qualities might include "respected by people"; "big problem solver"; "can get along with many kinds of people"; etc. Make three more columns and place the names of *Samuel de Champlain*, Chief Membertou, and *Marquerite Bourgeoys* at the tops of the columns. Then for as many "boxes" as you can, write a comment about each person with an example from history about they showed each quality on the left of your poster. In the end, which person seems to be the "best" leader according to your research. Compare your findings with another person in the class who chose this inquiry project.
2. Make three "hockey cards", one for each of the three leaders above. The front should have a big drawing of the person that shows their "best moment" and the back should have the dates of their biggest accomplishments. Conduct a survey of your friends about their thoughts on which person was the greatest leader. Report your results to the class.

Learning Experience#4: ***Nouvelle France and Cultural Integration***

Student Inquiry Choices (Essential Questions, Inquiry Idea(s), Parent Involvement)

4.SI

Essential Question C



Image credit: User YUL89YYZ has made this public domain image available in the Wikipedia article, "Maple Sugar". The image is of Cary, William De La Montagne's work, "Sugar-Making Among the Indians of the North" from the Canadian Illustrated News.

Imagine you and a group of your friends are moving to another planet to live. You pack all the stuff you think will help you survive and you head off in your spaceship. Imagine that when you arrive at your new home, some things are quite different from what you expected, and the things you brought – even the things you were sure would be really valuable- don't turn out to be of much use. Life is very difficult, and many people die of cold, lack of food, dirty spacesuits and things like that. Luckily, the citizens of this world you've come to are friendly, and over time you trade things with them, and learn things from them. Some of the people who came to the planet (including you) survive!

This is sort of what happened when French colonists arrived in what we today call Canada in the early years of the 17th century. The Aboriginal peoples who they met often traded things with them, taught them what to eat, how to dress for the weather here, made alliances with them, demonstrated different ways of making decisions and choosing leaders, and did many other things that changed their lives and allowed them to survive in their new home. The metal tools, military alliances, guns, and other trading goods that Europeans traded with the Aboriginal people changed their lives in many ways as well. Some of the diseases that the European settlers brought with them were terribly damaging to Aboriginal groups that had not had contact with these kinds of sicknesses before.

Essential Question C encourages you to explore "**Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?"**

Inquiry Ideas:

1. write a short story about you and your friend living in Nouvelle-France. One of the two characters will be an Aboriginal person and the other a colonist from Europe. Show these two friends meeting; becoming acquainted with each other's culture; and learning some of each other's language. As friends would do, they will share some common experiences they both enjoy, and learn to appreciate some new activities and ways to live, play, and work.
2. _____

STUDENT CHOICE OF ESSENTIAL QUESTION; PARENT OPPORTUNITY FOR EARLY INVOLVEMENT

What one **Essential Question** above would you like to study for this Learning Experience?

Essential Question ___ Parents Signature: _____

Learning Experience#4: Essential Question A Resource List

4A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide



Set 1, Disc 1
Episode 2
Adventurers and Mystics

Champlain's Gamble (10 min)

Tadoussac is where the fur trade can be said to have begun. French and Montagnais had exchanged furs for trade goods for some time. The Canadian furs are highly prized. In 1608, a former soldier at Tadoussac – Samuel de Champlain – is ordered to find another location for a French settlement. He proposes moving further West, building a trading post, and settle there. This location will intercept trade in furs before they get to the Basques and Portugese. He chooses Quebec. They build some fortified buildings. His competitors aren't happy. Jean Duval is bribed by Basques to murder Champlain. Plot is discovered. Duval is hung. The Canadian winter arrives, and it is bitter. Champlain thinks they are prepared. He works on his maps as winter drones on. Etienne Brule is one of the men spending the winter there. The fashions of France dictate the need for gentlemen to wear beaver hats. The fashion spreads to England. **Back in the colony**, **in February, 1609, the men start to die of scurvy**. Spring finally arrives, some of the settlers get better. Only 8 of 28 survive. Partnerships with the Aboriginal people will be needed if they are going to survive.

The Price of Friendship (7 min)

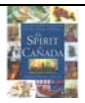
Champlain and his men have entered a complex world that they are unfamiliar with. Montagnais and Algonquin have been trading with French for 10 years. They are allied with the Huron. To the South, the Confederation of Iroquois –are cut out of the trade with the French. Champlain learns that he has to enter into a military alliance if he hopes to have economic relationships. This means going to war against the Iroquois. Champlain agrees. A war party sets out in June, 1609. They head south through lands unknown to Europeans. Only 60 warriors remain after a month of paddling. Champlain kills 2 chiefs with one shot from his arquebus. A third chief is killed by another French soldier. Huge victory for the French/Huron. The Iroquois, however, are now their enemies.

A Frenchman among the Hurons (7 min)

The Huron live in the areas north of the Great Lakes. The Iroquois are to the South. Etienne Brulé is sent to live with the Huron for a winter, to learn their language and their ways. He is welcomed. His job is to convince the Hurons to bring their beaver pelts to Quebec every spring. On June 13 he returns to Quebec. His mission is a success, but the experience changes him. Other Frenchmen follow this practice in the coming years. Soon Quebec is receiving 15,000 furs per year. The beaver is the basis for huge changes in both peoples' lives. In 1615 Champlain visits Huronia. He discovers a complex and fascinating society, of 18 villages and 13,000 people. **The Huron live in large lodges, and cultivate corn**. Champlain decides that the Huron can be more than commercial and military allies. He brings in Recollet missionaries to convert the Aboriginals to Catholicism. Missionaries discover that in the French settlers minds, trade and religion do not mix.

The Daughters of the King (9 min)

French soldiers arrive in 1665, but on July 16 horses arrive for the first time as well. 'The moose of France' amaze Aboriginal people who see them. Jean Talon arrives with instructions to govern and organize the settlement. In Versailles, Louis X1V has decided that the colony in New France will be vital. Jean Baptiste Colbert organizes the economic war that Louis is undertaking around the world. Colbert sees huge potential for the colony in New France. But they need more people. In 1670, a new initiative is undertaken, to bring large numbers of young women to the colony. Les Filles du Roi , are sent there to help build a new people in a new land. 1,000 poor and abandoned women are sent over a 7 year period. They

	are almost all married shortly after their arrival. Jean Talon encourages large families with financial rewards.
	Birth of the Canadiens (7 min) Jean Talon expands many businesses to help make the colony more self-sufficient. **Most of the young men in the colony are servants – or engaged for at least 3 years. Almost like slaves.** Many head back to France as soon as they can. Talon and Colbert try to stop this, in order to cause the colony to grow. They are forbidden to return. By the end of the 17th century there are still only about 3,500 people living in New France. In 1672 things begin to go badly– Marie de l'Incarnation dies. Jean Talon is recalled to France. Europe is at war, and the colony in New France is no longer a priority. A difficult period begins, but a beginning has been made.
	**Maps:** PSC*: Settlement in New France* (p. 75)
 	**Exposition** PSC: *The Beginnings of Quebec; People of the Colony; Habitants; The Church and Its Role in New France; The Fur Trade; Frontenac; Conclusion* (p.74-81) SOC: Primary Source: *Try Not to Be Troublesome* (p.27)
	**Websites** • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 3. New France>USERNAME: EducationNWT Password: nwtece999 > "return to Part 3" > try: "Daily life in New France" • (Expositions and student friendly detailed paintings) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002688 Search: New France
	 www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index "Syrup" (radio minute and video Historica minute)
	**Blackline Masters:** NOTE: All appropriate blackline masters specific to a strategy are embedded with the strategies below and found as an attachment.

Learning Experience#4: Essential Question B Resource List

4B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide



Set 1, Disc 1
Episode 2
Adventurers and Mystics

Champlain's Gamble (10 min.)

Tadoussac is where the fur trade can be said to have begun. French and Montagnais had done this for some time. The Canadian furs are highly prized. In 1608, a former soldier at Tadoussac – **Samuel de Champlain** – is ordered to find another location for a French settlement. He proposes moving further West, building a trading post, and settle there. This location will intercept trade in furs before they get to the Basques and Portugese. He chooses Quebec. They build some fortified buildings. His competitors aren't happy. Jean Duval is bribed by Basques to murder Champlain. Plot is discovered. Duval is hung. The Canadian winter arrives, and it is bitter. He thinks they are prepared. Champlain works on his maps as winter drones on. Etienne Brule is one of the men spending the winter there. The fashions of France dictate the need for gentlemen to wear beaver hats. The fashion spreads to England. Back in the colony, in February, 1609, men start to die of scurvy. Spring finally arrives, some of the settlers get better. Only 8 of 28 survive. Partnerships with the Aboriginal people will be needed if they are going to survive.

The Price of Friendship (7 min)

Champlain and his men have entered a complex world that they are unfamiliar with. Montagnais and Algonquin have been trading with French for 10 years. They are allied with the Huron. To the South, the Confederation of Iroquois – who are cut out of the trade with the French. **Champlain** learns that he has to enter into a military alliance if he hopes to have economic relationships. This means going to war against the Iroquois. Champlain agrees. A war party sets out in June, 1609. They head south through lands unknown to Europeans. Only 60 warriors remain after a month of paddling. Champlain kills 2 chiefs with one shot from his arbquebus. A third chief is killed by another French soldier. Huge victory for the French/Huron. The Iroquois, however, are now their enemies.

A Holy City in the Wilderness (7 min)

For decades religious warfare has torn Europe apart. A desire to bring pagans to Catholicism grows. In 1631, **Marie de l'Incarnation** feels called to go to the new world. She enters the **Ursuline** convent, leaving her son behind. She has a vision, where she believes she is called to build a church in New France. In 1639, Marie de l'Incarnation heads to New France. Madame de la Pelleterie is a patron of the mission. They are the first women missionaries in North America. Jeanne Mance and 50 settlers move to the island of Montreal, which their society has purchased. De Maisonneuve leads them.



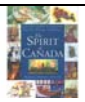
Exposition:

- PSC: "The Church and Its Role in New France" (p. 78) (influence of Marguerite Bourgeoys)
- PSC: "Chief Membertou" (p. 72)



Fictional Interviews:

- PSC: "An Interview with Samuel de Champlain" (p. 71)
- PSC: "An Interview with Chief Membertou" (p. 73)



Story Story:

SOC: "The King's Daughter" (p. 30) (influence of Marguerite Bourgeoys)



Websites

- http://www.historytrek.ca/

  Search: "Champlain" "Marguerite Bourgeoys"

	• Membertou (name mentioned 5 times) http://www.pc. http://www.pc.gc.ca/eng/index.aspx c.ca/eng/index.aspx National Historic Sites>Port-Royal National Historic Site>Natural Wonders & Cultural Treasures>History Or go direct: http://www.pc.gc.ca/eng/rech-srch/clic-click.aspx?/cgi-bin/MsmGo.exe?grab_id=0&page_id=34638&query=membertou&hiword=membertou%20 • http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 2. Early Canadian Explorers: D. Cartier and Champlain>USERNAME: EducationNWT Password: nwtece999 > return to "D. Cartier and Champlain" > scroll down to Samuel de Champlain • Canadian Encyclopedia (Marguerite Bourgeoys) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0000919 • Canadian Encyclopedia (Samuel de Champlain) http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001505 • www.wikipedia.org "Samuel de Champlain" (great pictures to project); "Port Royal, Nova Scotia" (drawings) "Henri Membertou" (exposition –background, biographical information) "Marguerite Bourgeoys" (painting and exposition –background, biographical information) • Marguerite Bourgeoys http://www.maisonsaint-gabriel.qc.ca/fr/c/a-accueil.html
	**Blackline Masters:** NOTE: All appropriate blackline masters specific to a strategy are embedded with the strategies below and found as an attachment

Learning Experience#4: Essential Question C Resource List

4C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.	
	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
 Set 1, Disc 1 Episode 2 *Adventurers and Mystics*	*The Price of Friendship (7 min)* Champlain and his men have entered a complex world that they are unfamiliar with. Montagnais and Algonquin have been trading with French for 10 years. They are allied with the Huron. To the South, the Confederation of Iroquois – who are cut out of the trade with the French. Champlain learns that he has to enter into a military alliance if he hopes to have economic relationships. This means going to war against the Iroquois. Champlain agrees. A war party sets out in June, 1609. T hey head south through lands unknown to Europeans. Only 60 warriors remain after a month of paddling. Champlain kills 2 chiefs with one shot from his arbquebus. A third chief is killed by another French soldier. Huge victory for the French/Huron. The Iroquois, however, are now their enemies.
	Death of a Nation (7 min) **The alliance between the Huron and the French serves both sides well for a while. By the 1630s , less healthy consequences begin**. Alcohol spreads through the fur trade. Diseases start to decimate Huronia. Influenza, measles and other diseases cut the population in half by the 1630's. The Jesuits are perceived as the spreaders of these diseases. They are refused entrance to many communities, attacked when they arrive. Jean de Breboeuf can see only God's will in this persecution. In 1649, weakened by disease, the Huron are attacked by the Iroquois, who see the chance to conquer their old enemy and control the fur trade. Huronia is destroyed. Only 1,000 survive. They disperse and move to some of the French settlements. The French-Huron alliance had helped the French survive. Disease, alcohol, new religion have changed – and destroyed Huronia.
	Black Robes in the Dark Forest (7 min) Jesuit missionaries were brought in to convert the 25,000 people of Huronia. They are often despised. Champlain had insisted that they be allowed in. Two different worlds collide. **Jesuits have a hard time giving up their European ways. Food is different. Bedding is different.** No light to read by. As more Jesuits arrive, they built permanent missions. The biggest is at Sainte-Marie. A young French worker is fascinated by the Huron beliefs. Few Hurons are converted. The records of what the Jesuit were doing in North America captures the imagination of many in Europe. Soon various mystics also begin to arrive.
	**Primary Sources:** PSC: *Pehr Kalm* (p.80)(yellow box)(specific observations of interactions and influences)
	**Exposition:** • *The 10*: The 10 Most Significant Crossroads in Aboriginal History: *Iroquois Wars* (p. 26-29) • *The 10* Most Significant Conflicts on Canadian Soil. *French and Iroquois Wars* (p. 30-33)
	**Music** S.O.C: Jean de Brébeuf: *The Huron Carol* (p.28)

Learning Experience#4: Essential Question C Resource List

4C. RL

Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 3. New France, D. Fur Traders and Missionaries>USERNAME: EducationNWT Password: nwtece999 > return to "D. Fur Traders and Missionaries" > scroll down to "How First Nations People Helped the Fur Traders"
- List of place names in Canada of Aboriginal origin
  http://en.wikipedia.org/wiki/List_of_place_names_in_Canada_of_Aboriginal_origin

	www.histori.ca "history by the minute" (Or, directly there: http://www.histori.ca/minutes/default.do?page=.index	"Syrup" (radio minute and video Historica minute)

Blackline Masters:

NOTE: All appropriate blackline masters specific to a strategy are embedded with the strategies below and found as an attachment

Main Groups during the Nouvelle-France Period

1. Black Robes: Récollet and Jesuit missionaries
2. Ursulines
3. Representatives of the Royal government
4. Seigneurs (landowners)
5. Habitants (men, women, and children)
5. Filles du Roi (Daughters of the King)
6. Huron (Wendat) Alliance, including the Montagnais and Algonquins
7. Iroquois (Haudensaunee)
8. Fur Traders and Merchants



Gather together with the people assigned to your group. Using the point of view of your assigned group of people, decide which were the two most important events in the history of early Nouvelle-France from 1603 to the 1740s. Refer to your notes, web sources, textbooks, and other references to help you decide.

Our group represents: _____

The two most important events in this period are:

1. _____

2. _____

Our reasons are:

_____

_____

_____

_____

_____

_____

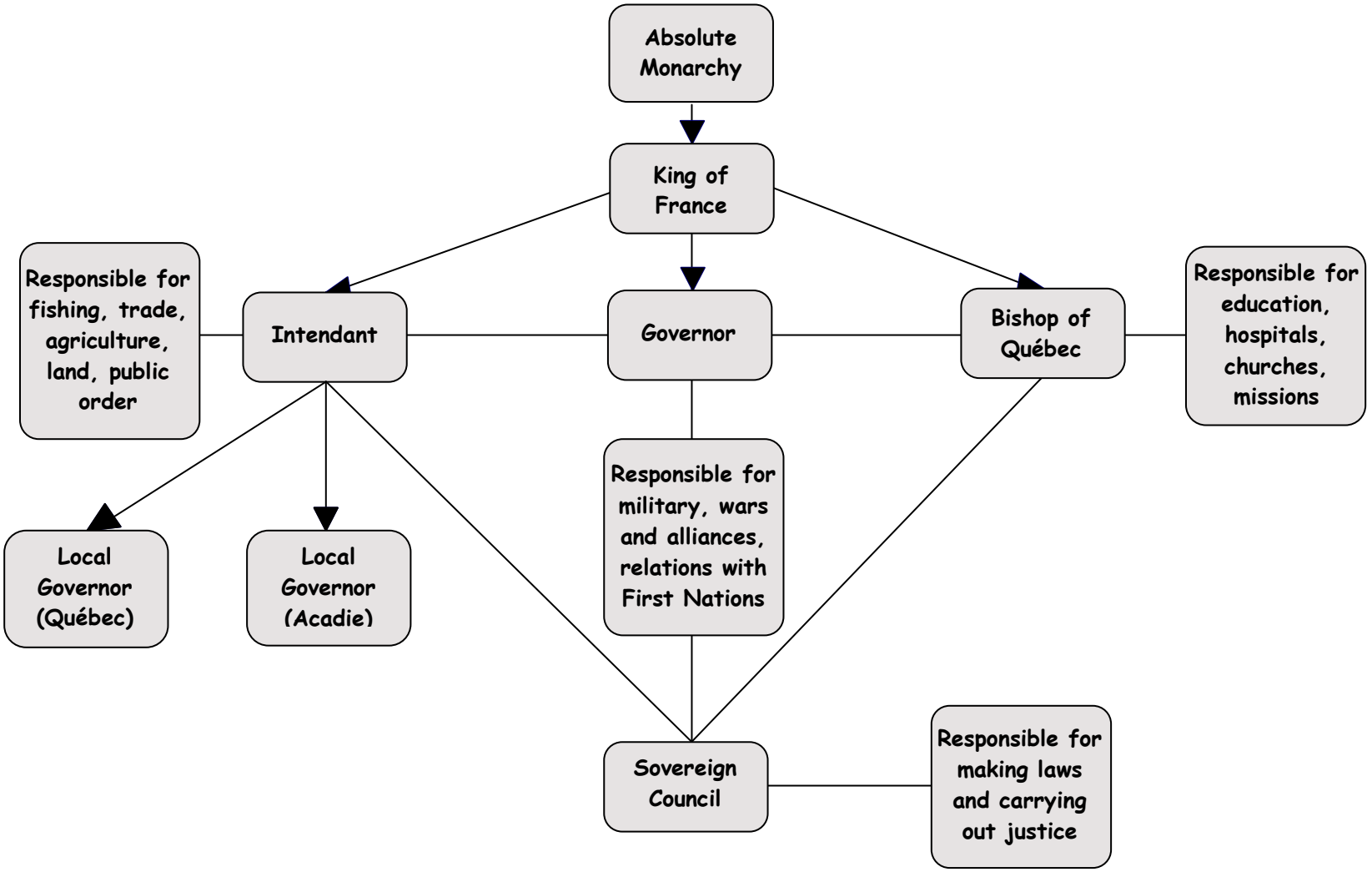
Main Events during Early Nouvelle-France

- Tadoussac is established (1600–1602)
- Champlain travels to Montréal (1603)
- De Monts and Samuel de Champlain build an habitation on Île Sainte-Croix in Acadia (1604)
- Champlain founds Québec (July 3, 1608)
- Champlain battles the Iroquois and kills a chief (July 30, 1609)
- Champlain explores and visits the land of the Hurons (1615)
- Nouvelle-France begins to keep official records of births, deaths, marriages (1620)
- The seigneurial system is established in Nouvelle-France (1623)
- The First Jesuits arrive in Nouvelle-France (April 1625)
- The Company of a Hundred Associates (Compagnie des Cent-Associés) is given a monopoly for all the land in Nouvelle-France (April 1627)
- The family of Louis Hébert, the first farmer in Nouvelle-France, uses a plough to till the land for the first time in this part of the continent (April 1628)
- Champlain is forced to temporarily surrender Québec to the English Kirk Brothers (July 1629)
- The first school is opened by a religious order in Nouvelle-France (1632)
- The land is surveyed into the long narrow farms of the seigneuries (1632)
- The Jesuits begin publishing a regular journal (Relations) as a record of the activities of Nouvelle-France (1632)
- France recovers Québec from England, along with goods that were given up to the English (March 1632)
- A Jesuit College is established at Québec (1635)
- Champlain dies (December 25, 1635)
- The first official Governor arrives in Nouvelle-France (1636)
- Marie de l'Incarnation founds the first convent at Québec (1639)
- The Récollets establish a mission at Sainte-Marie among the Hurons (first Europeans in Ontario 1641)

Main Events during Early Nouvelle-France

- Maisonneuve founds Ville-Marie (present-day Montréal) (1642)
- The first hospital in Canada (Hôtel-Dieu) is opened by Jeanne Mance in Québec.
- Huronia is destroyed. (1649)
- Jesuit missionaries Lalement and Brébeuf are executed by the Iroquois. (March 1649)
- Captain Sedgwick of New England captures Port-Royal in Acadia. (August 1654)
- Louis XIV revokes the monopoly of the Compagnie des Cent-Associés and appoints a new Intendant and Governor. (1663)
- Louis XIV sets up the Sovereign Council to govern Nouvelle-France. (1663)
- A royal edict sets up the laws and customs of France as the laws of Nouvelle-France. (1664)
- The Carignan-Salières regiment of the French army arrives from France to combat the Iroquois. (1665)
- The first Filles du Roi arrive as brides for the unmarried settlers. (1665)
- Jean Talon becomes Intendant. (March 1665)
- Canada's first Official Census is taken of the French population. (1665)
- A peace treaty is signed with the Iroquois. (1667)
- Frontenac is named Governor. (1672)
- Fort Frontenac is founded. (1673)
- French explorers Marquette and Joliet reach the Mississippi River (July 1673)
- French captain Iberville sinks British warship in Hudson's Bay (1697)
- Laval is named first Bishop of Québec (1704)
- French explorer La Salle reaches the mouth of the Mississippi and claims the whole region for France (1682)
- Fire destroys the public square at Québec (1682)
- The Iroquois promise to not take sides in English–French wars (1701)
- 1702 England declares war on France in Europe (1702)

Government in Nouvelle-France—Diagram



Sort and Predict: Life in Nouvelle-France

King Louis XIV of France

farmers

fur traders

Iroquois wars

Huron alliances

missionaries

small struggling colony

Samuel de Champlain

landowners from France

priests and nuns

Acadia

Québec

not enough women settlers

English colonies to the south ("New England")

scurvy

long, cold winters

royal government

rivers

unknown territories

Great Lakes

representatives of the King

Les Filles du Roi (The Daughters of the King)

three-month voyage on ship

loyalty to France

attacks by the English

furs

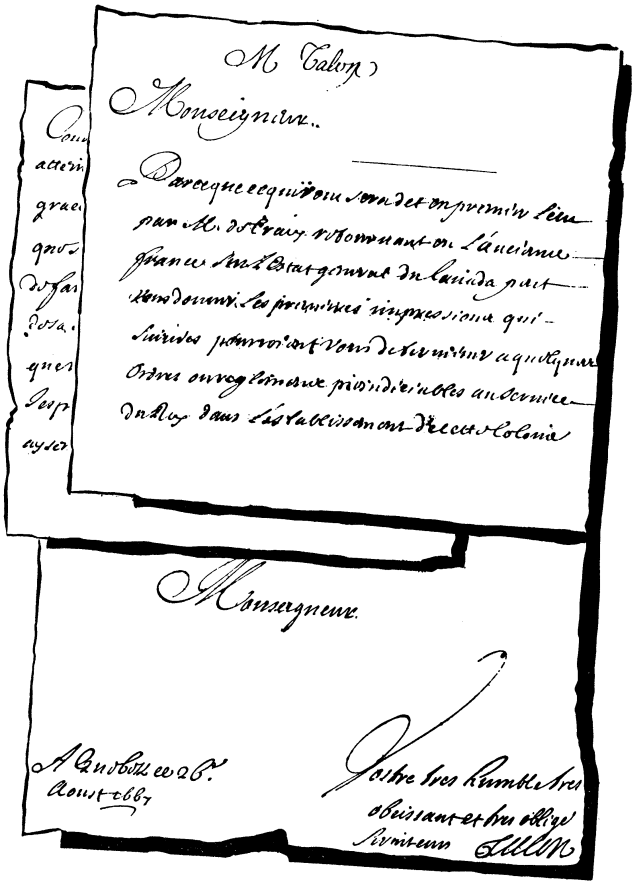
fish

mostly male settlers or *habitants*



FAMOUS LETTERS IN CANADIAN HISTORY





In Conflict

In three years Jean Talon builds a stable foundation for the growth of New France.

When he arrived at Quebec in 1665 as the first intendant he found the colony depending almost entirely on fur trade. When he returned to France he left a vastly expanded population almost self-supporting from farms and infant industries.

This remarkable man joined the French Civil Service as a youth and served in several posts before being sent out as the civilian administrator of the Canadian colony.

He encouraged settlers, particularly tradesmen, and founded several industries. His plans were often in conflict with other religious and civil leaders in the colony and in this letter from the colonial archives in Paris, he tells his fears of religious control.

After he returned to France he was reassigned for a second brief term in Canada and gave a further spurt to its development.

Talon Fears Church Too Powerful

26 August, 1667.

Monsignor:

What you might be told by Mr. De Tracy—returning to Old France—on the general state of Canada could give you first impressions that might urge you, if believed, to issue orders or pass regulations causing prejudice to the service of the King in the establishment of this colony.

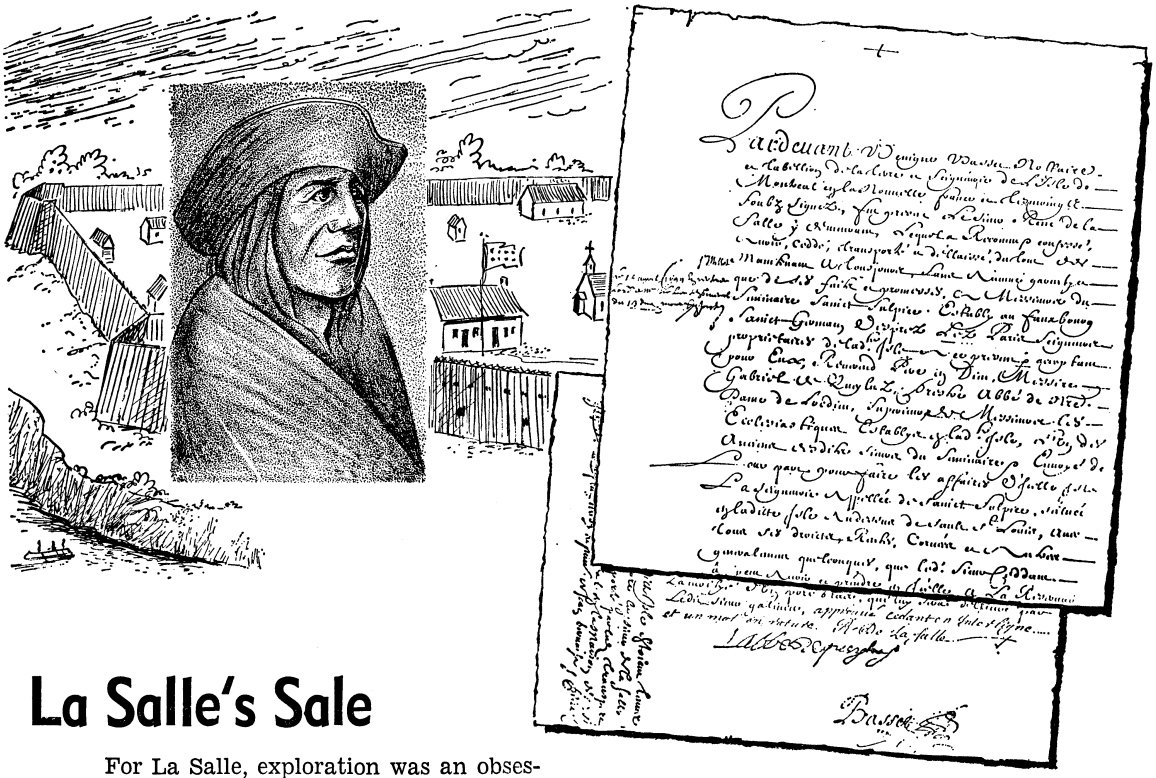
So I feel it my duty to humbly pray you do not believe, until the arrival of my secretary, what will be told you about the Church whose authority, far from diminishing, has regained new strength and has become so much feared that I venture to hope that as long as she remains at the point now attained that you, monsignor, and those who will have the honor of serving under you in this land will have much pain in valorizing the good intentions of His Majesty for development of this colony which will always be retarded by the fear the Church has created about her administration which we can say shows too much sovereignty and goes over the limits.

Your very humble and very obedient and very obliging servant,

TALON.

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FAMOUS LETTERS IN CANADIAN HISTORY



La Salle's Sale

For La Salle, exploration was an obsession he would pay any price to satisfy.

First he sold his seigniory to finance one expedition and he later gave his life during another.

Rene Robert Cavelier de la Salle was destined for the religious life when he first came to Canada in 1667 and obtained land at Lachine which he named, thinking it was on the route to China through an inland sea.

He supervised construction of Fort Frontenac, which is now Kingston, and then set out in search for the mouth of the Mississippi which he found in 1682.

This document which is written in archaic, legal terms is for the sale of La Salle's seigniory to the Seminary of Saint Sulpice and is one of the few to bear his signature and the original of it is in the Public Archives of Canada.

La Salle's Deed of Sale to Sulpicians

Deed of Sale by Cavelier de la Salle to the Seminary of Saint-Sulpice, of his Seigniory of Saint-Sulpice, later known as Lachine, January 9, 1669.

Before Benigne Basset, Notary and Tabellion of the land and domain of the Island of Montreal in New France, and undersigned witnesses, was present the Sieur Rene de la Salle, there domiciled, who has acknowledged and admitted having ceded, transferred and relinquished, wholly and for ever, without any warranty other than his deeds and promises, to Messieurs of the Seminary of Saint Sulpice. established in the Faubourg Saint Germain des Pres near Paris, Lord proprietors of said Island, being here present and accepting on their behalf, the Reverend Father in God, Monsieur Gabriel de Queylus, Priest Abbot of Our Lady of Locdieu, Superior of Messieurs the Ecclesiastics established in said Island, one of the Senior members of said Sieurs of the Seminary, and by them sent to administer said Island, the domain called Saint-Sulpice, located in said Island above the falls of Saint-Louis, with all the Rights, Rents, Duties and Privileges whatsoever thereto pertaining, which said Sieur Vendor has, may have and obtain in said Island, with the Reservation, which he makes, of a portion of seven Arpents of Land in width by sixty in depth, for his domain at the place where he has already caused to be made certain clearings of land and buildings, starting from the bank of the great stream and river of Saint-Lawrence, and proceeding North in the interior of the Island, adjoining on one side the property of Nicolas Moysan called the Parisian and on the other that of Pierre Perrusseau, together with the lands which will be enclosed between the homesteads of Raimond Boisneau called La Chaume, and of Pierre Gaultier, called Sagouingoara; and of the enjoyment, during the present year and the next only, of fifty Arpents of land in the meadows and ponds called Saint Pierre, of which lands so reserved . . .

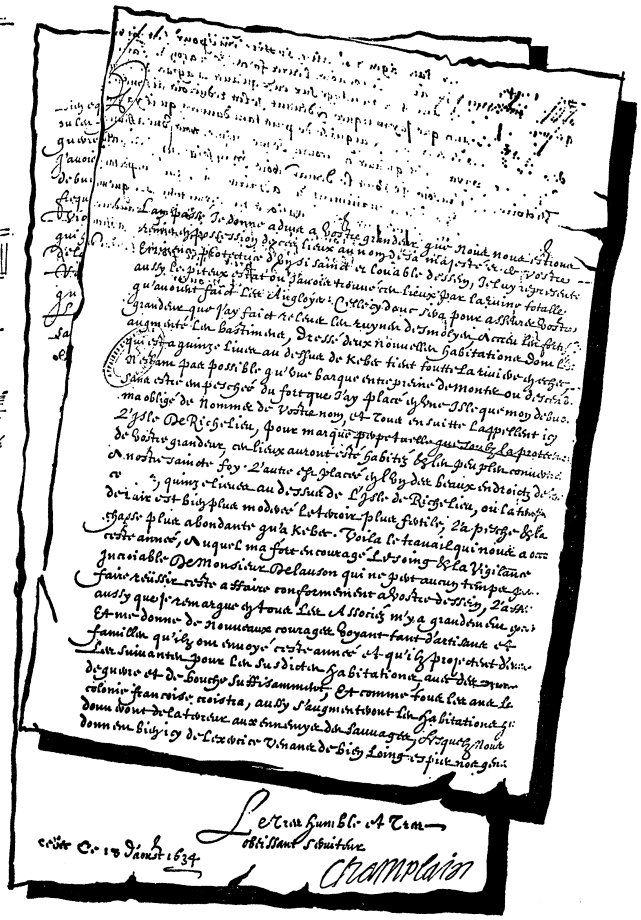
Has been promised to said Sieur Vendor, as an extra inducement, the half of a fatted pig, which shall be delivered to him by said sieur Galinier. Approved Vendor between lines and one word cancelled.—R. DE LA SALLE

Labbe de Queylus
Basset, Nore

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FAMOUS LETTERS IN CANADIAN HISTORY





The Founder

Champlain was truly the father of New France.

From that day in 1603 when he first saw the St. Lawrence flowing out of the heart of this continent until Christmas Day in 1635 when he died at Quebec City, New France was all he lived for.

He nurtured the tiny habitation he founded at Quebec in 1608 into a solid community only to be driven out by English adventurers in 1629. Four years later he was to return and begin again to forge a nation.

In this letter, part of which is published here, Champlain appeals to his patron, the great Cardinal Richelieu for support and 120 soldiers to fight the Iroquois who were the implacable enemy of the French settlers and the greatest threat to the young colony.

This letter is one of few existing ones signed by Champlain although he wrote a great deal and the original of it is preserved in the archives of the Department of Foreign Affairs in Paris.

Champlain Asks Richelieu for Aid

From Quebec this 18th of August, 1634.

Monsignor:

Last year I informed your Highness that we had taken possession again of these grounds in the name of His Majesty and of Your Eminence, protector of this so holy and laudable project. I also depicted the shameful state in which I had found these territories, caused by the total ruin left behind by the English.

This letter is to inform your Highness I am having the ruins cleared, the fortifications reinforced, the buildings increased in number and I am having two new "habitations" erected . . . Through the coming years the French colony will grow, so will increase the number of "habitations" frightening away the Iroquois who give us so much to do here, coming from afar to spy on our people as they work in the fields and killing them treacherously.

In order to defeat them and make them toe the line under His Majesty's law, six companies of 20 men from France, well armed, with the help of the Hurons our allies, will suffice to exterminate them or bring them to reason.

I know their strength and their ways of war which gives me such an advantage over them that with the Grace of God if I receive the assistance I ask for I could easily keep them at bay.

Of your Highness, Monsignor,
the most humble and obedient servant,

CHAMPLAIN.

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Government in Nouvelle-France



Use the chart below to record information on how the royal government was organized in Nouvelle-France. When you have all the details you need, create a diagram explaining how the government worked.

Role	Chosen by	Responsibilities	Reports to
King of France			
Gouverneur (Governor General) of Nouvelle-France			
Bishop of Québec			
Intendant of Nouvelle-France			
Conseil souverain (Supreme Council) of Nouvelle-France			
Governors of local areas			

Government in Nouvelle-France—Key

Role	Chosen by	Responsibilities	Reports to
King of France	Hereditary right	Rules France and French colonies; has all decision making power	God (concept of divine right)
Gouverneur (Governor General of Nouvelle-France)	King	Military, wars, alliances, relations with First Nations	King
Bishop of Québec	King and Pope (head of Catholic Church)	Education, hospitals, churches, missionary work	King and Pope
Intendant of Nouvelle-France	King	Fishing, trade, agriculture, land, public order, daily life	Gouverneur and Bishop
Conseil Souverain (Sovereign Council of Nouvelle-France)	King (Intendant, Bishop and Gouverneur are members of the Conseil)	Making and enforcing laws based on the King's wishes	King
Governors of local areas	King	Fishing, trade, agriculture, land, public order, daily life in local areas of the colony (e.g., Québec, Montréal, Acadie, Louisiane)	Intendant

Daily Life in the Colonies

Generate questions about daily life in the settlement you have chosen. You may use the chart below to help you pose questions and gather information in point form. Find pictures or images to represent life in the settlement.



Questions	Notes
Name of the settlement	
Who settled here?	
Work (agriculture, fur trade, fishing)	
Food	
Clothing	
Housing	

Celebrations and Leisure	
Education	
Problems	
Other Interesting Ideas	
Sources Consulted:	

Selecting and Using Primary Sources

A primary source is anything that has survived from events in the past, and that tells us something about those events. Due to the fact that primary sources were created when the events were happening—or just afterward—they are usually more useful to historians than secondary sources.

Primary sources in electronic format are still primary sources—they record the words, images or objects created by the people who were there.

A secondary source is any image or description of an event or place that has been made **some time after the events**, usually by someone who was not there.

© Library and Archives Canada. Reproduced with permission from the Library and Archives Canada website <www.collectionscanada.ca/index-e.html>.

With a partner, list examples of primary sources of information about the past.

_____

_____

_____

List examples of secondary sources of information.

_____

_____

_____

In this inquiry, you will visit websites of the National Library of Canada, the National Archives, and the Canadian Museum of Civilization. You will look at a variety of images of primary sources on life during the Nouvelle-France period of Canadian history.

With your partner, select **two** different primary sources, and save them in an electronic file. Add the following primary source record sheet to your file, and be prepared to present your information to other students.

Primary Source Record Sheet



Details about this primary source (type of source, title, description, creator, date)	**Where we found this source**	**Why we chose this source**	**What information does this source give about life in Nouvelle-France**
1.			
2.			

People in Nouvelle-France: Role Card



Use the chart below to record point form details about the character you will represent. Record the details of at least two different sources of information on the back of this sheet.

Name of person:

Group to which I belong:

When and where did I live?

What was my role in the colony?

Describe what my daily life was like.

My accomplishments:

People in Nouvelle-France: Role Card

My goals and dreams:
My physical appearance, dress:
Why I was important to the colony:
My friends and my enemies:
When and how I died:

Are My Questions Powerful?

Student Master: How powerful are my questions?

This is one of my questions:

Is the question:	**Yes, because . . .**	**Not yet, but here's how I can make it better:**
• Informative? Will it give me information I need?		
• open ended? Will it give me more than a one word answer?		
• relevant? Is it on the topic?		
• challenging? Is it not easy to answer?		

This is my revised question: _____

Or,

I don't think I need to revise my question.

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Samuel De Champlain: Background

4B.
CTb

SAMUEL DE CHAMPLAIN: EXPLORER
Samuel de Champlain (c. 1570 - 1635)

Samuel de Champlain was an excellent cartographer and a bold and curious traveller, very able in forming alliances with the Native peoples in Canada Born around 1570 Champlain started sailing at a very young age. On March 15, 1603, Champlain sailed on first of his 21 voyages between France and New France.

In the new world Champlain began to explore the rivers on North America when First Nations people told him of great sea. Champlain asked pointed questions, listened carefully, and easily grasped the drawings that his guides traced, frequently in the sand and on birch bark. One of these maps he later reproduced on paper. A western sea did not seem far to him but he began to look sites for a new colony and eventually founded one at Port Royal.

But the first winter, on Sainte-Croix Island, was very hard and many died from scurvy. The next summer he moved the colony to Port Royal. Port Royal was deemed a fairly good spot, especially when Champlain founded the Order of Good Cheer to raise the health and morale of those who wintered there with sports, entertainment and good food.

In July 1608, Champlain, built the first permanent colony at Quebec. Quebec became a very important colony as France expanded the fur trade in North America. Quebec City in now the capital of Quebec.

Proactive Disclosure
Created: 2001-12-07
Updated: 2004-03-22

Grand Chief Membertou: Background

4B. CTc

Grand Chief Membertou

Membertou was a Saqamaw (Chief) of the Mi'kmaq when Pierre Dugua, Sieur de Mons and Samuel de Champlain arrived in the area the French called La Cadie (Acadie) in the early 1600s.

Membertou and his followers lived in the present-day St. Mary's Bay area of Nova Scotia, which was located in Kespukwitk—one of the districts of Mi'kma'ki, the traditional homeland of the Mi'kmaq. They hunted, fished, and gathered along its shores, and in the river and harbour of Port-Royal (named by Champlain), where the French would eventually establish a fur-trading post.

During this period, France was trying to establish colonies in the "New World." However, it was the promise of huge profits from the fur trade that was the major reason behind de Mons' expedition. To achieve these objectives, it was critical for de Mons and Champlain to develop trust and friendship with the Mi'kmaq, since they were the largest group in the region. Membertou would prove to be an unwavering friend, who generously welcomed the French. On June 24, 1610, Membertou and 20 members of his family were baptized, thus making them among the first Aboriginals in North America to "adopt" Christianity.

Like all good chiefs, Membertou put the well-being of his people first. He shared his food with the poor, even with those in other villages, and he provided provisions and other reserves for bad weather and expeditions. Membertou demonstrated a similar generosity towards the French. Indeed, the genuine mutual warmth, loyalty, and respect that developed between Membertou and the French at Port-Royal, now Annapolis Royal, formed the basis of a Mi'kmaq-French alliance that was to endure for over 150 years, and a friendship that continues four hundred years later.

Membertou, therefore, had a significant impact on the history of Canada, for the alliance dramatically influenced how Canada was shaped. The strength of this important relationship is evident through marital ties and the adoption of French names in baptism. The French appreciated Membertou's kindness, generosity, and wisdom, just as his people did. Membertou's welcoming nature endeared him and his people to the French at Port-Royal. For these reasons, Membertou is considered one of the most respected chiefs in Canadian and First Nations' history.

Membertou was purportedly around 100 years old when Sieur de Mons and Champlain first met him in 1604; he claimed to have encountered Jacques Cartier in the mid-1530s. Despite his age, descriptions of Membertou portray him as a very strong, brave, and wise leader. He was also a highly respected Mi'kmaw Elder and shaman, or autmoin—a medicine man.

In 1605, after barely surviving a terrible winter on Île Saint-Croix, an island de Mons named, the French relocated their settlement to the shores of Port-Royal, today's Annapolis Basin in Nova Scotia. There, they established a fur-trading post—the Port-Royal Habitation. De Mons and Champlain were in constant contact with Membertou. He and his followers often visited the French to trade furs for European-made goods, and to share meals and socialize. In fact, de Mons' fur-trading activities could not have succeeded without the Mi'kmaq, since the French depended on their knowledge of the environment, trapping and hunting skills, and trading networks.

In addition to welcoming them, Membertou and his fellow Mi'kmaq taught the French about their customs, beliefs, and language. The French quickly adopted many of the hunting, travelling, and survival skills of

the Mi'kmaq. These teachings helped the early and later French immigrants survive the harsh winters, hence more French colonies gradually developed throughout the region.

Because of Membertou's kindness and openness, the Mi'kmaq and the French had a harmonious relationship for centuries in what is now Atlantic Canada. Membertou helped shape the history of Canada as he welcomed some of the earliest French immigrants to Canada with open arms. He freely shared the knowledge of his people, while also learning from the French and adopting some of their customs. Membertou left Canadians a legacy of generosity and understanding, which we should all celebrate. These characteristics are shared by all Canadians today. Consequently, we should remember Membertou as one of the most distinguished Mi'kmaw leaders in our nation's history.

Retrieved from: http://www.membertou400.com/about/story_of_grand_chief_membertou/

Marguerite Bourgeoys: Background

4B. CTd

Marguerite Bourgeoys

When, Paul Chomedey de Maisonneuve, Governor of Montreal in New France, asked his sister for help in finding a teacher for the settlement, Louise suggested Marguerite, the leader of the group of young women who taught the children of the poor.

Marguerite was born in Troyes in the Champagne region of France in 1620. At the age of 20, she chose to follow a religious life. By the time she met Monsieur de Maisonneuve, her qualities of leadership and her ability to gather people together for a common cause were well recognized.

During the treacherous sea voyage to the New World, she became nurse, confidante, support and firm friend to the men and women whose arrival tripled the population of Montreal.

In Nouvelle France she opened workshops where ordinary women learned skills that enabled them to earn a living. She welcomed the *filles du roi* (future wives of colonists) whose coming provided stable families and guaranteed the survival of the country. She lived with them, prepared them for their new role and witnessed their marriage contracts.

Colonists, led by Marguerite erected Montreal's first stone chapel in 1675. Before that she opened a school in 1658, where the children of the colony learned the basics of their faith, as well as counting, reading and writing. The older girls learned household skills to prepare for their responsibilities as wives and mothers.

Saint Marguerite Bourgeoys was make a saint by the Roman Catholic Church in 1982. A pioneer woman who worked in an outpost of the French empire, she built houses and established a farm, and opened schools for native children as well as for children of the colony. A woman of courage, vision, compassion and deep spiritual strength remains with us today, part of the fabric of our lives..

Adapted from
http://www.marguerite-bourgeoys.com/en/chapel/marguerite-Bourgeoys.asp

A Complex Country

Here is one Canadian's description of Canada:



Canada is …

An experienced country, even an old country, with long-established, stable patterns. Its strength—you might even say what makes it interesting—is its complexity… That complexity has been constructed upon three deeply rooted pillars, three experiences—the aboriginal, the francophone and the anglophone.

John Ralston Saul, *Reflections of a Siamese Twin: Canada at the End of the Twentieth Century.* Toronto: Viking, 1997. (John Ralston Saul is a Canadian writer and philosopher.)

1. Note some adjectives that describe this writer's view of Canada.

_____

2. Do you agree with this description? Explain your answer.

_____

_____

_____

3. The writer believes that Canada is complex because it has been built on the foundation of three peoples: Aboriginal, French, and English. Do you agree? Why or why not?

_____

_____

_____

4. Now, write your own "quotation" about Canada based on what you have studied so far about its history.

_____

_____

_____

This Land is Your Land

This land is your land,
This land is my land,
From Bonavista
To Vancouver Island,
From the Artic Circle,
To the Great Lake waters,
This land was made for you and me.

As I was walking,
That ribbon of highway,
I saw above me
That endless skyway,
I saw below me
That golden valley.
This land was made for you and me.

I've roamed and rambled
And I've followed my footsteps
To the sparkling sands of her diamond deserts
And all around me a voice was sounding
This land was made for you and me.

The sun comes shining
As I was strolling
The wheat fields waving
And the dust clouds rolling
The fog was lifting a voice come chanting
This land was made for you and me.

As I was walkin'
I saw a sign there
And that sign said no tress passin'
But on the other side
It didn't say nothin'!
Now that side was made for you and me!

In the squares of the city
In the shadow of the steeple
Near the relief office
I see my people
And some are grumblin'
And some are wonderin'
If this land's still made for you and me.

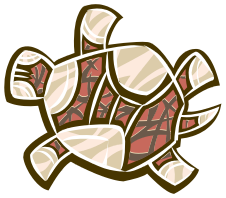
Nobody living can ever stop me
As I go walking
That freedom highway
Nobody living can make me turn back
This land was made for you and me.

This is a Canadian version of the lyrics of a song written by Woody Guthrie, as performed by Canadian folk singers of the 1960s called The Travellers.
<http://www.tjff.com/2001/festival_films/the_travellers.html>

Differing Perspectives of the World

Read the description of your perspective carefully. Then, with your team members, create a short skit to present your point of view to the rest of the class in a convincing fashion. Remember to explain why you see things as you do, to be careful about stereotypes and to express yourselves in ways that are respectful of the "other" perspective.

Turtle Island Perspective



You are the descendants of many generations of people who have lived in various territories of this vast expanse of land that, according to some oral traditions, is called Turtle Island. To you, this land is very, very old—it is the oldest land, and it is the *only* land. There are many different languages and ways of life among the peoples of this land: nomadic hunters in the Plains, fishers in the frozen North and along the coasts, woodworkers and artists and traders, farming communities in the East, and the large civilizations of the Incas and the Mayas in the South.

You do not know why these strange people, with their large ships and their flags, have come to this land. You find that these newcomers have no knowledge and that their culture lacks understanding of tradition, but they have goods they are eager to trade. You are fascinated by their tools, their iron, their guns, their clothes, and their beads.

"Old World" Perspective



You come from England, France, Portugal, Spain or Netherlands—countries that are proud of their long and rich histories—and you believe that in Europe is the highest and best civilization that has ever existed. You have heard stories that it is possible to reach the spices and silks of Asia by sailing across the Atlantic Ocean. You have also heard stories of a land of many riches, fish and furs and forests and gold, lying in the path of this route to Asia. You knew of Europe and of Asia, but this is a New Land, one that many people in your country do not believe exists. You have heard that there are strange people in this New World, people who do not have religion and who may be dangerous. You are fascinated by this unknown land and you have dreams of extending the influence of your country by claiming it as a possession of the empire of your King or Queen.

Cultural Exchange

4C. 7a

Based on your study so far this year of First Peoples cultures, of European explorers and early settlement in Canada, fill in the chart below indicating all the things that each of these two cultures had to offer one another.





	First Peoples	Europeans
Goods for Trade		
Skills and Knowledge		
Ways of Life and Values		
Protection and Power		

Cultural Exchange—Key

	First Peoples	Europeans
Goods for Trade	• furs • fish • deer hide clothing • fresh food • canoes • snowshoes, moccasins	• tools • metal utensils • bottles • cloth, blankets • weapons • beads and decorative items
Skills and Knowledge	• hunting • trapping • snowshoeing • canoeing • survival skills • remedy for scurvy • knowledge of the land sources of furs and fish • building temporary shelters	• written language • books and formal education • Maps • written contracts • knowledge of Europe • navigation–ships • agricultural skills • building of towns and cities • medicines
Ways of Life and Values	• oral histories • seasonal migration • respect for nature • gift-giving ceremonies • Aboriginal art and stories	• awareness of other cultures across the Atlantic • European art and literature
Protection and Power	• war skills in the forests and wilderness • alliances for protection against hostile groups • tracking skills	• alliances for protection against hostile groups • weapons, guns

Cultural Dialogue

What does your culture believe about…	Member of the Iroquois Nation 	French explorer 
…government?		
…the land and natural resources?		
…religion?		
…history?		
…wealth and power?		
…trade?		
…villages and towns?		

Cultural Dialogue—Key

What does your culture believe about…	Member of the Iroquois Nation	French Explorer
…government?	We have chiefs or leaders, but we make all decisions as a group.	We have a King who makes all decisions for the people based on what his advisors say.
…the land and natural resources?	We believe we are to care for the land since it provides us life and we belong to it. We have a special attachment to our traditional territories. We hunt and fish for survival, and we also farm in the summer.	The land all belongs to the King. He can grant land to some landowners to be farmed or to build permanent buildings.
…religion?	We believe in a Creator that gave us all we have, and spirituality is a part of all of our lives. We do not have churches, but we have spiritual practices and celebrations to mark important occasions and give thanks.	We are Christians, we believe in a God and we build churches where we have our ceremonies. We have clergy or priests. We believe it is important that all peoples know about our God.
…history?	We have an oral tradition of stories handed down by generations, and sometimes recorded in pictures and symbols.	We have a written history preserved in books. We keep many written records.
…wealth and power?	All of our people are equal. We become powerful as a Nation, not as individuals. We have warriors whose job it is to make war and defend the nation.	We have different classes of people: some are allowed to own land, some are not. We also have an army to make war and defend our nation.
…trade?	We trade goods with some partners with whom we have agreements, with special ceremonies and gift-giving celebrations.	We trade goods with partners by special agreements. We seek to increase our trade because that increases our wealth and power.
…villages and towns?	We have some villages but we also move with the seasons. Our villages are quite small.	We have many very large cities that are sometimes overcrowded. We have large permanent buildings in our country.

First Peoples and the Land

The passage below is a part of a speech given to the United Nations in April 1998 by Chief Oren Lyons of the Onandaga Nation, a nation of the Iroquois Confederacy. In this passage, Chief Lyons is expressing what the land means to Aboriginal peoples, why it is important, and how it should be treated.

Read this with a partner and be sure you understand his main points. Then, write a journal response, reflecting on how the First Peoples may have felt when they saw Europeans claiming their land.

…This was a great way of life across this Great Turtle Island and freedom with respect was everywhere.

Our leaders were instructed to be men of vision and to make every decision on behalf of the seventh generation to come; to have compassion and love for those generations yet unborn. We were instructed to give thanks for All That Sustains Us. Thus, we created great ceremonies of thanks giving for the life-giving forces of the Natural World, as long as we carried out our ceremonies, life would continue. We were told that 'The Seed is the Law.' Indeed, it is The Law of Life. It is The Law of Regeneration.



As cited in Aboriginal Elders Teachings, Virtual Circle Aboriginal Community: <http://www.vcircle.com/elders/showquestion.php?faq=2&fldAuto=35>

4C.10--VENN DIAGRAM (with category lines) FOR <u>Sharing a desk—Sharing land</u>

TOPIC 1: Sharing a Desk

TOPIC 2: Sharing land

Categories to Consider:

Building relationships

Decision-making

_____

_____

_____

true about topic 1

true about topic 1 and 2

Categories to Consider:

Building relationships

Decision-making

true about topic 2

_____

_____

_____

Conclusions: _____

_____

4C.CT.6 DESIGN TO SPEC- Sharing Land NAME:_____

Ask students to develop a product that meets a given set of specifications/conditions

DIRECTIONS FOR STUDENTS: Imagine how a piece of land (5 km by 5 km) would have been shared by the people of Nouvelle-France (colonists and Aboriginals). Create a map in the box below of this **shared** piece of land. The map should include at least 10 houses; hunting areas; planting areas; meeting places; and at least one other thing that should be part of an area that people shared.

EVALUATION:

1. 10 houses placed. The reasons for where I placed the houses are:

_____

_____

_____

_____

1pt. – Less than 10 houses; (no reasons)
2pts. – Less than 10 houses; (one reason)
3pts. – Ten houses; (one reason)
4pts. – Ten houses; (two reasons)
5pts. – Ten houses; (three or more reasons)

2. Hunting area(s) shown. How will hunting be shared?

_____

_____

_____

_____

1 to 5 pts. You explain how this way of hunting will meet everyone's needs

3. Meeting places. The reasons why the places were needed and why I placed them where I did _____

_____

_____

_____

1 pt. – one meeting place; (no reasons); **2** pts.—2 or more meeting places (no reasons); **3**, **4, 5 pts**. 2 or more meeting places and strong reasons for why they were needed and placed where they were.

4. Planting areas: The way planting is shared is _____

_____

_____ (1-5pts.)

5. Other parts of shared life/land (1-5pts.)_____

_____

_____

_____

Learning Experience#5: *French English Rivalry*

Student Inquiry Choices (Essential Questions, Inquiry Idea(s), Parent Involvement)

5.SI

Essential Question A

Imagine a city or town was trying to build a new road that would be safer for people to travel on than the old one. But the new road would have to go right through an area that had some people already living there. The government of the town offers to buy their houses and build them new ones out of the way of the new road. The people refuse to sell the houses. Should the government have the power to force them to move?

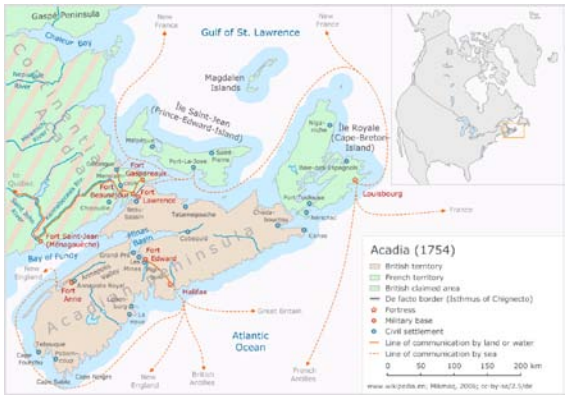


Image made available for sharing by Klaus Mueller (Mikmaq), Germany in Wikipedia article "Acadia"

In the history of many countries these kinds of choices have happened – and there have been many conflicts, and even wars, because of them. In Canada, a group of French farmers, *les Acadiens*, had lived in a part of what we call Nova Scotia and New Brunswick for many years. They were very connected to their French roots, and got along pretty well with the Aboriginal people (the Mi'kmaq) in the area. But by about the 1750s, British people had begun to build communities all along the East Coast of what is now the United States, and wanted to be able to farm and live safely too. The British government wanted to be sure that the French Acadiens would be friendly to them. They asked for the Acadiens to swear an oath to be loyal. The Acadiens didn't want to swear an oath to the British king—they didn't want to have to ever go to war and fight for the British and maybe even against French in other places! The British finally decided that that was not acceptable, and they forced them to leave their lands. They were moved to different places around the world. Was the expulsion of the Acadian necessary? Could another solution have been found? **Essential Question A** asks, **"Can forcing people off their land ever be the right thing to do?"**

Inquiry Ideas:

1. Write a letter to the Prime Minister of of Canada to explain your thoughts about the Expulsion of the Acadians. Remind him that Canada's past Governor General, Adrian Clarkson, almost apologized, but did not. Explain what you think about what she said and what you think should be done. May sure you know enough about what happened to be able to talk about it smartly (see Wikipedia article "Royal Proclamation of 2003" http://en.wikipedia.org/wiki/Royal_Proclamation_of_2003). Get help from your teacher or your parents to understand her main points.
2. Study other land claim disputes today (such as the Grand River land dispute in Caledonia, Ontario) and after understanding both sides, try to suggest solutions to the Mayor of the town and to the chief of the Six Nations (see Wikipedia article, "Grand River land dispute).

Essential Question B

Lots of buildings are named after people who have done good things for their community, people or country. Can you think of any buildings in your community that have names of people? What did those people do that your community wanted to remember them for? In Canada's history, there are lots of people who have had schools named after them. Sometimes people don't agree that these names should be put on a school because they think that the person didn't do anything that great. Or they think that what they did was actually bad, not good. In Canada during the 1700's there were a whole lot of leaders, from French, English and Aboriginal groups, who were involved in leading their people. In **Essential Question B** you decide **who would you**



Photo credit: Blake Wile

name your school after: General Edward Cornwallis), James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard ('Beausoleil') or Guy Carleton? Which criteria did you use to arrive at your answer.

Inquiry Ideas:

1. Research these names to discover whether anything in Canada (school, bridge, building, etc.) has been named after any of these people. Find out the reason why the name was chosen by contacting the place and ask them why they used it. Do you agree with their decision? Finally, choose one other of these people who is worthy of having a school named after them. Show your understanding of these two activities by presenting to the class your findings and reasons for your opinions.
2. With a small group, decide what the criteria (necessary requirements) would be before something (a building, a room, etc) gets named after someone. After you have the criteria, get permission and input from the principal of how to get consensus in the school community and finally name *something in the school* after a person (local person) who meets the criteria. Write a speech that someone will give on the day of the naming ceremony. For an introduction, tell the story about why one of the historical characters from this list was chosen for a naming somewhere else in Canada—and how that inspired you to name something in your school.

Essential Question C



Photo credit: Blake Wile

Should cereal boxes have two languages on them? How should we make decisions about big issues in Canada? Did you know that your cereal box looks the way it does because of some things that happened 300 years ago? It's not Tony the Tiger, or Captain Crunch (although he could have been a pirate back then…). Count Chocula is pretty old too… In the 1700s, Canada was in the middle of many struggles. Aboriginal people were being pushed off their traditional lands. There were partnerships among some groups, while others were at war. Britain and France were fighting with each other all over the world, and North America was where they had many of their battles. The Americans were wanting to have more space and freedom from Britain. It was a really confused time. During the years from 1700 and 1774, you had wars, peace treaties, and legal agreements that protected the rights or lands of different groups. Five of the most important ones are: *The Great Peace of 1701, the Battle of the Plains of Abraham, The Treaty of Paris, The Royal Proclamation and The Quebec Act*. **Which one of these had the most impact on the cereal box you see today, on the way people in Canada get along with each other, or on the map of North America?**

Inquiry Ideas:

1. Study the Royal Proclamation of 1763 (your teacher has a copy of this). Ask a chief or community leader to explain how the ideas in that important document have affected life in your community, and how it might affect the community in the future. Make a digital presentation to your class explaining what you learned.
2. Find a French speaker (if possible from your community) and ask them what the Battle of the Plains of Abraham, or The Quebec Act means to them. Make sure they explain how it could affect the future of Canada. Report your findings to the class.
3. Over 1200 Aboriginal chiefs came together during the Great Peace of 1701. What was being negotiated ? How has Canada today been shaped by the Great Peace?

STUDENT CHOICE OF ESSENTIAL QUESTION; PARENT OPPORTUNITY FOR EARLY INVOLVEMENT

What one **Essential Question** above would you like to study for this Learning Experience?

Essential Question ___ Parents Signature: _____

Learning Experience#5: Essential Question A Resource List

5A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide



Set 1, Disc 2
Episode 3
Claiming the Wilderness

The Oath (5 min.)

Acadia took its name from the garden of the gods in Greek mythology. The land is extremely fertile. But the land of Acadia is right between the territories controlled by two European empires (French and British). Acadia has been handed back and forth between the two at least 6 times. In 1713 France gives up Acadia for good to Britain. The British want them to swear an oath of allegiance. The Acadians resist. France builds a huge fortress at Louisbourg. Some Aboriginal peoples also side with the French Acadians. Governor Phillips forces the population to swear an oath, but exempts them from the obligation of ever raising arms against France in case of war. It seems like a workable compromise. They are called "French neutrals" from 1730 on.

The Great Dispersal (8 min.)

Louisbourg was the focus of resentment by the British colonists of Boston and the other American colonies. The governor of Massachusetts attacked and captured it. In 1749, the English built their own fortress – at Halifax. There is growing pressure to try to get rid of the Acadians. Charles Lawrence – the new governor of Nova Scotia- demands a new oath. The Acadians refuse. In August 1755, Lawrence **orders their expulsion, by force**. Their livestock are taken, houses burned. There are 12,000 Acadians living there. Over the next 5 years, over 10,000 are expelled. Most are deported to the American colonies, but are often not welcome there. 1/3 of those deported die of various diseases. 1/3 make their way to Louisiana. The rest end up dispersed all over the world.



Maps:
PSC: *Acadian Destinations after Deportation* (p. 91)

Layered Maps CD:
- 13 – Acadian Destinations - 1755



Short Story:
SC: *Leaving Acadia* (p. 49)



Exposition
- PSC: *Expulsion of Acadians, 1755-1763* (p.90-91)
- PSC: Primary Source: John Winslow's Speech (p.91)
- The 10 Most Significant Conflicts on Canadian Soil (p. 26-29)



Websites
- (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 3. New France>Acadian Saga>log-in>USERNAME: EducationNWT Password: nwtece999 > "Return to B. The Acadian Saga" > perhaps use: "Acadian Life"; "The Deportation of the Acadians"
- (Exposition, image, related articles)
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A292
- Expulsion of the Acadians (images; small guerrilla resistance led by Joseph Broussard)
  http://en.wikipedia.org/wiki/Deportation_of_the_Acadians
- Grand-Pre, Nova Scotia (painting, map)
  http://en.wikipedia.org/wiki/Grand_Pre
- (Exposition, images)
  http://www.civilization.ca/cmc/exhibitions/hist/canp1/ca05eng.shtml
- http://www.historytrek.ca/
  Search: "Acadia"

Blackline Masters:
NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#5: Essential Question B Resource List

5B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.	
	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
 Set 1, Disc 2 Episode 3 *Claiming the Wilderness*	*The Great Dispersal (8 min.)* Louisburg was the focus of resentment by the British colonists of Boston and the other American colonies. The governor of Massachusetts attacked and captured it. In 1749, the English built their own fortress – at Halifax. There is growing pressure to try to get rid of the Acadiens. Charles Lawrence – the new governor of Nova Scotia- demands a new oath. The Acadiens refuse. In August 1755, Lawrence **orders their expulsion, by force**. Their livestock are taken, their houses burned. There are 12,000 Acadiens living there. Over the next 5 years, over 10,000 are expelled. Most are deported to the American colonies, but are often not welcome there. 1/3 of those deported die of various diseases. 1/3 make their way to Louisiana. The rest end up dispersed all over the world.
 Set 1, Disc 2 Episode 4 *Battle for a Continent*	*Carving the Spoils (8 min)* At Fort Michimilakinak on Lake Superior, the chief issues a warning to the British. They have not been conquered. Preparations for war begin. The British from the American colonies continue to move into the Ohio Valley**. Pontiac** begins to raise war parties and calls for a general uprising, to annihilate them. The British frontier forts are surrounded. The British use blankets that have been infected with smallpox as germ warfare, disguised as presents. Pontiac hears rumours that peace has been made between the French and British. He lays down his weapons. As the British presents are opened in the Aboriginal communities, smallpox devastates the entire population. As this is taking place, the British government recognizes Indian Territory in the Ohio Valley, and prevents the American colonies from moving into them. The **Royal Proclamation** infuriates the Americans.
	The World Turned Upside Down (10 min) The Seven Years War ends with the Treaty of Paris, in 1763 - three years after the fall of Quebec. Canada in its entirety is a pawn in the negotiations. The king of France cedes Canada, and takes Guadeloupe. France hangs on to St Pierre and Michelon, and the right to fish for cod. The British now has a colony of French Catholics. Ben Franklin expects they will mostly leave or become assimilated and become British and Protestant. **James Murray, becomes the Governor of Canada,** and works out an agreement with the Catholic Bishop Briand to ensure peace in the colony. English merchants from Boston expect to be able to move in to make their fortunes – in English only. They want juries only be made up of English Protestants only- even if there are only 200 of them among a population of 80,000 Canadians. Murray surprises everyone by siding with the Catholics. The English merchants are enraged. They want an assembly in Canada where only they can hold positions. They petition the British court. Tensions grow. Murray is recalled. All of the other merchants' petitions, however, are rejected.
	The Quebec Act (6 min) **Guy Carleton replaces Murray as Governor of Canada.** He stuns the English merchants there by supporting the right of Catholics to hold public office, and that French civil law should be restored to the Canadians. Carleton needs the Canadians to be loyal to Britain. American colonies are now moving toward open rebellion against Britain because of the 'Intolerable Acts' of Britain. The Quebec Act gives Catholics the right to hold office, religious rights, and restores previous Ohio Valley lands to Quebec (taking them away from Americans). The Quebec Act is 'intolerable' to many in the American colonies. Open war with Britain begins in April at Lexington.

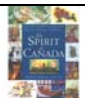
Learning Experience#5: Essential Question B Resource List

5B. RL



Exposition:

- PSC: The Battle of the Plains of Abraham (p. 92-93)
- PSC: Treaty of Paris, February, 1763 (p. 95)
- PSC: Aftermath of War: Royal Proclamation, 1763; Effects on Aboriginal Peoples (p. 95-96) Future Trouble: Quebec Act (p. 97)
- PSC: Primary Source: *Montcalm's Note of Surrender* (p. 93)
- PSC: Primary Source: *(*painting*) Battle of Sept 13, 1759 (p.93)*
- PSC: Primary Source: *(speech) Ojibwa Chief Minweweh, 1761 (p. 97)*
- PSC: Map: *British Territory, after 1763* (p.96)



Story Story:

SOC: "The Drummer Boy" (p. 94)



Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 4. British North America 1760-1830: A. The American Revolution>USERNAME: EducationNWT Password: nwtece999 > return to "A. The American Revolution" > scroll down to (Pontiac's Resistance)
- Canadian Encyclopedia (Chief Pontiac)
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A214
- Aboriginal Peoples Television Network (Chief Pontiac short video)
  http://www.digitaldrum.ca/en/node/122
- Canadian Encyclopedia (Charles Lawrence)
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004574
  http://www2.umoncton.ca/cfdocs/etudacad/1755/index.cfm?id=010306000&lang=en&style=G&admin=false&linking=
- Canadian Encyclopedia (Edward Cornwallis)
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001933
- www.wikipedia.org
  "Charles Lawrence" (article from one source only)
  "Edward Cornwallis" (picture)
  "Chief Pontiac" (pictures)
  "James Murray – British Army officer"
  "Joseph Broussard ('Beausoleil')" (painting)
  "Guy Charleton – 1st Baron Dorchester" (see section "Governor of Quebec")

Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#5: Essential Question C Resource List

5C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.	
	Audio Visual: 1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide
 Set 1, Disc 2 Episode 3 *Claiming the Wilderness*	*The First Colonial War (9 min)* The governor of New York urges the Iroquois to oppose the French and their allies. The French work hard to develop an extensive network of alliances among Aboriginal groups against the Iroquois and the English from the American colonies. In May 1689, England and France declare war. The British inform their Iroquois allies, and in August of that year 1,500 Iroquois attack Lachine. Frontenac is ordered to attack English settlements in New York. They pursue a guerrilla warfare approach. The English colonies are terrified. A fleet from Boston attacks north. They take Port Royal in Acadia, then Quebec. Frontenac defends the city. After 3 days the siege is over. The war continues for seven years. The peace that follows neutralizes the Iroquois.
	The Great Peace (5 min) Epidemics of influenza, smallpox and others sweep through both Aboriginal and French communities. All the tribes are weak by now because of sickness and warfare. In 1701 over 1,000 Aboriginal people gather at Montreal. Many are lifelong enemies, but respond to the call of the French to come to these comprehensive peace negotiations among the tribes themselves and also with the French. The negotiations continue for days. Returning prisoners of war is the big sticking point. Kondiaronk of the Michilimakinak sways the gathered groups to accept an agreement. **The Great Peace of 1701** is the result – signed by 38 nations. The Iroquois promise to remain neutral in any future conflicts.
 Set 1, Disc 2 Episode 4 *Battle for a Continent*	*Episode Beginning (5 min)* The publisher of the *Pennsylvania Gazette* wants all of North America to have one language, religion and be one nation. Benjamin Franklin believes the 1 million living in the American colonies will come to dominate the continent. The colonies want to expand west, into the Indian lands and areas claimed by the French in the Ohio valley. The Aboriginal peoples fear they will be submerged or displaced. Franklin wants exactly that. In 1755 the push westward is halted by the French and the Indians. Quebec becomes the target of Franklin's press, and American aggression. The alliances the French have with the Aboriginal people stand against the American colonies. The Acadians are really the first victims of the American desire for expansion. A battle for the continent begins.
	The Plains of Abraham (11 min) + [The Battle -11 min] The British move towards control of all of North America by attacking, first Louisburg, and then moving on Quebec. **The battle of the Plains of Abraham** reaches a climax on Sept 13, 1759. The only access to the fields around Quebec City is a 200 foot cliff face. James Wolfe lands troops and they climb the cliff and assemble outside the city walls. In that position they are highly vulnerable. Montcalm, defending from inside the city walls, isn't sure what to do. He sends some forces to face the British, but holds some back. In the French forces there are men from Canada who are defending their lands. There are 4,000 British soldiers on shore now. Montcalm decides not to wait for reinforcements, but to attack the British now. The French line breaks after only 15 minutes. Wolfe is struck by a bullet, and Montcalm is also hit. Both die shortly thereafter. The British advance is soon halted, but the French forces are ordered to abandon Quebec.
	*Tide of Fortune (8 min)* Though Quebec has been captured by the British, they have few resources to hold the town with. Their forces are starving in the city. In April French forces under Lévis come from Montreal and attack the British. James Murray advances against them. Brutal combat ensues. The French take the field. The

Learning Experience#5: Essential Question C Resource List

5C. RL

Set 1, Disc 2 Episode 4 *Battle for a Continent*	British retreat behind the city walls. Both France and Britain are sending reinforcements, and whoever arrives first, with cannons and supplies will likely tip the balance. The British navy arrives first. Lévis retreats, and he surrenders there 6 months later. **This is the final defeat of France in North America**. Governor Vaudreuil negotiates the free exercise of the Catholic religion for the citizens of Quebec. It is agreed to. This religious freedom is the only example of the British allowing this in any colony. North America is now British. The American colonies believe the future of North America is now settled – and will be American.
	Carving the Spoils (8 min) At Fort Michimilakinak on Lake Superior, the chief issues a warning to the British. They have not been conquered. Preparations for war begin. The British from the American colonies continue to move into the Ohio Valley. Pontiac begins to raise war parties and calls for a general uprising, to annihilate them. The British frontier forts are surrounded. The British use blankets that have been infected with smallpox as germ warfare, disguised as presents. Pontiac hears rumours that peace has been made between the French and British. He lays down his weapons. As the British presents are opened in the Aboriginal communities, smallpox devastates the entire population. As this is taking place, the British government recognizes Indian Territory in the Ohio Valley, and prevents the American colonies from moving into them. The ***Royal Proclamation*** infuriates the Americans.
	The World Turned Upside Down (10 min) The Seven Years War ends with the ***Treaty of Paris, in 1763*** - three years after the fall of Quebec. Canada in its entirety is a pawn in the negotiations. The king of France cedes Canada, and takes Guadeloupe. France hangs on to St Pierre and Michelon, and the right to fish for cod. The British now has a colony of French Catholics. Ben Franklin expects they will mostly leave or become assimilated and become British and Protestant. James Murray, becomes the Governor of Canada, and works out an agreement with the Catholic Bishop Briand to ensure peace in the colony. English merchants from Boston expect to be able to move in to make their fortunes – in English only. They want juries only be made up of English Protestants only- even if there are only 200 of them among a population of 80,000 Canadians. Murray surprises everyone by siding with the Catholics. The English merchants are enraged. They want an assembly in Canada where only they can hold positions. They petition the British court. Tensions grow. Murray is recalled. All of the other merchants' petitions, however, are rejected.
	The Quebec Act (6 min) Guy Carleton replaces Murray as Governor of Canada. He stuns the English merchants there by supporting the right of Catholics to hold public office, and that French civil law should be restored to the Canadians. Carleton needs the Canadians to be loyal to Britain. American colonies are now moving toward open rebellion against Britain because of the 'Intolerable Acts' of Britain. ***The Quebec Act*** gives Catholics the right to hold office, religious rights, and restores previous Ohio Valley lands to Quebec (taking them away from Americans). The Quebec Act is 'intolerable' to many in the American colonies. Open war with Britain begins in April at Lexington.
	**Exposition:** • PSC: The Battle of the Plains of Abraham (p. 92-93) • PSC: Treaty of Paris, February, 1763 (p. 95) • PSC: Aftermath of War: Royal Proclamation, 1763; Effects on Aboriginal Peoples (p. 95-96) Future Trouble: Quebec Act (p. 97) • PSC: Primary Source: *Montcalm's Note of Surrender* (p. 93) • PSC: Primary Source: *(*painting*) Battle of Sept 13, 1759 (p.93)* • PSC: Primary Source: *(speech) Ojibwa Chief Minweweh, 1761 (p. 97)* • PSC: Map: *British Territory, after 1763* (p.96)

Learning Experience#5: Essential Question C Resource List

5C. RL



Exposition:

- The 10 Most Significant Conflicts on Canadian Soil. *1775 Invasion of Quebec* (p. 38-41)
- The 10 Most Significant Conflicts on Canadian Soil: *Battle of the Plains of Abraham* (p. 42-45)



Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 4. British North America 1760-1830: F. Wars with the English>USERNAME: EducationNWT Password: nwtece999 > return to "F. The American Revolution" > scroll down to (The Battle of the Plains of Abraham, The Treay of Paris, 1763)
  also: "A. The American Revolution" > scroll down to (Pontiac's Resistance and the Royal Proclamation of 1763), (Pontiac's Resistance Begins), (Royal Proclamation of 1763), (Legacy for First Nations)
- The Treaty of Paris (1763): Canadian Encyclopedia
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006083
- Map showing reserved Indian lands by the Royal Proclamation:
  http://www.kstrom.net/isk/maps/royalproc.html
- www.wikipedia.org
  "Treaty of Utrecht" (maps, pictures)
  "Battle of the Plains of Abraham" (maps, pics)
  "Treaty of Paris (1763)
  "The Royal Proclamation of 1763" (especially see the "Legacy")

History by the Minute	**Peacemaker** *Historica Minute*	Dramatizes the Iroquois legend of the Tree of Great Peace which explains the origins of the Iroquois Confederacy. http://www.histori.ca/minutes/minute.do?id=10120



Layered Maps CD:

- 14 – British Territory after 1763
- 15 - The Quebec Act



Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Acadian Deportation Role Play

Use a variety of sources to gather facts about the people involved in the Acadian deportation. Once you have noted all the details, decide who will play each role. You may invent realistic names for the British soldiers and the Acadians. Prepare a skit that tells what happened to the Acadians, including details of what happened to them after the deportation.

Characters	Facts about them	What they did	How they felt
Edward Cornwallis			
Charles Lawrence			
British Army 1. 2. 3.			

Acadian Deportation Role Play

Characters	Facts about them	What they did	How they felt
Acadians 1. 2. 3. 4. 5. 6.			
Narrator			



The Royal Proclamation of 1763



In this Proclamation, the British government announced what they planned to do with Québec and all the land they had won from the French.

What did the Proclamation say?

- Québec would be ruled by a British Governor named by the King and a Council of British military and merchants. When the colony became large enough, the people would also have elected representatives.
- Large areas of land in Canada and to the west of the Thirteen Colonies (the Ohio and Mississippi valleys) were reserved for the First Peoples. Settlers and fur traders were not allowed to enter these lands without special government permission.
- English law and courts would replace the French system, except for laws about marriage and property.
- The *Canadiens* were allowed to speak French and practice their Catholic religion, but Catholics were not allowed to work for the government.
- The government would introduce English and promote the Protestant religion as the official language and religion of the colony.

Why did the British Government make this Proclamation?

- to be sure that the English language, laws, and religion would be used in Québec
- to attract more British settlers to Québec
- to make Québec smaller in size, cutting off the Montréal fur traders from the west
- to gain the confidence of the First Peoples by protecting their fur-trade alliances and their traditional territories, which were being settled by people from the growing Thirteen Colonies as they moved west.

For your information:

Later on, in 1774, the British government passed a new law called the Québec Act, to try to win more loyalty from the *Canadiens* in Québec. They realized that the *Canadiens* were not changing to the English language and the Protestant religion. This new law officially permitted the French language, laws, Catholic religion, and seigneurial landholding system to continue alongside the British government. It also enlarged the territory of the Province of Québec.

Prepare a skit showing the reading of the Proclamation and the reaction of different groups of people to this announcement. How do you think the First Nations reacted? The settlers of New England? The members of religious orders in Québec and Acadia? The French fur traders? The habitants in Québec? The French seigneurs? The British military? The British fur traders? Prepare statements from representatives of these groups.

The Royal Proclamation of 1763-(easyspeak)



In this Proclamation, the British government announced what they planned to do with Québec and all the land they had won from the French.

What did the Proclamation say?

- A British Governor would be the boss of Québec. When Quebec became large enough, the people would have more say.
- Large areas of land in Canada and to the west of the future USA (Thirteen Colonies were kept for the First Peoples. Settlers and fur traders were not allowed to enter these lands without special government permission.
- English law and courts would take the place of the French system, except for laws about marriage and property.
- The *Canadiens* (that what French people called themselves) were allowed to speak French and practice their Catholic religion, but Catholics were not allowed to work for the government.
- The British would teach English and promote the Protestant religion (Protestants are Christian but not Catholic) as the official language and religion of the colony.

Why did the British Government make this Proclamation?

- to be sure that the English language, laws, and religion would be used in Québec
- to make more British settlers want to move to Québec
- to make Québec smaller in size, cutting off the Montréal fur traders from the west
- to make the First Peoples like them by protecting their fur-trade alliances and their traditional territories, which were being settled by people from the growing Thirteen Colonies as they moved west.

For your information:

Later on, in 1774, the British government passed a new law called the Québec Act, to try to win more loyalty from the *Canadiens* in Québec. They realized that the *Canadiens* were not changing to the English language and the Protestant religion. This new law officially permitted the French language, laws, Catholic religion, and seigneurial landholding system to continue alongside the British government. It also enlarged the territory of the Province of Québec.

Prepare a skit showing the reading of the Proclamation and the reaction of different groups of people to this announcement. How do you think the First Nations reacted? The settlers of New England? The members of religious orders in Québec and Acadia? The French fur traders? The habitants in Québec? The French seigneurs? The British military? The British fur traders? Prepare statements from representatives of these groups.

After the British Conquest

Write a list of the various groups in North America that would be affected by the British Conquest:

_____

_____

_____

_____

Choose which group you would like to represent, and prepare a petition to the King asking that he hear your requests. You may use the chart below to plan your petition.

Who we are:	
What is our attachment to this land?	
What is important to us?	

After the British Conquest

What we are afraid of:	
What we would like the King to protect:	
Our requests of the British government:	



Timeline of Events: English–French Rivalry

Year	Event	Consequences
1710	Port-Royal in Acadia (Nova Scotia) is captured by the English and becomes Annapolis Royal.	
1713	Treaty of Utrecht ends war between English and French in Europe. England controls Nova Scotia, Newfoundland, Hudson's Bay and the surrounding land. France keeps Québec, the Ohio and Mississippi valleys and its forts in western Canada.	
1713	French establish Louisbourg on Cape Breton Island (Île Royale).	
1749	English under Edward Cornwallis establish Halifax.	
1750	French build Fort Beauséjour in New Brunswick and launch attacks against the English.	
1754	French force defeats an English force under George Washington near Fort Duquesne in the Ohio Valley.	
1755	English forces under Robert Monckton defeat Acadians at Fort Beauséjour.	
1755	First deportation of Acadians from Grand-Pré in Nova Scotia.	



Timeline of Events: English–French Rivalry

Year	Event	Consequences
1756	Seven Years' war begins in Europe.	
1757	French General Montcalm and First Nations allies capture Fort William Henry in New York.	
1758	July 26—Fortress of Louisbourg surrenders to the English for the last time and is destroyed.	
1758	Fort Frontenac on lake Ontario is captured by British troops, cutting off French supplies to the west and to the Ohio Valley.	
1759	September 18—English conquer Québec in the Battle of the Plains of Abraham.	
1760	English conquer Montréal. French defeat the English at Sainte-Foy.	
1763	February 10—Treaty of Paris ends the Seven Years' War. France surrenders all of Nouvelle-France and Acadia except for St. Pierre and Miquelon. Québec, Newfoundland, Nova Scotia, and Prince Edward Island become British colonies.	
1763	Royal Proclamation assures the protection of all Indian lands in North America.	

Evangeline

Background

Acadie was the name used for the Atlantic part of Nouvelle-France, an area that was first settled by the French at Port-Royal in 1605. It had no official boundaries, but included settlements in New Brunswick, Nova Scotia, and Prince Edward Island, where the descendants of French colonists lived and farmed for many generations. Living at some times under French rule, at some times under English rule, the Acadians came to have a distinctive culture and way of life, and stayed neutral in English–French conflicts.

In 1713, Acadie became a territory of England by the Treaty of Utrecht. The Acadians repeatedly refused to pledge allegiance to the monarch of England. Finally, in 1755, a royal decree ordered that they be deported from their lands and taken away to France or to French colonies.

Henry Wadsworth Longfellow, an American poet, wrote a romantic poem called Evangeline, about the separation of two Acadian lovers during this deportation. In this part of the poem, he describes life in the Acadian village of Grand-Pré, where the girl Evangeline lived.

As you read the poem, look for all the details that tell you what daily life was like in Acadie, and note them in your own words.



Evangeline

Part the First – I

In the Acadian land, on the shores of the Basin of Minas,
Distant, secluded, still, the little village of Grand-Pré
Lay in the fruitful valley. Vast meadows stretched to the eastward,
Giving the village its name, and pasture to flocks without number.
Dikes, that the hands of the farmers had raised with labor incessant,
Shut out the turbulent tides; but at stated seasons the flood-gates
Opened, and welcomed the sea to wander at will o'er the meadows.
West and south there were fields of flax, and orchards and cornfields
Spreading afar and unfenced o'er the plain; and away to the northward
Blomidon rose, and the forests old, and aloft on the mountains
Sea-fogs pitched their tents, and mists from the mighty Atlantic
Looked on the happy valley, but ne'er from their station descended
There, in the midst of its farms, reposed the Acadian village.
Strongly built were the houses, with frames of oak and of hemlock,
Such as the peasants of Normandy built in the reign of the Henries.
Thatched were the roofs, with dormer-windows; and gables projecting
Over the basement below protected and shaded the doorway.
There in the tranquil evenings of summer, when brightly the sunset
Lighted the village street and gilded the vanes on the chimneys,
Matrons and maidens sat in snow-white caps and in kirtles
Scarlet and blue and green, with distaffs spinning the golden
Flax for the gossiping looms, whose noisy shuttles within doors
Mingled their sound with the whir of the wheels and the songs of the maidens,
Solemnly down the street came the parish priest, and the children
Paused in their play to kiss the hand he extended to bless them.

Evangeline, A Tale of Acadie, by Henry Wadsworth Longfellow (1847). Public domain.



Background

Acadie (say: A-ca-dee) was the name used for the Atlantic part of Nouvelle-France, an area that was settled by the French at Port-Royal (in Nova Scotia) in 1605. It had no borders, but was made up of settlements in New Brunswick, Nova Scotia, and Prince Edward Island. Living some times under French rule, some times under English rule, the Acadians (A-cade-dee-ans) had a special culture and way of life, and stayed neutral (friends with both English and French) in English–French conflicts (fights).

In 1713, Acadie became a territory of England by the Treaty of Utrecht (say: U-trek). Again and again, the Acadians would not say they would join the British king as his ally (friend) to fight the French. Finally, in 1755, a law from the king forced the Acadians from their lands and they were taken away (deported) to France or to French colonies. Many died.

Henry Wadsworth Longfellow, an American poet, wrote a poem with lots of feeling in it ("romantic") called Evangeline, about the separation of two Acadians–a boyfriend and his girlfriend--during this deportation. In this part of the poem, he tells about life in the Acadian village of Grand-Pré, where the girl Evangeline lived.

As you read the poem, look for all the details that tell you what daily life was like in Acadie, and note them in your own words.



File:Grand PréREV.JPG by Verne Equinox in Wikipedia: Grand-Pré National Historic Site

Evangeline (differentiated)

Part the First – I

In the Acadian land, on the shores of the Minas Basin,
Far away and alone, still, the little village of Grand-Pré
Lay in the fruitful valley. Big fields stretched to the east,
Giving the village its name, and food for cows, horses, and sheep.
Dams (long not round), that farmers built with ground, pipes and flaps,
Kept the ocean from coming in, yet could be
Opened, and let the fresh water go out when there was too much.
West and south there were fields of flax, fruit orchards and cornfields
Spreading far without fences over the fields; and away to the north
Blomidon – a big red mountain, and old forests on top of the mountains
Fog from the sea--shaped like a tent, and mists from the Bay of Fundy
Looked on the happy valley, but never stayed very long
There, in the middle of all the fields, was the Acadian village.
Strongly built were the houses, with frames of oak and of hemlock,
Just like the farmers back in Normandy, France built when Henry was king.
Roofs made from woven grass, with V- shaped windows sticking out
Bring shade to the doorway and basement entrance.
There in the peaceful evenings of summer, with bright sunsets
Lighting the street and making the wind vanes on the chimneys look golden,
Mothers and daughters sat in snow-white caps and in long dresses
Bright red and blue and green, with sticks used for spinning the golden
Flax for the noisy cloth-making machines noisily storing the yarn on sticks
Mixing these sounds up with the songs of the maidens,
Very seriously, the priest comes down the street, and the children
Paused in their play to kiss his hand he holds out to bless them.

Minas Basin from the Look Off, Nova Scotia, Canada. File:Overlooking the Bay of Fundy.JPG by Inmouchar Wikipedia: Minas Basin





Evangeline, A Tale of Acadie, by Henry Wadsworth Longfellow (1847). Public domain. –adapted by Blake Wile for elementary students

5A.CT.7 JUDGING THE MOST IMPORTANT ACT OR EVENT NAME: _____

Ask students to judge from among two or more options (teacher-provided or student-generated) which one(s) best meet(s) the identified criteria

CRITICAL CHALLENGE: TOPIC QUESTION?

Which of the following acts or events affects us most today (eg. how the North America map is drawn; the language that is on our cereal boxes, etc.)?

OPTIONS AND THEIR IMAGES:

1. *The Great Peace (1701),*
2. *Battle of the Plains of Abraham* (1759),
3. *The Treaty of Paris (1763)*
4. *The Royal Proclamation (1763)*
5. *The Quebec Act (1774)*

Draw a picture or image of one of the acts or events that shows how you feel about it, or what you have learned about it

OPTIONS: (from above)	**1.**	**2.**	**3.**	**4.**	**5.**
THE CRITERIA (QUALITIES) THAT MAKE FOR THE "GREATEST"AFFECT...	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)
We hear about this act or event in the news					
It played a part in our having two official languages in Canada					
It played a part in our wanting to make peace with other countries or to help other countries keep peace					
It played a part in us singing of "God Save The Queen" as our unofficial anthem for many years and still today as the "royal" anthem when the Queen visits					
It played a part in the Canadian way of talking a lot to each other to work out our differences before making laws					
It played a part in our being respectful of other peoples, languages, and ways of looking at the world					
It played a part in our wanting to have a better and fair relationship with Aboriginal Peoples in Canada					
TOTALS:					

CONCLUSIONS:

_____

5A.CT.8a DECODE THE PUZZLE *The Peace and Friendship Treaty* (1760) Name _____

Ask students to suggest and justify a proposed solution, explanation or interpretation to a confusing or enigmatic situation

DIRECTIONS: In groups, rewrite the treaty in everyday Grade 5 language by using the easy prompts beside each paragraph. Don't worry about hard words or looking at every word. Imagine how hard this would have been for Chief Paul Laurent to understand.

Treaty of Peace and Friendship 1760	
#1--Treaty of Peace and Friendship concluded by Esq. Govr and Comr. in Chief in and over his Majesty's Province of Nova Scotia or Accadia with Paul Laurent chief of the LaHave tribe of Indians at Halifax in the Province of N.S. or Acadia.	#1 Between Who? _____ _____ _____
#2--Paul Laurent do for myself and the tribe of LaHave Indians of which I am Chief do acknowledge the jurisdiction and Dominion of His Majesty George the Second over the Territories of Nova Scotia or Accadia and we do make submission to His Majesty in the most perfect, ample and solemn manner.	#2 Paul Laurent says he will _____ _____ _____
#3--And I do promise for myself and my tribe that I nor they shall not molest any of His Majesty's subjects or their dependents, in their settlements already made or to be hereafter made or in carrying on their Commerce or in any thing whatever within the Province of His said Majesty or elsewhere and if any insult, robbery or outrage shall happen to be committed by any of my tribe satisfaction and restitution shall be made to the person or persons injured.	#3 Paul Laurent says his people will not ... _____ _____ _____ And if _____ _____
#4--That neither I nor any of my tribe shall in any manner entice any of his said Majesty's troops or soldiers to desert, nor in any manner assist in conveying them away but on the contrary will do our utmost endeavours to bring them back to the Company, Regiment, Fort or Garrison to which they shall belong.	#4 Paul Laurent says his tribe will not ... _____ _____ But will do our best to _____ _____
#5--That if any Quarrel or Misunderstanding shall happen between myself and the English or between them and any of my tribe, neither I, nor they shall take any private satisfaction or Revenge, but we will apply for redress according to the Laws established in His said Majesty's Dominions.	#5 If we have a problem, we will not ... _____ But will..._____

#6--That all English prisoners made by myself or my tribe shall be sett at Liberty and that we will use our utmost endeavours to prevail on the other tribes to do the same, if any prisoners shall happen to be in their hands.	#6 We will set free ... _____ And try to get other tribes to _____ _____
#7--And I do further promise for myself and my tribe that we will not either directly nor indirectly assist any of the enemies of His most sacred Majesty King George the Second, his heirs or Successors, nor hold any manner of Commerce traffick nor intercourse with them, but on the contrary will as much as may be in our power discover and make known to His Majesty's Governor, any ill designs which may be formed or contrived against His Majesty's subjects. And I do further engage that we will not traffick, barter or Exchange any Commodities in any manner but with such persons or the managers of such Truck houses as shall be appointed or Established by His Majesty's Governor at Lunenbourg or Elsewhere in Nova Scotia or Accadia.	#7 We will not assist any _____ _____ _____ We will tip off the Governor of any ... _____ _____
#8--And for the more effectual security of the due performance of this Treaty and every part thereof I do promise and Engage that a certain number of persons of my tribe which shall not be less in number than two prisoners shall on or before September next reside as Hostages at Lunenburg or at such other place or places in this Province of Nova Scotia or Accadia as shall be appointed for that purpose by His Majesty's Governor of said Province which Hostages shall be exchanged for a like number of my tribe when requested.	#8 Sometime before September, I promise to ... _____ _____ _____
#9--And all these foregoing articles and every one of them made with His Excellency C. L., His Majesty's Governor I do promise for myself and on of sd part -- behalf of my tribe that we will most strictly keep and observe in the most solemn manner.	#9 All of these things I promise to ... _____ _____
#10--In witness whereof I have hereunto putt my mark and seal at Halifax in Nova Scotia this day of March one thousand Paul Laurent	#10 With others watching me, I have put my mark ... _____ _____
I do accept and agree to all the articles of the forgoing treaty in Faith and Testimony whereof I have signed these present I have caused my seal to be hereunto affixed this day of march in the 33 year of His Majesty's Reign and in the year of Our lord - 1760 Chas Lawrence	I Chas Lawrence, agree to everything .... _____ _____
Please note: Treaty transcript from Supreme Court of Canada decision. No signed original documents are known to exist.	

5A-CT.8b

Treaty of Peace and Friendship 1760- Key (paragraphs are numbered)

¶#1--Treaty of Peace and Friendship concluded by Esq. Govr and Comr. in Chief in and over his Majesty's Province of Nova Scotia or Accadia with Paul Laurent chief of the LaHave tribe of Indians at Halifax in the Province of N.S. or Acadia.	**#1 Between Who? ...** Esq. Govr and Comr. in Chief and over his Majesty's Province of Nova Scotia and Paul Laurent, chief of the LaHave tribe of Indians at Halifax
¶#2--Paul Laurent do for myself and the tribe of LaHave Indians of which I am Chief do acknowledge the jurisdiction and Dominion of His Majesty George the Second over the Territories of Nova Scotia or Accadia and we do make submission to His Majesty in the most perfect, ample and solemn manner.	**#2 Paul Laurent says he will...** - Admit King George is the boss over Acadia And he will submit or do what the king says.
¶#3--And I do promise for myself and my tribe that I nor they shall not molest any of His Majesty's subjects or their dependents, in their settlements already made or to be hereafter made or in carrying on their Commerce or in any thing whatever within the Province of His said Majesty or elsewhere and if any insult, robbery or outrage shall happen to be committed by any of my tribe satisfaction and restitution shall be made to the person or persons injured.	**#3 Paul Laurent says his people will not ...** - hurt any citizens / subjects of the king in where they live or work in their new settlements or future ones anywhere—in the province And if any citizens / subjects of the king are harmed or robbed by anyone from his tribe, his tribe would make it right with the injured one.
#4--That neither I nor any of my tribe shall in any manner entice any of his said Majesty's troops or soldiers to desert, nor in any manner assist in conveying them away but on the contrary will do our utmost endeavours to bring them back to the Company, Regiment, Fort or Garrison to which they shall belong.	**#4 Paul Laurent says his tribe will not ...** Try to get any of the king's soldiers to change sides or help them escape the military But will do our best to bring them back if a soldier does run away
#5--That if any Quarrel or Misunderstanding shall happen between myself and the English or between them and any of my tribe, neither I, nor they shall take any private satisfaction or Revenge, but we will apply for redress according to the Laws established in His said Majesty's Dominions.	**#5 If we or the English have a problem, neither group will...** Take the law in their own hands, or try to get revenge But will ask for justice from the laws that are used in all the king's lands
#6--That all English prisoners made by myself or my tribe shall be sett at Liberty and that we will use our utmost endeavours to prevail on the other tribes to do the same, if any prisoners shall happen to be in their hands.	**#6 We will set free ...** all English prisoners and try to get other tribes to do the same

#7--And I do further promise for myself and my tribe that we will not either directly nor indirectly assist any of the enemies of His most sacred Majesty King George the Second, his heirs or Successors, nor hold any manner of Commerce traffick nor intercourse with them, but on the contrary will as much as may be in our power discover and make known to His Majesty's Governor, any ill designs which may be formed or contrived against His Majesty's subjects. And I do further engage that we will not traffick, barter or Exchange any Commodities in any manner but with such persons or the managers of such Truck houses as shall be appointed or Established by His Majesty's Governor at Lunenbourg or Elsewhere in Nova Scotia or Accadia.	**#7 We will not assist any ...** of the king's enemies or future king's enemies or even do business with or talk to those enemies We will tip off the Governor...if any enemies are planning attacks and will not have anything to do with these enemies. We will only do business with the king and his leaders in Lunenburg and elsewhere in Acadia
¶#8--And for the more effectual security of the due performance of this Treaty and every part thereof I do promise and Engage that a certain number of persons of my tribe which shall not be less in number than two prisoners shall on or before September next reside as Hostages at Lunenburg or at such other place or places in this Province of Nova Scotia or Accadia as shall be appointed for that purpose by His Majesty's Governor of said Province which Hostages shall be exchanged for a like number of my tribe when requested.	**#8 To prove that we will do as we say in this Treaty, we will** ... send at least two of our tribe to Lunenburg or other approved places in Acadia before September to be held as prisoners and changed whenever the Governor wants.
¶#9--And all these foregoing articles and every one of them made with His Excellency C. L., His Majesty's Governor I do promise for myself and on of sd part -- behalf of my tribe that we will most strictly keep and observe in the most solemn manner.	**#9 All of these agreements** with His Excellency Governor Charles Lawrence , I seriously promise to keep on behalf of my tribe
¶#10--In witness whereof I have hereunto putt my mark and seal at Halifax in Nova Scotia this day of March one thousand Paul Laurent	**#10 With others watching me, I have put my** signature here in Halifax this day in March, 1_____. Paul Laurent
I do accept and agree to all the articles of the forgoing treaty in Faith and Testimony whereof I have signed these present I have caused my seal to be hereunto affixed this day of march in the 33 year of His Majesty's Reign and in the year of Our lord - 1760 Chas Lawrence	**I, Chas (Charles?) Lawrence, agree to everything** .... and sign and seal this day in March, in the 33rd year of the King's Reign, 1760
Please note: Treaty transcript from Supreme Court of Canada decision. No signed original documents are known to exist.	

5A.CT.9 DECODE THE PUZZLE The Peace and Friendship Treaty (1760) Name _____

Ask students to suggest and justify a proposed solution, explanation or interpretation to a confusing or enigmatic situation

DIRECTIONS FOR TEACHER: The puzzle here is actually a question about whether or not this particular treaty should be called "Peace and Friendship Treaty." Ask the students to investigate the purpose of a treaty in a dictionary. If a treaty had the word "friendship" in its title, what would that make you expect of the treaty? Give the students the text of the *1760 Treaty of Peace and Friendship*. Ask them to reword the treaty in easy English using the prompts provided beside the relevant paragraphs. Then determine if the title is the appropriate title. Encourage students to give the treaty a new title if necessary. See http://www.ainc-inac.gc.ca/al/hts/tng/ecn/pft/index-eng.asp#a2

DIRECTIONS FOR STUDENT: In 1760, "The Treaty of Peace and Friendship" was signed in Nova Scotia. The title makes you think there will be quite a bit of friendship and peace in the words. **First**. To make the treaty easy to understand for your group, rewrite the treaty in everyday Grade 5 language by using the easy prompts beside each paragraph. Don't worry about the occasional hard word. **Second**. Then **choose one of the following four topics** to write a paragraph about what you learned about this treaty.

THE DEAL- Who benefited the most from this treaty? Why do you say that? Use citations (paragraph # ____) to show what paragraph you are talking about.

_____

_____

_____

_____

_____

_____

_____

THE REASON FOR THE TREATY- Because of what the treaty is talking about, what are some of the reasons the treaty was written? Use citations (paragraph # ____) to show what paragraph you are talking about.

_____

_____

_____

_____

_____

_____

_____

FIRST NATIONS RELATIONSHIPS WITH THE BRITISH- How would you describe the relationship between these two people groups based on the things talked about in the treaty? Would the treaty help the relationship? Use citations (paragraph # ____) to show what paragraph you are talking about.

_____

_____

_____

_____

_____

_____

_____

DEAL-MAKING BETWEEN EQUALS?- Treaties are meant to be between equal partners. Was this the case in this treaty? Use citations (paragraph # ____) to show what paragraph you are talking about.

_____

_____

_____

_____

_____

_____

_____

5A.HT.10 BENCHMARK: MORAL JUDGMENTS –Who's to Blame for the Acadian Expulsion? **NAME** ___

TEACHERS: UNDERSTANDING MORAL JUDGMENTS. The dimensions of "moral judgments" could be summarized in the following ways:

1) Moral judgments are a particular kind of evaluation (or value) judgment. Some judgments are statements and beliefs about "facts" (eg. economic: "free trade was a great boast for the Canadian economy")—they are not necessarily about ethical matters of right and wrong, as in good or evil where a person is judging an individual as morally justified or unjustified. In another example, the statement of the "well-known fact" that involving liquor in fur trade deals gave the company an advantage is a statement of believed fact. On the other hand, a person could pass moral judgment on the traders or company with value laden words such as, "We shouldn't condemn fur traders for selling liquor to the First Nations people. They were simply doing what was …."
2) Value judgments are often explicit but they may be implicit
3) Moral judgments about the past must be sensitive to historical context (in some ways, historical actions of must be judged by standards of their time and through contemporary standards)
4) There is value is withholding moral judgments until adequate information has been acquired (assigning blame or credit should be held off until, for example, the uncertainties of the situation at that time are understood or appreciated better)
5) Determining cause is different from assigning responsibility (eg., an individual may have been the "cause" of the abuse suffered by a residential child, but the responsibility also lies with those who ran the schools, or agents who knew better but by acts of omission did nothing to prevent further abuse)

DIRECTIONS FOR STUDENT: Some historical deeds that today look like "misdeeds", big mistakes, or "crimes" need to be understood by what things were happening at that time. Your teacher has given you one of these kinds of events. Consider the roles that General Edward Cornwallis, Governor Charles Lawrence, Lieutenant Colonel Winslow, and the Acadians played in "The Expulsion" and decide through conversation the amount of responsibility each group or individual has (if any) for the expulsion. Explain and defend your decision. Be prepared to *listen to and understand and explain* other viewpoints even if you don't agree with them. Also, be prepared to have a *reasoned change of mind*. Perhaps use words such as "mostly responsible", "half responsible", "some responsibility", "little responsibility", "no responsibility", "the reason I changed my mind…", "the reason I am very sure…"

CHARACTER _____ ROLE PLAYED _____ _____ _____ (drawing of the character) _____	CHARACTER _____ ROLE PLAYED _____ _____ _____ (drawing of the character) _____
CHARACTER _____ ROLE PLAYED _____ _____ _____ (drawing of the character) _____	CHARACTER _____ ROLE PLAYED _____ _____ _____ (drawing of the character) _____

Who do you think is the most responsible? Why? _____

_____

_____

Who do you think is the least responsible? Why? _____

_____

_____

(adapted from *Teaching About Historical Thinking* (2006)

5A.HT.11 BENCHMARK: MORAL JUDGEMENTS –Making things right with the Acadians? **NAME** _____

TEACHERS: UNDERSTANDING MORAL JUDGMENTS. The dimensions of "moral judgments" could be summarized in the following ways:

1) Moral judgments are a particular kind of evaluation (or value) judgment. Some judgments are statements and beliefs about "facts" (eg. economic: "free trade was a great boast for the Canadian economy")—they are not necessarily about ethical matters of right and wrong, as in good or evil where a person is judging an individual as morally justified or unjustified. In another example, the statement of the "well-known fact" that involving liquor in fur trade deals gave the company an advantage is a statement of believed fact. On the other hand, a person could pass moral judgment on the traders or company with value laden words such as, "We shouldn't condemn fur traders for selling liquor to the First Nations people. They were simply doing what was …."
2) Value judgments are often explicit but they may be implicit
3) Moral judgments about the past must be sensitive to historical context (in some ways, historical actions of must be judged by standards of their time and through contemporary standards)
4) There is value is withholding moral judgments until adequate information has been acquired (assigning blame or credit should be held off until, for example, the uncertainties of the situation at that time are understood or appreciated better)
5) Determining cause is different from assigning responsibility (eg., an individual may have been the "cause" of the abuse suffered by a residential child, but the responsibility also lies with those who ran the schools, or agents who knew better but by acts of omission did nothing to prevent further abuse)

DIRECTIONS FOR STUDENT: Should Canadians try to make things right with living ancestors of those expelled Acadians? This activity does not have any "right" answers; this activity is to help you find out what you really think about this topic:

- Discuss in small groups whether or not it is fair for someone important in Canada today to have to apologize publicly to all living Acadians for wrong things the government did in 1755
- Discuss in small groups whether or not it is fair for Canada today to make things right with the living Acadians by giving them money or land for the things their ancestors had taken from them?

DO: Choose any **two topics below** and discuss them with a small group; write a **conclusion** at the bottom by yourself

Should an apology ever be made for something that happened back in 1755? _____

Reasons for your answer _____

_____

_____

Who should decide if an apology should be made or not?

_____

Who would make the apology? _____

Reasons for your answers: _____

_____



What would be said in the apology if it was made?

_____

_____

What would be said to ancestors of the Acadians if it was decided that an apology would not be made? _____

_____

_____

What would be given to the living Acadian ancestors to make things right? _____

_____

_____

Why would you give these things? _____

_____

_____

What are your final thoughts about making things right with the Acadians that are still living? Are you in agreement with what the group or class decided? Why? _____

If you disagree with what the group or class decided, tell why_____

_____

5A.HT.12 DECODE THE PUZZLE -British Relationship with the Mi'kmaq Name: _____

Ask students to transform a product or performance in light of additional information or an assigned focus, perspective or genre

DIRECTIONS FOR TEACHER: Here is a historical event that could result in moral judgments being made. Give the students a first piece of evidence Ask them to pass moral judgments using words such as "wrong, right, should have, should not have, etc." on the players in the story. Then, ask them to read a second piece of evidence. Finally, ask the students if they want to rework their moral judgments.

DIRECTIONS FOR STUDENT: Some historical deeds of the past, today look like "misdeeds", big mistakes, or "crimes". Read the first piece of information (evidence) and make a judgment as to who is responsible, and why you feel that way. Then, read the second piece of evidence and decide whether or not you will rework your first judgment.

The Question: Who is responsible for the hardships and terrible treatment that took place between the British and the Mi'kmaq?

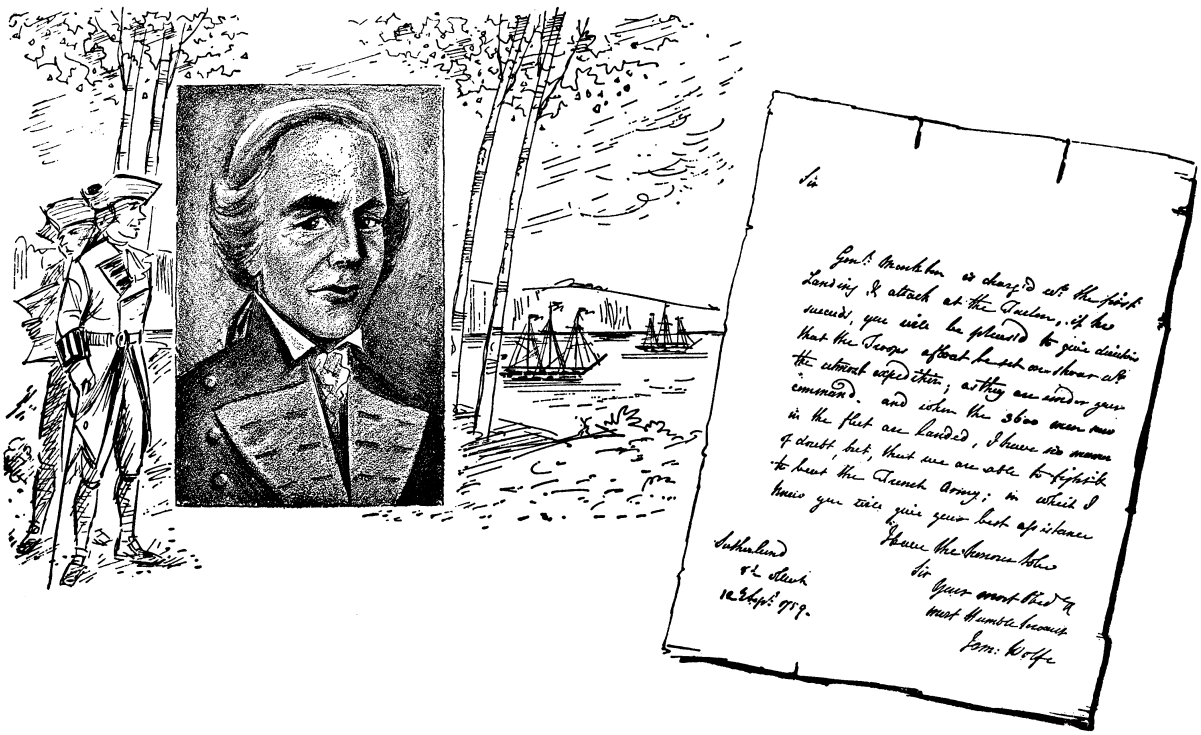
Ist Piece of Evidence: The Mi'kmaq are allies and friends with the French—teaching them how to live on the land in Nova Scotia. They also are soldiers with the French in battles such as at Ft. Beausejour. The French encourage the Mi'kmaq to kill British soldiers and citizens. The British treat the Mi'Kmaq as enemies, offer bounties for their scalps, and later make them sign treaties that prevent them from attacking British soldiers and citizens. Are the British right or wrong in treating the original inhabitants of Nova Scotia this way? **Who is more responsible for the hardships and terrible treatment in this conflict (British or Mi'kmaq)?**	Your Moral Judgement (who is more responsible?) _____ _____ _____ _____ _____ _____ _____
2nd Piece of Evidence: One of the " Treaties of Peace and Friendship" (1760) signed between the British and the Mi'kmaq require the Mi'kmaq to treat the British in a friendly way and provide "two [Mik'maq] prisoners" to be kept in British jails in case the Mi'kmaq ever take British hostages or prisoners. The Treaty says the Mi'kmaq will have to pay for any "robbery" against the British. But the Treaty says nothing about honouring the land of the Mi'kmaq or paying them anything for being forced from the land, or anything about justice for the Mi'kmaq if they are mistreated. **Who is more responsible for the hardships and terrible treatment in this conflict (British or Mi'kmaq)?**	Your Moral Judgement (who is more responsible?) _____ _____ _____ _____ _____ _____

Final Summary of Your Thoughts: Who is responsible for the hardships and terrible treatment that took place between the British and the Mi'kmaq?

_____

_____

FAMOUS LETTERS IN CANADIAN HISTORY



Wolfe's Order To Strike—1759

The time had come!

The British men-of-war had maintained their desultory shelling of the fortress of Quebec through that long Summer and into the Fall of 1759.

Through it, Major General James Wolfe, commander of His Majesty's invasion force, kept his own counsel.

Now he was ready to strike.

From his cabin in the ship Sutherland he despatched this order which was to drastically alter the future of New France to General Townshend, one of his subordinate officers in the fleet.

At 32, James Wolfe succeeded mightily, but he paid for it with his life.

(Research and explanatory text in this series by Peter Jackman; art work by Dow, both of The Journal staff.)

Text of Wolfe's Historic Letter

Sir:

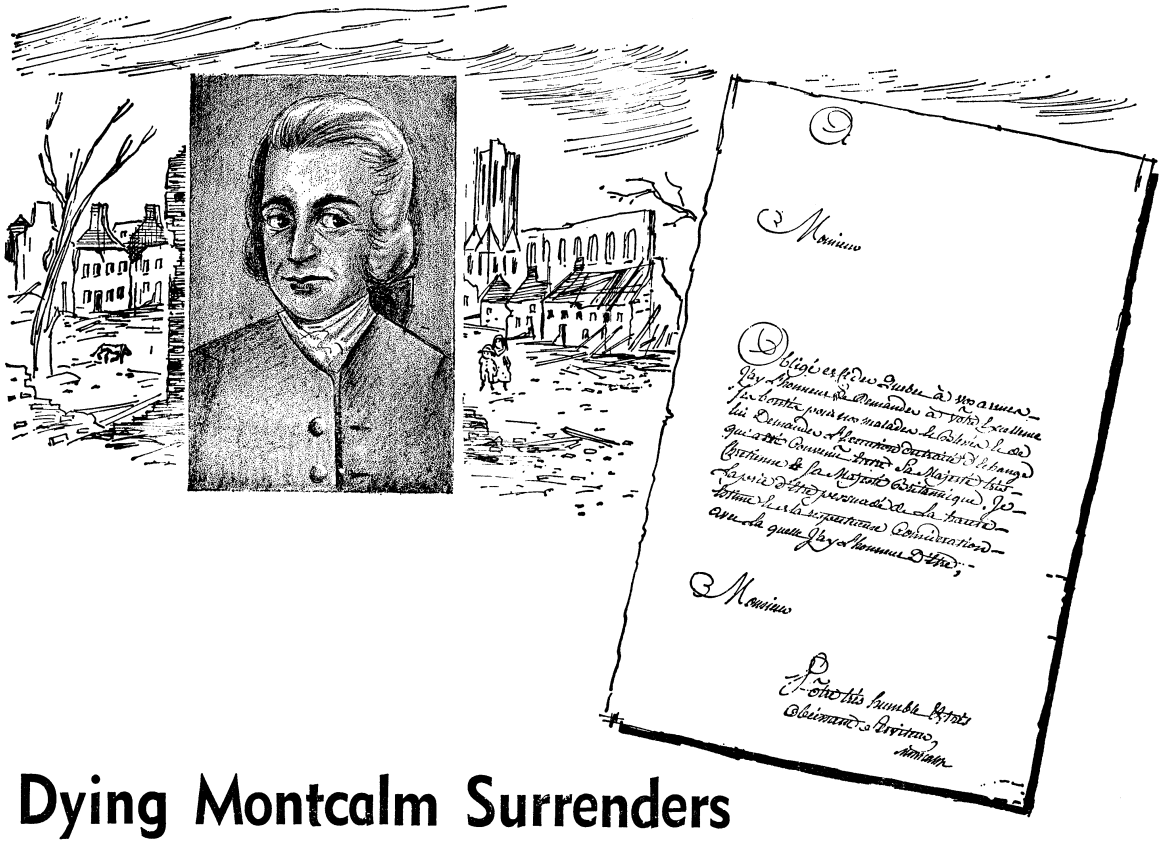
General Monckton is charged with the first landing and attack on the fortress. If he succeeds you will be pleased to give directions that the troops afloat be set on shore with the utmost expedition as they are under your command and when the 3,600 men now in the fleet are landed I have no manner of doubt that we are able to fight and beat the French Army in which I know you will give your best assistance.

I have the honor to be, sir, your most obedient and humble servant,

JAMES WOLFE.

Reproduced from *Famous Letters in Canadian History*. Copyright 1964. Used by permission of Pat Jacobsen, on behalf of the late Peter Jackman.

FAMOUS LETTERS IN CANADIAN HISTORY



Dying Montcalm Surrenders

Montcalm was dying.

Surrender, now, like his death, was inevitable. The French Army had fled in disorder back to the city after failing to dislodge the thin red line that James Wolfe had strung across the Plains of Abraham after scaling the Quebec escarpment that September morning of 1759.

So the dreams, nurtured from the days of Cartier, of a French stronghold in North America were ending. The new Canada was to replace New France.

It was in this setting that Louis Joseph Marquis de Montcalm called his faithful secretary, Sergeant Marcel, and began to dictate this, his last official message, as an officer of the king.

It was meant for Wolfe. But the British general, like Montcalm, was to die of wounds from that critical encounter. The next day an aide of the dead Montcalm handed it to General George Townshend, the acting British commander.

The original today is in Canada's National Archives.

Text of Montcalm's Appeal for Compassion

Sir:

Being obliged to surrender Quebec to your arms I have the honor to recommend our sick and wounded to Your Excellency's compassion and to ask you to carry out the exchange of prisoners as agreed upon between His Most Christian Majesty and His Britannic Majesty.

I beg Your Excellency to rest assured of the high esteem and great respect with which I have the honor to be, Sir, your most humble and obedient servant.

MONTCALM

Reproduced from *Famous Letters in Canadian History*. Copyright 1964. Used by permission of Pat Jacobsen, on behalf of the late Peter Jackman.

5B.CT.10 JUDGING "BEST"- Name for a school

NAME:_____

Ask students to judge from among two or more options (teacher-provided or student-generated) which one(s) best meet(s) the identified criteria

CRITICAL CHALLENGE: TOPIC QUESTION?

Who would you name your school after: General Edward Cornwallis, James Murray, General Charles Lawrence, Chief Pontiac, or Guy Charleton? What are your reasons?

FAMOUS CANADIANS:

1. General Edward Cornwallis
2. James Murry
3. General Charles Lawrence
4. Chief Pontiac
5. Joseph Broussard ('Beausoleil')
6. Guy Charleton



FAMOUS CANADIANS: (from above)	**1.** _____	**2.** _____	**3.** _____	**4.** _____	**5.** _____
THE CRITERIA (QUALITIES): In order to have a school named after you, you must …	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)
• _____					
• _____					
• _____					
• _____					
• _____					
TOTALS:					

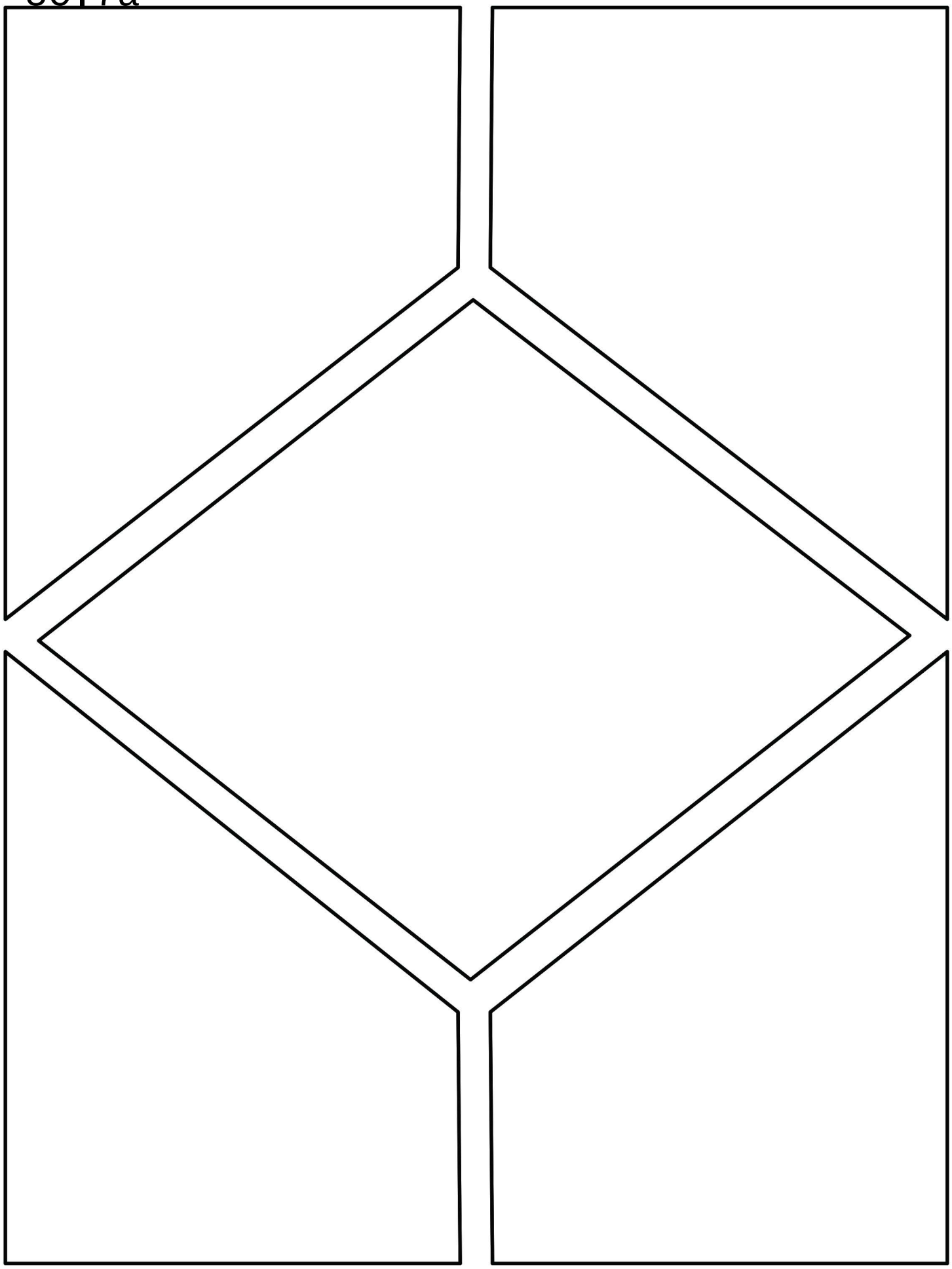
CONCLUSIONS: Answer any/all of these questions: Who gets a school named after him? Why? Was any criteria missing that should have been considered during the research period? Has any other individual's or group's reasoning changed your thinking? In what way? Why?

_____

_____

_____

5C.7a



5C - 7b

Aboriginal Language Labels



IMAGE MADE AVAILABLE FOR SHARING BY E PLURIBUS ANTHONY IN WIKIPEDIA ARTICLE "CANADA"



CHIEF PONTIAC NOTICES THE MAP OF CANADA AND THE USA TODAY AND COMMENTS



IMAGE MADE AVAILABLE FOR SHARING BY STUURM IN WIKIPEDIA ARTICLE "CHIEF PONTIAC"

IMAGE MADE AVAILABLE FOR SHARING BY ZOOFARI IN WIKIPEDIA ARTICLE "USA"



5C.9 The Quebec Act – 1774: (the beginnings of bilingualism in Canada)



ANNO REGNI

GEORGII III.

REGIS

Magnæ Britanniæ, Franciæ, & Hiberniæ,

DECIMO QUARTO.

At the Parliament begun and holden at *Weſtminſter*, the Tenth Day of *May*, *Anno Domini*, 1768, in the Eighth Year of the Reign of our Sovereign Lord GEORGE the Third, by the Grace of God, of *Great Britain*, *France*, and *Ireland*, King, Defender of the Faith, &c.

And from thence continued, by ſeveral Prorogations, to the Thirteenth Day of *January*, 1774; being the Seventh Seſſion of the Thirteenth Parliament of *Great Britain*.

QUEBEC:

Printed by WILLIAM BROWN, Printer for the Province,

M,DCC,LXXIV.

http://www.canadiana.org/view/48786/0003

Bad News for the French: Quebec was captured in 1759 by the British and in 1763 the Treaty of Paris gave control of French held territory to the British, all events that were bad for French people living in Nouvelle France. But, what **good news** (Bonne Nouvelle!) did the Quebec Act have for the citizens of the former Nouvelle France?

Some of the Main Parts of the Act:

(Wikipedia: "The Quebec Act")

- The province's territory was expanded to take over part of the Indian Reserve, including much of what is now southern Ontario, plus Illinois, Indiana, Michigan, Ohio, Wisconsin and parts of Minnesota.
- The oath of allegiance was replaced with one that no longer made reference to the Protestant faith.
- It guaranteed free practice of the Catholic faith.
- It restored the use of the French civil law for private matters while maintaining the use of the English common law for public administration, including criminal prosecution

The good news for French-speaking Catholic citizens (all Catholics were French) living in Quebec in 1774 was:

- _____
- _____
- _____



ACTIVITY: Notice *The Quebec Act* doesn't mention the French language. The writers of the Quebec Act didn't think it was necessary to talk about the French language (as a right) because it was understood that the Catholic religion would be conducted in French (and everything other part of life would continue as it had in French). **Answer one of the questions below:**

1. Why would the cereal box today look different if the *The Quebec Act* had not been signed?

_____

2. Why are there no Aboriginal languages on this cereal box—even though *The Quebec Act* talks about "Indian" land being a part the province of Quebec . *The Quebec Act* talks about "Indian" land being a part the province of Quebec. Why do you think there are no Aboriginal languages on this cereal box? Should there be?

_____

_____

5C.10a

5C.10b



Essential Question A



"Battle of Queenston Heights" by James B. Dennis. Image in public domain; made available for sharing by user Tohma in Wikipedia article, "Battle of Queenston Heights"

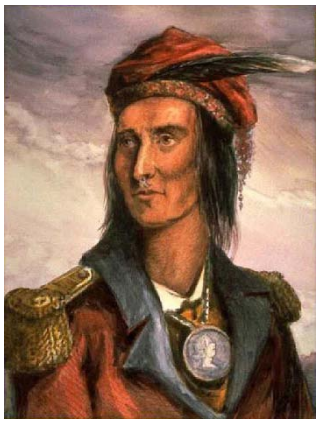
The history of Canada is made up of the stories of the people who have lived in this land. Some of these stories you have learned about already (people like Donnacona, Jacques Cartier, Champlain, Chief Membertou, Les Filles du roi, and others…). Now we are going to learn about a period that changed Canada a lot. There was a war in the United States between Americans and Great Britain that started in 1775. This war forced thousands and thousands of people who were loyal to Britain to leave their homes in America and find new places to live. Lots of these *Loyalists* came to Canada. Some settled in Nova Scotia, some in Quebec, and many moved to new areas that today are called Ontario.

Thousands of slaves escaped to these northern places where slavery was not allowed**.** Some Aboriginal people were forced off their lands and moved north in order to be safe. Many people lost everything they had and had to begin their lives all over again. There are some really interesting people that come to Canada for many different reasons. We can't know them all. In **Essential Question A**, students are asked to learn some of these stories, and are asked: **Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at you answer?**

Inquiry Ideas:

1. Create a graphic novel covering the story of a Loyalist individual or group. Use ComicLife or a comic making application and a digital camera to shoot the pictures for the illustrations, or draw and illustrate your story by hand.
2. Act out the story of a Loyalist group or individual from the eyes of a young Grade 5 Loyalist person. Think about three scenes that show why your family left; where you went; and how you got used to your new country / home.

Essential Question B



"Tecumseh" by Benson John Lossings. Image in public domain; made available for sharing by user Nikater in Wikipedia article, "Tecumseh"

Do you know what year did the War of 1812 started? Watch for that question on your final test! In fact there actually was a war between Canada and the United States in 1812. For a bunch of reasons many leaders in the United States were mad at Britain two hundred years ago, and some of them figured that invading Canada might be the solution. There were battles on land and on water in lots of places (Queenston Heights, Detroit, Moraviatown, Lake Erie among others).

Many Aboriginal groups thought they might finally be able to create their own country if the British side won the war, and so they joined their side. Leaders (such as Tecumseh, Isaac Brock, John Norton, Henry Procter, Richard Johnson) are key to how the war ends up. *Who wins the war? Who loses the war?* These questions aren't as simple to answer as you might think. In **Essential Question B** asks you to **find the one person, event or result of the war of 1812 that is the most important.**

Inquiry Ideas:

1. Become an expert of one of the battles of the War of 1812. Use the Wikipedia article, "Battles of the War of 1812" as your starting point. Notice whether or not any of the battle titles are in red—this means the article has not been started yet by an editor. That editor could

be you if you research other encyclopedias and reference books to get you started. Ask an adult to help you start a new article or improve one already started.
2. Aboriginal people fought in the key battles of Detroit, Queenstone Heights, and the Battle of the Thames. Choose two battles, one where the Americans won and another where the British won. Study and report back to the class how the Aboriginal people made a different in the outcome of that battle. Be sure to use a digital map.
3. What was Tecumseh's dream? Did it come true?

Essential Question C

How does the Prime Minister of Canada get elected? How the Premier of the NWT get chosen? What about the mayor or chief in your community? How would you feel if a small group of people decided that they would always pick the leader of Canada, or your community, and they would also make all the laws and decide who they would let buy houses, and who wouldn't be allowed to? In lots of ways that is how Canada was being run back in the 1830's. Some people got really upset about the way things were being done, trying to get people to kick out the groups who where controlling things. Leaders like William Lyon Mackenzie and Louis-Joseph Papineau even convinced people to get weapons and fight against this group of powerful people. They were fighting for things to be fair for all people, and that their leaders should be elected by citizens, not appointed or chosen in Britain.



"Statue of Baldwin and Lafontaine" by user Flibirigit. Image in public domain; made available for sharing by author in Wikipedia article, "LaFontaine-Baldwin Symposium"

Other leaders like Robert Baldwin and Louis LaFontaine thought it wasn't right to use weapons, but used speeches and negotiations to try to make changes. Did any of these leaders achieve their goals? Was it because of fighting with weapons that Canada became more of a democracy? Essential Question C asks, **"As Canada gradually became a democratic country, where people vote for their leaders, (not like a king or queen), who was the best fighter in making this happen: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?"**

Inquiry Ideas:
1. Create a graphic novel covering a short story of a meeting between these four leaders. What would each of them have said about the unfair government in Upper and Lower Canada? What would each of them suggest as a solution? Show their disagreements and where they were in consensus. Which of them was the most angry? Which of them acted the way you would expect Canadians to act today when faced with a big problem? Explain.
2. Study as much as you can about "partnerships." Ask your mayor or chief what kind of partnerships they have become involved in—be sure to take notes either with a pen or digitally using a smartphone with its notepad. Ask for permission to take a digital photo of them as primary evidence for a digital presentation that you might make. Perhaps record the interview. Later edit your data and show the class. Introduce your topic of "partnerships" by explaining how LaFontaine-Baldwin could be one of the most famous of Canadian partnerships in the 1800s.

STUDENT CHOICE OF ESSENTIAL QUESTION; PARENT OPPORTUNITY FOR EARLY INVOLVEMENT

What one **Essential Question** above would you like to study for this Learning Experience?

Essential Question ___ Parents Signature: _____

Learning Experience#6: Essential Question A Resource List

6A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide



Set 1, Disc 3
Episode 5
A Question of Loyalties

Episode Beginning (8 min)
Quebec is loyal to Britain. The French-speaking Catholic population as been allowed freedom of religion, language, traditions, even as a British colony. Guy Carlton is governor. Republican Thomas Walker tries to convince Canadiens to join American revolution. The Catholic church is a strong ally of Britain (knows Americans won't allow Catholic religion if they win). In April 1775 – Lexington, Massechussets is first battle of the American Revolution. Americans want strategic Quebec.

The World Turned Upside Down (7 min.)
The American Revolution Divides Americans. Thousands –called 'enemies of American liberty' (Loyalists) are driven out. 100,000 leave. ½ of them move north. **Black, white, Aboriginal** all flee northward… Butler's Rangers among others harass the Americans.

His Majesty's Loyal Allies (6 min.)
Joseph Brant (Tayadonega) Chief of Mohawk tribe and other Aboriginal groups are among the Loyalists (Six Nations). He goes to appeal to King of England. Britain agrees to preserve Aboriginal lands in return for their military support. 6 Nations tribes split (4 on British side, 2 on American). Washington's orders army to destroy the land and communities and all inhabitants. Remnants retreat north.

Exile (5 min.)
The tide of the American war turns. Thousands of Black slaves, including Boston King, escape and flee to New York, where British still hold on in 1783. Some go to Jamaica, Britain and, many, to Nova Scotia.

Nova Scotia (6 min.)
Loyalist refugees triple the population of NS overnight. 20,000 refugees, including Blacks. Poverty is widespread. **Boston King** and others leave to Sierra Leone. Many stayed in Nova Scotia.

The Upper Country (7 min).
Butler's Rangers are in the Niagara peninsula. Now they settle down. British try to get Iroquois lands in the peace treaty with the United States. This is refused.. In 1784, most of these displaced Aboriginal peoples move to Canada. Loyalists begin moving into Lake Ontario region. They want their own colony, separate from Quebec. New Brunswick is created out of Nova Scotia. In order to preserve the peace, Upper and Lower Canada are created, in June ,1791. Each of the Canadas has its own governor and elected assembly. Many American settlers come North too.





Maps:

- *The 13 colonies, 1774* (p. 162)
- *Loyalist Settlements* (p. 172).

Layered Maps CD: 21-Upper and Lower Canada; 16-Loyalists Settlements



Short Story:

PSC*: Taking Flight* (p. 165)

Learning Experience#6: Essential Question A Resource List

6A. RL



Exposition

- PSC: *Unrest in the Colonies* (p. 162-163)
- PSC: *The Revolutionary War* (p. 164)
- PSC: *The End of the War* (p. 171): *The Treaty of Paris*, 1783; *The Gun Shot Treaty*, 1792
- PSC: *Where the Loyalists Settled* (p. 172-3)



Websites

- (Exposition and many pictures)
  http://www.northernblue.ca/products/index.php/Products_and_Portals
- Why Loyalists Came:
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 4. British North America 1760-1830>A. American Revolution>log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > "A. American Revolution" > perhaps use: "Background""; "The Thirteen Colonies" ; "An American Consciousness"; "The Declaration of Independence";
  The Coming of the Loyalists: Who Came?
  "Loyalism in America"; "Loyalists Numbers"; "Maritime Loyalists"; "First Nations and Loyalists"; "Settling the Loyalists in Quebec"; "Settling the First Nations"
- (Exposition, image, related articles) Search field: "Loyalists"
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCESearch&Params=A1
- The United Empire Loyalists (links to Loyalist communities)
  http://en.wikipedia.org/wiki/United_Empire_Loyalist
  http://en.wikipedia.org/wiki/Shelburne,_Nova_Scotia
- Black Loyalists
  http://en.wikipedia.org/wiki/Black_loyalists
- Birchtown
  http://en.wikipedia.org/wiki/Birchtown,_Nova_Scotia
- Loyalists (The American Revolution)
  http://en.wikipedia.org/wiki/Loyalist_(American_Revolution)
- http://www.historytrek.ca/
  Search: "Loyalists"
- New Brunswick (The British Colonial era—see paragraphs 1 and 2)
  http://en.wikipedia.org/wiki/New_brunswick
- New Brunswick (and the Loyalists)
  http://www.pc.gc.ca/apps/cseh-twih/archives2_E.asp?id=18
- Upper Canada (see paragraphs 3)
  http://en.wikipedia.org/wiki/Upper_canada
- Lower Canada (see paragraph 1)
  http://en.wikipedia.org/wiki/Constitutional_Act_of_1791



Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#6: Essential Question B Resource List

6B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide



Set 1, Disc 3
Episode 5
A Question of Loyalities

A Mere Matter of Marching (5 min)
British tactics in war with France enrages America. Ships seized, men pressed into service. Can't attack Britain directly, but can attack her colonies in North America. Isaac Brock begins to marshal armed forces to protect. Tecumseh doesn't love British, but despises Americans, who have been stealing Indian territory. Begins to gather fighters. Tip the balance. June 18, 1812. America declares war on Britain – **War of 1812**.

The Detroit Bluff (6 min)
Detroit is first vulnerable spot Americans could attack. **Brock** takes offensive – with only 300 men. Indian tribes encouraged. **Tecumseh**, with 600 warriors join in. Brock fits out 400 more Upper Canadian militiamen in regular army uniforms – to bluff Americans. The Americans are terrified of Indians. Turns the tide. American commander of Fort Detroit surrenders.

Queenston Heights (7 min)
1812 – An American army prepares to avenge loss at Detroit. Garrison at **Fort George** engaged in battle. 1200 American troops crossing Niagara river. Counter-attack fails. 80 **Mohawk warriors** led by son of **Joseph Brant's son Norton** are all that stand. Americans start to waver. British reinforcements arrive. American commander surrenders. 925 prisoners. **Brock** killed by a sniper.

Tecumseh's Last Stand (8 min)
Tecumseh is striving to form an independent **Indian confederacy** strong enough to resist American expansion. Nation within a nation. British forces defeated on **Lake Erie**, Proctor retreats. Tecumseh's men make last stand. He is killed. His army broken. Aboriginal forces never as important again.

Canadians Know How to Fight (6 min)
Americans plan to attack Montreal. **Fight at Chateauguay**. **Chrysler's farm**. Americans lose.

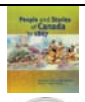
Traitors and Heroes (9 min)
Joseph Wilcox – member of Assembly of Upper Canada. He and some others in Upper Canada side with Americans. Some hung. Battle at **Lundy's Lane**. Last major American invasion fails. Peace treaty signed in 1814. Canada never again attacked. Canada determined not to become American, draws closer to Britain.



Exposition:
PSC: *The War of 1812 (p. 176-181)*



Exposition:
The 10 Most Significant Conflicts on Canadian Soil. *Battle of Queenston Heights* (p. 34-37)





Map:
PSC: *Key Battles of the War of 1812* (p. 179).

Layered Maps CD: 17-Battles of War of 1812



Primary Source:
- PSC: (speech) *Tecumseh* (p. 177).
- PSC: (painting) *Battle of Queenston Heights* (p. 179).

Learning Experience#6: Essential Question B Resource List

6B. RL



Websites

- http://www.northernblue.ca/products/index.php/Products_and_Portals
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 4. British North America 1760-1830 > E. The War of 1812 > log-in (at top left)>USERNAME: EducationNWT Password: nwtece999 > return to "E. The War of 1812" > many choices:
  choose an event:
  section 6: The Campaign of 1812: The First Battles (includes Queenston Heights)
  section 7: The Campaign of 1813
  section 8: The Campaign of 1814: British Retreat at Chippawa
  section 9: Lundy's Lane
  choose an person:
  section 6: Tecumseh, Brock, Norton
  section 7: Laura Secord, Wilcocks, Brant
  choose a consequence:
  section 10: The British Burn Washington
  section 11: The Treaty of Ghent
  section 12: conclusion
- The War of 1812: Canadian Encyclopedia
  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008442
  NOTE: the hyperlinked names/battles in the article
  NOTE: maps at the bottom of article
- www.wikipedia.org
  "War of 1812 Campaigns" (see first section "Canada, 18 June 1812—17 February 1815)
  "War of 1812" (pics) NOTE: section 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5
- http://www.historytrek.ca/
  Search: "The War of 1812"

Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#6: Essential Question C Resource List

6C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections

1. VR BLM: Video Response Guide



Set 2, Disc 5
Episode 7
Rebellion and Reform

Three Angry Men (8 min)
William Lyon Mackenzie opposes 'The Family Compact' in print. Joseph Howe does the same in Nova Scotia – says they're stealing public money. Reformers like these two want responsibility (that government is chosen by and responsible to) the people. In Lower Canada, in La Minere newspaper, **Papineau** opposes appointed governor.

On the Eve of the Rebellion (9 min)
1837- The Patriotes now move to defiance of government. Demonstrations. **Papineau** recommends disobedience, others armed rebellion. **Mackenzie** tries to organize opposition. British garrison is all sent to Lower Canada.

The Die is Cast (9 min)
Lower Canada is in turmoil. Nov 23, 1837 – At St Denis there is a battle between the rebels and the British. The British retreat.

The Explosion (10 min)
Nov 25-1837 – St Charles battle – 150 Patriotes killed. 7 British soldiers. **Mackenzie** decides time is right to attack Toronto. He brings together like-minded reformers/rebels at Montgomery's tavern. Militiamen attack the tavern and burn it. Mackenzie flees to US.

The Last Stand (6 min)
Two Mountains battle in Lower Canada, St Eustache, battle in the church. **Papineau** is exiled. Martial law is declared. The rebellions have been crushed.

The Union of the Canadas (12 min)
1839- bad harvests. Many despairing. Opponents of reform have won. Durham submits his report in London. One of the reformers demands accepted. Those that are running government should be elected. He sees a war between races. Recommends unifying the colonies, to assimilate the French. **Robert Baldwin** sends a letter trying to form an alliance between Patriotes and reformers in Upper Canada. **Louis Lafontaine** agrees . This Reform Alliance forms a majority in new unified Assembly. Act of Union 1841. One language, one colony etc. Lafontaine elected in Toronto, Baldwin near Montreal. Battle for government to be elected is won.

Vindication (9 min)
Self-government finally granted. In 1847, Joseph Howe's party wins election. First 'responsible' government in British empire colonies. **Baldwin and Lafontaine** elected in Canadian Assembly. Rebellion Losses Bill introduced. English in Lower Canada furious. Burn parliament (which is in Montreal). Lord Elgin supports bill, indication that colonies can govern themselves

An End and a Beginning (3 min)
10 years after burning of parliament, things have settled. 2 ½ million people live in Canada. **Baldwin** retires. **Lafontaine** also. Both die within several years. **Mackenzie** returns from US, is elected to parliament. Largely ignored . **Papineau** returns to Canada. Has lost his influence. Joseph Howe continues in politics. Champions the building of a railway across Canada.

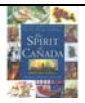
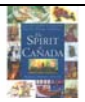


Exposition:

- PSC: "Upper Canada Rebellion" (p. 192-195)
- PSC: "Lower Canada Rebellion" (p. 198-201)
- PSC: *French-British Cooperation –Baldwin-Lafontaine* (p.205)

Learning Experience#6: Essential Question C Resource List

6C. RL

	**Primary Source:** • SC: (handbill) *Mackenzie's Call to Rebellion* (p.63) • SC: (song) M.A.Gérin-Lajoie. *Un Canadien Errant* (64-65)
	**Exposition:** The 10 Most Significant Conflicts on Canadian Soil. *Rebellions of 1837* (p. 14-17)
	**Short Story:** SC: *The Boy with an R in his Hand* (p.61-62)
	**Map**: PSC: *Upper and Lower Canada* (p. 189)
	**Websites** • http://www.northernblue.ca/products/index.php/Products_and_Portals HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 5. Conflict and Change: A. Background of Discontent > USERNAME: EducationNWT Password: nwtece999 > return to "A. Background of Discontent" (see #5 Upper Canada's Reformers: **Mackenzie**) > "8.1 Louis Joseph **Papineau**") also: "E. Road to Responsible Government" > scroll down to (The Reformers Unite (**Baldwin** and **Lafontaine**) • The Treaty of Paris (1763): Canadian Encyclopedia Papineau: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006069 Mackenzie: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004947 Baldwin: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0000479 LaFontaine: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004461 • www.wikipedia.org "Louis-Joseph Papineau" (pictures) "William Lyon Mackenzie" (many pictures) "Robert Baldwin" (pictures) "Louis-Hippolyte Lafontaine" (pictures) • http://www.historytrek.ca/
	Blackline Masters: NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Timeline of Events 1763—1791

End of Seven Years' War: Nouvelle-France becomes a colony of England

British Parliament passes the Québec Act, extending the Province of Québec's territory to the south, and preventing westward expansion of the Thirteen Colonies. The people of Québec (majority French-speaking) are allowed to practise their language, religion, laws, and landholding system.

Americans attack British soldiers at Lexington, Massachusetts, beginning the war for American independence. The Americans also attack the fort at Québec unsuccessfully.

The first United Empire Loyalists begin to arrive in Nova Scotia. They are given land and food by the British colonial government.

July 4 – Americans sign their Declaration of Independence from British rule.

The British army surrenders and the fighting between Americans and British ends. Loyalists continue to come to Nova Scotia and Québec.

Treaty of Paris is signed, officially ending the American Revolution and recognizing American independence.

In response to the demands of the many Loyalists in the area, Nova Scotia is divided into two provinces, creating the new colony of New Brunswick.

The Constitution Act divides the Province of Québec into Upper Canada (Ontario) and Lower Canada (Québec). Upper Canada is mostly English-speaking because of the arrival of the Loyalists, while Lower Canada is mostly French-speaking. Both provinces receive an elected assembly. Lower Canada uses French and English and keeps the seigneurial system.

Timeline of Events 1763—1791—Key

1763	End of Seven Years' War: Nouvelle-France becomes a colony of England
1774	British Parliament passes the Québec Act, extending the Province of Québec's territory to the south, and preventing westward expansion of the Thirteen Colonies. The people of Québec (majority French-speaking) are allowed to practise their language, religion, laws, and landholding system.
1775	Americans attack British soldiers at Lexington, Massachusetts, beginning the war for American independence. The Americans also attack the fort at Québec unsuccessfully.
1776	The first United Empire Loyalists begin to arrive in Nova Scotia. They are given land and food by the British colonial government.
1776	July 4 – Americans sign their Declaration of Independence from British rule.
1781	The British army surrenders and the fighting between Americans and British ends. Loyalists continue to come to Nova Scotia and Québec.
1783	Treaty of Paris is signed, officially ending the American Revolution and recognizing American independence.
1784	In response to the demands of the many Loyalists in the area, Nova Scotia is divided into two provinces, creating the new colony of New Brunswick.
1791	The Constitution Act divides the Province of Québec into Upper Canada (Ontario) and Lower Canada (Québec). Upper Canada is mostly English-speaking because of the arrival of the Loyalists, while Lower Canada is mostly French-speaking. Both provinces receive an elected assembly. Lower Canada uses French and English and keeps the seigneurial system.

What is a Revolution?

Read the following sentences and write your own definition of the word "revolution".

1. The computer and the Internet have created a *revolution* in media and communications.
2. When the citizens are unhappy with their government, they sometimes rebel and create a *revolution*.
3. A *revolution* is sometimes violent and sometimes not.
4. Copernicus' theory that the earth moved around the sun was a *revolutionary* new idea in the sixteenth century.
5. The war of the American *Revolution* between Britain and its Thirteen Colonies ended in American independence from British colonial rule.

I think ***revolution*** means:

_____

_____

A dictionary definition of ***revolution*** is:

_____

_____

Source: _____

Reasons why citizens may <u>want</u> a revolution in their country:

_____

_____

Reasons why citizens might be <u>against</u> a revolution in their country:

_____

_____



Note-Taking-Frame—The American Revolution

Actions of the British Government in the colonies after 1763:	Reasons why the American Colonies were unhappy with these actions:
Actions of protest taken by citizens in the Thirteen Colonies against Britain:	Reasons why some residents of the Thirteen Colonies were opposed to these actions:
Reasons why the Loyalists chose to come to the British colonies in Canada:	Reasons why the colonies in Canada did not join the Americans against Britain:
Sources: 1. 2.	

Note-Taking-Frame—The American Revolution—Key

Actions of the British Government in the colonies after 1763: • *Québec Act 1774 extended the boundaries of the Province of Québec well into the western region that the Americans considered to be their land.* • *England imposed taxes on molasses and stamps in the colonies to help pay for their war expenses.* • *England allowed their own companies to sell tea in the colonies without paying duties.* • *They made decisions in the British Parliament about the Thirteen Colonies without consulting the Americans.*	Reasons why the American Colonies were unhappy with these actions: • *They wanted freedom and independence from colonial rule.* • *They believed it was undemocratic that decisions about their country should be made by rulers in Britain.* • *They wanted their own system of government, not a monarchy.* • *They did not think they should be taxed to pay for wars that started in Europe.* • *They had become a distinct American culture separate from Britain. They felt it was unjust to be ruled by people who didn't know their lives.*
Actions of protest taken by citizens in the Thirteen Colonies against Britain: • *They protested British laws in their Assemblies.* • *They dumped English tea into the harbour at Boston (Boston Tea Party).* • *They attacked English soldiers in Lexington Massachusetts.* • *They attacked Montréal and Québec in 1775.* • *They declared their independence from Britain on July 4, 1776.*	Reasons why some residents of the Thirteen Colonies were opposed to these actions: • *They felt loyalty to Britain and the British crown.* • *They felt that the actions of protest were leading to mob rule, disorder, and war.* • *They were worried that a revolution would cause them to lose all the security they had built in the colonies.*
Reasons why the Loyalists chose to come to the British colonies in Canada: • *They were treated as traitors in their homeland.* • *Canada did not take the side of the Americans but remained neutral in the war.* • *They felt there would be more stability and peace in Canada.* • *Canada was less populated and had plenty of land and resources.* • *They were promised help and land by the British government. Most went to Nova Scotia or the southern part of Québec, which were nearby and had English-speaking populations.*	Reasons why the colonies in Canada did not join the Americans against Britain: • *Most Canadians were not unhappy with British colonial rule.* • *The Americans had been the enemies of Québec when it was Nouvelle-France.* • *They did not believe that Revolution would bring them greater freedom.* • *They were afraid that if they joined, they might simply be taken over by the larger, richer and more populated American colonies.*

The United Empire Loyalist
By Rev.LeRoy Hooker

What did they then, those loyal men,
When Britain's cause was lost?
Did they consent,
And dwell content
Where Crown, and Law, and Parliament
Were trampled in the dust.

Dear were their homes where they were born;
Where slept their honoured dead:
And rich and wide
On every side
The fruitful acres spread;
But dearer to their faithful hearts
Than home, or gold, or lands,
Were Britain's laws, and Britain's crown,
And Britain's flag of long renown,
And grip of British hands.

They would not spurn the glorious old
To grasp the gaudy new.
Of yesterday's rebellion born
They held the upstart power in scorn --
To Britain they stood true.

With high resolve they looked their last
On home and native land;
And sore they wept,
O'er those that slept
In honoured graves that must be kept
By grace of stranger's hand.

They looked their last and got them out
Into the wilderness,
The stern old wilderness!
All dark and rude
And unsubdued;
The savage wilderness!

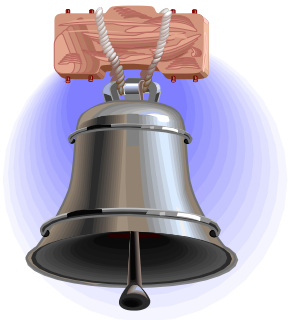
Source: As cited in *Loyalist Patriotic Verse*, Toronto: 1885, p. 63; edited by Marijan Salopek. <http://victoria.tc.ca/history/etext/loyalist.verse.html>. Public domain.

From a speech on the Stamp Act in Virginia, March 23, 1775
by Patrick Henry

Gentlemen may cry, Peace, Peace-- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

Extract from the United States Declaration of Independence, July 4, 1776

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.



Upper Canada and Lower Canada: Comparison

Living in Upper Canada	Living in Lower Canada
Language, religion, population • What year was Upper Canada established? What is it called today? • Describe major changes in the population from 1763 to the early 1800s. • What are some of the reasons for this population change? • Where does most of the population come from? • What is the majority language in the early 1800s in Upper Canada? • What is the majority religion in the early 1800s in Upper Canada? • How did most of the people feel about the British colonial government?	**Language, religion, population** • What year was Lower Canada established? What is it called today? • Describe major changes in the population from 1763 the early 1800s. • What are some of the reasons for this population change? • Where does most of the population come from? • What is the majority language in the early 1800s in Lower Canada? • What is the majority religion in the early 1800s in Lower Canada? • How did most of the people feel about the British colonial government?
Government and laws Describe how the government worked, and how decisions were made. Describe the role of each of these people or groups: • The Lieutenant Governor • The Legislative Council • The Executive Council • The Family Compact • The elected Legislative Assembly • The voters	**Government and laws** Describe how the government worked, and how decisions were made. Describe the role of each of these people or groups: • The Governor General • The Legislative Council • The Executive Council • The Château Clique • The elected Legislative Assembly • The voters
Social groups, work, and daily life Describe who these groups were, how they lived and worked, and what their opinions and values were, and what they wanted from the British colonial government. • The Loyalists and other American immigrants • The recent immigrants from Europe • The people in the towns and villages • The homesteaders in rural areas • The merchants and businessmen • The Reformers	**Social groups, work, and daily life** Describe who these people were, how they lived and worked, what their opinions and values were, and what they wanted from the British colonial government. • The habitants • The American immigrants • The merchants • The clergy • The educated professionals • The Patriotes or the Parti canadien
Similarities between the two Canadas:	

A Changing Map of Canada

The Map of Canada in 1774	**The Map of Canada in 1791**
Name the provinces of Canada identified in this map: (Note: Rupert's Land is not a colony, as it is still controlled by the Hudson's Bay Company)	Name the provinces of Canada identified in this map: (Note: Rupert's Land is not a colony, as it is still controlled by the Hudson's Bay Company)
Describe the size and territory of the province of Québec in this map:	Describe what has happened to the former Province of Québec in this map:
Name the Act that established this map.	Name the Act that established this map.
What do you think has happened between 1774 and 1791 to change the map of Canada in this way? What questions do you have about these changes?	

A Changing Map of Canada—Key

The Map of Canada in 1774	The Map of Canada in 1791
Name the provinces of Canada identified in this map: (Note: Rupert's Land is not a colony, as it is still controlled by the Hudson's Bay Company) *Province of Québec* *Newfoundland* *Nova Scotia*	Name the provinces of Canada identified in this map: (Note: Rupert's Land is not a colony, as it is still controlled by the Hudson's Bay Company) *Upper Canada* *Lower Canada* *New Brunswick* *Nova Scotia* *Newfoundland*
Describe the size and territory of the province of Québec in this map: *It is very large and extends to the west of the Thirteen Colonies south of the Great Lakes into the United States.*	Describe what has happened to the former Province of Québec in this map: *It is much smaller, does not extend into the United States, and is divided into two parts: Upper Canada, the Great Lakes area; and Lower Canada, the area along the St. Lawrence River.*
Name the Act that established this map. *The Québec Act of 1774, establishing the province of Québec and allowing Canadiens to keep their language, religion, landholding and civil laws.*	Name the Act that established this map. *The Constitutional Act of 1791 establishes new colonies in Canada and divides English-speaking and French-speaking provinces (Upper and Lower Canada).* *Note: Help students remember "Upper" and "Lower" by thinking of European perspective of travelling farther "up" the St. Lawrence into the country.*
What do you think has happened between 1774 and 1791 to change the map of Canada so much? What questions do you have about these changes? *Encourage students to hypothesize based on prior knowledge.*	

Sort and Predict: Upper Canada and Lower Canada

6A. 9a

Sort the words on the left under Upper Canada or Lower Canada (1791).

- Laws based on British system of law
- Seigneurial system for land division
- Elected Legislative Assembly controlled by English-speaking property owners and merchants of British descent
- Catholic Church authority protected by the government
- British township system for land division
- French and English languages used in government
- People mostly under control of the Catholic Church and the seigneurs
- Combination of English law and French-Canadian law
- Elected Legislative Assembly controlled by English merchants and French-Canadian property owners
- English language only used in the Government
- Population mostly French-speaking
- Called Canada West in 1841
- Protestant religion and education encouraged by government
- Called Canada East in 1841
- Fast population growth due to arrival of many Loyalists, and English, Scottish and Irish immigrants
- Population mostly Catholic
- Population mostly Loyalists
- Population mostly English-speaking
- Ontario today
- Québec today

Upper Canada

Lower Canada

Sort and Predict: Upper Canada and Lower Canada—Key

Upper Canada

- Laws based on British system of law
- English language only used in the government
- British township system for land division
- Elected Legislative Assembly controlled by English-speaking property owners and merchants of British descent
- Protestant religion and education encouraged by government
- Population mostly English-speaking
- Population mostly Loyalists
- Ontario today
- Called Canada West in 1841
- Fast population growth due to arrival of many Loyalists, and English, Scottish, and Irish immigrants

Lower Canada

- Combination of English law and French-Canadian law
- French and English languages used in government
- Seigneurial system for land division
- People mostly under control of the Catholic Church and the seigneurs
- Elected Legislative Assembly controlled by English merchants and French-Canadian property owners
- Called Canada East in 1841
- Population mostly Catholic
- Population mostly French-speaking
- Québec today
- Catholic Church authority protected by the government
- Only male property owners (European descent) could vote (* true of both colonies)

New Faces and New Places

6A. 10a

A. First, match the place names below (as they were called in the 1780s) with their place in eastern Canada:

_____ Lower Canada

_____ Upper Canada

_____ Cape Breton Island

_____ Island of St. John

_____ Nova Scotia

_____ New Brunswick

_____ Quebec

1



2



3



4



5



6



7



Map Author Credits:
LC—Made available for sharing by Roke in Wikipedia "Lower Canada"
UC-- Made available for sharing by Roke in Wikipedia "Upper Canada"
ISJ—Made available for sharing by Klaus M. (Mikmaq)
NS__Made available for sharing by EOZyo in Wikipedia "Nova Scotia"
CB—Made available for sharing by NordNordWest in Wikipedia "Cape Breton Island"
NB— Made available for sharing by EOZyo in Wikipedia "New Brunswick"
QB-- QB-- adapted from *People and Stories of Canada*, p. 162

B. By yourself, or in your small group, match the reasons why the "new faces" (Loyalists) caused these Canadian places to be formed or changed (see *People and Stories of Canada*, p. 172, 173):

_____ Lower Canada

_____ Upper Canada

_____ Cape Breton Island

_____ Island of St. John

_____ Nova Scotia

_____ New Brunswick

_____ Quebec

1. About 1000 Loyalists came here and wanted to be their own bosses
2. The place that was divided up into Upper and Lower Canada
3. Many black Loyalists went here to farm—but the soil was not good for farming
4. The English speaking Loyalists (later to become Ontario)
5. 20000 Loyalists went here. Halifax didn't listen to them; so they wanted to be their own boss. Nova Scotia was divided and this new place was formed west of the Bay of Fundy
6. The 500 Loyalists didn't like the way the government was giving the land out –many left
7. The French people who were already there when the Loyalists arrived

New Faces and New Places-Key

A. First, match the place names below (as they were called in the 1780s) with their place in eastern Canada:

___7____ Lower Canada

___3____ Upper Canada

___2____ Cape Breton Island

___6____ Island of St. John

___1____ Nova Scotia

___5___ New Brunswick

___4____ Quebec

1



2



3



4



5



6



7



Map Author Credits:
LC—Made available for sharing by Roke in Wikipedia "Lower Canada"
UC-- Made available for sharing by Roke in Wikipedia "Upper Canada"
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QB--- adapted from *People and Stories of Canada*, p. 162

B. By yourself, or in your small group, match the reasons why the "new faces" (Loyalists) caused these Canadian places to be formed or changed (see *People and Stories of Canada*, p. 172, 173):

___7____ Lower Canada

___4____ Upper Canada

___1____ Cape Breton Island

___6____ Island of St. John

___3____ Nova Scotia

___5____ New Brunswick

___2____ Quebec

1. About 1000 Loyalists came here and wanted to be their own boss
2. The place that was divided up into Upper and Lower Canada
3. Many black Loyalists went here to farm—but the soil was not good for farming
4. The English speaking Loyalists (later to become Ontario)
5. 20000 Loyalists went here. Halifax didn't listen to them; so they wanted to be their own boss. Nova Scotia was divided and this new place was formed west of the Bay of Fundy
6. The 500 Loyalists didn't like the way the government was giving the land out –many left
7. The French people who were already there when the English Loyalists arrived

6A.CT.11 JUDGING "BETTER" OR "BEST" - Loyalist Group

NAME:_____

Ask students to judge from among two or more options (teacher-provided or student-generated) which one(s) best meet(s) the identified criteria

CRITICAL CHALLENGE: TOPIC QUESTION?

Which Loyalist group do you think all Canadians should know about? (use *People and Stories of Canada*, p. 166, 167)

OPTIONS AND THEIR IMAGES:

1. Immigrants from Britain
2. European pacifists
3. African-Americans
4. Aboriginal peoples

1  2  3  4 

DO: In order to judge for yourself (or your small group) what group (above) "all Canadians should know about", decide what qualities make people "famous" or worth remembering) (eg. people who do a lot for others, should be remembered...)	**1.** 	**2.** 	**3.** 	**4.** 
THE CRITERIA (QUALITIES) Write them below. THEN, give each group (to the right) a score out of 5 on each quality:	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)
• _____ _____				
• _____ _____				
• _____ _____				
• _____ _____				
• _____ _____				
TOTALS:				

CONCLUSIONS: _____

_____

The War of 1812

Causes of the War

- Britain and France are at war in Europe. This means that many of the British ports are closed. American ships cannot deliver their cargoes to sell in Britain.
- Britain is stopping and searching American ships to look for deserters from the British army. They are still treating the United States as though it is a colony and not an independent country.
- The United States is growing rapidly and its people are always looking for new farmland. They are expanding westward but the First Peoples in that area are hostile to this expansion.
- Some Americans see British North America, especially the rich, inexpensive land in Upper Canada, as an excellent way to gain more farmland. They also believe that if they could make Canada a part of the United States, they would gain some allies with the First Peoples.

Main Events of the War

June 1812	The United States declares war on Britain.
July 1812	The American army enters Upper Canada. American General William Hull tries to persuade Canadians to surrender rather than fight with the British, saying that becoming part of the United States would free them from the tyranny of Britain. He warns them not to make alliances with the Indians against the U.S.
July 1812	British army captures the American Fort Michilimackinac on Lake Huron.
August 1812	British General Isaac Brock and Shawnee Chief Tecumseh capture Detroit from the Americans.
October 1812	General Brock is killed at the Battle of Queenston Heights.
April 1813	The Americans are advancing farther into Upper Canada, and they capture York (today's Toronto, the capital of Upper Canada, on Lake Ontario), burning the Parliament Buildings.
October 1813	Chief Tecumseh is killed. The Americans destroy British ships on Lake Erie.
Summer 1814	Americans retreat to Fort Erie. British attack the American President's house in Washington (today's White House).
December 1814	A Peace Treaty is signed to end the war. Neither the Americans nor the British claim victory.

Effects of the War

- The Americans gave up on the idea of making Canada part of the United States. Instead, they expanded to the west and the south in the U.S.
- Britain started to treat the United States as an independent country. However, after this war, Britain stopped encouraging American immigration to Canada.
- Upper Canada and Lower Canada began to feel a connection to one another because they had fought together against the Americans.
- The U.S./Canada border was established more or less as it is today.
- All military forces were removed from the Great Lakes.

This war has been called the "war that nobody won". Why do you think this is so?

_____

_____

_____

_____

_____

_____

_____

It has also been said that, in fact, there is never a "winner" in a war, and that everyone loses. Knowing what you now have learned about Canadian history do you think this is true?

_____

_____

_____

_____

_____

_____

_____

Why do you think that war sometimes creates a feeling of national unity among the citizens of a country?

_____

_____

_____

_____

_____

_____

_____

People in the War of 1812

The words of Isaac Brock in a speech made July 22, 1812:

About the Indians:

But they are men, and have equal rights with all other men to defend themselves and their property when invaded.

About the United States' invitation to Canada to surrender rather than fight:

The officer commanding that detachment has thought proper to invite his majesty's subjects, not merely to a quiet and unresisting submission, but insults them with a call to seek voluntarily the protection of his government … The unavoidable and immediate consequences of a separation from Great Britain must be the loss of this inestimable advantage [prosperity because of the maritime power of Britain]; and what is offered you in exchange? To become a territory of the United States, and share with them that exclusion from the ocean which the policy of their government enforces…; you are not even flattered with a participation of their boasted independence; and it is but too obvious that, once estranged from the powerful protection of the United Kingdom, you must be reannexed [taken control of again] to the dominion of France, from which the provinces of Canada were wrested by the arms of Great Britain…

The words of Laura Secord, as told to the Prince of Wales in 1858:

Describing her experience of June 1813:

It was there [at Queenston] I gained the secret plan laid to capture Captain Fitzgibbon and his party. I was determined, if possible, to save them. I had much difficulty getting through the American guards… With the intelligence I gave him [Colonel Fitzgibbon] he framed his plans and saved his country. I have ever found the brave and noble Colonel Fitzgibbon a friend to me.

The words of Chief Tecumseh to his people

About American westward expansion (speech in the winter of 1811 – 1812):

Brothers, – When the white men first set foot on our grounds, they were hungry; they had no place on which to spread their blankets, or to kindle their fires. They were feeble; they could do nothing for themselves. Our father commiserated their distress, and shared freely with them whatever the Great Spirit had given his red children. They gave them food when hungry, medicine when sick, spread skins for them to sleep on, and gave them grounds, that they might hunt and raise corn.

Brothers, the white people came among us feeble, and now we have made them strong, they wish to kill us, or drive us back, as they would wolves and panthers.

Brothers, – The white men are not friends to the Indians: at first, they only asked for land sufficient for a wigwam; now, nothing will satisfy them but the whole of our hunting grounds, from the rising to the setting sun.

Speech at Fort Walden in September 1813:

Our lives are in the hands of the Great Spirit. We are determined to defend our lands, and if it is his will, we wish to leave our bones upon them.

Sources: Words of Isaac Brock and Laura Secord as cited in Morton, D., and M. Weinfeld. "Who Speaks for Canada? Words that Shape a Country". Toronto, ON: McClelland and Stewart Ltd., 1998. 5-6, 8-9.

Words of Chief Tecumseh as cited on Galafilm War of 1812, Tecumseh's Speeches: <http://galafilm.com/1812/e/people/tec_speaches.html>

6B.HT.13 JUDGING "MOST IMPORTANT" - (PERSON, EVENT, CONSEQUENCE OF War of 1812) NAME: _____

Ask students to judge from among two or more options (teacher-provided or student-generated) which one(s) best meet(s) the identified criteria

CRITICAL CHALLENGE: TOPIC QUESTION?

Which is the most important individual, event, or consequence of the War of 1812? (start your study in *People and Stories of Canada*, p. 166, 167)

(all images below made available for sharing in the hyperlinked Wikipedia articles authored by: 1. From a story,"The Story of Isaac Brock" by Walter R. Nursey; 2. Benson John Lossings; 3. unknown 4. Natty10000

OPTIONS AND THEIR IMAGES:

1. Sir Isaac Brock
2. Tecumseh
3. John Norton
4. John Macdonell

1  2  3  4 

DO: In order to judge what individual from the War of 1812 was most important from your point of view, decide what qualities make people "famous" or worth remembering. Here are five you can add to if you wish	**1.** 	**2.** 	**3.** 	**4.** 
THE CRITERIA (QUALITIES) After studying each individual, use the criteria below to score each person out of 5—then add of the points	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)
How important was the person *thought to be at that time*? _____				
How long did his famous work or contribution *take to complete*? __				
How *many people did he affect* or how deeply was his work felt? __				
How long after the War *was he remembered* and his work still felt?				
Has a *monument or holiday* been made, or a *song, poem, story* been written about the person? _____				
TOTALS:				

CONCLUSIONS: I think _____ (person's name) was the most important to the War of 1812 because:

_____

_____

Two main recommendations of Lord Durham's Report: 1. *Upper and Lower Canada should be united in one province.* 2. *There should be responsible government in the province, with less British interference. This meant that the Executive Council (cabinet) should be chosen by the elected representatives of the people (not by the Governor) and their decisions would need the support of the majority of the Legislative Assembly.*	**Why Lord Durham made these recommendations:** 1. *He thought this would place the English in the majority in government, make English the only official language, and make decision making much easier.* 2. *He thought that this would satisfy some of the unrest that had caused the rebellions.* *(He also set most of the rebels free, and sent some into exile, instead of keeping them in prison or sentencing them to death as traitors.)*
What was the "Union" in the Act of Union? *Upper Canada and Lower Canada now became the United Province of Canada. It would have one Legislative Assembly, with representatives from Canada East (former Lower Canada) and Canada West (former Upper Canada).*	**What was the purpose of this Union?** • *It would make the government of the colonies simpler for Britain (only one government, not two).* • *It would give the English control of the colony, because when the Canada East and Canada West representatives were combined, the English-speaking representatives were in the majority.* • *It was hoped that the French-speaking people would become assimilated (join the majority culture) and the country would be more united.*
Explain how the Legislative Assembly worked in the Province of Canada under the Act of Union. • *Canada East and Canada West voters both elected their representatives to one Legislative Assembly.* • *The Legislative Assembly could make local laws and impose taxes, subject to the approval of the Governor General, the Executive Council, and the Legislative Council (who were all appointed by the Governor General).*	**How could this create problems for the new Province of Canada?** • *French-speaking Canadians would lose their power and voice in government, and they would be unhappy.* • *It did not answer the people's demands for more responsible government, since most of the decisions were still made by appointed (not elected) members.* • *The Reformers—even the moderate reformers—would be unhappy.*
In 1841, did the government have to answer to the people for its decisions? *No—to the Governor General.*	**Who held most of the power in government?** *The Executive Council, who were usually English-speaking and were named by the Governor General.*
Your conclusion: Did the Rebellions result in responsible government?	

Two Canadas?

Read the following text with your partner and underline its main points.

Canada was once two Canadas – Upper Canada (later Canada West) and Lower Canada (later Canada East). The population of Upper Canada was mostly English-speaking, they were mostly of the Protestant religion, and most of them had beliefs and values that were based on British tradition. The population of Lower Canada was mostly French-speaking, mostly Catholic, and most of them had beliefs and values that were based on the traditions of France, but that had changed over several generations of living in Canada.

Some people say that this division is part of what defines Canada and Canadians to this very day. They say that Canada has always been "two solitudes": two groups of people who do not understand one another and do not speak to one another. The Canadian writer Hugh MacLennan wrote in 1945, "No single word exists, within Canada itself, to designate with satisfaction to both races a native of the country. When those of the French language use the word *Canadien*, they nearly always refer to themselves. They know their English-speaking compatriots as *les Anglais.* English-speaking citizens act on the same principle. They call themselves Canadians; those of French language French-Canadians."

The first sentence of Hugh MacLennan's novel *The Two Solitudes*, for which he won a Governor General's Award, begins with this sentence:

> *"Northwest of Montréal, through a valley always in sight of the low mountains of the Laurentian Shield, the Ottawa River flows out of Protestant Ontario into Catholic Québec."*

(MacLennan, Hugh. *Two Solitudes.* Toronto: Popular Library Press, 1945, p. 9).

Discuss with your partner whether you think that Canada today is still "Two Solitudes", or two peoples who do not communicate with one another.

Do you think this is true of the Canada that you live in?
What about the Aboriginal peoples of Canada?
What about the many new immigrants to Canada?
What about the fact that Canada today is officially bilingual?



Write down your thoughts and be prepared to share your ideas with the class.

It's Not Fair! (even in 1837 they cared about fairness)

A. Match the names below with their place in eastern Canada:

_____ Lower Canada (French)

_____ Upper Canada (English)

1



William Lyon MacKenzie

2



Louis-Joseph Papineau

3



Robert Baldwin

4



Louis-Hippolyte Lafontaine

B. The problem with fairness:

These leaders wanted a government (and a governor) that would listen to what the people wanted. The governor let the people elect an assembly—but didn't listen to what they said. It wasn't fair that the government would not respond to the people's wishes (that would be called "responsible" government). (Later and even worse, when the government tried to fix things, they got advice from Britain to make Upper and Lower Canada the same—that meant English!—not so good if you were French and Catholic).

C. How they reacted to the unfairness (study p. 194, 200, 205 of *People and Stories of Canada*)

Which leaders (above) used violence and non-violence for their people and their fight for fairness:

Use Violence and Rebellion	Use Non-Violence and Negotiation

Which leaders were most successful in bringing about change (p. 205)? What methods did they use to overcome unfairness?

_____

_____

_____

Pick two words out that you just wrote that you think are the most important words that made LaFontaine and Baldwin successful: _____, _____

D. How could you use some of the same skills that LaFontaine and Baldwin used to solve this social problem:

It's Not Fair! (even in 1837 they cared about fairness)

For the next two weeks, all decisions in this classroom will be made by myself in consultation with a group of three students whom I will select. Only these students will have any say in my decisions. Only these students will obtain special privileges. The preferences and opinions of these three students, whom I will call the Clique, will always have priority over the preferences and opinions of the rest of the class, even if the whole class is in disagreement with them. New class rules will be set up by the Clique, subject to my approval. Other students may only obtain special privileges (e.g., choosing where they may sit, being given free time, choosing what groups they work with), if they agree with the opinions of the Clique. The Clique alone has the privilege of making a request directly to me. All the rest of the class members must make their requests through the Clique. The class cannot change any of the rules, decisions or privileges made by the Clique and myself. Members of the Clique are allowed to give special favours to their friends, and are allowed to receive bribes or special favours from class members in order to try to influence them. None of these privileges can be changed by the class – only I can change any privileges.

E. Try out your new LaFontaine-Baldwin skills to solve this virtual problem in a classroom:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Role Cards: Rebellions of 1837 and 1838

Choose an individual or group that you would like to represent from the following list of people who were involved in the events and the aftermath of the Rebellions of 1837 and 1838. Prepare a Role Card following the format below.

- John Graves Simcoe
- William Lyon Mackenzie and the radical reformers of Upper Canada
- Sir Frances Bond Head
- Robert Baldwin and the moderate reformers of Upper Canada
- Louis-Joseph Papineau and the radical reformers of Lower Canada (Patriotes)
- Wolfred Nelson
- Docteur Jean-Olivier Chénier
- Lord Durham
- Louis Hippolyte Lafontaine and the moderate reformers of Lower Canada
- Lord Elgin
- Sir Charles Bagot
- Joseph Howe

Name and Description	**Picture**
Date of Birth and Death	**Position and Influence in the Colony**
Beliefs, Values, and Opinions of this Person	
Actions of this Person During and After the Rebellion	
Summary of this Person's Accomplishments	
Sources	

Un Canadien Errant / A Wandering Canadian

Origins of this song:
When the Rebellion of 1837 failed, many young French-Canadian supporters of Louis-Joseph Papineau had to flee their country to escape punishment. Some took refuge in the United States, and a student named M.A. Gérin-Lajoie wrote a song about one of these young exiles. In it, he pictures the young man walking by the banks of a river that flows toward his homeland and asking the river to carry his greetings to his loved ones.

UN CANADIEN ERRANT
French words by: Antoine Gérin-Lajoie (1839)

Un Canadien errant
Banni de ses foyers
Parcourait en pleurant
Des pays étrangers.

Un jour, triste et pensif,
Assis au bord des flots,
Au courant fugitif
Il adressa ces mots:

« Si tu vois mon pays,
Mon pays malheureux,
Va, dis à mes amis
Que je me souviens d'eux.

Ô jours si pleins d'appas
Vous êtes disparus,
Et ma patrie, hélas!
Je ne la verrai plus!

Non, mais en expirant,
Ô mon cher Canada,
Mon regard languissant
Vers toi se portera.»

Once a Canadian lad,
Exiled from hearth and home,
Wandered, alone and sad,
Through alien lands unknown.

Down by a rushing stream,
Thoughtful and sad one day,
He watched the water pass,
And to it he did say:

"If you should reach my land,
My most unhappy land,
Please speak to all my friends,
So they will understand.

Tell them how much I wish
That I could be once more
In my beloved land,
That I will see no more.

My own beloved land
I'll not forget till death,
And I will speak of her
With my last dying breath.



Source of English version: Reproduced from <http://ingeb.org/songs/uncanadi.html>
Un Canadien Errant, french words by Antoine Gérin-Lajoie (1839). Public domain.

LE 6 Create a great brochure



- Criteria for an great brochure

*informative
*visually appealing
*proper format.

Learning Experience#7: *Negotiating Confederation*

Student Inquiry Choices (Essential Questions, Inquiry Idea(s), Parent Involvement)

Essential Question A

When you leave for school every day, which way do you turn when you leave the front door? What would happen if you turned the other way? How would your life be different if you'd been born a boy (or girl)? What if you had been born in another country? Would your life be different? How? Could Canada look very different today if a few things had changed back in 1867? In this Essential Question, you consider some of the things that could have happened that might have made Canada a very different country than it is today. You will see an imaginary map of Canada, and try to figure out how what could have happened to make it look so different. Believe it or not, back in 1867, when Canada was born, there were all sorts of things that almost happened that would have changed Canada a lot or even erased it from the map. **Essential Question A: What stories would explain the *Imagine If...* map of Canada?**



Imaginary Map of Canada

Map credit: GNWT

Inquiry Ideas:

1. Role play being a news anchor. Carefully research and prepare one of the stories about a take-over (or Nova Scotia leaving for the USA) of Canadian land. Use the *Imagine If...* Map of Canada to explain what part of Canada was involved and why it never happened.
2. Draw a new map of Canada and the USA showing how the USA would be larger and Canada smaller IF all of the land shown in the *Imagine If...* Map of Canada would have become the USA's.

Essential Question B

There are a whole lot of reasons that in 1860 some people in the British colonies in North America were worried, and others were hopeful – or both at the same time! Some were afraid that Americans were going to invade – and in fact they did! Some were afraid that the prairies were going to be taken over by American farmers – and in fact they tried! Some people thought that the United States might stop buying and selling things to the colonies because of what Britain during the American Civil War- and in fact they did pass a law that blocked trade. Some people thought that either English-speaking Protestants or French-speaking Catholics had too much power – and the Canadian government stopped working because of this. Some people thought that the Maritime colonies (Nova Scotia, PEI, New Brunswick) should all join together – and they organized a meeting to do just that in 1864. Lots of things were going on in the 1860's. Some people thought making a new country would solve some of these problems, some people thought that trying to do that would make everything worse. For these and other reasons, what might happen to 'Canada' (which didn't even exist) was very uncertain. In **Essential Question B**, you explore **What was the best argument for or against Confederation?** Maybe Canada could have been a very different place – or not existed at all!


"Manifest Destiny" by John Gast, 1872. Image in public domain; made available for sharing by user, AThing, in Wikipedia article, "Manifest Destiny"

Inquiry Ideas:

1. Draw a map that shows what Canada would look like in 1867 if Confederation **had never happened**. Show the Maritime colonies all joined with one color; the Canadas another color; Newfoundland another color. Explain how they would all still be colonies of the country of Great Britain—not an independent country called Canada.

2. Pick one of the threats that helped Canada decide that they could not stay isolated colonies far away from Britain—but had to confederate! Study all that you can find out about that threat and report to the class whether it was a real threat or just something that likely would not have happened even though it made Canada worried.

Essential Question C



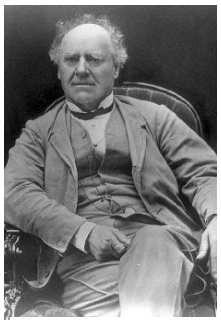
John Hamilton Gray. Public Domain. Made available for sharing by user Magnus Manske in Wikipedia article "John Hamilton Gray"



Charles Tupper. Public Domain. Made available for sharing by user Adamske in Wikipedia article "Charles Tupper"



George Brown. Public Domain. Made available for sharing by user Adamske in Wikipedia article "George Brown"



Joseph Howe. Public Domain. Made available for sharing by user Habsfannova in Wikipedia article "Joseph Howe"



John A Macdonald. Public Domain. Made available for sharing by user Mortadelo2005 in Wikipedia article "John A Macdonald"

Would you look good with big whiskers? If you look at the pictures of the men (and they were all men!) who negotiated for or against the idea of making Canada, they pretty much all had interesting hair …. Just a coincidence? *Can you think of other things, (beyond the styles of haircuts) that have changed since these photographs were taken in the 1860s and 1870's? How was life in Canada different than it is now?*

The men in these photographs had very different ideas of what was the best thing to do for the people and places they were elected by. Some thought that joining the Maritime colonies together would be great. Some thought that being pretty close to the United States would be the best thing to do. Some didn't like French-Canadians much. Some didn't trust English-Canadians much. Some dreamed of a country that stretched all the way to the Pacific Ocean. Some thought that was crazy! One of them was even murdered for what he believed. In Essential Question C you learn about one of these interesting people, what their ideas were, and share what you learn with other people in your class. **Essential Question C: From the perspective of (pick a person from the list) what were the advantages or disadvantages of Confederation** (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper, … other?)

Inquiry Ideas:

1. Prepare some cartoon storyboards that show pairs of famous Canadians arguing for and against Confederation. Be sure they talk back and forth to each other, each giving at least two reasons for their beliefs.
2. Choose one of the "Fathers of Confederation" and find out what he was thinking when he wanted confederation. What was motivating him? Did he want a job promotion and more pay—or did he care about the people who lived in Canada?
3. Research Aboriginal leaders during this time. How come there are no Aboriginal 'Fathers of Confederation?" Why were they not at the Charlottetown, Quebec and London Conferences?

STUDENT CHOICE OF ESSENTIAL QUESTION; PARENT OPPORTUNITY FOR EARLY INVOLVEMENT

What one **Essential Question** above would you like to study for this Learning Experience?

Essential Question ___ Parents Signature _____

Learning Experience#7: Essential Question A Resource List

7A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.



Set 2, Disc 6
Episode 8
The Great Enterprise

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Episode Beginning (5 min.)
American Civil War threatens to spread to Canada. Most of northern colonies live close to American border. Northern States at war with Southern. Abraham Lincoln furious that Britain appears to be siding with the South. **Annexation of Canada contemplated**. **William Seward believes the whole continent belongs to US**. Joseph Howe is terrified. Volunteers for local militia begin to come forward.

We have two Countries (5 min.)
George Brown opposes Cartier and Macdonald. He founds The Globe . Suspicious of French Catholics. Each Assembly (Upper and Lower Canada) has **equal representation**. Brown leads the Grit party, wants 'Rep by Pop'. Upper Canada's population now exceeds Lower Canada's. **Government is stalemated** (falls 4 times in 4 years).

Good Management and Means (9 min.)
Maritimes are booming in 1860's. Ship building supplied to Americans and beyond. Samuel Tilley comes back to New Brunswick that the future of his province lay with Confederation. Little support. He loses a snap election to an anti-Confederation party. Tilley approaches Macdonald for money to organize his political campaign. Grand Trunk Railroad has deep pockets, and agrees to fund. In Nova Scotia, more trouble. Charles Tupper thinks the Quebec deal is good. In legislature it is opposed in print as 'Botheration' by Joseph Howe. In April 1865, Abraham Lincoln assassinated. Disbanded American soldiers with **Fenian inclinations want to attack Britain in North America**. Confederation advocates suggest building a railway to unite provinces against external enemies. In New Brunwick, Tilley re-elected. In Nova Scotia, Tupper gains support.

Maps:

Layered Maps CD: *Imagine If....*Map

- *Oregon Boundary Dispute* http://en.wikipedia.org/wiki/Oregon_boundary_dispute



Exposition

PSC: *Border Problems with the USA (1)* and (2)(p. 211)



Exposition:

The 10 Most Significant Conflicts on Canadian Soil. *Fenian Raids* (p.10-13)



Websites

- (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals
- Some people inside Canada wanted to join the USA:
  HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 6. The Road to Confederation>A. Growth and Change in B.N.A>log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "A. Growth and Change in B.N.A > Use section: "The Annexation Manifesto
- *Oregon Boundary Dispute* http://en.wikipedia.org/wiki/Oregon_boundary_dispute

Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#7: Essential Question B Resource List

7B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.



Set 2, Disc 6
Episode 8

The Great Enterprise

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

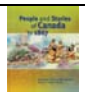
Episode Beginning (5 min.)
American Civil War threatens to spread to Canada. Most of northern colonies live close to American border. Northern States at war with Southern. Abraham Lincoln furious that Britain appears to be siding with the South. Annexation of Canada contemplated. William Seward believes the whole continent belongs to US. Joseph Howe is terrified. Volunteers for local militia begin to come forward.

We have two Countries (5 min.)
George Brown opposes Cartier and Macdonald. He founds The Globe . Suspicious of French Catholics. **Each Assembly (Upper and Lower Canada) has equal representation**. Brown leads the Grit party, wants 'Rep by Pop'. **Upper Canada's population now exceeds Lower Canada's**. Government is stalemated (falls 4 times in 4 years).

Three Weeks in Quebec (17 min.)
October, 1864.PEI, NB, NS, Canada meet in Quebec City. Many arrive by train – at 9 mph. Representatives from each colony. 33 delegates. Only 4 are French. Railway barons are in town **trying to convince politicians to build an intercolonial railway**. Antoine Aimé Dorion is a critic of the whole enterprise – thinks it's all to make a few people rich. Few notes taken during the meetings. Lots of parties in the evenings. Macdonald drafts many of the 72 Resolutions. He wants federal power to override. Maritime delegates feel isolated. Want help buying out absentee landlords in their colonies. Many start to balk. American affairs shape event. Confederate soldiers in Montreal hold up banks in Vermont then flee back to Montreal. **American calls for invasion** grow. **The strength of a unified federation** is vaunted. "Peace, order and good government" – very different from idealism of American and French constitutions.

Good Management and Means (9 min.)
Maritimes are booming in 1860's. Ship building supplied to Americans and beyond. Samuel Tilley comes back to New Brunswick that the future of his province lay with Confederation. Little support. He loses a snap election to an anti-Confederation party. Tilley approaches Macdonald for money to organize his political campaign. Grand Trunk Railroad has deep pockets, and agrees to fund. In Nova Scotia, more trouble. Charles Tupper thinks the Quebec deal is good. In legislature it is opposed in print as 'Botheration' by Joseph Howe. In April 1865, Abraham Lincoln assassinated. Disbanded American soldiers with Fenian inclinations want to attack Britain in North America**. Confederation advocates suggest building a railway to unite provinces against external enemies**. In New Brunwick, Tilley re-elected. In Nova Scotia, Tupper gains support.

A Great Revolution (6 min).
Delegations from NS, NB, Canadas arrive in London. Things move slowly. Lord Carnarvon gives British North America Act a final push in parliament. March 29, 1867 Queen gives consent to Dominion of Canada.



Exposition:

PSC: *The Roots of Confederation* (p. 210-211) and *Reactions to Confederation* (p. 222-23)

Learning Experience#7: Essential Question B Resource List

7B. RL

	**Exposition:** The 10 Most Significant Conflicts on Canadian Soil. *Fenian Raids* (p.10-13)
	**Song:** SC: *Anti-Confederation Song* (p.117)
	**Websites** • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals: HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 6. The Road to Confederation> A. Growth and Change in BNA" and B. Causes of Confederation >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to A. Growth and Change in BNA" and B. Causes of Confederation • http://www.historytrek.ca/ Search: "Confederation"
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#7: Essential Question C Resource List

7C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.



Set 2, Disc 6
Episode 8

The Great Enterprise

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Opening Vignette (5 min.)
Isabella Macdonald is addicted to the use of opium. She dies at Christmas time in 1857. John A is devastated.

Episode Beginning - I am French Canadian (5 min.)
George-Etienne Cartier was involved in the Patriote Rebellion, charged with treason. Escaped to US. Changed his opinions – swearing allegiance to the British crown. He returns with hope of helping Montreal become wealthy. He's elected to the Assembly of Canada East.

A Sly Fox (5 min.)
Macdonald has gone through some personal tragedies, then returns to public life. Likes to party. He is a calculating critter, and thoroughly pragmatic. Encounters **Cartier**, and begin to think about uniting all the British North American colonies, build a railway across the continent.

We have two Countries (5 min.)
George Brown opposes **Cartier** and **Macdonald**. He founds The Globe . Suspicious of French Catholics. Each Assembly (Upper and Lower Canada) has equal representation. Brown leads the Grit party, wants 'Rep by Pop'. Upper Canada's population now exceeds Lower Canada's. Government is stalemated (falls 4 times in 4 years).

City of Wealth (4 min.)
In 1860's, Montreal is in upheaval. William Notman tries out photography. He records the many changes going on. The Grand Trunk Railway in Montreal embodies the optimism of the era. **Cartier** is the lawyer of that railway. Dream of a railway to the West.

A Winter of Utter Misery (5 min.)
Samuel Tilly devotes himself to Prohibition. Alcohol use rampant. Child labour is widespread. In winter, Grey Nuns and others provide charity.

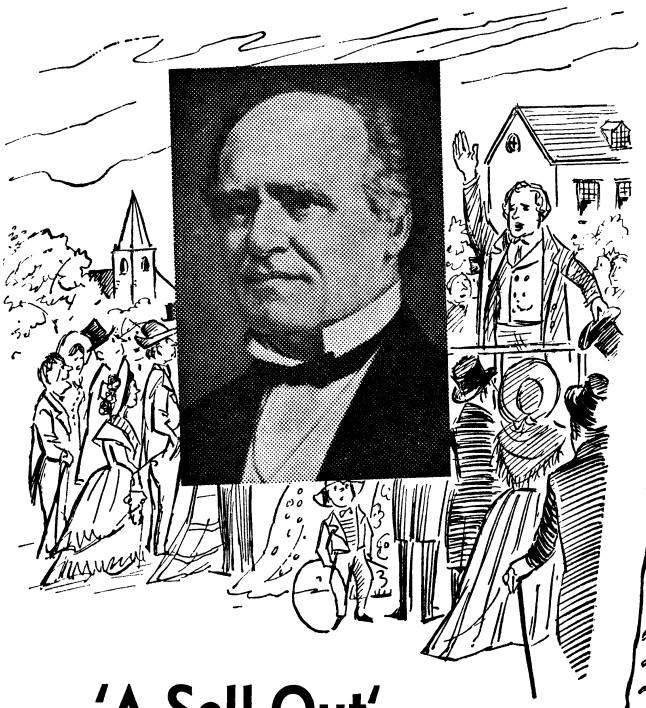
To Have the Power (6 min.)
1862 – **George Brown** sails to England. Meets Anne Nelson. Marries. Brown becomes aware that Britain wants to rid herself of colonies like Canada. Upon Brown's returns home, **Macdonald** and **Cartier** extend hand to Brown. Grand Coalition formed. Dream of a federation including Maritime colonies, Rupert's Land and British Columbia.

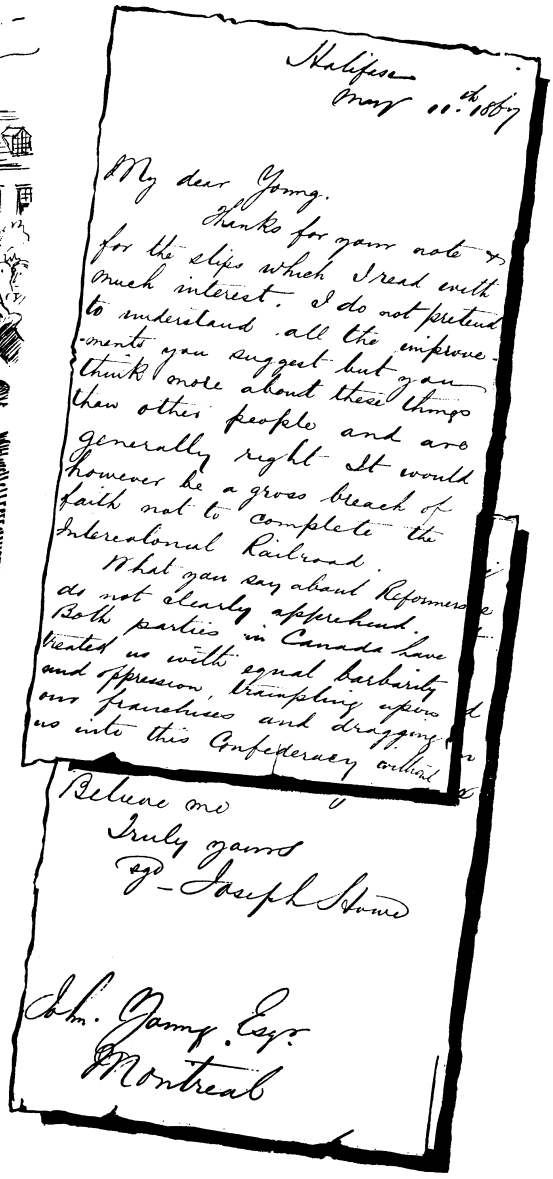
Strangers in Charlottetown (6 min.)
Fall of 1864. The circus comes to Charlottetown ! Oh, and a meeting happens too. **Brown, Macdonald**, **Cartier** are now in a coalition. All have different goals. Maritime politicians postpone their own discussions to hear what the Canadians have to say. Argument for union, with railroad to tie them together. Huge optimism in the possibilities grows.

Three Weeks in Quebec (17 min.)
October, 1864.PEI, NB, NS, Canada meet in Quebec City. Many arrive by train – at 9 mph. Representatives from each colony. 33 delegates. Only 4 are French. Railway barons are in town trying to convince politicians to build an intercolonial railway. **Antoine Aimé Dorion** is a critic of the whole enterprise – thinks it's all to make a few people rich. Few notes taken during the meetings. Lots of parties in the evenings. **Macdonald** drafts many of the 72 Resolutions. He wants federal power to override. **Maritime delegates** feel isolated. Want help buying out absentee landlords in their colonies. Many start to

	balk. American affairs shape event. Confederate soldiers in Montreal hold up banks in Vermont then flee back to Montreal. American calls for invasion grow. The strength of a unified federation is vaunted. "Peace, order and good government" – very different from idealism of American and French constitutions.
	Good Management and Means (9 min.) Maritimes are booming in 1860's. Ship building supplied to Americans and beyond. **Samuel Tilley** comes back to New Brunswick that the future of his province lay with Confederation. Little support. He loses a snap election to an anti-Confederation party. Tilley approaches **Macdonald** for money to organize his political campaign. Grand Trunk Railroad has deep pockets, and agrees to fund. In Nova Scotia, more trouble. **Charles Tupper** thinks the Quebec deal is good. In legislature it is opposed in print as 'Botheration' by **Joseph Howe**. In April 1865, Abraham Lincoln assassinated. Disbanded American soldiers with Fenian inclinations want to attack Britain in North America. Confederation advocates suggest building a railway to unite provinces against external enemies. In New Brunswick, **Tilley** re-elected. In Nova Scotia, **Tupper** gains support.
	**Exposition:** PSC: *The Great Coalition and the Fathers of Confederation* (p. 212-16) PSC: *The Opponents of Confederation* (p. 217*)*
	**Exposition:** The 10 Greatest Canadian Political Leaders: *Sir John A Macdonald* (p. 42-45)
	**Primary Source:** PSC: (letter) *Cartier to his Wife, 1865 (p. 214).*
	**Websites** • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals • Some people inside Canada wanted to join the USA: HCO Jr > The History of Canada Online Junior (HCO Jr)>Part 6. The Road to Confederation> B. Causes of Confederation >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "B. Causes of Confederation" • Confederation: Canadian Encyclopedia http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001842 • http://www.historytrek.ca/ Search: "Fathers of Confederation"
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

FAMOUS LETTERS IN CANADIAN HISTORY





Halifax May 11th 1867

My dear Young.

Thanks for your note and for the slips which I read with much interest. I do not pretend to understand all the improvements you suggest but you think more about these things than other people and are generally right. It would however be a gross breach of faith not to complete the Intercolonial Railroad.

What you say about Reformers I do not clearly apprehend. Both parties in Canada have treated us with equal barbarity and oppression, trampling upon our franchises and dragging us into this Confederacy without our consent . . . We must submit of course because we cannot fight the British Government but if the Queen's troops were withdrawn I would die upon the frontier rather than submit to such an outrage.

Our first duty will be to punish the rascals here who have betrayed and sold us. If then convinced that Canadians are disposed to act fairly we may try the experiment and endeavor to work the new system. . . .

Believe me,
Truly yours,
JOSEPH HOWE.

Believe me
Truly yours
Joseph Howe

John Young Esqr
Montreal

'A Sell-Out'

Confederation was a sell-out of Nova Scotia, cried Joseph Howe, the most eloquent voice in the Maritimes.

In this letter, written to a Montreal colleague just two months before Canada was born, Mr. Howe flails representatives of both political parties for their role in bringing on a union of the Atlantic provinces with the two Canadas.

But Mr. Howe, like other equally outspoken opponents of the union such as John Sandfield Macdonald, the first premier of Ontario, was later to lend his full support in making Confederation work.

Joseph Howe Says Union a Betrayal

Halifax, May 11th, 1867.

My dear Young:

Thanks for your note and for the slips which I read with much interest. I do not pretend to understand all the improvements you suggest but you think more about these things than other people and are generally right.

It would be a gross breach of faith not to complete the intercolonial railroad.

What you say about the reformers I do not clearly apprehend. Both parties in Canada have treated us with equal barbarity and oppression, trampling upon our franchises and dragging us into this confederacy without our consent . . . We must submit of course because we cannot fight the British Government but if the Queen's troops were withdrawn I would die upon the frontier rather than submit to such an outrage.

Our first duty will be to punish the rascals here who have betrayed and sold us. If then convinced that Canadians are disposed to act fairly we may try the experiment and endeavor to work the new system. . . .

Believe me,
Truly yours,
JOSEPH HOWE.

Reproduced from *Famous Letters in Canadian History*. Copyright 1964. Used by permission of Pat Jacobsen, on behalf of the late Peter Jackman.

Joseph Howe Says Confederation is Against Nova Scotia

Halifax, May 11th, 1867

My dear Young:

Thanks for your letter and the notes you send with it. I will not pretend to understand all the ideas you have written down about how the government can be better. Anyway, you think about these things a lot compared to other people—and you are usually right.

One thing you said about the new railroad that is being built between The Canadas and the Maritime colonies really got me upset. Without finishing that railroad, we will never be able to trade fairly with the Canadas or other Maritime colonies. It would be breaking our Nova Scotians' trust if you didn't finish building it!

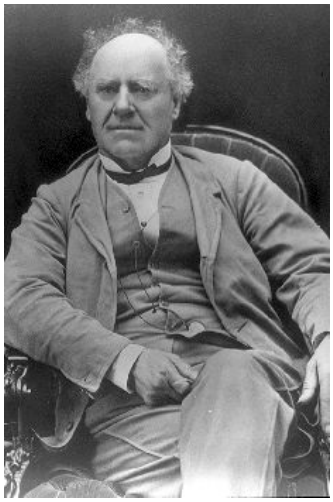
That thing you said about the people who are changing the government in Upper and Lower Canada—I don't clearly understand you. Both of those groups [called parties] have treated us badly and have not shown any care for Nova Scotia. These parties have hurt Nova Scotian companies and trade that we have with other places in Canada and outside Canada. We are being forced to join this thing called Confederation… We have to give in of course because we cannot fight the British Government in London or anywhere else. If the Queen of England took her soldiers out of here, I would be happy to die in Nova Scotia rather than to give in to this thing called Confederation.

Our first job will be to punish the rascals here in Nova Scotia who have sided with Upper and Lower Canada to pressure us into giving up our independence. Then, if we can be sure that Canadians will treat us fairly, we might participate in this experiment and try to cooperate with this new way of running the British colonies here in North America.

Believe me,

Truly yours,

JOSEPH HOWE



"Joseph Howe", photo by William James Topley, 1869, from National Archives of Canada. Image in public domain; made available for sharing by user, Habsfannova, in Wikipedia article, "Joseph Howe."

The Annexation Movement in Nova Scotia.

From the Montreal Witness, June 24.

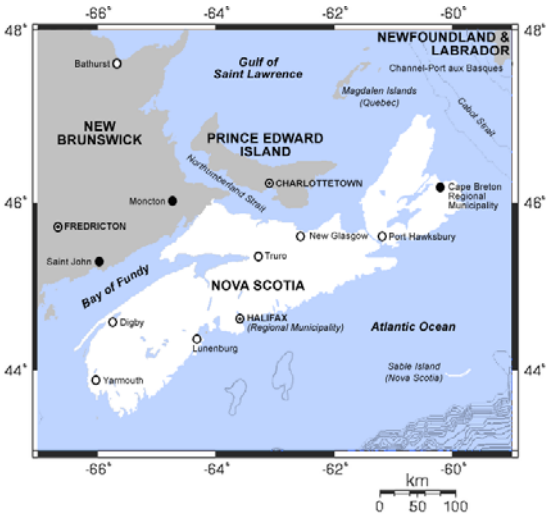
The more extreme number of the Repeal party have resolved on coming out openly in favor of annexing Nova Scotia to the United States. Leagues are to be formed, and a newspaper, it is said, is to be established, for the purpose of advocating and giving effect to this policy. We do not consider this movement on the part of the disaffected Nova Scotians worthy of notice on account of any effect we apprehend it may have in accomplishing the end contemplated. But we regard the agitation of this question as calculated to be productive of evil, in keeping up among the people a chronic state of excitement and dissatisfaction with their present institutions, thus distracting their attention and weakening their energies, thereby paralyzing the industry, and checking the commercial and manufacturing enterprises of the country; and in this light we look upon this annexation project as mischievous. There is a glaring inconsistency, too, in the reason ostensibly given for adopting this movement. The Nova Scotia malcontents could not by legitimate means obtain a separation from Canada, in order to resume their former Constitution, and, therefore, they will now seek by the same means to gain a separation from Canada in order to become annexed to the States.

-The Montreal Witness, June 24, 1869. Reprinted in the New York Times, June 27, 1869

The Annexation Movement in Nova Scotia.

From the Montreal Witness, June 24.

Some people in the group called the "Repeal" party are saying out loud to everyone that Nova Scotia should join the United States. They say they are going to form more new groups of people in other places who believe what they believe. They say they are going to make a newspaper that will try to persuade people to join them.



This map was made available for sharing by the user Poppy in the Wikipedia article, "Nova Scotia")

We the writers of this article don't believe this group is anything to worry about because we don't think Nova Scotia will actually join the United States.

But we do think this group and their beliefs will cause harm by keeping the population upset and worried—worried that it will cause businesses to slow down and people may lose their jobs. This is why we think this project is mischievous.

There is another problem here. These troublemakers could not leave Confederation by the rules to go back to being a colony—so they are ignoring the rules by trying to join another country—the United States.



Paraphrase of the June 27, 1869, *New York Times* archived article, "The Annexation Movement in Nova Scotia"—which is a reprint of the *Montreal Witness*, June 24, 1869.

(Original Text)

Nova Scotia Opposed to Confederation—Annexation Desired—Prince Edward's Island Supports the Confederacy.

HALIFAX, Feb. 5.—The papers report that at a meeting held at Merigomisk, in Pictou County, a resolution was passed declaring that the Confederation is a failure, and urging the local Legislature to move for annexation to the United States....A Union Association has been formed in Prince Edward's Island. Hon. T. H. HAVILAND, M. P., was chosen President, and Hon. JOSEPH POPE and Hon. WM. HEALD Vice-Presidents. The object of the Society is to forward the cause of the Confederation.

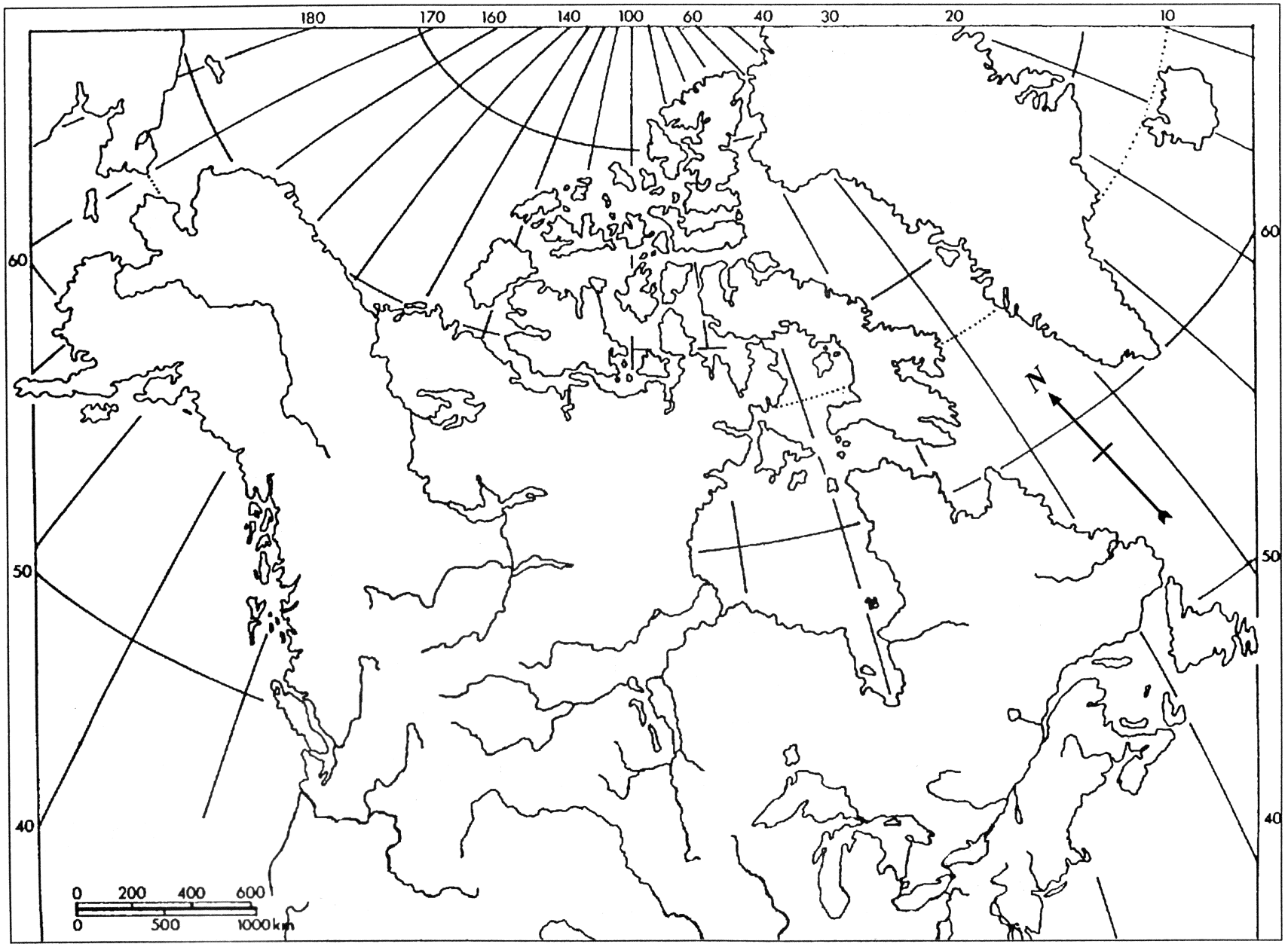
Published: February 6, 1870
The New York Times

(expanded paraphrase)

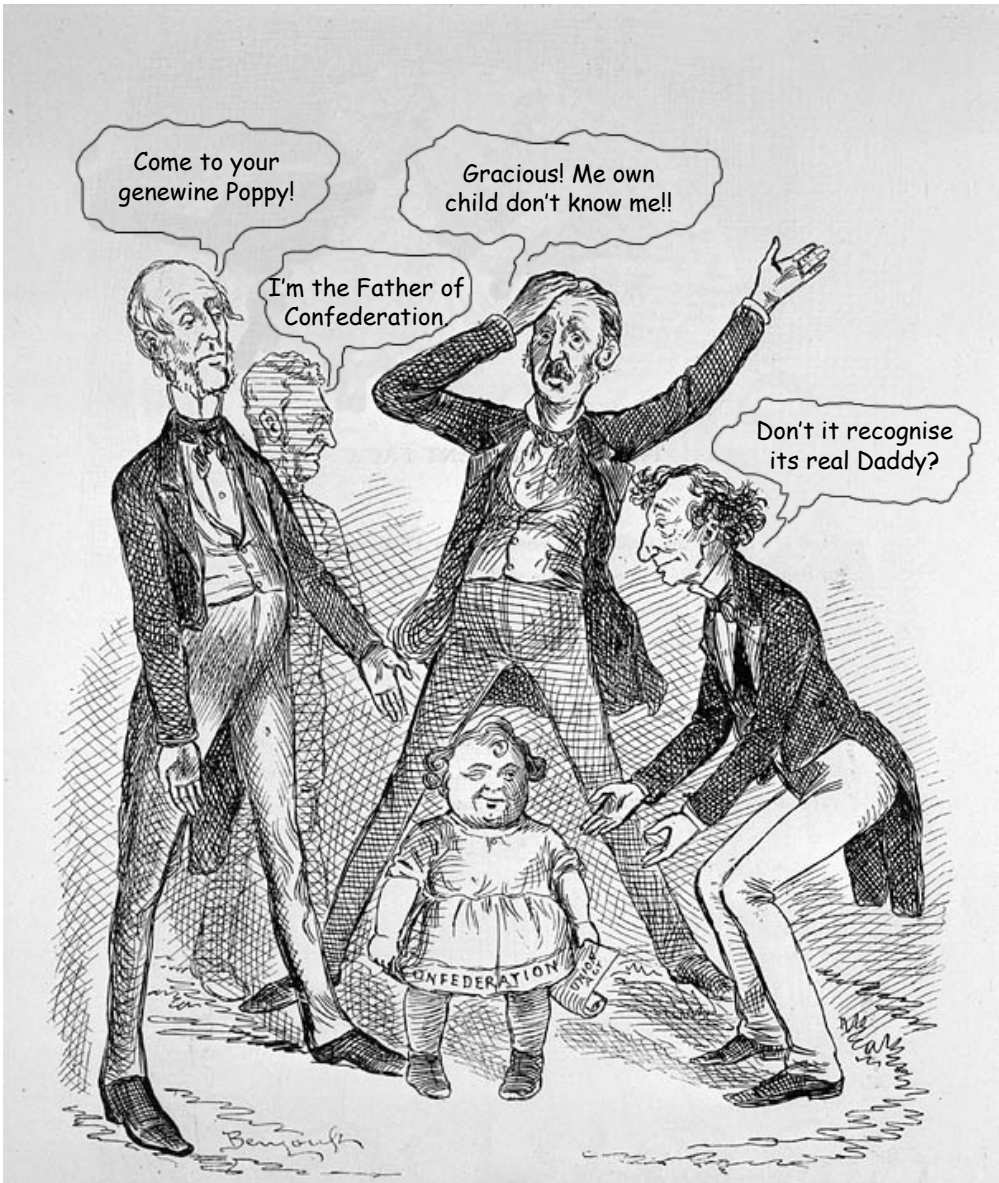
Nova Scotia Against Confederation—Joining the USA Desired; But Prince Edward Island Likes Canadian Confederation

HALIFAX, FEB. 5.—The newspapers are reporting that a meeting was held at Merigomisk, in Pictou County, Nova Scotia. At that meeting, a decision was made that Canadian Confederation is a failure, and wants the Nova Scotia legislature to make it law that Nova Scotia will join the United States.... A group calling themselves the Union Association has been formed in Prince Edward Island. Honourable T.H. Haviland, M.P., was chosen President, and Honourable Joseph Pope and Honourable W. Heald Vice-Presidents. The goal of the Society is to move Prince Edward Island towards joining Canadian Confederation.

Outline Map of Canada



Caricature of Confederation



CONFEDERATION !

THE MUCH-FATHERED YOUNGSTER.

<http://www.nlc-bnc.ca/2/18/h18-2900-e.html>
Caricature: "Confederation! The much-fathered youngster."
© Public Domain
Source: National Archives of Canada/C-005812

"Rep by Pop"



Under the Act of Union, Canada East and Canada West had equal numbers of representatives in the combined Legislative Assembly. Over time this created problems for decision making in the Assembly. Often, decisions became stalemated (could not be made), because all the representatives of Canada East (mostly French-speaking) voted one way, and all the representatives from Canada West (mostly English-speaking) voted in the opposite way.

By about 1850, the population of Canada West had grown, for the first time, to be larger than that of Canada East. Because of the continuing arrival of many mostly English-speaking immigrants, it appeared as though Canada West would continue to grow rapidly. For this reason, the representatives of Canada West began to push for "rep by pop"—representation by population—meaning that the number of members of the legislative assembly should depend on the number of voters. This way, Canada West would be assured a majority in the Legislative Assembly.

The stalemate situation in the Legislative Assembly was saved by the *Great Coalition*, or a cooperation agreement between representatives John A. MacDonald and George Brown (both of Canada West), and Georges-Étienne Cartier of Canada East. However, Cartier opposed "rep by pop", because he believed that eventually the English-speaking population would dominate all government decision making and the Canadien (French) culture would not survive.

In the discussions for Confederation of all the colonies, most representatives felt that "rep by pop" would be the fairest representation of the people. However, Prince Edward Island, with the smallest population, was concerned that they would lose power under the new government.



What do you think about this issue of "rep by pop"?

With a partner, complete the chart on the next page and discuss your conclusions with another group of students.

"Rep by Pop"

What does "*rep by pop*" mean?	
Reasons for "rep by pop"	Reasons against "rep by pop"
Who benefits from "rep by pop"?	Who does not benefit from "rep by pop"?
Our conclusion:	

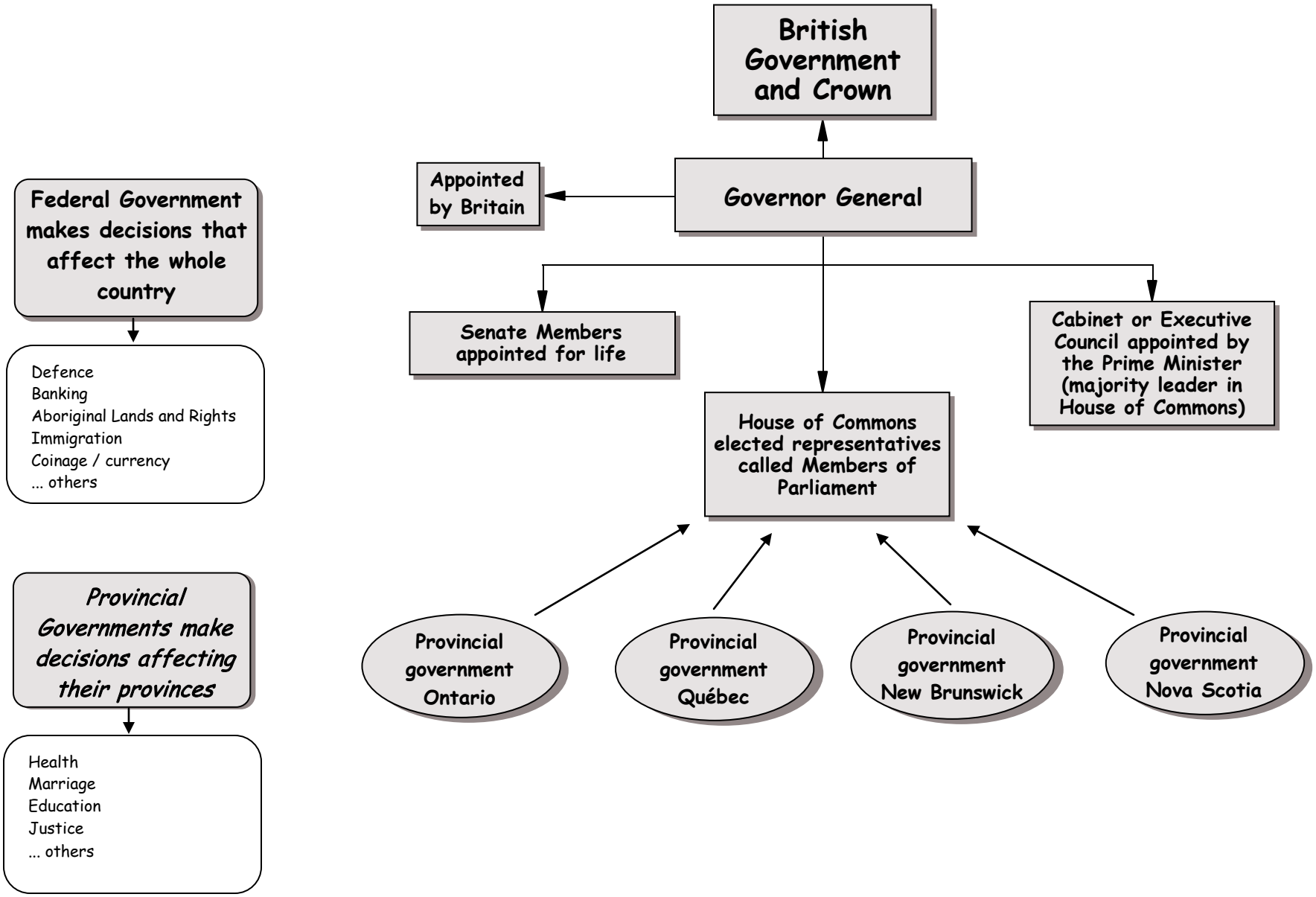
Confederation: For or Against?

Province	Characteristics of the population
Government in this province	Problems or concerns
Reasons for joining Confederation	Reasons against joining Confederation
Names of leaders involved in the Confederation debate	What these leaders believed about Confederation
How did the population of this province feel about Confederation?	Did this province attend the Charlottetown Conference in 1864?

The Negotiation Process

Step	Participants and Results
The Charlottetown Conference September 1 to 9, 1864	• NS, PEI, and NB had already planned a conference to discuss a Maritime union. Nfld. did not attend. • Canada East and West asked to join and their delegation made a proposal to all join together, proposing an intercolonial railway. Enthusiastic reception. • All agreed to work toward a union and to have a second meeting.
The Québec Conference October 10 to 27, 1864	• Canada East, Canada West, NS, PEI, NB, and Nfld. attended at the Château Frontenac in Québec. John A. Macdonald was very persuasive. • Delegates worked out 72 resolutions about the propose new system of federal government. • Now the delegates had to go home to convince their Legislative Assemblies to agree to this proposal. • NS and NB agreed, largely because they wanted the railway to make trade with the other provinces easier. • PEI and Nfld. did not accept, fearing their interests would not be served. • After a lengthy debate, primarily about the protection of French-speaking culture and rights, the province of Canada's Legislative Assembly agreed to proceed toward joining Confederation (Georges-Étienne Cartier important in this.)
The London Conference December 1866 to January 1867	• Delegates from Canada East, Canada West, NS, and NB go to London to finalize the resolutions of the Québec conference and to present them to the British government for their approval. • December 4, they began to draft the wording of the British North America Act, chose a name for the country and confirmed the name of each of the provinces. • Joseph Howe from NS was against Confederation and opposed many points. • However, by February 11, 1867, they submitted a draft of the British North America (BNA Act) for British approval.
The British North America Act March 29, 1867	• British Parliament quickly approved the Act and Queen Victoria gave Royal Assent on March 29.
Confederation Becomes Official July 1, 1867	• The Dominion of Canada is officially proclaimed and the new federal government begins.

British Government and Crown—Chart





LE 7

- Create a Powerful Headline



Four Medals and a Funeral

National Post February 27, 2006

Criteria for Judgment

- *Informative*
- *Concise*
- *Relevant*
- *Catchy*

Powerful Headline



- "Britney Shears"
- "The Buzz on Britney"
- "Oops, She Did it Again!"
- "Britney Spears Shaves Head , Gets Two Tattoos"

Headline:

Five people were injured and 15 were arrested Saturday night after police responded to a stabbing at a San Bernardino punk-rock concert and ultimately clashed with concert-goers, San Bernardino authorities said.

The stabbing victim, whose name has not been released, remained in the hospital Sunday, said Sgt. Dale Blackwell of the city's police department. Four officers and another concert-goer also suffered injuries, Blackwell said. The officers were treated at the hospital and released, he added.

Two police cars were destroyed, Blackwell said, and four others had minor damage. Nearby businesses also experienced "significant damage," he said, as concert-goers smashed windows and ransacked some establishments.

Officers arrested people for offences ranging from public drunkenness to assault with a weapon and burglary, Blackwell said.

The concert featured several popular bands, including The Adicts, Vice Squad and GBH.

From the Los Angles Times in the Edmonton Journal March 6, 2006



Each of the colonies involved in negotiating Confederation wanted to work out a deal that would be of advantage to their people. It was important that the leaders consider the entire situation as they carried out their discussions.

The list that follows includes the main reasons why Confederation took place in 1867, according to what various historians have said.

With your group members, review these reasons and decide together how you would place them in order from the **most important** to the **least important**. Your group may decide to add a reason of your own, if you feel there is historical evidence to support it. The order you propose must be a consensus decision, that is, an agreement that all group members all willing to support.

Main Reasons for Confederation

- Britain wanted to become less involved in the government of their colonies, because it was very time-consuming and expensive. It was time for the colonies to become more independent.

- It was necessary to work out a new system of government to help solve the continuing problems between the English- and French-speaking representatives of the united province of Canada, who had different priorities.

- The United States was very rich and powerful, and it was always looking for new lands. The U.S. wanted to take over the lands of Canada, and they were trying to convince the people of Canada, many of whom were American immigrants, that this would be a good idea.

- As the colonies grew, they were building railroads and roads, which cost a great deal of money. If several smaller colonies combined, they would have more taxes and more money to pay their debts as they grew.

- The "Great Coalition", which involved leaders such as John A. Macdonald, George Brown, and George-Étienne Cartier, had proven by their influence that it was possible for English and French-speaking Canadians to agree on big questions such as government reform.

- In some of the colonies, especially Canada East and Canada West, there was one government problem or crisis after another. A new system of decision making, with one central government and provincial governments to deal with local issues, might help make government more stable in the colonies.

- The United States had gained their independence from Britain in 1783 after a long war. Not long after this, the states became involved in a war amongst themselves, (the Civil War). The British colonies did not want any more wars, and by combining under one strong central government, they might avoid further wars. They would also have a stronger military defence.

- Is there another reason your group sees in the historical evidence?

_____

_____

_____

_____



7B.CT.13 Judging the Better or Best: Reasons for Confederation (3 pages)

As a group, decide by consensus on the order of importance (priority) for each of the suggested reasons that motivated Confederation. Provide your justification based on reasoning and historical evidence. Be prepared to present your "Top Five".

Reason/Motivation	Why it is important/evidence
1. Most important:	
2.	
3.	
4.	
5.	
6.	
7.	
8. Least important:	



7B.CT.14 CRITIQUE THE PIECE-Confederation NAME _____

(Ask students to assess the merits or shortcomings of a single designated figure, product or performance)

TOPIC QUESTION: Was Confederation a good deal for the colonies?

DIRECTIONS: In order to form an opinion on the questions below, use BLM: 5.4.4l BLM: British Government and Crown Chart

Listening to Atlantic Canada	**Listening to Quebec**	**Listening to Aboriginal Peoples**	**Listen to and DO what all Canadians wanted (not Britain)**	**Fairness of more representatives for larger populations**
				

THE RANGE OF QUALITY

POINTS:

1	**2**	**3**	**4**	**5**
Horrible/a Mess	Poor Quality	Surprisingly Good	Better Than Many	Highest Quality

THE CONDITIONS (QUALITIES) THAT MUST BE CONSIDERED WHEN ASSESSING THE TOPIC	SCORE and COMMENT	
Does it make sure that the voice of the Atlantic provinces will be heard? NOTES:		
Will it protect the rights of the French-speaking people of Lower Canada? NOTES:		
Will it protect the rights of Aboriginal people? NOTES:		
Does the new union provide responsible government that will do what the people want? NOTES:		
Does it provide "rep by pop?" Will it make sure that what the majority of people want will be heard? NOTES:		

CONCLUSIONS: _____

_____

QUESTIONS THAT I MIGHT RESEARCH MORE SOMEDAY: _____

_____

Identity Card: The Confederation Debates

Your task is to create an **Identity Card** that contains enough information to support a role play of the person you selected in a Confederation debate.

Name: _____ Date and place of birth: _____	Province represented and government role:
Background and description:	Include a picture of this person:
What is most important to this person?	
Does this person support or reject Confederation?	Explain the reasons for this position.
Write or create a quotation from this person.	

What They Said

If we do not take advantage of the time, if we show ourselves unequal to the occasion, it may never return, and we shall hereafter bitterly and unavailingly regret having failed to embrace the happy opportunity now offered of founding a great nation under the fostering care of Great Britain, and our Sovereign Lady, Queen Victoria.

- Sir John A. MacDonald, during the Confederation Debates

As fragments, we shall be lost; but let us be united and we shall be as a rock.

- Thomas D'Arcy McGee

Comparing Confederation to a piece of cloth, it is a weak and poorly planned piece of material. … Is union strong when a wise man, doing steady business, is tricked into joining a gambler?

- Joseph Howe (Nova Scotia)

If we desire to obtain England's support for our defence, we must help ourselves. When we are united, the enemy will know that if he attacks any province he will have to deal with the combined forces of the Empire.

- Georges-Étienne Cartier

My friends, a glorious era lies before us: we are entering Confederation. Let it not frighten you! After all, it is nothing but the realization of a plan designed by the first European to set foot in Canada; Jacques Cartier. Would Lower Canada want to limit the influence of the French race to the narrow confines of our province?

- Georges-Étienne Cartier, speech in Montréal, 1866

The Union of the Provinces of Canada, Nova Scotia and Nova Scotia, under the new Constitution, takes effect today … The Constitution of 1867 will be famous in the historical annals of Upper Canada, not only because it brought two flourishing maritime states into alliance with the Canadas and opened up new markets for our products, and a direct railway route to the Atlantic through British territory, but because it relieved the inhabitants of Western Canada from a system of injustice and demoralization under which they had suffered for a long series of years.

- George Brown, July 1, 1867

As cited in the National Library of Canada, Canadian Confederation website, <http://www.nlc-bnc.ca/2/18/index-e.html>

7C.CT.12 DECODE THE PUZZLE: Why There Are No Aboriginal Fathers of Confederation Name: _____

Ask students to suggest and justify a proposed solution, explanation or interpretation to a confusing or enigmatic situation

DIRECTIONS FOR TEACHER: The puzzle here is why such important conferences are taking place about the future of Canada—without Aboriginal leaders at them. At http://www.gov.ns.ca/abor/education/otherresources , see the Mi'Kmaq Resource Guide (http://www.gov.ns.ca/abor/education/otherresources)

DIRECTIONS FOR STUDENT: **First**. Read what the Nova Scotia government was doing with land that Mi'Kmaq traditionally occupied between 1801-1866 . **Second**. Write the missing information (reasons for the actions that were taken) that are not stated—"read between the lines."

1855 – The Nova Scotia government enacted legislation for the purpose of taking title to all lands reserved for the exclusive use of Indians and to hold it in trust for them.

1859 – An Act was passed which allowed squatters to buy land on which they were trespassing. This allowed settlers to obtain land set aside for Mi'Kmaq.

1866 – Samuel P. Fairbanks,Commissioner of Crown Lands and Indian Affairs, prepared a schedule of lands to be set apart for the Mi"kmaq.

1855- Why do you think the Nova Scotia Government would pass a law to say that they would take care of the land for the Mi'Kmaq—land that was "given" to them years before in 1801? Why do you need to take care of things for other people?

_____

_____

_____

_____

_____

1859- Why were people allowed to trespass and squat on Mi'Kmaq land in the first place? Then, why did the government say that since the squatter is already there, they could buy the land—from the government?

_____

_____

_____

_____

_____

1866- Why seven years later in 1866, would Samuel P. Fairbanks make a map or list of lands to be set apart especially for the Mi'Kmaq when the government had already given the land to them in 1801?

_____

_____

YOUR CONCLUSIONS: What are your thoughts about why there were no Aboriginal Fathers of Confederation? Does it help when you remember how Aboriginal people think about "land" and being their "own nation?" Do answering the questions above help you imagine how the government of Nova Scotia treated the Aboriginal Peoples? What could be some reasons why there were no Aboriginal Fathers of Confederation?

_____

_____

_____

_____

Learning Experience#8: *Fur, Farms, and the Metis*

Student Inquiry Choices (Essential Questions, Inquiry Idea(s), Parent Involvement)

Essential Question A

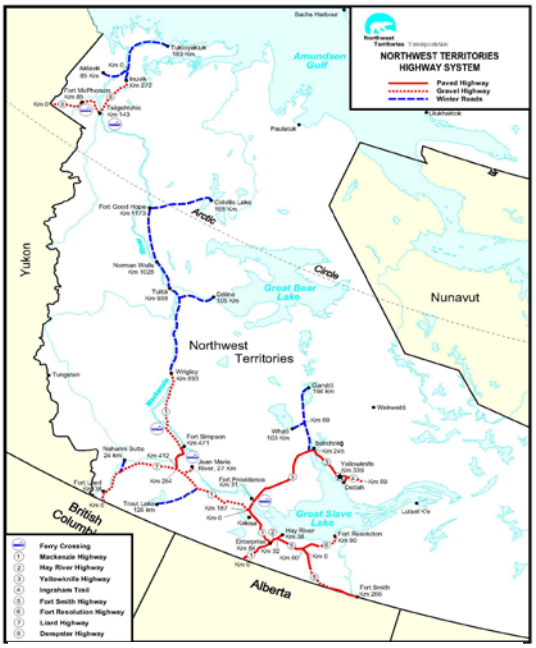
Why do you think your community exists where it does? Who can you ask that might know? Does the name of your community tell you anything about why it developed in the first place? Why isn't it somewhere else? Look at a map of the NWT. By their names or by where communities are located, can you guess why some communities developed where they did?

Most communities exist – or at least started to exist – because there was something special about that place. Sometimes the reason a place began can change over time. Québec City might have grown because it had a great place to build a fort, but that's not the reason it still exists today. Does Yellowknife continue to exist for the same special reason that it originally started? How about Hay River, Fort Good Hope or Norman Wells?

In Canada the fur trade was one of the big reasons that communities grew where they did. In Essential Question A you learn about the fur trade and how it worked and where people travelled to collect or to trade furs. **How did the major 'highways' (rivers) of the fur trade shape the way Canada developed?** You will also explore how the fur trade has shaped the Canada we know today, and make maps that show some of these connections.

Inquiry Ideas:

1. Pretend you have been given $100 000 to spend on making at least five old fur trade routes in Canada fun for drivers to drive to and tourists to learn about. The government is asking three things from you:
   - Find five historic trading posts sites that are close to the TransCanada Highway across the country (be sure to ask yourself, "I wonder why the TransCanada Highway was built here...?).
   - Next, decide what a tourist (who knew ahead of time) could bring to trade for something nice that grows or is found in that area (part of the fun is to "trade something" at this site).
   - Finally, take your thoughts and actually send them in an email (or posted letter) to either Heritage Canada, Parks Canada, or to transcanadahighway.com.



GNWT- used with permission from NWT Centre for Geomatics

2. Decide that you are going to adopt three major rivers of the fur trade. Adoption will mean you need to know what the river's name was and where the river started and ended. This is easy if you can get a big Canadian atlas from your library or go to http://canadiangeographic.ca . Follow the links from "English", "Atlas" to "Explore by Themes" to "Natural Resources" to "Fur trade" to zoom in on maps and hear descriptions of the fur trade read aloud. Start your research at http://en.wikipedia.org/wiki/List_of_rivers_of_Canada for each of your rivers. Get more specific with using web resources such as www.greatcanadianrivers.com and http://atlas.nrcan.gc.ca/site/english/learningresources/facts/rivers.html**.** Finally, voice your opinion about these fur trade rivers by signing a petition, joining a letter writing campaign, or taking a photo and submitting it see www.ispeakforcanadianrivers.com

Essential Question B



Made available for sharing by user Magnus Manske in Wikipedia article "beaver"

What would a beaver do if it bumped into a wooden fence? What would a buffalo do? The contact between European and Aboriginal peoples in the fur trade lead to the creation of a new people – the Métis. In the area that is near Winnipeg today, the French-speaking Métis had developed a very important role in the fur trade. They hunted buffalo to make pemmican – a kind of dry meat that was a very important source of food to the *voyageurs* who paddled canoes to and from the fur trading areas of the NorthWest all the way to Montreal. The buffalo and the beaver were very important to their way of life.

The way of life of the Métis of Red River developed over almost two hundred years (from the early 1700's on) while the fur trade was growing. Then farmers began to move into the Red River area. First it was the 'Selkirk Settlers'. Later, when Canada was created in 1867, lots of farmers began to move from Ontario and other places into the area that the Métis had lived and hunted and trapped. In lots of cases, the farmers didn't ask permission to start planting crops and fencing off areas – even if the lands they were on had been used for many years as part of the buffalo hunting and beaver trapping grounds the Métis used. This led to conflict, and even some armed fights where people were killed. Could the Métis way of life continue if farmers moved into Red River and started putting up fences and growing crops?

In this **Essential Question B** you decide what **could farmers or fur traders in the 1800's have done differently to solve their differences in the Red River region?**

Inquiry Ideas:

1. Interview a trapper in your neighbourhood. Try to prepare an expert description of what it means to be a trapper for the class audience, parents and the principal. Produce some primary source data by using a digital recorder to record the interview and a few digital stills showing a piece of good trapping land that the trapper might point out. Specialize in understanding what landscape is required for trapping; how much land is required for a trapline; and how often it must be checked. Ask the trapper what would happen to his trapline if several fences were put up and the land was cleared of trees and bushes and made into fields. Report your findings to the class either orally or with a digital presentation.
2. Using and creating maps and agreements that are fair to both groups (farmers, Métis) draw up a treaty that would have allowed both sides to pursue their way of life. Show on the maps where each group could have lived? What things do you have to keep in mind for this to be fair? Show your findings to the class either orally or in a multimedia presentation. Be sure to explain about "all the neighbors' problems" in this context and how the two of you have come to a solution that could benefit the whole settlement.

Essential Question C

Can the same person be both a hero and a traitor?

In the Red River settlement in 1869 there was a lot of anger and hope at the same time: the Dominion of Canada had been created in 1867, and for some people there was great hope that all the land West of Ontario might be opened up for farming. For the people who were already living in those prairie lands, there was a lot of fear and even anger –'what was going to

happen to them?'; 'will we be able to keep our way of life, our religion, our language?'. These questions were very important to the Métis who lived in the Red River area (part of Manitoba today). Different people had very different opinions, and wanted answers. For the French-speaking Métis, they wanted their buffalo-hunting way of life to continue, and chose Louis Riel to help them talk to the government in Ottawa about how to do this.



John A. MacDonald. Library and archives Canada. Public domain. Made available for sharing by user Mortadelo2005 in Wikipedia, "John A. MacDonald."

In Ottawa, John A Macdonald, the Prime Minister, wanted to allow lots of farmers to move into the rich farming lands of the prairies. Macdonald chose a friend of his to take charge of this area, and William McDougall travelled all the way from Ottawa to the Red River to do this. McDougall tried to force the Métis to give up their land, and started drawing new maps which declared all the land in the area 'unoccupied'.



Riel's (centre), first provisional government, 1869 (courtesy Glenbow Archives/NA-1039-1).

Soon a fight broke out. During the *Red River Rebellion* (sometimes called the *Red River Resistance*), Riel formed a government that was against just giving the Red River area to Canada, and took prisoners when people tried to fight them. One of those prisoners was even shot.

Prime Minister Macdonald negotiated with the Métis, and eventually agreed to form a new province – *Manitoba*. He also sent an army to take control of the settlement. Riel escaped to the United States because he thought he was going to be put in prison or shot. Different people had very different opinions of what Riel had done. **<u>Essential Question C</u> explores the fact that Louis Riel is described as a hero for the Métis and a traitor by others in 1870. How would you describe him?**

<u>Inquiry Ideas:</u>

1. Pretend there is a hearing for Riel. A hearing would be a bit like a student telling the principal "their side" of something that had happened. In this hearing Riel needs to tell what has happened and what should happen in the Red River Settlement area. He should talk about his hopes and dreams for the area which is around Winnipeg (and south of it) today. He should talk about Canada and use the word "country" as he talks (he might use it differently than we do today). Have the class write up their decision about the future of the land we now call Manitoba. Also, have the class decide whether punishments and rewards should be given to him. Use your class reference book as one place to help you make these decisions.
2. Inquiry #1 could be modified to include McDonald, or to have the two men debating the same questions. Compare Mcdonald and Riel. Is one the hero and the other the traitor?

<u>STUDENT CHOICE</u> OF ESSENTIAL QUESTION; <u>PARENT OPPORTUNITY</u> FOR EARLY INVOLVEMENT

What one **<u>Essential Question</u>** above would you like to study for this Learning Experience?

Essential Question ___ Parents Signature: _____

Learning Experience#8: Essential Question A Resource List

8A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide



Set 2, Disc 4
Episode 6
The Pathfinders

The River Route (6 min)
Pierre de la Verendrye proposes to build French fur trade to undercut English. June 1731 – he sets off with plans to build trade route. **Sets up 8 trading forts all the way to northern Saskatchewan**. Intercepts best furs before they are taken to Hudson's Bay Company on the Bay. Tries to forge alliances with Cree and Blackfoot along trade routes. The Sioux attack and all the French are massacred. His trade route, though, bypasses the HBC.

The Nor'Westers (5 min)
The two competing fur companies (HBC and French) compete until 1759 when British defeat France at Quebec– HBC doesn't feel threatened until Scots in Montreal re-organize the trade and the NWC is formed. They are aggressive, profitable and a threat to HBC. Company reacts. **Begin to build a series of forts inland**.

The Voyageurs (4 min)
The fur trade grows. In 1800, NWC is at peak. Daniel Harmon paddled inland by voyageurs. Daily life of a voyageur is difficult. Many have died. 6 weeks of travel, 1000 miles by canoe from **Montreal to Grand Portage**.



The Canadian History Series: 1400-1867. *The Fur Trade and the Opening of Canada*.
(21 minutes).
Overview of the fur trade from pre-Contact through to Confederation, highlighting the explorers, voyageurs, trading partnerships between European and Aboriginal peoples, the overthrow of the French colonies by the British in 1759, the Hudson's Bay Company and the rise of the Northwest Company in Montreal. Eventual merger of the companies. Exploration of the West all the way to the Pacific in relation to the fur trade.

Maps:

- PSC: *Fur Trade and the Land* (p. 134-136)

Layered Maps CD: 18-Fur Trade Routes Final



Exposition

PSC: *Fur Trade and the Land* (p. 134-136)



Websites

- Fur trade routes and the TransCanada Highway (Search the site for "fur trade routes")
  www.transcanadahighway.com
  (actual results):
  http://www.transcanadahighway.com/general/Searchresults2.asp?h77bl59=fur+trade+routes&FLcityID=15&x=8&y=7
- Hudson's Bay and the North West Company's fur trade routes (maps):
  http://www.canadiana.org/hbc/hist/hist6_e.html

Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#8: Essential Question B Resource List

8B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.



Set 2, Disc 4
Episode 6
The Pathfinders

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

The Selkirk Settlers (8 min)

NWC is over-extended by 1810. The plains near Winnipeg are key to NWC. Buffalo meat (pemmican) is the basic fuel the voyageurs travel on. **The Metis are the buffalo hunters**. This is their homeland. Technically, though, the land belongs to the HBC, and the Metis are squatters. **In 1811, HBC sells 116,000 sq miles along the Red River to Lord Selkirk, and wants to settle it with poor Scottish farmers**. NWC sees the threat. Calls Selkirk mad, and want to drive his settlers off. **Settlement will drive off buffalo**. The first settlers arrive, after difficult 2 month ocean voyage and 50 days of rowing. Start planting the following spring. **Metis and Northwesters can co-exist with a few settlers, but if they grow in number, their way of life is doomed.**

Seven Oaks (4 min)

From 1812 on, more settlers arrive each year, always too late to plant. Many are starving. **Pemmican Proclamation issued** by MacDonnell – banning export of food from Red River – cutting off NorthWesters way of life. Anyone caught will be imprisoned. **Orders NWC to leave HBC lands**. NWC leader calls Metis to meet at Assinniboia. Tells them the settlers will starve the Metis out. Encourages them to attack settlers. **At Seven Oaks** 28 Bay men and settlers confront 61 Metis and natives. 21 Bay men killed. Amalgamation of HBC and NWC happens in 1821. The West is changed forever.



Exposition:

PSC: *Arrival of the Selkirk Settlers; Pemmican Wars; The Rise of the Métis*; *The Enemies Unite; The Colony Grows; Conclusion* (p. 148-157)



Exposition:

PSC: *Manitoba Becomes a Province* (p. 22-23)



Exposition:

The 10 Most Significant Conflicts on Canadian Soil: *Red River Rebellion* (p. 18-21)



Primary Source:

Bison Hunt (p. 144)



Websites

- (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals: HCO Jr > The History of Canada Online Junior (HCO Jr)>"Part 7. The West"> "A. Red River Settlement & Insurrection" >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "A. Red River Settlement & Insurrection": especially see "Introduction"
- *The Red River Colony*: The Canadian Encyclopedia http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006725
- *The Selkirk Setllement* http://www.linksnorth.com/canada-history/theselkirk.html
- *Trouble at Red River* http://www.pc.gc.ca/apps/cseh-twih/archives2_e.asp?id=204

Blackline Masters:

NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#8: Essential Question C Resource List

8C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide



Set 2, Disc 7 (wrongly says "6")
Episode 9
From Sea to Sea

If we are Rebels (7 min).
Riel leaves Montreal after his marriage proposal is rejected by the parents of his fiancée. The Red River settlement is in upheaval. The Hudson's Bay Company's lease for the area is about to expire. The HBC asks Canada to take it over, and nobody consults the people of Red River. Settlers from Ontario begin to flood in. In 1868, Riel arrives back in Red River. **Government of Canada begins to survey lands in Red River**. The head of surveys is stopped by some Métis. On Nov 2, 1869 – Métis, lead by Riel, seize the military headquarters of Fort Garry. Governor McDougall has no troops to oppose them. **The Métis form a Provisional government**, composed equally of English and French. **Métis insists they are not rebelling against Britain – but against being sold by the HBC and bought by Canada**. John A Macdonald has already appointed a Lieutenant Governor- William McDougall. When he arrives at the border, Métis guards meet and turn back McDougall and his entourage. John Schultz has been stirring up English settlers against Riel and the Métis . In December, Riel seizes Schultz and 56 others. Imprisons them in Fort Garry. Riel declares end of HBC control of Rupert's Land. Riel is names president and commander in chief. **Leads a provisional government, including English settlers**. Riel now ready to negotiate with Ottawa.

A Single Act of Severity (9 min).
Inside Fort Garry, prisoners are taunting their guards. Thomas Scott is an Orangeman, who brags that he will kill Riel if he ever gets out. **Scott is sentenced for inciting violence against Métis**. A Métis military tribunal convicts Scott. Riel says they must make the government of Canada respect them. **On March 4, 1870, Scott is executed**. Ontario enraged. Quietly, diplomacy is also underway in Ottawa. Three negotiators arrive from Red River. Macdonald and Cartier meet them quietly outside Ottawa. They are surprised by how firm the negotiators are in their demands. **They insist on full provincial status, separate Catholic and French schools, 1.4 million acres of land for Métis**. In May, 1870 – agreement is arrived at, and a **new province is created**, with protections for French, Catholics and Métis. **Riel feels he has achieved his mission. He is not granted amnesty by Ottawa**. 1200 soldiers sent under Wolseley to take control of Red River. Upon arriving in Red River, the volunteer soldiers rampage through Red River. Elzéar Goulet is killed. Riel is convinced he cannot count on Canadian justice. He flees to exile in the United States.



Exposition:
PSC: *Manitoba Becomes a Province* (p. 22-31)



Exposition:
The 10 Greatest Canadian Political Leaders: *Louis Riel* (p. 22-24); *Sir John A Macdonald* (p. 42-45)



Primary Sources:
PSC: (photos Fig. 2.1; 2.2; 2.5; 2.8) *(p. 22-23)*



Websites

- (Exposition and many pictures)
  http://www.northernblue.ca/products/index.php/Products_and_Portals:

	HCO Jr > The History of Canada Online Junior (HCO Jr)>"Part 7. The West"> "A. Red River Settlement & Insurrection" >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "A. Red River Settlement & Insurrection": especially see "Who Was Louis Riel?"; "Background to the Resistance"; "Smith & the Murder of Scott" • Louis Riel http://en.wikipedia.org/wiki/Louis_Riel http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=a1ARTA0006837 http://library2.usask.ca/northwest/background/riel.htm • William McDougall: Canadian Encyclopedia http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004884 http://en.wikipedia.org/wiki/William_McDougall_(politician) • John A Macdonald http://en.wikipedia.org/wiki/John_A._Macdonald http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A235 • http://www.historytrek.ca/` Search: "Louis Riel"; "William McDougall"; "Sir John A. Macdonald"
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Note Cards: Meanwhile, Back in the West…

1610	Henry Hudson discovers the Hudson's Bay.
1621	Étienne Brûlé, the first coureur de bois, is the first European to venture inland far enough see the Ottawa Valley, Georgian Bay, and Lake Superior.
1634	Coureur de bois, Jean Nicollet is the first European to reach Lake Michigan.
1665	The coureurs de bois, Radisson and Des Groseilliers, travel to London with a load of furs. They tell King Charles about a faster route to bring furs from northern Canada to Europe—through Hudson's Bay.
1670	The Hudson's Bay Company is formed and is given control of Rupert's Land.
1697	Pierre Le Moyne d'Iberville of France takes possession of the Hudson's Bay Company's Fort York and attacks English ships in the Bay.
1731 – 1738	Pierre de La Vérendrye and his sons, in search of a water route to the western sea, explore the western prairie as far as Fort Rouge (Winnipeg) and set-up trading forts along their route west.
1769 – 1772	Samuel Hearne is the first European to reach the Arctic Ocean by land. He explores the Arctic region west of Hudson's Bay, reaching Great Slave Lake and the Mackenzie River system.
1783	The North West Company is officially formed.
1792	Alexander Mackenzie is the first European to cross the North American continent and find a pass through the Rocky Mountains.
1793	David Thompson maps most of northern Manitoba and Saskatchewan for the Hudson's Bay Company.
1808	Simon Fraser explores the Fraser River Valley in B.C.
1812	The Selkirk Settlement is founded by Hudson's Bay Company in the Red River Valley.
1812	David Thompson explores the Columbia River to its mouth at the Pacific Ocean, after exploring northern Alberta and B.C.
1820	The Hudson's Bay Company and the North West Company are united under the name Hudson's Bay Company.

Word Cycle—Fur Trade

Europe
Hudson's Bay
St. Lawrence River
demand
Rupert's Land
coureurs de bois
Hudson's Bay Company
North West Company
European wars
beaver pelts
European fashion
Western exploration
trading posts
supply

Use nine of the words from the centre to explain the fur trade's expansion into the north and the west of Canada. Be sure to illustrate the connection between each of the ideas. Explain your Word Cycle to a partner.



Compare and Contrast Frame: Fur-Trade Routes

	Fur-Trade Route of the North West Company	Fur-Trade Route of the Hudson's Bay Company
Describe the route.		
What are the advantages of this route?		
What are the disadvantages of this route?		
Describe how the routes are similar.		

Compare and Contrast Frame: Fur-Trade Routes

Describe how the routes are different.		
Note two historical consequences of each route.	1. 2.	1. 2.
Draw out the routes in two different colours on a map of Canada. Write a concluding statement about the effects of both fur-trade routes on the history of Canada.		



What's in a Name?

Here are some examples of place names in Canada that have their origins in the fur-trade era. How many of them were you able to find?



Using your atlas, see how many of these places you can locate on today's map of Canada.

What conclusions can you draw about:

1) *how the land influenced the of choice of locations*
2) *the historical importance of place names.*

York Factory
Fort Norman
Hay River
Fort Simpson
Fort Smith
Fort Resolution
Island House (Island Lake)
Jasper House (Jasper)
Oxford House
Fort Smith
Grande Prairie
Fort Vermilion
Fort Garry (Winnipeg)
Cape Dorset
Fort Liard
Selkirk
Fort Smith
Norway House
Rocky Mountain House

Fort McLeod
Churchill (Fort Churchill)
Île-à-la-crosse
Berens River
Fort Dauphin (Dauphin)
Pas Mountain (The Pas)
Cumberland House
Nelson House
Lac la Ronge (La Ronge)
Battleford
Prince Albert
Portage la Prairie
Split Lake House
Swan River
Pukatawagan
Fort Qu'Appelle
Fort Vermilion
Fort Simpson
Fort Resolution



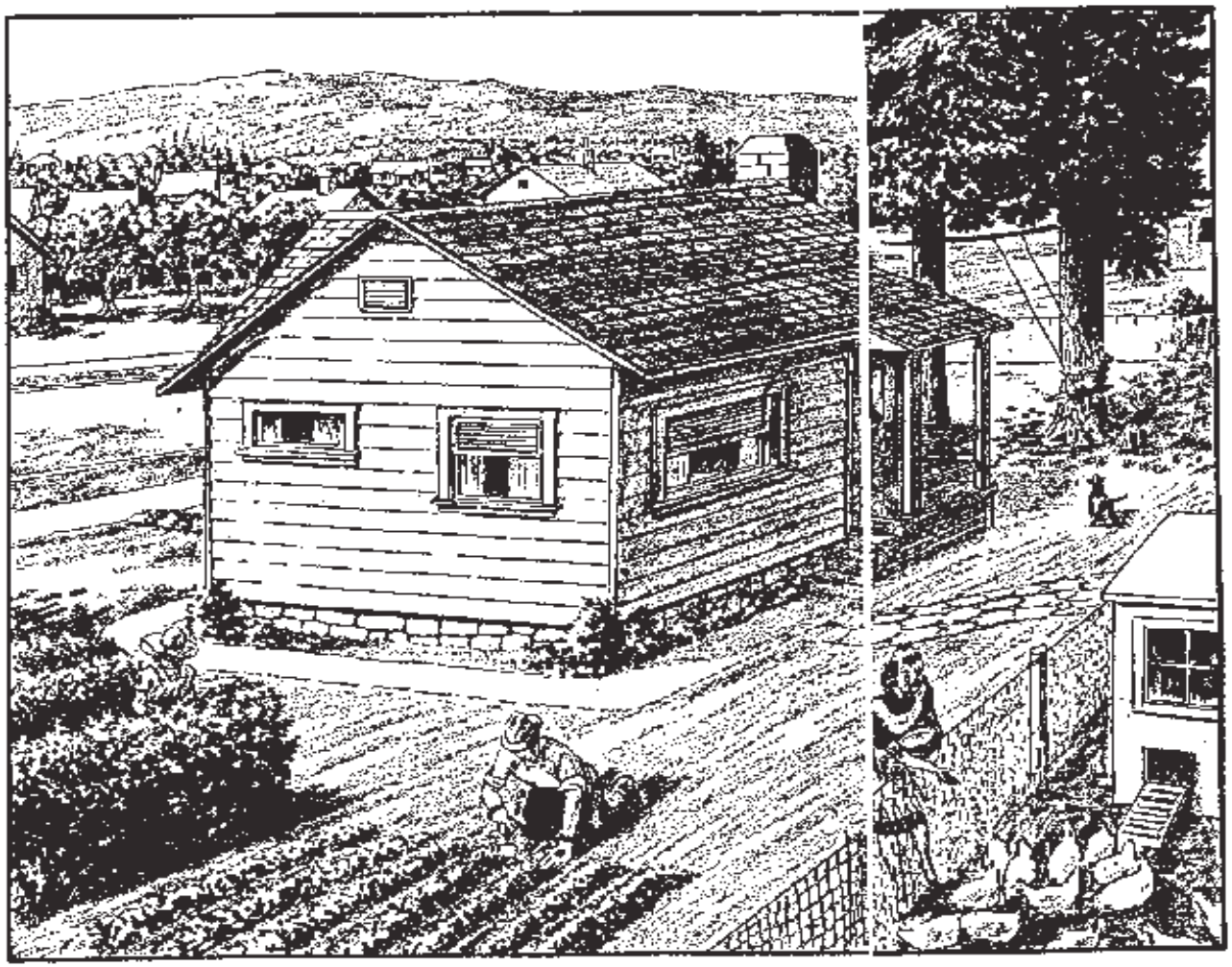


LE 8

Powerful Symbols



Burnaby 1942



Fur Trade in Canada



Life in Burnaby BC in 1942

	Conclusions	Evidence
Month of the Year		
Day of the Week		
Time of Day		

Fur Trade in Canada

	Conclusions	Evidence
The Year		
Month of the Year		
Time of Day		

Conflict: Agriculture and the Fur Trade

8B. 3a



Use the chart below to note the causes of conflict between the Selkirk settlers and the Nor'Westers and Métis in the Red River Valley.

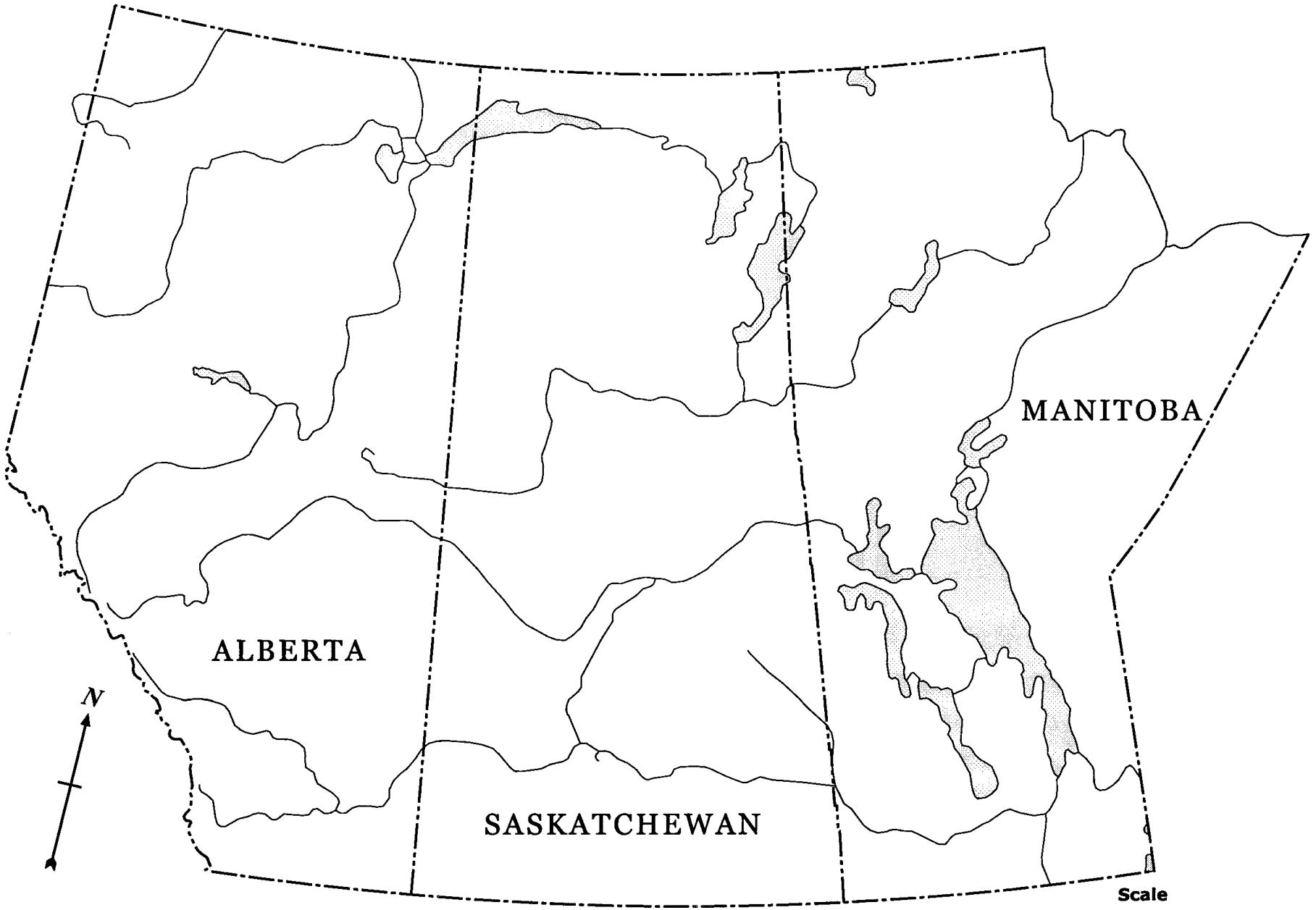


Selkirk Settlers and Hudson's Bay Company	Métis Settlements and Nor'Westers
Where was the Selkirk settlement and how did it interfere with the Métis?	Where were the Métis settlements, the bison hunting routes, and the Nor'Wester trade routes?
How did agriculture affect the region?	What agreements did the Métis have with the Nor'Westers?
What was most important to the Selkirk settlers?	What was most important to the Métis people?
What was most important to the Hudson's Bay Company?	What was most important to the North West Company?
Tell in your own words what happened to cause the battle at Seven Oaks.	

Conflict: Agriculture and the Fur Trade—Key

Selkirk Settlers and Hudson's Bay Company	**Métis settlements and Nor'Westers**
Where was the Selkirk settlement and how did it interfere with the Métis? *300 000 km^2 in the Red River Valley in southern Manitoba; in the path of the Nor'Wester trade routes, food supply routes, and the Métis hunting areas*	Where were the Métis settlements, the bison hunting routes, and the Nor'Wester trade routes? *Métis settlements along the Red and Assiniboine valleys, bison hunts on the plains to the south and the west, part of Nor'Wester trade area in this region, access to the rivers to the east toward Fort William (fur trade and supply routes)*
How did agriculture affect the region? *Farms cleared land and interfered with hunting; drove away the bison (traditional source of food for Métis); HBC wanted food kept in the region for the survival of the settlers*	What agreements did the Métis have with the Nor'Westers? *The Métis supplied the Nor'Westers with pemmican and traded furs with them for trade goods from Europe; the métis often acted as guides and interpreters and transported furs to posts by cart and by canoe*
What was most important to the Selkirk settlers? *Agricultural development of the valley, control over the most fertile lands, no disruption by hunters and traders*	What was most important to the Métis people? *Freedom to hunt on their traditional lands and to trade with whom they wanted; access to bison; access to trade routes and forts of their trading partners*
What was most important to the Hudson's Bay Company? *Protecting their monopoly in the region and assuring the operation of their forts and trading posts (e.g., Fort Douglas); protecting and assuring the survival of a permanent agricultural settlement in the Red River region; keeping food in the area for the colonists and the HBC employees*	What was most important to the North West Company? *Preventing the HBC from exercising a monopoly; keeping their fur trade and supply routes free and clear from the west to the east; assuring a food supply of pemmican through partnership with Métis; protecting their forts in the area (e.g., Fort Gibraltar)*
Tell in your own words what happened to cause the battle at Seven Oaks. *Various responses*	

Outline Map: Prairie Provinces



© 2005. Her Majesty the Queen in Right of Canada, Natural Resources Canada. <http://atlas.gc.ca>.
Sa Majesté la Reine du chef du Canada, Ressources naturelles Canada.

Resistance and Rebellion

Dictionary definition of ***rebellion***:	Dictionary definition of ***resistance***:
To ***resist*** means to *(in your own words)* :	To ***rebel*** means to *(in your own words)* :
The main difference between a resistance and a rebellion is:	
Do you think the actions of the Métis in 1869–1870 were a *resistance* or a *rebellion*?	Why or why not?
Historical evidence to support your point of view:	

Historical Status of Riel



. . .A general amnesty would be a serious reflection on the loyal people of Red River Settlement who, throughout this whole affair, have shown a true spirit of loyalty and devotion to their Sovereign and to British institutions. Months before Mr. McDougall left Canada it was announced that he had been appointed Governor. He had resigned his seat in the Cabinet, and had addressed his constituents prior to his departure. The people of the Settlement had read these announcements, and on the publication of his Proclamation in the Queen's name, with the Royal Arms at its head, they had every reason to consider that the Queen herself called for their services. These services were given cheerfully, they were enrolled in the Queen's name to put down a rising that was a rebellion that was trampling under foot all law and order and preventing British subjects from entering or passing through British territory. For this they were imprisoned for months, for this they were robbed of all they possessed, and for this — the crime of obeying the call of his Sovereign — one true-hearted loyal Canadian was cruelly and foully murdered. An amnesty to the perpetrators of these outrages by our Government we hold to be a serious reflection on the conduct of the loyal inhabitants and a condemnation of their loyalty.

It is an encouragement of rebellion; Riel was guilty of treason when he refused permission to Mr. McDougall, a British subject, to enter British territory, and drove him away by force of arms; he set law at defiance, and committed an open act of rebellion. He also knew that Mr. McDougall had been nominated Governor, knew that he had resigned his seat in the Cabinet, knew that he had bid farewell to his constituents, yet he drove him out by force of arms; and when the Queen's proclamation was issued — for all he knew by the Queen's authority — he tore it up, scattered the type used in printing it, defied it, and imprisoned, robbed and murdered those whose only crime in his eyes was that they had obeyed it. . .

Primary source: Letter against granting amnesty to Riel and the participants in the 1869 – 1870 Resistance, from Dr. J. S. Lynch to Governor-General Sir John Young, July 1, 1870, as cited in: <http://207.61.100.164/candiscover/cantext/western/1870lync.html>.

Historical Status of Riel

In May of 1992, the Legislative Assembly of Manitoba unanimously passed a resolution recognizing "the unique and historic role of Louis Riel as a founder of Manitoba and his contribution in the development of the Canadian Confederation." A commemorative plaque to this effect has been installed on the grounds of the Manitoba Legislative Building.

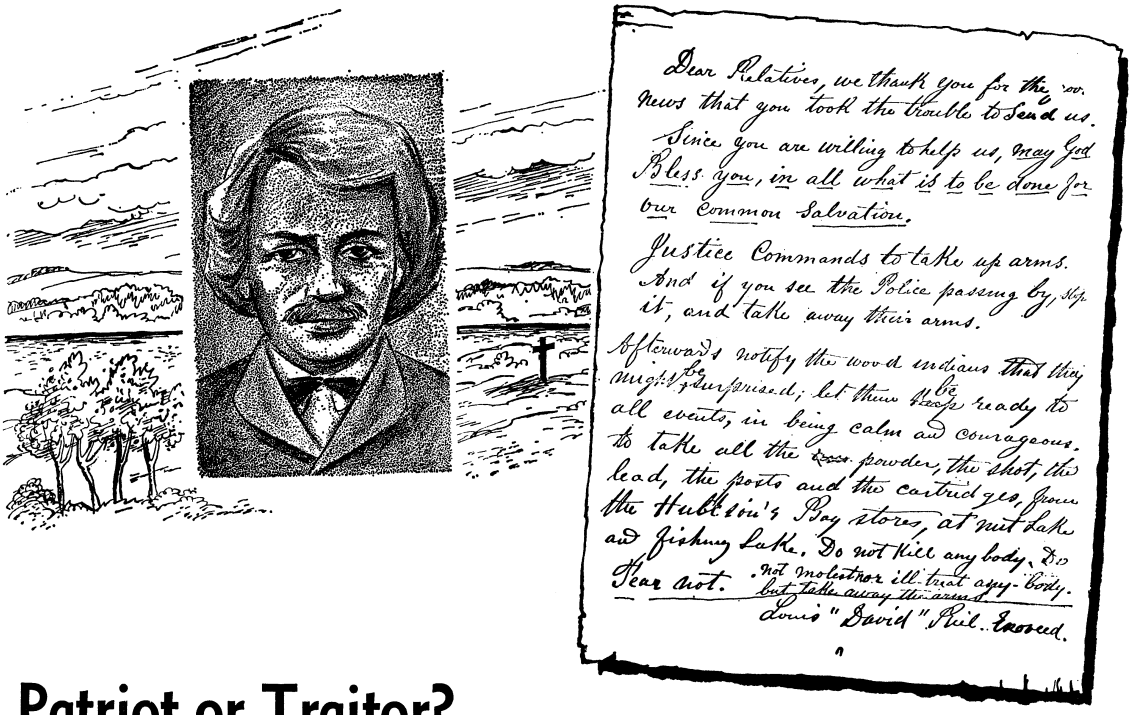
Riel might be a hero and a leader to the Métis, but he has no credentials as a hero to all Canadians, and no school should teach his life that way.

Source: J. Granatstein, *Who Killed Canadian History?* 1998.

When I studied the history of Quebec and Canada, one of the saddest events was undoubtedly the conviction and subsequent execution of Louis Riel. . . .
Louis Riel is a great Canadian, a great patriot, a man who fought for his people and his language in that environment. Louis Riel heard the cry of his people and defended them. We all remember that Louis Riel was born in St. Boniface, on October 22, 1844. He was born in western Canada. His father, Louis Riel, was a Métis, and his mother, Julie de la Gimonière, was the first daughter to be born in a family of white settlers in western Canada. In 1858, he studied at the Montreal seminary, so he knew French very well. Then he went back home. They say he did not have the calling to be a priest, even though he came from a very religious family.
In those days, the federalists, the Ottawa centralists, wanted western Canada to remain a territory, under the control of Ottawa, for as long as possible. People who lived in that region did not agree. Louis Riel founded Manitoba as we all know.
The Ontario Anglo-Protestants wanted to see Louis Riel hang. Louis Riel surrendered in 1885. . . His trial was riddled with irregularities, everybody agrees on that. The trial was held in Regina and the jury was made up of six English speaking jurors.
Had the trial been held in Winnipeg, the outcome would have been different. In Winnipeg the jury would have consisted of six French speaking jurors and six English speaking jurors. At that time Manitoba was already a province.

Source: M. Jean Leroux, Québec M.P., in a debate in the House of Commons regarding *An Act to Revoke the Treason of Louis Riel,* 22 November 1996, as recorded in Hansard: <http://collection.nlc-bnc.ca/100/201/301/hansard-e/35-2/114_96-12-05/114PB1E.html>

FAMOUS LETTERS IN CANADIAN HISTORY



Dear Relatives, we thank you for the good news that you took the trouble to send us. Since you are willing to help us, may God Bless you, in all what is to be done for our common Salvation.

Justice Commands to take up arms. And if you see the Police passing by, stop it, and take away their arms.

Afterwards notify the wood indians that they might be surprised; let them be ready to all events, in being calm and courageous. to take all the powder, the shot, the lead, the posts and the cartridges from the Hudson's Bay stores, at nut Lake and fishing Lake. Do not kill any body. Do not molestnor ill treat any body. but take away the arms. Fear not.

Louis "David" Riel. Exonced.

Patriot or Traitor?

What was Louis Riel – a patriot or a traitor?

This conflicting question which hung over much of his brief life stands out in this letter to friends in which he counsels insurrection while warning against violence.

Riel was twice elected to Parliament but was expelled from the Commons and later exiled from Canada for his part in the Red River Rebellion 1869-70.

He was called back from exile to lead the Indians and Métis in the North West Rebellion of 1885

A notation on this document from the Public Archives of Canada shows it was used as evidence to convict Riel of treason and he was hanged for it at Regina on Nov. 16, 1885.

Louis Riel's Advice to Followers

Dear relatives:

We thank you for the good news that you took the trouble to send us.

Since you are willing to help us, may God bless you in all what is to be done for our common salvation.

Justice commands us to take up arms and if you see the police passing by, stop it, and take away their arms. Afterwards notify the wood Indians that they might be surprised; let them be ready to all events in being calm and courageous, to take all the powder, the shot, the lead, the posts and the cartridges from the Hudson's Bay stores at Nut Lake and Fishing Lake. Do not kill anybody. Do not molest nor ill treat anybody but take away their arms. Fear not.

Louis "David" Riel.

Reproduced from *Famous Letters in Canadian History*. Copyright 1964. Used by permission of Pat Jacobsen, on behalf of the late Peter Jackman.

Essential Question A

When an NHL hockey team wants to have a certain player play for their team, and if that player is interested in playing for them, they start talking (this is often called **negotiating**) about how much the team is willing to pay the player and the player says how much they want to earn, and other things like that. If they can end up agreeing on all these things they will usually write the agreement down in a **contract**. Both sides have things they agree to do in the contract, and it lasts for as many seasons as they agree to

The idea of a *contract* is a little bit like the kinds of agreements that were negotiated in Canada between the Canadian government and the Aboriginal people in the West and parts of the North of Canada. These were called the **Numbered Treaties.** They were numbered from #1 to #11.

In the NWT, almost all the land in our territory is covered by two treaties that were signed: Treaty 8 and Treaty 11. In these treaties the Aboriginal leaders who signed understood that they were helping set up some rules for who could live in these lands, and how they would act while they lived there. They also understood that the treaties were promising them certain **rights** like being able to hunt and fish they way they always had. Many of the treaties also promised that the Aboriginal groups would be supported to become farmers, now that most of the buffalo were gone.



The Numbered Treaties, 1871 - 1921

Adapted by GNWT

One thing that was very different from a hockey contract, though, was that both sides in the treaty process agreed that these rights, and the treaties, would last for as *'long as the grass grew, the rivers ran and the sun shone'* (Treaty 8). That means forever. A contract only works if both sides who signed it agreed to everything in the deal, and if both sides do the things that they agreed to [if a hockey player refuses to play for that team, the player is breaking their contract- and usually the hockey team won't pay them]. For many of the treaties that were signed, the things that were promised were not actually given by the government. That has been a big problem for lots of people ever since. Today we have many groups who are negotiating **land claims** in order to get some of the things that the treaties had promised but which were not really given by the Canadian government. In this learning experience you will explore **Who got more of what they hoped from signing the Numbered Treaties; the Government of Canada or the Aboriginal peoples?**
OR
Why do you we have land claims today?

Inquiry Ideas:
1. Interview three local elders to inquire about why his/her people signed Treaty 8 or Treaty 11. Record each interview using a digital recorder and download to a multimedia application. Edit the interview. Create your own voice over narration (eg. background to elder; any surprises you experienced; etc.). Communicate this with your class by playing it through speakers; sending it to the radio station; asking the chief for feedback; or post it for the world to listen to on your wiki or your classroom homepage wiki.
2. Find a local leader who can explain to you the difference between a treaty and a land claim. Prepare a T-chart poster to show the difference with two modern day examples (eg. Treaty 11 and the Tlicho Agreement).
3. Contact your local MLA and ask for a description of the difference in the modern treaties that the Inuvialuit, Gwich'in, Sahtu, and the Tlicho have signed with the government of Canada. Ask for at least one obvious benefit that each of these regions have experienced because of the modern treaty.

Essential Question B



"Gabriel Dumont." Strong/ Library and Archives Canada. Public domain. Made available for sharing by user JamesTeterenko in Wikipedia article, "Gabriel Dumont."

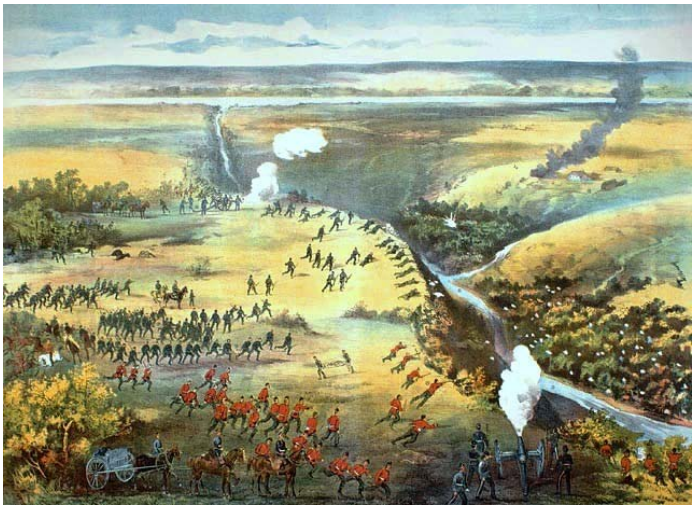
By the 1880's, many Métis in the West were very upset. Many of them had never been given the land they were promised in Manitoba. As more farmers moved in to Manitoba, other Métis didn't like the way life was changing, and they left to go further West – to Saskatchewan- where they could live in more traditional ways. Even many of the new farmers in the prairies found that the promises of the government in Ottawa were not being kept. They had been promised farming equipment, and easy ways to sell their crops once they were grown, but none of that had happened. Many Aboriginal people in the area were almost starving. The government had made **treaties** with some of them, but even these groups were not being given the things those treaties promised. Other groups had not signed treaties, and the government was often letting them starve.

By 1884, things had reached a boiling point. Riel was asked to come back from the United States, and began organizing another 'Resistance' to the government in Ottawa- demanding that the government honour the promises they had made to the Métis, the settlers and the Aboriginal peoples of the prairies.

Almost right away, things became violent. A whole army of Canadian soldiers came to the area near Batoche where the Métis were based. The government did not want to talk, they wanted their soldiers to fight. The soldiers got to the area where the Métis were and several battles happened. The Métis were good fighters, and in several places they defeated the Canadian soldiers, but, in the end, at Batoche, the army won. Louis Riel was taken prisoner. Many Aboriginal leaders who hadn't even participated in the battles were arrested too. Some were put in prison, and some, including Riel, were executed. **Essential Question B** asks you to explore **What could the Métis, Aboriginal groups or the government of Canada have done differently to avoid the armed conflicts that broke out in 1885?**

Inquiry Ideas:

1. Look up the word "resistance" in the dictionary. Compare that word to "rebellion." Which word describes the events that led up to March 26, 1885 and ended in June 3, 1885? Before battles take place, misunderstandings, disagreements, and ideas bump or bang up against each other. Look at some of these ideas and decide whether the Northwest Rebellion was a resistance or a rebellion?



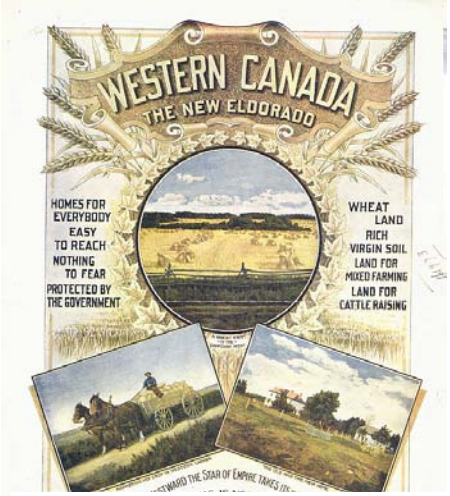
"Battle of Fish Creek." Public domain. Library and Archives Canada. Made available for sharing by user Jeangagnon in Wikipedia article, "Battle of Fish Creek."

2. There were eight conflicts during the Northwest Resistance/ Rebellion. In the NHL there are 7 games in a series. During the Canada/Russia series in 1972, there were eight games between Did the conflicts achieve anything good or was it a waste of resources and lives (see the "Conclusion" of your reference book, *Canada, a Country of Change*, p. 61)?
3. Look up the word "escalate" or "escalation" in the dictionary (http://dictionary.com). Press the pronounce button to hear what it sounds like. What does it mean? Look at any of the eight conflicts during the Northwest Resistance/ Rebellion to determine if anything could have been done to stop the problem from "escalating", or becoming bigger. Join a group of students who each take a different one of these conflicts and answer the same

question. Finally, as a group present to the class your final opinion about whether anyone be blamed for the "escalation" and violent conflicts that took place?

Essential Question C

Imagine you had a small cabin in the woods, far from any other people. It's quiet and peaceful – there's good fishing in the lake, and you can wander around in the bush without hearing cars or other machines. It's kind of a hard place to get to because there are no roads, and you have to walk or use canoe to get to the cabin, which can take a long time. About 125 years ago, this was a bit like the situation in most of what we today call Western Canada. The Aboriginal people had been living in that land for a very long time, and had survived very well.



1893 poster advertizing free land in Canada's West. Library and Archives Canada Ref. No.: C-085854

With the signing of the Numbered Treaties, end of the rebellion at Batoche, and the rapid construction of the Canadian Pacific Railway, the stage was set for big numbers of farmers (or 'settlers') to move in. The *Homestead Act* offered immigrants land for very low prices – even free. Clifford Sifton took a new position in government - 'Minister of Immigration'- and his job was to fill the 'empty West', and he took to the work with a vengeance. The Canadian government advertised the region well beyond Canada's borders, and in the early years of the 20th century people from all over the world took the government up on their offer.



"Last Spike of the CPR." Public domain. Library and Archives Canada. Made available for sharing by user Yoyageur in Wikipedia article, "Transcontinental railroad."

For a variety of reasons, this campaign was hugely successful. Immigrants came for many reasons. Like previous waves of immigration, some people were trying to escape poverty, others to find religious freedom. Mennonites, Doukhobors Chinese, Ukrainians, Poles, Icelanders, Italians, Germans and many other groups poured in to Canada. The population of Manitoba multiplied 20 times between 1871 and 1911. Alberta quadrupled in 10 years.

Not surprisingly, people had different ideas on whether this flood of new people was a good thing. Métis and Aboriginal people saw some of their worst fears confirmed, as land that had traditionally been theirs, or had been promised in treaties, was claimed for farming. The building of the railway was an astonishing, dangerous and back-breaking task, accomplished through the work of thousands of Chinese workers.

New immigrants came from all over the world, and were often surprised (and not in a good way) by the conditions they encountered – from unfamiliar languages, climate, culture and land that was not what they had been promised.

Learning Experience#9: *TREATIES, WAR, and the CHANGING WEST*

Student Inquiry Choices (Essential Questions, Inquiry Idea(s), Parent Involvement)

9.SI

In many ways, there may have been as many opinions about the 'settling of the West' as there were people who experienced it. In **Essential Question C** students are asked to explore whether **immigration to the West a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, John A MacDonald and a resident of the Prairies today.**

Inquiry Ideas:

1. Research the experiences that one of the above groups had in moving and living in the West after Confederation. Write an email letter to one of these groups asking what their community now thinks about those early days and how those experiences have affected their lives today: Aboriginal people: eg. Manitoba Metis Federation: Winnipeg Region (wpgregion@mmf.mb.ca); The Ukrainian Canadian Congress in Winnipeg (ucc@ucc.ca); Chinese Canadian National Council (national@ccnc.ca); and representing Sir John MacDonald, the Prime Minister's Office (pm@pm.gc.ca). Report your findings to the class in a digital presentation.
2. Think about progress—what is it? Many of us like new things such as buildings, stores, programs, events, etc. Sometimes new things require change or sacrifice: a new road cuts through our land; a new building blocks our beautiful view; below a new dam makes the river lower and harder to fish and above it the new lakes requires people to move; a huge new store puts our favourite little store out of business with better prices—all these things mean changes to one's life. New immigration to Western Canada in the 1880's brought many changes. Visit a leader in your community and interview him/her about changes that came or are coming to your community. How do they think life will change? Use a digital recorder so you can download and edit the interview adding your own narration and introduction, or create music as a background track

STUDENT CHOICE OF ESSENTIAL QUESTION; PARENT OPPORTUNITY FOR EARLY INVOLVEMENT

What one **Essential Question** above would you like to study for this Learning Experience?

Essential Question ___ Parents Signature: _____

Learning Experience#9: Essential Question A Resource List

9A. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Audio Visual: (Essential Question#1**- first question)**



Set 3, Disc 8
Episode 10
Taking the West

Special Opening (3 min) - Episode Beginning (8 min)

1863, Methodist Missionaries dig up a stone sacred to Blackfeet, Blood, Cree. Blackfoot call the land 'All that is important to us'. Its removal was a sign of the coming of the Whiteman – shamans predict disaster. Americans from Montana moving north. They trade whiskey for huge profits. Blackfoot chief – Crowfoot- realizes that this is killing his people. People are trading everything for whiskey. By early 1870's more than a dozen whiskey forts have cropped up. Who controls the NorthWest is a serious question. Americans are flooding in. **Macdonald is sure US wants control of the area,** just like they'd taken control of Mexico and Great Britain. He orders NWMP to march West, to assert Canada's 'dominion'. He also sets a missionary to talk to Crowfoot. Suppressing tribal warfare, whiskey trading. Speak of equality of all men in the eyes of the law. Blackfoot accepts the offer of peace. NWMP chase whiskey traders away. Arrival of the police is first part of plan to populate the West with white settlers. **Taking the West** is the key to building Canada from sea to sea.

Pieces of Pemmican (5 min)

Across the prairies, Aboriginal peoples see the arrival of settlers. Crowfoot is angry. Surveyors start carving up territories. **Blackfoot, Blood and Peigan want treaties**. 1876 two thousand Plains Cree await Canada's treaty negotiators. Alexander Morris, new lieutenant of NWT is there to negotiate Treaty 6. Promises of money and gifts are tempting. Cree don't know if they can trust Canada. Cree are deeply divided. Poundmaker says – 'is the land a piece of pemmican to be cut off…?' Many others see no choice. Starblanket argues that they should settle. After days of negotiations, the chiefs accept. **The promise of food in times of famine is a key clause**. Buffalo are disappearing. **The Cree want to learn to farm**. Promises to honour the treaty and share the land are made. They believe they have signed the treaties as equals. Months earlier the federal government had signed the Indian Act – Aboriginal peoples are wards of the state – like orphans. Crowfoot signs treaty 7 a year later.

The Land of Discontent (10 min)

In 1884, the Cree chief, Big Bear, has always opposed the treaties. The buffalo are gone. Plains Indians have no sympathy in Ottawa. Rations are reduced. Macdonald supports this approach – to bring Indians to the edge of starvation. From 1880-85 more than 10% of Plains Indians die of malnutrition and disease. Settlers are struggling too. Many homesteaders are forced to abandon their farms. Merchants going broke. People on lands that have not been surveyed do not have title. The region feels it is being treated like a colony. Rebellion is a growing possibility. **By 1884, Big Bear is increasingly desperate. He wants other chiefs to act together and force Ottawa to live up to treaty promises**. He organizes gathering of over 2,000 Cree. When NWMP try to break up the council and arrest two warriors, the Cree resist. Big Bear prevents police from being killed. Leif Crozier is police superintendent – tells Ottawa more food needed for Indians. Says the Cree are ready to go to war. Crowfoot is the key. **Indians are trying to farm, but have not been given the implements promised in the treaties**. They will starve without them. Crowfoot's many warriors are well-armed. They begin to steal cattle and food. Crowfoot taken to Winnipeg and is stunned by the number of Whites. An Indian uprising is terrifying to federal government. Macdonald sends more police, but doesn't see the threat the Métis represent. Gabriel Dumont is one of the Métis leaders. English farmers and Metis outline their grievances. They choose Riel to lead them. He returns.

Ocean to Ocean (8 min)

	In summer of 1886, the CPR is complete and running trains across the nation. A year after the Northwest Resistance Macdonald takes a train ride across the West. Macdonald stops at Glecian Station near Calgary. Meets **Crowfoot. He repeats that he wants food for his people**. Macdonald refers these questions to the Lieutenant governor. **The Plains Indians become subsistence farmers**. **Residential schools begin**. **The aim of the Indian Act and the schools are designed to assimilate these people**. Crowfoot, and many other Indians die of malnutrition, tuberculosis. By 1894, all guarantees for French language, Catholic religion have been abolished in the West. Macdonald's plan is unapologetically for the West to be Protestant and English. The Northwest is now home of a new people – Canadians
 Set 3, Disc 8 Episode 10 *Taking the West*	**<u>Audio Visual:</u>** (Essential Question#1**- second question)**
	Special Opening (3 min) - *Episode Beginning (8 min)* 1863, Methodist Missionaries dig up a stone sacred to Blackfeet, Blood, Cree. Blackfoot call the land 'All that is important to us'. Its removal was a sign of the coming of the Whiteman – shamans predict disaster. Americans from Montana moving north. They trade whiskey for huge profits. Blackfoot chief – Crowfoot- realizes that this is killing his people. People are trading everything for whiskey. By early 1870's more than a dozen whiskey forts have cropped up. Who controls the NorthWest is a serious question. Americans are flooding in. Macdonald is sure US wants control of the area**,** just like they'd taken control of Mexico and Great Britain. He orders NWMP to march West, to assert Canada's 'dominion'. He also sets a missionary to talk to Crowfoot. Suppressing tribal warfare, whiskey trading. **Speak of equality of all men in the eyes of the law**. Blackfoot accepts the offer of peace. NWMP chase whiskey traders away. Arrival of the police is first part of plan to populate the West with white settlers. **Taking the West** is the key to building Canada from sea to sea.
	Pieces of Pemmican (5 min) Across the prairies, Aboriginal peoples see the arrival of settlers. Crowfoot is angry. **Surveyors start carving up territories**. Blackfoot, Blood and Peigan want treaties. 1876 two thousand Plains Cree await Canada's treaty negotiators. Alexander Morris, new lieutenant of NWT is there to negotiate Treaty 6. **Promises of money and gifts are tempting. Cree don't know if they can trust Canada**. Cree are deeply divided. Poundmaker says – '**is the land a piece of pemmican to be cut off…?'** Many others see no choice. Starblanket argues that they should settle. After days of negotiations, the chiefs accept. **The promise of food in times of famine is a key clause**. Buffalo are disappearing. The Cree want to learn to farm**. Promises to honour the treaty and share the land are made**. **They believe they have signed the treaties as equals.** Months earlier the federal government had signed the Indian Act – Aboriginal peoples are wards of the state – like orphans. Crowfoot signs treaty 7 a year later.
	The Land of Discontent (10 min) In 1884, the Cree chief, Big Bear, has always opposed the treaties. The buffalo are gone. Plains Indians have no sympathy in Ottawa. Rations are reduced. Macdonald supports this approach – to bring Indians to the edge of starvation. From 1880-85 more than 10% of Plains Indians die of malnutrition and disease. Settlers are struggling too. Many homesteaders are forced to abandon their farms. Merchants going broke. **People on lands that have not been surveyed do not have title**. The region feels it is being treated like a colony. Rebellion is a growing possibility. **By 1884, Big Bear is increasingly desperate. He wants other chiefs to act together and force Ottawa to live up to treaty promises**. He organizes gathering of over 2,000 Cree. When NWMP try to break up the council and arrest two warriors, the Cree resist. Big Bear prevents police from being killed. Leif Crozier is police superintendent – tells Ottawa more food needed for Indians. Says the Cree are ready to go to war. Crowfoot is the key. **Indians are trying to farm, but have not been given the implements promised in the treaties**. They will starve without them. Crowfoot's many warriors are well-armed. They begin to steal cattle and food. Crowfoot taken to Winnipeg and is stunned by the number of Whites. An Indian uprising is terrifying to federal government. Macdonald sends more police, but doesn't

	see the threat he Métis represent. Gabriel Dumont is one of the Métis leaders. English farmers and Metis outline their grievances. They choose Riel to lead them. He returns.
	Ocean to Ocean (8 min) In summer of 1886, the CPR is complete and running trains across the nation. A year after the Northwest Resistance Macdonald takes a train ride across the West. Macdonald stops at Glecian Station near Calgary. Meets **Crowfoot. He repeats that he wants food for his people**. Macdonald refers these questions to the Lieutenant governor. **The Plains Indians become subsistence farmers**. Residential schools begin. The aim of the Indian Act and the schools are designed to assimilate these people. Crowfoot, and many other Indians die of malnutrition, tuberculosis. By 1894, all guarantees for French language, Catholic religion have been abolished in the West. Macdonald's plan is unapologetically for the West to be Protestant and English. The Northwest is now home of a new people – Canadians.
 Set 4, Disc 15 Episode 7 *In an Uncertain World*	*Land and Nation* (9 min) The beginning of the struggle to gain lands back begins. At treaty day in Fort Good Hope. People come for treaty payments (Treaty 11). George Erasmus believes that the **Dene still own this land – that they never gave it up in the treaty process.** In the 1970's, oil and gas companies push north, hoping to develop these resources. The **Berger Inquiry** begins to discuss what rights the Aboriginal peoples of the North have to the land and resources there. Berger listens. Erasmus declares themselves a nation. For many Canadians, these are issues that they have never heard about. Through the 1970's and 80's, the confidence of Aboriginal peoples to insist on their rights grows. Elijah Harper wants to help his people as a politician in Manitoba. Harper becomes the first treaty Indian in the Manitoba legislature. In the 1980's, government and natives leaders meet to discuss **land claims** and **native self government**. As head of the Assembly of First Nations, he warns of coming violence if these rights are not recognized. At Oka, there is an armed confrontation. In Ottawa, Erasmus won't condemn the armed conflict. **Few land claims are settled** over the coming years. Many still left unresolved.
	**Maps:** • CACC p. 51, *"The Numbered Treaties"*  Layered Maps CD: 26-The Numbered Treaties, 1871-192
	**Exposition** • CACC: Aboriginal perspective: *The Northwest Resistance* (p. 54+) • CACC: The Government perspective: *Railway!* (p. 38+) • CACC: The Immigrant perspective *The Newcomers* (p. 62+)
	**Websites** • Use NWT subscribed resource from ProQuest "elibrary" "Numbered treaties" (username: NWThomework password: learn) • Use historytrek.ca. Search "treaties" • Use Wikipedia for an overview, images and further reading and links at the bottom: http://en.wikipedia.org/wiki/Numbered_Treaties • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals: HCO Jr > The History of Canada Online Junior (HCO Jr)>"Part 7. All Aboard for the West"> D. Aboriginal Treaties" >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "D. Aboriginal Treaties"
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#9: Essential Question B Resource List

9B. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

Audio Visual:

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide



Set 3, Disc 8
Episode 10
Taking the West

The Newcomers (7 min)

Winnipeg is gateway to the West. Most settlers come from Ontario. Many Orangemen (intolerant of Catholics). **The Métis had been guaranteed lands, religious and language rights through work of Riel and events of 1870.** Bishop Tache sees things are changing. They try to recruit French-speaking settlers in Quebec and cities in the United States. Riel is also looking for settlers. Riel has been in exile because of execution of Thomas Scott. He is more and more disturbed. Riel begins to call himself 'a prophet of the new world'. Spends time in Quebec insane asylums.

The Land of Discontent (10 min)

In 1884, the Cree chief, Big Bear, has always opposed the treaties. The buffalo are gone. Plains Indians have no sympathy in Ottawa. Rations are reduced. **Macdonald supports this approach – to bring Indians to the edge of starvation.** From 1880-85 more than 10% of Plains Indians die of malnutrition and disease. **Settlers are struggling too. Many homesteaders are forced to abandon their farms**. Merchants going broke. **People on lands that have not been surveyed do not have title**. The region feels it is being treated like a colony. Rebellion is a growing possibility. By 1884, Big Bear is increasingly desperate. He wants other chiefs to act together and force Ottawa to live up to treaty promises. He organizes gathering of over 2,000 Cree. **When NWMP try to break up the council and arrest two warriors, the Cree resist.** Big Bear prevents police from being killed. Leif Crozier is police superintendent – tells Ottawa more food needed for Indians. Says the Cree are ready to go to war. Crowfoot is the key. **Indians are trying to farm, but have not been given the implements promised in the treaties.** They will starve without them. Crowfoot's many warriors are well-armed. They begin to steal cattle and food. Crowfoot taken to Winnipeg and is stunned by the number of Whites. An Indian uprising is terrifying to federal government. **Macdonald sends more police**, but doesn't see the threat the Métis represent.
Gabriel Dumont is one of the Métis leaders. **English farmers and Métis outline their grievances. They choose Riel to lead them. He returns.**

Opening (10 min)

The resistance movement gathers momentum. **At a public meeting in Prince Albert, 500 unhappy settlers hear Riel urge peaceful negotiation with federal government**. In Ottawa, Macdonald is watching carefully. Fears a united Indian, Métis, settler uprising. Big Bear meets Louis Riel, but he wants a re-negotiation of Treaty 6. In Métis settlements, there is strong support for Riel. **Gradually convinced that federal government won't budge. Become more militant. Declares an 'Independent Métis State' at Batoche. Macdonald ignores Riel – until Duck Lake**. **Two hundred Métis and Indians battle NWMP and civilian volunteers**. **Three police, nine civilian volunteers are killed**. The Settlers Union withdraw from working with Riel. **Macdonald rushes military forces to the West**.

The Seige (7 min)

Starblanket predicts that the future is bleak. Duck Lake battle is the turning point.
MacDonald is concerned about Crowfoot. Increasing the food ration to Crowfoot is pursued to try to appease them. Homesteaders know that there are 2,000 armed Cree in the area. Frog Lake is the next flash point. Big Bear and his people are camped there. He doesn't want conflict, but his warriors undercut him. **When Indian agent refuses to give them more food, he is shot.** At Frog Lake 9 settlers killed, including 2 priests. **Canadian press blows the events up**. **Volunteers to military grow**. Within 2 weeks militia units arrive in Winnipeg. The key is still Crowfoot. He has been given more food rations, and he decides to remain loyal to the Queen. Macdonald can now focus on the Métis at Batoche.

Learning Experience#9: Essential Question B Resource List

9B. RL

	Batoche (10 min) **General Frederick Middleton leads the force**. Not impressed with the volunteers. He advances cautiously. Gabriel Dumont is waiting for Middleton. **At Fish Creek, Dumont launches a guerrilla attack.** Poundmaker's warriors have fought off Middleton's forces. He had refused to go on the offensive. His warriors want to join Riel, Poundmaker refuses. Will Jackson begins to see Riel's vision as religious delusion. **In May, Middleton's forces reach Batoche**. After 3 days of fighting, Métis defeated. Riel, Dumont and other Métis escape. Their dream of Métis rights is over. Northwest Rebellion is crushed. Riel surrenders 3 days later. Poundmaker disarms his men. Big Bear surrenders, insisting he had not rebelled. Canadian troops return home. Seen by Macdonald as bringing the country together.
	The Trail (9 min) **Anyone involved in the resistance (and many who weren't) arrested.** Many people in the region sympathize with the Métis and Indians for how badly they had been treated since the land had been sold by the Hudson's Bay Company. **Macdonald not interested in giving Riel a public forum for his trial**. Charged with treason. The trial was held in Regina, where the jury would not include Métis. **Riel is judged guilty, with recommendation for mercy.** Judge disagrees and sentences to death. Judgement divides Ontario and Quebec (Protestant and Catholic).
	They Hanged Him (7 min) Nov 16, 1885 – Riel hanged. Word of the hanging spreads quickly in Quebec. Public meetings are held. Quebec members of Macdonald's government are labelled traitors. 50,000 people come out in Montreal. Effigy of Macdonald burned. In Ontario, anti-French sentiment fanned by Ontario press. The Conservative hold on Quebec is now broken. **In the West, 8 Indians are hung. Another 50 are sentenced to prison, including Poundmaker and Big Bear – convicted of treason. Both die shortly after their release. Life for Plains Indians has changed forever.**
	Ocean to Ocean (8 min) In summer of 1886, the CPR is complete and running trains across the nation. A year after the Northwest Resistance Macdonald takes a train ride across the West. Macdonald stops at Glecian Station near Calgary. Meets Crowfoot. He repeats that he wants food for his people. Macdonald refers these questions to the Lieutenant governor. The Plains Indians become subsistence farmers. Residential schools begin. The aim of the Indian Act and the schools are designed to assimilate these people. Crowfoot, and many other Indians die of malnutrition, tuberculosis. By 1894, all guarantees for French language, Catholic religion have been abolished in the West. Macdonald's plan is unapologetically for the West to be Protestant and English. The Northwest is now home of a new people – Canadians.
	Exposition CACC: *The Northwest Resistance* (p. 54-59, *Conclusion* p. 61)
	Exposition: The 10 Most Significant Conflicts on Canadian Soil: *Northwest Rebellion* (p. 22-25)
	"Found Poem" (using some of original words of Riel) SOC: *Address to the Jury* (p. 119) **Song/Poem** SOC: *Song of Louis Riel* (p. 120)
	Websites • Use historytrek.ca. Search "Northwest Rebellion" or "Northwest Resistance" • (Exposition and many pictures) http://www.northernblue.ca/products/index.php/Products_and_Portals:

	HCO Jr > The History of Canada Online Junior (HCO Jr)>"Part 7. All Aboard for the West"> "E. North West Rebellion" >log-in (at left)>USERNAME: EducationNWT Password: nwtece999 > return to "E. North West Rebellion" • Use Wikipedia for an overview, images and further reading and links at the bottom: http://en.wikipedia.org/wiki/Northwest_rebellion • The Canadian Encyclopedia: The North-West Rebellion • Use NWT subscribed resource from ProQuest "elibrary" "Northwest Rebellion" (username: NWThomework password: learn) NOTE: search Canadian document only (to narrow the topic) NOTE: "sort results by" reading level will be important for some searchers
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Learning Experience#9: Essential Question C Resource List

9C. RL

The following resources are *starting points* for teachers supporting their own mini-lessons as well as supporting the inquiries of students.

1. MT BLM: Media Text Connections 1. VR BLM: Video Response Guide

Audio Visual:

Pulling Up Stakes (6 min)

Pamphlets sent by the millions around the world promise unlimited opportunity in the Canadian West. For many the dream is irresistible. **In Eastern Canada an economic depression takes hold. In Eastern Canada, people are desperate for work. For many, moving West seems like the best alternative.** In the 1870's more people leave Canada than come here. Many move to the United States. Others begin moving West. John A MacDougall is alone in his cabin, wishing for company.

The Last Best West (8 min)

The **Canadian West, the land of the Cree, Blackfoot and Ojibway** is open for business. **Clifford Sifton, new Minister of Immigration, is selling the West** all over Europe. 160 acres of fee land are offered to anyone who will work the land. Immigrants begin coming from many countries, especially from Eastern Europe. **Icelanders, Ukranians, Doukhobors, Germans, Poles, Mennonites, Jews – all come. Edmonton is the end of the rail line. It is a life of hardship. Some start off living in sod covered shacks, even in caves.**



Set 3, Disc 8
Episode 10
Taking the West

A New Map of Canada (7 min)

Immigration changes Western Canada. **Large numbers of new immigrants settle there**. Rail service continues to be a problem. Western farmers start to form Co-ops – and there is growing pressure to have their own government. Laurier says the 20th century will belong to Canada. He is re-elected. In 1905, Alberta and Saskatchewan are created. Laurier's Canada is one of immigrants and wheat. Henri Bourassa wants to see a growing French population in the West as well. But it is too late. By 1905 over 1,000,000 immigrants have come to Canada, and almost none speak French. Bourassa's vision of Canada is shaken.

Strangers Within Our Gates (6 min)

Winnipeg is the largest city in the West. By 1911, Winnipeg has the highest percentage of foreign-born citizens of any city in Canada. Most are in the North End. **Some English-speaking Protestant leaders complain that the country is being filled with refuse of other nations.** Bourassa sees the dilution of the original Canada, with its two founding nations. JS Woodsworth and others work towards assimilating these peoples. Language is the key, and all instruction is in English. **Woodsworth writes his book – describing the lives of immigrants**, and calling on all Canadians to welcome them.

Gold Mountain (7 min)

Thousands of Chinese **men had come to Canada dreaming of a new land** – Gold Mountain. **Many of them came to work on the railway.** In the 1880's over 15,000 came to build the most difficult parts of that railway. **1 Chinese worker died for every mile of track built from Vancouver and the Rocky Mountains.** Once the railway was built, the **unemployed Chinese workers flooded into the Chinatowns** of many cities. Life is difficult. **Many Canadians resent them**, and want them to leave. Chinese do jobs no Canadians want. Racism is growing. **A $50.00 head tax is established** to discourage further immigration. Soon it is raised to $500.00. Immigration drops immediately. Immigrants from other Asian countries rise, however. In Vancouver, in 1907, the 'Asiatic Exclusion League' meets, and a riot starts. In the 1920's Chinese immigration is banned outright. This only ends 25 years later.

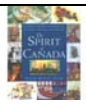


Exposition

CACC: *Railway!* (p. 38); *Reserves* (p. 54); *The Last Best West* and *Challenges in a New Land* (p. 64-69)

Learning Experience#9: Essential Question C Resource List

9C. RL

	**Short Story** SOC: "Spirits of the Railway" (p. 126); "The Lady and the Cowcatcher" (p. 130)
	**Primary Document** SOC: "A Letter from Shinguacouse" (p. 107)
	**Song / Poem** • SOC: "Canadian Railroad Trilogy" (p. 123) • SOC: "The Ballad of Crowfoot"
	Maps:  Layered Maps CD: 31-*Canada Territorial Evolution: 1875-1905*
	**Blackline Masters:** NOTE: Photocopiable Blackline Masters referenced in the mini-lesson strategies are found in Appendix B

Regret and Reconciliation

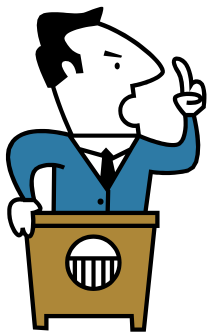
Finish the Speech

1. Read the following text aloud with a partner.
2. Make sure you both know what the word "reconciliation" means.
3. Use your knowledge about the effects of treaties, reserves, and government actions during the time of the 1885 Northwest Resistance and **write one more paragraph to add to this speech**.
4. Be sure to state which actions the government regrets and what actions the government will take to make reconciliation possible.

The Government of Canada today formally expresses to all Aboriginal people in Canada our profound regret for past actions of the federal government which have contributed to these difficult pages in the history of our relationship together. . .

No attempt at reconciliation with Aboriginal people can be complete without reference to the sad events culminating in the death of Métis leader Louis Riel. These events cannot be undone; however, we can and will continue to look for ways of affirming the contribution of Métis people in Canada and of reflecting Louis Riel's proper place in Canada's history.

Finish the speech...



Excerpts from "Statement of Reconciliation: Learning from the Past" signed on behalf of the Government of Canada and read by Jane Stewart, at that time the Minister of Indian Affairs on 7 January 1998 in Ottawa, printed in *The Globe and Mail* on 8 January 1998.

Aboriginal Terms
(Teacher Background Notes)

When talking with or about Aboriginal peoples, it is important to use terms that are respectful. It is also important that students understand which terms are respectful.

In the past, many different terms have been used to refer to Aboriginal peoples. The term "Indian," for example, is a famous misnomer, first used by Christopher Columbus to refer to the people of the Americas he encountered when he mistakenly thought he had crossed the Indian Ocean.

The following points provide guidance to the use of terms related to Aboriginal peoples and cultures.

- The three groups of Aboriginal peoples in Canada are referred to as the "First Nations," the "Inuit," and the "Métis," as recognized by the Constitution of 1982.
- Aboriginal peoples often identify themselves according to their language (e.g., Cree, Ojibway, Saulteaux, Dakota, Dene, Oji-Cree, Mitchif. . .).
- The name "Indian" is still used in certain contexts to refer to members of First Nations groups, because it has legal connotations and definitions in the treaties, in federal law, and in the recognition of native rights by the government (e.g., the federal Indian Act, Indian and Northern Affairs Canada. . .).
- In Manitoba, the term "First Nation" is generally used instead of "Indian," as indicated by the term "Assembly of First Nations."
- The term "North American Indian" is still used in the United States; lands set aside for Aboriginal peoples in that country are called "Indian Reservations."
- Although the term "reserve" has been used to refer to lands set aside for First Nations peoples in Canada, the term is being used less frequently now, and is replaced by the name of the community (e.g., Opaskwayak Cree Nation, Brokenhead Ojibway Nation. . .). A list of every First Nation in Canada may be found at the Assembly of Manitoba Chiefs website, at <http://sdiprod2.inac.gc.ca/FNProfiles/FNProfiles_Search.asp?Search=FN>.
- Students may encounter the term "tribe" in some primary sources; the preferred term today is "First Nation," as "tribe" has come to have some pejorative connotations. "Tribe" is more closely associated with Tribal Councils, established to lobby for and/or deliver services to First Nation bands.
- "Band" is a legal term used in the Indian Act and is synonymous with tribe, which is more often used in the United States.
- The Métis people were not officially recognized as an Aboriginal people until 1982.
- In some primary sources, students may come across the word "half-breed" to refer to the Métis people. This term is no longer used because of its negative connotations.
- Some primary sources refer to the Inuit people by the term "Eskimo"; this term is still used in the United States to refer to the Aboriginal peoples of Alaska. However, this name is no longer used in Canada: it was a descriptor given to the Inuit by non-Aboriginal explorers.

Treaty #2 Excerpt

Note: Text in [square brackets] has been added to the original text in order to clarify it; the three dots {. . .} indicate that a portion of the original text has been skipped.



Excerpt 1:

. . .whereas the said Indians have been notified and informed by Her Majesty's said Commissioner that it is the desire of Her Majesty to open up to settlement and immigration a tract of country bounded and described as hereinafter mentioned and to obtain the consent thereto of her Indian subjects inhabiting the said tract, and to make a treaty and arrangement with them, so that there may be peace and good will between them and Her Majesty and that they may know and be assured of what allowance they are to count upon and receive from Her Majesty's bounty and benevolence.

Excerpt 2:

. . .The Chippewa [Ojibway] and Swampy Cree Tribes of Indians and all other the Indians inhabiting the district hereinafter described and defined do hereby cede, release, surrender and yield up to Her Majesty the Queen and successors forever all the lands included within the following limits. . . [description of lands to be ceded in southwestern Ontario and southern Manitoba].

Treaty #2 Excerpt

Excerpt #3:

. . . To have and to hold the same to Her said Majesty the Queen and Her successors for ever; and Her Majesty the Queen hereby agrees and undertakes to lay aside and reserve for the sole and exclusive use of the Indians the following tracts of land. . . [description of reserve areas, 160 acres for each family of five]

Excerpt #4:

. . . And with a view to show the satisfaction of Her Majesty with the behaviour and good conduct of Her Indians parties to this treaty, She hereby, through Her Commissioner, makes them a present of three dollars for each Indian man, woman and child belonging to the bands here represented. . .



Excerpts from transcript of Treaty # 2 (1871): Indian and Northern Affairs Canada, Treaties # 1 and 2:
<http://www.ainc-inac.gc.ca/pr/trts/trty1-2_e.html>

Treaty #6: Poundmaker

The following excerpt was recorded by Peter Erasmus, an eyewitness to the signing of Treaty #6, which covered central Saskatchewan and Alberta. He was present at the meeting between the main Cree chiefs in the area and Commissioner Morris, sent by the Government of Canada to negotiate and explain the treaty.

> *Poundmaker, who was not a chief at that time, just a brave, spoke up and said, "The Government mentions how much land is to be given us. He says 640 acres one mile square for each band. He will give us, he says," and in a loud voice, he shouted, "This is our land, it isn't a piece of pemmican to be cut off and given in little pieces back to us. It is ours and we will take what we want. "*
>
> *A strong wave of approval came back from the seated Indians at his statement. Some braves in the last rows rose to their feet, waved their hands and arms, shouting "Yes! Yes!" in Cree. Apparently these were Poundmaker's followers. It was some time before the main Chiefs could restore order.*

Many of the Cree people were present to discuss this treaty, as there were increasing problems with food scarcity at that time. First Nations people were becoming increasingly more dependent upon agriculture and trade with settlers for their survival.

As noted by Indian and Northern Affairs Canada, "Neither Morris nor the Indians knew at this time that in three years the buffalo would be entirely gone from the Canadian prairies. However, they were both aware that the buffalo were going. It was only the extremely short interval before that event which took them by surprise."



Source: Indian and Northern Affairs Canada, *The Making of Treaty Six:* <http://www.ainc-inac.gc.ca/pr/trts/hti/t6/mkg2_e.html>

Note-Taking Frame: Aboriginal Leaders during Post-Confederation Expansion

Name of the leader (attach image)	Aboriginal group or nation represented
Background	Leadership characteristics
Role of this leader in negotiations with Canada	A quotation from or about this leader

Note-Taking Frame: Aboriginal Leaders during Post-Confederation Expansion

Accomplishments and historical contributions	
Involvement in the 1885 Resistance	Consequences of this involvement
Sources consulted	

Numbered Treaties

When were the numbered treaties signed?	What was the government's purpose in making these treaties?
Why did many First Nations sign these treaties?	Which areas of Canada were covered by these treaties?

Numbered Treaties — Key

9A. 9b

When were the numbered treaties signed?

Eleven numbered treaties in all (1871 – 1921)

- 1871 – 1877: seven treaties, mostly southern and central parts of today's Prairie provinces
- 1889 – 1921: four more treaties, mostly in the northern areas of Canada

What was the government's purpose in making these treaties?

- To obtain land and resources to build the railway and create farmland areas for immigrants.
- To extend Canada's nation sea to sea; to claim and use natural resources in northern Canada (oil, gold).

Why did many First Nations sign these treaties?

- As hunting and food supplies became scarce, Aboriginal peoples became more dependent on food rations from the government, trade with the new immigrants, and agriculture.
- Treaties promised reserve lands, hunting and fishing rights, money, annual payments, and assistance with education, medical care, and agricultural machinery.
- Not all promises were respected.

Which areas of Canada were covered by these treaties?

- Most of the Prairie provinces
- Northern Ontario
- Parts of British Columbia, Yukon, and the Northwest Territories.

What were the effects of these treaties on the lives of First Nations people?

- People were displaced to designated reserve lands, often the poorest areas for agriculture.
- Freedom of movement was restricted, and the people were confined to reserves rather than being free to follow their traditional migratory lifestyle.
- People designated Indians by the government did not having voting rights or participation in government.
- Relations with the North West Mounted Police deteriorated as a result of conflicts regarding treaties.
- The railroad, increase in immigrant population, and farms eroded hunting habitat and made it less possible to survive on hunting and fishing.
- The arrival of many immigrants brought European diseases (smallpox, tuberculosis, measles), which spread rapidly among First Nations.

Numbered Treaties — Key

Name some peoples who were involved in signing treaties with the Canadian government in this period.

Not all Aboriginal peoples signed treaties; the Inuit, most of the peoples of British Columbia, and the Métis people were not approached by the government (refer to chart that follows for the names of some peoples who signed treaties).

Treaty Number and Date	Region and First Nations
Treaties 1 and 2, 1871	Southern Manitoba and Saskatchewan Ojibway and Cree peoples
Treaty 3, 1873	Southeastern Ontario (Lake of the Woods region) Saulteaux (Ojibway) peoples
Treaty 4, 1874	Southern Saskatchewan (Qu'Appelle region) Cree and Saulteaux (Ojibway) peoples
Treaty 5, 1875	Central-northern Manitoba Saulteaux (Ojibway) and Swampy Cree peoples
Treaty 6, 1876	Central Saskatchewan and Alberta Mostly Plains and Woodlands Cree peoples
Treaty 7, 1877	Southern Alberta Blackfoot and other nations
Treaty 8, 1899	Northern Alberta, Southern NWT, and northeast corner of B.C. Cree, Dene, Dogrib, and other nations
Treaty 9, 1905	Northern Ontario (James Bay region) Ojibway, Cree, and other nations
Treaty 10, 1906	Northern Saskatchewan (Peace River region) Primarily Dene and Métis peoples Provided Métis scrip (certificates to be redeemed for cash or land)
Treaty 11, 1921	Western part of Northwest Territories Primarily Dene and Métis of the Mackenzie region

Sources:
Indian and Northern Affairs Canada, Numbered Treaties:
‹http://atlas.gc.ca/maptexts/map_texts/english/trytxt_e.html#NU›

Canada's Digital Collections, First Nations and Métis, Treaties - Overview:
‹http://collections.ic.gc.ca/abpolitics/alberta/fn_metis/treaties.html›

9A.CT.14 # CRITIQUE THE PIECE Fair Negotiation at the Meeting in St. Peter's? Name:_____

(Ask students to assess the merits or shortcomings of a single designated figure, product or performance)

TOPIC QUESTION:

How fair were the negotiations at St. Peter's on Sept. 24, 1907?

CLEARNESS	THE VOTE	RESULTS	RE-LOCATION	PROMISE
				

THE RANGE OF QUALITY

POINTS				
1	**2**	**3**	**4**	**5**
Horrible/a Mess (almost all the time)	Poor Quality/Rarely Good (usually)	Surprisingly Good (sometimes)	Better Than Many (usually)	Highest Quality (almost all of the time)

THE CONDITIONS (QUALITIES) THAT MUST BE CONSIDERED WHEN ASSESSING THE TOPIC	SCORE and COMMENT	
1. **Clearness**. Did people understand the topic that was being discussed?		
2. **The Vote**. Did a big majority of people vote for one choice or the other?		
3. Results. Did the government officials act in the best interests of the St Peter's people?		
4. Re-location. Was the land the people moved to good for farming ?		
5. Honouring the Treaty. Did the government keep the promises they made in Treaty 1?		

CONCLUSIONS: _____

_____

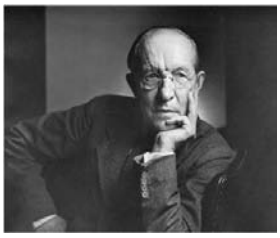
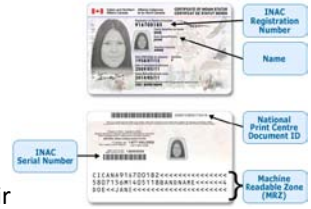
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9A.HT.14 BENCHMARK: HISTORICAL PERSPECTIVE (assuming different roles according to historical perspective) **NAME _____**

TEACHERS/PARENTS: UNDERSTANDING HISTORICAL PERSPECTIVE. The dimensions of "historical perspective" could be summarized in the following way::
1) Presentism is the antithesis of historical perspective (ask students not what they would feel like if … rather ask them to imagine what that character must think and feel as a product of her time)
2) Historical perspective is concerned with understanding the prevailing norms of the time (what was the worldview of the people at that time?)more than it is adopting a particular person's point of view
3) There are diverse historical perspectives on any given event in the past -no matter how widely shared a worldview may have been
4) Adopting an historical perspective requires suspending moral judgment (this is not an endorsement of any past values, norms, meanings—but an attempt to understand them and how those informed interactions and relationships at that time)

DIRECTIONS FOR STUDENT: Some historical deeds that today look like "misdeeds", big mistakes, or "crimes" need to be understood by what things were happening at that time. Your teacher has given you one of these kinds of events. The *Indian Act* was developed to control parts of Aboriginal peoples' lives after Confederation. It was changed several times to respond to different issues that some people thought needed to be fixed.

STEP#1: What good things or changes did the writers hope for? (use words or draw pictures)
STEP#2: From your thinking as a young person, what did the writers not know about Aboriginal people? Ask an elder if you need help with this. (use words or draw pictures)

Making Laws for Aboriginal Peoples	Making Laws for Aboriginal Peoples	Making Laws for Aboriginal Peoples
 Public Domain. Library and Archives Canada, PA-165842--from Wikipedia. Our object is to continue until there is not a single Indian in Canada that has not been absorbed into [Canada], and there is no Indian question, and no Indian department. *- Duncan Campbell Scott, 1920, Superintentent of Indian Affairs*	 Public Domain. James Gilchrist Swan (1818-1900) --from Wikipedia. Every Indian or other person who engages in or assists in celebrating the Indian festival known as the 'Potlach' or in the Indian dance known as the 'Tamanawas' is guilty of a misdemeanor, and shall be liable to imprisonment for a term of not more than six nor less than two months *-Indian Act Amendment*, 1884	 Indian and Northern Affairs Amended to allow First Nations women the right to keep or regain their status even after "marrying out", and to grant status to the children (but not grandchildren) of such a marriage *- Indian Act Amendment, 1985.*
Good things hoped for:	Good things hoped for:	Good things hoped for:
What did the writer need to learn?	What did the writers need to learn?	What have the writers of the *Act* begun to learn?

Team Deliberation
(Teacher Background Notes)

This strategy enables students to discuss an issue while developing and applying cooperative learning skills. It encourages the consideration of diverse perspectives without creating an adversarial situation. Unlike a formal debate, there are no winners or losers in a team deliberation.

It is recommended that teachers choose one or two particular collaborative skills (e.g., 6-S-100, 6-S-101, 6-S-102, or 6-S-104) to target during the activity. Prior to the deliberation, teachers may choose to develop, with the input of the students, a short set of indicators that describe what these target skills would "look like" and "sound like" when practised successfully.

The following sequence of steps is suggested in carrying out a team deliberation. Teachers may adapt the procedure to suit their time constraints and the abilities of their students.

1. **Propose a question that lends itself to a for-or-against position.**
   - The question may be selected by the teacher with some input from the students.
   - The question must deal with a subject that is familiar to the students, and information or sources must be available to support both the negative and affirmative positions.

2. **Determine teams and roles.**
   - Place students in teams of four, assigning two students to the affirmative position and two students to the negative position.
   - Allow time for students to gather information on their assigned position. Provide guidance in assessing the validity of sources, and background information to assist students as needed (e.g., useful Internet addresses, articles, editorials, et cetera).

3. **Students prepare their initial statement or point of view.**
   - Students work with their partners to prepare a brief statement, supported by evidence and solid reasoning.

4. **Pairs present their statements.**
   - Each pair of students presents its position statement to the other pair in their team, sharing speaking tasks between the two of them. Students listen and note important points as the other pair presents, without interrupting or commenting.

Team Deliberation
(Teacher Background Notes)

5. **Pairs switch affirmative and negative positions.**
   — Each pair now changes position and prepares a short statement in support of the opposite point of view from their initial statement. Their position must be supported by solid evidence and reasoning.

6. **Pairs present their second statement of position.**
   — Each pair now presents again, this time taking the opposite position. Once again, the other pair listens attentively and notes important details.

7. **Groups of four make a collective decision.**
   — Each group of four objectively examines both the affirmative and negative positions, summarizing the most convincing arguments and evidence for each point of view on the question. The group seeks to make a consensus decision as to which position they found to be most defensible.

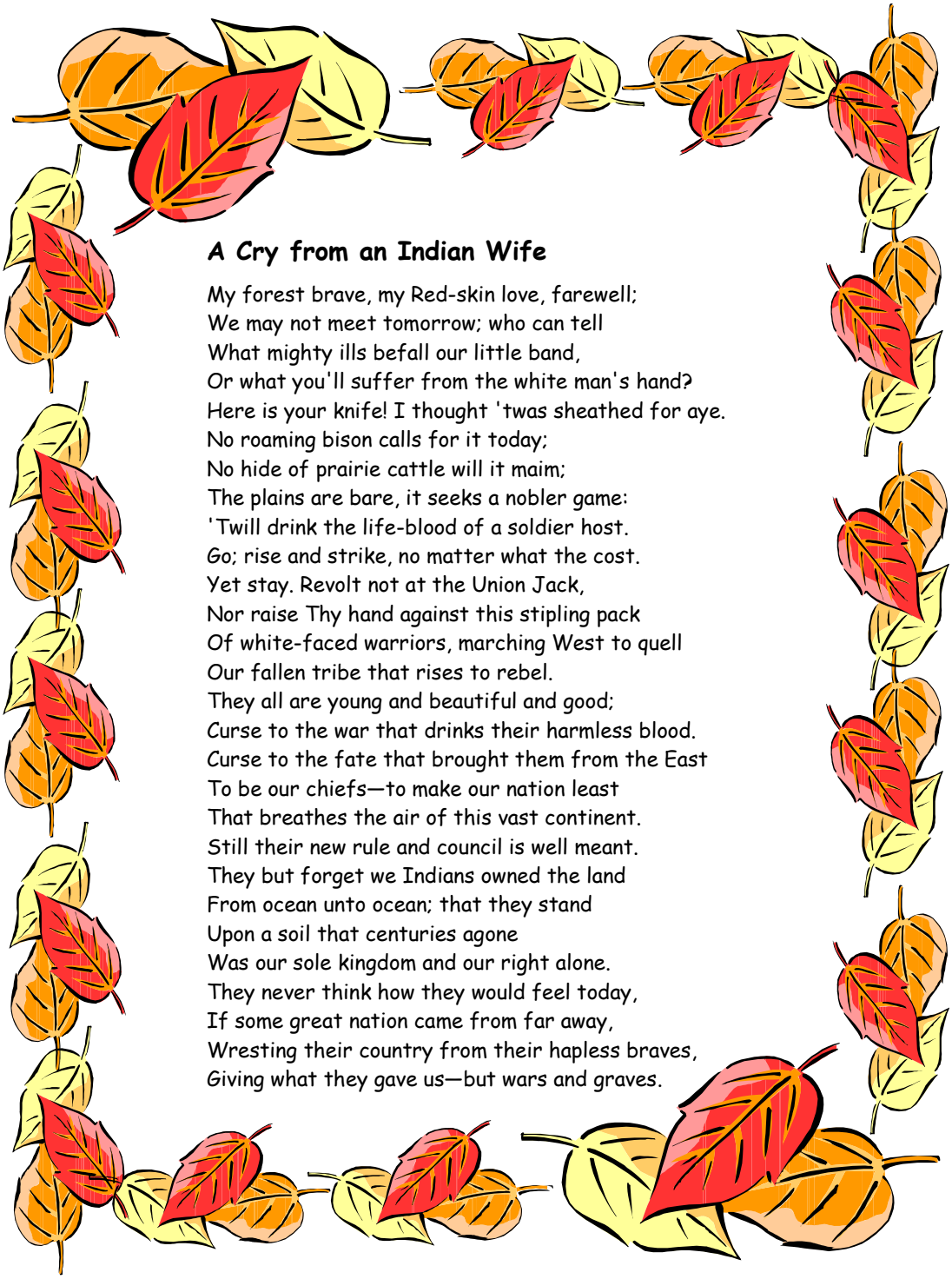
8. **Groups of four share their decisions with the class.**
   — Each group of four presents a short statement summarizing its decision for the entire class.

9. **Students evaluate their collaborative skills.**
   — Each student evaluates his or her participation and interaction based on the descriptors of the targeted skills developed at the outset. The teacher may choose to provide the students with a rubric or scale, or may simply ask students to self-evaluate using comments. *

* Adapted from a strategy used by Linda McDowell as based on Johnson and Johnson (1979), "Conflict in the Classroom: Controversy and Learning," *Review of Educational Research:* 49:1, 51-70.

A Cry from an Indian Wife

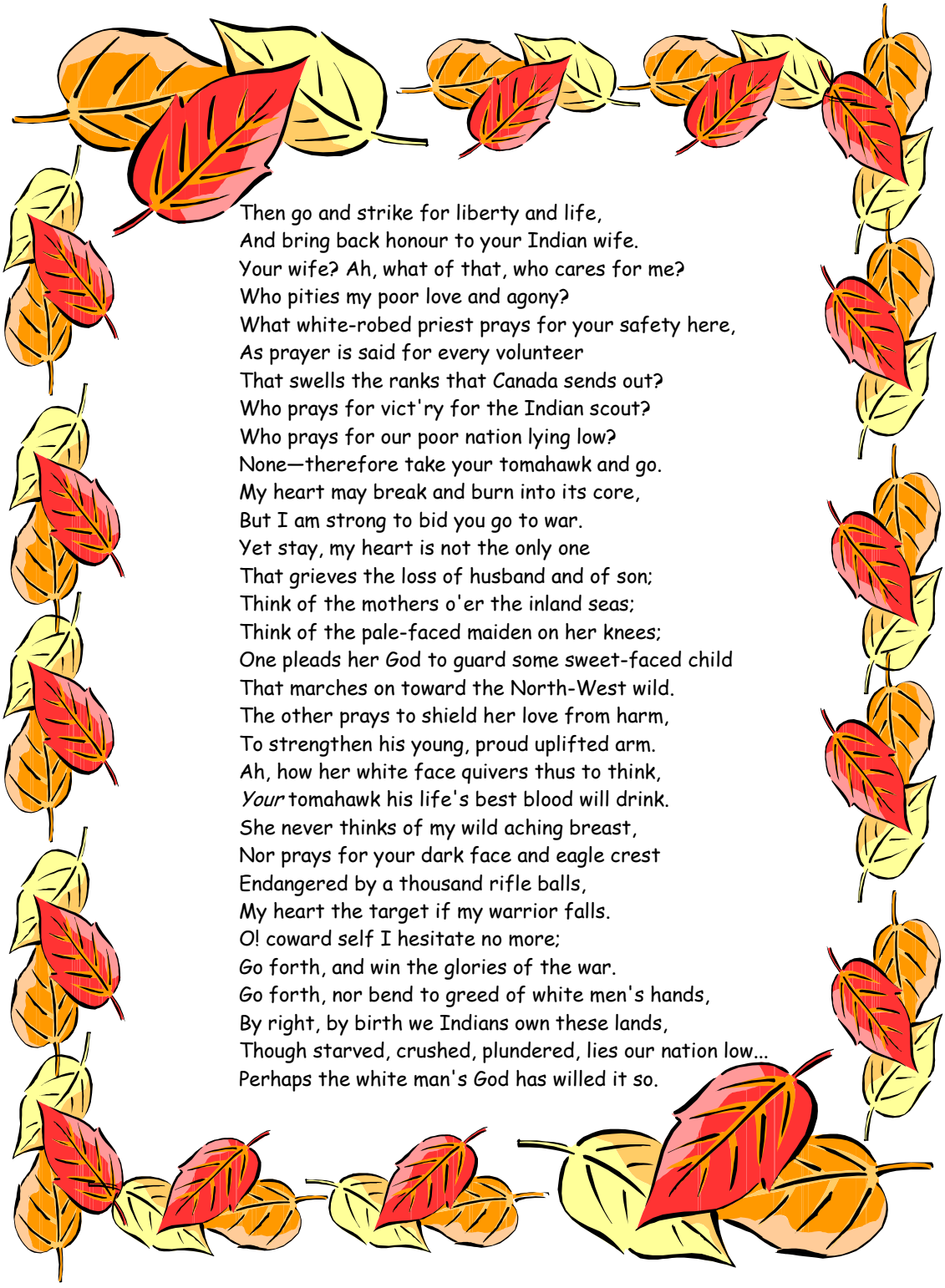
Aboriginal poet Pauline Johnson (1861–1913) is one of the few Canadian women in history who earned a living writing and performing poetry. In her tours across Canada, she frequently performed the following poem, "A Cry from an Indian Wife." Using the language and poetic style of that time, the poem portrays an Aboriginal perspective regarding the Resistance of 1885.



A Cry from an Indian Wife

My forest brave, my Red-skin love, farewell;
We may not meet tomorrow; who can tell
What mighty ills befall our little band,
Or what you'll suffer from the white man's hand?
Here is your knife! I thought 'twas sheathed for aye.
No roaming bison calls for it today;
No hide of prairie cattle will it maim;
The plains are bare, it seeks a nobler game:
'Twill drink the life-blood of a soldier host.
Go; rise and strike, no matter what the cost.
Yet stay. Revolt not at the Union Jack,
Nor raise Thy hand against this stipling pack
Of white-faced warriors, marching West to quell
Our fallen tribe that rises to rebel.
They all are young and beautiful and good;
Curse to the war that drinks their harmless blood.
Curse to the fate that brought them from the East
To be our chiefs—to make our nation least
That breathes the air of this vast continent.
Still their new rule and council is well meant.
They but forget we Indians owned the land
From ocean unto ocean; that they stand
Upon a soil that centuries agone
Was our sole kingdom and our right alone.
They never think how they would feel today,
If some great nation came from far away,
Wresting their country from their hapless braves,
Giving what they gave us—but wars and graves.

A Cry from an Indian Wife

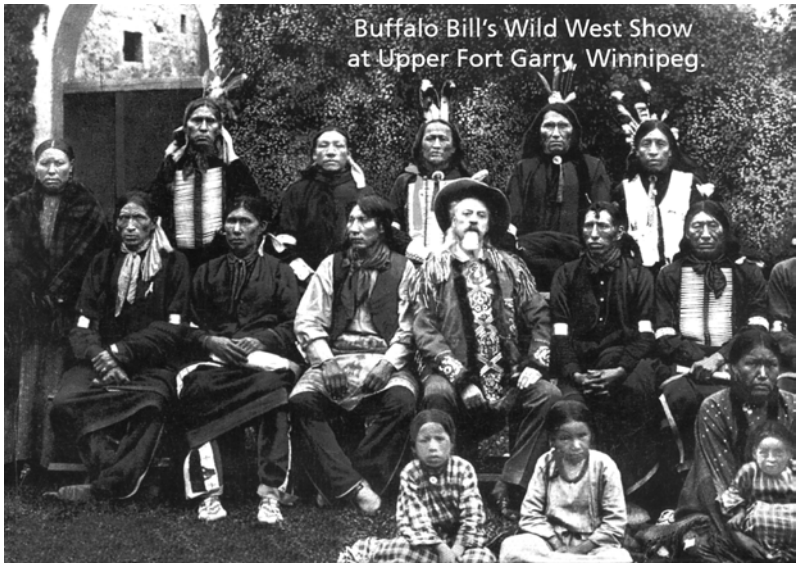


Then go and strike for liberty and life,
And bring back honour to your Indian wife.
Your wife? Ah, what of that, who cares for me?
Who pities my poor love and agony?
What white-robed priest prays for your safety here,
As prayer is said for every volunteer
That swells the ranks that Canada sends out?
Who prays for vict'ry for the Indian scout?
Who prays for our poor nation lying low?
None—therefore take your tomahawk and go.
My heart may break and burn into its core,
But I am strong to bid you go to war.
Yet stay, my heart is not the only one
That grieves the loss of husband and of son;
Think of the mothers o'er the inland seas;
Think of the pale-faced maiden on her knees;
One pleads her God to guard some sweet-faced child
That marches on toward the North-West wild.
The other prays to shield her love from harm,
To strengthen his young, proud uplifted arm.
Ah, how her white face quivers thus to think,
Your tomahawk his life's best blood will drink.
She never thinks of my wild aching breast,
Nor prays for your dark face and eagle crest
Endangered by a thousand rifle balls,
My heart the target if my warrior falls.
O! coward self I hesitate no more;
Go forth, and win the glories of the war.
Go forth, nor bend to greed of white men's hands,
By right, by birth we Indians own these lands,
Though starved, crushed, plundered, lies our nation low...
Perhaps the white man's God has willed it so.

Source:
Pauline Johnson's Writings, Poetry, "A Cry from an Indian Wife":
<http://www.humanities.mcmaster.ca/~pjohnson/writings.html>

Buffalo Bill's Wild West Show

And now, ladies and gentlemen, from the faraway plains of Canada, we bring you the one, the only, the incomparable Gabriel Dumont! Gabriel Dumont!



The man who, with a handful of followers, defeated a vastly superior Canadian army twice before himself giving way in the face of overwhelming odds.

The man who rode eight hundred miles through dust, flood, and fire, to elude nearly two thousand Canadian army and police scouts who were sent out to capture him, and who finally reached the blessed sanctuary of the United States of America! Ladies and gentlemen, I give you Gabriel Dumont, the half-breed General!

- This is reported to be the introduction of Gabriel Dumont, Métis leader, to audiences attending Buffalo Bill's Wild West Show, which Dumont joined in 1886, as cited in Sandra Lynn McKee's book *Gabriel Dumont: Indian Fighter* (1973).

Using what you know about Gabriel Dumont, answer the following questions with a partner.

1. Is this a primary source about the 1885 Resistance? (Be careful—remember the definition of "primary source.")
2. What details do you think are exaggerated in the introduction?
3. What details are definitely not true?
4. What details may be true or may be false (it's difficult to know for certain)?
5. Which words suggest stereotypes?
6. Which words suggest American superiority?
7. What observations can you make about sources of information about the past?

Note-Taking Frame: 1885 Resistance

9B. 10a

Reasons the Métis people in the region were unhappy with the Canadian government	Reasons the First Nations in the region were unhappy with the Canadian government
Actions taken by Gabriel Dumont to obtain Métis rights before taking up arms	

Note-Taking Frame: 1885 Resistance

9B. 10a

Describe an event that led up to the Battle of Batoche.	
Battle of Batoche: When did it happen? Who was involved? How did it end?	What was the role of the railway in the Battle of Batoche?
Consequences of the 1885 Resistance	

Note-Taking Frame: 1885 Resistance — Key

Reasons the Métis people in the region were unhappy with the Canadian government:

- Government was surveying their river lots and taking over their land.
- Scrip promised in the Manitoba Act had not been given.
- They had moved west to vacant land and now this too was being promised to the CPR or the HBC by the government.
- They were not consulted in these decisions.

Reasons the First Nations in the region were unhappy with the Canadian government:

- Buffalo hunting was being destroyed by trains and settlers.
- First Nations people were being displaced to reserves, and off traditional hunting areas.
- Food rations were insufficient; people were starving.
- The government cut back on treaty payments because the railway was costing so much.

Actions taken by Gabriel Dumont to obtain Métis rights before taking up arms:

- Petitions and letters were sent to Macdonald's government in Ottawa.
- Dumont sought support of First Nations in the region.
- Dumont went to the U.S. (Montana) to ask Riel to return to be their government leader.

Describe an event that led up to the Battle of Batoche.

- Cree nations under Big Bear and Poundmaker allied with the Métis.
- There were several conflicts in the region involving the Métis and First Nations against government representatives, the NWMP, and the settlers (Duck Lake, Frog Lake, Battleford).
- The government feared a full-scale Indian war.
- Riel declared a provisional government in March 1885, stating the government had not lived up to the promises of the Manitoba Act.

Battle of Batoche: When did it happen? Who was involved? How did it end?

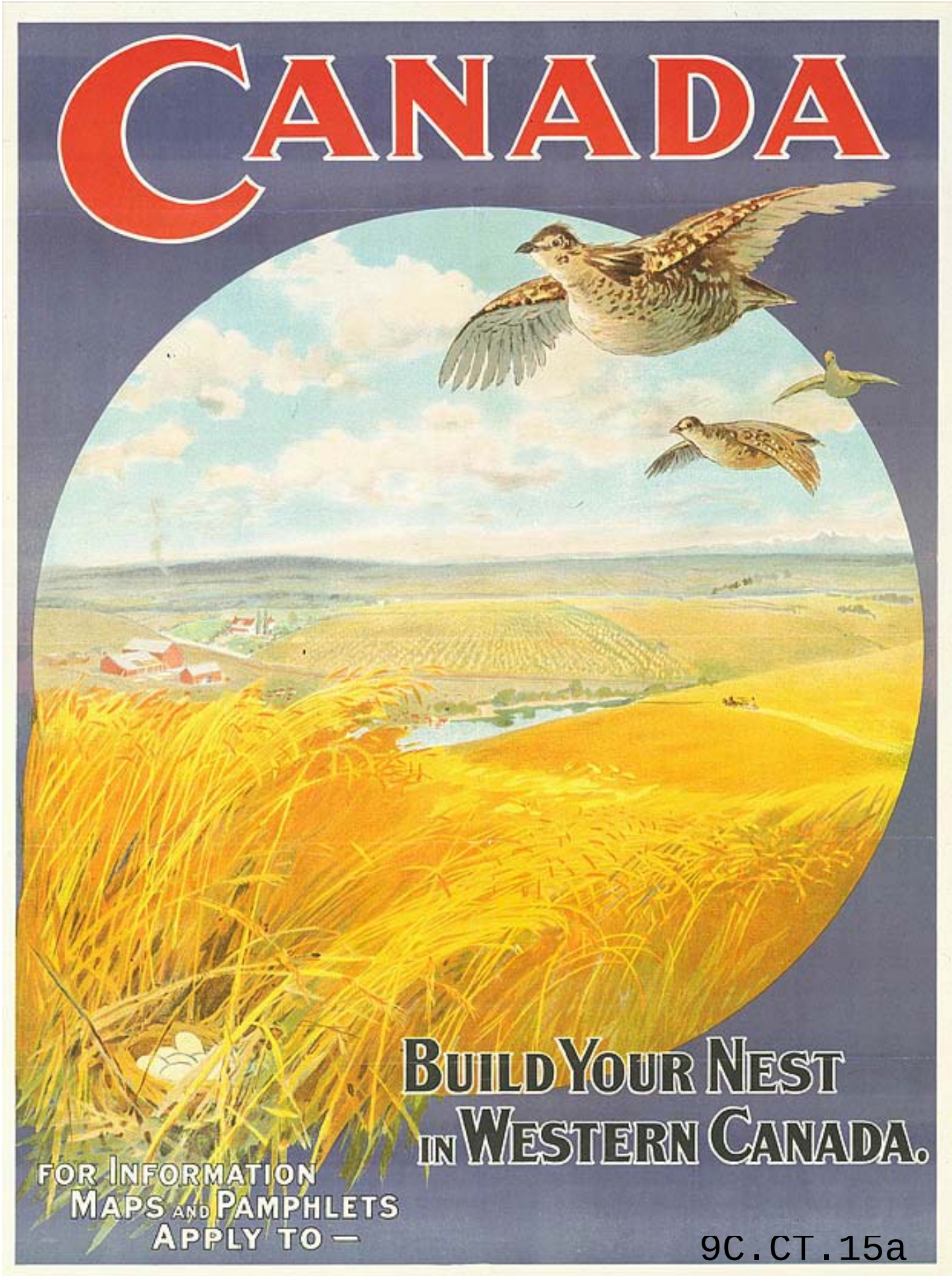
May 9 – 12, 1885. The Métis under Dumont numbered 350 against 850 Canadian militia sent in under General Middleton. After three days the Métis were forced to surrender. Dumont escaped to the U.S. and Riel surrendered.
Poundmaker and Big Bear later surrendered.

What was the role of the railway in the Battle of Batoche?

The CPR line was not yet completed to the area, but it allowed troops to travel quickly to the site of the rebellion (10 days travelling time). The government then obtained support to fund the completion of the railway to establish Canadian control of the West.

Consequences of the 1885 Resistance:

- Riel is tried for treason and hanged in Regina on November 16, 1885.
- 5000 people protest this action in the streets in Québec.
- English-French relations are negatively affected.
- Poundmaker and Big Bear are imprisoned in Manitoba for three years.
- Several Métis men involved in the Resistance are hanged.
- Métis community at Batoche loses people, leaders, lands, houses, but survives.
- Government begins to send more provisions to assist First Nations in the West, and allows Saskatchewan Métis to retain their river lot system.
- In 1886 the government declares a general amnesty for those involved in the Resistance; Dumont later returns to Canada.



Likely creator: Department of Immigration, Canada. Public domain. Library and Archives Canada Ref. No.: C-126302.



G8225
+C21e
PAM

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9C.CT.15b

9C.CTc

FREE FARMS FOR THE MILLION

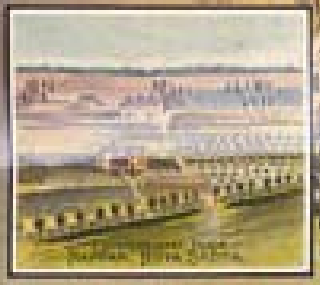
DOMINION OF

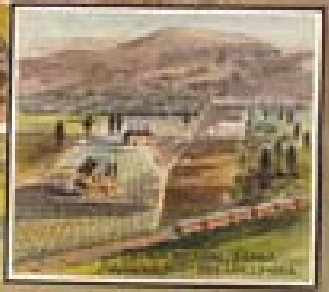
CANADA



CLIMATE THE HEALTHIEST IN THE WORLD.

5 Experimental Farms





FREE FARMS OF 160 ACRES

MANITOBA, CANADIAN NORTH-WEST AND BRITISH COLUMBIA

VAST COAL FIELDS AT CONVENIENT DISTANCES.

GRANTS FROM 100 TO 200 ACRES ARE OFFERED IN OTHER PARTS OF CANADA.

HIGH COMMISSIONER FOR CANADA.

DEPARTMENT OF THE INTERIOR.

DOMINION LINE

Royal Mail Steamships

Between LIVERPOOL, BRISTOL and MONTREAL

HALIFAX and PORTLAND, MAINE, in Winter.

FLINN, MAIN & MONTGOMERY.

Creator: Government of Canada *(Publisher).* Public domain. Library and Archives Canada Ref. No.: C-095320.

9C.CT.d

Canada West

THE LAST BEST WEST

HOMES FOR MILLIONS



RANCHING
DAIRYING
GRAIN RAISING
FRUIT RAISING
MIXED FARMING

FARMS IN WESTERN CANADA FREE

ISSUED BY DIRECTION OF HON. SYDNEY FISHER
MINISTER OF AGRICULTURE, OTTAWA, CANADA

Creator: Department of Agriculture, Canada. Public domain. Canadian Museum of Civilization

9C.CT.15e JUDGING "BETTER" OR "BEST": Western Canada Immigration Posters NAME:_____

Ask students to judge from among two or more options (teacher-provided or student-generated) which one(s) best meet(s) the identified criteria

CRITICAL CHALLENGE:
Which poster would be the most successful in bringing immigrants to Western Canada? Why? Rate each poster using the criteria questions.

OPTIONS AND THEIR IMAGES: (in WORD, click on posters for a large view of each) (see BLMs for the full page-sized posters)

1. 

2. 

3. 

4. 

OPTIONS: (from above)	**1. "Canada: Build Your.."**	**2. "Canada West"**	**3. "Free Farms..."**	**4. "The Last Best West"**
THE CRITERIA (QUALITIES) THAT MAKE FOR "BETTER"; "BEST"; "GREATEST"; "MOST"; ...	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)	POINTS **1 2 3 4 5** (choose one)
Does the poster have a **clear message**? NOTES: _____				
What does the poster maker do to make the poster **interesting** or **eye-catching**? NOTES: _____				
How does the poster communicate its message to the audience? Which poster is the best communicator? (not just words) NOTES: _____				
What doesn't the poster mention about life in the Canadian West? Which poster is the **most realistic**, with less surprises for the immigrant? NOTES: _____				
Which poster would **attract** the most immigrants to Western Canada? NOTES: _____				
TOTALS:				

CONCLUSIONS: _____

_____

LE 9

Analyzing Images: Poster
“Canada West”

Studying Pictures



From the Imperial Oil Collection

Decoding Explicit Messages in Visual Images: W5 Questions

9C. CTb

Studying Pictures

W5 Questions	Inferences (what we think)	Evidence (reasons to support our inference)
Who? Who are the people in the drawing?		
What? What are they doing?		
Where? Where does the action in the drawing take place?		
When? When did it take place?		
Why? Why is the action happening?		

Adapted from Learn Alberta found at http://www.learnalberta.ca/content/ssmt/html/interpretingandreinterpretingvisualimages_mt_documents.html

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Decoding Implicit Messages in Visual Images: W5 Questions

9C. CTc

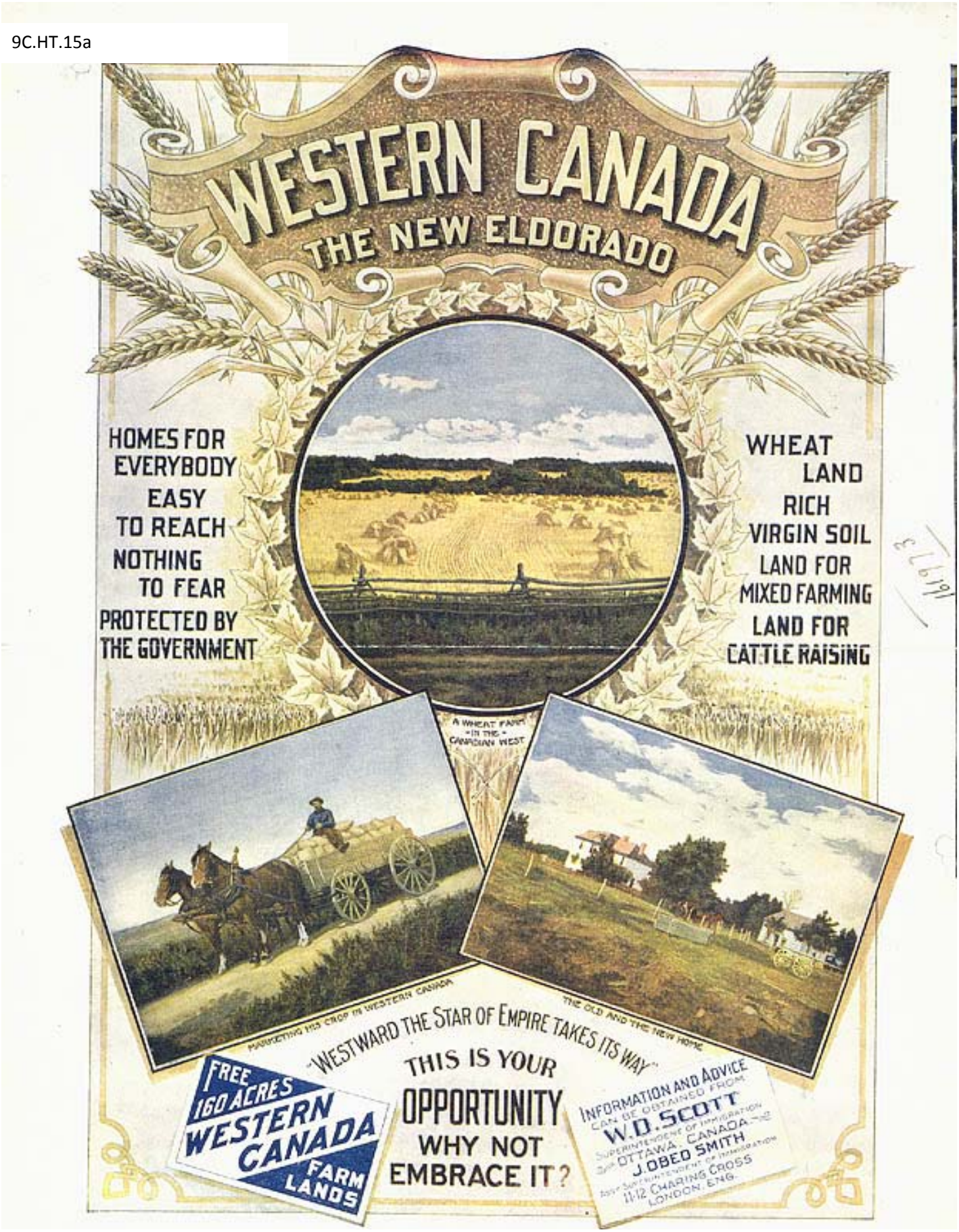
Picture Study# _____

Inferences	Evidence
Dominant focus: ❑Aboriginal perspective ❑European perspective ❑balanced perspective	● ● ● ●
Qualities of the European figure(s): ● ● ● ●	● ● ● ●
Qualities of the Aboriginal figures: ● ● ● ●	● ● ● ●
Symbolic message:	● ● ● ●

Adapted from Learn Alberta found at
http://www.learnalberta.ca/content/ssmt/html/interpretingandreinterpretingvisualimages_mt_documents.html

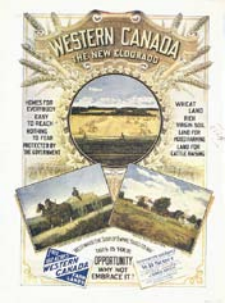
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9C.HT.15a



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9C.HT.15b EVIDENCE--Poster Analysis –Eldorado **Name:_____**



This is part 1 of a lesson that asks you to study some posters that tried to convince people from other parts of Canada and the world to come to Western Canada and become farmers. Use the "Western Canada- The New Eldorado poster" (ask your teacher for the full page size) to think about the following questions:

NOTE: ***Conclusions*** are answers or ideas that you think of because of a clue. ***Clues*** are hints or pieces of information that help you find out something.

	Conclusions	**Clues**
Who made this poster?		
Who is the message aimed at ?		
What is the big message of this poster?		
'Nothing to fear. Protected by the government' **What or who** might a newcomer be afraid of?		
How does the poster communicate its message to the audience ? (not just words)		
Which promise would be the most powerful one to someone reading the poster in 1890?		
What parts of real life in Western Canada does the poster not show?		
Critical Question: What is this poster mostly about? Why was this poster made?		
Inquiry Question: What is Eldorado? Why would the poster makers describe Western Canada in this way?		

9C.HT.16 BENCHMARK: EVIDENCE (railroad inquiry) NAME _____

TEACHERS /PARENTS--UNDERSTANDING PRIMARY AND SECONDARY SOURCES. This template is part of the answer in helping young people understanding how historical accounts come to them in a history course. *Primary sources* are eyewitness accounts (first-hand accounts subject to questions of perspective and how **credible** the author was in providing a "full and faithful" account) and traces (original photographs, old books, old tools, etc., subject to questions of being **authentic**, genuine or forged or altered). *Secondary sources* are deliberately prepared accounts (created from primary or even secondary sources requiring a critical eye to assess for perspective and subject to how **justifiable** the conclusions are), and reconstructed "relicas" of traces (subject to how **realistic** the trace is and how faithfully it has been recreated.)

DIRECTIONS#1: Read the prepared account (secondary source) entitled "Railway" in the reference book *Canada, A Country of Change 1867 to Present* (p.38-39). Consider the following players known to have been involved in the building of the railroad across Canada. Do the authors give credit to all these players in the story listed below? Rate how much impact the authors give each player looking at what and how much was said about them.

Players in the Railway Project of the 1870's and 1880s	How You Think the **Authors Are Rating** the Influence of Each Agent ("#1" biggest impact"... "#6" smallest impact)
• Political leaders (eg., John A. MacDonald) • Financial leaders (eg., Donald Smith, George Stephen • Managers (eg., William Van Horne) • Builders (eg., Major A.B. Rogers, James Ross) • Negotiators (eg., Crowfoot) • Workers (eg., Irish navies, Chinese workers	#1 _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____

DIRECTIONS#2: Read or watch *another* prepared account of the railroad story (eg., encyclopedia, video, song). Then, from your perspective, rate the players according to what you believe to be the most accurate.

Players in the Railway Project of the 1870's and 1880s	**Your rating** after conducting more research ("#1" biggest impact"... "#6" smallest impact)
• Political leaders (eg., John A. MacDonald) • Financial leaders (eg., Donald Smith, George Stephen • Managers (eg., William Van Horne) • Builders (eg., Major A.B. Rogers, James Ross) • Negotiators (eg., Crowfoot) • Workers (eg., Irish navies, Chinese workers	#1 _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____

Adapted from *Teaching about Historical Thinking* (Case, 2006)



Western Cordillera

Interior Plains

Canadian Shield

Great Lakes St. Lawrence Lowlands

Arctic Region

Hudson Bay Lowlands

Appalachians

Great Slave Lake
Great Bear Lake
Mackenzie River
Arctic Ocean
Atlantic Ocean
Pacific Ocean
Lake Ontario
Lake Superior
Lake Erie
Lake Huron

Lake Michigan
Great Lakes
Lake Manitoba
Lake Athabasca
St. Lawrence River
Gulf of St. Lawrence
Bay of Fundy
Hudson Bay
James Bay

Turtle Island

(Formed North America) [1]

Sedna

(Creating sea mammals) [2]

Spider Rock [3]

Glooscap

(and Sugarloaf mountain) [4]

Sleeping Giant [5]

Bear Rock or Two Kwe or Old Lady of Falls[6]

Pingo [7]

An Anishinabe or Ojibwe legend [1]

Inuit [2]

Navajo [3]

Mi'kmaq [4]

Thunder Bay – Ojibwe [5]

NWT Dene [6]

NWT Inuvialuit [7]



Arctic

Subarctic

Eastern

Western Subarctic

Northwest Coast

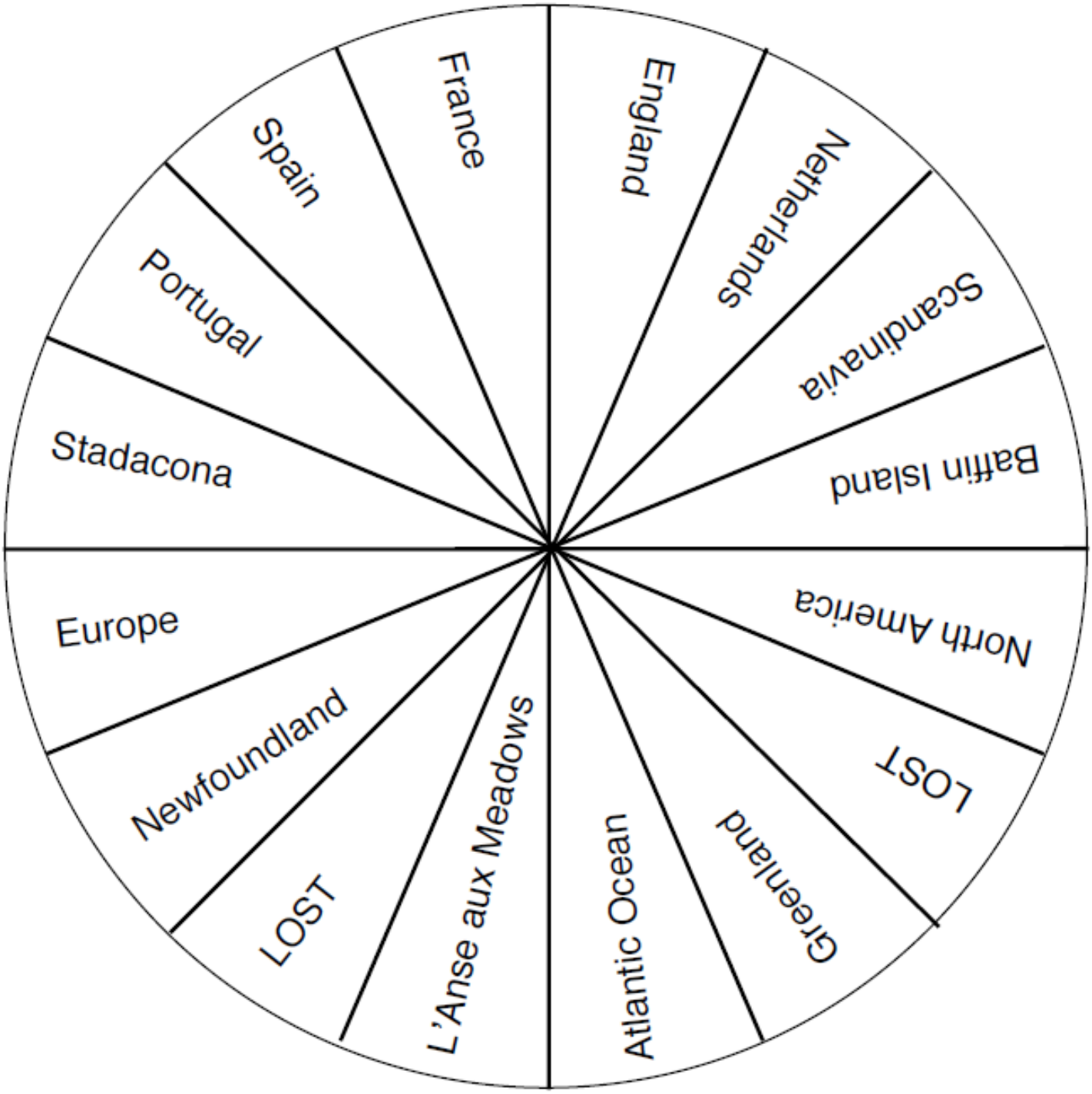
Plateau

Plains

Eastern Woodlands

European Spinner

FYP
3.1



Caboto	**Cartier**
Frobisher	**Champlain**
Hudson	**Hearne**
Rae	**Franklin**



Kelsey	**Mackenzie**
Thompson	**Stefannson**



Caboto

John Cabot (1450-1498) is also known by his Italian name, Giovanni Caboto. Like Columbus, Cabot believed he could reach Asia by a westerly route. He had determined that they voyage would be shorter if he sailed as far north as possible. Sailing under England's flag, Cabot landed in Newfoundland in 1497. He was likely the first European since the Vikings to arrive on the continent of North America. Cabot disappeared under mysterious circumstanced in 1498 and was never seen again.



Cartier

In 1534, Jacques Cartier (1493-1557) set sail from St. Malo, France. His voyage, paid for by the king of France, was to "discover certain islands and lands where it is said that a great quantity of gold, and other precious things, are to be found." He was also determined to find a Northwest Passage to Asia. Jacque Cartier gets credit as the first European to enter and name the St. Lawrence River. Cartier made three voyages to North America. He explored the northeast coast, sailed up the St. Lawrence to what is Montreal today and tried to establish a colony at what is now called Quebec City.



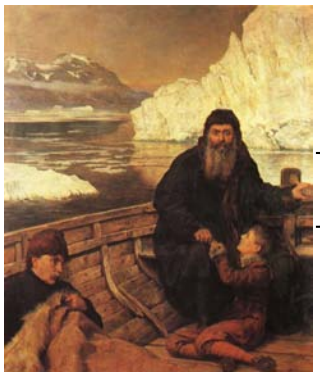
Frobisher

Frobisher (1535 – 1594), who first went to sea at the age of nine, sailed for England. He searched for the Norwest Passage, but he was sidetracked in the Arctic at Baffin Island by what he thought was gold. He filled his ships with tons of gold-speckled rock and headed back to England. What he thought was gold was actually iron pyrite, a worthless rock also known as 'fool's gold.' Many of his backers were financially ruined, and the rock was eventually used for gravel. Frobisher died after being wounded in battle against Spain, and his internal organs were buried separately from the rest of his body. No one knows the reason for this. The capital of Nunavut, Iqaluit, used to be known as Frobisher Bay.



Champlain

Samuel de Champlain explored and mapped territory all the way to Lake Superior, and he was determined to settle Quebec. He crossed the Atlantic about 20 times and never lost a sailor at sea. On land, his crew members were not as lucky. Champlain is often called the "Father of New France".



Hudson

Hudson (1565-1611) sailed under both Netherlands' and England's flags. He explored a large body of water, now called Hudson Bay, thinking that he had found the Northwest Passage. He and his crew spent the winter in Hudson Bay. When spring arrived and the ice melted, his crew wanted to return to Europe. Hudson, however, was determined to explore more of the large bay. His crew, tired of searching for the passage to the East, mutinied. Hudson, his son, and a few loyal crewmen were last seen alive in a small boat drifting on the bay. The mutineers returned to England. Several of them later returned for further explorations.



Hearne

Samuel Hearne (1745-1792) was an English explorer and fur-trader. He worked along the Hudson Bay coast and became proficient on snow-shoes. After two failed attempts (one because he broke his sextant) he was the first European to go across northern Canada to the Arctic Ocean in search of copper. He had learned from his previous mistakes and also had the help of Chief Matonabee and 8 of his wives. In July of 1771 they reached the mouth of the Coppermine River. On the return journey he became the first European to cross Great Slave Lake.



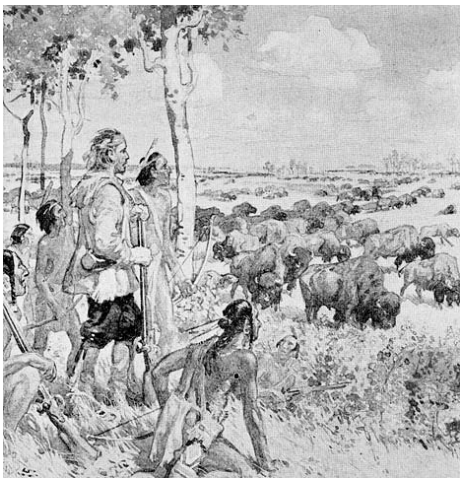
Rae

John Rae (1813-1893) was born in Scotland and worked for the Hudson Bay Company as a doctor. Unlike many other explorers he learned to live on the land from the Dene and Inuit he travelled with and is known to be respected by the Aboriginal people he worked with. He traveled with John Richardson in 1846 to search for the Northwest Passage. Because of his abilities he was asked to search for the missing Sir John Franklin and when he reported what he found (evidence of their death and cannibalism) his reputation was destroyed. He is the only explorer not to be knighted. The community of Rae-Edzo (now known as Behchoko) was named after him.



Franklin

John Franklin (1786 – 1847) was a British Royal Navy officer and Arctic explorer. He mapped much of the Northern Canada over several expeditions. During one expedition Chief Akaitcho helped to rescue him by giving them food and clothing. In his last expedition, he disappeared while searching for the Northwest Passage. His entire crew died. There was a massive search for Franklin and in 1854 John Rae discovered the fate of Franklin from Inuit hunters. Both ships were icebound, the men had tried to walk to shore but had died from exposure and some had resorted to cannibalism. There are many places all over the north named after and by Franklin. Some consider him a hero, others judge him more harshly.



Kelsey

Henry Kelsey (1667-1724 was an English explorer who worked for the Hudson Bay Company. He is thought to be the first European to go to what is now Saskatchewan and Alberta. His journals describe the buffalo, grizzly bears and the Aboriginal people. He was known to have great respect for the Aboriginal people he met.



Mackenzie

Sir Alexander Mackenzie (1764-1820) came from Scotland and moved to Montreal in 1776. In 1779 he started working for the Northwest Company and was the first European to travel down what was then called the Dehcho River (Big River) to the Arctic Ocean. He had hoped this river would lead to the Pacific Ocean but because it didn't he called it the River of Disappointment. Later, Franklin renamed it the Mackenzie River which it is still known as today. He founded Fort Chipewyan in 1788.



Thompson

David Thompson (1770-1857) mapped more of North America than any other explorer. He traveled by foot, canoe, dog-sled and horseback. He was also a fur trader and an astronomer. He worked for the Hudson's Bay Company for many years but what he really wanted to do was explore. In 1797 he left the HBC to join the rival North West Company where he expanded their territory all the way to the west coast. Thompson died in 1857 virtually unrecognized for his life's work.



Stefansson

Vilhjalmur Stefansson (1879-1962) was a Canadian explorer who worked with Inuit and explored much of the northern coastline. He studies and wrote about Inuit culture and habits. Stefansson realized the importance of the north and promoted modern exploration. He wrote books, including *My Life with the Eskimos* (1913), *The Friendly Arctic* (1921), and *Discovery* which was published after he died in 1964.

Finding Your Place: LE#4-Sailboat

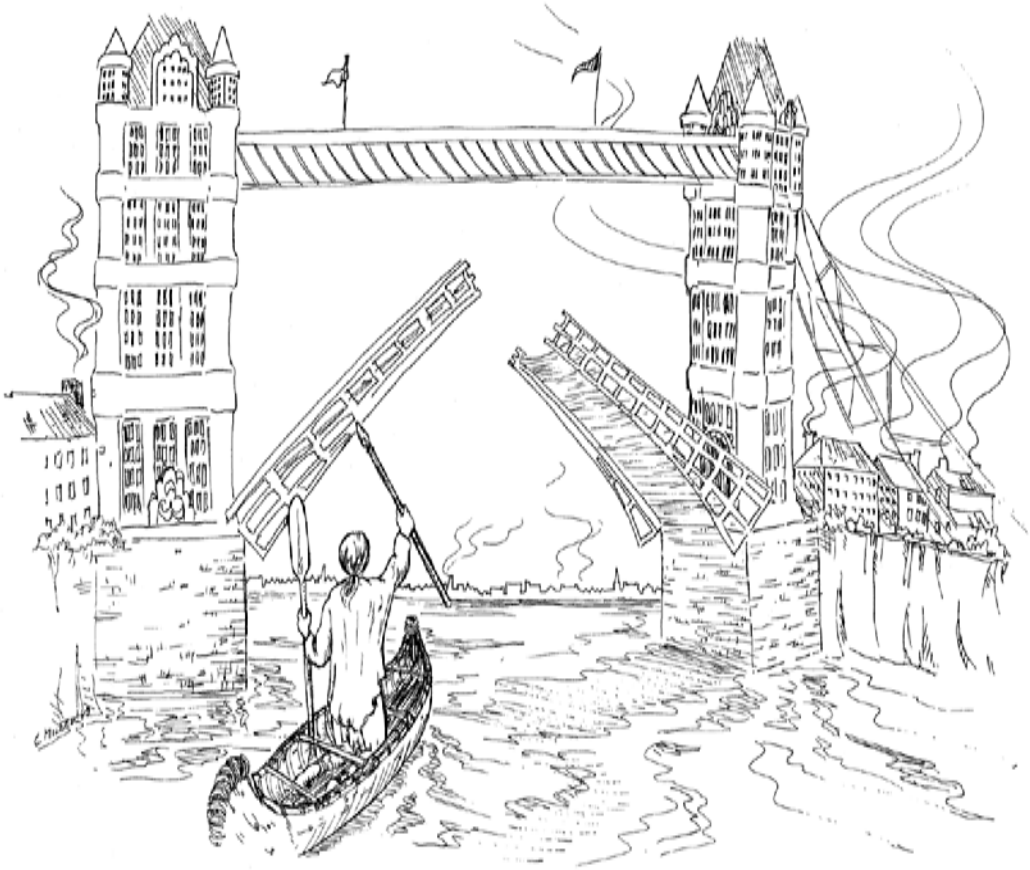




Image credit: User Connormah has made this public domain image available for sharing in the Wikipedia article, “Samuel de Champlain”. "Fictional" portrait of Samuel de Champlain, by Théophile Hamel, 1817-1870. Probably painted in the 1860s. From the Collection of the Governor General of Canada, La Citadelle, Quebec



Image credit: User Andre Engels has made this public domain image available for sharing in the Wikipedia article, "Jacques Cartier." Portrait by Théophile Hamel (1817-1870). Oil on canvas, painted approximately 1844 based on an 1839 painting, since destroyed, by François Riss. There are no known paintings of Cartier that were created during his lifetime. (Library and Archives Canada)



"Today, July 10, 1999, I'm the first Dene to paddle my canoe on this river. Now and forever, it will be called Kitchina River."

"Hįdú July 10, 1989, Seni xáhwere Dene wá jǫ dehgá k'įnaht'o ɔaht'e hé, hįdú gogha zǫ yíle kóli, hįdó golǫ gots'ę́ gogha seezí k'éhtá Kitchina Déh gódudí." *(North Slavey)*

34

What do you think this cartoon is trying to say?

Your task:

1. Read through Boston King's story several times until you can speak about his journey without reading off the paper.
2. Find Charleston, South Carolina, Nova Scotia on the map and be prepared to share where he started his journey and where he ended up. If the map was larger, where would Sierra Leone be located in the room? What ocean did he cross?
3. Think of a prop/costume to help students tell this story.

Loyalist: Boston King

Boston King was born in 1760 near Charleston, South Carolina. He was the son of slaves, though as a driver, his father had more responsibilities and privileges than some. Boston King learned to be a carpenter.

During the Revolutionary War, a horse that Boston King had in his care was stolen by another apprentice. Boston knew he would be blamed, then beaten or even killed. He decided to flee to the English who were fighting in Charleston. Although he was sad about leaving the only way of life he had ever known and his friends and family, he found that he loved his freedom.

The British encouraged slaves like Boston King to leave their plantations. Every slave who deserted left the Americans with fewer works, and the British desperately needed trades people to help them. The British promised to protect the former slaves and not send them back to their masters if they supported Britain.

As promised, the Black Loyalists who came to Nova Scotia and the surrounding areas were granted land. It was usually such poor land, however, that they had trouble growing crops. Many former slaves, including Boston and his family, struggled to survive, especially during a famine in 1789.

When Britain offered to move the Black Loaylists to Sierra Leone in Africa in 1792, Boston and his wife decided to move there. More than 1100 Black Loyalists left Nova Scotia for Sierra Leone.

Your task:

1. Read through Molly and Joseph's story several times until you can speak about their journey without reading off the paper.
2. Find Ohio, New York, Kingston and Brantford on the map and be prepared to share where they started his journey and where they ended up.
3. Think of a prop or costume to help tell this story.

Loyalist: Molly and Joseph Brant

Molly Brant, a Mohawk woman, was born in 1735, probably in what is now Ohio, an area controlled by the Six Nations at the time. She was married to Sir William Johnson, and they had eight children. After her husband died in 1774, Molly lived in New York and ran a store.

When war broke out, Molly declared loyalty to Britain. She helped Loyalists who were on the run. She also passed on information to the British about rebel battle plans. She encouraged Iroquois warriors to fight for the king. If the British won the war, she believed, the Aboriginal people would get their land back and be able to live the life they, not someone else, chose.

After the war, the members of the Iroquois Nations realized how much land and power they would lose. Molly, along with her brother Joseph Brant, continued to speak on their behalf. The Brants were granted land by the Canadian government and Molly settled in Cataraquie, which is now Kingston, Ontario. Molly died in 1796.

Joseph Brant, Molly's younger brother, was born in 1742. He fought on the side of the British. He also acted as a negotiator among many different First Nations. Concerned that his people would lose their independence, he travelled to Britain several times to discuss his concerns with King George III. The king assured him that his peoples' traditional lands would be sovereign within the British colony.

Because of his military service, he received a pension and a land grant in Burlington, Ontario. Brantford, Ontario, is named after him.

Your task:

1. Read through Sarah Sherwood's story several times until you can speak about her journey without reading off the paper.
2. Find Connecticut, Vermont, Fort St. Jean, Augusta, Upper Canada and Montreal on the map and be prepared to share where she started her journey and where she ended up.
3. Think of a prop or costume to share this story.

Loyalist: Sarah Sherwood

The women who remained loyal to Britain are sometimes called the 'invisible loyalists." They had very little political power and were often treated badly by neighbours when their husbands or sons went to fight for the British. Sarah was born in Connecticut in 1754. After she was born, her family moved to Vermont, which was a frontier area at the time. There, she met and married her husband in 1774.

In 1776, Sarah's home was broken into by rebels. Her husband had to flee, and she was forced to move several times. After months of trying to stay close to her home, she made her way to Fort St. Jean in Canada. She was eight months pregnant and accompanied by her slave and her two young children. Shortly after arriving in Fort St. Jean in December 1777, she gave birth to her third child.

Until the end of the war she lived at the fort, caring for her family and other refugees.

After the war ended and her husband rejoined the family, they had faced a final deadly enemy: smallpox. They were all able to fight off the disease. They later struggled during The Hungry Years. This drought also caused shortages along the St. Lawrence River where the Sherwoods lived.

By 1791, the Sherwood family was doing well on their farm in Augusta, Upper Canada. Sarah Sherwood outlived her husband and retired to Montreal where she died in 1818.

Your task:

1. Read through William Schurman's story several times until you can speak about his journey without reading off the paper.
2. Find New York and Bedeque Prince Edward Island on the map and be prepared to share where he started his journey and where he ended up.
3. Think of a prop or costume to help students tell this story.

Loyalist: William Schurman

William Shurman's family had been in North America since the 1650's, when the Dutch and French Huguenots (Protestants) came to escape persecution in Europe.

Schurman was born in 1743 in New York. He was a prosperous farmer and merchant when the Revolutionary War broke out.

Schurman tried to remain neutral throughout the revolution. By 1782, however, he knew that the rebels would win, and he would have to leave his home. He was luckier than many Loyalists who fled the United States with nothing. He was able to sell his farm to his brothers-in-law, who wanted the land to remain in the family.

He left with his wife, five children, and two family slaves. They eventually found land in Bedeque, Prince Edward Island. William cleared land, built a gristmill, and opened a store. He sold everything from clay pipes to moccasins, and guns to sugar. He mapped out the first road that led from Bedeque to Charlottetown. He began to build ships. When he died in 1819, he owned 3000 hectares of land, two sawmills, a store, a gristmill, a forge, his farm, and a shipping and lumbering business.

Nelson

Churchill

Assiniboine

Red

North Saskatchewan

South Saskatchewan

Albany

Ottawa

Slave

Peace

Mackenzie



Photo credit: made available for sharing in Wikipedia article, *Hydrocarbon exploration* by author Brudersohn

GRADE 5

Charts and Checklists

Appendix C

The purpose of Appendix C is to track the Social Studies skills developed and the student portfolio work collected during this course (note the use of the portfolio icon in the *Essential Question* strategies). If you plan to integrate ELA with Social Studies (see the *Introduction,* p. 8*,* for integration time allotment models), note that *all* the ELA skills are found within the checklist. The charts and checklists can be used in the following way:

1. after having chosen your strategy for an *Essential Question*, look up the skill set in Appendix A that is written within the strategy
2. the skill set in Appendix A (eg. *Brainstorming*, pg. A4), will display the Social Studies and ELA skills covered during your chosen activity--as well as the ICT tools that will enhance student literacy
3. check off those skills on these charts and checklists (or a photocopy of them)
4. vary your strategy choices during the course of the year as you notice some skill receiving more attention than others
5. the items students complete as portfolio quality work, can be recorded in the appropriate *Learn ing Experience* space in the charts on C7-C8 below.

ACTIVE DEMOCRATIC CITIZENSHIP

S-100 - Collaborate with others to establish and carry out group goals and responsibilities. ☐ ☐ ☐ ☐ ☐	
3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry **3.1.2 -** Formulate general and specific questions to identify information needs in own and group inquiry **3.1.3 -** Gather and record ideas and information using a plan for own and group inquiry **5.1.1 -** Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **5.1.3 -** Assess group process using simple pre-established criteria, and determine areas for development	**P-1.1 -** Recalls and/or records prior knowledge and asks topic-related questions **P-2.2 -** Adapts given electronic plans **Co-2.1 -** Collaborates with peers to accomplish self-directed learning with ICT in various settings **Co-2.2 -** Collaborates with others over distance using ICT
S-101 - Use a variety of strategies to resolve conflicts peacefully and fairly. ☐ ☐ ☐ ☐ ☐ *Examples: clarification, negotiation, compromise...*	
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	
S-102 - Make decisions that reflect fairness and equality in their interactions with others. ☐ ☐ ☐ ☐ ☐	
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making **1.1.1 -** Seek others' viewpoints to reflect on personal understanding	**E-1.1 -** Respects ICT equipment and personal technology space of other ICT users **E-2.1 -** Applies school division's acceptable-use policy for ICT **E-2.3 -** Explains consequences of unethical behaviour
S-103 - Make decisions that reflect care, concern, and responsibility for the environment. ☐ ☐ ☐ ☐ ☐	
S-104 - Negotiate constructively with others to build consensus and solve problems. ☐ ☐ ☐ ☐ ☐	
5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation	**P-2.1 -** Constructs "how and why" questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs **M-1.2 -** Recognizes ICT problems and seeks assistance to solve them
S-105 - Recognize bias and discrimination and propose solutions. ☐ ☐ ☐ ☐ ☐	
2.2.3 - Develop personal perspective of cultural representations in texts (oral, print, and other media)	
S-106 - Treat places and objects of historical significance with respect. ☐ ☐ ☐ ☐ ☐ *Examples: burial grounds, memorials, artifacts...*	
5.2.2 - Describe how diversity is honoured and celebrated	

MANAGING INFORMATION AND IDEAS

S-200 - Select information from oral, visual, material, print, or electronic sources. ☐ ☐ ☐ ☐ ☐ *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...*	
1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts **2.2.1 -** Explore a variety of oral, print, and other media texts **2.3.1 -** Talk about the relationship between genre/form and audience/purpose	**G-1.1 -** Finds and collects information (text, images, data, audio, video) from given media

2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects **2.3.3 -** Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts	
S-201 - Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*	☐ ☐ ☐ ☐ ☐
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry **3.3.1 -** Organize information and ideas into categories using a variety of strategies **3.3.2 -** Record information in own words; cite authors and titles alphabetically and provide publication dates of sources **3.3.3 -** Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose	**G-1.2 -** Identifies sources of information and provides bibliographic/reference data **E-1.3 -** Recognizes the need to acknowledge authorship of intellectual property
S-202 - Distinguish between primary and secondary information sources for research.	☐ ☐ ☐ ☐ ☐
3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions	**G-1.4 -** Collects primary data using electronic devices
S-203 - Select and use appropriate tools and technologies to accomplish tasks.	☐ ☐ ☐ ☐ ☐
4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.1.2 -** Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information **4.2.3 -** Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection **S-1.1 -** Identifies uses of ICT at home, at school, at work, and in the community **Pr-1.2 -** Composes text, records sound, sketches images, graphs data, and/or creates video
S-204 - Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	☐ ☐ ☐ ☐ ☐
4.1.3 - Create original texts (oral, print, and other media)	**Pr-2.1 -** Selects a suitable ICT application and/or device to create electronic work and explains the selection
S-205 - Construct maps that include a title, legend, compass rose, grid, and scale.	☐ ☐ ☐ ☐ ☐
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1 –** Present and/or publish texts (oral, print, and media)	
S-206 - Interpret maps that include a title, legend, compass rose, grid, and scale.	☐ ☐ ☐ ☐ ☐
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1 –** Present and/or publish texts (oral, print, and media)	
S-207 - Use latitude and longitude to locate and describe places on maps and globes.	☐ ☐ ☐ ☐ ☐
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1 –** Present and/or publish texts (oral, print, and media)	
S-207A - Use traditional knowledge to read the land.	☐ ☐ ☐ ☐ ☐
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1 –** Present and/or publish texts (oral, print, and media)	

S-208 - Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	☐ ☐ ☐ ☐ ☐
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5) **4.4.1 –** Present and/or publish texts (oral, print, and media)	

CRITICAL AND CREATIVE THINKING

S-300 - Plan topics and goals for historical inquiry and research	☐ ☐ ☐ ☐ ☐
1.1.3 - Set personal goals to enhance language learning and use **3.1.3 –** Gather and record ideas and information using a plan for own or group inquiry	**Pr-1.1 -** Participates in establishing criteria for student-created electronic work
S-301 - Evaluate the advantages and disadvantages of solutions to a problem.	☐ ☐ ☐ ☐ ☐
4.2.1 - Use pre-established criteria to focus conversations about own and others' texts and representations **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.2.4 -** Experiment with language to create desired effect in oral, print, and other media text	**R-2.1 -** Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn **S-1.3 -** Chooses appropriate times and places to use wireless games and/or communication devices
S-302 - Draw conclusions based on research and evidence.	☐ ☐ ☐ ☐ ☐
2.1.3 - Use textual cues to construct and confirm meaning **2.1.4 -** Use vocabulary, language structure and context to construct meaning of a text **3.3.4 -** Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry **1.2.1 -** Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts	**G-2.3 -** Categorizes information using the ICT suitable for the purpose
S-303 - Evaluate personal assumptions based on new information and ideas.	☐ ☐ ☐ ☐ ☐
1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts **2.1.2 -** Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding **1.2.2 –** Explain the importance of linking personal perceptions	**Pr-1.3 -** Edits electronic work according to established criteria, conventions, and/or standards
S-304 - Distinguish fact from opinion and interpretation.	☐ ☐ ☐ ☐ ☐
1.2.2 – Explain the importance of linking personal perceptions	
S-305 - Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...*	☐ ☐ ☐ ☐ ☐
2.2.1 - Explore a variety of oral, print, and other media texts	**G-1.3 -** Records data or makes notes on gathered information and ideas using given categories and given ICT
S-306 - Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...*	☐ ☐ ☐ ☐ ☐
3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria	**G-1.5 -** Questions whether information from media sources is real, useful, and/or distracting
S-307 - Compare differing accounts of historical events.	☐ ☐ ☐ ☐ ☐
3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers at 3.3.1 in the *English Language Arts* Learner Outcomes Grade 5)	
S-308 - Compare diverse perspectives in a variety of information sources.	☐ ☐ ☐ ☐ ☐

2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding **2.2.3 -** Develop personal perspective of cultural representations in texts (oral, print, and other media) **5.2.3 -** Explore how context influences the selection of language and form	
S-309 - Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...*	☐ ☐ ☐ ☐ ☐
3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas **2.2.2** – Respond to texts creatively and critically **3.2.4 -** Recognize organizational patterns in texts to construct meaning and gather information **3.2.1 -** Use relevant information from a variety of sources to answer inquiry or research questions	
S-310 - Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	☐ ☐ ☐ ☐ ☐
2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding	

COMMUNICATION

S-400 - Listen to others to understand their perspectives.	☐ ☐ ☐ ☐ ☐
1.1.1 - Seek others' viewpoints to reflect on personal understanding **5.2.1 -** Acknowledge differing responses to common experiences	**Pr-2.2 -** Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
S-401 - Use language that is respectful of human diversity.	☐ ☐ ☐ ☐ ☐
5.2.2 - Describe how diversity is honoured and celebrated **5.1.2 -** Adjust listening, viewing, speaking behaviours according to the situation	**E-2.2 -** Applies safety guidelines when communicating electronically
S-402 - Support their ideas and opinions with information or observations.	☐ ☐ ☐ ☐ ☐
1.2.2 - Explain the importance of linking personal perceptions	**M-1.3 -** Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
S-403 - Present information and ideas orally, visually, concretely, or electronically.	☐ ☐ ☐ ☐ ☐
2.2.2 - Respond to texts creatively and critically **4.4.1 -** Present and/or publish texts (oral, print, and media)	**C-1.1 -** Displays and/or discusses electronic work **M-1.1 -** Demonstrates confidence and self-motivation while doing ICT tasks alone and with others
S-404 - Elicit and clarify questions and ideas in discussions.	☐ ☐ ☐ ☐ ☐
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development **4.2.2 -** Revise ideas and organization to match intended purpose and audience **4.3.1 -** Use an editing process to enhance communication **4.3.2 -** Apply spelling conventions to texts using a variety of strategies and resources **4.3.3 -** Use an editing process to check for punctuation and capitalization	**C-2.1 -** Discusses information, ideas, and/or electronic work using tools for electronic communication
S-405 - Articulate their beliefs and perspectives on issues.	☐ ☐ ☐ ☐ ☐
5.2.1 - Acknowledge differing responses to common experiences	**R-1.1 -** Participates in guided conferences to think about using ICT to learn

Portfolio Items

Learning Experiences	Portfolio Selections
ORIGINS and CONNECTIONS to the LAND 	- - -
PRE-CONTACT CULTURES 	- - -
EARLY EUROPEAN EXPLORATION AND COLONIZATION 	- - -
NOUVELLE-FRANCE and CULTURAL INTERACTIONS 	- - -
FRENCH-ENGLISH RIVALRY 	- - -

Portfolio Items

REFUGEES, WARRIORS and REFORMERS 	- - -
NEGOTIATING CONFEDERATION 	- - -
FUR , FARMS, AND THE MÉTIS 	- - -
TREATIES, WAR, and the CHANGING WEST 	- - -

GRADE 5

Vocabulary Strategies

Appendix D

This appendix will be useful in developing the vocabulary words highlighted in the *Established Goals and Essential Questions* section of each *Learning Experience*.

Vocabulary development is integrated within each *Learning Experience*, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences. A variety of vocabulary strategies may be used to assist students in introducing, strengthening, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Introducing

- Using a word processor, students type new vocabulary in a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to each other, or highlight related words and explain their relationship to each other.
- Cooperative groups of students are provided with three vocabulary words. Students discuss each word and agree upon a meaning for each. A reporter from each group reads the definitions aloud. Students suggest the matching vocabulary word, and provide a reason for their choice.

Strengthening

- Using print and electronic resources, students research vocabulary and using a word processor, create a three column chart. Students insert the vocabulary word in the first column and either a definition, synonyms/antonyms, image representing the word, or use the word in a sentence in the other two columns.
- Using Hot Potatoes freeware, students create a crossword puzzle, a cloze passage, a multiple-choice quiz, or a matching quiz using new vocabulary. Students exchange quizzes with each other and solve.
- Introduce new vocabulary as "word of the day". Students write the word, identify its root word, prefix, suffix, synonyms, antonyms, illustrate the word, and use it in a sentence.
- Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.
- Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.
- Using Inspiration vocabulary templates, students identify antonyms, synonyms, and/or people associated with new vocabulary.
- Students use "Pocket Definitions" to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out "Pocket Definitions!" Students take the slips of paper out of their pockets and practise the words and definitions.

- Using a word processor, word art, or concept mapping, students create a word splash of new vocabulary. Students add definitions, explanations, or illustrations of the vocabulary. TIP: Students may add further information by inserting text boxes, comments, or sound clips.
- Student's use self-stick notes to label items displayed in an artifact centre (e.g., Red River cart, kayak, map projection, longbow...). Students add and label additional items related to new vocabulary.
- Students create desktop vocabulary placemats or bumper stickers. Students illustrate their placemats/bumper stickers with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.
- Students match new vocabulary to magazine pictures or clip art illustrating the new word.
- Students practise new vocabulary using flash cards.
  TIP: Have students create a personal set of flash cards.
- List vocabulary words from a piece of text the students will be reading. Students use the words to compose a short story. Students share their stories and compare them with the original text.
- Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Students predict the vocabulary word each image represents, and check their answer by playing the sound clip.
- Students contribute to the development of a Word Wall that contains key words related to a current topic of study. Students record words and definitions they contributed in personal dictionaries.
- Students complete a Word Cycle think sheet related to new vocabulary. Given vocabulary terms, students arrange the words and indicate the relationships among them. Using a Think-Pair-Share strategy, students identify the relationship between all adjoining words and justify their choices..
- Students sort and predict vocabulary terms. Working in partners or small groups, students categorize and predict the meaning of a bank of words. Reporters from each group share the categories with the class. Students compare the categories from each group and discuss word placements. Students use a concept map to show understanding and connections between categories.
- Using concept mapping, students create a Word Explosion, choosing a root word and developing new words by adding prefixes and suffixes to develop new vocabulary. Students create posters of their Word Explosion activities and display them in the classroom. Students create and add new words to the posters as they are encountered.

Applying

- Students complete a concept frame or organizer to illustrate their understanding of vocabulary.

- Provide students with a vocabulary word and a definition for a different vocabulary word. One student reads their word and the student with the corresponding definition reads it and then reads out their word. Students continue until all the words and definitions are matched.
- Provide some students with vocabulary words and others with definitions. Students match the word with the correct definition in the least amount of time.
- Cooperative groups of students are provided three vocabulary words. Students research the definitions and record them in their own words. Students create three additional incorrect definitions. The group reporter reads all four definitions to the class and students guess the correct meaning from the four definitions.
- Students compose and perform songs demonstrating the meaning of vocabulary words.
- Students role play vignettes, use mime, or create a tableau to illustrate the meaning of new vocabulary. Students guess the words.
- Using graphics software, students create a panelled comic strip that incorporates vocabulary. Students include speech bubbles and/or text demonstrating the meaning of vocabulary words with each panel.
- Using a word processor, students play "Vocabulary Bingo." Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls "Bingo!"
  TIP: In classrooms with one computer, students may create individual bingo cards and print them.
- Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic gallery walk.
- Collaborative groups of students create "The Answer is…" puzzles using new vocabulary and quiz each other (e.g., "The answer is "title, legend, compass rose, scale, latitude, longitude" What is the question?" – The question is "What are the elements of a map?").
- Students play new vocabulary "Password." Four students are divided into two teams of two. One student on each team is given a "secret" vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the "secret" word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
- Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.
- Students play "Vocabulary Beach Ball." Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to a peer. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student tosses the ball to another peer.

- Using presentation or web-authoring software, students create a web page or interactive glossary of new vocabulary. The presentation may include links to definitions, labelled diagrams, pictures, phrases, or sentences using the word in context, sound clips associated with the word, or digital pictures of classroom explorations with the concept represented by the word.
  TIP: The presentation may be developed throughout the cluster and used as a culminating activity.
- Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave the class.)
  TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.
- Students play "Spelling in Motion" to practise new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and then, states an action word. Students perform the action, spelling the word aloud (e.g., One student says, "Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks". Other students do jumping jacks as they spell the word, performing one jumping jack for each letter as they spell the word.)
  TIP: Students may do the activity in pairs. Other actions may include hand clapping, finger snapping, shaping the letters with their bodies…
- Using presentation software, students create a rapid-fire class quiz. Collaborative groups of students create a three-part slide that includes an illustration or clip-art image representing the word, a definition, and the vocabulary word. Students set the timing feature so the illustration appears first, followed in three seconds by the definition, and followed five seconds later by the word. Each group's slide is included in a class presentation. During the presentation, students are encouraged to call out their guesses before the word appears.
- Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
- Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with peers who use the clues to guess the vocabulary word.

GRADE 5

Recommended Learning Resources

Appendix E

This appendix contains a list of resources for the Grade 5 NWT Social Studies course – *Canada: The Peoples and Stories of this Land*. These resources have been inherited from the Manitoba grades 5+6 resource lists and many (particularly historical fiction resources) have been tested and approved through the development and piloting processes in the NWT between 2008 and 2010 (see *Appendix G*).

Grade 5 Recommended Learning Resources

This appendix contains a list of approved learning resources for Grade 5. This list combines Integrated Resources, Series, Atlases, and Stand-Alone Resources.

These resources were evaluated and recommended between March 2003 and August 2005 by a group of Manitoba teachers nominated by their school divisions. As additional materials are evaluated and recommended the online version of this resources list will continue to be updated. The complete (New Edition September 2005) *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography* is available online at <www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>

Contact the Manitoba Text Book Bureau to purchase a print copy of the bibliography (stock #80514).

Contents of Appendix F

There are two sections in this Appendix

- Alphabetical list of resources with annotations (page F3)
- Additional Aboriginal resources available from the Manitoba Text Book Bureau (page F21)

Sensitive Content and Local Selection of Learning Resources

Although each resource listed in Appendix F has been reviewed by a team of Manitoba social studies teachers, school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of caution appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, all books/videos need to be reviewed for local sensitivities.

Definitions of Terms

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

How to Access Resources

Instructional Resources Unit (IRU)	Email:	irucirc@gov.mb.ca
Manitoba Education, Citizenship and Youth	Telephone	(204) 945-5371
1181 Portage Avenue, Winnipeg MB R3G 0T3	Toll-Free	1 800 282-8069 ext. 5371

ONLINE CATALOGUE

To conduct online searches of the Library's collections, visit <http://libcat.merlin.mb.ca>.

Grade-Level Resources

NOTE: The NWT uses only *Learning Experiences* and not the *Cluster* system refered to below (the "cluster" titles are useful though when correlating a resource to a NWT Learning Experience)

Alexander Mackenzie: From Canada by Land

(Non-Fiction). Manson, Ainslie. Groundwood Books (GROUND), 2002. 118 p.
ISBN 0-88899-483-4.

Grade 5—Cluster 3—Fur Trade

- Daily life
- Mapping (places and regions of historical significance to the fur trade and the Métis)
- Interactions between First Peoples and Europeans
- Western and northern exploration
- Settlement (Selkirk and Métis)
- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)
- Métis Nation
- Hudson's Bay Company and North West Company

Suggested Use: Grade 5; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders

(Non-Fiction). Savage, Marie. (Amazing Stories). Altitude Publishing (KRS), 2003. 139 p.
ISBN 1-55153-970-5.

Grade 5—Cluster 3—Fur Trade

- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

Amazing Stories: Étienne Brûlé: The Mysterious Life and Times of an Early Canadian Legend

(Non-Fiction). Douglas, Gail. (Amazing Stories). Altitude Publishing (KRS), 2003. 141 p.
ISBN 1-55153-961-6.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Stories (European explorers and traders, interactions with First Peoples…)

Caution: It would be advisable that teachers pre-read this story due to the fact that there are some sections that require sensitivity or further explanation.

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 2; Teacher Reference

Date Recommended: 2004-Aug-23

Amazing Stories: Hudson's Bay Company Adventures: The Rollicking Saga of Canada's Fur Traders

(Non-Fiction). Andra-Warner, Elle. (Amazing Stories). Altitude Publishing (KRS), 2003. 135 p. ISBN 1-55153-958-6.

Grade 5—Cluster 3—Fur Trade

- Hudson's Bay Company and North West Company

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

Amazing Stories: The War of 1812 Against the States: Heroes of a Great Canadian Victory

(Non-Fiction). Crump, Jennifer. (Amazing Stories). Altitude Publishing (KRS), 2003. 135 p. ISBN 1-55153-948-9.

Grade 5—Cluster 4—From British Colony to Confederation (1763-1867)

- War of 1812

Caution: It would be advisable that teachers pre-read this story due to the fact that there are some sections that require sensitivity or further explanation.

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2004-Aug-23

Amikoonse (Little Beaver)

(Fiction). Plain, Ferguson. Pemmican Publications Inc. (PEM), 1993. ISBN 0-921827-34-2.

Grade 5—Cluster 1—First Peoples

- Ways of life

Suggested Use: Grade 5; Grade 5—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

Beginnings: From the First Nations to the Great Migration

(Stand-Alone). Jamieson, Marshall. Reidmore Books (REI), 1996. 134 p. ISBN 1-895073-57-X.

This title may be used as a teacher resource to support the Manitoba Grade 5 Social Studies curriculum. It provides background information for teachers on topics such as New France, the Vikings and explorers, the fur trade, the Loyalists, Upper and Lower Canada, and immigration. As well as factual information, it contains stories that give teachers additional interesting material to help motivate their students and engage them in the curriculum.

This resource supports all of the clusters in the Manitoba Grade 5 Social Studies curriculum, but contains limited information on the First Nations peoples. As a read-aloud resource, it is congruent with the Grade 5 student level. It also contains excellent maps, illustrations, and graphic organizers.

This softcover resource is current and accurate. It includes diverse perspectives and shows thoughtfulness and consideration of subject matter. Well organized, the title has a table of contents and makes good use of colour, graphics and maps.

Comment: There is limited information on the Aboriginal peoples of Canada.

Note: Teacher Background Information/Reference

Suggested Use: Grade 5; Grade 5—Cluster 2; Grade 5—Cluster 3; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Mar-10

Blackships/Thanadelthur

(Series). Book, Rick. Heartland Associates (HEAR), 2001. 108 p. ISBN 1-896150-13-6.

This student text is appropriate for Grade 5 Social Studies. Blackships/Thanadelthur is in the Young Heroes of North America series. The first story, Blackships, focuses on Jacques Cartier's arrival in North America, European contact with Aboriginal people in the area around modern-day Québec, and some of the consequences of this contact. The second narrative, Thanadelthur, describes the life and accomplishments of a young Dene woman of Northern Manitoba and the Northwest Territories who brought peace between the Chipewyan (now known as the Dene) and Cree in the 1700s. Both narratives are designed to give the reader a sense of what point in history. Blackships/Thanadelthur can also be purchased with an audio CD.

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 2; Grade 5—Cluster 3; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Mar-10

Blackships/Thanadelthur Teacher's Guide

(Series). Book, Rick. Heartland Associates (HEAR), 2003. 43 p. ISBN YHMB01A-03.

This teacher's guide accompanies the student text Blackships/Thanadelthur and is appropriate for teacher use with Grade 5 Social Studies students. The teacher's guide provides material to help locate the story and context in time and place. The teacher's guide emphasizes the importance of presenting introductory and background information.

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 2; Grade 5—Cluster 3; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Mar-10

Canadian History: Revolution, War, and the Loyalists

(Non-Fiction). Baldwin, Douglas. (Canadian History). Weigl Educational Publishers (SBC), 2003. 48 p. ISBN 1-55388-012-9.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- The Acadians

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- United Empire Loyalists
- War of 1812

Suggested Use: Grade 5; Grade 5—Cluster 2; Grade 5—Cluster 4; Student—Breadth and Depth

Date Recommended: 2004-Aug-23

Danger at The Landings

(Fiction). Citra, Becky. Orca Book Publishers Ltd. (ORC), 2002. 92 p. ISBN 1-55143-232-3.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Daily life

Caution: Occasional use of term “Indian”.

Note: Easy reading level.

Suggested Use: Grade 5; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

A Day on Crocus Hill with Sweetgrass

(Fiction). Williams Franzin, Sharon, et al. Laughing Water Arts (LWA), 2004. 62 p. ISBN 0-9732467-0-7.

Grade 5—Cluster 1—First Peoples

- Stories (pre- and early contact interactions)

Note: Teacher Read-Aloud. Uses BC and AD instead of BCE and CE.

Suggested Use: Grade 5; Grade 5—Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

Dear Canada: Whispers of War: The War of 1812 Diary of Susanna Merritt

(Fiction). Pearson, Kit. (Dear Canada Series). Scholastic Canada Ltd. (SCH), 2002. 220 p. ISBN 0-439-98836-5.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Daily life
- United Empire Loyalists
- War of 1812

Suggested Use: Grade 5; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

Dear Canada: With Nothing But Our Courage: The Loyalist Diary of Mary MacDonald

(Fiction). Bradford, Karleen. (Dear Canada Series). Scholastic Canada Ltd. (SCH), 2002. 221 p. ISBN 0-439-98979-5.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Interactions between First Peoples, Métis, and Europeans
- Daily life
- United Empire Loyalists

Suggested Use: Grade 5; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

Discovering First Peoples and First Contacts.

(Stand-Alone). Francis, Daniel. Oxford University Press (OUP), 2000. 65 p. ISBN 0-19-541488-8.

This book provides an overview of Aboriginal history, early explorers, and early contact with settlers, using easy-to-understand language and pictures. It makes a brief reference to modern-day explorers and Aboriginal peoples. It contains maps, charts, and visuals throughout. Sections entitled "Did You Know?" focus on interesting facts, and there are assignments that address higher thinking skills at the end of each section. A glossary is included.

Note: Teacher Background Information/Reference

Suggested Use: Grade 5; Grade 5—Cluster 1; Teacher Reference

Date Recommended: 2003-Mar-10

A Dog Came, Too

(Fiction). Manson, Ainslie. Groundwood Books (GROUND), 1993. ISBN 0-88899-187-8.

Grade 5—Cluster 3—Fur Trade

- Western and northern exploration
- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)
- Daily life

Suggested Use: Grade 5; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Early Settlers

(Non-Fiction). (Early Settlers). Duval House Publishing (DHPB), 2003.

The Early Settlers series is a useful teacher/student resource for Grade 5, Cluster 4. The Teacher's Guide follows the student text using the headings of: The Wendat; The Anishinabe, The First Europeans, The Loyalists, New Arrivals, Making a New Home, Starting to Farm, Family Life, Early Villages, Village Trades, Village Life, and Changing Times.

Date Recommended: 2004-Aug-23

Early Settlers (Student Text)

(Non-Fiction). Henbest, Bruce. (Early Settlers). Duval House Publishing (DHPB), 2003. 124 p. ISBN 1-55220-220-8.

This student text is useful for Grade 5, Cluster 4 when studying Cultural Diversity, Interactions between First Peoples, Métis and Europeans, Daily life, and United Empire Loyalists.

Suggested Use: Grade 5; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

Early Settlers Teacher's Guide

(Non-Fiction). Henbest, Bruce, et al. (Early Settlers). Duval House Publishing (DHPB), 2003. 374 p. ISBN 1-55220-220-8.

This Teacher's Guide is suitable for Grade 5, Cluster 4—From British Colony to Confederation (1763 to 1867). It includes activities, blackline masters, and assessment strategies useful for Grade 5.

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2004-Aug-23

The following book recommended for Grade 5 is part of the *Exploring the Americas Series*:

- The St. Lawrence River Region

Exploring the Americas: The St. Lawrence River Region

(Non-Fiction). Blue, Rose, et al. (Exploring the Americas). Raintree Classroom (JAS), 2004. 64 p. ISBN 1-4109-0337-0.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement

Caution: This resource contains a large amount of print on each page. This could be overwhelming to some students without teacher support.

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Breadth and Depth

Date Recommended: 2004-Aug-23

Exploring the Fur Trade Routes of North America: Discover the Highways That Opened a Continent

(Non-Fiction). Huck, Barbara. Heartland Associates (HEAR), 2002. 288 p. ISBN 1-896150-20-9.

Grade 5—Cluster 3—Fur Trade

- Mapping (places and regions of historical significance to the fur trade and the Métis)
- Historical significance of Canadian place names
- Western and northern exploration
- Settlement (Selkirk and Métis)
- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)
- Hudson's Bay Company and North West Company

Suggested Use: Grade 5; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Ghost Voyages

(Fiction). Taylor, Cora. Coteau Books (COT), 2002. 113 p. ISBN 1-55050-197-6.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Stories (European explorers and traders, interactions with First Peoples…)

Grade 5—Cluster 3—Fur Trade

- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)

Suggested Use: Grade 5; Grade 5—Cluster 2; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

Ghost Voyages II: The Matthew

(Fiction). Taylor, Cora. Coteau Books (HODGE), 2002. 113 p. ISBN 1-55050-198-4.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Groundbreakers: John Cabot

(Non-Fiction). Champion, Neil. (Groundbreakers). Heinemann Library (JAS), 2001. 48 p. ISBN 1-5881-0370-6.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Breadth and Depth

Date Recommended: 2004-Aug-23

Head-Smashed-In Buffalo Jump

(Non-Fiction). Reid, Gordon. Fifth House Publishers (FHW), 2002. 44 p.
ISBN 1-894004-83-3.

Grade 5—Cluster 1—First Peoples

- Ways of life (daily life, leadership, culture, beliefs, interactions between communities)

Grade 5—Cluster 3—Fur Trade

- Daily life

Note: Teacher Background Information/ Reference.

Caution: Use of the term "Brave", on page 6, but in the context of the sociological hierarchy of the tribes of the Blackfoot Confederacy.

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 3; Student—Breadth and Depth; Teacher Reference

Date Recommended: 2004-Aug-23

In the Global Classroom 1

(Stand-Alone). Pike, Graham. Pippin Publishing Corporation (UTP), 1998. 255 p.
ISBN 0-88751-081-7.

This is a softcover Kindergarten to Grade 8 teacher reference resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes materials related to citizenship, diverse perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2; Kindergarten—Cluster 3;

Grade 1; Grade 1—Cluster 2; Grade 1—Cluster 3;

Grade 2; Grade 2—Cluster 3;

Grade 3; Grade 3—Cluster 3;

Grade 4; Grade 4—Cluster 2; Grade 4—Cluster 3;

Grade 5; Grade 5—Cluster 4;

Grade 6; Grade 6—Cluster 2; Grade 6—Cluster 4;

Grade 7; Grade 7—Cluster 1; Grade 7—Cluster 2; Grade 7—Cluster 3; Grade 7—Cluster 4;

Grade 8; Grade 8—Cluster 2; Grade 8—Cluster 3; Grade 8—Cluster 4; Grade 8—Cluster 5;
Teacher Reference

Date Recommended: 2003-Mar-10

In the Global Classroom 2

(Stand-Alone). Pike, Graham. Pippin Publishing Corporation (UTP), 1998. 260 p.
ISBN 0-88751-085-X.

This softcover Grade 5 to 8 teacher reference resource focuses on global education and the development of thinking skills to prepare young people for the challenging decisions they face outside the classroom. A number of the lessons challenge preconceived ideas. Topics in this follow-up to *In the Global Classroom 1* include Peace, Rights and Responsibilities, Equity, Economics, Development, Global Justice, Citizenship, and Mass Media.

The resource is divided into themes. Each theme has a variety of lessons, including a description of purpose, suggested grade level, time required, and resources. Reproducible support materials are included where needed. The lessons also provide a section on procedure and a final section that discusses what the students will gain from the lesson.

Suggested Use:

Grade 5; Grade 5—Cluster 4;

Grade 6; Grade 6—Cluster 4;

Grade 7; Grade 7—Cluster 2;

Grade 8; Grade 8—Cluster 5;

Teacher Reference

Date Recommended: 2003-Mar-10

Is That Right? Critical Thinking and the Social World of the Young Learner

(Stand-Alone). Wright, Ian. Pippin Publishing Corporation (UTP), 2002. 139 p.
ISBN 0-88751-094-9.

This teacher resource emphasizes that there is no better day than today to teach our children the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Suggested Use:

Kindergarten; Kindergarten—Cluster 2;

Grade 1; Grade 1—Cluster 3;

Grade 2; Grade 2—Cluster 3;

Grade 3; Grade 3—Cluster 1; Grade 3—Cluster 3;

Grade 4; Grade 4—Cluster 2;

Grade 5; Grade 5—Cluster 1;

Grade 6; Grade 6—Cluster 4;

Grade 7; Grade 7-Cluster 3; Grade 7—Cluster 4;

Grade 8; Grade 8—Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

Joe Howe to the Rescue

(Fiction). Bawtree, Michael. Nimbus Publishing Ltd. (NIM), 2004. 142 p.
ISBN 1-55109-495-9.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Daily life

Note: Teacher Read-Aloud

Caution: Use of words damn on page 39 and hell on page 132.

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2005-July-25

The Kids Book of Black Canadian History

(Non-Fiction). Sadlier, Rosemary and Qijun, Wang, illus. Kids Can Press (KCP), 2003. 56 p.
ISBN 1-55074-892-0.

This hardcover student resource supports the outcomes in Grade 5 Clusters 2 and 4, Grade 6 Clusters 1 and 2, and Grade 8 Cluster 5. It provides students with a detailed description, maps, and pictures that help them learn more about the sensitive issue of slavery.

Note: This can also be used as a Teacher Background Information/Reference.

Caution: Slavery is a sensitive topic.

Suggested Use: Grade 5; Grade 5—Cluster 2; Grade 5—Cluster 4; Student—Breadth and Depth; Teacher Reference

Date Recommended: 2004-Aug-23

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

(Stand-Alone). Jones, Guy W. (MON), 2002. 175 p. ISBN 1-929610-25-4

This softcover, 175-page professional resource contains valuable information on stereotypes and misconceptions about Aboriginal peoples in America. It has a U.S. focus, and is a general introduction to Aboriginal culture. Inuit or Canadian First Nations cultures are not featured.

It provides a detailed bibliography on Aboriginal culture, values, and heritage, including children's literature with suggested activities that support integration across subject areas. It partially supports the Manitoba Social Studies curriculum outcomes for Kindergarten, Grades 1, 2, 4, and 5. It also provides age-appropriate learning activities.

Suggested Use:

Kindergarten; Kindergarten—Cluster 2;

Grade 1; Grade 1—Cluster 3;

Grade 2; Grade 2—Cluster 1; Grade 2—Cluster 2;

Grade 4; Grade 4—Cluster 3;

Grade 5; Grade 5—Cluster 1;

Teacher Professional Reference

Date Recommended: 2003-Mar-10

The Loyal Refugees

(Non-Fiction). Livesay, Robert. (Discovering Canada Series). Fitzhenry & Whiteside Limited. (FHW), 1999. 90 p. ISBN 0-7737-6043-1.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- United Empire Loyalists

Suggested Use: Grade 5; Grade 5—Cluster 4; Studentæ—Depth

Date Recommended: 2003-Aug-25

The following two books recommended for Grade 5 are part of the *Our Canadian Girl Series*:

- Our Canadian Girl: Angelique: Book One: Buffalo Hunt
- Our Canadian Girl: Elizabeth: Book Two: To Pirate Island

Our Canadian Girl: Angelique: Book One: Buffalo Hunt

(Print-Fiction). Taylor, Cora. (Our Canadian Girl). Penguin Group Canada (CDS), 2005. 85 p. ISBN 0-14-100271-9.

Grade 5—Cluster 3—Fur Trade

- Daily life

Suggested Use: Grade 5; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2005-July-25

Our Canadian Girl: Elizabeth: Book Two: To Pirate Island

(Picture Book-Fiction). Carter, Anne Laurel. (Our Canadian Girl). Penguin Group Canada (CDS), 2004. 90 p. ISBN 0-14-301482-X.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- The Acadians

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Depth

Date Recommended: 2005-July-25

People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

(Non-Fiction). Shay, Thomas, C.. St. Paul's College (SPT), 2004. 149 p.

Grade 5—Cluster 1—First Peoples

- Ways of life (daily life, leadership, culture, beliefs, interactions between communities)
- Stories (pre- and early contact interactions)

Suggested Use: Grade 5; Grade 5—Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

Prairie: A Natural History

(Non-Fiction). Savage, Candace. Greystone Books (HCP), 2004. 308 p. ISBN 1-55054-985-5.

This teacher resource is recommended for Grades 2, 4, and 5. The clusters include:

Grade 2: Cluster 2: natural resources

Grade 4: Cluster 1: physical geography; Cluster 3: physical features

Grade 5: Cluster 1: mapping; Cluster 3: daily life (as background for the fur trade)

As a teacher reference, it discusses the Prairies in terms of a place in which to live with all the plants, insects, animals, and birds that co-exist there. The pictures/maps are colourful, and the detailed content is well organized and easy to find. Black-and-white line drawings that illustrate the diversity of the Prairies are also included. The background information helps in dealing with environmental citizenship (restoring and conserving the prairie ecosystems). Integration with science is supported.

Note: Teacher Background Information/ Reference.

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

Qu'appelle

(Fiction). Bouchard, Dave. Raincoast Books (RAI), 2002. ISBN 1-55192-475-7.

Grade 5—Cluster 1—First Peoples

- Ways of life (daily life, leadership, culture, beliefs, interactions between communities)
- Stories (pre- and early contact interaction

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 1; Student—Depth; Teacher Reference

Date Recommended: 2003-Aug-25

The Rebels

(Non-Fiction). Livesay, Robert. (Discovering Canada Series). Fitzhenry & Whiteside Limited. (FHW), 1999. 90 p. ISBN 0-7737-6170-5.

Grade 5—Cluster 3—Fur Trade

- Métis Nation

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- 1837 to 1838 Rebellions

Suggested Use: Grade 5; Grade 5—Cluster 3; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

The Spirit of Canada

(Fiction). Hehner, Barbara. Fitzhenry & Whiteside Limited. (FHW), 2001. 307 p. ISBN 0-7737-6200-0.

Grade 5—Cluster 1—First Peoples

- Ways of life (daily life, leadership, culture, beliefs, interactions between communities)

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement
- Daily life (French, English, First Peoples)
- Stories (European explorers and traders, interactions with First Peoples…)

Grade 5—Cluster 3—Fur Trade

- Daily life
- Settlement (Selkirk and Métis)

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Daily life
- United Empire Loyalists
- Immigration
- Confederation

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 2; Grade 5—Cluster 3; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

(Stand-Alone). Unrau, N.J. (The Pippin Teacher's Library series). Pippin Publishing Corporation (UTP), 1999. 138 p. ISBN 0-88751-088-1.

This Middle Years teacher resource includes extensive activities aimed at developing empathy and awareness of cultural diversity in students, and encouraging them to think from different perspectives. This objective is achieved by giving students different scenarios and critical thinking opportunities. Specific knowledge objectives are not addressed in the resource, and it is difficult to find activities for some grade levels. The discussion topics also offer a limited range of scope.

Curricular connections are made to English language arts.

Suggested Use:

Grade 5; Grade 5—Cluster 4;

Grade 6; Grade 6—Cluster 1; Grade 6-Cluster 2; Grade 6—Cluster 3; Grade 6—Cluster 4;

Grade 7; Grade 7—Cluster 2; Grade 7—Cluster 3; Grade 7—Cluster 4;

Grade 8; Grade 8—Cluster 1; Grade 8—Cluster 2; Grade 8—Cluster 3; Grade 8—Cluster 4; Grade 8—Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

The Underground Railroad: Next Stop, Toronto!

(Non-Fiction). Shadd, Adrienne L. Natural

Heritage/Natural History Inc. (NATHER), 2002. 92 p. ISBN 1-896219-86-1.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

Victorian Christmas

(Non-Fiction). Kalman, Bobbie. (Historic Communities Series). Crabtree Publishing Company (CRA), 1996. 32 p. ISBN 0-86505-460-6.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Immigration (Daily life)

Note: Teacher Background Information/Reference

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

GRADE 5

Resources Organized by Learning Experiences

Appendix F

This appendix lists print resources, free materials and video resources useful for the NWT grade 5 Social Studies course - *Canada: The Peoples and Stories of this Land*. Learning resources are actually listed by *cluster*, which is an organizing tool used in Manitoba, but not used in this NWT course. This list includes resources from the two original Manitoba courses (grades 5 and 6), which have been combined for the single grade 5 NWT course. Teachers should look at the *Essential Questions* and *Established Goals* of the *Learning Experiences* in this course and at the titles of the resources themselves to find where they will be most useful.

Grade 5 Resources Organized by Learning Experiences

This appendix lists learning resources by clusters, including print resources, free materials, and video resources.

The teacher and student print resources were evaluated and recommended between March 2003 and August 2005 by a group of Manitoba teachers nominated by their school divisions. As additional materials are evaluated and recommended the online version of this resources list will continue to be updated. The complete (New Edition September 2005) *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography* is available online at <www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>

Contact the Manitoba Text Book Bureau to purchase a print copy of the bibliography (stock #80514).

Contents of Appendix G

There are two sections in this Appendix

- Grade 5 resources organized by learning experiences (page G3)
- Grade 5 video annotations (page G13)

Sensitive Content and Local Selection of Learning Resources

Although each teacher reference and student depth print resource listed in this appendix has been reviewed by a team of Manitoba social studies teachers, school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of caution appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, all books/videos need to be reviewed for local sensitivities.

Definitions of Terms

- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

How to Access Resources

Instructional Resources Unit (IRU)	Email	irucirc@gov.mb.ca
Manitoba Education, Citizenship and Youth	Telephone	(204) 945-5371
1181 Portage Avenue, Winnipeg MB R3G 0T3	Toll-Free	1 800 282-8069 ext. 5371

ONLINE CATALOGUE

To conduct online searches of the Library's collections, visit <http://libcat.merlin.mb.ca>.

Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. In some cases there may be limited availability. Consult the IRU for a list of DVD resources to support the learning experiences. At time of publication a DVD list was not available.

Free Materials and Websites

The free materials and websites listed in this appendix were available at time of publication. If items or web addresses are not accessible, please contact the host organization for alternatives.

NOTE: The NWT Grade 5 Social Studies does not use "Clusters". The following Learning Expereinces are similar to the NWT's.

Cluster 1: First Peoples

5.1.1 Origins of First Peoples of North America

Specific Learning Outcomes: KI 004; KL 014; VH 008

Teacher Reference

- Blackships/Thanadelthur – Teacher's Guide
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms
- Prairie: A Natural History
- People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

Student Depth

- Blackships/Thanadelthur – novel
- A Day on Crocus Hill With Sweetgrass
- Discovering First Peoples and First Contacts
- Head-Smashed-In Buffalo Jump
- Qu'Appelle

Free Materials

- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.
- Statistics Canada: <www.statcan.ca/english/edu>
  (Check for learning resources and statistics useful for Grade 5.)

Videos

- Passport to Canada. Volume 2 : The Land and the People (sections 1-4)
  Media Booking number 6570
  See Annotation: page G15

5.1.2 Connections to the Land

Specific Learning Outcomes: KL 015; KL 016; KL 017

Teacher Reference

- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms
- People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5
- Prairie: A Natural History

Student Depth

- A Day on Crocus Hill With Sweetgrass
- Discovering First Peoples and First Contacts
- Head-Smashed-In Buffalo Jump

Free Materials

- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

Videos

- Head-Smashed-In Buffalo Jump
  Media Booking number 1530
  See annotation: page G14
- Nan Sdins: the Spirits of Haida Gwaii
  Media Booking number 1609
  See annotation: page G14

5.1.3 Pre-Contact Cultures

Specific Learning Outcomes: KI 005; KI 006; KH 024

Teacher Reference

- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms
- People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

Student Depth

- Amikoonse (Little Beaver)
- A Day on Crocus Hill With Sweetgrass
- Discovering First Peoples and First Contacts
- Head-Smashed-In Buffalo Jump
- How Lone Crow Became Magpie
- Qu'Appelle

Free Materials

- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

5.1.4 First Peoples Governance

Specific Learning Outcomes: KP 046; KE 050; VP 014

Teacher Reference

- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms

Cluster 2: Early European Colonization (1600 to 1763)

5.2.1 Early European Exploration and Colonization

Specific Learning Outcomes: KH 025; KG 043; KL 018; KP 047

Teacher Reference

- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada
- In the Global Classroom 2

Student Depth

- A Circle of Silver – novel
- Beginnings: From the First Nations to the Great Migration
- Exploring Central America, Mexico, and the Caribbean
- Exploring the St. Lawrence River Region
- Ghost Voyages – novel
- Ghost Voyages 11 – The Matthew
- Groundbreakers: John Cabot
- The Kids Book of Black Canadian History
- The Underground Railroad: Next Stop, Toronto!

Videos

- L'Anse aux Meadows: Vinland
  Media Booking number 1588
  See Annotation: page G14
- Canada: People, History and Government
  Media Booking number 6764
  See Annotation: page G13
- The French & Colonial Québec
  Media Booking number 5829
  See Annotation: page G16
- French Explorers
  Media Booking number 5572
  See Annotation: page G13
- Passport to Canada. Volume 2: The Land and the People (section 4)
  Media Booking number 6570
  See Annotation: page G15
- The Vikings
  Media Booking number 5839
  See Annotation: page G16

5.2.2 Nouvelle-France

Specific Learning Outcomes: KI 008; KH 033; KL 018; KL 019; KP 048

Student Depth

- Beginnings: From the First Nations to the Great Migration
- Canadian History: Revolution, War, and the Loyalists
- Exploring the St. Lawrence River Region

Free Materials

- Canadian Memory: Explore Canada's memories online at <www.archives.ca> to find various National Archives digital exhibitions including: Tracing the History of New France

Videos

- The Fortress of Louisbourg: Making History
  Media Booking number 3467
  See Annotation: page G15
- The French & Colonial Québec
  Media Booking number 5829
  See Annotation: page G16
- French Explorers
  Media Booking number 5572
  See Annotation: page G13
- Québec: Cradle of New France
  Media Booking number 9719
  See Annotation: page G15

5.2.3 Cultural Interaction in Early Canada

Specific Learning Outcomes: KH 026; KE 051; VH 009; VE 015

Teacher Reference

- Amazing Stories: Étienne Brûlé: The Mysterious Life and Times of an Early Canadian Legend (Teacher Read-Aloud)
- Blackships/Thanadelthur – Teacher's Guide
- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada

Student Depth

- Amazing Stories: Étienne Brûlé: The Mysterious Life and Times of an Early Canadian Legend (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- Blackships/Thanadelthur – novel
- Exploring the St. Lawrence River Region
- Ghost Voyages – novel
- The Kids Book of Black Canadian History

Video

- The Fortress of Louisbourg : Making History
  Media Booking number 3467
  See Annotation: page G15

5.2.4 French–British Colonial Rivalry

Specific Learning Outcomes: KI 007; KH 027; KH 028; KH 029; VH 011; VH 012

Student Depth

- Beginnings: From the First Nations to the Great Migration
- Exploring the St. Lawrence River Region
- Our Canadian Girl: Elizabeth: Book 2: To Pirate Island

Videos

- The Fortress of Louisbourg: Making History
  Media Booking number 3467
  See Annotation: page G15
- The French & Colonial Québec
  Media Booking number 5829
  See Annotation: page G16

Cluster 3: Fur Trade

5.3.1 European Expansion North and West

Specific Learning Outcomes: KL 020; KH 030; KH 031; KG 044

Teacher Reference

- Amazing Stories: Hudson's Bay Company Adventures: The Rollicking Saga of Canada's Fur Traders (Teacher Read-Aloud)
- In the Global Classroom 2

Student Depth

- Alexander Mackenzie: From Canada by Land – novel
- Amazing Stories: Hudson's Bay Company Adventures: The Rollicking Saga of Canada's Fur Traders (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- A Dog Came, Too
- Exploring the Fur Trade Routes of North America—Discover the Highways That Opened a Continent

Free Materials

- Adventurers—Hudson's Bay Company, <jeremy.diamond@hbc.com>
- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

Videos:

- Fort William: The Front Line of the Fur Trade
  Media Booking number 1548
  See Annotation: page G13

5.3.2 Importance of the Land in the Fur Trade

Specific Learning Outcomes: KL 020; KL 021; KH 034; VL 007

Teacher Reference

- Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders (Teacher Read-Aloud)
- Prairie: A Natural History

Student Depth

- Alexander Mackenzie: From Canada by Land – novel
- Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- Exploring the Fur Trade Routes of North America – Discover the Highways That Opened a Continent
- Head-Smashed-In Buffalo Jump

Free Materials

- Adventurers – Hudson's Bay Company, <jeremy.diamond@hbc.com>
- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

Videos

- Edmonton: From Fur Trade to Oil
  Media Booking number 9720
  See Annotation: page G13
- Fort William: The Front Line of the Fur Trade
  Media Booking number 1548
  See Annotation: page G13
- Head-Smashed-In Buffalo Jump
  Media Booking number 1530
  See Annotation: page G14

5.3.3 Life During the Fur-Trade Era (1650s-1850s)

Specific Learning Outcones: KI 009; KL 020; KH 032; KE 053; VI 003

Teacher Reference

- Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders (Teacher Read-Aloud)
- Blackships/Thanadelthur – Teacher's Guide
- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada

Student Depth

- Alexander Mackenzie: From Canada by Land – novel
- Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- Blackships/Thanadelthur – novel
- Discovering First Peoples and First Contacts
- A Dog Came, Too

- Exploring the Fur Trade Routes of North America – Discover the Highways That Opened a Continent
- Ghost Voyages – novel
- *Our Canadian Girl: Angelique: Book 1*

Free Materials

- Adventurers – Hudson's Bay Company, <jeremy.diamond@hbc.com>
- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

Videos:

- How the Fiddle Flows
  Media Booking number 6623
  See Annotation: page G14
- The Petticoat Expeditions. Part Two: Frances Hopkins
  Media Booking number 8817
  See Annotation: page G16

5.3.4 Métis Nation and Culture in the Fur-Trade Era

Specific Learning Outcomes: KL 020; KH 035; KH 036; KP 049; KE 052

Teacher Reference

- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada

Student Depth

- Alexander Mackenzie: From Canada by Land – novel
- Beginnings: From the First Nations to the Great Migration
- Discovering Canada: The Rebels
- Exploring the Fur Trade Routes of North America – Discover the Highways That Opened a Continent

Free Materials

- Adventurers – Hudson's Bay Company, <jeremy.diamond@hbc.com>
- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

Cluster 4: From British Colony to Confederation (1763 to 1867)

5.4.1 Early Immigration and the Impact of the Loyalists

Specific Learning Outcomes: KI 010; KI 011; KH 037; VI 006

Teacher Reference

- Blackships/Thanadelthur – Teacher's Guide
- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada
- Early Settlers: Teacher's Guide
- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

Student Depth

- Beginnings: From the First Nations to the Great Migration
- Blackships/Thanadelthur – novel
- Canadian History: Revolution, War, and the Loyalists
- A Circle of Silver – novel
- Dear Canada: Whispers of War: The War of 1812 Diary of Susanna Merritt
- Dear Canada: With Nothing But Courage: The Loyalist Diary of Mary MacDonald
- Discovering Canada: The Loyal Refugees
- Discovering First Peoples and First Contacts
- Early Settlers (Student Text)
- The Kids Book of Black Canadian History
- Pioneer Christmas Crafts (out-of-print)
- Victorian Christmas

Videos

- Canada: People, History and Government
  Media Booking number 6764
  See Annotation: page G13

5.4.2 Sharing the Land

Specific Learning Outcomes: KL 023; KH 039; KG 045: VI 005; VG 013

Teacher Reference

- Early Settlers: Teacher's Guide
- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

Student Depth

- Beginnings: From the First Nations to the Great Migration
- Dear Canada: With Nothing But Courage: The Loyalist Diary of Mary MacDonald
- Early Settlers (Student Text)

5.4.3 Conflict and Reform

Specific Learning Outcomes: KI 013; KH 038; KH 040; VI 004

Teacher Reference

- Amazing Stories: The War of 1812 Against the States: Heroes of a Great Canadian Victory (Teacher Read-Aloud)
- Early Settlers: Teacher's Guide
- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

Student Depth

- Amazing Stories: The War of 1812 Against the States: Heroes of a Great Canadian Victory (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- Canadian History: Revolution, War, and the Loyalists
- Canadian Victory (Teacher Read-Aloud)
- Danger at The Landings – novel
- Dear Canada: Whispers of War: The War of 1812 Diary of Susanna Merritt
- Dear Canada: With Nothing But Courage: The Loyalist Diary of Mary MacDonald
- Discovering Canada: The Rebels
- Early Settlers (Student Text)
- The Kids Book of Black Canadian History
- A Story of Courage: Laura Secord

5.4.4 Negotiating Confederation

Specific Learning Outcomes: KL 022; KH 041; KH 042; VH 010

Teacher Reference

- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada
- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

Student Depth

- Beginnings: From the First Nations to the Great Migration

Videos

- Canada: People, History and Government
  Media Booking number 6764
  See Annotation: page G13
- Halifax: Atlantic Seaport
  Media Booking number 9718
  See Annotation: page G14

5.4.5 Citizenship Then and Now

Specific Learning Outcomes: KC 001; KC 002; KC 003; KI 012; VC 001; VC 002

Teacher Reference

- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

Student Depth

- Beginnings: From the First Nations to the Great Migration
- The Kids Book of Black Canadian History

Free Materials

- Citizenship Education and Activities
  <http://www.cic.gc.ca/english/citizen/menu-promotion.html>
- Celebrate Citizenship Year Round
  <http://www.cic.gc.ca/english/citizen/celebrate.html>
- Look at Canada – citizenship booklet
  <http://www.cic.gc.ca/english/citizen/look/look-00e.html>

Student Depth

- With Flying Colours: A Classroom Kit on Canadian Symbols
  Media Booking number 0093
  See Annotation: page F16

Grade 5 Video Annotations
(Alphabetical Order by Title)

Canada: People, History & Government. (2002). [videocassette]. [United States]: Colman Corporation. Media Booking #6764

This program considers Canada's cultural diversity, the living patterns of Canadians today, and our nation's history and government structure.

Edmonton: From Fur Trade to Oil. (1991). Series: Exploring Canadian Communities. Mississauga, ON: Goldi Productions. Media Booking #9720

This program portrays historic and modern-day Edmonton. Students discover how Edmonton grew from the trading fort, Fort Edmonton to a modern city with a number of bridges over the Saskatchewan River and plenty of parkland. A visit to reconstructed Fort Edmonton shows the fur trade, the 1885 Street, the 1905 Street, transportation by canoe, steamboat, coach and steam train. The Legislature, the Ukrainian Heritage Cultural Village, immigration and the role of oil in the economy are also presented.

Fort William: The Front Line of the Fur Trade War. (1999). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #1548

This video is designed to introduce viewers to events and sites in Canadian history. This program reveals the world of Old Fort William and its place in the fur trade of the 19th century. The video shows the challenge of the North West Company to the fur trade monopoly of the Hudson's Bay Company and the role which Fort William played as the rivalry between the two companies developed. The video describes how the social life of the fort reflected the class differences between company masters and the voyageurs and how the actions of Hudson's Bay shareholder Lord Selkirk contributed to the downfall of Fort William and the North West Company. With the Fort's closure in 1863, it remained in disrepair until the Ontario government undertook on the largest, present-day historical reconstructions.

French Explorers. (2000). [videocassette]. Series: Explorers of the World. Wynnewood, PA: Schlessinger Media. Media Booking #5572

This program examines the contributions of the explorers sent by France to the New World, searching for wealth, colonies and a route to the East. It describes the establishment of New France and tells the stories of Giovanni de Verrazano, the first European to sail into New York Bay, of Jacques Cartier who discovered the St. Lawrence River, of Samuel de Champlain who established the first permanent North American settlement at Québec, of Louis Joliet and Jacques Marquette who explored the Mississippi River Valley and of Robert Cavelier de La Salle who claimed the land at the mouth of the Mississippi River for France.

Terms Indian, Indian Settlement, Indian Way used; pictures depicting natives wearing feathers in non-ceremonial situations

Halifax: Atlantic Seaport. (1991). Series: Exploring Canadian Communities. Mississauga,

ON: Goldi Productions. Media Booking #9718

This program portrays historic and modern-day Halifax. Students explore and learn about places of interest in Halifax, including the Citadel, Historic Properties, Parade Square, the Nova Scotia Legislature and the Maritime Museum. The importance of shipping and shipbuilding to Nova Scotia, the role of Halifax as a seaport , and the Halifax Explosion of 1917 are also discussed.

Head-Smashed-In Buffalo Jump. (1998). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #1530

This program looks at Head-Smashed-In Buffalo Jump, believed to be the largest, oldest and best preserved example in the world, which has been designated as a national heritage site and in 1981 as a UNESCO world heritage site. It describes the importance of the buffalo to the Aboriginal culture, the process of buffalo jumping, the celebration of a successful buffalo hunt, and the factors which contributed to the buffalo's near extinction. The Interpretive Centre at Head-Smashed-In Buffalo Jump came to be established to serve as a means to educate the public about Native culture and traditions.

How the Fiddle Flows. (2002). [videocassette]. [Canada]: Streaming Fiddles Media. Media Booking #6623

From the Gaspé Peninsula, north to Hudson Bay to the Prairies, this program follows Canada's rivers west along the fur-trading route of the early Europeans to examine the fiddle music of the Métis people. The video intersperses performances by Canadian fiddlers and step dancers with commentary about the origins of the Métis and the ways in which history and social traditions have contributed to the formation of a distinctive Métis culture and identity. The video includes performances of Québec's La Bottine Souriante, Manitoba's Mark Morrisseau and Saskatchewan's Solomon Ballantyne, and comments of such individuals as: Métis writer and Governor of the Métis Nation, and performer, Ray St. Germain.

L'Anse aux Meadows: Vinland. (1999). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking #1588

This video presents a look at L'Anse aux Meadows, Newfoundland, the only authenticated Viking settlement in North America. It discusses Viking history and traditions, life in a Viking settlement, and the archeological findings of Helge Ingstad and his wife Anne Stine Ingstad who discovered L'Anse Aux Meadows in the 1960's. This is a good video to view when discussing Canadian places of historical significance during early colonization.

Nan Sdins: The Spirit of Haida Gwaii. (1999). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #1609

This video tells the story of the abandoned Haida Indian village of Ninstints located on Anthony Island off the tip of the Queen Charlottes. It describes the development of the village, the importance of the totem pole to Haida culture and the factors which led to the village's decimation. It also describes how Charles Newcombe's photographic study of totem poles led to unsuccessful efforts to preserve them and how that error is being dealt with today. In 1958 Ninstints was declared a provincial park and in 1981 a national historic site and UNESCO World Heritage site.

Passport to Canada. Volume 2: The Land and the People. (2002). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking #6570

This video introduces viewers to the land and people of Canada. The first segment deals with promoting tolerance, respect and a sense of community amongst diverse peoples, and celebrates citizenship. Segment two presents excerpts from Postcards from Canada and the Transit series to explore the geographical regions of Canada and the ways in which the elements impact daily life. Segment three presents a musical montage of the diverse landscapes and creative as well as innovative people of Canada. Segment four considers the impact of communication and transportation upon the development of our society, the origins of the Canadian people from the earliest nomadic arrivals to the European and world wide immigrations, how plant and animal life have adapted to the Canadian climate, resources, and landscape and how Canada's economy has traditionally been dominated by agriculture, forestry, mining, and fisheries.

(Sections 1-3 are a good review for material covered in Grade 4.)

Passport to Canada. Volume 2: The Land and the People. (2002). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking #6570

Segment four considers the impact of communication and transportation upon the development of our society, the origins of the Canadian people from the earliest nomadic arrivals to the European and world wide immigrations, how plant and animal life have adapted to the Canadian climate, resources, and landscape and how Canada's economy has traditionally been dominated by agriculture, forestry, mining, and fisheries.

Québec: Cradle of New France. (1991). [videocassette]. Series: Exploring Canadian Communities. Mississauga, ON: Goldi Productions. Media Booking #9719

This program portrays historic and modern-day Québec City. Young students explore and learn about places of interest in Québec City, including Château Frontenac, Upper and Lower Town, the Québec Legislature, and the Citadel. Québec as a seaport, the role of the Royal 22nd Regiment and the variety of arts and entertainment available in Québec are also discussed.

The Fortress of Louisbourg: Making History. (1995). [videocassette]. Sydney, NS: Folkus Atlantic. Media Booking #3467

This video is designed to introduce viewers to the reconstructed eighteenth century fortress of Louisbourg. It describes the importance as a fishing port, a trade centre and a military base, and shows what it was like to live in a fortified town in the eighteenth century. The efforts of archaeologists, interpretive specialists, historians, and construction workers to authentically recreate the clothing, food, buildings, furnishings, crafts and social customs of the period are all also described.

The French & Colonial Québec. (1999). [videocassette]. Series: Colonial Life for Children. Wynnewood, PA: Schlessinger Media. Media Booking #5829

This video is designed to introduce viewers to the history and traditions of early colonial life in the New World. It describes the reasons for the French exploration of America and traces the history of the settlement of Québec, focusing on the roles of Jacques Cartier, Samuel de Champlain and Louis XIV in its development. The growing importance of the settlement to New France, the efforts of the colonists to establish relationships with the Huron and Iroquois, and the challenges of daily life encountered by the colonists are all discussed. With the defeat of the French by the British at the Plains of Abraham in 1759, French sovereignty ended in the New World and the peace treaty of 1763 gave all of New France east of the Mississippi (except for Florida and New Orleans) to the British.

The Petticoat Expeditions. Part Two: Frances Hopkins. (1997). [videocassette]. Montreal: National Film Board of Canada. Media Booking #8817

This video introduces viewers to the stories of three British women who defy the conventions of their society to travel in 19th century Canada. Program Two tells the story of artist, Frances Hopkins, who, as she accompanied her husband, a chief factor of the Hudson's Bay Company on his annual tours of inspection, would paint the way of life of the voyageur, as the days of the fur trade came to an end. Interspersed with her story is a discussion of the social, political, economic and cultural factors which would spell the fur trade's end. Frances Hopkins returned to England with her husband in 1870 where her travels allowed her to establish her reputation as a landscape painter specializing in paintings of the Canadian wilderness. Before her death in 1919, she exhibited at the Royal Academy of Art in London as well as Paris.

The Vikings. (2000). [videocassette]. Series: Explorers of the World. Wynnewood, PA: Schlessinger Media. Media Booking #5839

This program looks at the Vikings, the farmers, craftsman and raiders who are credited with being the first Europeans to discover the New World 500 years before Columbus. The video discusses the conditions which drove them to seek new lands, the contributions of explorers such as Erik the Red and Leif Erikson to the colonization of Greenland and Vinland, now believed to be Newfoundland, the nature of Viking society and the circumstances which led to the demise of Viking civilization in the New World.

With Flying Colours: A Classroom Kit on Canadian Symbols. (1996). [videocassette kit]. [Canada]: Minister of Public Works and Government Services Canada. Media Booking #0093

The video is designed to introduce students to Canada, and to Canadians through the use of unique Canadian symbols and to the values and beliefs they represent at home and abroad. The video emphasizes our flag and its history.

Note: The video contains two programs. The second 16 minutes in length is geared for students ages 12 and older.

GRADE 5

Recommended Learning Resources - Short List

Appendix G

This appendix includes an NWT short list of resources--pilot-tested and evaluated. After small pilot testing throughout the NWT during the 2009-2010 school year, this list was group-evaluated by the pilots and posted here in this appendix.

Use this appendix as a guide—not a comprehensive, one-stop list. A small number of resources not found in Appendix E and F have been added to the short-list.

.

This list is organized by resource type. Each item is rated according to its effectiveness. Even “N” (not recommended) rated resources are included since dropping them would leave them unflagged in Appendix E and F.

Grade 5 Social Studies – Resources List --- *Canada: The People and Stories of this Land*

PILOT-TEACHER EVALUATIONS:

Not Recommended (of little use; connections intended to be made were not obvious)

Acceptable (met basic thematic requirements; learning was supported; title was helpful)

Very Effective (strong connections were made; learning was considerably enhanced)

ECE RECOMMENDATIONS:

√ Recommended based on pilot feedback AND ECE coordinator evaluation

NOTE: The numbers in the following table under N, A, V reflect the evaluations the seven pilots (sometimes a pilot did not give their opinion about a resource)

Titles	Author(s)	N	A	V	ECE RECOMMENDED	PRICE:
REFERENCE:						
Electronic colour version of the student reference books for this course: *People and Stories of Canada* and *Canada: A Country of Change* will be available in July, 2010. Schools can choose to print this off themselves OR consider the consortium option below:				7	√	School-cost
NOTE: this electronic version is being revised during 2010/11. A final hard copy and electronic versions will be ready for purchase in June 2011						
How Canada Became Canada (set of 10-- hardcover)	Scholastic: Brenda Thompson Author: Dr. David Bercuson			3		218.00
How Canada Became Canada (set of 10-- hardcover) (**consortium price/bulk order** where one authority organizes and places order on behalf of all other authorities)	Yellowknife Book Cellar					245.84
The Kids Book of Aboriginal peoples in Canada	Kids Can Press				√	$19.95
The 10 (2 titles from the Canadian History set) NOTE: the individual titles within the set that are more appropriate and should be ordered are: *-Most Significant Conflicts on Canadian Soil -Most Significant Crossroads in Aboriginal History*	Scholastic Series editor: Jeffrey Wilhelm		2	3	√	$15.19

Titles	Author(s)	N	A	V	ECE RECOMMENDED	PRICE:
DVD:						
Canada: A People's History Complete sets 1-4 (all 17 episodes) ("within the school" **site** license) (**consortium price** for a minimum of 35 schools where one authority organizes and places and order on behalf of all other authorities)	CBC: Contact Person: Kevin Chlebovec Sales Executive 416.205.3507		2	4	√	$400.00 (34% discount off the regular price of $608
Canada: A People's History Complete sets 1-4 (all 17 episodes) ("within the school" **site** license)	CBC: Contact Person: Kevin Chlebovec Sales Executive 416.205.3507		2	4		$495.00 (NWT negotiated, discount rate)
The Canadian History Series: The Fur Trade and the Opening of Canada 1400-1867	Epoch Multimedia Inc.		3	2	√	35.00
LITERATURE ANTHOLOGY:						
Spirit of Canada (consortium price shipped to one location at minimum 800 copies)	Editor Barbara Hehner (Portage and Main)-Manitoba Textbook Bureau		2	3	√	$17.80 + shipping
Spirit of Canada **(consortium price** where one authority organizes and places order on behalf of all other authorities)	Yellowknife Book Cellar					22.46
NOVELS: NOTE: The following considerations were made regarding pilot use of literature: ---literature reflects **differentiation** (some students may want to read a novel as their choice of inquiry vs. a whole class use of a novel). To accommodate maximum choice, we recommend buying all checked titles. To determine which titles to buy class sets of (to reduce costs), contact your region's piloting teacher or John Stewart, ECE) ---**reading level** (traditional novel forms and shorter graphic novels)						
Recommended Novels						
Blackships (Cartier and Donnacona first contact)	Heartland Press			6	√	$8.00 $10.00 (with CD)
Dear Canada Diary: *Alone in an Untamed Land* (New France)	Scholastic Brenda Thompson 306.683.6424		2	5	√	Approx. 12.00

Dear Canada Diary: Banished from our Home (Acadian Expulsion)	Scholastic		3	4	√	
Dear Canada Diary: The Death of my Country (Fall of Quebec)	Scholastic		4	3	√	
Dear Canada Diary Whispers of War (War of 1812)	Scholastic		4	3	√	
Dear Canada Diary: Blood Upon Our Land (Metis Northwest Resistance)	Scholastic		4	3	√	
(**consortium/bulk price** where one authority organizes and places order on behalf of all other authorities)	Yellowknife Book Cellar				√	10.49 (no shipping charges for deliveries in Yellowknife)
Belle of Batoche (Louis Riel—Metis Resistance)	Orca	2	4	1	√	7.95
Novels (graphic novels of shorter length)						
Broken Dreams (Acadian Expulsion)	Scholastic: Brenda Thompson (rep)		1	6	√	Appox. 10.00
Battle of Queenston Heights (War of 1812)	Scholastic		2	5	√	
Freedom Train - **(for extended studies only)** (Underground Railroad)	Scholastic		1	5	√	
Rebel Leader (Louis Riel—Metis Resistance)	Scholastic		3	5	√	
All graphic novel titles above (**consortium price** where one authority organizes and places order on behalf of all other authorities)	Yellowknife Book Cellar					9.72 No shipping cost for Yellowknife deliveries
Other Supplementary Novels						
Ellie's New Home (Early Settler Life in Upper Canada)	Orca	3	2	2		7.95
Sweetgrass (Aboriginal Life on the Prairies)	Scholastic	2	3	2		
Underground to Canada (Underground Railroad) **(for extended studies only)**	Scholastic		3	3		
The War of 1812	Amazing Stories		5	2		10.00
Tecumseh	Amazing Stories	1	6			(as above)
Louis Riel (Junior Edition)	Amazing Stories		5	1		(as above)

PROFESSIONAL DEVELOPMENT AND SUPPORT:						
Engaging Readers and Writers with Inquiry (Theory and Practice)	Scholastic Jeffrey Wilhelm				√	
Understanding By Design	ASCD Wiggins and McTighe				√	
Teaching About Historical Thinking	The Critical Thinking Consortium (TC^2)				√	
Investigating Images	The Critical Thinking Consortium (TC^2)				√	
Teaching with Dear Canada by Amy von Heyking Vol. 1-4				3		12.99

GRADE 5

Supporting Student Research

Appendix H

Inquiry and research are key strategies of this course. Although the choosing of an inquiry is an essential first step, the hard work of teaching and practicing literacy skills during the inquiry is a key piece of Social Studies instruction. The literacy skills involved in locating, critical analyzing, managing, and personalizing knowledge, and creatively displaying a synthesis of one's learning are all skills that must be intentionly taught--in context. This course provides many contexts for student inquiry.

Appendix H demonstrates the following sample of digital tools and resources that can support lifelong learning and literacy skills:

- Boolean search logic used with various search engines
- E-library
- Electronic Internet Inquiry Search and Evaluation Log
- Mind Maps and *Wordle*
- Hyperlinking student writing
- Bibliography makers

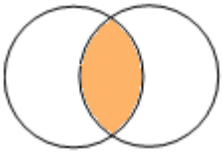
NARROWING YOUR SEARCH ON THE INTERNET - USING BOOLEAN LOGIC

Boolean Logic. A wealth of information exists on the web about mosts topics. When a search is conducted using a popular search engine, every article that contains even one of the words in your search field will be a hit. The search engine cannot read your mind; most engines respond to some basic "code" that helps your search to be understood by the various databases.

Boolean logic is the use of AND, OR, and NOT (called *logical operators*) in combination with your search terms or words. They could be illustrated this way when searching for *cat* (the term by itself, yields 556 000 000 hits) and *dog* (the term by itself yields 842 000 000 hits). Note how the illustration below shows how the number of hits changes depending on how you want cats and dogs related in your research. By using "logic operators" the hits significantly expand or narrow.

AND

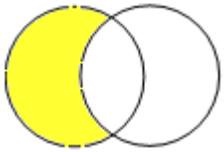
(narrows search by requiring more terms to be present)



cat AND dog
(yields 58 300 000 hits)

NOT

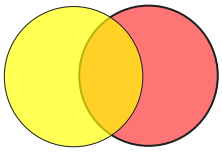
(narrows search to exclude terms that frequently appear together



cat NOT dog
(yields 2 970 000 hits)

OR

(broaden search to include more similar terms: either, or, or both)



cat OR dog
(yields 1 230 000 000 hits)

Note:
--using parentheses ( ) allows only one of the terms to include similar terms: eg. (cat OR feline) AND dog
--using quotation marks " " means I want exact words, in order, searched

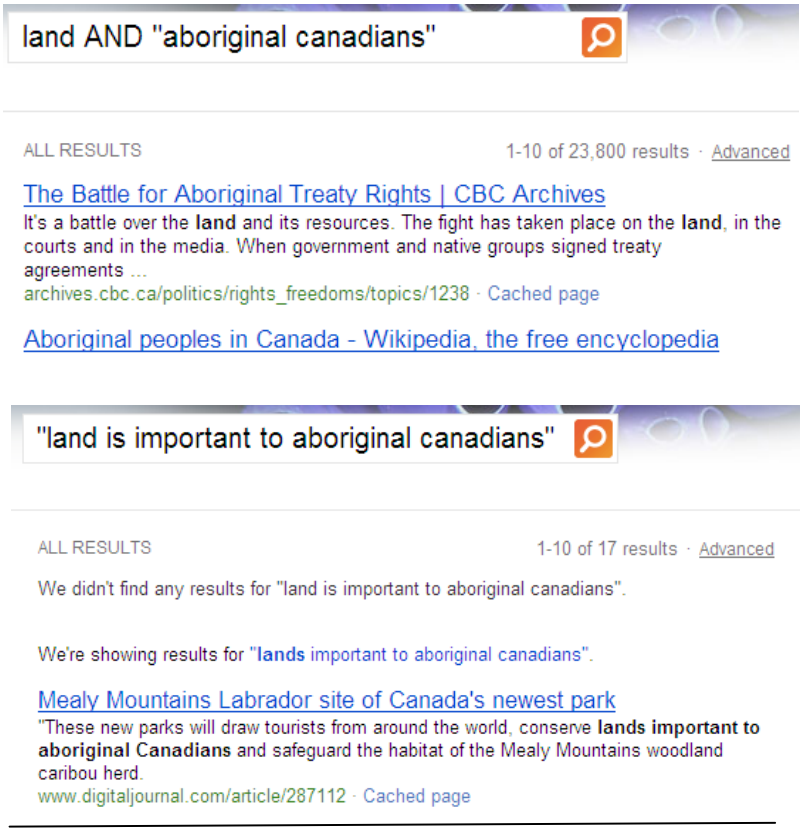
Each search engine is slightly different than the others. Some may require the "logical operators" to be in capitals. Most provide "advanced searches" to define the search logic for the user.

Example: Using the Search Engine *Bing*



Using the search engine *bing.com*, we try our luck with the long phrase *land is important to Aboriginal canadians* (capitals are not necessary)--without using *logical operators*. Over one million results (at the time this search was conducted) are displayed that have some/any of those search words. In other words, some of the hits may have only one of the terms (words) in the text of the website! It would take a long time to separate the relevant from the irrelevant...

Next Step: narrow the search using *logical operators*

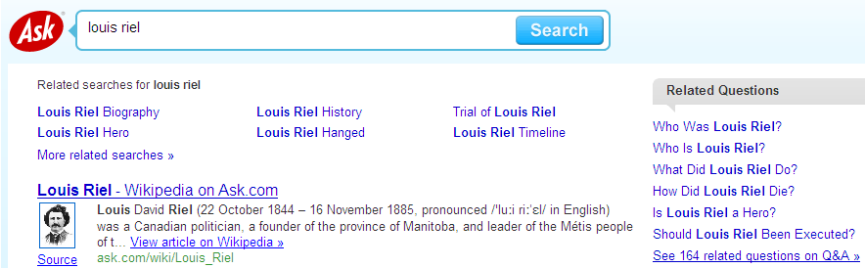


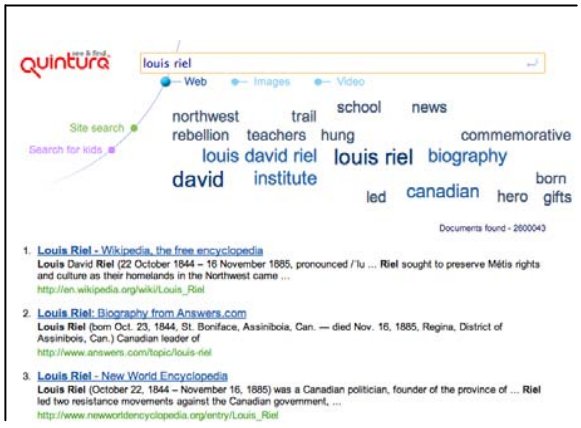
Logical operators (the use of quotation marks plus using AND in the example to the left) will help us reduce the number of hits. First, using quotation marks groups Aboriginal Canadians together as a single term. Then with requiring *land* AND *Aboriginal Canadians* to appear together in a website, will get results narrowed closer to our research goals. 23 000 results is a significant narrowing of returns!

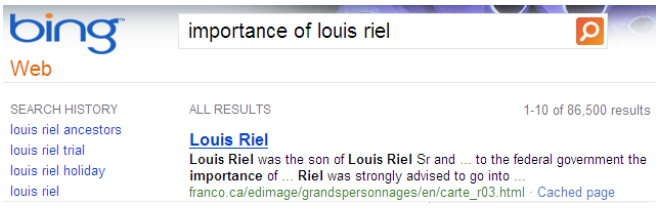
Finally, we will try our luck with a phrase in quotations that expresses our exact desired search, "land is important to aboriginal Canadians". We are telling the search engine those exact words must be present in that exact order! The results are shown to the left—no results were returned! However, *bing* tries to display results as close as it can to the exact phrase—but in its own interpretion of your intentions. Even though you want hits that talk philosophically about relationship to land, *bing*'s results to the left could be helpful. Because in returning hits that display "lands that are important to aboriginal Canadians", the *reasons* for the importance of the lands may be touched on and thus you may have an example for your point. Bing gives you 17 possibilities to explore—much better than 1 000 000!

CONCLUSION:

Boolean logic is essential to broadening and narrowing search results. Finding search devices that match one's learning preference is equally essential (eg. meta-search engines, search engines, directories). *Bing.com* displays a record of all my recent search terms; *ask.com* lets me pose a question and offers me other questions that may be a part of my search; *Quintura.com* automatically creates a cloud of main ideas about my topic. These are all alternatives to the popular *Google*.

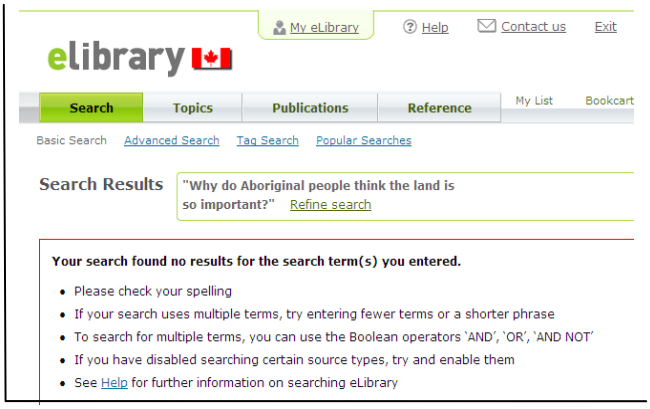






SEARCHING WITH E-LIBRARY

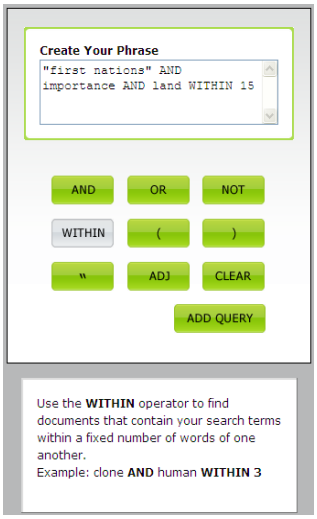
E-Library is a virtual library made available to all students and teachers in the NWT (username: **nwthomework** and password: **learn**). Again, in a search for the Grade 5 inquiry, "Why do Aboriginal people think the land is so important?" one would be very lucky to find an article with the exact phrase "land is important to Aboriginal Canadians".





This search term is too specific (see above)—the search must be broadened by using e-library's *advance search* option and *create your query* (see left). This gives you a palette of logical operator choices (right)





You try:
"first nations" AND importance AND land WITHIN 15

This means you want your search to include all the exact words within quote marks (*first nations*, *importance*, *land*) and you want them to appear within about 15 words of each other so that they will likely compose one idea—answering your inquiry question. If you didn't insist on being "within 15" (or some similarly small number), the words could again be randomly dispersed throughout the document. This approach to searching yields better results. In fact the results give a newspaper story about a museum being built on sacred ground (an excerpt is shown below).

This story would provide a striking example of the importance of land to Aboriginal Canadians and non-native intentions to be respectful and cooperate.

Angela Cassie, a museum spokeswoman, said they recognized during the construction planning stage that they had to meet with the aboriginal community about the site.

"We recognize the **importance** of what this **land** represents to **First Nations** and Metis communities," Cassie said.

"Even before doing any archeological work we met with them.

"It is in our plan to continue to meet with them."

Once again, having control of the logical operators has refined this search to a useable story that could be further researched in a search engine.

ELECTRONIC INTERNET INQUIRY SEARCH and EVALUATION LOG

Show your choices by cutting and pasting the black-centered circle (◉). Word process your search experience. (NOTE: "Ownership/Registrant Check" is intended for Grade 6 to adult to evaluate credibility of sources)

Search Tool Used (broadening; narrowing, "checking out the source") Meta Search Engine: ○ ixquick, ○ metacrawler use ◉ Search Engine: ○ ask, ○ google, ○ bing, ○ quintura Directory: ○ kids.net.au ○ directory.google Public Knowledge/Bookmarks: ○ wikipedia ○ delicious Ownership/Registrant Check: ○ who.is, ○ search the names	My **1st** Search Phrase:
Next Steps and Comments	
Search Tool Used (broadening; narrowing, "checking out the source") Meta Search Engine: ○ ixquick, ○ metacrawler use ◉ Search Engine: ○ ask, ○ google, ○ bing, ○ quintura Directory: ○ kids.net.au ○ directory.google Public Knowledge/Bookmarks: ○ wikipedia ○ delicious Ownership/Registrant Check: ○ who.is, ○ search the names	My **2nd** Search Phrase:
Next Steps and Comments	
Search Tool Used (broadening; narrowing, "checking out the source") Meta Search Engine: ○ ixquick, ○ metacrawler use ◉ Search Engine: ○ ask, ○ google, ○ bing, ○ quintura Directory: ○ kids.net.au ○ directory.google Public Knowledge/Bookmarks: ○ wikipedia ○ delicious Ownership/Registrant Check: ○ who.is, ○ search the names	My **3rd** Search Phrase:
Next Steps and Comments	
Search Tool Used (broadening; narrowing, "checking out the source") Meta Search Engine: ○ ixquick, ○ metacrawler use ◉ Search Engine: ○ ask, ○ google, ○ bing, ○ quintura Directory: ○ kids.net.au ○ directory.google Public Knowledge/Bookmarks: ○ wikipedia ○ delicious Ownership/Registrant Check: ○ who.is, ○ search the names	My **4th** Search Phrase:
Next Steps and Comments	

Adapted from Warlick, David (2009), *Redefining Literacy 2.0,* Santa Barbara, California: Linworth Publishing

UNDERSTANDING TOOLS: LINKING MIND MAPS AND WORDLE

Two Conditions:

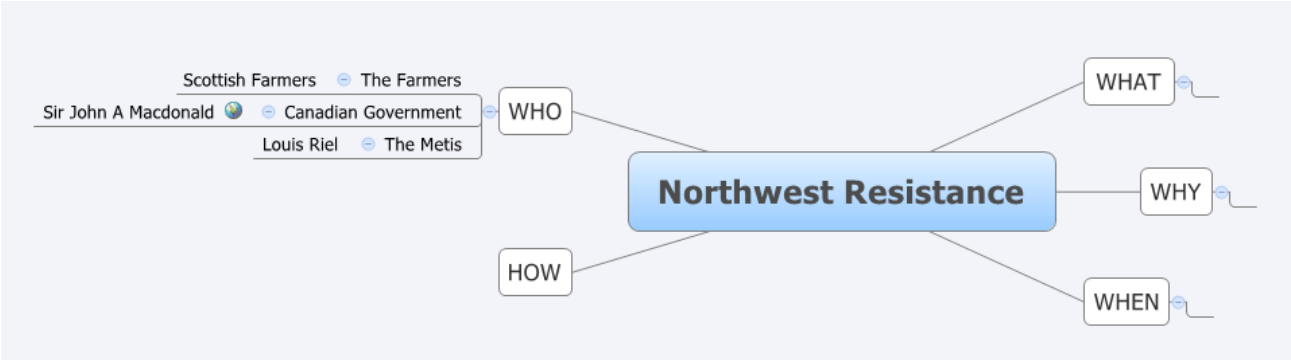
Taking notes, developing a voice, personalizing information, conveying a context and synthesis of learning are all outcomes that teachers desire of student inquirers. Understanding is the end goal of learning. How can teachers help students to take notes of information that meet the their personal learning goals instead of copying, cutting, pasting other's ideas without a plan? Often students copy information that they are *hoping* is significant or will *sound* good! Obviously, personal engagement is the first hurdle to helping students want to understand topics; helping them understand the information they find or toss away is the next essential step.

Digital Presentations. When personalized learning takes place, the communication of that understanding can be enhanced through skillful use of ICTs. Another challenge presents itself—how to communicate what one claims to know. How can the digital presentation be designed to reflect learning?

Many students *and adults* take a measure of comfort in being able to see all the data that they want the audience to see in their digital presentation slides. Just in case they forget a key point, it will be on the screen to back them up in a memory lapse. The careful scrutiny and undivided attention that the audience would give a lone speaker (without a digital presentation) is softened by the partial darkness of the room and the divided attention of the listener/viewer to the digital presentation. This can be a problem if the audience is unsure of where to direct their attention: the slides or the spoken voice? The screen or the speaker? The audience may not get the compelling message that was intended if there is competition between the medium and the creator. Can we build the inquiry rubric to place a greater weight on "say more" where the student projects only a few words or a phrase on each slide? The goal is to get students used to working from a mind map--reconstituting their learning with the mind map as a prompt—and earning big "say-more-than-what-is-on the-slide" points!

Two technologies can be employed to correlate both the act of **taking notes and** creating **digital presentations** in making understanding, and compelling communication easier: mind mapping software (such as the free xMind) and the word cloud (a weighted list in a visual design) creating software *Wordle*--or both in combination.

Mindmapping



Use mindmapping software to capture the "big idea" of what you want to say. Your curricular topic may be the Grade 5 story of the Northwest Resistance. Using a KWL approach, you determine you want to know the 5W's and H of the topic (who, where, how...). Your mind map will branch out with those topics. As the student gathers information and makes sense of it, single words, or simple phrases are placed in the mind map as 'leaves" on the topic "branch." Later, the student will be asked to reconstitute her learning and will use the mind map to write paragraphs—paragraphs of that reflect understanding of those initial ideas. This work is recursive because the

research process itself, yields new "branches" of the topic that pique curiousity or memory. Also the web may reveal places where details are thin on a particular branch and she may have to return to the source for more information. The object is personal understanding.

Wordle

Although Wordle identifies itself as a "toy for generating 'word clouds' from text that you provide", it can be a useful tool to help students understand main ideas, when those ideas are based on repetition. While teachers discourage unintentional repetition during the writing editing process, they also teach students about the emergence of themes as expressed in repeated ideas or words (eg. in literature).



This *Wordle* word cloud (to the right) can help students understand main ideas. Pasting an encyclopedia article on the Northwest Rebellion into *Wordle* (with a setting for "15 words") will yield the 15 word *word cloud* shown here. The larger the font size, the more often the word appeared in the article (NOTE: In this short article, "Riel" was repeated 10 times, "land" six times, "fear" three times, etc.). The word cloud can help students focus on main ideas as they begin their research.

Communicating Understanding in a Digital Slide Show

The communication of understanding should not be much different in the student's mind than the production process that was followed while researching. The student could use either the mind map or/and the word cloud as their main "slide" of their presentation. In other words, the word cloud could be a great illustration of their main points and the mind map could explain the inquiry process the student used. This meta-cognitive way of talking to the audience fulfills ELA and other outcomes because the student is expressing preferences and processes about how information is created and used. To challenge students to "say-more", give extra points if they use the mind map as their only slide!

xMind and *Wordle* are promoting the following possibilities for the research process:

- Understanding text better with *Wordle* during the research process
- Taking notes in words and short phrases (from several sources) with a mind map such as made with *xMind*
- Digitally presenting one's synthesis with a *word cloud* made with pasting the written essay into *Wordle*
- Digitally presenting one's synthesis with the same mind map used while researching

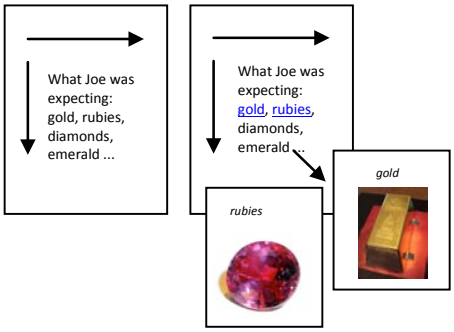
These technologies address the two problems outlined above:

- Plagiarism is discouraged if a mind map is used to keep things brief
- "Saying more" during the presentation is the key focus since a skeletal mind map or word cloud is shown, rather than whole paragraphs
- The audience enjoys the synthesis better by listening to the student *orally* explain main ideas—the kind of ideas that can be compelling because the student is engaged with and understands what the topic and process of research is all about

STUDENTS AND HYPERTEXTING (reading right, down and deep)

One way to add value and depth to student-written work is hyperlinking additional web-based information as shown below.

Reading right and down (as usual)



Reading right, down, and **deep**

Notice how this student's information product (the following story, "Treasure Hunt" written in a grade 4 ELA class) can be supported with hypertext by linking various words to useful web-based documents that would expand the reader's understanding of the student's story.

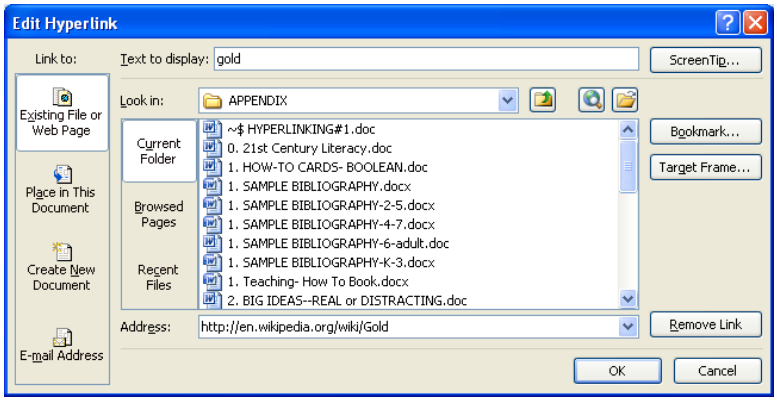
Random hyperlinking will not be helpful to the writer or the reader. The full benefit of hyperlinking occurs when the writer *intentionally* hyperlinks a word for a planned effect, and explains why during the presentation of the work. The hyperlink then becomes a source of illustrations, quotes, charts and further reading for the audience's benefit. The process of preparing the links expand the writer's knowledge as well. Hyperlinking reflects the current pattern of reading right, left, and **deeper** (Warlick, D. F. (2008). *Redefining Literacy Encore* (2 ed.). 2008: Linworth Pub Co.).

Treasure Hunt
by Willem Mount, April 21, 2009

At Southeast Central School it was pretty normal in 4B classroom until recess when Joe Bob found a treasure map. The word spread pretty quickly because all the students came with shovels the next day. Even Joe Bob's friends. At 10:05 when the bell for recess rang, Joe Bob was shocked at how many holes kids were digging. The map said to go back in the school. It was next to his locker. What Joe Bob was expecting: gold, rubies, diamonds, emeralds and jewels. What Joe Bob found: ten dollars, socks, pencil and shoes. Joe Bob went outside and put the treasure in somebody's hole when he wasn't looking (except the pencil because it looked cool).

-Story used with permission from Mildred Hall School and author Willem Mount

HOW-TO HYPERLINK: (eg. "gold")



1. Open internet browser and use search engine to find "gold" (google: "images"; or Wikipedia: "gold"; or trusted online encyclopedia: factmonster, yahooligans, elibrary
2. Find the article or picture you want; copy (control-C; or command-C) the URL
3. Go straight to your story; highlight the word "gold"
4. In WORD, "insert" menu; "hyperlink"; paste the URL (control-V; or command-V) into the address line and press "OK"
5. Try out your hyperlink by pressing the "control" button and clicking your hypertext with the mouse

PHOTO CREDITS: gold photo made available for sharing by user PHGCOM in Wikipedia article "gold"; ruby photo made available for sharing by user Louise Oriole in Wikipedia article "ruby."

BIBLIOGRAPHY MAKERS



The student is done researching the essential question involving Louis Riel, for example, and now it is time to make a bibliography.

In this example, the graphic novel by Chester Brown entitled, *Louis Riel: A Comic Strip Biography* was used by the student throughout his/her inquiry.

The student uses the tool bibme.org to create a bibliography. The title of the book is typed into the "Book" field. The book results are shown below. The student highlights the "Select" button to send it into an edit mode as shown below.



The student confirms all the details before selecting the "Add to My Bibliography" button.



A citation is shown in a default format. The student chooses the format required for the assignment and it automatically changes the book details to that format. In this example the APA format was selected.

The student is given the option of immediately downloading as a Microsoft Word file or saving it into his/her account where all their citations will be stored.

Or in this example below, the student may just drag the mouse over the citation, copy and paste into their document. Notice the automatic indenting in the second line.

Brown, C. (2007). *Louis Riel: A Comic-Strip Biography*. Montréal: Drawn And Quarterly (2nd Printing, March, 2007).