Ontario

hands-on social studies

An Inquiry Approach

Grade 5

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Introduction to *Hands-On Social Studies, Grade 5*
Introduction to *Hands-On Social Studies*

**Program Introduction**

The *Hands-On Social Studies* program focuses on developing students’ knowledge, skills, and attitudes through active inquiry, problem solving, and decision making. Throughout all activities, students are encouraged to explore, investigate, and ask questions to heighten their own curiosity about, and understanding of, the world around them.

**What Is Social Studies?**

Social studies is an interdisciplinary study that draws from such traditional disciplines as history, geography, political studies, economics, and law. It involves the examination of communities, both locally and globally. In essence, social studies allows students opportunities to learn about the world around them, helping them become active citizens. Social studies also involves the development of disciplinary thinking, as well as inquiry, communication, and spatial skills. Students apply these skills to develop an understanding of their world by investigating and analyzing different perspectives, which enables them to make decisions and solve problems in everyday life.

The foundational background for social studies includes citizenship, disciplinary thinking, inquiry process, big ideas, framing questions, and spatial skills.

**The Goals of Social Studies**

The *Hands-On Social Studies* program has been designed to focus on the goals of the Ontario Social Studies Curriculum as identified by the Ontario Ministry of Education (2013). These goals are:

- to develop the ability to use the concepts of disciplinary thinking to investigate issues, events, and developments
- to develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgments
- to develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life
- to build collaborative and cooperative working relationships
- to use appropriate technology to help students gather and analyze information, solve problems, and communicate
- to develop the skills, strategies, and habits of mind required for effective inquiry and communication

**The Inquiry Approach to Social Studies**

As students explore the concepts of social studies thinking, they should be encouraged to ask questions to guide their own learning. The inquiry model is based on five components:

1. formulating questions
2. gathering and organizing information, evidence, or data
3. interpreting and analyzing information, evidence, or data
4. evaluating information, evidence, or data, and drawing conclusions
5. communicating findings

Using this model, the teacher becomes the facilitator of the learning process, and students initiate questions, gather information, evaluate findings, and communicate their learning. As such, the process focuses on students’ self-reflections as they ask questions, discover answers, and communicate their understanding.
Hands-On Social Studies Concepts and Expectations

The Ontario Social Studies curriculum for all grade levels is organized into two strands: “Heritage and Identity” and “People and Environments.” The overall expectations, related concepts of social studies thinking, and big ideas for each grade and strand can be found in a chart in the introduction to each unit of the Hands-On Social Studies program. This chart identifies the following components:

Overall Expectations

The overall expectations describe the general knowledge and skills that students are expected to demonstrate at the end of the strand. These are presented in chart form in the introduction to each unit.

Concepts of Social Studies Thinking

The six underlying concepts of all social studies learning are:

1. Understanding historical and spatial significance: Students examine and identify the importance of something, whether it is an event, process, person, object, or location. The determination of significance is usually related to the impact on people or places.

2. Cause and consequence: Students evaluate how events and interactions affect society and/or the environment.

3. Continuity and change: Students compare and evaluate past and present events to determine how some things stay the same, while other things evolve or change over time.

4. Patterns and trends: Students examine characteristics and traits of environments to identify patterns and, over time, to identify trends.

5. Interrelationships: Students explore connections between natural and human systems.

6. Perspective (both historical and geographic): Students analyze and evaluate sources to identify whose perspectives are being represented, and to determine the importance of considering different perspectives when gathering information, data, and research.

NOTE: The Ontario Elementary Social Studies Teachers Association (OESSTA) has developed success criteria for the concepts of social studies thinking, for all strands and units in grades 1 to 6. This document is a useful resource in supporting teachers as they infuse the concepts of social studies thinking into their classroom programs. The OESSTA success criteria are included as a chart at the beginning of each unit.

Big Ideas

Big ideas are the enduring understandings that students carry with them into the future. Big ideas are often transferable to other subjects and real-life experiences.

Specific Expectations

Specific expectations for each strand are presented in chart format in the introduction to each unit. Alongside each specific expectation, corresponding lessons are identified.

Hands-On Social Studies Program Principles

- Effective social studies programs involve hands-on inquiry, field studies, problem solving, and decision making.
- The development of students’ understanding of the concepts of social studies thinking, skills, and attitudes form the foundation of the social studies program.
Children have a natural curiosity about the world around them. This curiosity must be maintained, fostered, and enhanced through inquiry and active learning.

Social studies activities must be meaningful, worthwhile, and connect to real-life experiences.

Teachers should encourage students to ask questions and should themselves model inquiry by formulating and asking their own questions. The teacher's major roles in the social studies program are to facilitate activities and to encourage thinking and reflection.

Social studies should be taught in correlation with other school subjects. Themes and topics of study should integrate ideas and skills from several core areas whenever possible.

The social studies program should encompass a wide range of educational resources, including nonfiction research material, primary source documents and photos, audio-visual resources, technology, as well as people and places in the local community (such as the local neighbourhood, historic sites, museums, Elders, witnesses to historic events).

Assessment of student learning in social studies should be designed to focus on performance and understanding, and should be conducted through meaningful assessment techniques carried on throughout the units of study.

Program Implementation

Program Resources

The Hands-On Social Studies program is arranged in a format that makes it easy for teachers to plan and implement. Units are the selected topics of study for the grade level. The lessons within each unit relate directly to the expectations identified at the start of each unit (see pages 31 and 139), which complement those established in the Ontario Social Studies Curriculum document (2013). Units are organized as follows:

Curriculum Correlations

Four charts are included in this section:

1. Unit Overview. This includes overall expectations, the concepts of social studies thinking, and Big Ideas.
2. Curricular Expectations. This provides correlations between lessons and expectations.
3. Concepts of Social Studies Thinking: Success Criteria. This chart reflects the curriculum focus on concepts of social studies thinking and the application of success criteria for student learning.
4. Cross-Curricular Connections. This presents a synopsis of correlations between lessons in the unit and other subject areas, including Language Arts, Mathematics, Science, the Arts, and Physical Education/Health.

Teachere are encouraged to review these charts prior to beginning the unit, and to refer back to them throughout the teaching and learning process.

Books for Students and Websites

The curriculum charts are followed by a list of student books and several annotated websites that relate to the unit topic.

Introduction to the Unit

Each unit begins with an introduction to the topic of study. This introduction provides a general outline for the unit, brief background information for teachers, planning tips for teachers, and vocabulary related to the unit. It also suggests a culminating task for the end of the unit that the class will work toward.
Lessons
The unit activities are organized into topics based on the specific expectations. Each lesson includes:

Lesson Description
This section describes the lesson and its purpose, including Guided Inquiry Questions, Learning Goals, and the Concepts of Social Studies Thinking upon which the lesson focuses. The Learning Goals are an integral part of the assessment process. From these, students and teachers co-construct success criteria for the lessons, which students will use to monitor their learning.

Information for Teachers
Some lessons provide teachers with content knowledge that focuses specifically on the topic of study. Such information is presented in a clear, concise format.

Materials
A complete list of materials and resources required to conduct the activities is provided. The quantity of materials required will depend on how teachers conduct the activities. If students are working individually, teachers will need enough materials for each student. If students are working in groups, the materials required will be significantly reduced. Many of the identified items are for the teacher to use for display purposes or to make charts for recording students’ ideas. In some cases, visual materials have been provided with the activity in the form of photographs, illustrations, maps, sample charts, and diagrams to assist the teacher in presenting ideas and questions and to encourage discussion. A black-and-white thumbnail reference is included in the appendix, and colour images of the thumbnails can be found in the picture file on the CD at the back of this book.

NOTE: Images on the CD may be projected or printed for use in the lessons. Some activities require that students work with hard copy prints. Other images are intended for use in a slide show or displayed/projected for the whole class. Teachers can choose to use various options based on the availability of projectors, as well as on the needs of their students.

Activating Prior Knowledge
This includes strategies to connect with prior knowledge and experiences related to the learning goals for the lesson, to establish a positive learning environment, and to set the context for learning. The strategies often involve questions that are a starting point, to be augmented by students’ own questions and observations.

Activity
Instructions are given step by step. This procedure includes higher-level questioning techniques and suggestions for encouraging discussion, inquiry, decision making, and problem solving. It also introduces new learning and provides opportunities to practise and apply learning.

Most lessons include activity sheets for students to use to communicate their learning. At the discretion of the teacher, the activity sheets may be completed by individual students, pairs of students, or small working groups. As an option, activity sheets can be projected and completed together as a class.

In some lessons, inquiry guides are provided. These are to be used to model the presentation of content for students, and to ensure the generation of inquiry questions on specific topics. As with activity sheets, inquiry guides can be completed by individual students, pairs of students, small working groups, or projected and completed together as a class.
Consolidate and Debrief
Students are provided with ways to demonstrate what they have learned through consolidation and reflection. This process allows for synthesis and application of inquiry and new ideas.

Extending the Learning
This section includes optional activities intended to extend, enrich, and reinforce the expectations.

Assessment Suggestions
Throughout each lesson, assessment suggestions are provided. These assessment strategies focus specifically on the learning goals of the lesson. In the next section, on page 12, assessment is dealt with in detail. Keep in mind that the suggestions made in the lessons are merely ideas to consider – you may also refer to the other assessment strategies presented in the next section, or use your own techniques.

Accommodating Diverse Learners
It is important to consider the unique learning styles and needs of each student in the social studies classroom. In order to ensure that all students meet with success, including students with special needs and English-language learners, accommodations should be made during activities and assessment. Please see the Ontario Curriculum for Social Studies, pages 37–43, for accommodation guidelines.

Classroom Environment
The classroom environment is inclusive of the diverse backgrounds and learning needs of all students. The strengths students bring to school are identified, nurtured, and used to promote student achievement. Students are encouraged to ask questions, and different perspectives are appreciated.

The classroom environment must also foster the conditions that are required for inquiry and discussion. To promote inquiry in the classroom, consider doing the following:

- Foster an atmosphere that is non-threatening, so that all students are comfortable asking questions.
- Provide lots of opportunities for students to reflect on the questions and discuss their ideas with one another and the teacher.
- Model for students how to gather the information they need so they have an adequate foundation for discussion.
- Ensure questions are clear and vocabulary is appropriate to learners.
- Avoid dominating discussion.
- Provide equal opportunities for all learners to participate.
- Model good questions and questioning strategies.
- Guide students in discovering answers to questions.

The classroom setting is an important component of the learning process. An active environment – one that gently hums with the purposeful conversations and activities of students – indicates that meaningful learning is taking place. When studying a specific topic, the room should display related objects and materials: student work; pictures and posters, maps, graphs, and charts made during activities; and anchor charts of important concepts, procedures, skills, or strategies that are co-constructed with students. Visuals serve as a source of information and reinforce concepts and skills that have been stressed during social studies activities, and also serve to support those students who are visual learners. Charts outlining success criteria are also displayed in the classroom.
Planning Units (Time Lines)
No two groups of students will cover topics and material at the same rate. Planning the duration of units is the responsibility of the teacher. In some cases, the activities described herein will not be completed during one block of time and will have to be carried over. In other cases, teachers may observe that the students are especially interested in one topic, and they may choose to expand upon it. The individual needs of students should be considered; there are no strict time lines involved in the Hands-On Social Studies program. It is important, however, to spend time on every unit in the program so that students focus on all of the curriculum expectations established for their grade level.

Classroom Management
Inquiry is emphasized throughout this program; the manner in which these experiences are handled is up to the teacher. In some cases, teachers may have all students working with materials and resources individually; in other cases, teachers may choose to use small-group settings. Small groups encourage the development of learning skills and social skills, enable all students to be active in the learning process, and mean less cost in terms of materials and equipment. Again, classroom management is left up to the teacher – it is the teacher who, ultimately, determines how the students in his or her care function best in the learning environment.

Social Studies Skills: Guidelines for Teachers
While involved in the Hands-On Social Studies program, students will use a variety of skills while asking questions, conducting inquiry, solving problems, and making decisions. The following provide some guidelines for teachers when encouraging students’ skill development in social studies.

Communication
In social studies, one communicates by means of visuals, maps, diagrams, graphs, charts, models, symbols, as well as with written and spoken language. Communicating spatial and statistical information through visuals includes:

- examining and discussing visuals, and making inferences
- drawing pictures and labelled diagrams
- reading, interpreting, and annotating a variety of maps and globes
- making and labelling maps
- examining and discussing artifacts, and making inferences
- reading and interpreting data from tables and charts
- making tables and charts
- reading and interpreting data from graphs
- making graphs
- making models
- using oral and written language

Visuals
Students should be given many opportunities to examine and discuss visuals related to topics of study. Visuals include illustrations, artwork, photographs, satellite images, aerial maps, and diagrams; in history, it will include primary documents and photographs (originals created during the time period being studied). Observation skills are developed by examining and analyzing such visuals. In turn, students should be encouraged to create their own visuals (e.g., drawings and diagrams) to communicate their understanding of concepts and ideas.
Spatial Skills
Spatial skills involve the use of maps, globes, graphs, and related language.

Maps
When presenting maps or when students make their own maps as part of a specific activity, there are guidelines that should be followed. Maps should have an appropriate title that indicates specifically the information being presented. Maps may also have:

- a compass rose, which is used to identify directions
- a legend, which describes the symbols used on the map
- a scale, which communicates relative area and distance

As students progress through the grade levels, they should become proficient in reading maps and in producing maps that include the above-mentioned components, as in the following example:

Maps convey various types of information—geographical locations, physical land features, population, natural resources, vegetation, and so on. Students should be provided with opportunities to use, read, and construct a variety of maps in order to develop these skills of communication on social studies.

Mapping skills are best integrated within student inquiries, rather than as discrete topics. Students should be encouraged to ask simple geographic questions, such as the following:

- Why is that town there?
- How are landforms and waterways used?

Mapping activities should also include the use of geotechnologies. There are many digital websites that teachers and students can use to map and analyze communities and their characteristics (see Websites and Videos, page 36 and Websites, page 144).

Spatial Journals
A spatial journal, which is used in geography, is a type of annotated map. It is useful as a teaching and learning strategy for connecting text to maps. It is a visual representation, or map, that includes information relevant to specific locations. In its simplest form, the development of a classroom spatial journal might involve attaching sticky notes—with inquiry questions and answers (or interesting anecdotes related to the topic of study)—to a wall map. Map locations are numbered and correspond to numbers on the notes. The notes and locations are also connected with lines (which could be made of string or wool), as in the example on page 9.
Technology such as Google Earth or ArcGIS Explorer can also be used to create spatial journals.

**NOTE:** Spatial journals are especially useful when addressing concepts related to the People and Environments strand of the Ontario Social Studies curriculum. However, annotated maps are also useful when exploring the units in the Heritage and Identity strand.

**Charts**

Charts require appropriate titles, and both columns and rows need specific headings. All of these titles and headings should be capitalized. A chart can be in the form of a checklist or can include room for additional written information and data. For example:

**Data Chart**

<table>
<thead>
<tr>
<th>Area of Provinces and Territories</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Province/Territory</td>
<td>Land (km²)</td>
<td>Freshwater (km²)</td>
</tr>
<tr>
<td>Yukon</td>
<td>478970</td>
<td>4480</td>
</tr>
<tr>
<td>Manitoba</td>
<td>548360</td>
<td>101590</td>
</tr>
<tr>
<td>Ontario</td>
<td>891190</td>
<td>117390</td>
</tr>
</tbody>
</table>

**Checklist Chart**

<table>
<thead>
<tr>
<th>Location of Countries of the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Canada</td>
</tr>
<tr>
<td>Australia</td>
</tr>
<tr>
<td>New Zealand</td>
</tr>
</tbody>
</table>

**Graphs**

There are guidelines that should be followed when presenting graphs or when students are constructing graphs.

*A bar graph* is a common form of communication used in the early grades. Bar graphs should always be titled so that the information communicated is easily understood. The title should be capitalized in the same manner as one would title a story. Both axes of the graph should also be titled and capitalized in the same way. In most cases, graduated markings are noted on one axis, and the objects or events being compared are noted on the other. On a bar graph, the bars must be separate, as each bar represents a distinct piece of data.

*A double bar graph* is commonly used when comparing similar attributes in two different sets, events, or objects.

*A broken line graph* is used to communicate data when measuring an object or event over a period of time. For example, a broken line graph may be used to present local daily temperatures over a period of one week.
For example:

Bar Graph

**Where We Live**

<table>
<thead>
<tr>
<th>Type of Home</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>House</td>
<td>10</td>
</tr>
<tr>
<td>Apartment</td>
<td>5</td>
</tr>
<tr>
<td>Duplex</td>
<td>7</td>
</tr>
</tbody>
</table>

Models

When students are given the opportunity to construct models, they present their learning in a concrete manner. Modelling also serves as an excellent precursor to more abstract tasks. For example, when students build a concrete model of a community and look at the model from above, they better understand how maps are created to communicate physical locations.

Vocabulary

Communicating involves using the language and terminology of social studies. This can be complex, because it often includes technical terms and words from many languages. Students should be encouraged to use the appropriate vocabulary related to the topics of study (e.g., community, province, country, culture, tradition, origin, urban, and rural). As well, teachers should use, and encourage students to use, vocabulary related to the inquiry model and spatial skills.
Vocabulary related to spatial skills includes the language of location. Descriptions of relative location use terms such as near, far, close, beside, above; as well as cardinal directions (north, east, south, west); and intermediate directions (northeast, northwest, southeast, southwest). Absolute location uses terminology that is not related to another location; for example, latitude, longitude, address, and postal code are examples of absolute location.

Students should use the vocabulary and terminology both orally and in written form, as appropriate to their developmental stages. Consider developing word walls and whole-class or individual glossaries whereby students can record the terms learned and define them in their own words. Glossaries can also include sketches, labelled diagrams, and examples.

**Geographic Definition**

In defining geography, Charles Gritzner (2002, 38–40) notes that all geographic inquiry should begin with the question, “Where?” He suggests that geographers, and learners of geography, also investigate why they are where they are, or why events happen where they happen. And, because these events, features, and conditions have impact on humans, it is worthwhile to consider why they are important to us. Gritzner has condensed these ideas into a short but meaningful phrase: “What is where, why there, and why care?”

For teachers, the use of the geographic definition is valuable when exploring geographical issues, and can be considered when posing questions to students. For example:

- When investigating provincial parks, discuss where they are located, why they are located in those places, and how humans impact the natural environment in those parks.

These kinds of inquiries generate thoughtful discussion related to geographical issues while fostering connections to students’ real-life experiences.

**NOTE:** The geographic definition is directly connected to concepts in the People and Environments strand of the Ontario Social Studies Curriculum. As such, in the introduction to these units, specific details are provided to assist teachers and students in exploring the geographic definition as it relates to the unit of study.

**Research**

Research is to be done within an inquiry approach. Research involves the following:

- asking questions
- locating information from a variety of reliable sources
- organizing the information
- interpreting and analyzing information
- presenting findings

To enhance the learning experience, teachers should always provide a structure for the research that highlights student-generated questions, as well as a format to be followed. It is also essential that teachers review research resources (both print and online) to ensure that they are appropriate for student use. Suggestions for research guidelines are presented regularly throughout the *Hands-On Social Studies* program.
The Hands-On Social Studies Assessment Plan

The Hands-On Social Studies program provides a variety of assessment tools that enable teachers to build a comprehensive and authentic daily assessment plan for students. Based on current research about the value of quality classroom assessment (Davies 2011), suggestions are provided for authentic assessment, which includes assessment for learning, assessment as learning, and assessment of learning.

Ontario’s policy on assessment is outlined in the document Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (see <www.edu.gov.on.ca/eng/policyfunding/success.html>). The document outlines a fundamental shift in the roles of teachers and students in the learning process:

In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning. The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a “lead learner,” providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.

The primary purpose of assessment is to improve student learning. Assessment for learning provides students with descriptive feedback and coaching for improvement. Assessment as learning helps students self-assess by developing their capacity to set their own goals, monitor their own progress, determine their next steps in learning, and reflect on their learning. Assessment of learning is summative in nature and is intended to identify student progress in relation to learning expectations. The challenge for educators is to integrate assessment seamlessly with other learning goals. The Ontario assessment model uses the following process:

- **Establish learning goals from curriculum expectations:** Lessons include learning goals in student-friendly language that have been developed from curriculum expectations. These learning goals are to be shared with students and used to guide instruction.

- **Develop success criteria:** These descriptors are written in student-friendly language to help students understand what successful learning looks like. Criteria can be established by the teacher, using assessment task exemplars of student work, or by using the Achievement Chart from the Ontario Curriculum for Social Studies, grades 1 to 6 (page 16). Success criteria can also be determined in collaboration with students.

- **Provide descriptive feedback:** In conversation with students, identify what criteria they have and have not met, and provide any needed instruction. At this stage, teachers work with students to identify next steps to determine how students may improve. This may include differentiating instruction.
Assessment Plan

- Use information for peer and self-assessment: Students assess their own work and the work of others to determine what still needs to be done.

- Establish individual goals: Students determine what they need to learn next and how to get there.

The *Hands-On Social Studies* program provides assessment suggestions, rubrics, and templates for use during the teaching/learning process. These suggestions include tasks related to assessment for learning, assessment as learning, and assessment of learning.

**Assessment for Learning**

It is important for teachers to assess students’ understanding before, during, and after a social studies lesson. The information gathered helps teachers determine students’ needs and then plan the next steps in instruction. Students may come into class with misconceptions about the concepts of social studies thinking. By identifying what they already know, teachers can help students make connections and address any challenging issues.

To assess students as they work, use the assessment-for-learning suggestions provided with many of the activities.

When assessment for learning is suggested in a lesson, the following icon is used:

![aFl](image)

While observing and conversing with students, teachers may use the *Anecdotal Record* sheet and/or the *Individual Student Observations* sheet to record assessment-for-learning data.

- **Anecdotal Record**: To gain an authentic view of a student’s progress, it is critical to record observations during social studies activities. The *Anecdotal Record* sheet, presented on page 18, provides the teacher with a format for recording individual or group observations.

- **Individual Student Observations**: When teachers wish to focus more on individual students for a longer period of time, consider using the *Individual Student Observations* template, found on page 19. This template provides more space for comments and is especially useful during conferences, interviews, or individual student performance tasks.

Students should have a method to monitor this feedback from the teacher. Students may use the *Social Studies Journal* (a template for the journal is included with lesson 1 in each unit), add notes to their portfolios, or keep online social studies blogs or journals to record successes, challenges, and next steps related to the learning goals.

**Assessment as Learning**

It is important for students to reflect on their own learning in relation to social studies. For this purpose, teachers will find a *Student Self-Assessment* sheet on page 23, as well as a *Student Reflections* sheet on page 24. In addition, the *Social Studies Journal* will encourage students to reflect on their own learning.

When assessment as learning is suggested in a lesson, the following icon is used:

![aAl](image)

Student reflections can also be done in many ways other than using these templates. For example, students can:

- interview one another to share their reflections on social studies
write an outline or brief script and make a video reflection
create an electronic slide show with an audio-recording of their reflections

Assessment of Learning

Assessment of learning provides a summary of student progress related to the accomplishment of the learning goals at a particular point in time. It is important to gather a variety of assessment data to draw conclusions about what a student knows and can do. As such, consider collecting student products, observing processes, and having conversations with students. Teachers should also consider which student work is formative and which is summative in their deliberations. Only the most recent and consistent evidence should be used.

When assessment of learning is suggested in a lesson, the following icon is used:

Assessment of learning suggestions are provided with the culminating lesson of each unit of the Hands-On Social Studies program. Teachers may use the Anecdotal Record sheet, found on page 18, the Individual Student Observations sheet, found on page 19, and the Rubric, found on page 21, to record student results.

Performance Assessment

Both assessment for learning and assessment of learning include performance assessment. Performance assessment is planned, systematic observation and assessment that is based on students actually doing a specific social studies activity. Teacher- or teacher/student-created rubrics can be used to assess student performance.

A sample rubric and template for teacher use are included on pages 20 and 21. For any specific activity, before the work begins, the teacher and students should together discuss success criteria for completing the task. This will ensure that the success criteria relate to the lesson’s learning goals. The teacher can then record these criteria on the rubric.

When conducting assessment for learning, the rubric can be reviewed with students to determine strengths, challenges, and next steps related to learning goals.

When conducting assessment of learning, the rubric can be used to determine summative data. For example, teachers can use the rubric criteria to assess student performance, and students can receive a check mark point for each criterion accomplished to determine a rubric score from a total of four marks. These rubric scores can then be transferred to the Rubric Class Record, found on page 22.

When using the rubric for assessment of learning, consider using four levels of achievement to correlate with the Ontario Social Studies Achievement Chart (see page 16). For example:

1. Achievement that falls much below the provincial standard
2. Achievement that approaches the provincial standard
3. Achievement that meets the provincial standard
4. Achievement that surpasses the provincial standard

The Hands-On Social Studies program provides numerous opportunities for students to apply their skills. By considering the same levels of achievement throughout the year, teachers should be able to track student learning and
determine when students have a thorough understanding and in-depth application of concepts and skills.

**Portfolios**

A portfolio is a collection of work that shows evidence of a student’s learning. There are many types of portfolios – the showcase portfolio and the progress portfolio are two popular formats. Showcase portfolios highlight the best of students’ work, with students involved in the selection of pieces and justification for choices. Progress portfolios reflect students’ progress as their work improves and aim to demonstrate in-depth understanding of the materials over time.

Select, with student input, work to include in a social studies portfolio or in a social studies section of a multi-subject portfolio. Selections should include representative samples of student work in all types of social studies activities. Templates are included to organize the portfolio (**Portfolio Table of Contents** is on page 25, and **Portfolio Entry Record** is on page 26).

**Summative Achievement Levels**

At the end of each unit, the teacher can determine achievement levels for each student. All assessment information gathered throughout the unit can be used to identify these levels, by referring to the Ontario Social Studies Achievement Chart on page 16.

A black line master, **Summative Achievement Levels**, is included on page 27 for recording this information.

**Important Note to Teachers**

Throughout the *Hands-On Social Studies* program, suggestions are provided for assessment for learning, assessment as learning, and assessment of learning. Keep in mind that these are merely suggestions. Teachers are encouraged to use the assessment strategies presented in a wide variety of ways, and to ensure that they build an effective assessment plan using these assessment ideas, as well as their own valuable experiences as educators.

**References**


Unit 5A

First Nations and Europeans in New France and Early Canada
## Unit Overview

<table>
<thead>
<tr>
<th>Overall Expectations</th>
<th>Concepts of Social Studies Thinking</th>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1. Application</strong></td>
<td>Cause and Consequence; Continuity and Change</td>
<td>Interactions between people have consequences that can be positive for some people and negative for others.</td>
</tr>
<tr>
<td>Analyze some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713.</td>
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<tr>
<td><strong>A2. Inquiry</strong></td>
<td>Perspective; Interrelationships</td>
<td>When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships.</td>
</tr>
<tr>
<td>Use the social studies inquiry process to investigate aspects of interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved.</td>
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<tr>
<td><strong>A3. Understanding Context</strong></td>
<td>Significance; Interrelationships</td>
<td>Cooperation and conflict are inherent aspects of human interactions/relationships.</td>
</tr>
<tr>
<td>Describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France.</td>
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</table>
Introduction to the Unit

In this unit, students will discover ideas about various First Nations and European settlers in the area of New France to the year 1713. They will learn how to find, investigate, and understand information from primary sources, paintings and sketches, diary entries, and video representations expressing a range of perspectives leading to an understanding of those times and their relationship to Canada today.

The culminating activity for this unit is an in-class Heritage Fair. This format allows students to create their own research inquiry question as it relates to the general content of the unit. They will work independently or in small groups to create an inquiry project that will require attention to detail, research, inquiry, and presentation skills. The project will conclude with a presentation showing what they chose to explore and how they came to the conclusions they did. A detailed explanation of this culminating activity is in the final lesson of the unit.

NOTE: Comprehensive inquiry requires sufficient time to develop, so students should begin their investigations well before the end of the unit.

Planning Tips for Teachers

This unit focuses on the area once called New France, which now encompasses much of Eastern Canada, Quebec, and Ontario. Because of the proximity, there are numerous opportunities to examine artifacts, historical locations, and representations, which can provide a rich set of experiences for students. Consider field trips to various local and regional museums and historical sites.

Heritage Fairs

- [www.canadashistory.ca/Kids/Heritage.aspx](http://www.canadashistory.ca/Kids/Heritage.aspx)
  Canada’s History for Kids – Heritage Fairs. A bilingual educational initiative that encourages students to explore Canadian heritage in a dynamic, hands-on learning environment, using the medium of their choice to tell stories about Canadian heroes, legends, milestones, and achievements. Students then present the findings of their research at public exhibitions across Canada. Note that links to important Heritage Fairs content – such as “Find Your Fair” (fair registry) and project tips/topic idea – can be found about halfway down the Heritage Fairs homepage.

- [www.ohhfa.ca](http://www.ohhfa.ca)
  Ontario Heritage Fairs Association/Heritage Fairs Program. The Ontario Heritage Fairs Association offers students the opportunity to explore the many aspects of their Canadian heritage in a dynamic learning environment and to present the results of their efforts in either French or English in a public exhibition. The Heritage Fairs Program is a noncompetitive multi-media initiative developed to increase public awareness and interest in Canadian history.

Teachers should introduce the culminating project to students at least three to four weeks before the class reaches the end of the unit, which will allow them time to seek primary resources and to coordinate the development of their projects. Allow some time for students to work on their projects each day or every other day to help keep them on track as they proceed through some of the other lessons in the unit. As students further develop their learning through the last few lessons of the unit, their understanding of their specific topics will be further enhanced.
Historical Places, Museums, and Archives

Ontario is replete with historical places, museums, and archives. Many of these focus on the period before 1713, and many include information about First Nations peoples, encouraging individuals to learn more about their histories and cultures. Find locations near your school, and take advantage of the opportunities to visit.

First Nations Guest

Invite a First Nations guest to talk to your class about his or her culture and history.

Videos

- curio.ca/en/collections/canada-a-peoples-history/1268
  Canada: A People’s History videos are produced by CBC Television. Episodes 1 through 3 of this epic story of Canada and its people are particularly useful in addressing the period represented in this unit. This series is available through most public libraries, many school libraries, and can also be purchased for use in the classroom (<www.cbc.ca/history/GENCONTSE4EP99CH8PA1LE.html>). The series is used throughout this unit of Hands-On Social Studies.

Take advantage of opportunities for research that your students can access easily. Instill in them a desire to find primary source information.
so they can develop a critical eye to determine the importance of artifacts and information. Use the videos available and be vigilant about maintaining a balance of different perspectives so students will begin to understand various points of view.

**Vocabulary Related to the Unit**

Throughout this unit, teachers should use, and encourage students to use, vocabulary such as: alliance(s), bishop, climate, conflict, contact, cooperation, coureur(s) de bois, culture, European, explorer, Filles du Roi, First Nation, governor, Haudenosaunee, intendant, interactions, missionary, seigneurial system, shaman, and Wendat.

Also, consider including vocabulary related to the social studies inquiry model. This includes vocabulary related to:

- asking questions
- gathering and organizing information
- analyzing and interpreting information
- evaluating and drawing conclusions
- communicating learning

The vocabulary of the inquiry process may include terminology such as: access, analyze, ask, assess, brainstorm, collect, communicate, compare, connect, consider, construct, create, describe, develop, draw conclusions, estimate, evaluate, explain, explore, find, follow, gather, graph, identify, improve, interpret, invest;igate, measure, observe, order, organize, plan, predict, propose, recognize, record, repeat, research, respond, select, survey, and tally.

As well, students should be encouraged to use vocabulary related to spatial skills such as: atlas, bar graph, cardinal directions, demographic map, digital map, double bar graph, geographic zone, globe, legend, line graph, location, map, relative direction (e.g., right, left, in front, behind), scale, symbol, thematic map, and title.

Furthermore, as appropriate, teachers should use, and encourage students to use, language related to the social studies thinking concepts such as: cause, change, consequence, importance, interrelationships, pattern, perspective, result, significance, and trend.

**NOTE:** A success criteria chart for the concepts of social studies thinking is included on page 33 to guide teachers in their focus on these concepts during this unit of study.

Throughout the course of this unit, a glossary is referred to, where students are encouraged to record new terminology, along with definitions and illustrations. A template for the glossary appears at the end of lesson 1. As well, a social studies word wall can be created on a bulletin board or simply on a piece of poster paper, so as not to take up too much space. On the bulletin board or poster, record the vocabulary that is introduced throughout the unit, along with related visuals, examples, and definitions. Ensure that the word wall is placed in a location where students can easily see and access the words.
Launching the Unit: Learning From History

The purpose of this lesson is to have students explore the meaning of the term history, as it pertains to their own lives and to the study of the past. They will also be introduced to the inquiry model by asking questions and finding information on what life was like in Canada in the past (until the early 18th century), and comparing it to present-day Canada.

Guided Inquiry Questions:
- What are the most significant differences between life in Canada today and life in the past?
- How has daily life changed or stayed the same over time?

Learning Goal:
- We are learning to explore the concept of the past.

Concepts of Social Studies Thinking:
- Perspective
- Continuity and Change

Background Information for Teachers

History is the record of what happened in the past. The study of history involves establishing the facts, interpreting them, and explaining their importance.

Materials
- chart paper
- markers
- sticky notes
- projector
- Image File: People in Early Canada (See appendix, page 249, for black-and-white thumbnail references. Colour images can be found on the CD at the back of this book. Print a full-page copy of each images, or project the images.)

Activity Sheet: Comparing People of Canada of the Past to People of Canada Today (A.1.1)
- tape, glue sticks, or paper clips
- Template A: Glossary (A.1.2)
- Template B: Social Studies Journal Sheet (A.1.3)
- Template C: Book Report (A.1.4)
- Template D: Text Frame (A.1.5)

Activating Prior Knowledge

Distribute sticky notes to students, and ask them to each record a description of an important event that happened in the past. This may include events from their own lives or broader historical events.

Have students share their ideas with a partner and then to the class. Compare students’ recorded events to find similarities and differences. Ask:
- What does the past mean?
- How are the events you recorded the same as those recorded by your peers?
- How are the events different?

Discuss students’ ideas related to events that have occurred in the past, whether it be yesterday, one week ago, or five years ago.

Assessment for Learning

Observe students as they record and share their ideas. Consider the following:
- Are students making comparisons, showing similarities and differences?
- Are they beginning to understand the concept of the past?
Activity: Part One
Project an image from Image File: People in Early Canada (from CD). Have students carefully examine the image, and ask:
- What do you see in this image?
- What are the people doing?
- How are they dressed?
- Does this image portray people from the past, the present, or the future? How do you know?
- Where do you think these people lived?
- How are these people different from people today?
- How are they the same?

Draw a large intersecting Venn on chart paper, similar to the one on Activity Sheet: Comparing People of Canada of the Past to People of Canada Today (A.1.1). As a class, discuss the projected image, and record similarities and differences between the people depicted in the image and people of today.

Activity: Part Two
Project the same image used in Activity: Part One. In the centre of a sheet of chart paper, record the term history, and circle it. Ask:
- What can you learn from looking at this kind of image?
- What does the term history mean?

Have students share their understanding of the term, and record their ideas as a concept web. Ask:
- Have you read books or watched shows/movies about historical events?
- What have you learned about history in earlier grades?

Have students share their past experiences and knowledge. Record these on the concept web. Ask:
- Do you think it is important to learn about history? Why or why not?

Record students’ ideas on the concept web, which may emerge as follows:

- **What is history?**
  - how people lived long ago
  - how we got here
  - why we live the way we do
  - how different societies developed

- **How do we learn about history?**
  - primary sources (diaries, letters)
  - artifacts
  - experts (historians, archaeologists)
  - books
  - videos, movies

- **What have you learned from history?**
  - Canada’s First Peoples
  - why people came to Canada
  - fur trade
  - explorers
  - settlers
  - history of our community

- **Why is history important?**
  - we learn from the past
  - we understand our ancestors
  - it is interesting to know how people used to live

Activity: Part Three
Divide the class into working groups. From the image file, provide each group with one of the other images, which exemplify daily lives of people in early Canada.

Have the groups discuss their image, focusing on what it shows about people of the past.

Provide each group with a copy of Activity Sheet: Comparing People of Canada of the Past to People of Canada Today (A.1.1). Have students record the similarities and differences between the people depicted in the image and people of Canada today.
Then, distribute a piece of chart paper and a marker to each group, as well as tape, a glue stick, or a paper clip. Have students make a larger version of their Venn diagram on the chart paper and use the tape, glue, or paper clip to attach their image to the chart paper Venn.

Activity Sheet
Directions to students:
On the Venn diagram, record the similarities and differences between the people depicted in the image and people of Canada today (A.1.1).

Consolidate and Debrief
Have groups share their images and Venn diagrams with the class.

Discuss the similarities and differences among people from Canada’s past and today. Encourage students to infer why life has changed over time.

Assessment for Learning
Observe students as they work in groups, present their work, and discuss the changing lives of people in Canada. Focus on their ability to:

- acquire information from an image
- draw conclusions and make inferences from a visual representation
- discuss their ideas about (including similarities and differences between) people in Canada then and now.

Extending the Learning
- Create a class social studies word wall for this unit. Add new and important vocabulary from the lesson to the word wall, along with related visuals and examples.
- Have students create personal glossaries to record, illustrate, and provide examples of new and important terminology introduced in this lesson. Template A: Glossary (A.1.2) is included at the end of the lesson for this purpose.
- Have students create social studies journals in which to record their activities, ideas, conceptual understandings, and learning goals. Template B: Social Studies Journal Sheet (A.1.3) is included at the end of this lesson for this purpose. Photocopy several sheets for each student, add a cover, and bind the sheets together. Students can then create their own title pages for their journals. Students may also use the blank reverse side of each page for other reflections. For example, have students draw or write about:
  - new social studies challenges
  - favourite social studies activities
  - real-life experiences with social studies
  - mapping skills and concepts
- Begin a social studies library of books about Early Canada, and use the books to fill a class book box of resources relevant to the unit. Have students spend brief periods of time at the beginning or end of class reading silently from a book they find in the book box and then sharing one fact they learned from the book with the rest of the class. The book box can also be used for research, as well as for specific tasks such as book reports.
- Have each student choose a book from the classroom social studies book box and complete a book report on it. Book reports enable students to learn to summarize information, and to learn about the importance of bibliographical information for giving proper credit to authors of books. It is important to note that these book report assignments are as valuable for use with nonfiction books as with fiction books. Template C: Book Report (A.1.4) is included at the end of this lesson.
To develop students’ skills in accessing information from nonfiction sources, text frames are valuable tools. Template D: Text Frame (A.1.5) is included at the end of this lesson. Students select a section of text from a resource related to the topic of study. They then reformat the text so that it fits into the left column of the text frame. Students use highlighters of three different colours: one is to highlight information they already know, another is to highlight information they need to learn, and a third is to highlight ideas they wonder about. In the right-hand column, have students make jot notes related to the text. Paraphrasing information is the focus, and having students make sense of text in their own language. Paraphrasing is different from summarizing, as it involves the restatement of the meaning of a text using other words. Consider modelling this process with various text selections, and then have students continue this exercise throughout the unit.

Have students interview parents/guardians, grandparents, and other relatives from preceding generations to find out what childhood was like for them. Create interview questions together as a class, and have students share results with the class and make comparisons.
Comparing People of Canada of the Past to People of Canada Today

People of Canada Today

People of Canada of the Past
# Glossary

<table>
<thead>
<tr>
<th>Definition</th>
<th>Term</th>
<th>Illustration</th>
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Social Studies Journal Sheet

Today in social studies, I __________________________________________
____________________________________________________________________
____________________________________________________________________
I learned __________________________________________________________________
____________________________________________________________________
____________________________________________________________________
I would like to learn more about __________________________________________
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____________________________________________________________________

Social Studies Journal Sheet

Today in social studies, I __________________________________________
____________________________________________________________________
____________________________________________________________________
I learned __________________________________________________________________
____________________________________________________________________
____________________________________________________________________
I would like to learn more about __________________________________________
____________________________________________________________________
____________________________________________________________________
Book Report

Bibliographic Information

Title: __________________________________________

Author: ________________________________________

Publisher: ______________________________________

Publication Date: ________________________________

Summary: What information is presented in the book?

Make a sketch of your favourite illustration in the book.

Record two questions that you have about the information in the book.

1. ______________________________________________

2. ______________________________________________
Learning From Primary and Secondary Sources

The purpose of this lesson is to have students examine a variety of primary and secondary sources and learn how to critically examine and use images as sources of information. Students will also infer about early Canadian people's culture and way(s) of life.

**Guided Inquiry Questions:**
- How are images used as a source of historical information?
- How can I use sources as historians use them?
- What can artifacts and documents teach me about the past?
- If there were no written texts about the past, how could I find out about the past?

**Learning Goals:**
- We are learning about critical-thinking questions in order to make inferences about primary and secondary sources.
- We are learning how to work with primary and secondary sources.
- We are learning how to use and interpret/infer information from a variety of sources (images, documents, artifacts, maps).

**Concepts of Social Studies Thinking:**
- Perspective

**Information for Teachers**
Primary sources are records of information that are created during the time that an event happens or by a person who actually experiences the event. Primary sources include original documents (speeches, diaries, manuscripts, letters, newspaper accounts), photographs, and artifacts (jewellery, clothing, pottery, and so on). Examples include the diaries of Mackenzie King, letters from war veterans, the photograph of Donald Smith driving the last spike of the Canadian Pacific Railway, a handwritten poem by Louis Riel as he awaited execution, and a parfleche (a dried animal hide, with the hair removed, stretched on a frame) used for carrying pemmican.

Secondary sources are works in which the author interprets, analyzes, or summarizes events, based on the study of primary sources. These include things such as textbooks, magazine articles, encyclopedias, biographies, and other nonfiction works. Photographs of some primary sources, such as artifacts, are classified as secondary sources since the viewer cannot get the same information as he or she could from the original item (e.g., material, true dimensions, view from all sides).

While primary sources are preferable for use in the classroom for developing critical-thinking and related social studies skills, it is not always possible to access these from a given time period. Therefore, secondary sources may be used as an alternative.

It is important for teachers to note that at the end of this unit, students will instigate comprehensive inquiry projects – the concept to which students should now be introduced. Review briefly the culminating inquiry project presented in lesson 14, and have students start thinking about project ideas now and mentally processing the overall task, which should actually begin about three to four weeks before you reach the end of the unit.

**Materials**
- Image File: Artifacts From Early Canada (See appendix, page 249, and the CD at the back of this book. Project as a slide show, and print out a full-page copy of each image.)
- LCD projector or Smart board (optional)
- student dictionaries
- chart paper
- markers
- Activity Sheet: Examining Artifacts (A.2.1)
Activating Prior Knowledge
Display a slide show of Image File: Artifacts From Early Canada (from CD). Ask:
- What do you think the objects shown all have in common?
- What would you call these objects?
- Where could they have come from?

Record the term archaeologist on chart paper. Ask:
- What do you know about archaeologists?
- Have you ever read a book or watched a movie about someone who was an archaeologist? (If students are familiar with the Indiana Jones movies, the title character is an archaeologist.)
- What do archaeologists do?
- Do you think this would be an interesting job? A challenging job? Why? Why not?

Focus again on the images in the slide show. Ask:
- What do you think an archaeologist calls the objects shown in the images?

Record the term artifact on chart paper. Ask:
- What do you think this term means?

Activity: Part One
Divide the class into six working groups, and provide each group with a colour printed copy of one of the images from Image File: Artifacts From Early Canada, along with a copy of Activity Sheet A: Examining Artifacts (A.2.1). Explain to students that an archaeologist would examine these kinds of artifacts to learn about the past.

Review the activity sheet, and model the process for completion with students. Then, in their groups, have them discuss what they think the artifact in their image could be, what they think it is made of, and what they think it could have been used for.

Provide time for students to discuss their image and complete one row on the activity sheet. Then, rotate the images among the groups so that each group has a new artifact to examine. Have the groups complete another row on the activity sheet. Continue with this process until all groups have examined all six images.

Activity Sheet
Directions to students:
For each image, describe what you think the artifact shown is, what it is made of, and what it was used for (A.2.1).

Activity: Part Two
Present a slide show of Image File: Primary and Secondary Sources. As each image is displayed, discuss it with students. Ask questions such as:
- What is this?
- What can you learn from this?
Also, have students generate inquiry questions about each image, and record these on chart paper. For example:

- Who drew this map?
- When was this map created?
- What does the map show?
- Where in Canada is this place?
- What materials were used to create the map?

Use the information in the appendix to provide background on each of these artifacts.

Also, use the Information for Teachers section, page 50, to discuss primary sources. Explain that artifacts are primary sources because they come from the actual time being studied and were created by people living in that time period. We can learn from them by inferring how people used them and how they helped people survive.

Now, display a variety of secondary sources (or photos of them) related to Canada’s past (books/textbooks, encyclopedias, biographies, websites, and so on). Ask:

- How are these sources of information different from primary sources?

Explain that secondary sources are created after the event to which the source relates. Also, discuss ways we can use both primary and secondary sources to learn about history.

**Assessment for Learning**

Observe students during the activities and discussions. Focus on their ability to share background knowledge and make inferences.

**Consolidate and Debrief**

Randomly display the images of artifacts, primary sources, and secondary sources used in the lesson. As a class, have students sort the images into primary and secondary sources. Ask them to justify their sorting. On mural paper, create a t-chart to display the images.

<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
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Discuss the value of using various sources when learning about history. Ask:

- What are the benefits of using primary sources when learning about history?
- How do secondary sources help you learn about history?
- Do you think it is important to use both kinds of sources? Why? Why not?

**Assessment as Learning**

Have students complete a journal entry to answer the following question:

- What have I learned from examining primary and secondary sources?

**Extending the Learning**

- Add new and important vocabulary from the lesson to the social studies word wall, along with related visuals and examples.
- Have students use their personal glossaries (A.1.2) to record, illustrate, and provide examples of new and important terminology from the lesson.
- Have students use their socials studies journals (A.1.3) to reflect on the lesson’s activities, ideas, and conceptual understandings, as well as new learning goals and ongoing questions.
## Examining Artifacts

<table>
<thead>
<tr>
<th>Artifact</th>
<th>What We Think It Is</th>
<th>What We Think It Was Made Of</th>
<th>What We Think It Was Used For</th>
<th>Questions We Have About This Artifact</th>
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The Early First Nations Peoples of Eastern Canada

The purpose of this lesson is to guide students through an investigation of the First Nations Peoples of Eastern Canada, where they lived before 1713, and where they live now. Students will draw maps (depicting “then” and now) and compare the results, drawing conclusions about the changes.

Guided Inquiry Question:
- Who were the early First Nations peoples of Eastern Canada?

Learning Goals:
- We are learning about the various First Nations occupying Eastern Canada before they had contact with European settlers.
- We are learning to create maps showing original settlement locations of First Nations peoples in Eastern Canada (before contact with Europeans) and to compare these to other maps we create showing current settlement locations of First Nations peoples.
- We are learning to draw conclusions about how and why these locations may have changed.

Concepts of Social Studies Thinking:
- Cause and Consequence
- Continuity and Change

Information for Teachers
The First Nations peoples of the past depended on the environment to survive. The environment shaped their way of life: geography, vegetation, climate, and natural resources of the land determined the ways they survived. The six major groups of First Nations peoples living in what is now Canada include the peoples of the Northwest Coast, the Plateau, the Plains, the Eastern Woodlands, the Arctic, and the Subarctic. Those peoples who lived in Eastern Canada, the focus of this unit, are discussed at right.

Eastern Woodlands Peoples
These nations lived on the land around the Great Lakes, the St. Lawrence River, the Atlantic coast, and the Ohio River. The rolling hills and valleys of the region were covered with hardwood forests, and there were many lakes, rivers, and streams. The climate was warm in the summer and cold in the winter. The people who lived in this region included the Algonquian-speaking nations of the Mi‘kmaq, Odawa, Algonquin, Abenaki, Anishinabe (Ojibwa) Potawatami, Wolastoqi (Maliseet), and Weskarini, all of whom were primarily hunters, gatherers, and fishers. As well, Iroquoian-speaking farmers who grew corn, beans, and squash, which was augmented by hunting, lived in the region. These included the five nations of the Haudenosaunee [HO-DEH-no-SHAW-ne] (Haudenosaunee) – Mohawk, Oneida, Onondaga, Cayuga, and Seneca – as well as the Wendat, Petun, Neutral, and Erie.

Eastern Subarctic Peoples
These nations lived in the boreal forests of the Eastern Subarctic. The vast, forested area stretches from the east coast of Newfoundland to the north-central area of Saskatchewan. Summers were warm and dry, while winters were long, cold, and snowy. Forests of pine, birch, and maple were home to moose, elk, deer, rabbits, and caribou. These animals would move with the seasons, and the people followed. They included the Algonquian-speaking Nehiyawak (Cree), Anishinabe (Ojibwa), Beothuk, and Innu (Montagnais and Naskapi).

Arctic Peoples
These nations lived on flat, treeless land in the northernmost regions of Canada, much of it on islands of the Arctic Ocean. In some places within this region, the ground is frozen year round. The people in this area were extremely resourceful – they were hunters who used every