

Exploring Canada's First Peoples

Submitted by: Shirley Wolfe and Barbara Austin

Date: 2001 STUDY CANADA Summer Institute

Description:

Students will use a "Literature Circle" format to read and discuss the nonfiction books about Canada's First Peoples.

Grade Level:

6th Grade

Subjects:

Social Studies

Duration:

2 Weeks or 10 classes.

Objectives:

1. Recognize that the first Canadians were made up of peoples with a variety of cultures.
2. List the 6 cultural groups of the early peoples of Canada.
3. Identify the Inuit and describe their origins.
4. Describe how the early peoples of the Sub-Arctic and Eastern Woodlands lived.
5. Summarize the use of natural resources by the first Canadians.
6. Define "myths"; determine how they affected the everyday life of the Northwest Coast peoples.
7. Explain how totem poles are a part of Canada's culture.
8. Recognize the link between the environment and quality of life of Canada's early peoples.
9. Locate each of the five Indian groups of Canada on a map.
10. Analyze a time line showing the history of the early peoples of Canada.

Standards:

These objectives are mandated by the Boise School District for sixth-grade social studies.

Materials:

How They Lived in Canada series published by Douglas & McIntyre Vancouver/Toronto:

- *People of the Buffalo* on the Plains Indians
- *People of the Longhouse* on the Iroquoian tribes
- *People of the Trail* on the Northern Forest Indians
- *The Red Ochre People* on the Beothucks of Newfoundland
- *Sea and Cedar* on the Northwest Coast Indians
- *People of the Ice* on the Inuit people

Procedures:

Students will be divided into mixed ability groups. Each group will be given one cultural group of Canada to study. Students will use a Literature Circle format to read and discuss the nonfiction book assigned to their group. There are five roles, or assignments, for each literature circle. Students rotate the role for each reading assignment each day.

1. Discussion Director:

Writes four good discussion questions based on the reading assignment. These questions should be open-ended, not yes/no questions. The Discussion Director facilitates the discussion over the reading assignment.

2. Artful Artist:

Chooses what he/she considers to be an interesting part of the reading assignment and makes an illustration. When the literature circle meets, the students ask other team members to identify the scene he or she depicted.

3. Connector:

Student looks for connections in their own life to what has been read. It can be a connection to another book, movie, or personal experience.

4. Word Finder:

Student finds vocabulary words from the reading assignment that are unfamiliar, interesting, in another language, or unusual. The student uses context clues to define the words, and then discusses the meanings with his or her group. If the group does not come to a consensus on the meaning, they must find the meaning in the dictionary.

5. Passage Picker:

Student finds interesting passages from the reading assignment to discuss with his or her group.

Timeline:

Day 1: Students are given a bookmark listing reading assignments. The reading assignments divide the book into five assignments of equal length. The first Literature Circle roles are assigned. Students read assignment one and work on role sheets.

Day 2: Students get in their groups to discuss reading assignment one. The discussion director is responsible for keeping the discussion going and making sure everyone in the group is prepared and participates. After the discussion, students turn in their role sheets and begin reading assignment two. Students are given a new role sheet to complete.

Days 3 – 5: Students repeat the process until all 5 assignments have been completed.

Day 6: Students are given project assignments.

Days 7 and 8: Work on final projects

Days 9 and 10: Presentations and culminating activities.

Assessment:

Students will develop a model of the typical village of their cultural group showing the environment they lived in. It must show the clothing, shelter, food and something representing a belief, myth or custom specific to their cultural group. Students will assign responsibilities within their group for constructing and presenting their project to the rest of the class. As each project is presented, students will take notes relating to specific objectives. (See Attachment A)

Scoring rubrics will be used to evaluate role sheets, projects and presentation. Note taking sheets will be evaluated on completion of each topic. After students have had a chance to study their notes, they will be given a short essay test describing the First Nation cultural group of their choice.

Student Rubrics:

SCORING RUBRIC - FINAL PROJECT (100 Points Possible)

Clothing	10 points
Shelter	10 points
Food	10 points
Representation of Myth or Custom	10 points
Team Participation	20 points
Quality of Presentation to Class	20 points
Correct Timeline Presentation	10 points
Correct Map Placement of their Cultural Group	10 points

SCORING RUBRIC - ROLE SHEETS (100 Points Possible)

- Discussion Director (25 points maximum for each well-written open-ended question)
- Artful Artist (25 points maximum for detail; 25 points maximum for neatness; 25 points maximum for color; 25 points maximum for caption)
- Connector (25 points maximum for each well-written connection)
- Word Finder (25 points maximum for each vocabulary word and definition)
- Passage Picker (25 points maximum for each passage)

**NOTE TAKING QUESTIONS
(Attachment A)**

Plains

Food

Clothing

Shelter

Myth or Belief

Time

Placement

Iroquoian

Food

Clothing

Shelter

Myth or Belief

Time

Placement

Northern Forest

Food

Clothing

Shelter

Myth or Belief

Time

Placement

Beothucks

Food

Clothing

Shelter

Myth or Belief

Time

Placement

Northwest Coast

Food

Clothing

Shelter

Myth or Belief

Time

Placement

Inuit

Food

Clothing

Shelter

Myth or Belief

Time

Placement