EARLY SETTLERS AND FIRST NATIONS COMMUNITIES UNIT

Grade: 3
Curriculum Area: Social Studies
Time: Minimum of 8 lesson periods and a field study
Title of Unit: Early Settlers and First Nations

Curriculum Expectations:
Students investigate and describe the communities of early settlers and First Nation peoples in Upper Canada around 1800. They research interactions between new settlers and existing communities of First Nation peoples and French settlers and identify factors that helped to shape the development of the various communities. Students also compare communities of the past with those of the present.

• Overall Expectations:
  o Describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
  o Use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
  o Compare aspects of life in early settler communities and present-day communities.

• Extended Expectations:
  o Aside from identifying and collecting information, students will be able to make inferences and connections of the relationships between the First Nations and land resources in regards to various cultural aspects.
  o Students will develop opinions and attitudes towards the actions and reactions of early settlers and First Nation communities.
  o Students will be responsible for recognizing problems and evaluating different relationships between early settlers and First Nations in order to build accurate judgements about specific events and qualities of life in the 1800s.
  o As well, they will investigate and inquire beyond curriculum expectations to acquire a stronger understanding of laws, acts, and legislation affecting societies at the time and currently.

Some critical challenges & critical questions to think about during the unit:
• How did early settlers/First Nations adapt to the land resources they found in Upper Canada? List several reasons as to how some of these adaptations have helped shape our society today? Were there any that would be invaluable to us today?
• Explain why geography played a major role in the economic stability of early settler communities. How did geography play such an important role in international conflict? Identify ways in which participating in the fur trade affected the livelihood of First Nations communities.
• Do you believe the First Nations made the right decision in participating in the fur trade? Why or why not?
• How do different worldviews affect specific aspects of culture such as role, rituals, social class/status, and work in the 1800s and today?
## LESSON PLAN TIMELINE

**Overview:**
Each day will have a detailed lesson plan as to the requirements, activities, and assessments. Each lesson will also involve a critical question and/or challenge for the students to be responsible for completing. Before the end of each lesson, students will have the opportunity to share and present what they have discovered and researched.

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Topic &amp; Questions</th>
<th>Activities &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Introduction:</strong></td>
<td><strong>Activity:</strong> Ask the students to sit down at the carpet in a circle and have them explore their own experiences with being a pioneer at something. They will share their thoughts and feelings and express how difficult it is when you are new at something or somewhere. Next, ask the children why they think the circle was better for communication and sharing than sitting at their desks or in rows. Introduce the importance that circles have to First Nations communities and find out what other knowledge the students already possess on First Nation culture in order to better prepare for your First Nations lesson plans. After this discussion, students will watch this short clip on Early Settler Children (<a href="https://www.youtube.com/watch?v=g6YD8U2gLqg">https://www.youtube.com/watch?v=g6YD8U2gLqg</a>). Following this video, students will write a journal entry describing and discussing the differences between the lives of children in the 1800s and the lives of them today. <strong>Assessment:</strong> Journal entries will be assessed based on children’s understanding of a child’s lifestyle and responsibilities in the 1800s compared to the life they experience in today’s society.</td>
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| **Day 2**   | **First Nations:** What are some of the dynamic responsibilities and relationships that First Nations had with the people in the community and the land around them? | **Activity:** Begin the lesson by watching the first 7 minutes of this video clip on the Ojibway people at Fort Worth and ask the children to listen carefully to the information given ([https://www.youtube.com/watch?v=VT8zHaKe3EY](https://www.youtube.com/watch?v=VT8zHaKe3EY)). After the video students will do a jigsaw activity. Divide the class into 4 separate research groups:
  - Men’s responsibilities
  - Women’s responsibilities
  - Seasonal changes
  - Homes, hunting, and food
Provide students with textbook resources from the library and preselected websites. Students will gather as much information on their topic as they can during the class and fill out a paired worksheet. During the last ten minutes of the class have the students gather on the carpet and share their findings. **Assessment:** Worksheets will be collected and assessed based on student’s understanding of the task and the amount or quality of information collected. |
| **Day 3**   | **Pioneers:** Who are Canada’s early settlers and how do aspects of their lives compare to ours today? | **Activity:** In this lesson, students will be investigating early settlers in groups of 3 and will cooperate together to demonstrate their knowledge through one of the following:
  - A poster/painting
  - A diagram/map
  - A verbal presentation/skit
  - A written piece of work |
| Day 4 | First Nations continued: What was their relationship with the land and how did that shape their culture and lifestyle? |

**Activity:** Read to the class, *The Rough Faced Girl* by Rafi Martin. Spark a discussion with the children on the land resource relationships apparent in the book. Encourage them to think about all aspects of First Nations culture (food, medicine, travel, clothing, housing, religious traditions, etc.). Once the discussion period on Martin’s book has finished, have the students choose a First Nation community to research:
- Woodland First Nations; Iroquoian First Nations; Plains First Nations; Plateau First Nations; Pacific Coast First Nations; First Nations of the Mackenzie and Yukon River Basins.

After selecting a community, students will research the previously discussed aspects of a culture for that particular community. They will make connections and inferences to how these aspects were effected by the land resources available to them depending on their geographic location. If students select the same community they may work together, if not they can work alone. They will each have a worksheet to fill out in order to ensure they are researching relevant information using materials provided to them. Students will share these findings with the class.

**Assessment:** Task worksheets will be collected and assessed based on completion and quality of work, the research gathered and resource medias, teacher conferences, and oral presentation.

| Day 5 | Pioneers continued: How did pioneers build their homes? How did they decide where to build them and what materials were used? What was the significance of the structure? |

**Activity:** By this time, students should have a good understanding of what resources were available at the time and the materials used to build and design homes. In this activity, students will research early settler homes and how they were built. They will gather this information, which will eventually accompany a 3D model they will construct using popsicle sticks and recycled materials. Students will be placed into pairs and each will be an architect and a client. Each student will have to have requests for what they would like in their pioneer home and the partner will take note of these expectations and authenticity for the period. Children will then construct these log cabins using the materials provided and compose a write-up explaining what and why their 3D model looks like it does, based on the criteria they were given by their partner and their research on early settler homes.
| Day 6 | **Travel:** What were the different modes of transportation during the 1800s? What were some of the influences of First Nations on early settlers and vice versa? | **Activity:** The students have had many opportunities by this point to explore Canada in the 1800s. However, prior to this lesson have them independently outside of school, gather information on different modes of transportation during this period and choose one to discuss in class. During the lesson, have them gather on the carpet and share what they have learned. Discuss transportation and what it meant to First Nations and to early settlers. Discuss the differences in function and necessity. Next, the students will **complete two journal entries.**
- First entry: a letter from the perspective of a First Nations person on the modes of transportation seen used by the early settlers. Describe how they might feel the first time they see a ship or a horse and buggy. Use expression and ask questions. Students will also be required to suggest ways in which they feel they may help the early settlers adapt to the land.
- Second entry: a letter from the perspective of an early settler seeing the modes of transportation used by First Nation communities. Same criteria for both entries.

**Assessment:** Students journal entries will be assessed on their understanding of why each party believed their transportation was more practical, their understanding of how each group influenced and assisted the other, and on their creativity. |
| Day 7 | **Community:** | **Activities:** Understanding all aspects of a community are crucial in understanding the culture of the people and the time period. This lesson plan will be **divided into centres:**
- **Food**
- **School**
- **Trade**
- **Clothing**

Each centre will have an early settler themed activity and a First Nations themed activity. Food: students will make butter and learn how First Nations used each part of an animal for food or other. School: students will be able to write with a quill and ink as well as share traditional elder stories. Trade: students will discuss and decide what early settler products can be traded for First Nation products (i.e., a cast-iron pan for leather goods). Clothing: students will have the opportunity to try-on traditional clothing.

**Assessment:** Observe and record the levels of student’s engagement and participation. Listen to peer conversations and hold mini conferences with children to assess their understanding of each centre and the function of different activities. |
| Day 8 | Opportunity to work on any of the research that still needs completing. | **Activity:** Today’s period is an opportunity for students to complete any previous lesson activities that have not already been completed. All these activities will be compiled into a portfolio for the students and they all must be finished and graded. |
| Day 9 | **Field study:** Crawford Lake and Iroquois Village. | **Activity:** Students will be traveling to **Crawford Lake and Iroquois Village.** During this field study students will explore a 15th century... |
reconstructed Iroquoian Village. Students will engage in games, craft making, longhouse exploration and a hike to learn about what life was like in a longhouse village over 600 years ago. Activities include: Longhouse exploration, circle gathering and fire starting, native games, craft making, multimedia presentation, “Moccasin Walk” guided hike. Throughout the duration of the field study, students will be filling out the field study worksheet in order to gather information that they will use to answer their critical challenge due for homework.

**Assessment:** Students will be assessed on engagement and participation during the field study. After the trip, the students will hand in their worksheet and finished challenge for assessment based on understanding, justification, content, and how much information they were able to gather during the study.

**Materials/Resources/Excursions:**
- SMART board presentations/PowerPoint presentations depending on availability
- A wide variety of texts and resources on early settlers and First Nations (refer to school/local library)
- Guided web research using sites such as:
  - Pioneers: [http://kidsspace.torontopubliclibrary.ca/genCategory15925.html](http://kidsspace.torontopubliclibrary.ca/genCategory15925.html)
  - Pioneers: [http://www.projects.yrdsb.edu.on.ca/pioneer/home_eng.htm](http://www.projects.yrdsb.edu.on.ca/pioneer/home_eng.htm)
  - Aboriginals: [http://kidsspace.torontopubliclibrary.ca/genCategory15933.html](http://kidsspace.torontopubliclibrary.ca/genCategory15933.html)
- Field study trip to Crawford Lake and Iroquois Village.

**Assessment for, as, and of learning:**
- Observation and anecdotal notes
- In-class questioning and discussion periods
- Verbal feedback and conversation
- Self-assessment and peer assessment
- Documentation
- Performance assessment (writing, analyzing, reporting)
- Short investigations (ask students to interpret, describe, calculate, explain, or predict)
- Portfolio documents collected over the course of the unit (samples of work, drafts, revisions, peer reviews and self assessments)
- Rubrics (clear, concise, and detailed expectations of the criteria to succeed)

**Accommodations and Modifications – Differentiated Instruction:**
- Provide direct teacher assistance
- Use simplified language
- Adapt teaching materials
- Repeat and rework instructions
- Provide necessary tools or computers if necessary
- Provide scribing when available for students who require such assistance
- Use concentration headphones
- Check for understanding often

**Environmental Accommodations:**
- Change space, seating; change grouping
Subject Integration Ideas:

- **Art:** study First Nations art; totem poles; illustrate interpretations of First Nation spirits; explore the artistic interests of early settlers – use the materials they used to create a work of art; candle-making; quilting; wood work, etc.

- **Science:** study life cycles according to First Nation beliefs – compare to what we know today; using the resources available at the time discuss survival for early settlers and First Nations (fire, food, drinking water, weapons, etc.)

- **Dance/Music:** learn traditional dances and music; drumming circles; have a performer come in; discuss traditional attire worn during dances and powwows.

- **Literacy:** read a variety of books on First Nation folktales and spiritual beliefs; do a novel study for early settlers; keep a diary/journal as an early settler or First Nations child in the 1800s; have children write stories, letters, newspaper articles around the topics relevant to this era.