

Guide d'enseignement

Teacher's Resource

ALSO AVAILABLE IN FRENCH

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Communities in the Past

Student Book pages 8–14

In *Communities in the Past*, students learn about communities in early Canada (1780–1850), including Indigenous communities, the French Canadian community of Château-Richer, the Scottish communities in Glengarry County, the Queen's Bush settlement, which was settled by Black newcomers, and Toronto. Throughout the unit, students will compare ways of life among some groups in Canada and describe changes from then to now. Several themes characterize the unit: family and community, facing challenges, and working together.

Have students examine and discuss the Student Book cover. Explain that this photo was taken at Black Creek Pioneer Village in Toronto, a museum that recreates life in Toronto during the nineteenth century. Discuss why it is important to learn about Canada's past. Next, conduct a book walk-through using Exploring *Nelson Social Studies 3* on Student Book pages 5–7. You may wish to explain that the book walk-through introduces the features students will see inside the book.

Big Question

Point out the Big Question at the top of Student Book page 9. Explain to students that this question reflects the important learnings for this unit. Tell students that they will be returning to and reflecting on this question throughout the unit, through each chapter's Chapter Question and Learning Goals. The Chapter Questions and Learning Goals will help students develop their understanding of the Big Question and social studies thinking concepts and will guide them through the inquiry process.

Vocabulary Development

Discuss what students already know about Canada's history. As students volunteer what they know, note or help them use words that relate to Canada's development over time, for example, *Indigenous*, *challenges*, and *settlers*. Print a label for each word, plus an accompanying illustration, symbol, or graphic. Place the words on a word wall, and add to this wall throughout the unit.

The social studies thinking concept of perspective is important to an understanding of communities in the past. Throughout the unit, encourage students to consider the perspectives of First Nations peoples, European newcomers, and Black settlers. Tell them that it is important to be careful about applying modern motives, thinking, or beliefs when interpreting or discussing historical events.

Reading and Discussing the Text

Unit Map

As a class, read the introduction on Student Book page 8. Discuss:

- **What do you already know about Canada's history?**
- **What do you think the text means by Upper Canada and Lower Canada?**

Home/School/Community Connection

Read and discuss with students BLM 0.1: *Communities in the Past* Letter Home. Talk about how students will take this letter home and share with family members what they will be learning.

♥ Sensitivity Note

As per the Ontario Social Studies Curriculum (2013), this unit focuses on Indigenous peoples and newcomers from Europe and the area that would become the United States, prior to 1850.

When the term *Indigenous* is used, it is intended to include First Nations peoples, Métis, and Inuit. However, students should be aware that these Indigenous peoples are not one homogeneous people with identical characteristics. Among First Nations peoples, as well as Métis and Inuit, there are a wide variety of cultures, languages, beliefs, practices, and so on. Whenever possible, First Nations peoples are referred to by specific names.

Vocabulary Development

Students may notice throughout this unit the use of the words *Anishinabek* and *Anishinabe*. Help students understand that *Anishinabek* is the name of the First Nation group, or the noun, while *Anishinabe* is an adjective used to describe something or someone belonging to or relating to the First Nation.

Anchor Chart

A timeline

- shows when important events happened
- shows important events in order
- sometimes has illustrations or photos for each event
- has a title
- has captions to describe the events

Have students examine the large map and its visuals, as well as the inset map, on Student Book pages 8–9. Ask students to describe what the map is showing them (some communities in Canada around 1825), and how they know (the map's title). Then, discuss and have students locate different features of the map, including the title, compass rose, legend, scale, and inset map. Note that students may not have been introduced to an inset map before. Explain that this inset map shows a larger area (i.e., the geographical boundaries of the country today) than the main map, which is zoomed in on Upper Canada and Lower Canada in 1825. You may also want to point out to students the place name in parentheses (Toronto) and explain that it is the present-day name for the community. Discuss:

- **What do you notice about the map?**
- **What questions do you have when you look at this map?**

Share with students the following information: Canada was not always divided into provinces and territories as it is today. Early names for the parts of Canada that we are learning about in our unit are Upper Canada and Lower Canada. Ask:

- **Based on this map and its title, what predictions can you make about what you will be learning in this unit?**

Let's Talk

Have students read the title and text at the top of Student Book page 10 and skim the rest of Student Book pages 10 and 11. What do they notice about how the images are organized? Students might notice the blue arrow that crosses the pages, and that the images are arranged according to dates on the arrow. If students have not already been introduced to timelines, explain that timelines help readers understand when events happened, how far apart the events were, what order they happened in, and when events occurred compared to today's date. Tell students they will be creating a timeline for this unit, using BLM 6.2: Communities in the Past Timeline. Work with students to develop an anchor chart such as the one in the margin.

Have students look at the images as you read aloud the captions on Student Book pages 10–11. Students can complete the Let's Talk activity with a partner or in small groups, or you can discuss the images as a class. Use questions such as the following to help focus the discussion:

- **What are people doing?**
- **What do you notice about the land?**
- **What are some objects you can identify?** (*baskets, wagons, canoes, sailboats*)
- **What looks different about these communities compared to where you live?**

Ask students to look for connections between the images, such as the types of homes shown or people's activities. Explain that all the images on these pages are featured in the chapters that follow. Students will learn more about these communities as they study this unit. As you work through the unit, return to this discussion, noting the familiar images as they recur.

Ask students to reread the Big Question on Student Book page 9, making connections to the images. Ask:

- **How do you see people working together to face a challenge?**

Canada Long Ago

As a class, read the title and first paragraph on Student Book page 12. Discuss:

- **What was different about Canada long ago?** (*not called Canada; no paved roads, no stores, no telephones; no cars; no schools; forests almost everywhere*)
- **What is unique about the history of Indigenous peoples in Canada?** (*they were here first; they were here for thousands of years before newcomers came*)
- **How did Indigenous peoples survive?** (*farmed, hunted, fished*)

Together with students, read the second and third paragraphs on Student Book page 12. Discuss:

- **What were the main changes that began to happen a few hundred years ago?** (*people started coming to Canada from other places*)
- **What is a settler?** (*someone who builds a new community*)

With students, examine the map, and read its title. Discuss:

- **How would you feel about moving to a new country?**
- **Look at the scale on the map and estimate the distance from France to Lower Canada.** (*5000 km*)

Help students understand the magnitude of the distance of 5000 kilometres by giving them an example of something that is 1 kilometre away. Tell them that they would have to travel that distance 5000 times over in order to reach their destination. Then, ask the caption question for the map:

- **How do you think settlers travelled to Canada?**

Discuss with students the different methods of travel that existed at that time, helping them understand that planes did not yet exist, and that journeys across the ocean by boat would have taken weeks or months.

Read the Why Settlers Came section on Student Book page 13. Discuss:

- **What connections can you make between why settlers came to Canada and why people choose to come to Canada today?**
- **Why do you think Indigenous peoples had to move away from the settler communities?** (*not enough room for both groups to live side by side; used the Indigenous peoples' land, so there were not enough resources*)

Read the Understanding Canada Today section on Student Book page 13. Ask:

- **How do you think people got along when they spoke different languages and had different beliefs?** (*they had to learn to respect each other; they had to learn to accept each other's differences*)

Help students understand that many people from different places came to settle in early Canada. In order to survive the challenges of their new country, they had to learn to work with those around them. Draw a parallel to Canada's multiculturalism today.

Examine the painting by Philip John Bainbrigge, showing a farm in Upper Canada in 1838. Discuss the caption question:

- **What do you notice in this painting?**

Assessment Tools for Communities in the Past

The following tools have been provided for unit assessment and self-assessment:

- BLM 6.1: Self-Assessment: Learning Skills and Work Habits
- BLM 6.3: Self-Assessment: Inquiry Check-In
- BLM 6.4: Portfolio Checkbric
- BLM 6.5: Unit Inquiry Rubric
- BLM 6.6: Self-Assessment: Social Studies Thinking Concepts

Active Citizenship

Have students read the Active Citizenship section on Student Book page 14, examine the painting, and read the caption. Ensure that students understand the meaning of the term *active citizen*. Ask the caption question:

- **What examples of helping one another can you see in this painting?**

Discuss how students are active citizens in their own communities.

Looking Ahead to the Unit Inquiry

Have students read this section on Student Book page 14. Discuss the task generally, noting that throughout the unit students will be gathering information and learning skills that will help them to complete this task. As students complete the Chapter Inquiry tasks, or other tasks in the chapters, encourage them to add their work to their portfolio. BLM 6.4: Portfolio Checkbric is provided to help you keep track of student work.

The Unit Inquiry Task and Assessment

The Unit Inquiry: Creating a Guide for Newcomers relates directly to the unit's Big Question and provides an opportunity for students to apply and demonstrate their learning about the unit content, the social studies thinking concepts, and the inquiry process. Students create a guide to advise newcomers to early Canada, using information about how people faced challenges in early Canada.

Students select the community or time period they want to investigate, and develop questions to guide their inquiry. They gather information from the Student Book, as well as information that has been developed throughout the unit study and stored in their portfolio. They organize the information using a graphic organizer. In this unit, students gain a deeper understanding of the social studies thinking concepts of significance, perspective, cause and consequence, continuity and change, and interrelationships. Students apply these concepts to help interpret and analyze the information they have gathered. They then evaluate the information, draw conclusions about what advice is most important, then communicate their information in a creative presentation. Students conclude by reflecting on their learning.

A variety of organizers and self-assessment tools are provided to support students as they complete the Chapter Inquiry task. Based on the evidence gathered, and the use of BLM 6.5: Unit Inquiry Rubric, you will have the opportunity to evaluate, summarize, and communicate what students know and can do at the end of *Communities in the Past* with respect to the overall Curriculum Expectations. In addition, as students complete each chapter's concept focus lesson, they can complete the related portion of BLM 6.6: Self-Assessment: Social Studies Thinking Concepts.

Learning Skills and Work Habits

Learning skills and work habits are an integral part of a student's learning. You will assess, evaluate, and report on students' demonstration of learning skills and work habits, separate from their demonstration of social studies expectations. Learning skills and work habits should be assessed over time, such as over the course of this unit. It is important to work with students to ensure they understand the learning skills and work habits, and explain how they will be assessed and evaluated. Review BLM 6.1: Self-Assessment: Learning Skills and Work Habits. Note that these sample behaviours are intended to assist, but not limit, you as you work with students to develop meaningful success criteria.

Chapter Overview

This chapter examines two First Nations communities and one Métis community from 1780 into the 1800s. Students learn about one community in Lower Canada, the Mohawk community of Kahnawá:ke, and two communities in Upper Canada: the Anishinabe community in the Saugeen Peninsula and the Métis community of Sault Ste. Marie. In the chapter's concept focus lesson, students apply the social studies thinking concept of perspective to the topic of the environment. This chapter's Inquiry lesson focuses on asking questions. To conclude, students reflect on why it is important for people to work together.

Learning Goals

- compare the daily lives of people long ago
- ask questions
- identify three First Nations and Métis communities in Upper and Lower Canada

Chapter Question: What was life like for people long ago?

About the Chapter Inquiry

The Chapter Inquiry task at the end of the chapter has students create questions to seek advice from First Nations and Métis people about settling in Canada around 1780. Students use the criteria for good inquiry questions to evaluate their own questions. They choose one question that they might want to investigate further.

Chapter Summary Chart

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
First Nations and Métis Communities Student Book page 15 Teacher's Resource pages 8–9	Inquiry <ul style="list-style-type: none"> • formulates questions to guide investigations • interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> • identifies, and locates on maps, First Nations and Métis communities • describes life in some communities in early Canada 	<ul style="list-style-type: none"> • Interrelationships • Perspective 	<ul style="list-style-type: none"> • The Arts
Let's Talk: Life in Indigenous Communities Student Book pages 16–17 Teacher's Resource pages 10–11	Inquiry <ul style="list-style-type: none"> • evaluates evidence and draws conclusions Understanding Context <ul style="list-style-type: none"> • describes life in some communities in early Canada 	<ul style="list-style-type: none"> • Interrelationships • Significance 	<ul style="list-style-type: none"> • Language
Where Were Some Indigenous Communities? Student Book pages 18–19 Teacher's Resource pages 12–14	Inquiry <ul style="list-style-type: none"> • analyzes and constructs maps as part of investigations • interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> • identifies, and locates on maps, First Nations and Métis communities • describes impact of settlements on the environment or existing settlements 	<ul style="list-style-type: none"> • Cause and Consequence • Interrelationships • Perspective 	<ul style="list-style-type: none"> • Language • Science

Chapter Summary Chart *(continued)*

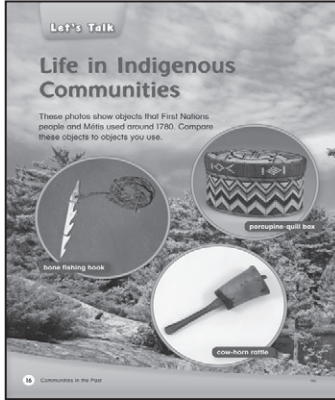
Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
How Did People Live in Kahnawá:ke? Student Book pages 20–21 Teacher’s Resource pages 15–17	Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> identifies factors that helped shape settlements in early Canada describes life in some communities in early Canada 	<ul style="list-style-type: none"> Cause and Consequence Interrelationships Significance 	<ul style="list-style-type: none"> Science Mathematics The Arts
How Did People Live in the Saugeen Peninsula? Student Book pages 22–23 Teacher’s Resource pages 18–20	Application <ul style="list-style-type: none"> describes similarities and differences in everyday life of groups living in early Canada Inquiry <ul style="list-style-type: none"> interprets and analyzes information relevant to investigations Understanding Context <ul style="list-style-type: none"> describes impact of settlements on the environment or existing settlements describes life in some communities in early Canada describes how early communities related to each other 	<ul style="list-style-type: none"> Continuity and Change Interrelationships Patterns and Trends Perspective 	<ul style="list-style-type: none"> Language Science
How Did People Live in Sault Ste. Marie? Student Book pages 24–25 Teacher’s Resource pages 21–23	Inquiry <ul style="list-style-type: none"> gathers and organizes information interprets and analyzes information relevant to investigations evaluates evidence and draws conclusions Understanding Context <ul style="list-style-type: none"> identifies, and locates on maps, First Nations and Métis communities describes life in some communities in early Canada describes how early communities related to each other 	<ul style="list-style-type: none"> Continuity and Change Interrelationships Perspective Significance 	<ul style="list-style-type: none"> Language
Inquiry: Ask Questions Student Book pages 26–27 Teacher’s Resource pages 24–26	Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations Understanding Context <ul style="list-style-type: none"> describes challenges facing communities in early Canada describes impact of settlements on the environment or existing settlements describes how early communities related to each other 	<ul style="list-style-type: none"> Perspective 	<ul style="list-style-type: none"> Language
Here and Now Student Book page 28 Teacher’s Resource pages 27–29	Application <ul style="list-style-type: none"> identifies key components of identity and how communities in early Canada impacted identity Inquiry <ul style="list-style-type: none"> gathers and organizes information interprets and analyzes information relevant to investigations evaluates evidence and draws conclusions 	<ul style="list-style-type: none"> Continuity and Change Perspective Significance 	<ul style="list-style-type: none"> The Arts

Chapter Summary Chart *(continued)*

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
Pulling It Together Student Book pages 29–30 Teacher’s Resource pages 30–32	Application <ul style="list-style-type: none"> compares roles and challenges in early Canada and today Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations gathers and organizes information interprets and analyzes information relevant to investigations communicates results of inquiries using appropriate vocabulary and formats Understanding Context <ul style="list-style-type: none"> describes life in some communities in early Canada 	<ul style="list-style-type: none"> Interrelationships Perspective Significance 	<ul style="list-style-type: none"> The Arts

Let's Talk: Life in Indigenous Communities

Student Book pages 16–17



Communities in the Past Resources

- Student Book pages 16–17
- Online Teaching Centre

Classroom Resources

- an old photo, a cassette tape, an old kitchen gadget, or similar artifact
- photos of First Nations or Métis artifacts

Vocabulary

arrowheads
artifact
cow horn
porcupine quill
willow reed

Purpose

As students examine photos of First Nations and Métis artifacts, they have the opportunity to make connections between their own daily lives and how these communities lived. The photos show various natural materials used in everyday objects, providing an opportunity to discuss how Indigenous peoples interacted with the environment.

Lesson Planning Chart

Social Studies Expectations
Inquiry <ul style="list-style-type: none"> • evaluates evidence and draws conclusions
Understanding Context <ul style="list-style-type: none"> • describes life in some communities in early Canada
Concepts of Social Studies Thinking
<ul style="list-style-type: none"> • Interrelationships • Significance
Cross-Curricular Expectations
Language <ul style="list-style-type: none"> • predicts the meaning of and solves unfamiliar words using different types of cues

BEFORE

Building Background Knowledge

Show students an object from the past to demonstrate the idea of an artifact. The object can be from the recent past, for example, an old photo, a cassette tape, or an old kitchen gadget. Explain that the object tells us something about the people who used it and how they lived. Ask students if they or family members have ever unearthed an object from the past. Have students share their stories.

If no one has experienced finding artifacts, talk about a local museum or refer to a well-known display of artifacts in the community (e.g., at a public library). Discuss what such artifacts can tell us about people's lives in the past.

You may want to explain that people sometimes find old bottles, arrowheads, and pieces of pottery while digging in their gardens. These objects, or artifacts, give us a glimpse into another time and, sometimes, another culture. They are important because they help us understand the people who created them.

DURING

Reading and Discussing the Text

Read aloud the paragraph on Student Book page 16. Have students examine each photo and read each label. Tell students that the photos are of real objects used long ago by First Nations and Métis people.

Discuss the materials that were used to make each object. If necessary, explain that the material used for the object is often included in its name (e.g., *porcupine-quill* box).

Students can complete the Let's Talk activity with a partner or in small groups, or you can discuss the photos as a class. Use questions such as the following:

- **What do you notice about the materials the items were made from?** (*lots of the materials came from nature, like bones and stones*)
- **What were the items used for?** (*tools, clothing, toys, weapons, hunting, fishing, art, music, ceremonies, cooking*)

Remind students about what they learned earlier in the unit opener: there were no stores in early Canada, so people had to make most of the things they needed by hand using materials from nature. Ask students if they use any materials from nature in their daily lives (e.g. paper that comes from trees, food that comes from plants). Then, ask:

- **How do you think these objects are similar to or different from objects we use?** (*these objects are made by hand, and today we buy many items from stores; many objects we use today are made from plastic not animal bone or horns*)

You may want to explain at this point that the metal pot and the glass beads on the moccasins would have been acquired through trading with newcomers from France and England during the time period of 1780–1850. Note also that cow horn was not available until after the French and English arrived, bringing cattle with them on their journey across the ocean.

Ask:

- **What clues show that Indigenous people put a lot of effort into making some of these objects?** (*e.g., moccasins are decorated with beads in a beautiful pattern, which would take a long time to sew*)

AFTER

Reflecting on the Learning

In response to the Let's Talk discussion, students can jot down a few of the comparisons they made. They can add these notes to their portfolio.

Exploring Local Artifacts

Provide students with photos of First Nations or Métis artifacts found in your region. Students can discuss the photos in small groups. What do these objects tell them about how people lived? What connections can they make between these artifacts and objects they use today?

Identifying Our Significant Objects

Ask students to list objects from their daily lives that would tell people in the future about how they lived. Have students compare their list of objects with the objects pictured on Student Book pages 16–17. Discuss criteria students can use such as what the objects are made out of and what they are used for.

As you proceed through this chapter, revisit the Let's Talk lesson with students so that they can continue to make connections to these artifacts.

Vocabulary Development

Discuss the meaning of any labels students are unsure of. Encourage students to use the photos and other cues to help them work out meanings. Draw attention to the use of hyphens in descriptive words such as *porcupine-quill*, *cow-horn*, and *willow-reed*.

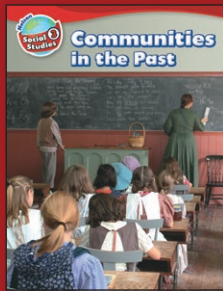
♥ Sensitivity Note

Make sure students understand that First Nations, Métis, and Inuit communities have lived in what is now Canada for thousands of years, and that these communities still exist today. Some people in these communities still use tools similar to those depicted in these photos, but many do not.

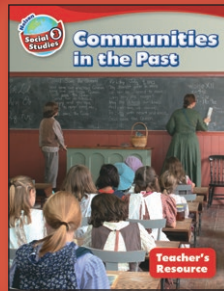


Components at a Glance

Heritage and Identity



**Communities
in the Past**
Student Book
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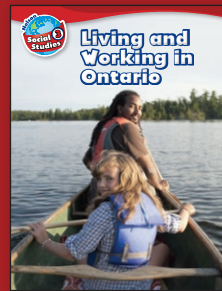


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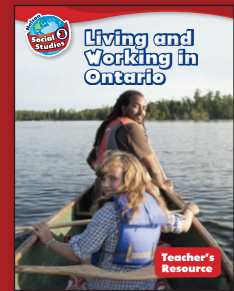


**Communities
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Activity Card Kit
978-0-17-671946-3

People and Environments



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Identité et patrimoine



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