



# Communities in the Past



**SAMPLE  
CHAPTER  
INSIDE**



## Communities in the Past

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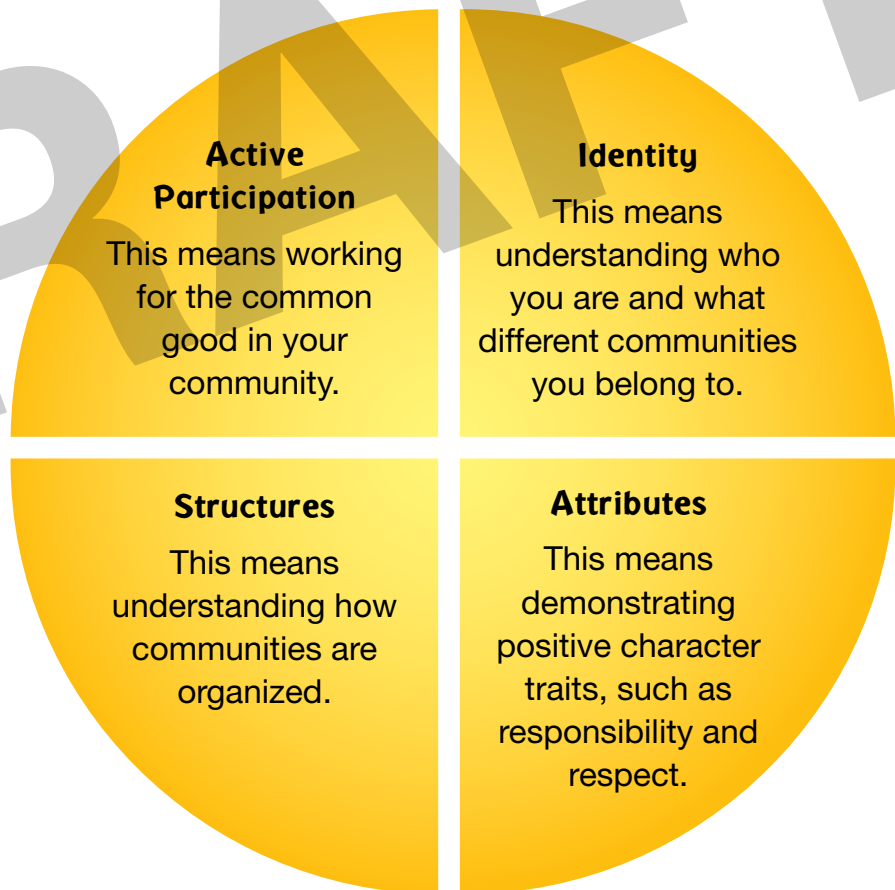
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# Why Do You Learn Social Studies?



You learn social studies to become a better member of your community. Learning about Canada and the world helps you become a responsible, active citizen. This diagram shows what being an active citizen means.



## What Are You Going to Learn?

In your *Communities in the Past* Student Book, you will learn about different communities in Canada between 1780 and 1850. You will explore how people lived and the challenges they faced. As well, you will compare how people lived in the past with how people live today. You will learn mapping and inquiry skills that will help you conduct social studies investigations.

## How Are You Going to Learn?

The inquiry process can help you investigate topics. It can also help you solve problems and draw conclusions. The inquiry process has five parts, as shown in the diagram at the right.

Asking questions about things you wonder about is the central part of the inquiry process. You may not use all of the parts of the process during every investigation. Sometimes, you will use the same parts more than once. For example, as you gather information, you may ask new questions.

### The Inquiry Process



## Social Studies Thinking Concepts

These **thinking concepts** give you ways to look at and understand information when learning about social studies.

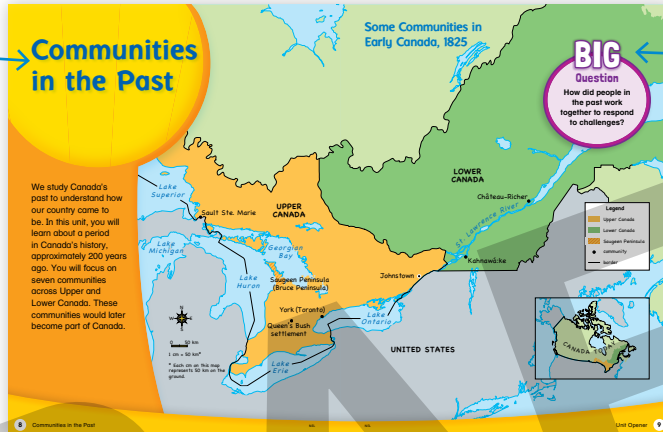
When You Think about ...	You Might Ask Yourself ...
<b>Significance</b>	<ul style="list-style-type: none"><li>• What is significant?</li><li>• Who is it significant to?</li><li>• Why is it significant?</li></ul>
<b>Cause and Consequence</b>	<ul style="list-style-type: none"><li>• What caused the event to happen?</li><li>• What was the result or consequence of the event?</li><li>• Who was affected by it?</li></ul>
<b>Continuity and Change</b>	<ul style="list-style-type: none"><li>• What changed over time?</li><li>• What stayed the same, or did not change?</li></ul>
<b>Patterns and Trends</b>	<ul style="list-style-type: none"><li>• What characteristics do I notice that are similar and repeat?</li><li>• What connections can I make among these patterns?</li><li>• What trends do I notice happening over time?</li></ul>
<b>Interrelationships</b>	<ul style="list-style-type: none"><li>• What connections do I see?</li><li>• What positive and negative effects do I notice within these connections?</li></ul>
<b>Perspective</b>	<ul style="list-style-type: none"><li>• What perspectives do I see?</li><li>• Whose perspectives are these?</li><li>• What is my perspective?</li></ul>

You can use more than one thinking concept at a time. For example, when you think about an event's significance, you may also identify different perspectives on the event.

# Exploring Nelson Social Studies 3

Here are some of the features you will see in this book.

The **Unit Opener** introduces the unit.

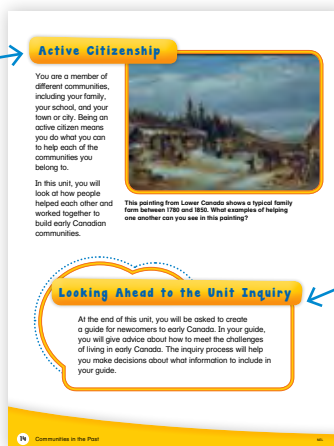


The **Big Question** is what you will be thinking about throughout the unit.

**Let's Talk** pages introduce the unit and chapters. They help you think about what you already know and make predictions.



**Active Citizenship** helps you think about how you can make a difference in your community.



**Looking Ahead to the Unit Inquiry** tells you about the Unit Inquiry activity at the end of the unit.



Chapter 1

### First Nations and Métis Communities



#### In this chapter, you will

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

What was life like for people long ago?

6

The learning goals tell you what you will learn in the chapter.

Each chapter is introduced by a student who asks the chapter inquiry question.

Headings introduce new topics.

### How Did People Live in Sault Ste. Marie?

Métis in Sault Ste. Marie built log cabins along the river, near a fur-trading post. By 1850, about 80 homes were there. The farms were close together because the Métis liked to be near their neighbours.

The Métis lived a life that combined the traditions of their First Nations and French ancestors. They spoke a Métis language called Michif. It combines French and Cree, Cree is a First Nations language.

#### Métis Women

Women took care of the farm and the family. They grew wheat and vegetables and gathered wild plants for food and medicine. They cleaned furs for trading. They also made clothes from animal hide and cloth.

In Sault Ste. Marie, Métis families cleared long strips of land for farming. Small icons and illustrations tell you about daily life in a Métis community?



Communities in the Past

#### Métis Men

Many Métis men worked for fur-trading companies. They paddled large canoes full of furs or supplies to distant places. Métis men were sometimes away from home all summer. In winter, they trapped animals for fur.

Men also hunted and fished. They supplied the fur-trading post at Sault Ste. Marie with meat and fish. They built canoes for the trading companies. In return, they received goods such as flour and sugar.

#### Métis Children

Children helped with the chores. They cleaned furs for trading. Children played tag and games with sticks. They learned from Elders how to live in harmony with each other and the land.



6

#### Making Connections

We make connections to a text to help us understand it. Think about your own life. How are your experiences similar to and different from those of the Métis in the early 1800s?

This sketch of a Métis dance was made in 1850. The Métis people had dances like this in Sault Ste. Marie. Their songs and dances combined French and First Nations traditions.

#### I Wonder ...

Why is this Métis community an important part of our history?

Chapter 1: First Nations and Métis Communities 25

Literacy Connections help you use reading strategies to understand social studies topics.

Each section ends with one I Wonder ... or Try It question for reflection and discussion.

Sidebars explain the social studies thinking concepts.

### Where Were Some Indigenous Communities?

#### Perspective

Perspective is how people see things. It is their point of view. People's perspectives depend on their beliefs and experiences. As you read, ask yourself:  
• What perspectives do I see?  
• Whose perspectives are these?  
• What is my perspective?

Before 1780, First Nations peoples had been living in what we now call Canada for thousands of years. The natural environment provided everything they needed. They respected the environment.

Around 1780, many newcomers arrived from France and Britain. The newcomers traded goods such as cloth or tools with First Nations people for animal furs. This was called the fur trade.

#### Mohawk of Kahnawá:ks

The Mohawk are a First Nation. Mohawk people farmed, hunted, trapped, and fished. The French wanted Mohawk people to trade furs with them. They invited Mohawks to settle near them. Many agreed. Their community was called Kahnawá:ks.

#### Three Indigenous Communities, 1780



Communities in the Past



**Anishinabek of the Saugeen Peninsula**  
The Anishinabek are another First Nation. They lived in the forests around the big lakes called the Great Lakes. Around 1800, British newcomers began to need farmland. They cut down forests and drained marshes where Anishinabek lived. The land on the Saugeen Peninsula still had a lot of forest. Many Anishinabek moved to that area.

#### Métis of Sault Ste. Marie

Some First Nations women and French men in the fur trade started families together. Many years later, their children and grandchildren became known as Métis.

Some Métis chose to live along a river that was part of a major fur-trading route. This area had good fishing and land that could be farmed. The community was called Sault Ste. Marie.

#### I Wonder ...

What is my perspective on the environment?

This 2002 photo shows a father and daughter on Lake Winnebago. They are collecting wild rice from the lake, on their ancestors' land. What other resources do you think Anishinabek might gather from the land?

What perspectives on the environment do you see on these pages?

Chapter 1: First Nations and Métis Communities 19

Sticky notes help you apply your learning about the social studies thinking concepts.

**Inquiry pages** focus on the inquiry process and other skills.


**Inquiry**

### Ask Questions

Asking questions helps you find answers to things you wonder about. How can you create good inquiry questions?

**Steps for Asking Inquiry Questions**

- 1 Think about the topic. What do you already know? What do you want to learn?
- 2 Think of possible questions. Write them down.
- 3 Check each of the questions using criteria, such as the following:
  - A good question is on topic.
  - A good question is worded clearly.
  - A good question must be answered with more than a "yes" or "no."



This painting shows First Nations people transporting furs for trading. Cornelius Krieghoff created the painting in 1834. Think about some questions you could ask to help you understand this painting.

**Let's Investigate**

Tara wondered what life was like for First Nations people when newcomers came to Canada. She thought about the tools she could use to develop inquiry questions.

S We and H	My Questions
Who	Who were the First Nations heroes?
What?	What did First Nations people do?
Where	Where did the British King live?
When	When did the lives of First Nations people begin to change?
Why	Why did newcomers take so much land?
How	How did the lives of First Nations people change?

**Try It!**

- 1 Use the criteria in step 3 to think about Tara's questions.
- 2 Which of Tara's questions works best? Explain why you think it is the best question.

*I wonder how First Nations people felt when newcomers arrived.*

Tara made a S We and H chart. Then, she used the criteria in step 3 to decide which of her questions she would use for an investigation.

**Let's Investigate** shows an example of how to apply the skills learned on the inquiry pages.

**Citizenship in Action** gives examples of how Ontario students actively participate in their communities.

### Tools, Homes, and Clothing

Anishinabek used birchbark to make waterproof items such as cups and canoes. They also built wigwags. Wigwags are a type of home made from birchbark, animal skins, brush, leaves, and wooden poles. They are sturdy and warm in wind and snow. Anishinabek women sewed moccasins and other clothing from leather.

**In this recent photo, an Anishinabe Elder teaches her grandchildren about Anishinabe birchbark. What makes Elders good teachers?**



### Citizenship in Action

In 2016, students at New Liskeard Public School spent 10 weeks learning about Anishinabe and other Indigenous history. To celebrate and share their new knowledge, they held a feast for parents and guests. Every student played a role of the event.



### Changing Ways of Life

By 1800, Anishinabek were getting many tools from newcomers. They traded furs for axes, knives, traps, and pots. Some families began living in log cabins.

In 1834, the British and the Anishinabek made an agreement. The British said that newcomers would not settle in the Saugeen Peninsula. The newcomers come anyway. They cut down trees and fished the lakes and rivers. It became difficult for the Anishinabek to continue their traditional way of life.

**I Wonder ...**

How did the lives of the Anishinabek in the Saugeen Peninsula compare with the lives of the Mohawk in Kahnawake?

### Pulling It Together

*I learned that people long ago relied on the land and each other to survive. For example, Mohawk and Métis men trapped animals, and women used the skins to make clothing.*



**IT'S UP TO YOU**

**REFLECT**

Why was it important for people in these communities to work together? Why is it important for people in your community to work together?

**TAKE ACTION**

Show your ideas about the importance of working together with your family and friends. What can you do today to help in your community?

In this 2019 photo, Joe Blomquist shows students from R.F. Donney Public School how he makes a spinning top. The demonstration was part of National Aboriginal Day celebrations in Corner Lake First Nation. What connections can you make between this photo and what you know about Indigenous communities in early Canada?

At the end of each chapter, you think about and show your learning in **Pulling It Together**.

**It's Up to You** helps you connect the chapter topic to your role as an active citizen.

In the **Unit Inquiry**, you investigate a topic that interests you.

### Unit Inquiry

#### Creating a Guide for Newcomers

Investigate the challenges people faced in Canada between 1763 and 1850, as well as the solutions they found. You will use this information to create a guide with advice for newcomers to early Canada. You might give advice about how to do the following things:

- meet the needs for food, clothing, and shelter
- help each other
- grow a strong community


If you wish, you may focus on one community or one time period.

**Ask Questions**

Develop questions to guide your inquiry. Your questions should help you develop good advice for a newcomer to early Canada. You may want to create a chart to help you develop questions.

When I ask questions, my questions will

- be on topic
- be worded clearly
- need more than a "yes" or "no" answer



**Checklists** remind you what to do during each part of the process.

### Glossary

**A** analyzing: taking information apart to help you understand it

**B** band council: a group of people who make decisions on how the land is used on a reserve

**bilingual country:** a country, such as Canada, that has two official languages

**C** cause: something that makes an event happen

**change:** things become different

**climate:** the usual weather for an area

**commerce:** buying and selling things for money

**consequence:** something that happens as a result of an event

**continuity:** things stay the same

**county:** a large area with many communities

**E** ecopassage: a bridge or tunnel over or under a road, which has been built to protect wildlife

**Elders:** people who teach the skills, beliefs, and traditions of their community

**F** factory: a place where people manufacture goods

**forestry:** planting, managing, and using trees

**fur trade:** people trading goods for the fur of animals

**G** goods: items that are made for people to use, such as cars, clothing, pots, and vitamins

**H** habitants: farmers in New France who worked for the seigneur

**I** Indigenous Peoples: people who have been living in a land from the earliest times in Canada. Indigenous peoples are First Nations, Métis, and Inuit

**interpreting:** understanding information and putting it in your own words

**interrelationships:** connections, such as connections between the environment and human activities

**isolated:** lonely, living apart from others

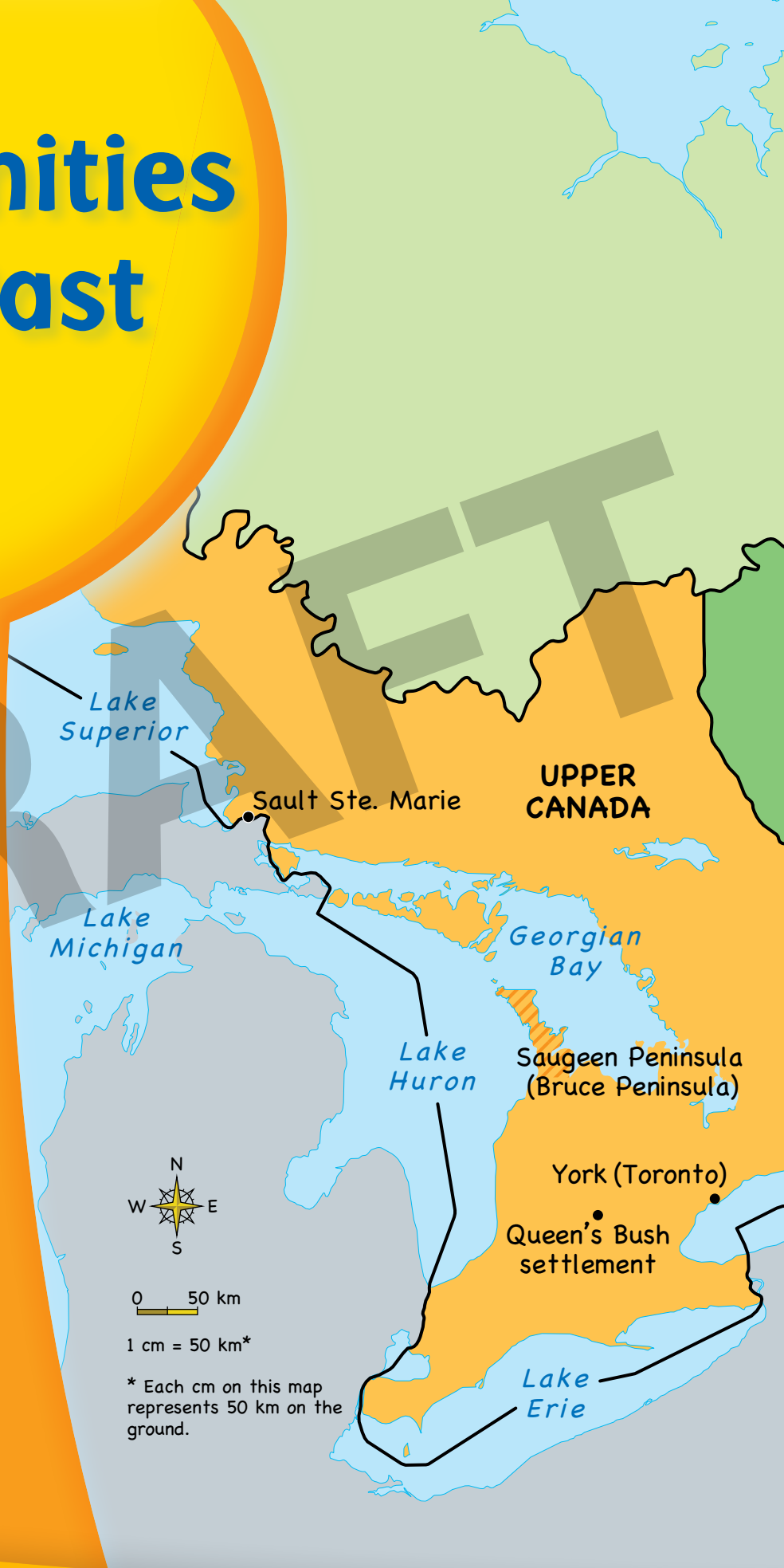
**L** landform features: the natural characteristics of the land, for example, forests and mountains

**Loyalists:** people who were loyal to Britain. Some of them fought on the British side in a war with the United States

The **Glossary** provides definitions for all words that are bold in the text.

# Communities in the Past

We study Canada's past to understand how our country came to be. In this unit, you will learn about a period in Canada's history, approximately 200 years ago. You will focus on seven communities across Upper and Lower Canada. These communities would later become part of Canada.

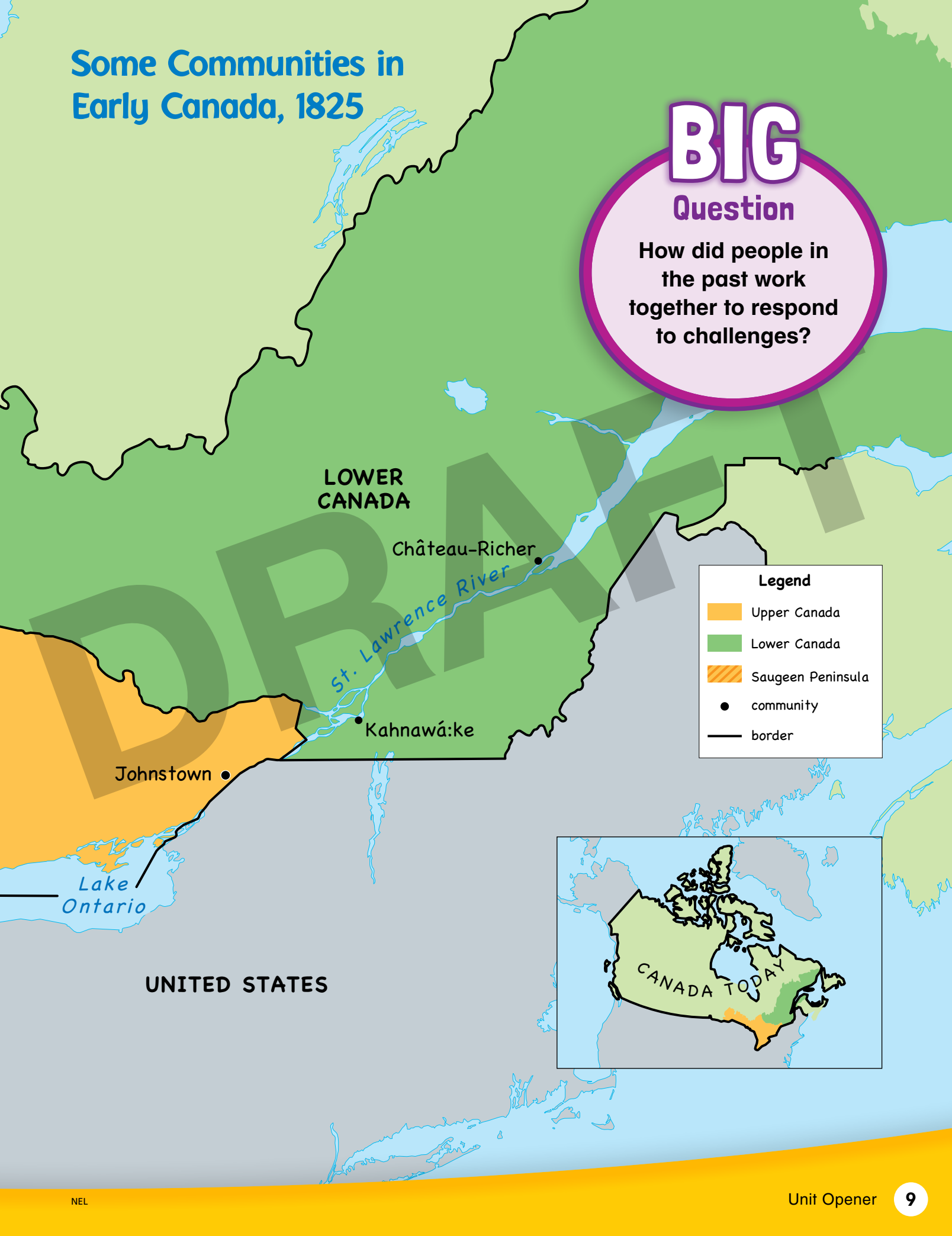


# Some Communities in Early Canada, 1825

# BIG

## Question

How did people in the past work together to respond to challenges?



LOWER CANADA

Château-Richer

St. Lawrence River

Kahnawá:ke

Johnstown

Lake Ontario

UNITED STATES

### Legend

- Upper Canada
- Lower Canada
- Saugeen Peninsula
- community
- border

CANADA TODAY

# Early Communities

These images show seven communities in early Canada. What do these images tell you about life in early communities?



By 1780, Mohawk people had been farming in Kahnawá:ke for many years.

1770

1780

1790

1800



By 1780, the French community of Château-Richer had many farms.



In 1789, Scottish and Irish settlers created the community of Johnstown.

In 1834, the town of York got a new name: the city of Toronto.



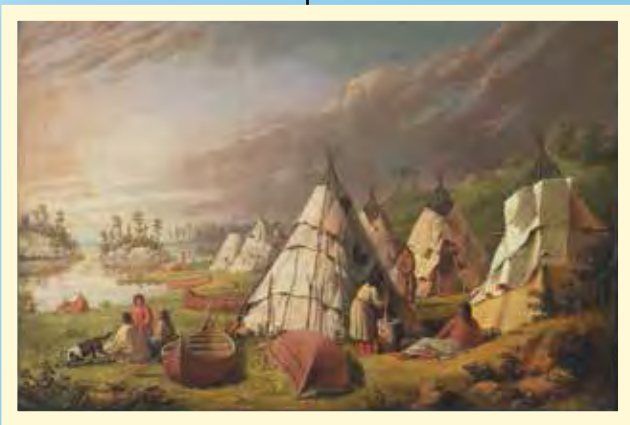
Around 1820, Black settlers escaped slavery and started a farming community in Queen's Bush.

1810

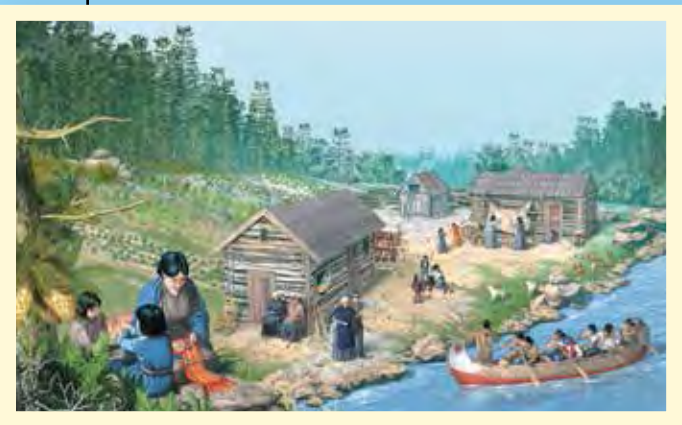
1820

1830

1840



Around 1815, many Anishinabe moved to the Saugeen Peninsula.



In 1826, about 80 Métis families were living in the community of Sault Ste. Marie.

# Canada Long Ago

## Unit Key Words

habitant

Indigenous peoples

Lower Canada

seigneurie

settler

Upper Canada

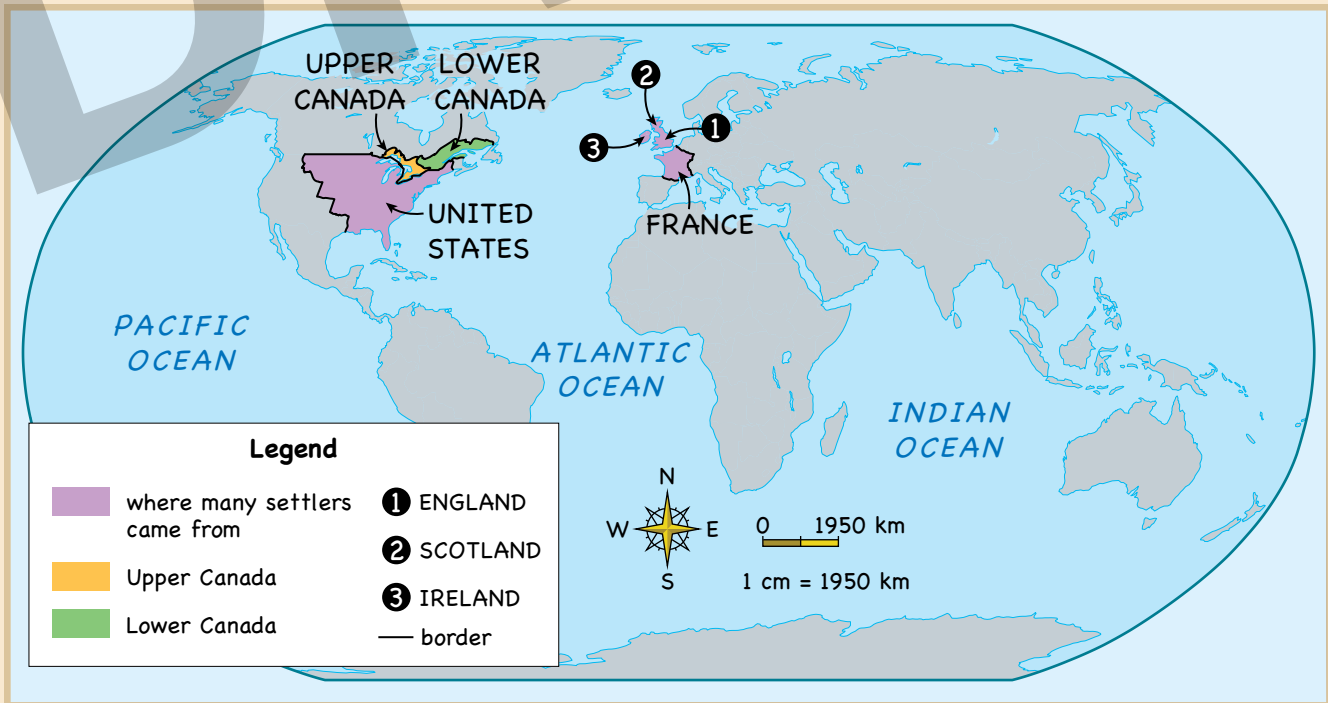
Long ago, Canada was very different from the Canada we live in today. In fact, it was not even called Canada. There were no paved roads and no telephones. There were no cars or schools. Forests covered much of the land. Indigenous peoples lived in communities where they farmed, hunted, and fished. **Indigenous peoples** are the first groups who ever lived in an area.

What we now call Canada began to change several hundred years ago. People started to come to Canada from other places, including Britain, France, and what is now the United States.

These newcomers were called settlers. **Settlers** are people who build new communities.

How do you think settlers travelled to Canada?

## Origins of Some Settlers in Early Canada. 1825



## Why Settlers Came

Settlers came for different reasons. Some settlers came for the chance to have land to farm. Some came because they did not feel safe where they lived. Some settlers came to be near other people who shared their language and beliefs.

New communities grew quickly. Many Indigenous peoples had to move to other places because of the newcomers.

## Understanding Canada Today

In early Canada, people spoke different languages and had different beliefs. Over time, they built communities together. Understanding the history of these communities helps us understand Canada today.

**This painting was created in 1838 by Philip John Bainbrigge. It shows a farm in Upper Canada. What do you notice in this painting?**





## Active Citizenship

You are a member of different communities, including your family, your school, and your town or city. Being an active citizen means you do what you can to help each of the communities you belong to.

In this unit, you will look at how people helped each other and worked together to build early Canadian communities.



This painting from Lower Canada shows a typical family farm between 1780 and 1850. What examples of helping one another can you see in this painting?

## Looking Ahead to the Unit Inquiry

At the end of this unit, you will be asked to create a guide for newcomers to early Canada. In your guide, you will give advice about how to meet the challenges of living in early Canada. The inquiry process will help you make decisions about what information to include in your guide.

# First Nations and Métis Communities



What was life like for people long ago?

## In this chapter, you will

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



## Life in Indigenous Communities

These photos show objects that First Nations people and Métis used around 1780. Compare these objects to objects you use.



bone fishing hook



porcupine-quill box



cow-horn rattle



**stone arrowheads**



**leather moccasins**



**willow-reed ball**



**metal pot**

# Where Were Some Indigenous Communities?

## Perspective

**Perspective** is how people see things. It is their point of view. People's perspectives depend on their beliefs and experiences. As you read, ask yourself

- What perspectives do I see?
- Whose perspectives are these?
- What is my perspective?

Before 1780, First Nations peoples had been living in what we now call Canada for thousands of years. The natural environment provided everything they needed. They respected the environment.

Around 1780, many newcomers arrived from France and Britain. The newcomers traded goods such as cloth or tools with First Nations people for animal furs. This was called the **fur trade**.

## Mohawk of Kahnawá:ke

The Mohawk are a First Nation. Mohawk people farmed, hunted, trapped, and fished. The French wanted Mohawk people to trade furs with them. They invited Mohawks to settle near them. Many agreed. Their community was called *Kahnawá:ke*.

## Three Indigenous Communities, 1780





## Anishinabek of the Saugeen Peninsula

The Anishinabek are another First Nation. They lived in the forests around the big lakes called the Great Lakes. Around 1800, British newcomers began to need farmland. They cut down forests and drained marshes where Anishinabek lived. The land on the Saugeen Peninsula still had a lot of forest. Many Anishinabek moved to that area.

This 2002 photo shows a father and daughter on Lake Wabigoon. They are collecting wild rice from the lake, as their ancestors did. What other resources do you think Anishinabek might gather from the land?

## Métis of Sault Ste. Marie

Some First Nations women and French men in the fur trade started families together. Many years later, their children and grandchildren became known as **Métis**.

Some Métis chose to live along a river that was part of a major fur-trading route. This area had good fishing and land that could be farmed. The community was called Sault Ste. Marie.

What perspectives on the environment do you see on these pages?

### I Wonder ...

What is my perspective on the environment?

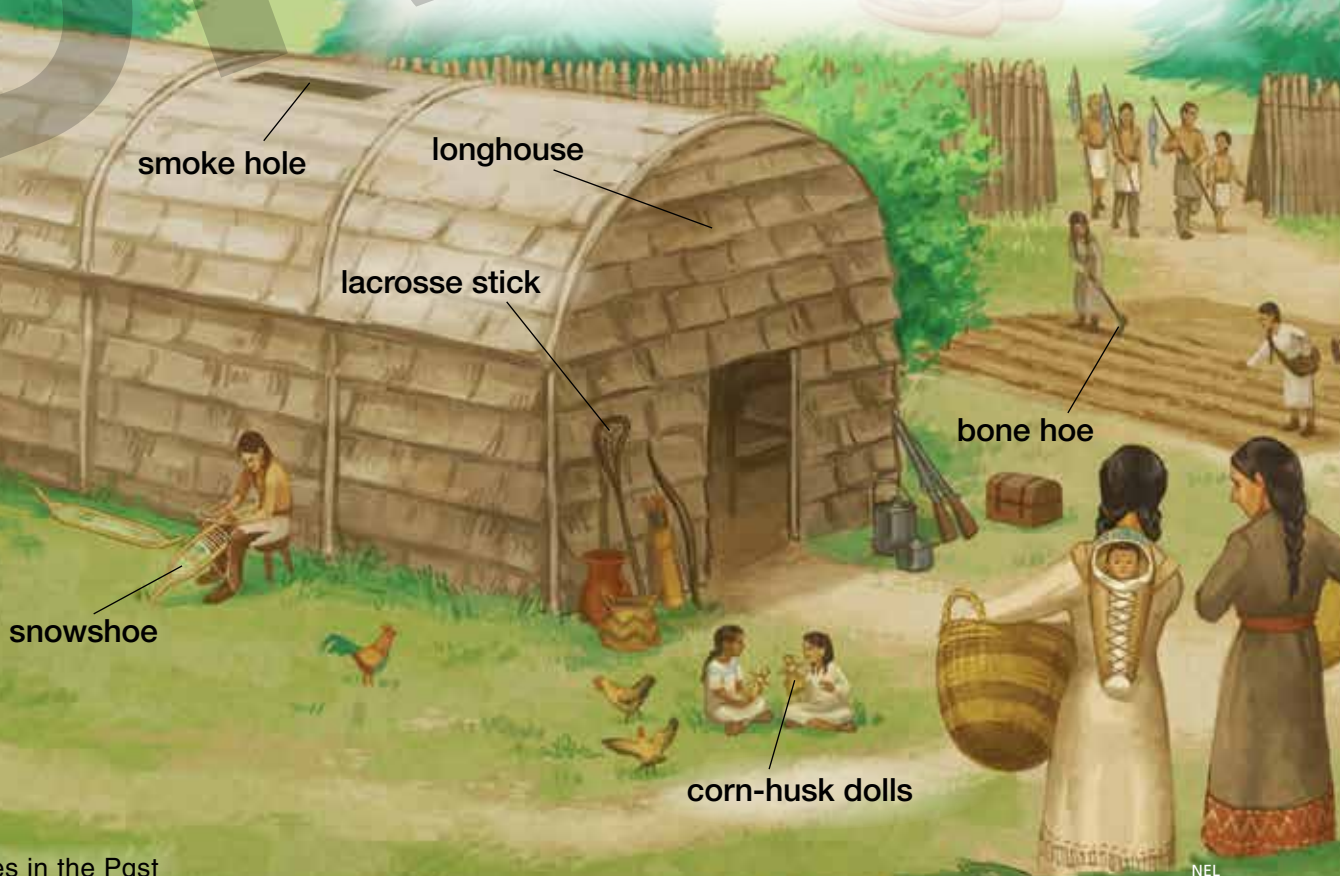
# How Did People Live in Kahnawá:ke?

Kahnawá:ke was a community in Lower Canada. Some Mohawk families lived in log cabins. Others lived in longhouses with many family members, including Elders. **Elders** are people who teach the skills, beliefs, and traditions of their community.

## Mohawk Women

Mohawk women were powerful. They were in charge of the longhouses.

Women worked together. They supported their community by farming. They cared for the children. They prepared food so it would not spoil. They made clothing from animal skins.



## Mohawk Men

Men worked together. They fished, hunted, and trapped. They built cabins and longhouses. Men made many items, including tools and snowshoes.

## Mohawk Children

Girls worked alongside the women. Boys worked alongside the men. Sometimes, children played with corn-husk dolls. Some played lacrosse.

## Changing Ways of Life

Before coming to Kahnawá:ke, Mohawk people moved their whole community every few years. In Kahnawá:ke, they decided to stay in one place.

Beaver furs were popular in the fur trade. For a long time, there were a lot of beavers. Mohawk trappers traded beaver furs for goods from the French. After some time, most of the beavers in the area had been trapped.

What does this illustration tell you about how Mohawk people in Kahnawá:ke used the land to meet their needs?



### I Wonder ...

How did people build a strong community in Kahnawá:ke?



# How Did People Live in the Saugeen Peninsula?

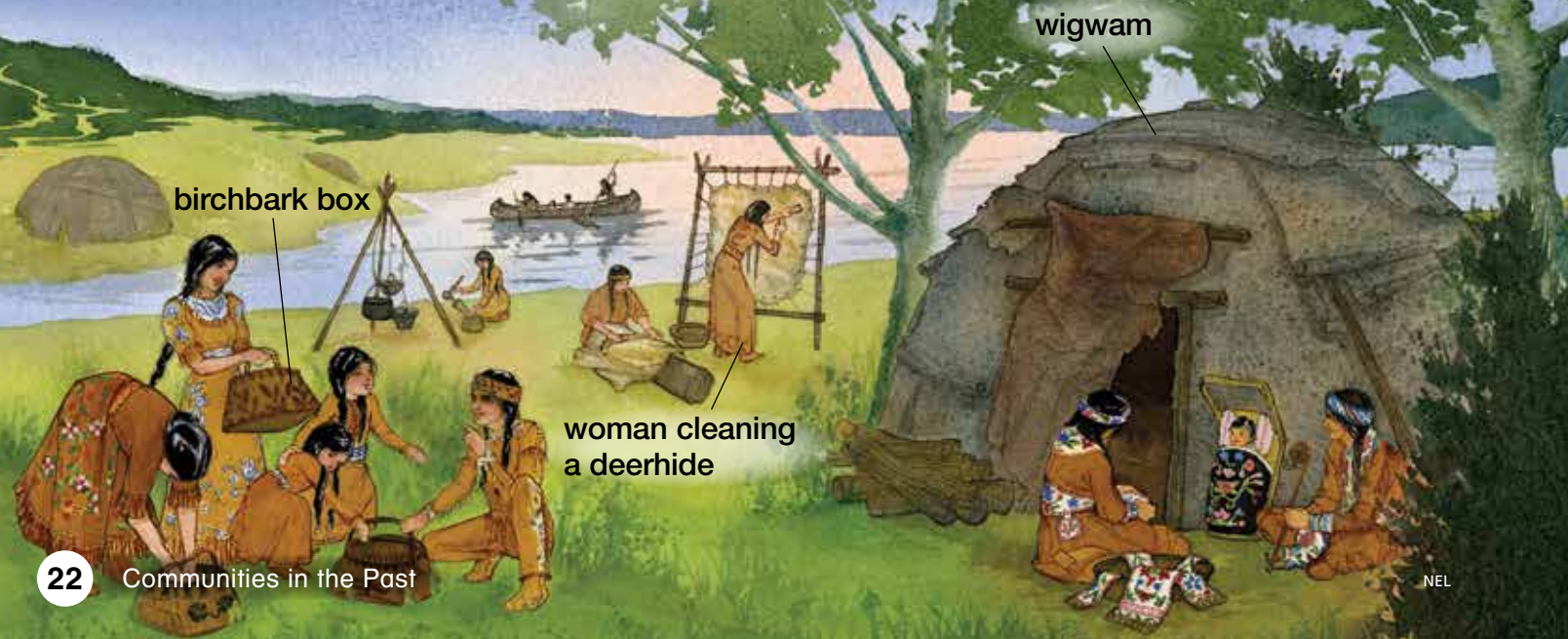
Before the 1800s, the Saugeen Peninsula was covered in forest. The soil was rocky and not good for farming. The Anishinabek ate wild rice, fish, and other animals.

## Family Life

Anishinabek travelled the Saugeen Peninsula in family groups. They knew where to find fruit, like blueberries. They knew when streams were full of fish. They knew where to hunt deer, moose, and bear.

Family members worked together. Children worked alongside their parents, who taught them how to live in the forest. Grandparents travelled with their families. Many grandparents were respected Elders.

What does this illustration tell you about daily life in an Anishinabe community?



birchbark box

wigwam

woman cleaning a deerhide

## Tools, Homes, and Clothing

Anishinabek used birchbark to make waterproof items such as cups and canoes. They also built wigwams. **Wigwams** are a type of home made from birchbark, animal skins, bulrush leaves, and wooden poles. They are sturdy and warm in wind and snow. Anishinabe women sewed moccasins and other clothing from leather.



In this recent photo, an Anishinabe Elder teaches her granddaughter about Anishinabe beadwork. What makes Elders good teachers?

## Changing Ways of Life

By 1800, Anishinabek were getting many tools from newcomers. They traded furs for axes, blankets, traps, and pots. Some families began living in log cabins.

In 1836, the British and the Anishinabek made an agreement. The British said that newcomers would not settle in the Saugeen Peninsula. The newcomers came anyway. They cut down trees and fished the lakes and rivers. It became difficult for the Anishinabek to continue their traditional way of life.

### I Wonder ...

How did the lives of the Anishinabek in the Saugeen Peninsula compare with the lives of the Mohawk in Kahnawá:ke?

## Citizenship in Action



In 2015, students at New Liskeard Public School spent 10 weeks learning about Anishinabe and other Indigenous history. To celebrate and share their new knowledge, they held a feast for parents and guests. Every student played a role at the event.



# How Did People Live in Sault Ste. Marie?

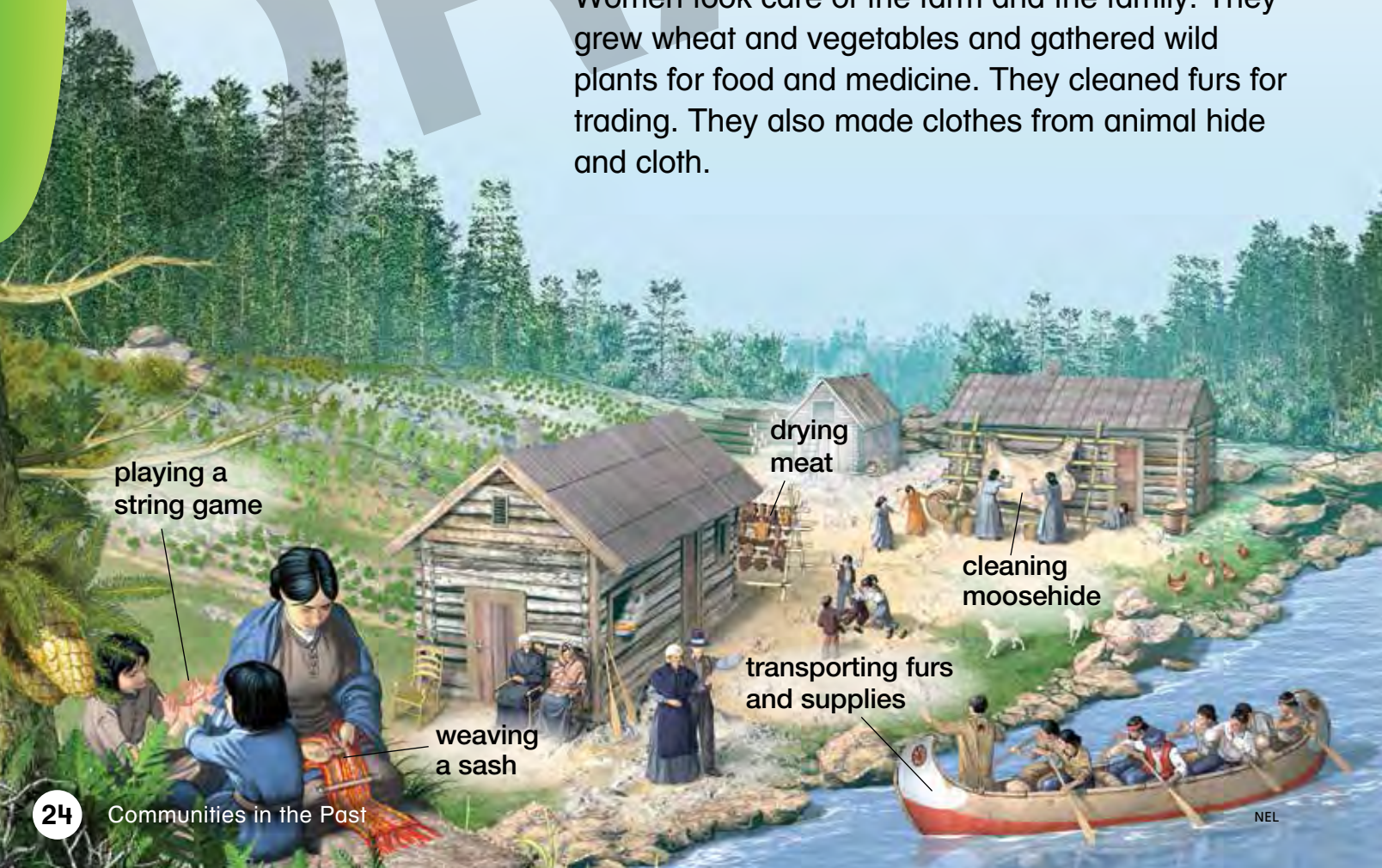
Métis in Sault Ste. Marie built log cabins along the river, near a fur-trading post. By 1826, about 80 homes were there. The farms were close together because the Métis liked to be near their neighbours.

The Métis lived a life that combined the traditions of their First Nations and French ancestors. They spoke a Métis language called Michif. It combines French and Cree. Cree is a First Nations language.

In Sault Ste. Marie, Métis families cleared long strips of land for farming. What does this illustration tell you about daily life in a Métis community?

## Métis Women

Women took care of the farm and the family. They grew wheat and vegetables and gathered wild plants for food and medicine. They cleaned furs for trading. They also made clothes from animal hide and cloth.



## Métis Men

Many Métis men worked for fur-trading companies. They paddled large canoes full of furs or supplies to distant places. Métis men were sometimes away from home all summer. In winter, they trapped animals for fur.

Men also hunted and fished. They supplied the fur-trading post at Sault Ste. Marie with meat and fish. They built canoes for the trading companies. In return, they received goods such as flour and sugar.

## Métis Children

Children helped with the chores. They cleaned furs for trading. Children played tag and games with string. They learned from Elders how to live in harmony with each other and the land.



## Making Connections

We make connections to a text to help us understand it. Think about your own life. How are your experiences similar to and different from those of the Métis in the early 1800s?

**This sketch of a Métis dance was made in 1860. The Métis people had dances like this in Sault Ste. Marie. Their songs and dances combined French and First Nations traditions.**

## I Wonder ...

Why is this Métis community an important part of our history?



## Ask Questions

Asking questions helps you find answers to things you wonder about. How can you create good inquiry questions?

### Steps for Asking Inquiry Questions

- 1 Think about the topic. What do you already know? What do you want to learn?
- 2 Think of possible questions. Write them down.
- 3 Check each of the questions using criteria, such as the following:
  - A good question is on topic.
  - A good question is worded clearly.
  - A good question must be answered with more than a “yes” or “no.”

This painting shows First Nations people transporting furs for trading. Cornelius Krieghoff created this painting in 1858. Think about some questions you could ask to help you understand this painting.



## Let's Investigate

Tara wondered what life was like for First Nations people when newcomers came to Canada. She thought about the tools she could use to develop inquiry questions.

I wonder how First Nations people felt when newcomers arrived.

5 Ws and H	My Questions
Who	Who were the First Nations heroes?
What	What did First Nations people do?
Where	Where did the British King live?
When	When did the lives of First Nations people begin to change?
Why	Why did newcomers take so much good land?
How	How did the lives of First Nations people change?



Tara made a 5 Ws and H chart. Then, she used the criteria in step 3 to decide which of her questions to use for an investigation.

### Try It

- 1 Use the criteria in step 3 to think about Tara's questions.
- 2 Which of Tara's questions works best? Explain why you think it is the best question.

# Here and Now

Today, many Indigenous people still live in Kahnawá:ke, on the Saugeen Peninsula, and in Sault Ste. Marie. Indigenous communities exist in many areas across Canada.

These communities respect their cultural traditions. People continue to hunt, trap, and fish. Some people make beadwork and clothing in the same way their ancestors did. Some people wear traditional clothing and participate in special ceremonies.

**National Aboriginal Day is celebrated every year on June 21. It is a day to honour Indigenous peoples. In this 2012 photo, a young Mohawk dancer in Brampton performs a traditional shawl dance.**

## I Wonder ...

How do celebrations in my community bring people together?

# Pulling It Together

I learned that people long ago relied on the land and each other to survive. For example, Mohawk and Métis men trapped animals, and women used the skins to make clothing.



In this 2015 photo, Joe Manteuffel shows students from R.F. Downey Public School how he makes a spinning top. The demonstration was part of National Aboriginal Day celebrations in Curve Lake First Nation. What connections can you make between this photo and what you know about Indigenous communities in early Canada?



## IT'S UP TO YOU

### REFLECT

Why was it important for people in these communities to work together? Why is it important for people in your community to work together?

### TAKE ACTION

Share your ideas about the importance of working together with your family and friends. What can you do today to help in your community?



# Pulling It Together



## What I Discovered

Draw a longhouse, a wigwam, and a log cabin. On each home, record one fact or idea you learned about the people in this chapter.



## Making Connections

Compare your life with the daily lives of children who lived in one of the communities described in this chapter.



## Chapter Inquiry

Suppose that you were moving to Canada around 1780. You could ask for advice from First Nations and Métis people.

- 1 Think about what you already know about living in early Canada. Think about what you still want to know.
- 2 Create questions using a chart like the one on page 27.
- 3 Test your questions against the criteria for a good inquiry question on page 26.
- 4 Choose one question that you want to investigate further.



Kahnawá:ke



Saugeen Peninsula



Sault Ste. Marie



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