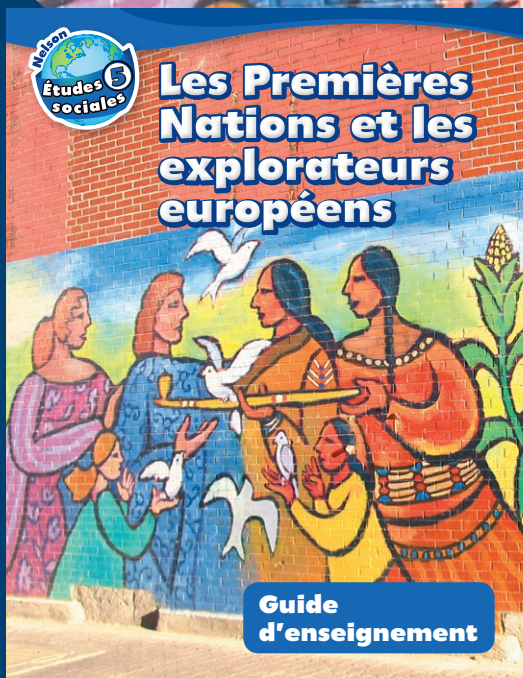


First Nations and European Explorers

SAMPLE
MATERIAL
INSIDE



ALSO AVAILABLE IN FRENCH

Teacher's
Resource

Table of Contents

Introducing <i>Nelson Social Studies</i>	iv
<i>Nelson Social Studies</i> Grade 5 Components	iv
Student Books	v
Activity Cards	v
Teacher's Resource	vi
Online Teaching Centre	vi
Approaching Social Studies Learning	vii
<i>Nelson Social Studies</i> Foundational Principles	vii
Social Studies Thinking Concepts	viii
Big Ideas	viii
The Inquiry Process	ix
Spatial Skills	x
Citizenship Framework	x
Cross-Curricular and Integrated Learning	x
Assessment and Evaluation	xi
Springboard to Inquiry	xii
Related Resources	xiv
First Nations and European Explorers	1
Chapter 1: First Nations Peoples in Eastern Canada	4
Chapter 2: Early Contact	39
Chapter 3: Fur Trade in Eastern Canada	65
Chapter 4: Early Settlements in New France	97
Unit Inquiry: Investigating First Nations Peoples and Europeans in Early Canada	133
Fiches reproductibles	135

First Nations and European Explorers

Student Book pages 8–13

In *First Nations and European Explorers*, students learn about interrelationships among First Nations peoples and Europeans in eastern Canada up to 1713. The unit begins with a focus on the daily lives of First Nations peoples—their ways of life, communities, roles, beliefs, and interrelationships. Students then learn about the arrival of early explorers from Europe, the development of the fur trade, and the settlements of New France. Students consider the consequences of the interactions among First Nations peoples and Europeans, and how those relationships of the past relate to issues in Canada today. The themes of community, identity, cooperation, and respect for the rights of others run throughout the unit. Students are encouraged to consider different perspectives as they view images and read about historical events.

Before beginning the unit, consider conducting a book walkthrough using Student Book pages 5–7.

Big Ideas

Point out the Big Ideas at the top of Student Book page 9. Explain to students that these are the important learnings for the unit on First Nations and European explorers. Tell students that they will be returning to and reflecting on these Big Ideas throughout the unit, through each chapter's Big Question and Learning Goals. The Big Questions and Learning Goals will help students develop their understanding of the unit's Big Ideas and thinking concepts, and guide them through the stages of the inquiry process.

Vocabulary Development

Before your class begins its study of First Nations peoples and European explorers, set up a collaborative word wall on a classroom website, which students can add to throughout the unit. Alternatively, have students create individual word walls. Note that BLM 1.1: Pronunciations provides a guide to pronouncing the names of several First Nations peoples featured in this unit. For some of these names, the suggested pronunciation is only one of several acceptable pronunciations. As well as variant pronunciations, you may also find that some names for First Nations peoples have variant spellings.

♥ **Sensitivity Note:** As per the *Ontario Social Studies Curriculum (2013)*, this unit focuses on First Nations peoples, mainly prior to 1713. There is very little reference to Métis or Inuit. When the word *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 homogenous people with identical characteristics. Among First Nations peoples, as well as Métis and Inuit, there is a wide variety of cultures, languages, beliefs, practices, and so on. Whenever possible, First Nations peoples are referred to by specific names.

Home/School/Community Connection

Read and discuss BLM 0.1: *First Nations and European Explorers* Letter Home with students. Talk about how they will take this letter home and share with family members what they will be learning.

Introducing the Unit Map: First Nations and European Explorers

Have students view the Unit Map and read the remaining text on Student Book pages 8–9. If necessary, explain that this is a map of eastern Canada. It shows the approximate locations of various First Nations and Inuit groups prior to 1713. The map does not include borders for provinces and territories because these did not exist during the time period studied in this chapter. Discuss the word *community*, used in the title of the map. Ask:

- **What does community mean to you?**
- **Based on the title of the map and the visuals, what predictions can you make about what you will be learning in this unit?**
- **What do you notice about the labels?** (*some are in italics, some are in parentheses*)

Note that the names in italics represent approximate locations of First Nations and Inuit groups during the time period studied, and the names in parentheses are the names that Europeans gave to the Indigenous groups. Ask:

- **Why do you think two names for most of the First Nations were included on this map?**

Encourage students to refer to the Unit Map throughout the unit.

Reading and Discussing the Pages

Ensure students' understanding of vocabulary on Student Book pages 8–9, including the words *First Nations*, *Europeans*, *interactions*, and *perspectives*. Add to the word wall as necessary. Then have students restate or rewrite the Big Ideas in their own words.

Have students read the three paragraphs on Student Book page 10, and then preview the timeline. Ask students why *Canada* is in quotation marks in the heading. Ask students to think of different ways we refer to Canada in the past, such as *early Canada* and *Canada of long ago*.

Have students examine and read the timeline with a partner. Ask:

- **What events and names on the timeline have you heard of before, if any?**

Discuss some aspects of the time period that the timeline spans, to 1713. Ask:

- **What do you think life would have been like during this time period?**
- **What types of transportation do you think existed before 1713? How do you think explorers reached Canada? How do you think First Nations peoples travelled?**
- **Was there electricity during this time period?**
- **How did people communicate over long distances?**

Have students read the Language Families margin feature. Explain that English is one of the languages belonging to the Indo-European language family, as are many familiar languages such as French, German, Portuguese, Spanish, Hindi, Bengali, Russian, Punjabi, Italian, and Urdu.

Have students read the two paragraphs on Student Book page 11, followed by the information in the table. Ask students whether they have ever been called

someone else's name by mistake. How did they feel? How might they feel if someone consistently called them by an incorrect name? Why is it important to refer to people of different cultures, religions, and backgrounds using appropriate terminology?

Have students view the painting and read the text on Student Book page 12. Remind students that effective learning strategies include thinking about what we already know about a topic, making personal connections to the topic, and developing questions we still have about the topic. Tell students they can refer back to the questions on page 12 of the Student Book when looking at other images in this unit.

Responsible Active Citizenship

Have students read the Responsible Active Citizenship section on Student Book page 13. As you read the different sections, ask the questions posed. Ensure that students understand the terms *identity* (who or what we are) and *perspective* (point of view, or way of looking at something). Explain that the social studies thinking concept of perspective is central to an understanding of this unit. If necessary, refer students to page 4 of the Student Book for a description of the social studies thinking concepts. As students study this unit, encourage them to consider the perspectives of both First Nations peoples and Europeans, and how different perspectives affected the ways that people behaved and interacted.

Looking Ahead to the Unit Inquiry

Have students read this section. Discuss the task generally, noting that each chapter's Toolbox lesson and Chapter Inquiry task will help students prepare for the Unit Inquiry task. If necessary, review the stages of the inquiry process as outlined on Teacher's Resource pages 133–134 and Student Book pages 102–105.

The Unit Inquiry Task and Assessment

The Unit Inquiry: Investigating First Nations Peoples and Europeans in Early Canada relates directly to the unit's Big Ideas and provides an opportunity for students to apply and demonstrate their learning about the unit content and the inquiry process. Students are asked to be historians who are investigating the interactions between groups of people in early Canada.

Students select the interaction they want to investigate, and develop questions to guide their inquiry. They gather a variety of information from the Student Book and other sources, both primary and secondary, and organize the information using a graphic organizer. After interpreting and analyzing their information, they evaluate it and draw conclusions. Students then communicate their information and conclusions in a creative presentation, and conclude by reflecting on their learning and the inquiry process.

A variety of self-assessment tools are provided to support students as they complete the Unit Inquiry task. Based on evidence of students' achievement, you will have the opportunity to evaluate, summarize, and communicate what students know and can do at the end of *First Nations and European Explorers* with respect to the overall Curriculum Expectations.

Assessment Tools for First Nations and European Explorers

The following tools have been provided for unit assessment:

- BLM 5.1: Self-Assessment: Learning Skills and Work Habits
- BLM 5.2: Self-Assessment: Inquiry Check-In
- BLM 5.3: Portfolio Checkbric
- BLM 5.4: Unit Inquiry Rubric

Chapter 1

First Nations Peoples in Eastern Canada

Learning Goals

- describe interactions among First Nations peoples
- formulate questions
- identify and compare some First Nations groups in early Canada

Chapter Overview

This chapter identifies locations and key characteristics of some First Nations peoples in eastern Canada before 1600. Students discover that we learn about First Nations peoples largely through oral tradition and primary sources. They learn about some of the roles and beliefs of First Nations, as well as how First Nations in the area provided themselves with food, shelter, and clothing; how they interacted with the environment; and how nations interacted with one another. This chapter has two Spotlights: the Wendat and the Innu. This chapter's Toolbox lesson focuses on formulating questions. The theme of community runs throughout the chapter. Students consider their own responsibilities and actions in communities.

Big Question: What does *community* mean to First Nations peoples?

Toolbox: Formulate Questions

About the Chapter Inquiry

The Chapter Inquiry at the end of the chapter has students create a mind map of the main ideas of one section of the chapter. Students also list questions they still have about this topic. They review their questions and choose one critical question to research further.

Chapter Summary Chart

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
First Nations Peoples in Eastern Canada Student Book page 14 Teacher's Resource pages 7–8	Understanding Context <ul style="list-style-type: none">• identifies and describes characteristics of specific First Nations	<ul style="list-style-type: none">• Significance• Continuity and Change	<ul style="list-style-type: none">• Language• The Arts• Mathematics
How Do We Learn about First Nations Peoples? Student Book page 15 Teacher's Resource pages 9–11	Inquiry <ul style="list-style-type: none">• formulates questions to guide investigations into interactions among First Nations• gathers and organizes information presenting various perspectives on interactions among First Nations Understanding Context <ul style="list-style-type: none">• identifies and describes characteristics of specific First Nations	<ul style="list-style-type: none">• Significance• Interrelationships	<ul style="list-style-type: none">• Language

Chapter Summary Chart *(continued)*

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
How Was the Environment Important to First Nations Peoples? Student Book pages 16–18 Teacher’s Resource pages 12–14	Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations into interactions among First Nations interprets and analyzes information and evidence evaluates evidence and draws conclusions about interactions among First Nations, highlighting various perspectives Understanding Context <ul style="list-style-type: none"> identifies and describes characteristics of specific First Nations describes, and identifies reasons for, differences among First Nations 	<ul style="list-style-type: none"> Significance Interrelationships 	<ul style="list-style-type: none"> Language Science
What Roles and Responsibilities Did Community Members Have? Student Book pages 19–20 Teacher’s Resource pages 15–17	Inquiry <ul style="list-style-type: none"> gathers and organizes information presenting various perspectives on interactions among First Nations interprets and analyzes information and evidence evaluates evidence and draws conclusions about interactions among First Nations communicates results of inquiries using appropriate vocabulary and formats Understanding Context <ul style="list-style-type: none"> identifies and describes characteristics of specific First Nations 	<ul style="list-style-type: none"> Significance Interrelationships 	<ul style="list-style-type: none"> Language The Arts
How Did Communities Make Decisions? Student Book page 21 Teacher’s Resource pages 18–20	Inquiry <ul style="list-style-type: none"> interprets and analyzes information and evidence evaluates evidence and draws conclusions about interactions among First Nations, highlighting various perspectives Understanding Context <ul style="list-style-type: none"> identifies and describes characteristics of specific First Nations 	<ul style="list-style-type: none"> Perspective Significance Interrelationships 	<ul style="list-style-type: none"> Language
Spotlight on the Wendat Student Book pages 22–23 Teacher’s Resource pages 21–23	Inquiry <ul style="list-style-type: none"> gathers and organizes information presenting various perspectives on interactions among First Nations interprets and analyzes information and evidence communicates results of inquiries using appropriate vocabulary and formats Understanding Context <ul style="list-style-type: none"> identifies and describes characteristics of specific First Nations describes, and identifies reasons for, differences among First Nations 	<ul style="list-style-type: none"> Perspective Significance Interrelationships Continuity and Change 	<ul style="list-style-type: none"> Language
Spotlight on the Innu Student Book pages 24–25 Teacher’s Resource pages 24–26	Inquiry <ul style="list-style-type: none"> analyzes and constructs maps as part of investigations into interactions among First Nations interprets and analyzes information and evidence Understanding Context <ul style="list-style-type: none"> identifies and describes characteristics of specific First Nations describes, and identifies reasons for, differences among First Nations 	<ul style="list-style-type: none"> Perspective Significance Interrelationships 	<ul style="list-style-type: none"> Language Science

Chapter Summary Chart *(continued)*

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
What Were First Nations Peoples' Beliefs? Student Book pages 26–27 Teacher's Resource pages 27–29	Inquiry <ul style="list-style-type: none"> communicates results of inquiries using appropriate vocabulary and formats Understanding Context <ul style="list-style-type: none"> identifies and describes characteristics of specific First Nations 	<ul style="list-style-type: none"> Significance Interrelationships Continuity and Change 	<ul style="list-style-type: none"> Language The Arts
Toolbox: Formulate Questions Student Book pages 28–29 Teacher's Resource pages 30–32	Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations into interactions among First Nations gathers and organizes information presenting various perspectives on interactions among First Nations Understanding Context <ul style="list-style-type: none"> identifies and describes characteristics of specific First Nations 	<ul style="list-style-type: none"> Significance Interrelationships 	<ul style="list-style-type: none"> Language The Arts
How Did First Nations Peoples Interact with Each Other? Student Book pages 30–33 Teacher's Resource pages 33–35	Application <ul style="list-style-type: none"> explains how interactions among First Nations are connected to issues in present-day Canada Inquiry <ul style="list-style-type: none"> gathers and organizes information presenting various perspectives on interactions among First Nations constructs maps as part of investigations into interactions among First Nations interprets and analyzes information and evidence Understanding Context <ul style="list-style-type: none"> describes interactions among First Nations before contact with Europeans 	<ul style="list-style-type: none"> Significance Continuity and Change Interrelationships Cause and Consequence 	<ul style="list-style-type: none"> Language
Pulling It Together Student Book pages 34–35 Teacher's Resource pages 36–38	Application <ul style="list-style-type: none"> explains how interactions among First Nations are connected to issues in present-day Canada Inquiry <ul style="list-style-type: none"> formulates questions to guide investigations into interactions among First Nations analyzes and constructs maps as part of investigations into interactions among First Nations communicates results of inquiries using appropriate vocabulary and formats Understanding Context <ul style="list-style-type: none"> identifies and describes characteristics of specific First Nations describes interactions among First Nations before contact with Europeans 	<ul style="list-style-type: none"> Significance Cause and Consequence Continuity and Change Interrelationships Perspective 	<ul style="list-style-type: none"> Language

First Nations Peoples in Eastern Canada

Student Book page 14

Purpose

This lesson introduces the chapter's main topic: First Nations peoples in eastern Canada before 1600. It also presents the chapter's Big Question and Learning Goals. Students meet Rena, who wonders whether her ancestors' community was similar to other early First Nations communities.

Big Question: What does *community* mean to First Nations peoples?

Learning Goals

- describe interactions among First Nations peoples
- formulate questions
- identify and compare some First Nations groups in early Canada

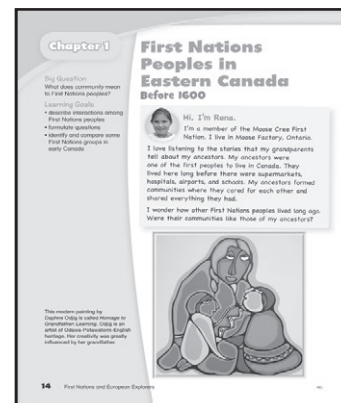
Lesson Planning Chart

Social Studies Expectations	
Understanding Context	
<ul style="list-style-type: none"> • identifies and describes characteristics of specific First Nations 	
Concepts of Social Studies Thinking	
<ul style="list-style-type: none"> • Significance 	<ul style="list-style-type: none"> • Continuity and Change
Cross-Curricular Expectations	
Language	
<ul style="list-style-type: none"> • extends understanding of texts by connecting the ideas to their own knowledge, experience, and insights 	
The Arts	
<ul style="list-style-type: none"> • Visual Arts: interprets a variety of artworks and identifies the feelings, issues, themes, and social concerns they convey 	
Mathematics	
<ul style="list-style-type: none"> • estimates and determines elapsed time, with and without using a timeline, given the durations of events expressed in minutes, hours, days, weeks, months, or years 	

Pronouncing First Nations Words

You may want to provide students with BLM 1.1: Pronunciations to help them with pronouncing some of the words and names they will encounter in the unit. They can keep this BLM in their notebooks for easy reference. Note that the pronunciations provided are the most common, but that there are other accepted pronunciations as well.

As students work through the chapter and unit, they could add notes to BLM 1.1, summarizing their learning about First Nations peoples.



First Nations and European Explorers Resources

- Student Book pages 10–11, 14
- Unit Map on Student Book pages 8–9 or the Online Teaching Centre
- BLM 1.1

Classroom Resources

- chart paper or class website

Vocabulary

ancestors
heritage
homage
Odawa (oh-daw-WUH)
Odjig (oh-jig)
Potawatomi (pot-ah-watt-ah-me)

Unit Map Connection

Draw students' attention to the Unit Map on Student Book pages 8–9 to remind them of the locations of various First Nations in relation to each other. Explain that on this map, italic text is used in labels for First Nations peoples and Inuit, and regular text indicates European settlements. Ask students to share their observations and questions about the map with the class.

Visual Arts Connection

Ask students to look closely at the painting by Daphne Odjig. Explain that her style of art is known as curvilinear. She learned this style from her grandfather, a stone carver. Her grandfather also taught her about her Indigenous heritage. This art is part of a collection of four pieces, entitled *Homage to Grandfather*. Interested students can research Odjig's other works, as well as the definition of *curvilinear*, and make interpretations as to the feelings, themes, and social concerns the artwork conveys. Students can share what they learn with the class.

BEFORE

Accessing Prior Knowledge

Ask students what they know about the meaning of the word *ancestor*. If necessary, tell students that it means a person of the past whom another is descended from. Talk briefly about your own ancestors, or those of someone you know, explaining that the term usually means people farther back than grandparents. Conclude by asking students why they think learning about our ancestors is important.

♥ **Sensitivity Note:** Some students may not know their family history or may not be comfortable sharing information about it.

DURING

Reading and Discussing the Text

Have students read the heading and Rena's message on Student Book page 14. Ask them to locate Moose Factory on the map on Student Book pages 8–9. Then have them use the timeline on pages 10–11 to identify events that happened before 1600. Ask a volunteer to figure out how many years ago the year 1600 was.

Record the Learning Goals on chart paper or post them on a class website for easy reference during students' study of Chapter 1. Ask students how the Learning Goals relate to Rena's message and what she wonders about. Invite students to make predictions about what they might learn, and list questions they have. Encourage them to record some personal goals for their learning.

Ask students to examine the painting and read the caption. Explain the meaning of the word *homage*. Ask:

- What do you notice in the painting? What connections can you make to the painting?
- What do you think is significant about the painting?

AFTER

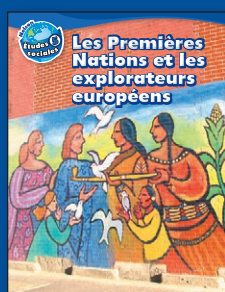
Thinking about the Big Question

Discuss the Big Question after examining the artwork and caption. Have students speculate on an answer. Together, record preliminary answers to the Big Question. Return to the question throughout the chapter.

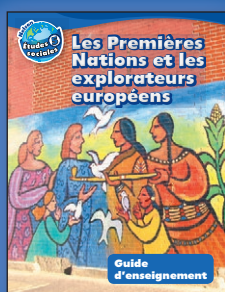


Coup d'œil sur les composantes

Identité et patrimoine



**Les Premières Nations
et les explorateurs
européens**
Manuel de l'élève
978-0-17684479-0



**Les Premières Nations
et les explorateurs
européens**
Guide d'enseignement
978-0-17684484-4



**Les Premières Nations
et les explorateurs
européens**
Cartes d'activités
978-0-17684534-6

Communauté et environnement



**Le gouvernement
et la citoyenneté
au Canada**
Manuel de l'élève
978-0-17684480-6



**Le gouvernement
et la citoyenneté
au Canada**
Guide d'enseignement
978-0-17684495-0

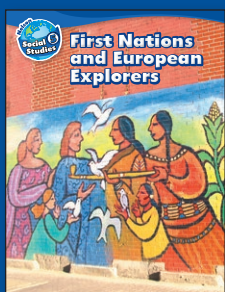


**Le gouvernement
et la citoyenneté
au Canada**
Cartes d'activités
978-0-17684483-7

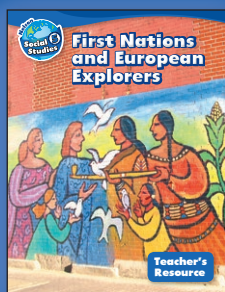


Components at a Glance

Heritage and Identity



First Nations and European Explorers Student Book
978-0-17-669854-6



First Nations and European Explorers Teacher's Resource
978-0-17-669856-0



First Nations and European Explorers Activity Card Set
978-0-17-669861-4

People and Environments



Canadian Government and Citizenship Student Book
978-0-17-669855-3



Canadian Government and Citizenship Teacher's Resource
978-0-17-669858-4



Canadian Government and Citizenship Activity Card Set
978-0-17-669863-8

Digital Support for Both Units

myNelson Online Teaching Centre
978-0-17-669891-1



@NELSONPK20

nelson.com 11/18

ISBN-13: 978-0-17-689891-5
ISBN-10: 0-17-689891-3



NELSON.COM/NELSONSOCIALSTUDIES

NELSON