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- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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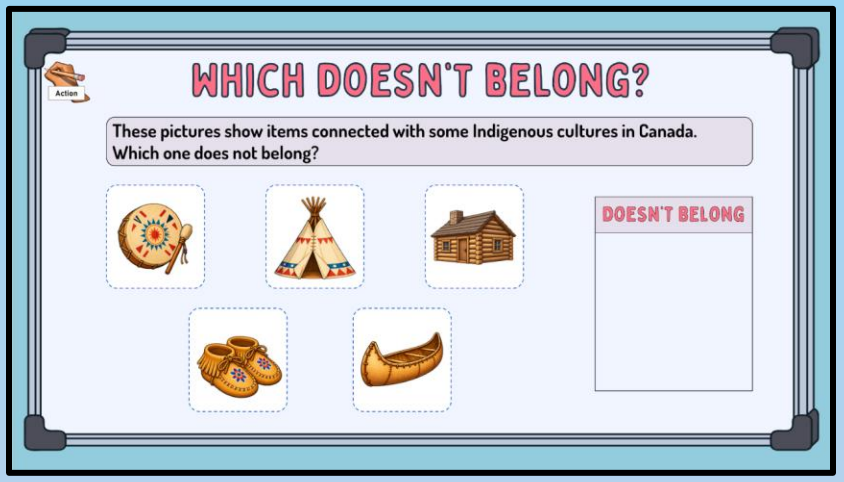
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BC Social Studies Curriculum
Global Indigenous Peoples– Grade 3

3-Part Lesson Format

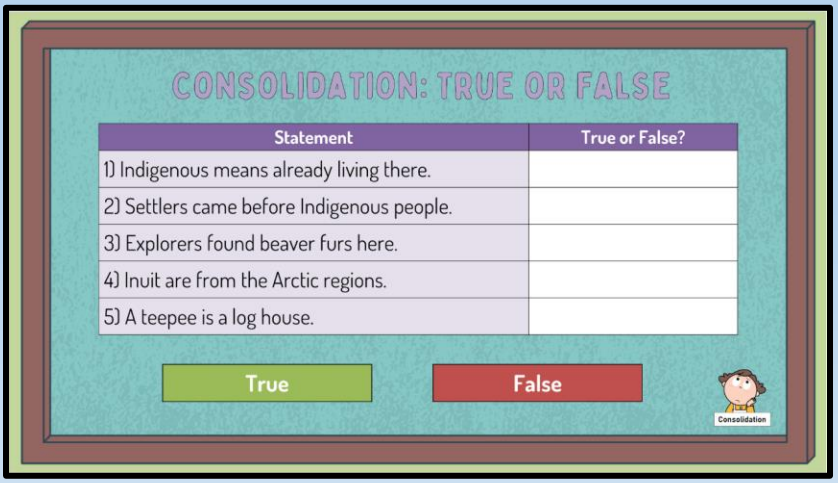
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!





Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Social Studies Curriculum
Global Indigenous Peoples– Grade 3



BC Social Studies Curriculum
Global Indigenous Peoples– Grade 3



Workbook Preview

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Grade 3 – Social Studies Unit

Global Indigenous Peoples

Big Idea 1: Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

Big Idea 2: People from diverse cultures and societies share some common experiences and aspects of life.

Big Idea 3: Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Big Idea 4: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Preview of 100 pages from this product that contains 291 pages total.

3.1	• Local BC First Peoples • Canadian and other North American indigenous people • local indigenous peoples of South America • ethnic Chinese and Koreans • ethnic European groups (Germanic, Slavic, Latin, Celtic) - worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings	7-36, 47-49, 81-85, 116-127, 134-142, 146-149, 155-174
3.2	Aspects of life shared by and common to peoples and cultures Sample topics: • family • work • education • systems of ethics and spirituality	50-76, 132-133, 153-164

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	Curriculum Expectations	Pages
3.3	Interconnections of cultural and technological innovations of global and local indigenous peoples Sample topics: • transportation • clothing • pottery • shelters and buildings • navigation • weapons • tools • hunting and fishing techniques • building techniques • food cultivation and preparation • ceremonies • art • music • basketry and weaving	37-43, 50-80, 86-94, 106-108, 128-131, 178-180, 186-191
3.4	Governance and social organization in local and global indigenous societies Sample topics: • consensus • confederacies • Elders • reservations • band councils • traditional leadership	44-46, 113-115, 175-177
3.5	Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures Sample topics: • tools • earth mounds • petroglyphs • oral stories • sacred or significant places and landforms • Weapons	95-97, 109-112, 143-145, 150-152
3.6	Relationship between humans and their environment Sample topics: • protocols around the world that acknowledge and respect the land • reshaping of the land for resource exploration and development • domestication of animals • organization and techniques of hunting and fishing	98-105, 181-185

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GLOBAL INDIGENOUS PEOPLES



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Curriculum Connection
3.1

Canada In The Early 1800s

Canada in the Early 1800s

You know what life is like in the 2000s, but do you have any idea what life was like in the early 1800s? Well, it was much different!

First off, Canada wasn't even a country! In the early 1800s, many different communit[illegible]d in the region we now call Canada. Some of these communities came to the re[illegible]ed here, while other communities already lived here.

PREVIEW

Settler

In the early 1[illegible]ers f[illegible]ropean countries like France and England came to the region of Ca[illegible] The[illegible]any great natural resources like beaver furs, trees, and minerals.



The Kings and leaders of [illegible]se E[illegible] countries sent more of their people to [illegible] New World" to try to claim it for them. These peopl[illegible] built their houses, started farming and settled in the region we now call Canada. We call these people **settlers**.

Indigenous People

When Europeans came to the New World, they met people who already lived there. **Indigenous communities**, including many First Nations, had lived on this land for thousands of years.

The word 'indigenous' means already living in a place. The Indigenous people belonged to First Nations, Inuit, or Métis communities.

The Indigenous people welcomed and helped the European explorers. They taught them how to build good shelters and find food and medicine.

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Curriculum Connection
3.1

Ordering Put the events of early Canadian history in order. Number 1 to 5.

	Explorers arrived in the region we now call Canada.
	Settlers built log houses and started farming the land.
	Indigenous people lived on the land for thousands of years.
	Explorers found natural resources like beaver furs and minerals.
	Ind s people helped explorers survive by sharing their knowledge.

Questi ve estions below using evidence from the text.

1) Why did th g rop d more people to Canada?

2) What does the word "indigenous" m n?

3) Name two countries that sent explorers to Cana

Draw Draw a picture of an Indigenous person helping a settler e 1800s.

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Curriculum Connection
3.1

Word Search

Find the words from the word bank.

Word Bank: Indigenous Community Related Words				
First Nations	Métis	Drum	Teepee	Canoe
Inuit	Powwow	Elder	Totem	Moccasin

N	C	P	V	I	Z	M	P	B	K	M	E	O	É	N	F	T	F
D	R	M	Q	B	J	F	F	I	R	S	T	M	É	T	I	S
N	C			L	H	G	N	P	M	O	C	C	A	S	I	N
Q	A	G	H		D	Q	B	O	T	F	B	J	U	U	Q	L
B	N	H		M		D	W	T	Z	I	K	Y	N	P	U	
T	O	E	L				W	E	O	J	C	D	I	H	H	
T	E	E	P	E	E	X		Y	T	P	P	E	X	R		
U	É	X	T	P	I	I	B			O	E	Q	U	B	Y	
O	I	F	P	T	N	U	I	N		T		M	I	G	X	

PREVIEW

Matching

Draw a line to match each Indigenous ter[illegible] the wor[illegible] describe it.

First Nations ○	○ A respected knowle[illegible] community
Inuit ○	○ Indigenous people from Arctic regions
Métis ○	○ Indigenous peoples in Canada (not Inuit or Métis)
Elder ○	○ A gathering with dancing, music, and celebration
Powwow ○	○ A cone-shaped traditional home
Teepee ○	○ People with mixed Indigenous and European ancestry

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Curriculum Connection
3.1

Important Indigenous Symbols

Important Indigenous Symbols

The Indigenous people of Canada have many symbols that are important to them.

Not every Indigenous group uses all symbols below.



Medicine Wheel
It is a symbol that represents how everything is connected. When one part is sick, all parts are sick.



Eagle Feather
It is a [illegible] by many [illegible] in Canada. It represents strength, wisdom, and spirit.



Dreamcatcher
It stops bad dreams and only lets good dreams pass through.



Totem Pole
The Totem Pole is a symbol used by the West Coast First Nations. It is used to represent family, history, and beliefs.



Thunderbird
The Thunderbird is a powerful and sacred symbol in many Indigenous cultures and represents strength and protection.



Moccasin
The Moccasin is an Indigenous shoe. They were made of deer, elk, moose, or buffalo leather.

PREVIEW

Name: _____ 14

Curriculum Connection
3.1

True or False

Is the statement true or false?

1) Totem poles were made by all Indigenous groups.	True	False
2) Dreamcatchers catch bad dreams and let good ones through.	True	False
3) The Thunderbird represents strength and protection.	True	False
4) The Eagle Feather represents sports.	True	False
5) Totem poles represent family, history and beliefs.	True	False

Questions

swer the questions below.

1) W es the M Wheel represent?

2) Which symbol have you see efor epresent?

PREVIEW

Matching

Match what symbol is being described in each sta

Medicine Wheel	●		●	Represents family history and beliefs
Eagle Feather	●		●	Traditional footwear made from animal hide
Dreamcatcher	●		●	Symbol of connection, balance, and healing
Totem Pole	●		●	Filters bad dreams and lets good dreams pass
Moccasin	●		●	Symbol of strength, honour, and wisdom

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Curriculum Connection
3.1

Activity: Puzzle Challenge

Objective

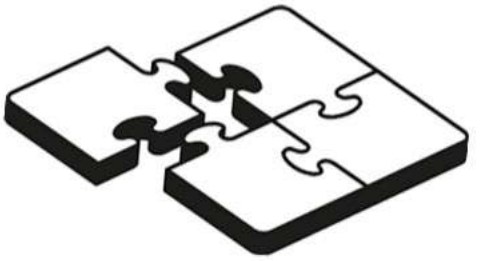
What are we learning more about?

Students will learn about important Indigenous symbols and what they represent in Indigenous cultures. They will work together to complete puzzles with different difficulty levels using teamwork and problem-solving skills.

Materials

What do we need for our activity?

- ✓ Indigenous symbol puzzle pieces
- ✓ Scissors
- ✓ Glue or tape
- ✓ Timer or stopwatch
- ✓ Pencil
- ✓ Crayons or markers (optional)



Instructions

How do we complete the activity?

1) Divide the class into small groups.
2) Each group will receive one puzzle at a time.
3) Start with the easiest puzzle first:
   - Eagle Feather (3 × 3)
   - Totem Pole (3 × 4)
   - Dream Catcher (3 × 5)
4) Work together to cut, arrange, and complete the puzzle correctly.
5) When your group finishes, raise your hand for the teacher to check your puzzle. If the puzzle is correct, the teacher will record your time.
6) Groups may then move on to the next puzzle with more pieces and greater difficulty.
7) The group with the fastest correct total time wins the Indigenous Symbols Puzzle Challenge!

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3.1



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Curriculum Connection
3.1



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Curriculum Connection
3.1

First Nations Communities

What Are First Nations Communities?

First Nations are the groups of **Indigenous people** who lived in Canada long before the **European settlers** came. They had their own **languages, cultures, and ways of life**. Today, there are 634 different First Nations communities in Canada. These communi[illegible] spread across many parts of the country.

PREVIEW

Whe[illegible]a[illegible] People Live?

First Na[illegible]ns pe[illegible] different **regions** of Canada. Each region has different **landscapes an[illegible]tes** tha[illegible] how they live. Here are some of the main regions they live:



- **Northwest Coast:** This a[illegible] lots of trees and oceans. Peo[illegible]le here are skilled at fishing.
- **Plains:** This flat land is good for **hunting buffalo**.
- **Eastern Woodlands:** This area is covered with forests and rivers. People here build canoes and hunt.
- **Subarctic:** This cold region has thick forests. People here are good at trapping and fishing.
- **Arctic:** The land is icy and cold. **Inuit** people live here and hunt seals and whales.

What Happened to First Nations Communities?

Before European settlers arrived, there were more First Nations communities. Sadly, many members of these communities died from diseases brought by the settlers and from wars. The arrival of Europeans greatly changed their way of life.

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Curriculum Connection
3.1

Matching Draw a line to match each region to its main activity.

Northwest Coast ◯	◯ Building canoes and hunting
Plains ◯	◯ Hunting seals and whales
Eastern Woodlands ◯	◯ Hunting buffalo
Subarctic ◯	◯ Trapping and fishing
tic ◯	◯ Fishing

Question Ans estions below using evidence from the text.

1) What is a comm ? Do to one? Explain.

2) How many First Nations communities are now? e more before the Europeans came? Explain.

PREVIEW

Word Scramble Unscramble the words below using the word bank.

First	Nation	Community	Woodland	Arctic	Plains

NLWADOOD		MCUTYIOMN	
IPLSAN		TSIFR	
NNATIO		TIACCR	

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Curriculum Connection
3.1

Label Label where each First Nations group lived in Ontario. Use the word bank.

This is a map of Ontario. The blanks are where 6 different First Nations communities lived before the European settlers arrived. Research and label the map using the word bank.

Algonquin	Mississaugas	Ojibwe	Cree	Nipissing	Wendat



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Curriculum Connection
3.1

Haida First Nation

Who Are The Haida First Nation?

The Haida First Nation is a group of Indigenous people who live in British Columbia and parts of Alaska. They live mostly o islands of Haida Gwaii.



Wor

The Haida peop hat verything in the world is ed. Th hat people, animals, plants, and the Earth are all part of a big f bete aking care of each other and the land.

Protocols

Protocols are special rules that the H da follo sho pect and kindness. They help people know how to behave duri ebrat a remonies. Some examples include:

1) Respect for Elders: Elders are well respected in th da ey are the keepers of knowledge, wisdom, and tradition. You y members have to listen and learn from their elders.

2) Feasting and Food Sharing: Sharing food is an important part of Haida culture. During gatherings and ceremonies, food is often served in a special order, with elders and guests being served first.

3) Clan System: The Haida people are split into two main clans: the Eagles and the Ravens. Marriage happens between people of different clans to keep the two clans close.

PREVIEW

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Curriculum Connection
3.1

True or False

Is the statement true or false?

1) The Haida First Nation people live in British Columbia.	True	False
2) The Haida people believe that everything in the world is connected.	True	False
3) Elders are respected in the Haida community.	True	False
4) Sharing food is important in Haida culture.	True	False
5) The Ha[illegible]ople throw away their traditions.	True	False
6) Anim[illegible]d people are all important in Haida beliefs.	True	False
7) Yo[illegible]mbers should listen to elders.	True	False

PREVIEW

Colour

Colou[illegible]tures[illegible]y the beliefs and proper actions of the Haida people.

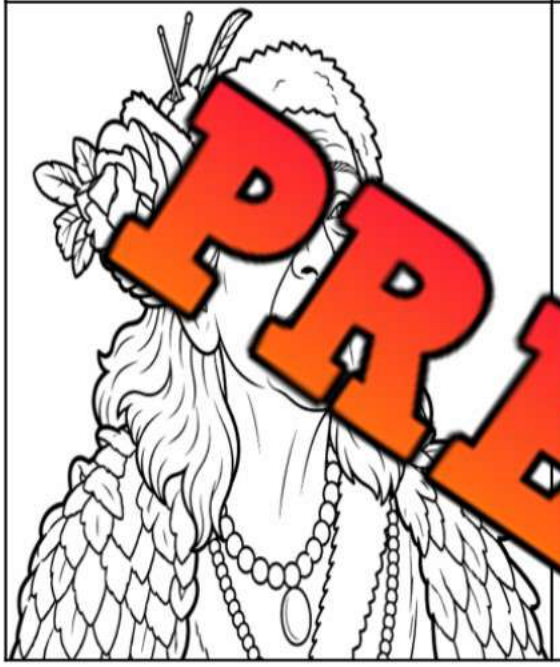


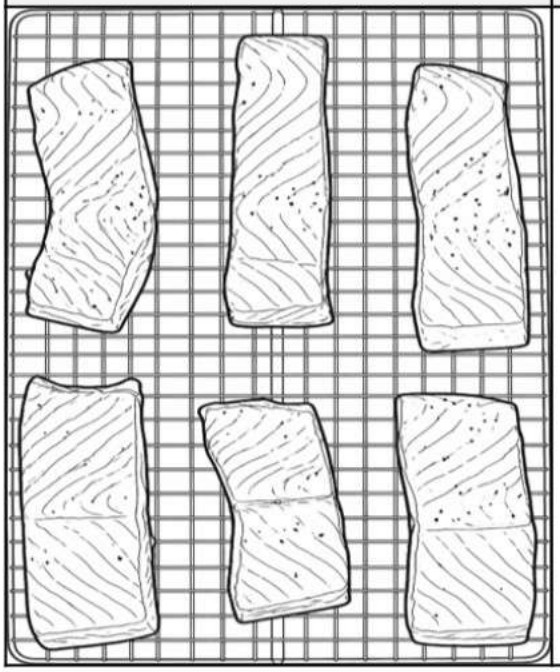
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Curriculum Connection
3.1

Think The Haida people believe everything in nature is connected and have protocols such as respecting Elders, honouring clans and sharing food. Use your imagination to write a short story or idea about Haida life.

Haida first nation – respect for elders	Write a short story about a child learning from a Haida Elder.
	

Haida first nation – food sharing	Write a short st[illegible] family [illegible]mmunity sharing food at a ga[illegible]
	

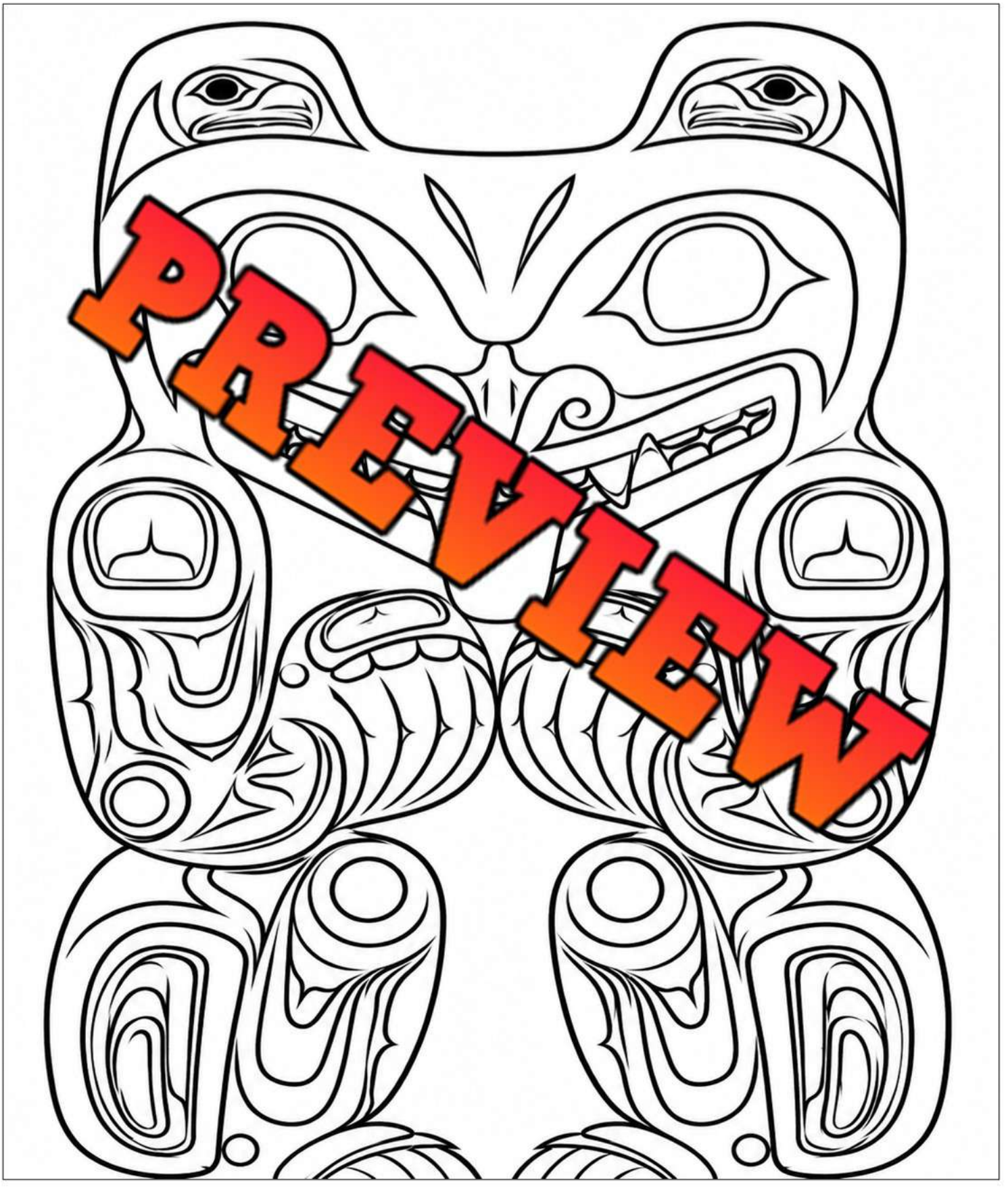
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Curriculum Connection
3.1

Colour Colour the Haida Grizzly Bear below.



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3.1

Colour Colour the Haida Whale below.



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Curriculum Connection
3.1

Haida Ceremony - Potlatch

What is the Haida Potlatch Ceremony?



The Haida Potlatch is a special event for the Haida people. It's like a big party where friends and family gather to celebrate important moments. Here's what happens during a Haida Potlatch:

Sharing	Lots of food is brought to share with everyone. Elders and special guests are served first.
Giving Gifts:	The host gives gifts to the guests, like blankets or food, as a way to say thank you and share.
Telling Stories:	Haida people tell stories about their history, ancestors, and legends. Everyone listens to learn.
Dancing and Singing:	Music and dance are important. Haida people perform special dances and songs while wearing costumes and masks.
Celebrating Events:	A Potlatch can be for different reasons, like naming a baby, remembering someone, or celebrating a marriage.

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Curriculum Connection
3.1

Questions

Use information from the text to support your answer.

1) What is the Haida Potlatch ceremony?

2) When i ida Potlatch ceremony held?

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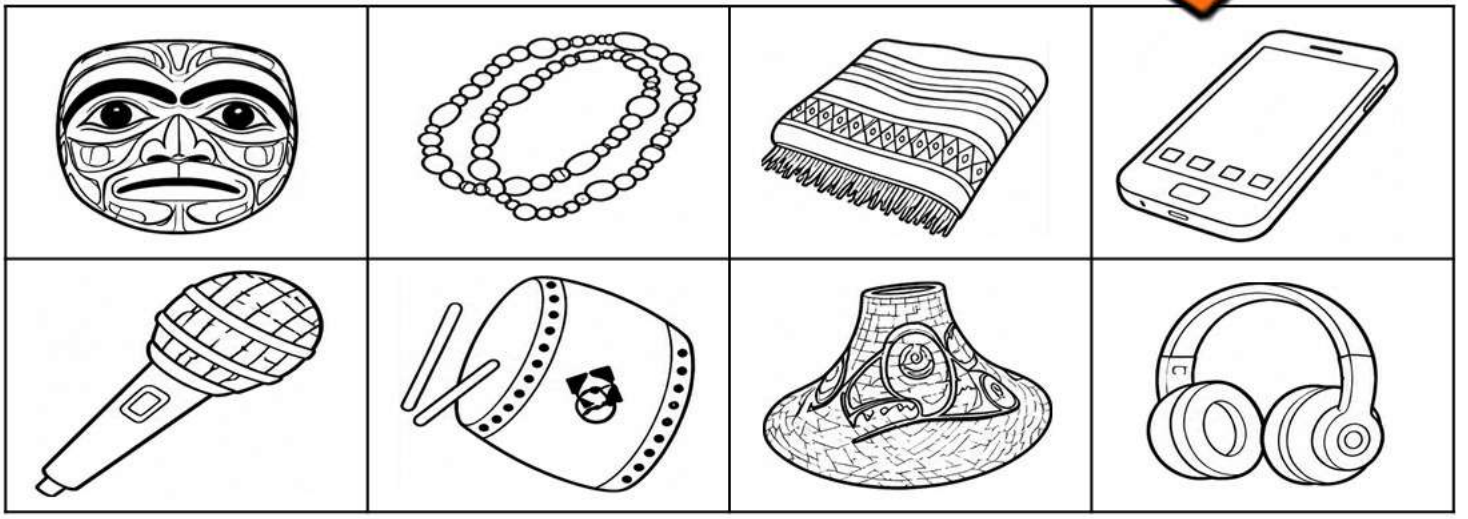
Multiple Choice

Cir t ans

1) Who is served food first?	Children	Elders
2) How are you supposed to listen to ies?	Ca lly	While sleeping
3) Who gives gifts to everyone?	Th	The host
4) When dancing, they wear costumes and...	s	Masks
5) A potlatch can be held when	Na bal	o war

Circle

Circle the things that Haida people would bring to a pot en ny.



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Curriculum Connection
3.3

Totem Poles: Tall Stories From BC

What are Totem Poles?



Totem poles are big, tall wooden poles with special carvings on them. They are made by six First Nations in British Columbia. They are the Haida, the Nuxalk, the Kwakwaka'wakw, the Tlingit, the Tsims[illegible]n and the Coast Salish

What D[illegible]i[illegible] Mean?

Each [illegible]ing on a [illegible]ole tells a story. They can show family history, legends, or important [illegible] we[illegible]ade by First Nations to remember important people, events, a[illegible]ritua[illegible]l[illegible]ke animals. They are also used to keep records of important ni[illegible]at events.

Why Are They So Tall?

Totem poles are tall because each p[illegible]r the st[illegible]s st[illegible]ed on top of the other. The higher the totem pole, the more stories [illegible]. Som[illegible]oles can be as tall as a three-story building!

How Are Totem Poles Made?

1) Find a big and tall tree. Cedar trees worked the best beca[illegible] they're easy to carve and last a long time.
2) Chop the tree down and remove its bark and branches.
3) Plan the story by drawing the people and animals that will be included.
4) Carve the tree using knives and chisels.
5) Paint the totem pole using bright colours.
6) Plan a celebration where the totem pole will be raised. About 10% of the pole will be buried underground.



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Curriculum Connection
3.3

Question

What is a totem pole?

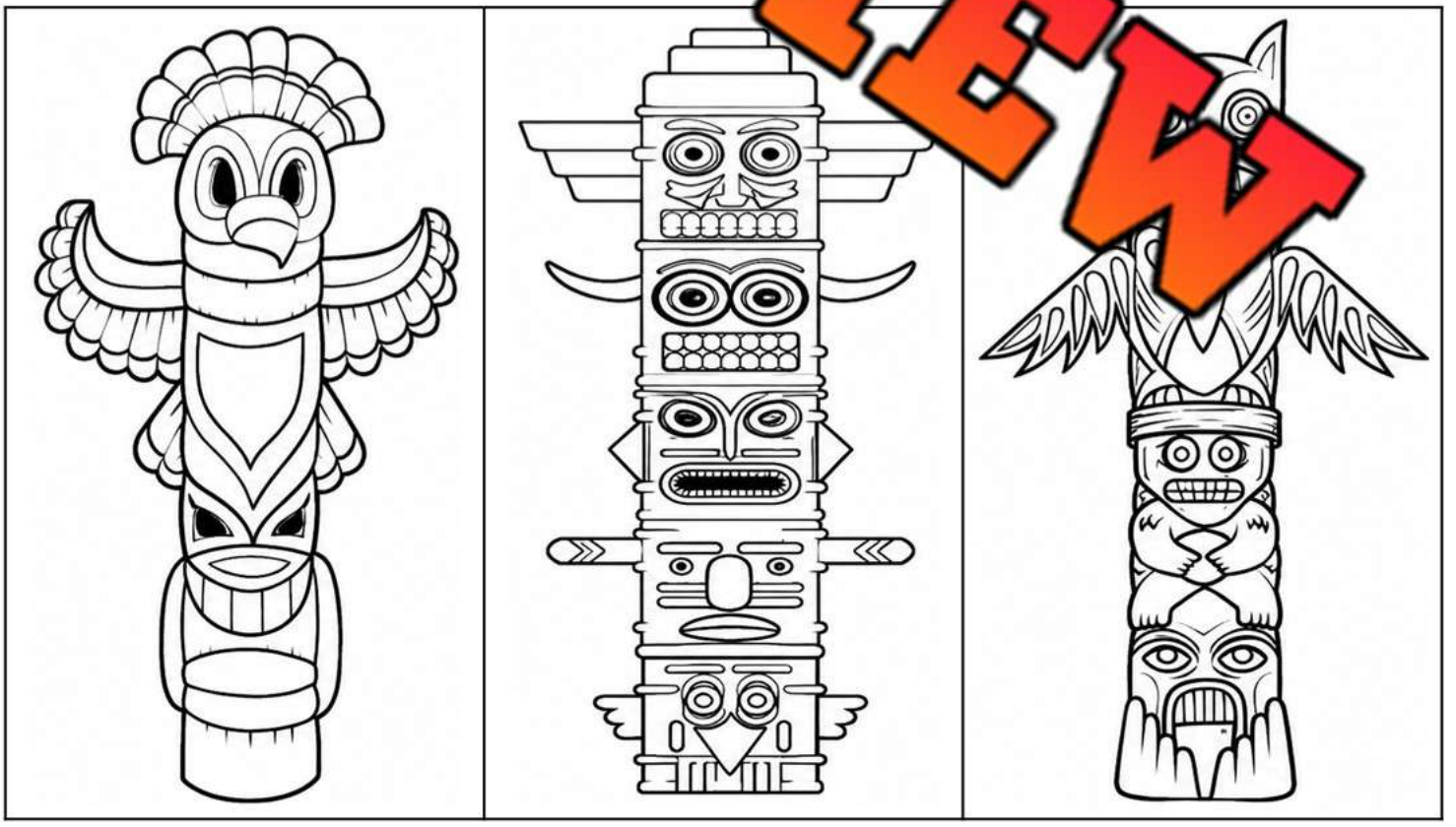
True or Fal

Is the statement true or false?

1) Tot ortant people and events.	True	False
2) Totem oles a om metal.	True	False
3) Totem poles ed wi colours.	True	False
4) Some of the totem ol d ound.	True	False
5) The taller the totem pole, re y show.	True	False

Example

Use the totem pole bel as idea you tem pole.



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Curriculum Connection
3.3

Totem Pole Creation

Draw and design your own four-part totem pole in the large box. In each section, draw the animal or symbol described, then complete the sentence frames to explain why you chose each one.

Top Section Draw an animal or symbol th[illegible] is importa[illegible] yo[illegible] co[illegible]	I chose a _____ _____ because _____ _____	**My Totem Pole**
Second Section Draw an animal that represents you.	[illegible] a _____ _____ because _____ _____	
Third Section Draw an animal or symbol that represents your family.	I chose a _____ _____ because _____ _____	
Bottom Section Draw an animal or symbol that represents your dreams or future.	I chose a _____ _____ because _____ _____ _____	

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle the correct answer.

1) Totem poles are made from...	Cedar / Metal
2) Totem pole carvings tell...	Stories / Recipes
3) Totem poles can show...	Cars / Animals
4) Totem poles are raised during a...	Celebration / Storm

Name: _____ Mark

Circle the correct answer.

1) Totem poles are made from...	Cedar / Metal
2) Totem pole carvings tell...	Stories / Recipes
3) Totem poles can show...	Cars / Animals
4) Totem poles are raised during a...	Celebration / Storm

Name: _____ Mark

Circle the correct answer.

1) Totem poles are made from...	Cedar / Metal
2) Totem pole carvings tell...	Stories / Recipes
3) Totem poles can show...	Cars / Animals
4) Totem poles are raised during a...	Celebration / Storm

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Curriculum Connection
3.3

Eagle Totem Pole In Alert Bay

Eagle Totem Pole In Alert Bay

The tallest totem pole in the world is in Alert Bay, BC. It is named the Eagle Totem Pole. It was builtby the Kwakwaka'wakw First Nation. It is made of one50-metre-tall cedar tree and one 3 metre piece.



How s it?

The Eagle Tot 3 m s tall (173 feet). That is 16 stories high. If your hou two would mean this totem pole is 8 times taller th ouse!

What Does the Totem Pole Represe

The pole is made of many figures, including:

1) A bear holding salmon – represents stre pr and healing. Salmon are a source of food for t Kwakwaka'wakw
2) Whale – when the whales come back in the spring, more food will be available
3) A wolf – represents loyalty and strength
4) The Sun God used to sit on top before it fell off in a windstorm
5) The Thunderbird – powerful supernatural being that can make thunder and lightning. It represents the power of nature.
6) A serpent with two heads – represents that everything has two views
7) A raven holding copper – represents change, creation, and trickery.

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Curriculum Connection
3.3

Question

What is special about the Eagle Totem Pole in Alert Bay?

Matc

Match the figures on the totem pole represent.

Bear	❑	❑	Life and teamwork
Salmon	❑	❑	Power and courage
Whale	❑	❑	Creation and wisdom
Wolf	❑	❑	th and protection
Thunderbird	❑		amily idance
Serpent with two heads	❑	❑	ans myst
Raven	❑	❑	Loyalty an operation

PREVIEW

Word Scramble

Unscramble the words below.

Totem	Pole
Raven	Alert
Bay	Tallest
Figure	Whale

ELOP		NAVER	
LALESTT		MTOTE	
HAWLE		EALTR	
YAB		FUGIRE	

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Curriculum Connection
3.3

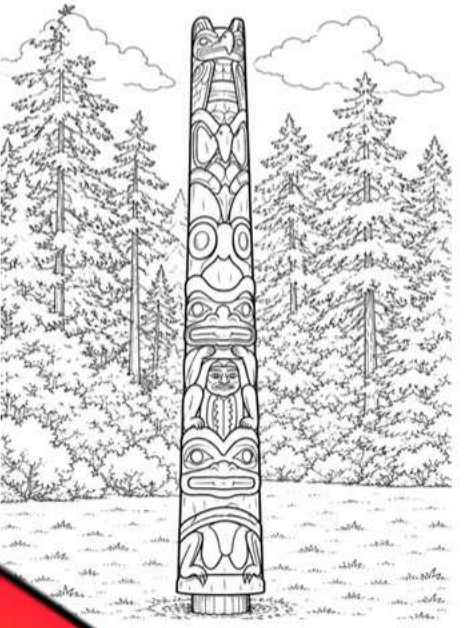
Activity – Making a Totem Pole

Objective What are we learning more about?

Students will learn about the symbolism of totem poles in First Nations cultures and work together to create a classroom totem pole using simple materials.

Materials What do we need?

- ✓ Car[illegible] (toilet paper or paper towel [illegible]g tubes for a bigger project)
- ✓ B[illegible] const[illegible]per
- ✓ Scissors
- ✓ Glue or ta[illegible]
- ✓ Markers, cray[illegible]or c[illegible]
- ✓ Reference image[illegible]pole a[illegible]and figures (from books [illegible]sou[illegible])



Method How do we complet[illegible]activity

1) Allow students to choose an animal or f[illegible]that [illegible]ke to create for the classroom totem pole. Have them resea[illegible]bolis[illegible]eir figure.
2) Provide each student with a cardboard tube and c[illegible]ctio[illegible]
3) Wrap the brown construction paper around the tube. Use [illegible] where you will need to cut to make the page fit the tube perfect[illegible]
4) Cut the construction paper and place it on the table. Use crayons or markers to decorate. They can make animals or even mythical beasts.
5) Once the students have completed their individual designs, have them attach their figures to the cardboard tubes using glue or tape. They can add wings at this point if they'd like.
6) Help the students stack the cardboard tubes on top of each other to create the classroom totem pole.
7) Encourage students to share what they learned about their chosen animal or figure and its significance in First Nations culture.

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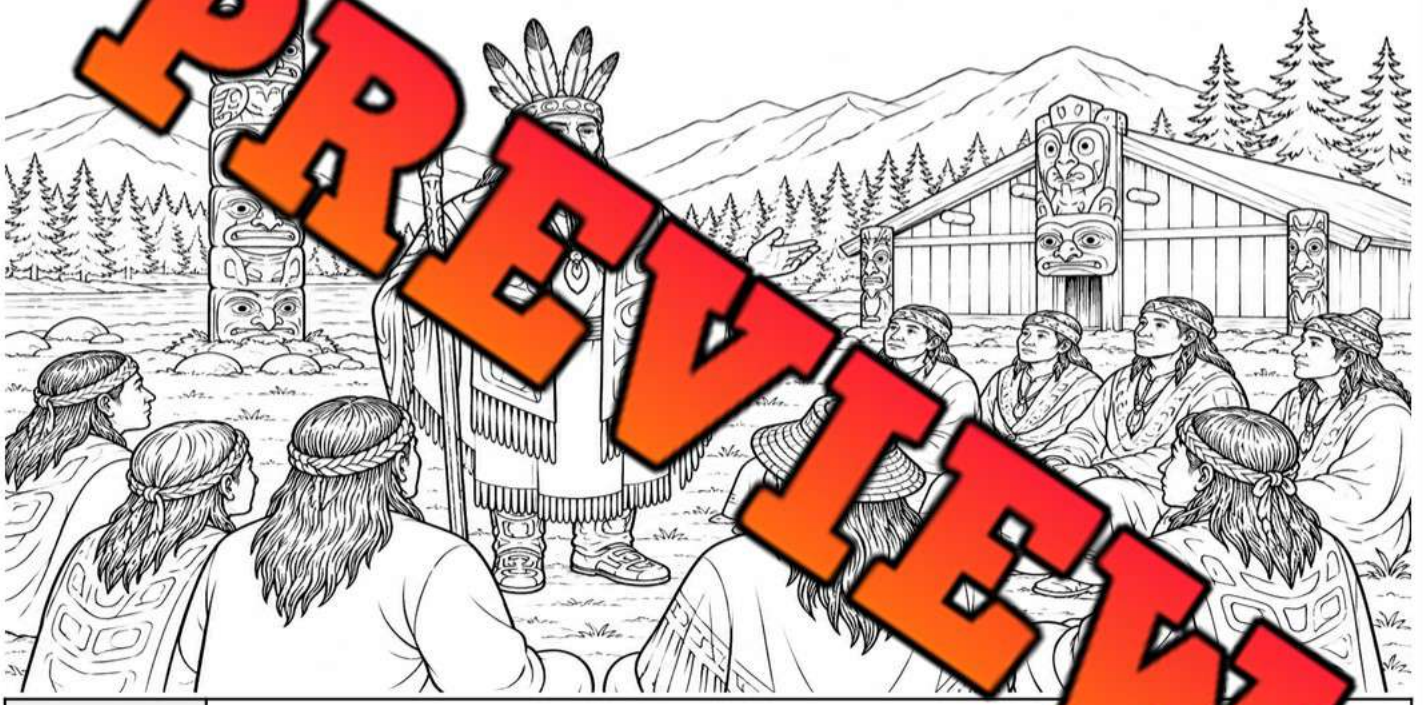
Curriculum Connection
3.4

Coast Salish Governance Systems

What is a Governance System?

When problems in a community happen, people need to know the rules and where to get help. Communities need a governance system to know who is in charge and for them to make rules that help everyone in the community, not individuals.

The ast Salish people are a First Nation in British Columbia. They have the people b t help govern (make rules) for their community.



PREVIEW

Chiefs	Chiefs are in charge. They make big decisions for ity. They were often chosen based on their wisdom, ability ke good decisions, and their family connections. Each community had a chief.
Elders	Elders were older and respected members of the community who were smart and wise. They helped the chiefs make decisions. Elders also told stories and passed on traditions to kids.
Councils	Some Coast Salish communities had councils made up of people from different family groups in the community. They worked together with the chiefs and elders to make sure everyone's voice was heard.
Family groups	Coast Salish communities were organized into extended family groups. This means cousins, aunts, uncles and grandparents all belonged to the same family group.

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Curriculum Connection
3.4

Multiple Choice Circle the best answer.

1) How many chiefs did each community have?	1	10
2) Who advised the chiefs?	Elders	Family Groups
3) Who lived in a family group?	Extended Family	Just 1 Family
4) Were family friends part of a family group?	Yes	No
5) Leaders from each family group were part of	The Elders	The Council

Direction [illegible] correct letter for each statement.

PREVIEW

A Chief



B Elder



C Council



	help make big decisions for the community.
	stories and traditions with children.
	wo r to make sure everyone's voice is he
	a pected wise and experienced.
	lead the unity portant rules.
	are made up of p m di t family groups.
	help guide younger people
	were often chosen because of wisdom and leadership.
	meet together to solve community problems.
	teach culture and traditions to the next generation.
	helps keep peace and order in the community?
	works with chiefs and elders to help the community

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Coast Salish Governance Systems

Fill in the diagram below by drawing and writing about four parts of Coast Salish governance and their roles. Include how they work together to help the community.

Coast Salish Governance Systems

Chi	Elders	Councils	Family Groups
	Role	Role	Role
Symbol	Symbol	Symb	Symbol

PREVIEW

How do these groups work together in the community?

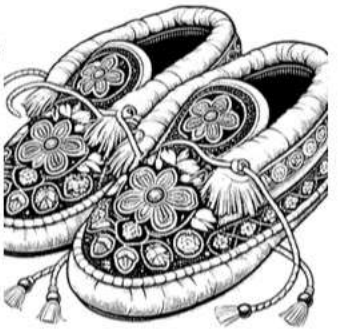
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Curriculum Connection
3.2, 3.3

Métis Daily Life

Clothing



The Métis traditionally wore clothing inspired by their European descent and First Nations culture. They used tanned animal skins, such as **deerskins** and **moose hide**, or they used cloth they received in trades with Europeans.

Men wore fringed skinned pants and jackets, while women wore long dresses. On their feet, the Métis wore **moccasins**.

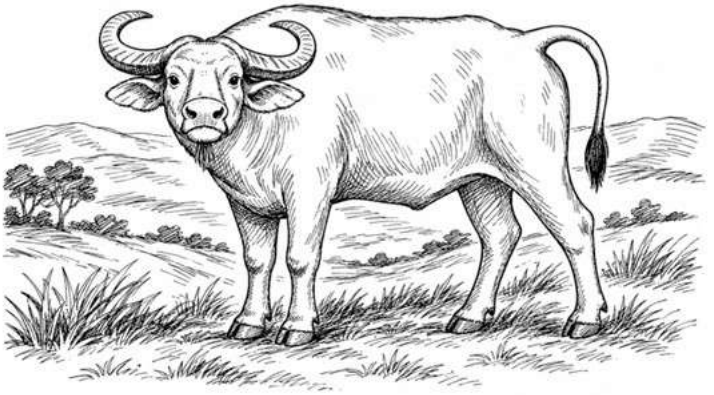
Transportation

The Métis used horses to pull their great carts and to hunt buffalo. They would pull a wagon behind to keep their supplies. They also got around using canoes through lakes and along rivers in the warmer months. During the winter, they used snowshoes and dogsleds to pull them.



Hunting

The Métis people relied heavily on the buffalo to keep them fed. They would go on long hunting missions to find packs of buffalo. The buffalo provided a large amount of meat, animal hide, and bones for the formation of tools. Nothing was wasted!



When the buffalo was unavailable, the Métis hunted moose, elk, deer, rabbits, and wild birds. Women would gather wild berries and edible plants.

PREVIEW

Name: _____ 51

Curriculum Connection
3.2, 3.3

Draw & Tell

Draw and tell the answers for the questions below!

1) What did the Métis men and women wear for clothing?	
_____ _____ _____	
2) Why w[illegible] buffalo so important to the Métis?	
	_____ _____ _____

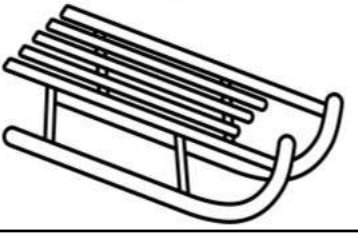
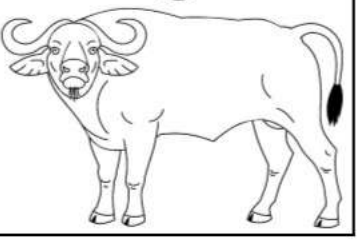
True or False

Circle the s[illegible]nt is true or false.

1) The Métis only hunted the buffalo.	True	False
2) The Métis used dog sleds to pull th[illegible]n the w[illegible]r.	True	False
3) Men were elected to be leaders during a [illegible]	True	False
4) Women would grow corn and gather berries.	[illegible]	False
5) The Métis wore moccasins on their feet.	[illegible]	False

Matching

Draw a line to match each word with the cor[illegible]t p[illegible]

Sled	Moccasin	Buffalo	Canoe
○	○	○	○
○	○	○	○
			

PREVIEW

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Curriculum Connection
3.2, 3.3

The Importance of the Buffalo

The **Métis** hunted **buffalo** for more than just food. Check out all the different things they could make from the remains of a buffalo.

Food – meat, liver, heart, kidneys, tongue

Skin – clo[illegible] bags, drums, ti[illegible]

Sinew – [illegible] strin[illegible] bows

Hoofs – boiled f[illegible] glue, rattles

Bones – saddle ho[illegible] needles, games

Horn – spoons, drinking cups, ladles

Rough tongue skin – combs

Stomach – cooking pots, water bucket



Beard – decorati[illegible]ntin[illegible] bows

Tail – brush to kill[illegible]e mosquitoes

Teeth – necklaces

Ribs – arrow shafts

Shinbones – knives

Shoulder Blades – digging tools, hammers

Skull – painted and used in sacred ceremonies

Bone marrow – fat, fuel for fires

Bone-ends – paint brushes

[illegible]e from neck – [illegible]

Du[illegible]uel

PREVIEW

Questions Answer the questions below.

1) What does this tell you about how the Métis lived? Was life easy for them?

2. Do you think today we waste more than the Métis? Explain.

Name: _____ 53

Curriculum Connection
3.2, 3.3

Colour Colour the picture below.

Hi! My name is Bruno. I am a buffalo. I live on the prairie.

I am big and strong. My hooves help me walk on grass and dirt. My thick fur keeps me warm in winter. I like to eat grass and plants. I can eat a lot every day!

Buffalo like me help the land. Our hooves spread seeds to grow new plants. We also make paths for other animals to follow. A long time ago, the Méti[illegible]nted buffalo for food, clothes, and tools. They used every part of [illegible]

N[illegible]otect buffalo in parks. You can help too by keeping natu[illegible]ean an[illegible] **Now, grab your crayons and colour me!**

PREVIEW



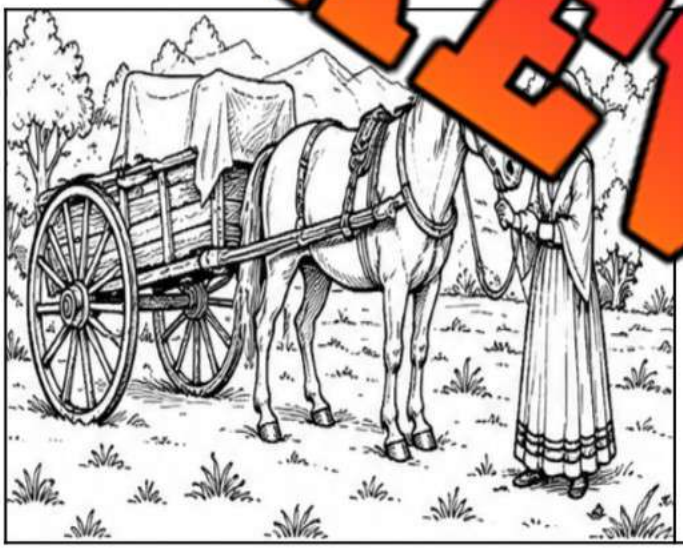
Name: _____ 54

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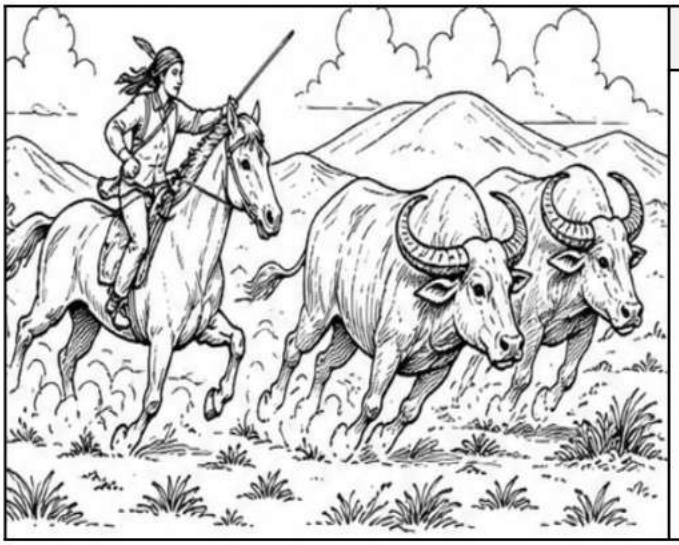
Instruction Write facts you learned about Métis clothing, transportation and hunting on the lines provided.



Clothing



Transportation



Hunting

PREVIEW

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Curriculum Connection
3.2, 3.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Guess who I am and write the answer!

Buffalo	Moccasins
Canoe	Dog Sled

Mark

1) I help Métis people travel on lakes and rivers.	
2) I help pull people across snow in winter.	
3) I am an animal hunted for food and hides.	
4) I am the soft shoes often worn by the Métis.	

Name: _____

Guess who I am and write the answer!

Buffalo	Moccasins
Canoe	Dog Sled

Mark

1) I help Métis people travel on lakes and rivers.	
2) I help pull people across snow in winter.	
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4) I am the soft shoes often worn by the Métis.	

Name: _____

Guess who I am and write the answer!

Buffalo	Moccasins
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1) I help Métis people travel on lakes and rivers.	
2) I help pull people across snow in winter.	
3) I am an animal hunted for food and hides.	
4) I am the soft shoes often worn by the Métis.	

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3.2, 3.3

Nomadic Settlements

What is a Nomadic Settlement?

A **nomadic settlement** is when a group of people move from place to place to find food. A **nomad** is someone who lives in a nomadic settlement. Nomads do not have a permanent settlement like you do. Your permanent settlement is your house.

If yo always moving from place to place, what would you bring? Nomad a herd of cattle, weapons to hunt with, and materials to build lter. M dic groups built small shelters, like wigwams or t y w the move. These shelters could be n ju



The Métis – Nomadic Grou

Most of the **Métis** were nomadic, mea y di o much farming. When farming became more popular, th etis nger needed to look for food. They could just grow their own!

The Métis were nomadic because they were a llowin alo. They used wagons called Red River carts to carry their stuf would bring all their things in these carts, including tents.



Semi-Nomadic and Seasonal Cycles

Many Métis communities were semi-nomadic. Being **semi-nomadic** means you move only a few times a year. Many semi-nomadic communities would move when the seasons changed.

For the Métis, they would spend winter trapping and hunting bison. They spent the spring near the water to fish and the summer on farmland where they planted wheat and gathered berries. In the fall, they followed the buffalo and looked for berries.

PREVIEW

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Curriculum Connection
3.2, 3.3

Questions Answer the questions below using evidence from the text.

1) What is a **nomad?**

2) How were the Métis nomads? Why did they move around?

PREVIEW

True or False Circle whether the statement is true or false.

1) Semi-nomadic groups	True	False
2) Nomads are people that move to f	True	False
3) Nomads will leave an area when th ood is	True	False
4) When communities started farming, they e les	True	False
5) If you live in a permanent home, you are a nom ue		False

Fill In The Blank Fill in the blanks using the words from the w.

Wigwams	Permanent	Bison	Red	Wheat

1) A nomadic settlement does not have _____ houses.

2) The Métis used _____ River carts to carry their things.

3) Métis communities planted _____ in the summer.

4) Nomadic groups built small shelters, like _____ or tipis.

5) During winter, the Métis trapped and hunted _____.

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How Settlers Chose Where To Live



How Did People Decide Where To Live?

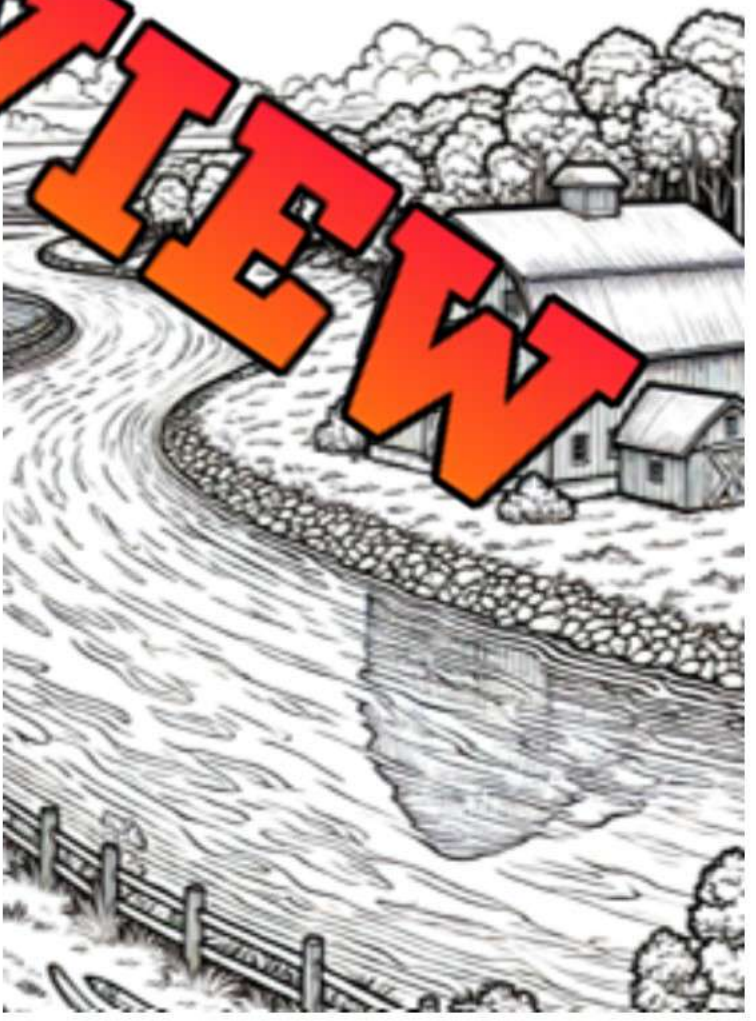
When you arrive in a new area, one of the first things you will need is food. Farming is the easiest way to create a lasting food source that will keep you alive.

Settlers chose the flat farmlands in southern **Ontario** and **Quebec** because they did not have too many trees and the soil was rich in nutrients. This allowed them to plant easily and grow crops.

Location of Water

Most successful settlements were established along the **St. Lawrence River** and the **Great Lakes**. This is because these waterways provided transportation routes for people and products to move from one place to another.

The St. Lawrence River connects to the Great Lakes and the Atlantic Ocean. This transportation route connected European countries with the regions of Canada. Water is also important for the survival of humans and animals.



PREVIEW

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Curriculum Connection
3.2, 3.3

True or False

Is the statement true or false?

1) The northern parts of Canada are good areas to farm.	True	False
2) The southern parts of Ontario and Quebec had less trees.	True	False
3) Settlers needed to live on good soil that could grow plants.	True	False
4) Many settlers live near the Great Lakes and St. Lawrence River.	True	False
5) The St. Lawrence River was used mainly for swimming.	True	False

Questions

Answer the questions below using evidence from the text.

1) Where did settlers choose to live? Why?

2) Near which bodies of water did many settlers choose to live?

PREVIEW

Making Connections

Do you live in an area that a settler would want to live? Review your area and write a short sentence explaining why or why not.

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Curriculum Connection
3.2, 3.3

Choosing Land: Key Factors for Settlers

Climate

Settlers chose to live in the southern areas of what we now call Canada because the climate is warmer. The northern parts of Canada are colder, and this makes it very hard to grow crops.

The **seasons** are shorter in the north and not much grows there. Since farms to grow their own food, this meant the north was too difficult survi

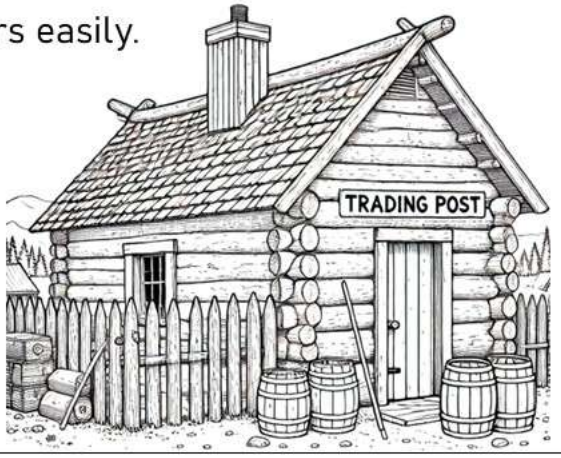
Also, the weathe ns were more challenging in the early 1800s because they didn't h s t eir homes with. Instead, they needed to use fires to heat their hom

PREVIEW

Trading Posts and Markets

Some European settlers came to Canada to take part in the **fur trade**. These settlers would set up homes near **trading posts** so that when they trapped animals, they could trade their furs easily.





Many settlers also bought land near towns that were already established so they could have access to **roads**, **churches** and **mills**. Living in a town meant you are now part of a community that can help you.

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3.2, 3.3

Questions Answer the questions below using evidence from the text.

1) Which climate did settlers prefer, northern or southern? Explain.

2) What is a trading post? Where on the map were most trading posts located?

PREVIEW

True or False Is the statement true or false?

1) The northern climate allows a long growing season.	True	False
2) The climate in the south is warmer.	True	False
3) Settlers chose to live near towns with churches, roads, and schools.	True	False
4) Fur traders lived near trading posts.	True	False
5) Most trading posts were in the north near good soil for furs.	True	False

If I Were a Settler Draw a picture of where you would live as a settler and write 3 sentences explaining why.

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Curriculum Connection
3.2, 3.3

Matching Match each modern place name to its Indigenous name.

Many places in Canada, including cities, rivers, and provinces, have names that come from Indigenous languages. These names carry important meanings about the land, water, and history. Can you match these modern place names to their Indigenous names below?

ronto ○	○ Kebec
Manit ○	○ Win-nipi
Otta ○	○ Ongniaahra
Quebec ○	○ Odawa
Chicoutimi ○	○ n-ah
Niagara ○	○ lan
Saskatchewan ○	○ Misi-zaa ing
Yukon ○	○ Tkaronto
Winnipeg ○	○ Shkoutimi
Mississauga ○	○ Kisiskâciwan

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Curriculum Connection
3.3

Surviving The Winter: Robert's First Winter

Challenges For Settlers

Think about the seasons and which seasons would be easy to survive in. The summer, spring, and fall seasons wouldn't be too bad, but the winter would be really hard for settlers.

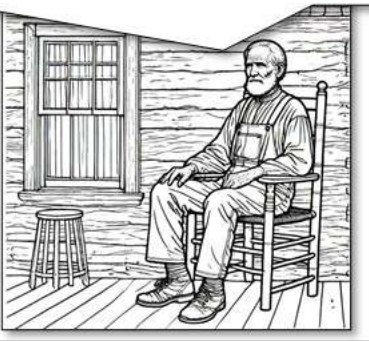
A se[illegible]med Robert Allison lived in southern Quebec, in Lower Canada. He descri[illegible]r in the area below.

"Hi, I am [illegible]ison. [illegible]tell you about my first visit to Plymouth Plantation. It w[illegible]n a[illegible]y in December, I think. The wind was whipping off of Plym[illegible] and [illegible]es were drafty and cold.

We were shivering in[illegible]de th[illegible], [illegible]en when we walked to the Wampanoag village, it was beau[illegible]nside t[illegible]s because the Indigenous people knew how to live in t[illegible]iron[illegible]he Europeans came and tried to live the same way they di[illegible] cou[illegible]really didn't suit this environment.

They had cold, drafty houses with chimneys that suck[illegible] out, but the Native people had figured this all out already — it t[illegible]e English a long time to figure out how to live in their new environment. We learned a lot from the Indigenous people."





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3.3

Order Number the events below from 1 to 5 to show the correct order.

Order	Event
	The Indigenous people had warm houses suited for the environment.
	The settlers struggled to survive winter in cold, drafty houses.
	The settlers arrived and tried to live like they did in their old country.
	The settlers learned from the Indigenous people how to survive winter.
	They made the houses even colder by sucking out warm air.

Questions Answer the questions below using evidence from the text.

1) What was hard about living during the winter?

2) Who built better houses, Indigenous people or European settlers? Explain.

Questioning Write two questions you would ask Robert Allison.

1)	
2)	

PREVIEW

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Curriculum Connection
3.3

Surviving The Winter: Thomas's Story

How First Nations People Lived During The Winter

First Nations communities that had been living in the regions of Canada had already figured out how to survive the winter. Their shelters were better at keeping the heat in, and the cold out.



The [illegible]ans came to the First Nations commun[illegible] and help. Here is a quote from an E[illegible] settler [illegible] Carter, who learned from a First Nation c[illegible]

PREVIEW

"Well, during the s[illegible] summer [illegible] months, you would see strawberry festivals hap[illegible] in [illegible] first fruit of the year. You would have green corn festival[illegible] nateur[illegible] the month of August, you would see harvest festi[illegible] pper[illegible]



But one bit o[illegible]d [illegible] you would probably spend m[illegible] ins[illegible] and t[illegible]'s when you have the elders inside te[illegible] night.

The women, children might be making small baskets, playing with toys. All of the men were probably outside quite a bit because that's the best time to hunt, that's when the fur is the thickest and the meat is the best.

And even during the snow, actually, that's the best time to hunt because it's easier to track the animals."

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Curriculum Connection
3.3

Questions Answer the questions below using evidence from the text.

1) During the spring, summer, and fall months, what did the Indigenous people do?

2) During [illegible]inter, what did the Indigenous people do?

PREVIEW

Multiple Choice Circle [illegible]ect an[illegible]

1) Which season was the hardest to s[illegible]n?	Winter	Fall
2) Who was better at handling the cold conditio[illegible]	t Nations	Europeans
3) Was it easier or harder to hunt in the winte[illegible]	[illegible]	Harder
4) During spring, fall, and summer, the Indigenous [illegible]	Sch[illegible]	Festivals
5) Who told stories at night in First Nations?	Ch[illegible]	[illegible]rs

Visualizing Draw what you were picturing while you were reading. E[illegible]n it.

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Curriculum Connection
3.3

Inuit Travel Methods

Getting Around in the Arctic

Inuit communities in the Arctic have different ways of getting around, depending on the time of year and the land. Here are a few of the ways they travel:

gsledding

In the w… mmunities often … **sleds** p… dogs to trave… snow and ice. The dogs are strong and fast!



Umiak

In the summer, Inuit communities used to use **umiaks** to travel by water. These large boats had a wooden frame covered with animal skins. They were …sed for moving families and hunting …imals.



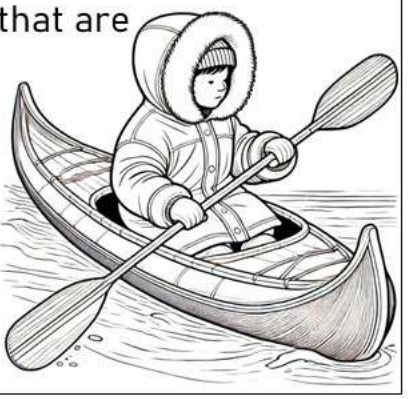
Hiking

Inuit communities also sometimes travel by foot, especially when they are hunting or exploring. They use **snowshoes** in the winter to keep from sinking into the snow, and they use waterproof boots in the summer to keep their feet dry.



Kay…

In the summer, wh… th… e has melted, Inuit communiti… sometimes use **kayaks** to travel by water. Kayaks are small boats that are easy to paddle and are good for exploring the coast and rivers.



PREVIEW

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Curriculum Connection
3.3

Yes or No

Is the answer yes or no?

1) Do the Inuit use Umiak in the deep snow?	Yes	No
2) Do the Inuit wear boots in the snow?	Yes	No
3) Do snowshoes help when walking in the snow?	Yes	No
4) Do the Inuit kayak in the frozen ocean?	Yes	No
5) Do the Inuit use dogsleds to get around?	Yes	No

Questions

wer the questions below.

1) How dogsl ar owshoes different?

2) When did Inuit use umia d c y

PREVIEW

Draw

Draw the objects below.

Snowshoes

Umiak

Sled

Kayak

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Curriculum Connection
3.3

Yes/No Is this a way Inuit communities move around?

1) Inuit use dogsleds to travel on snow.	Yes	No
2) Snowmobiles can help people move in winter.	Yes	No
3) Kayaks are used to travel on water.	Yes	No
4) Inuit us cycles on sea ice.	Yes	No
5) Snow ople walk in deep snow.	Yes	No
6) Dog s are ogs.	Yes	No
7) Snowmobi d in t rt.	Yes	No
8) Kayaks can be use	Yes	No
9) Dogsledding is used in wi ave	Yes	No
10) Hiking can be a way Inuit travel.	Yes	No
11) Snowshoes help people sink into the sn	Yes	No
12) Inuit can use sleds to carry people or supplies.	Yes	No
13) Kayaks are small boats used for paddling.	Y	No
14) Snowmobiles travel well over deep snow.	es	No
15) Inuit use roller skates to cross the Arctic.	Yes	No
16) Snowshoes can help during winter hunting trips.	Yes	No
17) Dogsleds are one traditional form of transportation.	Yes	No
18) Inuit only travel by airplane.	Yes	No
19) Hiking can help Inuit explore the land.	Yes	No
20) Transportation in Inuit communities may change with the seasons.	Yes	No

PREVIEW

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Curriculum Connection
3.5

Inukshuks

What are Inukshuks?



Inukshuks are special rock structures made by the Inuit people. They are made by stacking rocks on top of each other to form the shape of a person.

The Inukshuk was built for three main reasons.

PREVIEW

Navigation

Inukshuks are used to mark the way to something important.

- To mark a trail or path through the wilderness, especially in areas with no roads or markers.
- To indicate the direction to a nearby village, hunting or fishing grounds, or other important locations.
- To show the way to a good source of food, water, or shelter.

Communication

Inukshuks are used as a form of communication. They can tell travelers and hunters about the location of food, water, or shelter.

- To show that a hunting ground is nearby.
- To warn hunters or travelers of danger, such as a steep cliff or a fast-flowing river.



Culture

Inukshuks are part of Inuit culture. They are symbols of Inuit communities working together and helping each other out.

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Curriculum Connection
3.5

True or False Circle whether the statement is true or false.

1) An inukshuk is just a bunch of rocks on top of each other	True	False
2) Inukshuks can tell us something important	True	False
3) The Inuit use inukshuks to help each other out	True	False
4) Inukshuks could tell us there is danger nearby	True	False
5) Inukshuks were used by all Indigenous groups	True	False

Question How did the Inuit use inukshuks to know where important areas are?

Draw Draw two (2) inukshuks below.

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3.5

Title: Build an Inukshuk

Objective

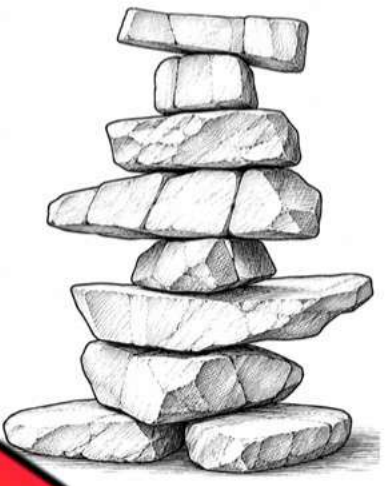
What are we learning more about?

Students will learn about the purpose of Inukshuks and create their own by balancing stones.

Materials

What do we need for our activity?

1) Small stones or pebbles (students bring or collect safely)
2) Tray or cardboard base
3) Paper and pencil for sketching



Method

How do we complete the experiment?

1. Learn about how Inuit people used Inukshuks as landmarks and guides.
2. Gather 5–8 small stones of different sizes.
3. Look at examples of Inukshuks for inspiration.
4. Stack your stones carefully to build your own Inukshuk.
5. Try to include a head, arms, body, and legs using the stones.
6. Make sure your stones balance without glue.
7. Draw your finished Inukshuk in the box below.
8. Share what message your Inukshuk might send to travelers.

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Curriculum Connection
3.6

Jobs in Inuit Communities

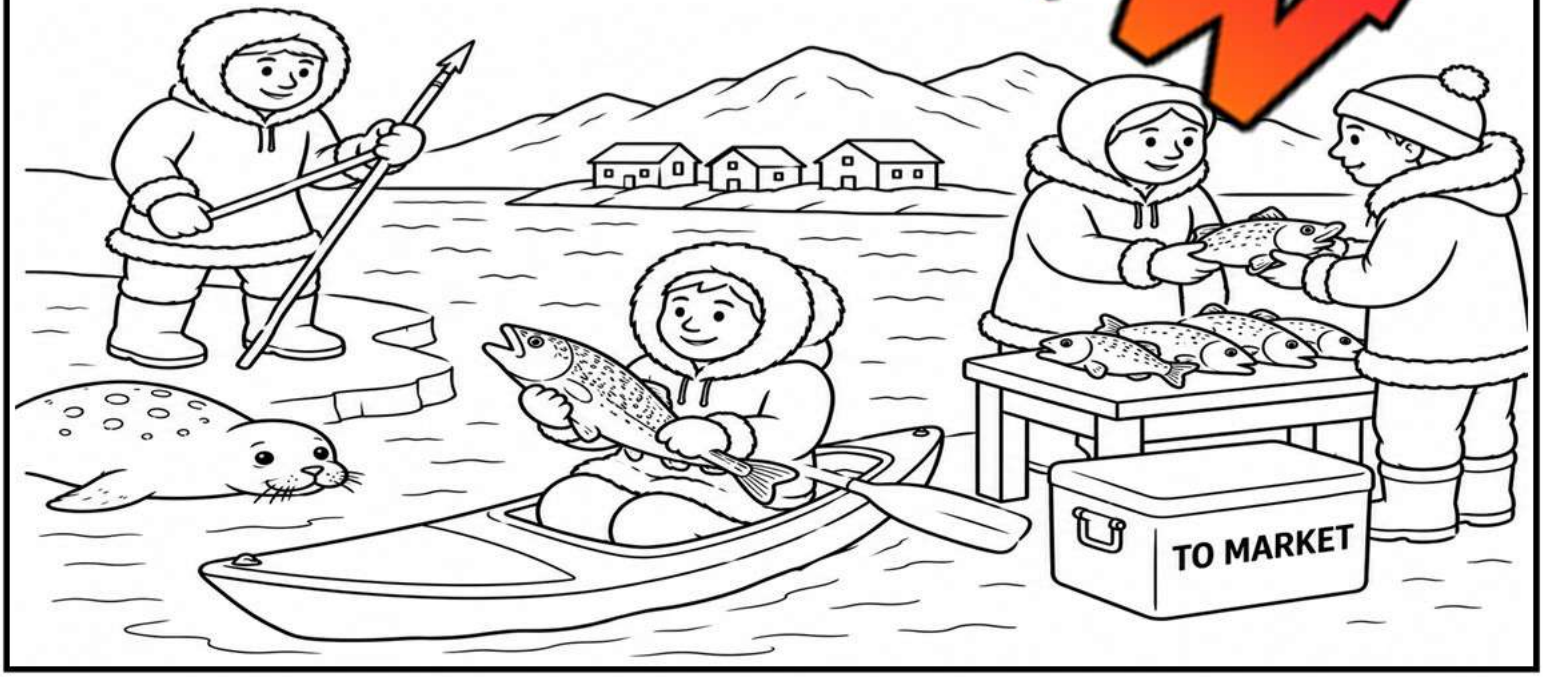
Inuit Jobs

The Inuit people in the past had jobs hunting, fishing, and gathering food. Today, many Inuit have jobs that use the resources available to them.

Hunting and Fishin	Many Inuit still hunt and fish. They sell the fish and wildlife that they catch to other communities or to markets further away.
Ar… Cr…	…uit can make beautiful items from materials like bone, … tone. They sell these items to make money.
Tourism	…eople … visit the Arctic. Since the Inuit know the Arc… … as tour guides. They also teach visitors about the… …life
Oil and Gas	The Arctic is also ric… and g… …ny Inuit people work in jobs that get the oil and gas ou… …he g… …. These mining jobs help many Inuit communities … m…

PREVIEW

Colour Colour the picture below.



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Curriculum Connection
3.6

True or False

Is the statement true or false?

1. Many Inuit hunt and fish for food and work.	True	False
2. Inuit artists can make crafts from bone, ivory, and stone.	True	False
3. Tourism is one job in some Inuit communities.	True	False
4. Inuit people only work as farmers.	True	False
5. Some Inuit work in oil and gas jobs.	True	False

Questions

Answer the questions below.

1) What one job do people do?	
2) What do Inuit provides to visitors?	

Draw

Pick one job from the list and draw it below.

Hunter	Artist	Tour Guide	Oil and Gas Worker

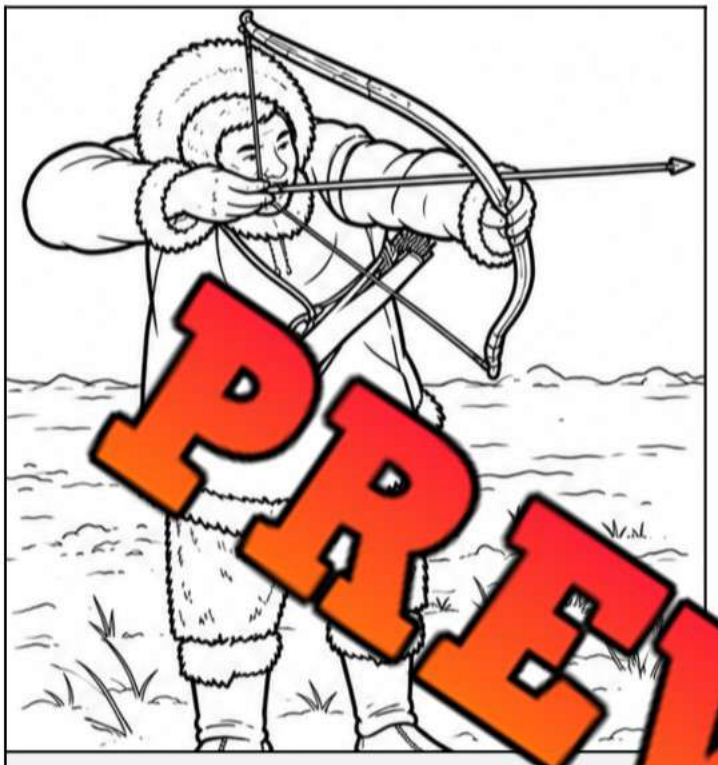
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Curriculum Connection
3.6

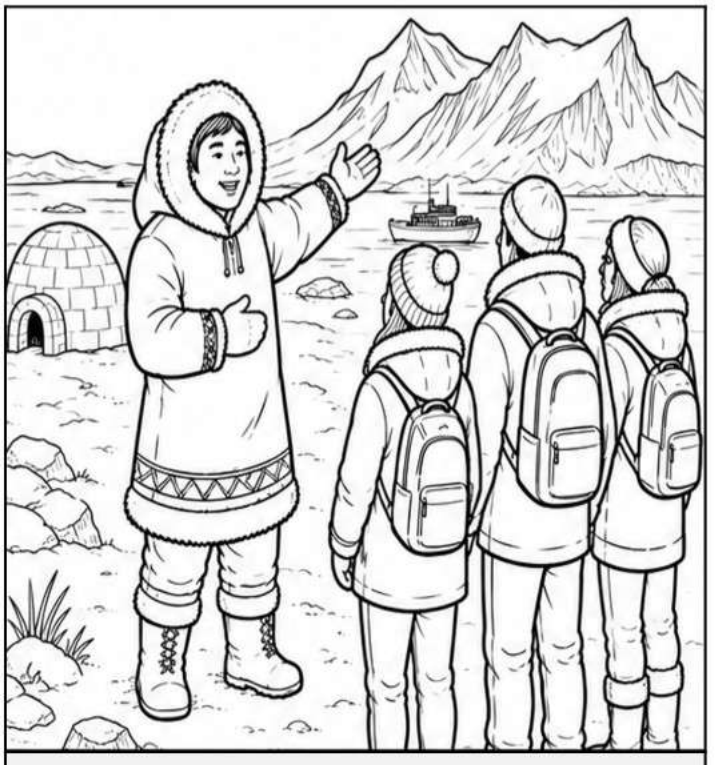
Colour Colour the jobs in the Inuit Community.



Hunting and Fishing



Arts and craft



Tourism



Oil and Gas Work

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Curriculum Connection
3.4

Newspaper Article: Haida – Island Formation

Raven Creates the Islands of Haida Gwaii

Publish Date: Long Ago in Haida Oral Tradition

The Haida people have shared stories for thousands of years to help remember important lessons and teachings. One famous Haida story explains how the Islands of Haida Gwaii were formed.

According to the story, Raven was flying over the ocean when he noticed a large clamshell resting in the water. Curious, Raven opened the shell and discovered a beautiful young woman inside. Raven cared deeply for the woman, who later became known as the Mother of the Haida.

The Mother of the Haida was unhappy living inside the clamshell. She asked Raven to find a better place for them to live. Raven searched across the ocean and finally found a large rock at the bottom of the sea. Using his strength, he pulled the rock to the surface. Soon, the rock became the first island of Haida Gwaii.

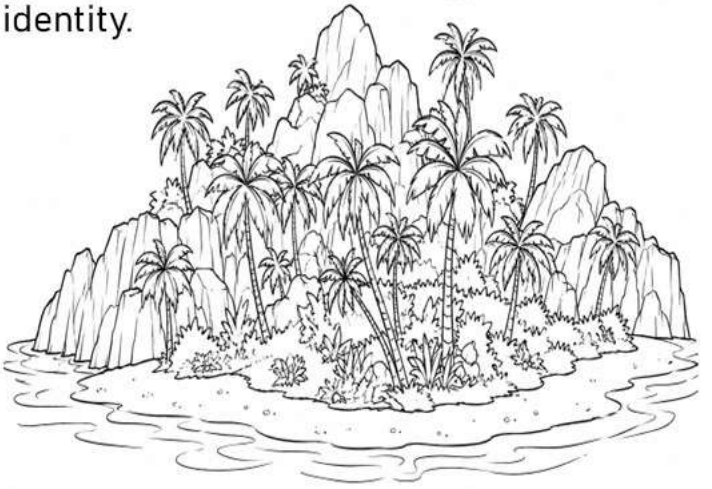
More islands appeared, creating a home for the Haida people.

Elders continue to share this story through oral storytelling so younger generations can learn about Haida history, traditions, and beliefs.

Professor Daniel White, a local expert on Indigenous storytelling, explained:

> *"Oral stories are important because they help keep the history and culture of Indigenous communities alive."*

Today, the story of Raven's creation of Haida Gwaii remains an important part of Haida culture and identity.



PREVIEW

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Curriculum Connection
3.4

True or False

Circle whether the statement is true or false.

1) The Raven found a large clamshell in the ocean.	True	False
2) The Mother of the Haida was happy living inside the clamshell.	True	False
3) The Raven pulled a rock from the bottom of the sea.	True	False
4) Oral stories help Indigenous communities remember history and traditions.	True	False
5) The first rock became the Islands of Haida Gwaii.	True	False

Question

...mation from the text to support your answers.

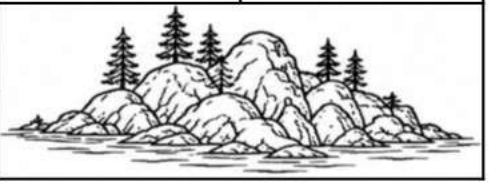
1) How did the R... the first island of Haida Gwaii?

2) Why are oral stories imp... in I... ommunities?

PREVIEW

Number Maze

Help the raven reach the island by ... the ... maze from 1 to 20.

		1	2	3	6
		9	10	4	5
1	9	1	8	7	6
12	11	10	9	7	18
13	14	15	11	5	15
15	17	16	3		
1	18	19	20		

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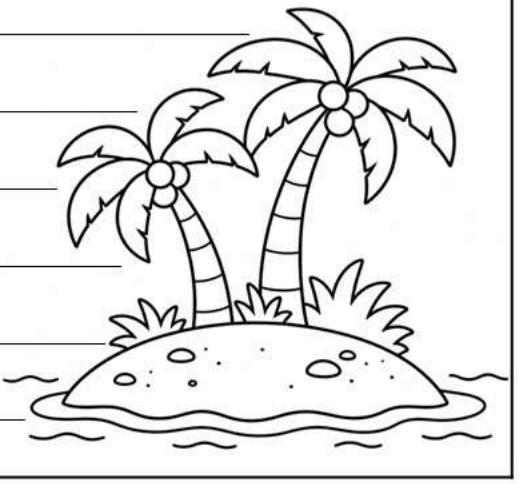
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Curriculum Connection
3.4

Design A Haida Island

Draw your own Haida Island. Include features you would have on your island such as forests, ocean, animals, homes, and important places for your community. Then write a short description of it.

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Curriculum Connection
3.1

Mapping the Continents of the World

Word Bank

Asia Europe North America Antarctica

Africa Australia South America



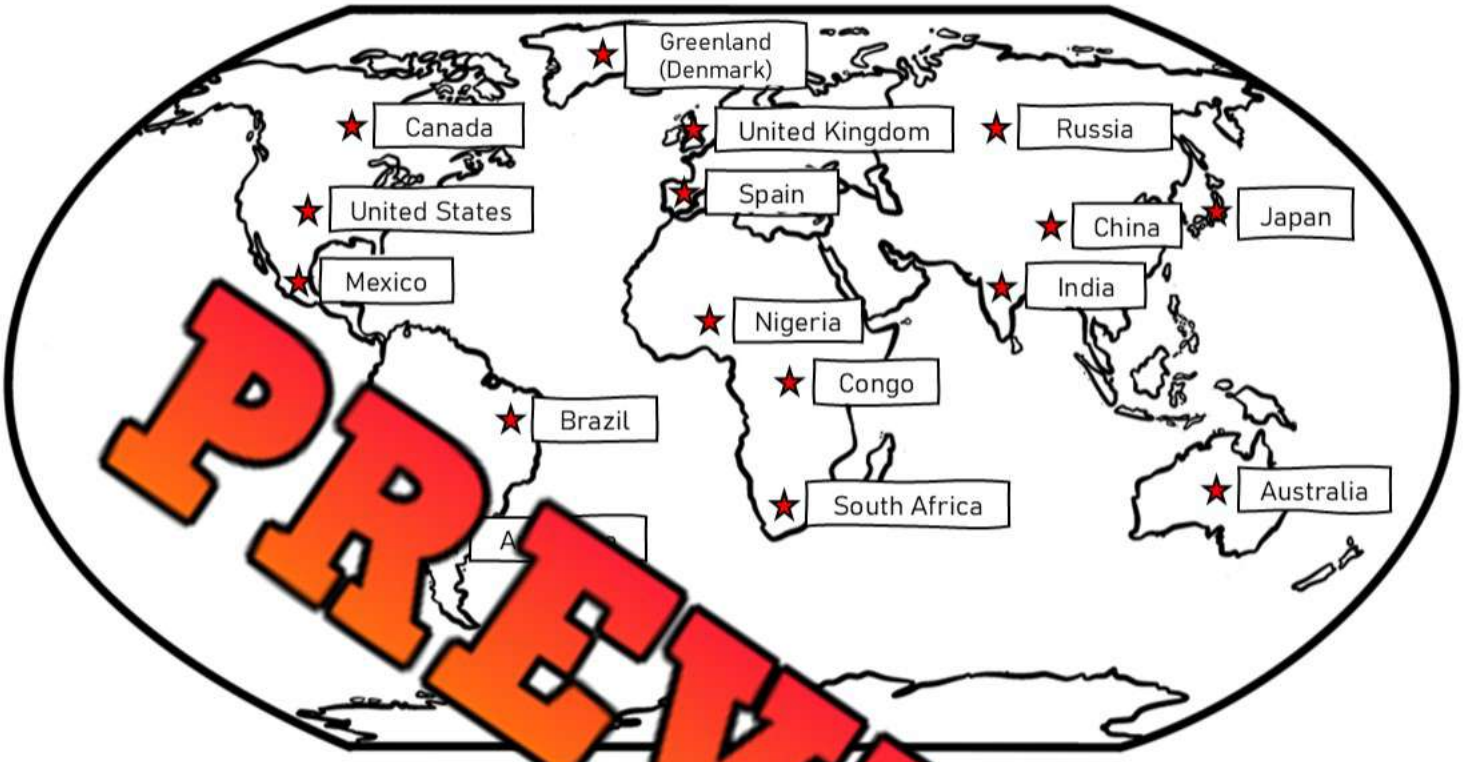
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Curriculum Connection
3.1

Countries Around the World



PREVIEW

Questions

Answer the ques below

1)	Which country are your ancestors from?
2)	Draw a star and label the country on the world m
3)	Which continent is this country in?
4)	Is this country close to Canada?
5)	How would you get to Canada from this country?
6)	Draw the flag of the country your family is from.

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Curriculum Connection
3.1

The Inca People - Culture





PREVIEW

The **Inca empi** th st coast of South America from the early 1200s to 1532. They belie t thei Inca Sapa, was part god himself. The Incas believed in 5 different g odde The most important of the gods was Inti, who was the god of the sun. uil e iful temples to honour their gods. The walls and floors of these temple cover heets of gold. The Incas also believed in an afterlife. They would embalm an nmi odies of the dead before burial.

The Arts – Music, Dance, and Art

The Inca were expert weavers. They would spin wool from alpacas and llamas to make colourful clothing. Pottery was made for religious ceremonies and everyday items. Artists would decorate the pots with colourful patterns.

The **Inca society** ha cla When you were born, you were put to o and you could not move classes, no mat w hard you worked.

1) The noble class was the rich and wealthy people
2) The public administrator class was below the noble class and these people worked for the government.
3) The lowest class were the commoners who were farmers, merchants, and artisans.

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Curriculum Connection
3.1

Identify Put ✓ if the statement shows Inca culture and X if it does not.

Scenarios	☑	☒
1) Building temples to honour the sun god Inti.		
2) Decorating pottery with colourful patterns.		
3) The Inca had no social classes in their society.		
4) Weaving wool from alpacas and llamas for clothing.		
5) The Inca believed in an afterlife.		
6) The Inca were led by leaders or government.		
7) The Inca rulers were believed to be part god.		
8) The Incas would embalm and mummify the bodies of the dead.		
9) The walls and floors of temples were covered in sheets of gold.		

Multiple Choice Circle the correct answer.

1) How many gods did the Inca believe in?	7	5
2) The Noble were part of which social class?	High	Middle
3) The Inca were experts in...	Religion	Weaving
4) The Inca believed in an...	Afterlife	Artwork
5) There were both gods and...	Rulers	Goddesses

Terms What do the terms below mean?

Noble Class	
Public Administrator Class	
Lowest Class	

PREVIEW

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Curriculum Connection
3.3

Farming Technological Advances - Inca

Technological Advances in Farming

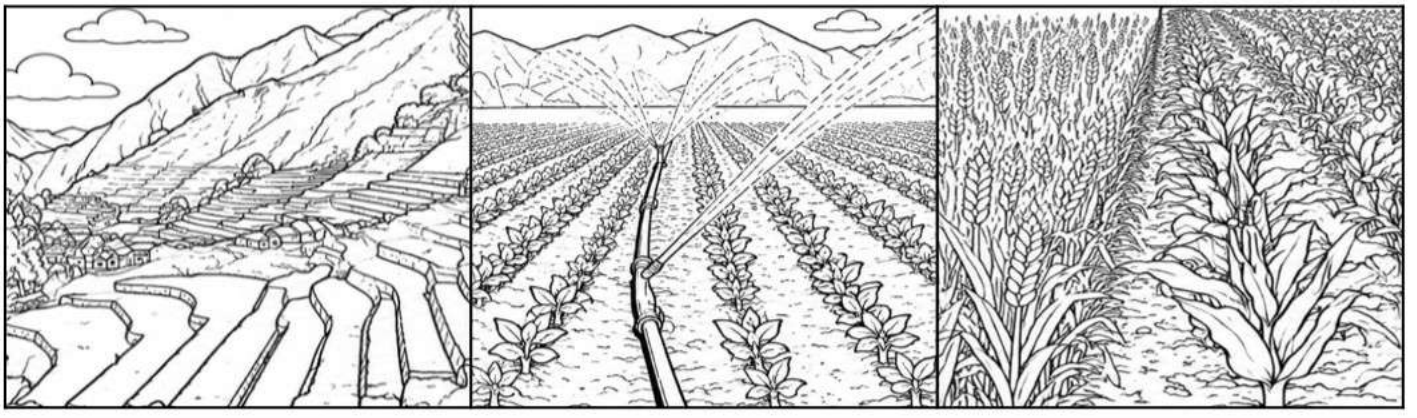
The Inca people were really smart when it came to farming. They lived in the mountains, so they had to come up with smart ways to grow their food. Here are a few cool things they did:

☑ Terra[illegible]: The Incas built flat steps on the mountain slopes called terraces. This mad[illegible] f[illegible] them to grow crops on the steep land. The terraces also h[illegible] to stop [illegible]m washing away and kept the water from running off too quickly, lik[illegible] a[illegible]

☑ Irrigation: The[illegible] we[illegible] ea[illegible] oving water around to water their crops. They built canals an[illegible] ls to [illegible] ter from rivers and lakes to their fields. This way, they coul[illegible] ow [illegible] y areas.

☑ Crop rotation: The Incas knew tha[illegible] anting [illegible] am[illegible] p over and over again in the same spot could make the soil les[illegible] e. So[illegible] ld plant different crops in the same field each year. This helped [illegible] soil he[illegible] and allowed them to grow lots of food.

☑ Fertilization: The Incas used natural fertilizers to help thei[illegible] op[illegible] They would mix in animal poop (called manure) and leftover plant ma[illegible] als into the soil.



PREVIEW

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Curriculum Connection
3.3

Question How did the Inca people make farming easier in the mountains?

True or False [illegible] statem[illegible] or false?

1. The Inca built terraces [illegible]tain	True	False
2. Irrigation helped move wate[illegible]o cr[illegible]	True	False
3. Crop rotation made the soil less h[illegible]y.	True	False
4. The Inca used natural fertilizers for farmi[illegible]	True	False
5. Terraces caused soil to wash away quickly.	[illegible]ue	False

Word Scramble Unscramble the words from the word b[illegible]nk:

Word Bank			
Terraces	Fertilizer	Farmers	Soil
Irrigation	Crops	Rotation	Taxes
Mountains	Canals	Water	Students

SPCOR		TRERACES	
GITIRRANOI		SLAANC	
ILOS		NOITATOR	

PREVIEW

Curriculum Connection
3.1

Case Study: Andean People and Their Way of Life

Who Were the Andean People?

The Andean people lived in the Andes Mountains of South America. They adapted to life in the mountains by creating homes, growing food, and making clothing that suited the environment. Families worked together every day to survive in the highlands. Andean women wore bright colourful clothing such as shawls, skirts, capes, and dresses. Men wore cotton shirts, ponchos, and lightweight pants. Hats protected them from the hot mountain sun.



Daily Living and Transportation

The Andean people did not use horses or wheeled vehicles. Instead, they travelled by walking through mountain paths or by using llamas to carry supplies. Llamas helped transport food and goods across the mountains. Communities often travelled on foot through steep trails.



Llamas could not carry very heavy loads, but they were important animals in daily life. The Andean people also built homes from adobe bricksmade of clay, sand, straw, and water. The bricks were dried under the sun before building houses. Most homes were simple and had only a few rooms.

Food and Community Life

The Andean people grew crops such as corn, beans, quinoa, and potatoes. They also ate chili peppers and meat from llamas and guinea pigs. Many workers received food from the government in exchange for helping the community.

Life in the Andes required teamwork. Families farmed together, cared for animals, built homes, and shared resources.

PREVIEW

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Curriculum Connection
3.1

Questions
Answer the questions below.

1) Why would not having wheels make life difficult for the Andean people?

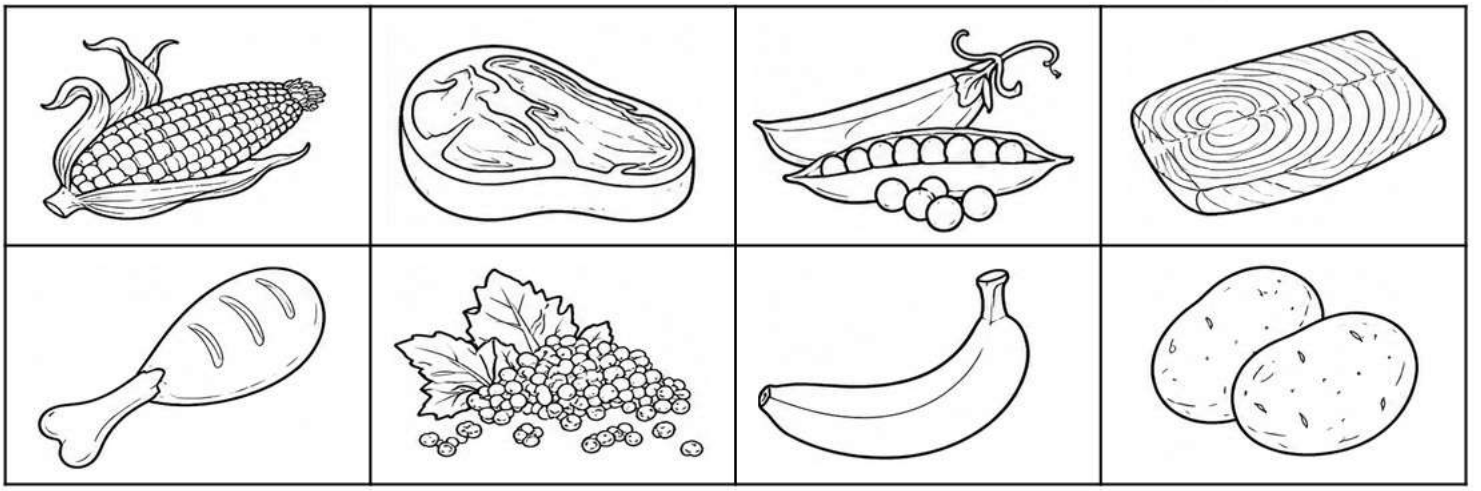
2) What d[illegible] Andean men and women wear for clothing?

PREVIEW

True or False
Is t[illegible]ent t[illegible]lse?

1. The Andean people ate llama and [illegible]pigs.	True	False
2. They lived in really strong adobe brick house[illegible]	True	False
3. They had to walk or ride llamas to get arou[illegible]	[illegible]ue	False
4. The poor were paid for their work with food.		False
5. The men wore bright coloured capes and shawls.		[illegible]lse

Andean Food
Circle the food that Andean people eat.



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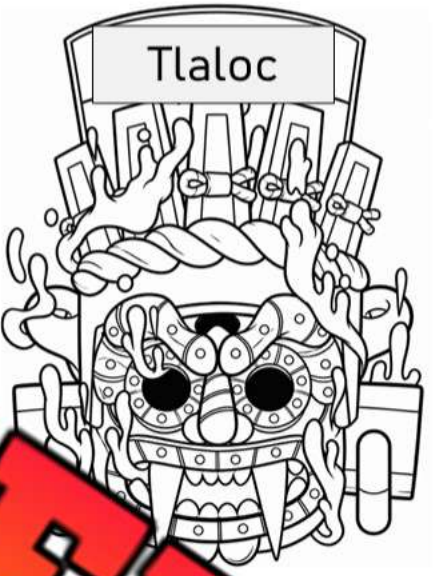
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Curriculum Connection
3.1

Aztec People - Culture

Background

The Aztec Empire was located in Central Mexico and ruled the land from the 1300s to 1519. The Aztec population was large, with 6 million people living in over 500 different cities. The Aztecs were the most densely populated city to ever exist in Mesoame



Wor

The Aztecs w p many because when they would take over tribe often adopt their god as well. They gods wh more important than the rest. Tlat as th and water, while Huitzilopochtli was d of w the sun, and sacrifice.

The sun was the most important aspect their lives, as they called themselves "People of the ey f t in order for the sun to rise each day, they would need to perform ituals give the sun strength.

The Arts – Music, Dance, and Art

The Aztec people created multiple forms of art, such as music, sculptures, and poetry to honour and praise their gods. They also created artistic forms of clothing that rich Aztec nobility would wear to set them apart from the commoners.

For music, they played flutes, shells, whistles and drums. They would play songs to the gods to request things like rain for their crops. When sculpting, they would carve statues out of stone as well as smaller items like mythical creatures.

PREVIEW

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Curriculum Connection
3.1

Questions

Answer the questions below

1) Who are the Aztec people? Where are they from?

2) What believe in?

PREVIEW

Multiple Choice

Circle the ct ans

1. The Aztec worshipped how many main god		50
2. How many cities did the Aztec people live in?	100	500+
3. To honour the sun, they would perform what?	acri	gs
4. What was very important to the Aztecs?	M	mily
5. They made music and dances to ask for...	Rain	Food

Word Scramble

Unscramble the words below

Word List	
Aztec	People
Mexico	Gods
Sun	Worship
Rain	War

ELPOPE		GOSD	
NUS		WORPSHI	
RAW		ZCTEA	
XICEMO		ANRI	

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Curriculum Connection
3.1

Description What do you notice in the pictures of Aztec Culture below?







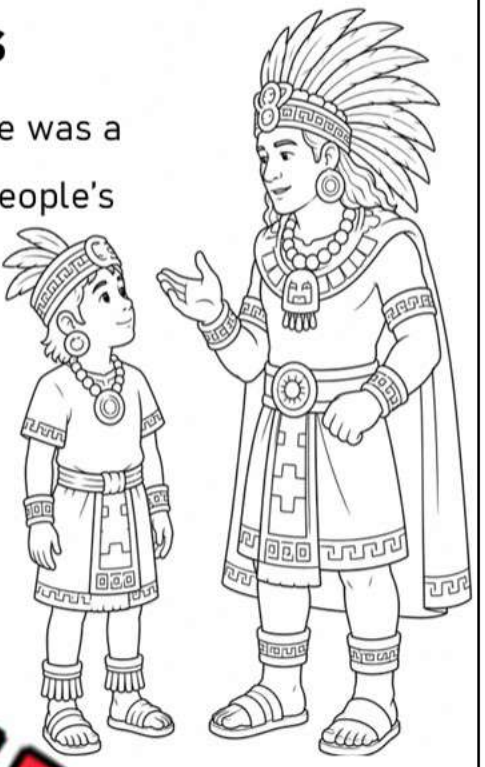
PREVIEW

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Curriculum Connection
3.5

Story – Aztec Artifacts

Tlaloc's Artifacts



Once upon a time in the Aztec city of Tenochtitlan, there was a young boy named Tlaloc. He loved learning about his people's history a lture.

O a l c's father asked him to find three spe s t e important to their culture. Excited, Tlaloc his venture.

First, he the m ere he found a beautiful feather hea d hea was a symbol of nobility a so laloc put it on but was stopped by an Azt or. Th warrior told Tlaloc that he could not wear the urfu eathered clothing because he was not a noble person. Luckily, warri keep the headdress if he didn't wear it.

Next, he found an ancient stone carving of the Azt god e Feathered Serpent. Tlaloc knew that Quetzalcoatl was an imp o represented wisdom and knowledge. He gently placed the carving s bag.

Finally, Tlaloc visited a talented potter who crafted a small clay pot with intricate designs. The pot represented the daily life of the Aztec people, and Tlaloc knew it would be a valuable addition to his collection.

With the three artifacts, Tlaloc returned home and proudly showed them to his family. His father smiled, proud of Tlaloc's dedication to preserving their culture. From that day on, Tlaloc continued to learn and share the rich history of the Aztec people with others.

PREVIEW

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Curriculum Connection
3.5

Questions

Answer the questions below.

1) Which three artifacts did Tlaloc find?

-
-
-

2) Why di rrior stop Tlaloc?

3) How do artifacts teac t the of Indigenous groups?

PREVIEW

Visualizing

Draw the three artifacts that Tlaloc's sk

Name: _____ 148

Curriculum Connection
3.1

Mayan People – Daily Life

Getting Around in Mayan Communities

The Mayan people had different ways of living depending on where they lived. They built large cities, farmed crops, hunted animals, and travelled by foot or canoe.

Clothing

The May[illegible]erent clothes base[illegible]ealth [illegible]n. Rich people wore feathered clothin[illegible] while poorer people wore simple cotton garments.



Hunting

The Mayans hunted deer, rabbits, fish, and birds using bows, spears, traps, and nets. Hunting helped provide food for families every day.



Food

Corn was the main Mayan food and was an important part of their daily meals. They also ate beans, squash, fish, fruits, chili peppers, and other vegetables grown on farms. The Mayans used farming, fishing, cooking, and trading to gather food for their families and communities every day.



Sh[illegible]

The Mayans lived i[illegible]ut[illegible] from mud, wood, and stone. R[illegible]n nobles lived in larger homes and palaces inside busy cities.



PREVIEW

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Curriculum Connection
3.1

Questions

Answer the questions below.

1) What food did the Mayans eat? How did they catch their food?

2) What cl[illegible] did the Mayan people wear?

PREVIEW

True or False

Is t[illegible]ment t[illegible]false?

1) The rich kings and nobles live[illegible] in h[illegible]	True	False
2) The Mayans ate mostly potatoes.	True	False
3) Only the men got tattoos after marriage.	True	False
4) The poorer men wore loincloths.	[illegible]	False
5) The Mayans grinded corn to make tortillas.	[illegible]	False

Draw

Draw a picture in each box to show what you learned ab[illegible]M[illegible]ily life.

Clothing	Food	Shelter

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Curriculum Connection
3.5

Mayan Number System

Mayan Number System

The Mayan number system is really interesting. It's called the "vigesimal" system because it's based on the number 2[illegible] works like this:



1) [illegible] as the base like we do in [illegible]al system, the Maya[illegible] as th[illegible] for their numb[illegible]yste[illegible] means they counted [illegible]s of 20.

2) The Mayans used three main symbols to write their numbers: a dot for 1, a bar for 5, and a special symbol that looks like a shell for 0.

3) To write numbers, they would stack the symbols on top of each [illegible], kind of like a tall cake. The bottom layer would represent ones, the layer above that would represent 20s, and the layer above that would represent 20 times 20 (which is 400), and so on.

4) For example, if you wanted to write the number 26, you would put one dot (1) in the bottom layer and one bar (5) and one dot (1) in the layer above. That's because 26 is equal to 1 x 20 + 5 + 1. The number 412 would be: 2 bars and 2 dots (12) at the bottom, then one shell above (0), and 1 dot above that (400).

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Curriculum Connection
3.5

True or False Is the statement true or false?

1) The Mayans used dots to show ones.	True	False
2) A bar in the Mayan system means five.	True	False
3) The shell symbol means ten.	True	False
4) The Mayan number system is based on 20.	True	False
5) Dots and bars can be combined to make numbers.	True	False

Making Connections Write about a time when you used numbers in everyday life (shopping, counting, etc.).

PREVIEW

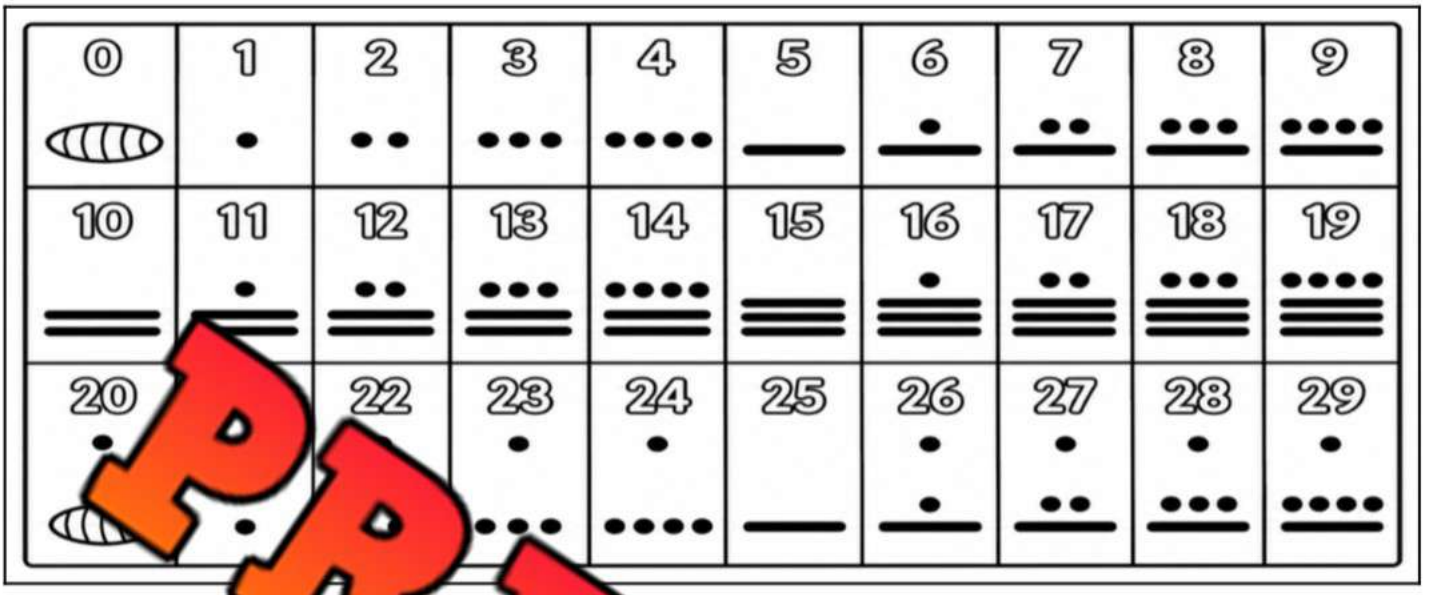
Direction Circle the facts about the Mayan Number System.

The shell symbol stands for zero.	Dots can be grouped to make numbers.	The Mayans stacked symbols to show larger numbers.	The Mayans had no symbol for zero.
A bar stands for five.	Mayan numbers are based on 10.	Mayan numbers use dots and bars.	The Mayan system cannot show big numbers.
A shell means five.	Mayan numbers can be used to count.	Mayan numbers are based on 20.	All Mayan numbers use only dots.

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Curriculum Connection
3.5

Numbers | Write the numbers using the Mayan number system



PREVIEW

Our System	Mayan System
1	
5	
8	
10	
23	
30	
32	
37	
43	

Our System	Mayan System
50	
[illegible]	
[illegible]	
10	
29	
41	
14	
30	
17	

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Name: _____ 153

Curriculum Connection
3.2

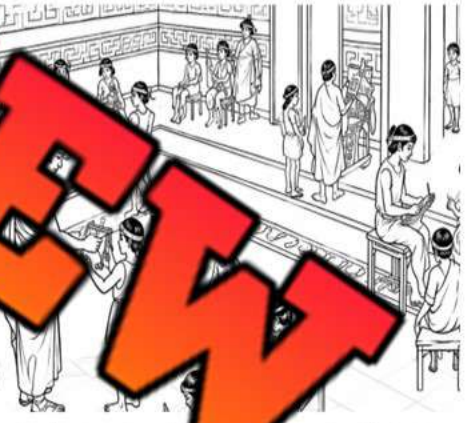
Schools – Inca and Aztec

Education was important in both the Aztec and Inca empires, but they had some differences.



In the **Aztec Empire**, all children went to school, whether they were boys or girls, rich or poor. They [illegible] two main types of schools: calmecac for noble [illegible] telpochcalli for common kids. Noble [illegible] learned [illegible] religion, history, law, and leadership [illegible] trained to become priests, rulers, [illegible] ranking [illegible]. Common kids learned about farming, crafts, and fighting. They [illegible] prepared [illegible] to be good workers and warriors.

In the **Inca Empire,** ed[illegible] was [illegible] noble kids. They went to a special school called the yachaywasi, or Hou[illegible] Knowle[illegible]. There, they learned about the Inca religion, hist[illegible], leadership skills, and the Quechua language. [illegible] were prepared to become rulers and officials in the emp[illegible]. Common kids did not go to formal schools.



Instead, they learned from their parents and community members. They learned important skills like farming, weaving, and p[illegible]ery making.

PREVIEW

Yes/No Circle Yes if the statement is correct and No if it is not correct.

1) All children went to school in the Aztec Empire.	Yes	No
2) Noble Aztec kids learned about religion, law, and leadership.	Yes	No
3) Only common kids went to the yachaywasi in the Inca Empire.	Yes	No
4) Aztec schools were called Calmecac and Telpochcalli.	Yes	No
5) Common Inca kids learned from their families.	Yes	No

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Curriculum Connection
3.2

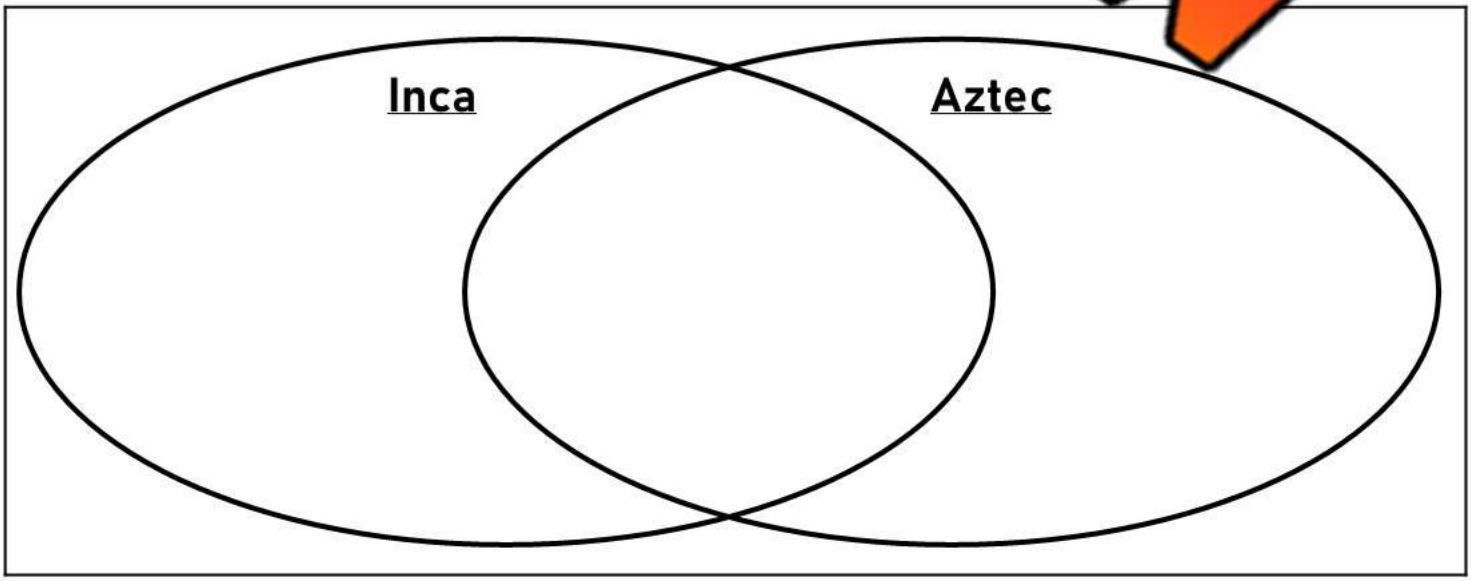
Explain What are the similarities/differences between the Inca and Aztec schools

Similarities	Differences

PREVIEW

Sort Write the descriptions in the corre[illegible]t in t[illegible]e[illegible]gram below

Only nobles go to school	Nobles learn religion [illegible]ery[illegible]oes to school
Commoners learn to fight	Commoners[illegible]



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Curriculum Connection
3.1, 3.2

Zhuang People – Daily Life

Clothing

Zhuang women wear embroidered shirts, aprons, skirts, and scarves. M[illegible]ear simple jackets, [illegible] and b[illegible] green [illegible] cloths. Most c[illegible] dark colou[illegible]

Hunting and Food – What did they eat?

. The Zhuang people mainly eat corn and rice. They also enjoy sour and salty foods. During celebrations, they make sticky rice cakes, [illegible] and dumplings.

Shelter

Traditional Zhuang houses were made from bamboo and wood. Many were built on stilts to stay above damp ground and away from animals. Houses usually had three to seven rooms.

Celebrati[illegible] Festi[illegible] do they celebrate?

The Zhuang people celebrate many fe[illegible]each[illegible] Their biggest celebration is the Spring Festival. Families prepare f[illegible]d and m[illegible]loth[illegible]r the special event.



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Curriculum Connection
3.1, 3.2

Direction Write 3–5 sentences explaining what you think is happening in the image.

Livelihood



Ce...tion



PREVIEW

True or False Is the statement true or false?

1) The Spring Festival is the most important festival of the year.	True	False
2) Traditional houses were built on stilts.	True	False
3) They eat sticky rice and dumplings on a regular basis.	True	False
4) For a treat, they eat raw boneless fish.	True	False
5) The Zhuang people wear colourful bright clothing.	True	False

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Curriculum Connection
3.1, 3.2

Newspaper Article: Hui People – Culture

Traditions and Beliefs of the Hui People

Publish Date: March 10, 2026

The Hui p[illegible]are one of the largest ethnic gr[illegible]. Many Hui families live i[illegible]n and other parts of the cou[illegible]e known for their strong tra[illegible]eligio[illegible] music, and martial ar[illegible]

The Hui people practice the[illegible] religion. They follow important rules i[illegible] their daily lives. For example, many Hu[illegible] people do not smoke, drink alcohol, or gamble. Before eating, they carefully wash their hands as part of their traditions and beliefs.

Many Hui families also respect special customs inside the home. One belief says people should not step on the threshold of a doorway because it is considered disrespectful. Elders continue to teach younger generations about these traditions to help preserve their culture.

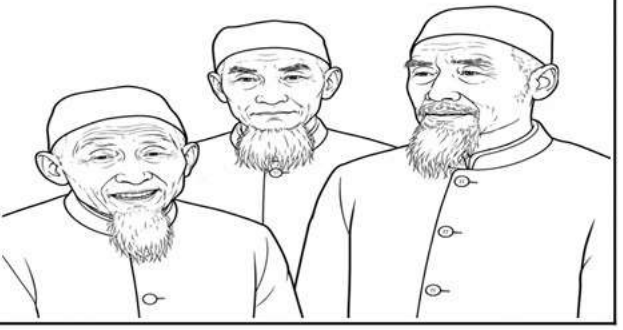
The Hui people are also known for their music and performances. They sing mountain and rustic songs that tell stories about history, nature, and everyday life. Many performances happen outdoors in fields or on mountain tops during celebrations and gatherings.

Another important part of Hui culture is martial arts. Many Hui people practice boxing styles and train with traditional weapons such as sticks, swords, spears, and knives. Martial arts help improve [illegible] discipline, and self-defense skills.

[illegible]ofes[illegible]i Zhang, a cultural expert, expla[illegible]

"[illegible]i peo[illegible]e to protect their traditio[illegible]n mus[illegible]gion, and martial arts[illegible]cul[illegible]h respect, discipline, a[illegible]

Today, the Hui people con[illegible]o share their customs and traditions with younger generations while keeping their culture strong and meaningful.



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3.1

Multiple Choice

Circle the correct answer

1) What religion do many Hui people practice?	Muslim	Buddhism
2) The Hui people should not step on a...	Threshold	Ant
3) The Hui people perform songs on mountains and in...	Fields	Temples
4) Martial arts improve health and teach...	Self-defense	Respect
5) They do not smoke, drink, or...	Party	Gamble

Colour by Number

Martial arts are also popular among the Hui people. Colour the ... by following the colour-by-number guide.



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3.1

Manchu People - Culture

Background – Who are they?

The Manchu people lived for many centuries in Manchuria, which is now considered Northeast China. The Manchu conquered China in the 17th century and ruled it for over 250 years. After losing control of China, the Manchu continue to live there [illegible]in, Beijing and other Chinese cities.



World[illegible]at [illegible]e Manchu believe in?

The M[illegible]u peo[illegible]e the Shaman religion. The three-basic [illegible]e [illegible]Sham[illegible]are:

1) They believe t[illegible]ul i[illegible]
2) They believe in hea[illegible]d that th[illegible]live in heaven
3) They believe that the gods [illegible]e in[illegible]thing in the universe and that everyone's [illegible]blems [illegible]es[illegible]t of angering the gods.

Shamanism is practiced by the Manchu elite[illegible]ll as [illegible]on people. In the past, each village would have a shaman who w[illegible]d [illegible]erpt[illegible]d perform religious dance. A Shaman is like a priest and a docto[illegible]y t[illegible]e ill[illegible]ses.

The Arts – Dance!

The Manchu people enjoy doing the Yang Ge, which is a traditional folk dance accompanied by singing, drums, and gongs. They also feature colourful fans which the dancers hold over their head.

It is an easy dance, where you step forward three times, then backwards once, and then pause and repeat. You need to clap your hands and sway your body throughout the dance! This dance was so popular that the government setup regulations on when and where the dance could be performed.



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Curriculum Connection
3.1

Multiple Choice

Circle the correct answer.

1) Couples are married by the age of...	17-18	16-17
2) The name of the religion the Manchu practice is?	Buddhism	Shamanism
3) The Manchu controlled China for how many years?	300	250
4) The Manchu live in many cities, including...	Beijing	Shanghai
5) Bad luck happened when people angered the...	Gods	Rulers

Beliefs

...eck (✓) to the Manchu people's beliefs and cross out (X) the ...en... t are not.

The Manc... believe the ... forever.	...y believe bad things ...ppen when the ...e angry.	They believe the gods live in the ocean.
The Manchu people believe there are no gods.	...y b...ve ...ods con...	They believe people control everything in the world.
They believe bad things only happen because of weather.	They believe th... ...l disappears a... ...ath.	...believe the gods live ...in heaven.

PREVIEW

Word Search

Find the words in the wordsearch.

❑ Manchu	❑ Drums
❑ Shaman	❑ Gongs
❑ Heaven	❑ Culture
❑ Gods	❑ Beliefs
❑ Soul	❑ Universe
❑ Dance	❑ Religion

L B E L I E F S X ... E L Y
E G U N I V E R S E L E L N
V O D C K Z Z Y J L X I P I
I N F J W Z N V S I O V G R
O G H J M J S R Y G M T T A
S S Y D K N C X Q I A G E B
W G S O U L L R G O N O X J
H E A V E N Z D L N C D V R
D A N C E D R U M S H S N J
S H A M A N C U L T U R E P

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Curriculum Connection
3.3

Slavic People - Culture

Background – Who are they and Where are they from?

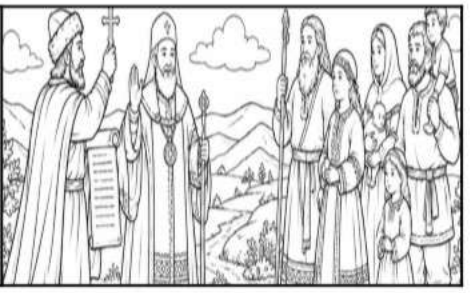
The Slavic people are from Europe, specifically Russia, Belarus, Ukraine, and Poland. They migrated (moved) across Europe and have therefore affected areas all over Asia and Europe. Many even moved to Canada!

The [illegible]up began in the 5th century and lasted until the 10th century before they mi[illegible]d spread out across the world.

PREVIEW

[illegible]ligi[illegible]

Since the Slav[illegible] are i[illegible]s to Europe, their main religions are C[illegible]st[illegible]d [illegible] Catholicism. There are also some Slavs [illegible]e M[illegible]h[illegible]ll.



Clothing

The traditional Slavic people wore plain wh[illegible]thing. The men and women wore similar clothing. The [illegible]e often wore pants and a loose shirt that resembled a toga. The women wore the same loose white clothing that was fashioned into a long dress.



Shelter

They lived in small villages that were near rivers so they could irrigate their crops. Each village had approximately 50 people in it. They used sunken buildings, meaning they would dig down into the dirt to make the shelter taller. Wood and bark twine was used to create the walls of their shelter.



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Curriculum Connection
3.3

Questions

Answer the questions below.

1) What were their shelters like? How big were their villages?

2) What cl[illegible] did the Slavic people wear?

PREVIEW

True or False

Is [illegible] a[illegible]ement [illegible] false?

1. They came from Russia, Belarus, U[illegible]nd F[illegible]	True	False
2. They lived in small villages near wa[illegible] (a rive[illegible]	True	False
3. Each shelter had a fire pit in the middle.	True	False
4. They lived in sunken buildings.	[illegible]	False
5. They wore colourful clothing.	[illegible]	False

Visualizing

Draw what you were picturing about Slavic people cultu[illegible]

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Curriculum Connection
3.3

Questions Circle the correct answer for each question.

1) Where did many Slavic people originally come from?		
A) Asia	B) Europe	C) Africa

2) Which religion was common among many Slavic people?		
A) Christianity	B) Buddhism	C) Hinduism

3) What m was used to build many Slavic shelters?		
A) Gla	B) Wood and bark	C) Steel

4) Why were vil bu ear rivers?		
A) For fishing o	de ships	C) For irrigation

5) What was often found Slavi		
A) Fireplace tower	B) ston	C) Water well

PREVIEW

Colour Colour the image below.



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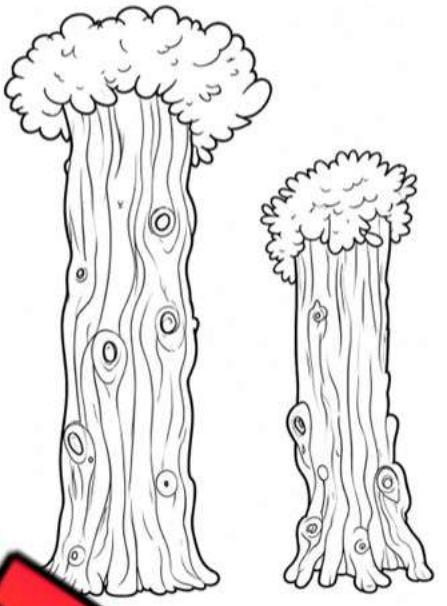
Curriculum Connection
3.6

Slavic Protocols – Saving the Environment

Helping the Environment

The Slavic people have long respected nature and the environment. They had rules that made sure they would have the things they needed for a long time. They didn't waste as they only took what they needed.

Here are a few examples of protocols that some Slavic communities followed to help protect the environment:



PREVIEW

☑ Selective Thinning: Slavic people only cut down older or damaged trees and left young trees so they could grow. This helped forests grow so that there would be wood forever.

☑ Natural Fertilizers: Slavic farmers used natural fertilizers, like manure and compost, to make the soil better. They didn't use chemicals because they pollute the soil and water.

☑ Livestock Grazing Control: Slavic herders controlled where their livestock grazed by moving them to different areas. This allowed the grass and plants to regrow in the over grazed areas.

☑ Seasonal Fishing Rules: In some Slavic communities, there were rules about when people could fish and what they could catch. This allowed fish populations to grow during their breeding season. It made sure there would be fish to catch for many years.

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3.6

Questions

Answer the questions below

1) What does selective tree cutting mean?

2) Why did Slavic people have fishing rules?

PREVIEW

True or False

statements true or false?

1) The Slavic people took more than needed wasted a lot	True	False
2) They cut down only damaged or old trees	True	False
3) They had no rules on fishing	True	False
4) There were rules on when you could fish	True	False
5) The Slavic people took care of the environment	True	False

Word Search

Find the words in the wordsearch

Slavic	People
Trees	Fishing
Manure	Compost
Environment	Protect
Waste	Pollution

V L X A E G Q P G I O T B F H J
E X C O M P O S T Z R Z Z I H S
C A L U A U P N O U S T W S L Y
W B Q W R R H F E W E C S H I A
M A N U R E M I L O E E L I E L
Y B P S Z S Y A P F R T A N T P
S P O L L U T I O N T O V G S N
E N V I R O N M E N T R I T A Z
K A L H N P A G P W T P C A W T

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Curriculum Connection
3.3

Celtic People - Culture

Background – Who are they?

From 750 BC – 12 BC, the Celtic people were the most powerful group in central and northern Europe. The Celtics have three main groups: the Gauls, the Britons, and the Gaels.

Alt[illegible] the Celtic people were defeated by the British, some still exist through[illegible] Scotland, and England. Over 2.5 million people currently speak a Ce[illegible]nguage.



Worldview – [illegible]ne Ce[illegible]lieve in?

The Celtic people b[illegible]ed [illegible]k between the supernatural world and t[illegible]n w[illegible] believed that priests, called Druids, could com[illegible]e w[illegible]e supernatural world. They could pred[illegible]what wo[illegible] happen by interpreting nature. They believe[illegible]er 400 gods and goddesses.

One of the most important gods was Sucellos, th[illegible]God hammer to cause lightning.

Festivals and Celebrations – How did they party?

Festivals were important to the Celtic people. They were held for many reasons:



(1) To honour the gods
(2) To improve relationships among clans (groups)
(3) To provide a party for young people to meet and marry
(4) To give rich and poor something fun to do!

During the festivals, people would compete in games and contests of skill and strength. They sang songs and drank a honey-based beer called mead.

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3.3

Questions

Answer the questions below

1) What did the Celtic people believe in?

2) Why did Celtic people have festivals?

PREVIEW

Multiple Choice

Circle the correct answer

1) How many people currently speak Celtic language?	3 million	2.5 million
2) They drank honey-based beer called	Mead	Brew
3) They competed in games based on skill and...	Love	Strength
4) The priests were called...	Druids	Sisters
5) The Sky God is called...	Belenos	Tellos

Word Search

Find the words in the wordsearch

Word List	
Celtic	People
Druids	Sky
Gods	Festival
Ireland	Scotland

DOSG		RDISUD	
LDNRIAE		LCTIEC	
ELPEOP		ONTLSCAD	
TIVSLEFA		KYS	

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3.3

Celtic Culture Comic Strip

Create a 4-panel comic strip that shows the culture of the Celtic people. Use drawings and short captions to explain each panel.



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Curriculum Connection
3.3

Celtic People – Daily Life

Clothing – What clothing did they wear?

The Celtic people loved to wear bright dazzling colours. They would dye their wool trousers and tops bright colours. They wore embroidered shirts with trousers, much like people wear today. Over top, they often wore cloaks or capes that were fastened [illegible] their shoulders with a brooch.

Food – [illegible] eat?

The [illegible] Celtic people did not have access to supermarkets or shops to buy food, so they [illegible] grew the food they needed. They grew leeks, onions, turnips, and carrots and [illegible] wild nuts and berries.

They also grew grain to make bread, porridge. For meat, they hunted deer, boar, hare and even bear! They also enjoyed seafood.



Shelter - What did they live in?

The Celtic people lived in small villages. Their houses were round with walls made of local material like woven wood (wattle) or straw and mud (daub).

They made their roofs out of woven wood as well. They had access to plenty of wood from the forests. To keep warm and to cook on, they would make a fire inside their shelter and cut a hole in the roof to allow the smoke to escape.

Weapons - What weapons did the warriors use?

The Celtic people wore bronze helmets that had horns on them. They sometimes went into battle naked, probably to throw off their enemies! Horns would be sounded as they charged into battle. They carried long oval shaped or rectangular shields, daggers, spears, and long slashing swords made of iron.

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Curriculum Connection
3.3

Questions

Answer the questions below

1) What weapons did the Celtic warriors use?

2) What fo[illegible]d the Celtic people eat? What would you like the best?

PREVIEW

True or False

Is th[illegible]ent tr[illegible]lse?

1) The Celtic people wore cloaks with[illegible]kered[illegible]n.	True	False
2) They lived in large villages with many shelter[illegible]	True	False
3) Their houses were square and made from[illegible]	True	False
4) They had a fire inside their shelter to keep warm[illegible]		False
5) They sometimes went into battle naked!		False

Draw

Draw pictures of the things below

Celtic Shield	Celtic House	Foods They Ate

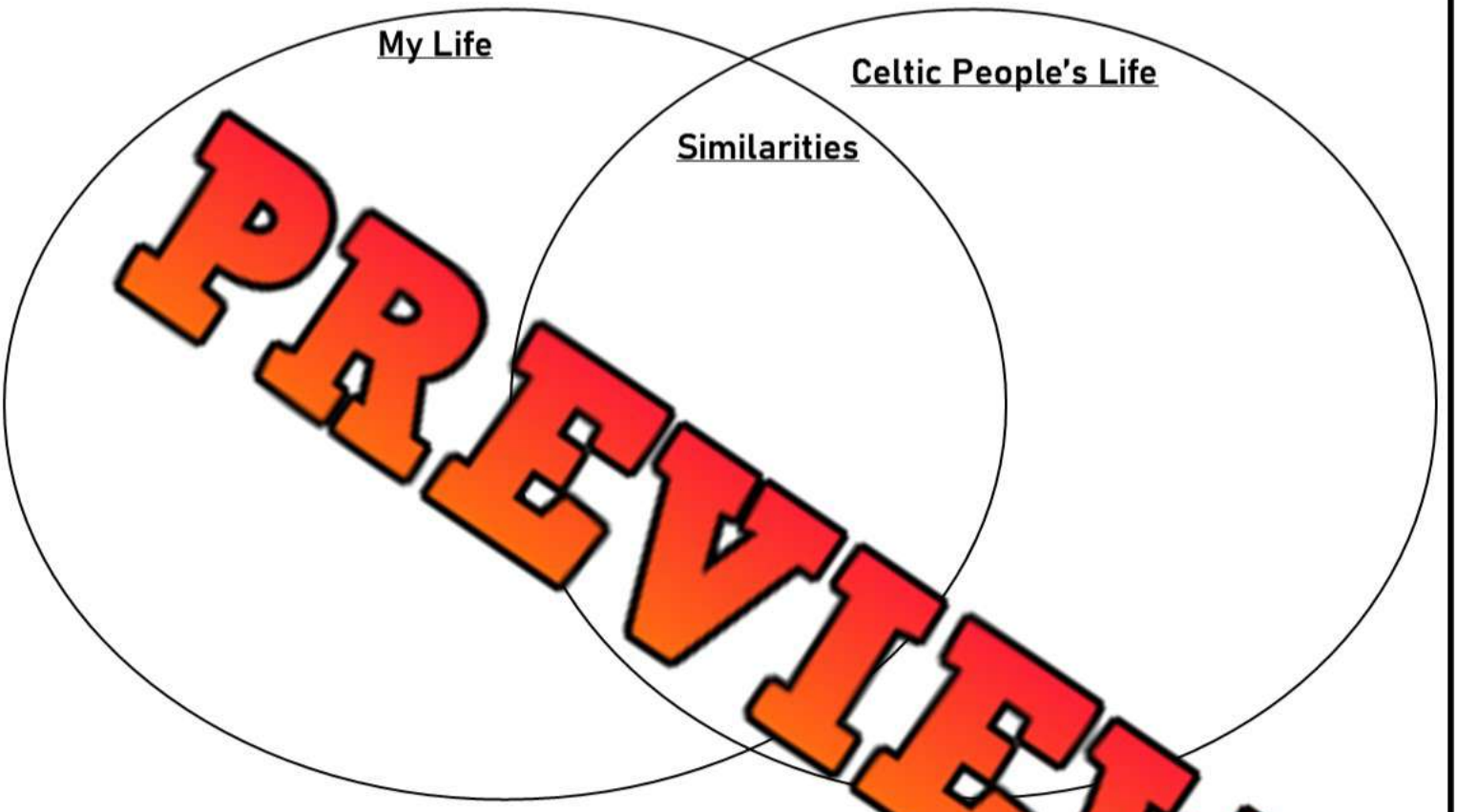
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Curriculum Connection
3.3

Comparing Celtic People Daily Life to Mine

Complete the Venn Diagram below comparing your life to the Celtic people's daily life. Use pictures or words to show your thinking.



PREVIEW

Question Would you like to live in a Celtic community? Circle YE ain why.

YES **NO**

Name: _____ Date: _____

Unit Test – Global Indigenous Peoples

Multiple Choice /10

1) Which is not a Canadian Indigenous group? a) Aztec b) Inuit c) Métis d) First Nat	2) The Haida First Nation is from... a) Mexico b) Peru c) British Columbia d) China
3) The Zh… …s group is from... a) Me… b) Peru c) British Columb… d) China	4) The Inca Indigenous group is from... a) Mexico b) Peru c) British Columbia d) China
5) Which Indigenous group hau… …nes… a) Aztec b) Mayan c) Métis d) Haida	…ich Indigenous group is a mix of …e… and First Nation? a) Azte… b) M… c) d) Haida
7) Which Indigenous group lives in Northern Canada? a) Aztec b) Inuit c) Métis d) First Nations	8) Which peop… …re … …ost powerful? a) Nobles b) Commoners
9) Which colour were Aztec people not allow to wear? a) Purple b) Magenta c) Yellow d) Turquoise	10) What number is this? a) 33 b) 23 c) 6 d) 16

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Locate Where are each Indigenous group from? Use the word bank to help.

Canada	Mexico	Peru	China	Europe	Russia/Belarus

Métis	
Aztec	
Inca	
c	

PREVIEW

Short Answer Answer the ques s be

1) What weapons did the Indigenous people in Cana se?

2) How did most Indigenous groups treat the environment?

3) Was religion important to Indigenous groups? Explain.