Grade 3 Social Studies Unit

A. HERITAGE AND IDENTITY:

COMMUNITIES IN CANADA, 1780-1850

	Curriculum Expectations	Pages
A1.1	Describe some of the similarities and differences in various aspects of everyday life of selected groups and communities living in Canada between 1780 and 1850.	7-8, 13-49, 71-85, 98-99, 138-145, 152-159
A1.2	Compare what life was like between 1780 and 1850 in a few First Nations, Métis, and Inuit communities with the ways that later colonial policies, including the residential school system, changed life in these communities.	9-10, 12, 57-70, 88-92, 107-113, 119-120, 152-159
A1.3	C C i c	38-92, 120, 159
A1.4	I F t H	120, 159
A2.1	Formulate questions to guide investigations into some of the major challenges facing various groups and communities in Canada from around 1780 to 1850.	143-145, 152-159
A2.2	Gather and organize information on major challenges facing various groups and communities, including at least one First Nations, Métis, or Inuit community, and on measures taken to address these challenges, using a variety of primary and/or secondary sources.	143-145, 152-159
A2.3	Analyze and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing various groups and communities, including at least one First Nations, Métis, or Inuit community, in Canada during this period, and measures taken to address these challenges.	143-145, 152-159
A2.4	Interpret and analyze information relevant to their investigations, using a variety of tools.	143-145, 152-159
A2.5	Evaluate evidence and draw conclusions about some of the major challenges facing various groups and communities in Canada, including at least one First Nations, Métis, or Inuit community, during this period, and measures taken to overcome these challenges.	143-145, 152-159

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Grade 3 Social Studies Unit

A. HERITAGE AND IDENTITY:

COMMUNITIES IN CANADA, 1780-1850

	Curriculum Expectations	Pages
A2.6	Communicate the results of their inquiries, using appropriate vocabulary and formats.	143-145, 152-162
A3.1	Identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program.	7-10, 12-14, 23-24, 37-49, 71-73, 138-145, 152-159
A3.2	Identify various settler communities in Canada during this period, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program.	7-8, 57-59, 62-63, 67-70, 88-92, 152-159
A3.3	Identify some of the main factors that helped shape the development of settlements in Canada, including First Nations, Métis, and Inuit communities, during this period, and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life.	11, 27-36, 50-56, 98-109, 152-159
A3.4	Describe some of the major challenges facing communities in Canada during this period, including at least one First Nations, Métis, or Inuit community.	50-70, 88-92, 110-116, 152-159
A3.5	Describe the impact of some different kinds of settlements on the natural environment and on any existing settlements.	98-99, 107-109, 146-150, 152-159
A3.6	Describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children.	13-77, 88-92, 138-145, 152-159
A3.7	Identify a few key treaties relevant to Indigenous people in their region during this period, including wampum belts exchanged, and explain how some of these agreements affected various peoples and communities in that region and beyond.	130-137, 152-159
A3.8	Describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation.	93-97, 114-129, 152-159

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COMMUNITIES IN CANADA 1780-1850

PREVIEW



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Curriculum Connection
A1.1, A3.1, A3.2

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
A1.1, A3.1, A3.2

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.
	Indigenous people helped explorers survive by sharing their knowledge.

Questions Answer questions below using evidence from the text.

1) Why did the [illegible] Europe [illegible] ore people to Canada?

_____

_____

_____

2) What does the word "indigenous" mean?

3) Name two countries that sent explorers to Canada.

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

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Curriculum Connection
A1.2, A3.1

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.

Wher[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. People 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.

PREVIEW

Name: _____ 10

Curriculum Connection
A1.2, A3.1

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

PREVIEW

Question

Answer questions below using evidence from the text.

1) What is a community? Do you belong to one? Explain.

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

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
A3.3

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
A1.2, A3.1

Exit Cards

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

Name: _____ Mark

Is the statement true (T) or false (F)?

1) The Eastern Woodlands people build canoes and hunt.	T / F
2) The Arctic region is warm most of the year.	T / F
3) The Inuit people lived in the Eastern Woodlands.	T / F
4) People in the Plains region mainly fished for food.	T / F

Name: _____ Mark

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Curriculum Connection
A1.1, A3.1, A3.6

First Nation - Algonkin

Background

The **Algonkin First Nation** can also be spelled **Algonquin** and the word means "our allies". The Algonkin people lived in the Great Lakes-St. Lawrence region in southern Ontario and Quebec.



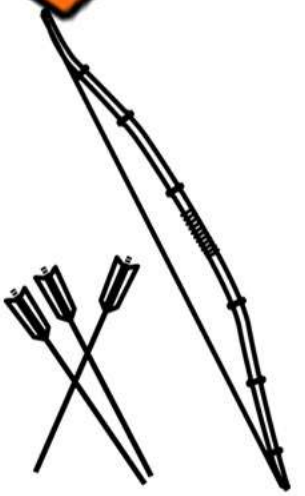
Shelter

Most ... ve ... **wigwams**, which are domed-shaped, smaller ... helters ... e of birch bark. Only one family lived in ... wam. ... gonkin lived in **longhouses**, which were larger shelters made of bi... bo... ... lies would share these longhouses.

Daily Life and Gender Roles

The day-to-day life of an Algonkin m... depe... on how old they were and which gender they were. Children did a lot of t... ame t... u do – play outside with friends and help around the house.

They also enjoyed hunting and fishing with thei... Th... we... responsible for hunting and fishing as well as protecting the co... ...ty in war. Women took care of the children, gathered plants and took c... the shelter and cooking.



Food

The Algonkin were hunting people. They ate deer, moose, small game, as well as fish. They grew corn, squash, and berries. They used bows and arrows, spears, and traps to hunt their food.

Maple syrup was a treat they would enjoy from tree sap that came out of maple trees.

PREVIEW

Name: _____ 14

Curriculum Connection
A1.1, A3.1, A3.6

Questions

Answer the questions below using evidence from the text.

1) What was life like as an Algonkin child?

2) Which w[illegible]ons did the Algonkin use to hunt? What did they eat?

PREVIEW

Multiple Choice

Ci[illegible]e correc[illegible]er.

1) The Algonkin used what to hunt?	[illegible]ows/Arrows	Guns
2) The Algonkin ate berries, deer, and...	[illegible]h	Ice Cream
3) Women took care of the children and gath[illegible]	[illegible]e	Plants
4) What was a treat for the Algonkin to eat?	[illegible]ake	Maple Syrup
5) Fisherman used what to catch fish?	[illegible]oks	[illegible]

Draw & Describe

Imagine you live in a **wigwam**. Draw and describe w[illegible]t looks like.

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Curriculum Connection
A1.1, A3.6

Wigwam Shelter



First Nations people lived in many different shelters. One of the most popular is named the **wigwam**. Wigwam shelters are simple to make and easily transportable. A wigwam can be built in just an hour! The steps to building a wigwam are listed below in the wrong order. Can you figure out the correct order?

Directions Number the steps 1-6 beside each instruction

	Instructions
	Tie the tops of the saplings together.
	Make a hole at the top for smoke.
	Put saplings in the ground to make a circle.
	Put leaves on the floor and cover the floor with fur rugs.
	Bend the saplings to form a dome shape.
	Cover the frame with birchbark and leaves.

PREVIEW

Questions Answer the questions below.

1) Why do you think the wigwam was such a popular shelter?

2) Why didn't First Nations people use brick, steel and other strong materials?

Name: _____ 16

Curriculum Connection
A1.1, A3.6

Activity: Build A Wigwam Shelter

Objective

What are we learning more about?

Students will learn about First Nations people and how they built wigwams as shelters. They will build a model wigwam using natural and simple materials to understand how the structure provides protection and warmth.

Materials

What do we need for our activity?

- ✓ S… …aners (for the frame)
- ✓ A st… …piece… …rd (for the base)
- ✓ Twine or st… …f… …ng the…
- ✓ Brown construct… …ape… …pieces (for covering the wigwam)
- ✓ Scissors and glue
- ✓ Crayons or markers (for decoration)
- ✓ Cotton balls (for adding snow if desi…)



Instructions

How do we complete the activ…?

1) Start with a brief discussion about wigwams and how Fir… …atio… …hem as shelters.
2) In groups of 3 to 4, gather your materials and discuss your design.
3) Use small sticks or pipe cleaners to create the frame of the wigwam.
4) Tie the tops of the sticks together with string to hold the shape.
5) Cover the frame with brown paper or fabric to form the walls.
6) Cut a small entrance at the front and add details like patterns or decorations.
7) Add finishing touches like cotton balls for snow or toy animals for the scene.
8) Present your wigwam model to the class and explain its purpose.

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Curriculum Connection
A1.1, A3.6

How To Guide Follow these steps to build a wigwam shelter.

	Step	Description
1	**Make the Base**	• Find a sturdy piece of cardboard. This will be the ground for your wigwam. • Use crayons or markers to colour the base to look like grass, dirt, or snow. • Let it dry before moving to the next step.
2	**rame**	• Gather small sticks or use pipe cleaners to build the frame. • sh them into the cardboard in a circle. ak re they are standing up straight.
3	**Tie the Frame Together**	Be f the sticks toward the middle. e or to tie them together at the top. • t th sturdy before moving on.
4	**Cover the Wigwam**	• Cut brown ction or small fabric pieces into wide strips. • Wrap and glue the or fa nd the frame to form the walls. • Leave a small opening fo ance.
5	**Make the Entrance**	• Cut out a small doorway at the t o • Make sure it is big enough for a tiny fi
6	**Decorate the Wigwam**	• Use crayons or markers to draw traditiona st Nations patterns on the walls. • You can also add beads or small decorations for extra detail.
7	**Add Surroundings**	• Place small cotton balls around the base to look like snow. • Add small rocks, toy animals, or tiny trees to complete the scene.
8	**Let it Dry**	• Once your wigwam is finished, let it dry completely. • Display your wigwam in the classroom and discuss what you learned!

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Curriculum Connection
A1.1, A3.6

Criteria Use the criteria below to assess the activity.

Criteria	Description
Teamwork	The group worked together and shared tasks to build the wigwam.
Building Structure	The sticks were placed correctly and tied securely to form a strong dome shape.
Use of Materia	The walls were neatly covered with paper or fabric, and the entrance was clearly made.
Creati	Extra details like patterns, small animals, or snow were added to cene.
Expl on	nt explained how wigwams provided shelter and warmth ati s people.

Example Model gwa de de by "Team Shelter"



PREVIEW

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Curriculum Connection
A1.1, A3.6

Planning - Wigwam Model

Answer the questions below.

1) Materials: Circle the materials you will use for your wigwam model.

Small Sticks	Cardboard	Fabric /Paper	Scissors	String/Twine	Glue
Crayons	Markers	Cotton Balls	Toy Animals	Small Rocks	

2) Plan your model: How will you build your wigwam?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

PREVIEW

3) Purpose: Why did First Nations people build wigwams?

_____

_____

_____

_____

4) Details: What details will you add to your wigwam?

Snow (Cotton)	Animals (Toy or Drawn)	People	Wood Logs	Grass/Dirt
Other:				

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Curriculum Connection
A1.1, A3.6

Sketch Your Model	Draw your Wigwam to help you plan what you will make. Include details like the entrance, frame, and decorations.



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Curriculum Connection
A1.1, A3.6

Peer Assessment | Assess your peer's wigwam model.

Your Name: _____ **Your Peer's Name:** _____

Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Is the wigwam strong and steady?				
Is the entrance neat and clear?				
Are the m... used ...				
Are the... eative and fun details?				
Did they explain t... purpose of wigwams?				

PREVIEW

Two Stars And A Wish | Look at your p... s wi... e ...o things you liked (stars) and one thing to improve







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Curriculum Connection
A1.1, A3.6

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Teamwork	Group did not work well together	Group worked together sometimes	Group worked well together	Group worked very well together
Building Structu	The wigwam did not hold its shape	The wigwam was built but not sturdy	The wigwam was mostly sturdy	The wigwam was strong and well-built
Mate ls	rials sy sed ell	Some materials were used neatly	Materials were used well and neatly	Materials were used very well and arranged carefully
Creativity	Mode extra de	Mo d som	Model was creative with good details	Model was very creative with many details
Explanation	No explanation was given	exp nation was give	lear xpla n was	A detailed and clear explanation was given

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Teacher Comments

_____

_____

_____

_____

ark

Student Comments – What Could You Do Better?

_____

_____

_____

_____

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Curriculum Connection
A1.1, A3.6

Longhouse Shelter

The **Mohawk** lived in permanent shelters named **Longhouses**. Longhouses were permanent because they were difficult to build, and impossible to move. The steps to building a Longhouse are written below in the incorrect order. Can you figure out the correct order?

Directions: Number the steps 1-7 beside each instruction

Step	Instructions
	t[illegible]d poles with bark.
	For t[illegible]d m[illegible]re wood poles to run the opposite direction of the U[illegible]e[illegible]tes.
	Find lo[illegible]od [illegible] for the frame.
	Make small h[illegible] ro[illegible] smoke to escape.
	Bend the wooden poles t[illegible] an u[illegible]-down 'U'.
	Build sleeping platforms on the side[illegible] the [illegible]use.
	Build a row of hearths for the fire[illegible]

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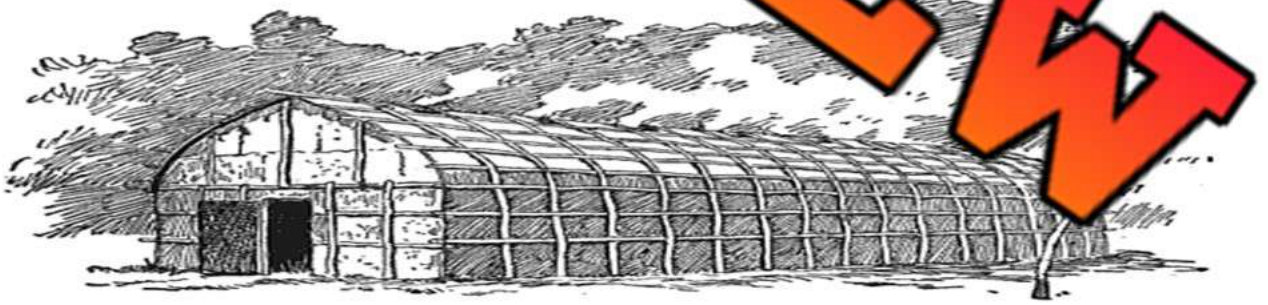

Question What are the benefits and drawbacks of a longhouse?

Benefits	Drawbacks
_____	_____
_____	_____
_____	_____

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Curriculum Connection
A1.1, A3.6

Exit Cards

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

Name: _____ Mark

Match the part of the longhouse to its purpose.

Bark ☐	☐ Fire pits inside the longhouse for warmth and cooking.
Roof holes ☐	☐ Covered the frame to keep out wind and rain.
Hearths ☐	☐ Allowed smoke from fires to escape.

Name: _____ Mark

Match the part of the longhouse to its purpose.

Bark ☐	☐ Fire pits inside the longhouse for warmth and cooking.
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Hearths ☐	☐ Allowed smoke from fires to escape.

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Curriculum Connection
A1.1, A3.3, A3.6

Transportation - Canoes

First Nations - Canoes

Before Europeans came to the land that is now Canada, there were no horses or cars. To get around, many First Nations people used canoes. They fought over territory close to water so they could use **canoes** to travel far distances with ease.

Wit anoes, walking was the only other option in seasons other than the winter. I dogsleds were often used as well as snowshoes.

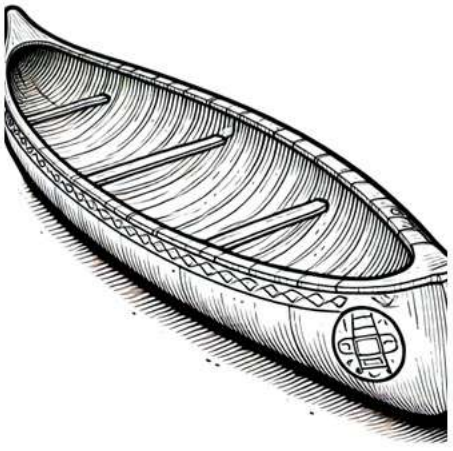
Moh Types o

The **Mohawk** u s c noes. One canoe was made from elm bark and wa and f her was a dugout canoe made from hollowed- hich w tronger and made to carry many people.



To dig out a canoe, they would te the below:

1) Find a large log, the wider the better.
2) Shave the bark off the log.
3) Carve it so it is shaped like a 'V' on the front and ba
4) Carve the top so that it is flat.
5) Carve the bottom so it is pointed at bottom.
6) Start a controlled fire on the top, flat part of the log.
7) Let the fire burn deep into the log.
8) Dig out the ashes.
9) Carve symbols like animals that were important to their communities.
10) Add seats for passengers.



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Curriculum Connection
A1.1, A3.3, A3.6

Ordering Put the steps for making a dugout canoe in order. Number 1 to 5.

	Start a controlled fire to help hollow out the log.
	Find a large log and shave the bark off.
	Add seats inside the canoe for passengers.
	Dig out the ashes and carve symbols into the canoe.
	Ca log into a 'V' shape on the ends.

Questi An uestions below using evidence from the text.

1) How did First s peo und before Europeans arrived?

2) Draw a dugout canoe. Draw symb at are i to you on it

PREVIEW

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

1) First Nations people used horses before Europeans arrived.	True	False
2) First Nations people used snowshoes and dogsleds in the winter.	True	False
3) There was fighting between nations for territory close to water.	True	False
4) Mohawks used fire to help dig out canoes.	True	False
5) Mohawks used Elm bark to make large and slow canoes.	True	False

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Curriculum Connection
A1.1, A3.3, A3.6

Activity – Making A Haida Canoe

Objective — What are we learning about?

Students will learn about what Haida canoes looked like and the artwork that is done on the canoe.

Material — What do we need?

- ✓ C… t… aper
- ✓ Sc… rs
- ✓ Markers, … pencil… ayons
- ✓ Glue or tape
- ✓ Haida canoe templat…



Method — How do we complete the … ty?

1) Print the template on thick paper, like c… ck.
2) Have the students colour the canoe (both side… o… rage t… o look at Haida art and designs for inspiration but also let t… cr… …vise their own ideas.
3) Instruct the students to carefully cut out the canoe templat… alo… solid lines.
4) Have the students fold the paper along the folding line, creating the shape of the canoe.
5) Paste or tape the bottom edges of the canoe together (do not paste the top of the canoe together). This should allow the canoe to hold its shape.
6) Cut the seats out (two rectangular pieces). They should be coloured brown.
7) Use tape or glue to secure the seats to both sides of the inside of the canoe. The seats will help hold the canoe together.
8) Let the canoe dry before displaying it.

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Curriculum Connection
A1.1, A3.3, A3.6

How To Guide Follow these steps to make a small Haida canoe.

	Step	Description
1	**Print the Template**	• Print the canoe template on thick paper like cardstock. • Make sure it is large enough to fold into a canoe shape.
2	**Dec the**	• Colour both sides of the canoe. • Look at Haida artwork for inspiration or create your own designs.
3	**Cut Ou Piece**	• Car cut along the solid lines of the template. • Be out the two seat pieces as well.
4	**Fold the Canoe**	• can he dotted line in the centre. • This hel e before gluing.
5	**Assemble the Canoe**	• Use glue or tape to the edges of the canoe. • Do not glue the top ke a real canoe.
6	**Add the Seats**	• Take the two small seat pieces and c wn. • Glue or tape them inside the canoe to mak urdy.
7	**Final Details**	• Add extra decorations like Haida patterns. • Draw waves or a background scene to display with the canoe.
8	**Let It Dry**	• Allow the canoe to dry before displaying it in the classroom. • Share your canoe with the class and explain its purpose.

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Curriculum Connection
A1.1, A3.3, A3.6

Criteria Use the criteria below to assess the activity.

Criteria	Description
Folding and Gluing	The canoe was folded and glued neatly so it held its shape.
Seat Placement	The seats were put in the right spot and attached well.
Haida Artwork	The canoe was decorated with Haida designs using red, black, and white.
Neatnes Eff	The craft was made carefully, with no torn paper, smudges, or t much glue.
Pres tion	lent explained why Haida canoes were important for d fishing.

Example Craft Haida o de by "Team Paddle"



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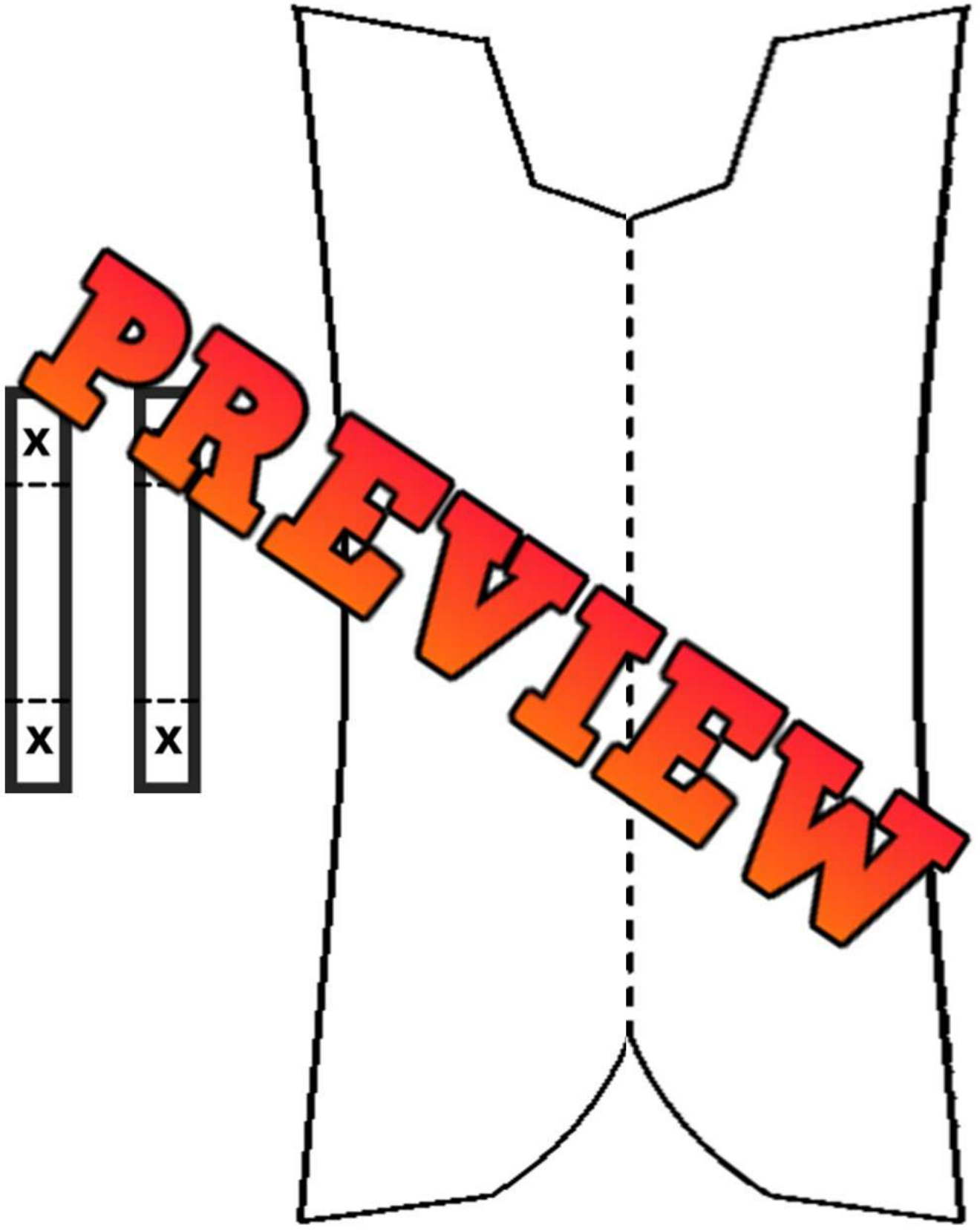
Curriculum Connection
A1.1, A3.3, A3.6



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Curriculum Connection
A1.1, A3.3, A3.6

Haida Artwork	Get inspired by various Haida artworks and add similar patterns to your canoe.



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Curriculum Connection
A1.1, A3.3, A3.6

Planning – Haida Canoe | Answer the questions below

1) Materials: Circle the materials you will use for your wigwam model.

Paper	Scissors	Glue/Tape	Markers	Crayons
Haida Art Examples	Coloured Pencils	Ruler	Pencil	Eraser

2) Planning your canoe: How will you build your Haida canoe?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

3) Purpose: Why were Haida canoes important?

_____

_____

_____

_____

4) Art Pattern: Draw your Haida-inspired design below. Use red, black, and white to create patterns like those seen on Haida canoes.

PREVIEW

Name: _____ 35

Curriculum Connection
A1.1, A3.3, A3.6

Class Gallery Walk

Walk around the classroom to look at everyone's Haida canoes. Write down three things you learned.

1

2

3

PREVIEW

I Am Proud Because...

Write a sentence about why you're proud of your canoe and what message it represents.



Next Time I Will Improve By...

Write a sentence about what you would do better next time to make your canoe even more detailed.



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Curriculum Connection
A1.1, A3.3, A3.6

Rubric | How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Folding & Gluing	Canoe fell apart or uneven	Loose, not well-shaped	Mostly sturdy, few gaps	Neat, strong, well-shaped
Seat Placem	Seats missing or incorrect.	Loose or uneven seats	Seats mostly secure	Seats placed neatly, secure
Artwork	ns t	Few patterns, little detail	Simple, clear designs	Detailed, creative patterns
Neatness & Effort	M y, c smu torn	ne mi	Mostly neat, small smudges	Very neat, well-crafted
Presentation	No explanation given	V hort explanation	ear sic expla	Detailed, thoughtful answer.

PREVIEW

Teacher Comments

_____

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ark

Student Comments – What Could You Do Better?

_____

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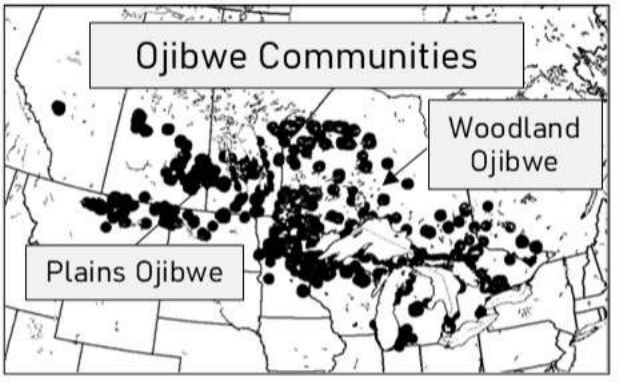
Curriculum Connection
A1.1, A3.1, A3.6

First Nation - Ojibwe

Location



The Ojibwe First Nations people are also called **Chippewas** in the USA. In Canada, they are named Ojibwe.

They lived near the Great Lakes and moved into Northern Ontario when the Wendat left and battled with the **Seneca** and other **Haudenosaunee First Nations**. Later, many Ojibwe migrated west to the Plains region in search of fur-bearing animals to supply their trade. They ended up in northern Ontario, Manitoba, and Alberta.

PREVIEW

Language

The Ojibwe language is part of the Algonquian language family. It is still spoken by over 25,000 people. The language is called **Anishinaabemowin**.

English	Ojibwe
Welcome/Hello	Boozhoo/Pooshoo
Thank you	Miigwech
I am good	Nimo'aya
What is your name?	Aniin eshinikasoyan?
Where are you from?	Anindi wenjiyan?

English	Ojibwe
One	Pezhig
Two	Niizh
Three	Nswi
Four	Niiwin
Five	Nanan

Food and Hunting

The Woodland Ojibwe were mostly farming people who ate corn, wild rice, small game and fish.

The Plains Ojibwe were big game hunters who hunted mainly buffalo. They hunted with bows and arrows, clubs, flails, and snares. When they hunted buffalo, they set up controlled fires to get herds of buffalo to run over a cliff or into traps.

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Curriculum Connection
A1.1, A3.1, A3.6

Questions
Answer the questions below using evidence from the text

1) Where are the Woodland Ojibwe located?

2) Where are the Plains Ojibwe located? Why did many move from the Great Lakes to the Plains location?

3) Wr ce Ojibwe language – Anishinaabemowin.

PREVIEW

True or False
Circle the is true or false.

1) The Woodland Ojibwe lived aroun reat L	True	False
2) The Ojibwe speak their own language call shina	True	False
3) The Ojibwe hunted seals and moose.	rue	False
4) The Plains Ojibwe live in Ontario.		False
5) The Ojibwe language is still spoken by more than 25,000 pe		alse

Translate
What do these Ojibwe words mean in English?

1	Niiwin	
2	Miigwech	
3	Pezhig	
4	Aniin eshinikasoyan?	
5	Nimo'aya	

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Curriculum Connection
A1.1, A3.1, A3.6

Story: Lily And The Dreamcatcher

Illustrate Illustrate the story by drawing pictures.

Lily loved bedtime stories. One night, her grandmother gave her a dreamcatcher. It had a round frame, a web in the middle, and colourful beads and feathers hanging down. "This will protect your dreams," Grandma said gently.

Lily held the dreamcatcher carefully. "How does it work?" she asked. Grandma explained that dreamcatchers come from the Ojibwe people, an Indigenous group. "The web catches bad dreams, and the hole in the middle lets good dreams pass through. The feathers help guide the dreams down to the sleeper.

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Curriculum Connection
A1.1, A3.1, A3.6



Long ago, Ojibwe parents made dreamcat[illegible]om [illegible]w branches and animal sinew (a strong thread from animals). They wo[illegible]ook like a spider's web. The Ojibwe people believed in a Spide[illegible]man who protected children. As families moved farther apart, dreamcatchers were made to help keep her protection close.

Lily turned the dreamcatcher in her hands. She noticed eight points on the web. "Why are there eight?" she asked. Grandma explained that the number represents the eight legs of a spider, which is important in Ojibwe stories. Some dreamcatchers also have beads. A single bead can represent a spider, while several beads can symbolize caught dreams.

PREVIEW

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Curriculum Connection
A1.1, A3.1, A3.6

Ojibwe parents used to hang dreamcatchers over their babies' cribs. The morning sun was believed to burn away the bad dreams stuck in the web. Good dreams were free to reach the child.



"Do all Indigenous people use dreamcatchers?" Lily asked. Grandma shook her head. "No, they started with the Ojibwe. Over time, other groups began using them, but each Nation has its own unique traditions and stories."

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Curriculum Connection
A1.1, A3.1, A3.6

Today, dreamcatchers are made from many materials. Some use yarn, ribbon, or metal rings instead of willow. Many people around the world now use dreamcatchers, but it is important to respect their origins and understand their meaning.



Lily carefully hung the dreamcatcher above her bed. “Now my dreams will be safe,” she whispered. As she fell asleep, she imagined the web catching her bad dreams, leaving the good ones to float gently down.

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Curriculum Connection
A1.1, A3.1, A3.6

Activity: Create Your Own Dreamcatcher

Objective What are we learning more about?

Students will learn about the importance of dreamcatchers in Ojibwe culture. They will build their own dreamcatchers using simple materials to understand how they were used for protection and to encourage good dreams.

Materials What do we need for our activity?

- ✓ A [illegible] cardboard (for the base)
- ✓ Hole punch o[illegible] making holes)
- ✓ Twine or st[illegible] (f[illegible] weaving [illegible])
- ✓ Beads (for deco[illegible] an[illegible])
- ✓ Feathers (for the bott[illegible] th[illegible] dream[illegible])
- ✓ Scissors and glue or tape
- ✓ Markers or crayons (for decorating)



Instructions How do we complete the ac[illegible]?

1) Start with a discussion about dreamcatchers and their [illegible] Oji[illegible]
2) Work in groups of 3 or 4 to create your dreamcatcher together.
3) Cut out the centre of the paper plate to make a ring shape.
4) Use a hole punch or pencil to create holes evenly spaced around the ring.
5) Tie one end of the string to a hole and begin weaving it across the ring to form a web.
6) As you weave, add beads to the string to represent important dreams or memories.
7) Once the web is complete, tie the string securely and trim any extra length.
8) Attach feathers to the bottom by tying them with string or using glue.
9) Decorate the dreamcatcher with markers, crayons, or extra beads.
10) Present your dreamcatcher to the class and explain what the design means to you.

PREVIEW

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Curriculum Connection
A1.1, A3.1, A3.6

How To Guide Follow these steps to create your own dreamcatcher.

	Step	Description
1	**Make the Base**	✓ Cut out the middle of a paper plate to make a ring. ✓ If using cardboard, cut a big circle with a hole in the middle. ✓ This will be the dreamcatcher's frame. ✓ Decorate it with markers or crayons if you want.
2	**P**	✓ Use a hole punch or carefully poke holes around the ring. ✓ Make sure the holes are spread out evenly. You should have at least 8 to 10 holes.
3	**Create Web**	e o e end of the string to a hole. Wea string across the ring by looping it through diff s. ht so it looks like a web. ing u eb is finished.
4	**Add Beads to the Web**	✓ As yo wea nto the string before pulling it through th ole. ✓ Beads can st d for g drea special memories. ✓ Add as many as yo
5	**Secure the Web**	✓ When the web is done, e g tigh one of the holes. ✓ Cut any extra string so it looks t.
6	**Attach Feathers**	✓ Cut small pieces of string and tie the m of the dreamcatcher. ✓ Add feathers to the ends using knots or glue. ✓ You can also add more beads to these strings.
7	**Decorate the Dreamcatcher**	✓ Use markers, paint, or stickers to make your dreamcatcher special. You can also draw patterns or symbols that are meaningful to you.
8	**Display Your Dreamcatcher**	✓ Hold up your dreamcatcher to check your design. ✓ If you used glue, let it dry first. ✓ Then, share your dreamcatcher with the class and explain what it means to you.

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Curriculum Connection
A1.1, A3.1, A3.6

Criteria Use the criteria below to assess the activity.

Criteria	Description
Teamwork	The group worked together, shared materials, and helped each other complete the dreamcatcher.
Web Design	The web is woven using string, with an attempt to create a pattern inside the ring.
Use of Materials	The cardboard or paper plate ring is decorated with markers, crayons, or paint. Feathers and beads are attached securely.
Creativity	The dreamcatcher includes unique decorations such as patterns, colors, or extra details like stickers or drawings.
Neatness	The dreamcatcher is carefully assembled with minimal glue spills, even with the feathers and attached decorations.
Explanation	The student explains the meaning of their dreamcatcher and why they chose certain colors or symbols.

PREVIEW

Example Models Handmade student dreamcatchers





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Curriculum Connection
A1.1, A3.1, A3.6

Planning – Dreamcatcher Model

Answer the questions below.

1) Materials: Circle the materials you will use for your dreamcatcher.

Paper Plate	Cardboard	String/Yarn	Scissors	Glue/Tape
Crayons	Markers	Beads	Feathers	Hole Punch

2) Plan your model: How will you build your dreamcatcher?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

PREVIEW

3) Purpose: Why did the Ojibwe people create dreamcatchers?

_____

_____

_____

_____

4) Details: What decorations will you add to your dreamcatcher?

Colours	Patterns	Painted Designs	Glitter	Stickers
Other:				

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Curriculum Connection
A1.1, A3.1, A3.6

Sketch Your Dreamcatcher Model	Draw your dreamcatcher to help you plan what you will make. Include details like the ring, web, beads, and feathers.



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Curriculum Connection
A1.1, A3.1, A3.6

Reflection Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

❖ How much did you enjoy making the dreamcatcher?	☆☆☆☆☆
❖ How [illegible] did you learn about the meaning of drea[illegible]rs?	☆☆☆☆☆
❖ [illegible]vell did [illegible]up work together to create the [illegible]eamc[illegible]	☆☆☆☆☆
❖ How challeng[illegible]d yo[illegible]g the string into a web?	☆☆☆☆☆
❖ How creative do you feel y[illegible]r dr[illegible] design was?	☆☆☆☆☆

2) How creative do you feel your dreamcatch[illegible]sign

3) Would you like to use your dreamcatcher to catch good dreams or remove bad ones? Why or why not?

PREVIEW

Name: _____ 49

Curriculum Connection
A1.1, A3.1, A3.6

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Teamwork	Did not work well together	Worked together sometimes	Worked well together	Worked very well together
Web Design	No clear web pattern	Some web design but uneven	Web is mostly complete and neat	Web is complete and well-structured
Use of Materials	ials were not	Some materials used neatly	Materials were used well	Materials were used very well and arranged carefully
Creativity	tra ils	Some ils	Creative with good details	Very creative with many thoughtful details
Neatness	The dreamcatcher was poorly assembled	ome in ne	ostly neat few	Very neat and carefully made
Explanation	No explanation was given	A short explanation was given	A cl was	A detailed and houghtful nation was iv

PREVIEW

Teacher Comments

_____

_____

_____

Mark

Student Comments – What Could You Do Better?

_____

_____

_____

Name: _____ 50

Curriculum Connection
A3.3, A3.4, A3.6

Inuit Communities In Canada

Inuit Communities

The Inuit are Indigenous people who live in northern Canada. Since they are Indigenous, this means they lived on this land before others moved to Canada.

There are 53 different Inuit communities, each with their own culture and way of life. They live mostly in the provinces and territories of:

- Quebec
- Lab
- Nunavut
- Northwest Ter



Climate in the North

The Inuit communities in Canada live in the very northern part of the country, close to th North Po e of this, the climate there is very cold and there is snow on the or mo he year.

In the winter, the temperature can be very low, so nes 0 degrees Celsius! It's so cold there, that the Arctic Ocean can fr people can walk or drive on it. This is helpful to the Inuit as they can move e ice to get to places that they need to visit.

In the summer, it can get a little bit warmer, but it still stays pretty chilly. The warmest temperature will get to around 10 degrees Celsius. Even in summer, you can still wear pants and maybe even a sweater!

The Arctic is a **tundra** because it is covered in snow all year and the ground stays frozen. It is also a desert because it doesn't rain much there. **Iqaluit**, **Nunavut** gets about 300 mm of rain a year, while Edmonton gets 500 mm.

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Name: _____ 51

Curriculum Connection
A3.3, A3.4, A3.6

Multiple Choice

Circle the correct answer.

1) In the Arctic, it is...	Warm	Cold
2) The Arctic is a...	Desert	Rainforest
3) Since the ground is frozen all year, it is a...	Desert	Tundra
4) Since it doesn't rain much, it is a...	Desert	Tundra
5) The Arc is near the...	Equator	North Pole

Questi

the questions below.

1) Who are the

2) What is the climate like in the nor parts

PREVIEW

Word Search

Find the words in the wordsearch.

Inuit	Arctic
Tundra	Iqaluit
Snow	Frozen
Culture	Labrador
Nunavut	Quebec

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

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Curriculum Connection
A3.3, A3.4, A3.6

Exit Cards

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

Name: _____ | Mark

Circle yes or no for each question.

1) Is the Arctic also called a desert because it gets little rain?	Yes / No
2) Do Inuit communities live in Nunavut?	Yes / No
3) Does Iqaluit get more rain than Toronto?	Yes / No
4) Are there 53 different Inuit communities in Canada?	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Is the Arctic also called a desert because it gets little rain?	Yes / No
2) Do Inuit communities live in Nunavut?	Yes / No
3) Does Iqaluit get more rain than Toronto?	Yes / No
4) Are there 53 different Inuit communities in Canada?	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Is the Arctic also called a desert because it gets little rain?	Yes / No
2) Do Inuit communities live in Nunavut?	Yes / No
3) Does Iqaluit get more rain than Toronto?	Yes / No
4) Are there 53 different Inuit communities in Canada?	Yes / No

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Name: _____ 53

Curriculum Connection
A3.3, A3.4, A3.6

Labrador Inuit

Inuit Community – The Labrador Inuit

The Labrador Inuit live in northern Labrador. They like storytelling, music, and dancing. They also have games and sports, like igloo building and sledding.

Hun[illegible]nd fishing are important parts of Labra[illegible]ulture. These activities provide not [illegible]ay to connect with the land and wi[illegible]er. [illegible]Inuit have a deep respect fo[illegible]imals[illegible]. They use every part of the [illegible]ies ar[illegible]d to make tools. Animal furs [illegible]d t[illegible] clothing.



The Labrador Inuit believe in spirits that l[illegible]n ani[illegible]nd other parts of the environment. They perform ceremonies to as[illegible] the spirits' guidance.



Labrador Inuit Language

The Labrador Inuit language is called **Inuktitut**. Inuktitut is spoken by many Labrador Inuit and is an important part of their cultural heritage.

Here are a few common words in Inuktitut:

"Ilga" (Hello)	"Quaqqarsuaq" (Seal)	"Aanaaq" (Father)
"Nanuq" (Polar Bear)	"Tariuqaq" (Snow)	"Ivana" (Mother)
"Qujannamiik" (Thank You)	"Nuna" (Land)	"Inuit" (People)

PREVIEW

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Curriculum Connection
A3.3, A3.4, A3.6

True or False

Is the answer true or false?

1) The Labrador Inuit only hunt animals for food, not clothing.	True	False
2) Inuktitut is a language spoken only by the older Inuit.	True	False
3) The Labrador Inuit live in southern Labrador near forests.	True	False
4) Igloo building is a sport enjoyed by the Labrador Inuit.	True	False
5) The Labrador Inuit believe spirits only live in the ocean.	True	False

Question

nswer the questions below.

1) Do th abrad pect animals? Explain.

2) Translate the words below from E o Inu

Thank You		ello	
Snow			
Seal		Lan	
Father		Mother	

PREVIEW

Visualizing

Draw what you were picturing while you were reading. Explain it.

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Name: _____ 55

Curriculum Connection
A3.3, A3.4, A3.6

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.



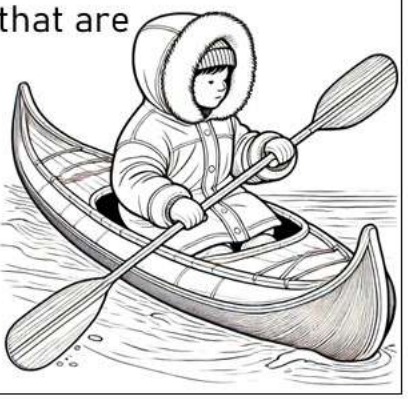
Hiking

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.



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Curriculum Connection
A3.3, A3.4, A3.6

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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Name: _____ 57

Curriculum Connection
A1.2, A3.2, A.3.4, A3.6

French Settlers

Who Were the French Settlers?

A **settler** is a person who moves with a group of others to live in a new country or area. Therefore, **French settlers** were people who moved from France to a region that is now called Quebec. They called this region 'New France'.



New France

The region of **New France** was located mostly in the area that is now Quebec. The French chose this location because it was close to where they ...ed their ships, in the ports of wha... Nova Scotia.

This land was perfect because it offered ... of ...rmland that had rich soil. It was also home to the St. Lawrence R... which ... source of water and a method of transportation.



They used the St. Lawrence River to deliver trading items like beaver furs. Remember, they didn't have cars or trucks back then. Instead, they used sailboats to send things to new places.

Challenges for French Settlers

Life was hard during the early 1800s. There was no electricity or power to run machines or even turn on a lightbulb. Instead, settlers had to do everything by hand. Imagine living through the winter months with nothing but a fire for warmth that you need to keep going yourself!

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Name: _____ 58

Curriculum Connection
A1.2, A3.2, A.3.4, A3.6

Questions

Answer the questions below using evidence from the text.

1) Who were French settlers? Where did they live?

2) What w[illegible] like for a French settler?

PREVIEW

Multiple Choice

Ci[illegible] e correc[illegible]r.

1) New France was in which Canadia[illegible]ce?	Ontario	Quebec
2) A settler is someone who moves to a new...	[illegible]y	House
3) Life was hard because there was no...	[illegible]y	Farms
4) Ships were powered by...	[illegible]	Wind
5) Which river was important to the French?	St. Lawre[illegible]	[illegible]

If You Were

If you were a settler, draw one thing you would bring to New France and write one sentence explaining why you chose it.

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Curriculum Connection
A1.2, A3.2, A.3.4, A3.6

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!

New France	Beaver	Mark
Settler	St. Lawrence River	

1) I am a person who moves with a group to a new country.	
2) I am t[illegible]mal whose fur was traded for goods.	
3) I a[illegible] French settlers made their homes.	
4) I am the riv[illegible]se[illegible] trade furs.	

Name: _____

Guess who I am and write[illegible]er!

[illegible]ew France	Beaver	Mark
[illegible]er	St. Lawrence River	

1) I am a person who moves with a [illegible]o a ne[illegible]ntry.	
2) I am the animal whose fur was traded fo[illegible]s.	
3) I am the place where French settlers made the[illegible]	
4) I am the river settlers used to trade furs.	

Name: _____

Guess who I am and write the answer!

New France	Beaver	Mark
Settler	St. Lawrence River	

1) I am a person who moves with a group to a new country.	
2) I am the animal whose fur was traded for goods.	
3) I am the place where French settlers made their homes.	
4) I am the river settlers used to trade furs.	

PREVIEW

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Curriculum Connection
A1.2, A.3.4, A3.6

The Life of French Settlers

Trading and Work



Most of the French settlers survived as farmers who worked on the fields. They prepared and weeded the soil for planting and harvested the plants.

Preparing farmland wasn't easy. Much of the land had to be cleared. Every year, a family of settlers would have to clear about three acres of land for their farm. They would have to cut down trees and remove roots and boulders.



Some settlers became skilled at trades like woodworking and blacksmithing. A **blacksmith** is someone who works with metal to make tools and weapons.

Some settlers became wealthy by trading with First Nations communities. They would trade metal items like pots, pans, knives, and guns to the First Nations communities for furs, mainly beaver furs. These beaver furs were used to make popular clothing items, especially hats.

PREVIEW

Daily Life – Food



So, what's to eat in the early 1800s? Bread was the staple for food, which meant farmers grew a lot of wheat. Farmers also grew cabbage, carrots, celery, beans, lettuce, peas, and onions in their fields. They would grow apples and other fruits in their garden.

Animals were important because they provided different sources of food. Cows gave milk, which was used to make butter and cheese, and chickens laid eggs.

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Curriculum Connection
A1.2, A.3.4, A3.6

Questions

Answer the questions below using evidence from the text.

1) Was being a French settler difficult? Explain.

2) What di nch settlers eat? Did they have grocery stores to shop in?

PREVIEW

True or False

Is the a ue (T) se (F)?

1) French settlers only traded with o unities for furs.	T	F
2) Preparing farmland was easy beca there ts.	T	F
3) Blacksmiths made food and clothes for th ers.	T	F
4) Farmers used metal tools made by blacksmiths he lan	T	F
5) Settlers used furs to make clothing items like hats.		F

Name and Colour

Can you name these jobs of the French settlers an r them?







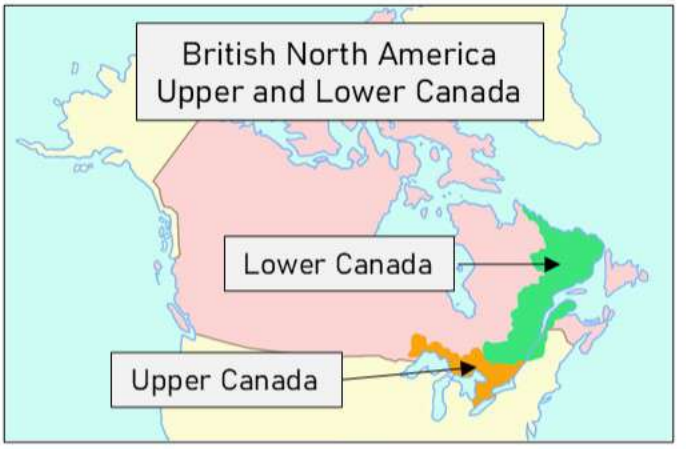
Name: _____ 62

Curriculum Connection
A1.2, A3.2, A.3.4, A3.6

English Settlers In BNA

Who are the English Settlers?

English settlers are people who came from England to the region that is now Canada. The First Nations communities lived on this land first, [illegible]en the French settlers came a[illegible] France. They name[illegible]ew Fra[illegible]



King Ch[illegible]ngla[illegible]ard about the money to be made in this region, so he sent English[illegible]ers t[illegible]ues for England.

Where Did They Land?

The first English settlement wa[illegible] set [illegible]viou[illegible]nd in 1610, but the English mainly settled south of New France i[illegible]e cities [illegible]ame[illegible]yn and Boston. With the fur trade becoming a money maker, King Ch[illegible]l dec[illegible] the northern parts of Canada belonged to England.

By then, the English settlers owned all the land a[illegible] New France, which was not good news for the French.



General Wolfe

The Battle on the Plains of Abraham

The fight between the French and the English for the rights to the fur trade was on. The two armies met on the **Plains of Abraham**, which was in New France. The British stormed the area and took control of New France in the 30-minute battle.

This battle gave the English settlers control of the region that we now call Ontario and Quebec. England ended up controlling all the land that is now Canada. They named their new land **British North America (BNA).**

PREVIEW

Name: _____ 63

Curriculum Connection
A1.2, A3.2, A.3.4, A3.6

Questions

Answer the questions below using evidence from the text.

1) What was British North America? What was it split into?

2) What w[illegible] Battle on the Plains of Abraham? Who won?

PREVIEW

Draw

Draw a picture [illegible] Battle or[illegible]ins of Abraham. Describe the picture.

Multiple Choice

Circle the correct answer.

1) Who won the Battle on the Plains of Abraham?	British	French
2) British North America was controlled by...	British	French
3) BNA was split into Upper and _____ Canada.	Down	Lower
4) Who was the king of England?	Charles	George
5) England surrounded _____	Upper Canada	New France

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Name: _____ 67

Curriculum Connection
A1.2, A3.2, A.3.4, A3.6

Irish Settlers

Who were the Irish Settlers?

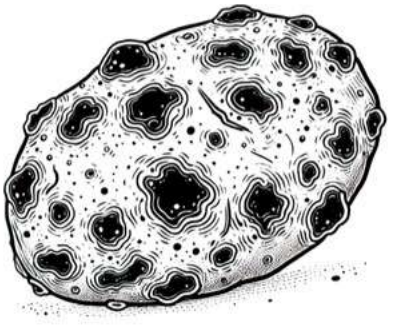
Between 1825 and 1845, more than half of all settlers who came to Canada we[illegible] Irish. An **Irish settler** was some[illegible]o moved from Ireland [illegible] America.

[illegible] of the [illegible]ers who came to BNA [illegible]ings[illegible] Ottawa, Toronto, a[illegible]ong [illegible]nce River in Upper Canada.



Why did the Irish Leave Irel[illegible]

Irish settlers left Ireland in huge nu[illegible]ecaus[illegible]e lack of food in Ireland.

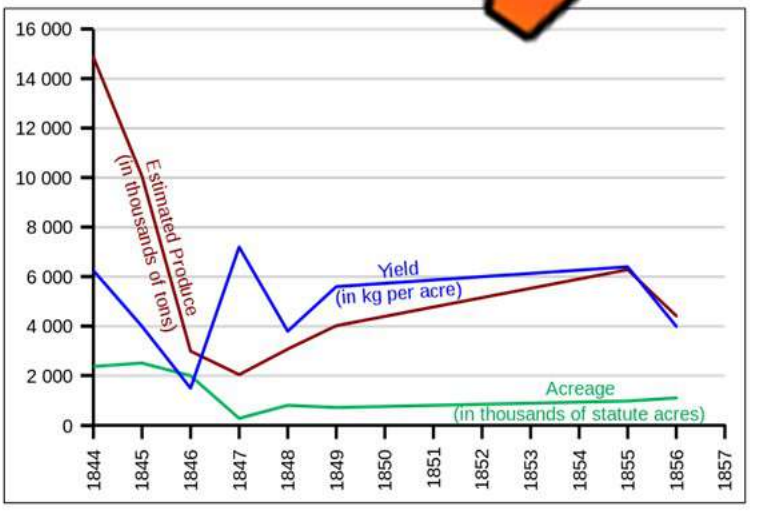


The **Irish potato fa[illegible]** was [illegible] of starvation and disease in Irelan[illegible]wee[illegible]50.

The potatoes we[illegible]ed b[illegible]sease called **potato blight,** which is a dise[illegible]e th[illegible]es to rot and turn black.

Since potatoes were their main source of food, they had little else to eat. Without potatoes, many people grew weak from hunger, and many died from illnesses or starvation.

The blue line on the graph shows the decline in the number of potatoes.



PREVIEW

Name: _____ 68

Curriculum Connection
A1.2, A3.2, A.3.4, A3.6

Questions Answer the questions below using evidence from the text

1) Who were the Irish Settlers? Where did they come from?

2) Why di Settlers leave Ireland?

3) Where did most Ir rt communities in BNA?

PREVIEW

Fill In The Blank Fill the blanks using the w the v ank below

Toronto	Corn	1825	
1846	Potato Blight	St. Lawrence	oes

1) Irish settlers left _____ in huge numbers during the famine.

2) The disease that ruined potatoes in Ireland was called _____.

3) Most Irish settlers lived along the _____ River in Upper Canada.

4) The Irish potato famine happened between _____ and 1850.

5) The main food for Irish settlers in Ireland was _____.

6) Many Irish settlers lived in cities like Kingston, Ottawa, and _____.

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Name: _____ 71

Curriculum Connection
A1.1, A3.1, A3.6

The Métis Community

Background – Who are they?



The **Métis** are a group of Indigenous people who have lived in Canada for a long time. The Métis are people who have both First Nations and European ancestors.

This [illegible]ned when European explorers and settlers [illegible] America and met the First [illegible]ns com[illegible] that were already living here. Togethe[illegible]ren [illegible]alled Métis!

They live ac[illegible]Cana[illegible]ly in the northern parts of Manitoba, B.C. and Saskatchewan.

PREVIEW

The Arts – Music, Dance, and A[illegible]

Music and dance are very important [illegible]e Métis [illegible]re[illegible]y are famous for their fiddle music and creative dances. They hold [illegible]com[illegible]nts that showcase their music and dancing.



The fiddle was first introduced to the Métis by French and Scottish settlers. The music played was up-tempo, which was perfect for dancing the *Red River Jig*.

Kinship – Relationships within the Group

It would not be unusual to have three generations – grandparents, parents, and their children - living under one roof. Men would go hunt for large game to provide meat for the family. Women would take care of the children and the household matters. The grandparents would tell stories to the children so they could learn about the Métis worldview.

Name: _____ 72

Curriculum Connection
A1.1, A3.1, A3.6

Questions

Answer the questions below using evidence from the text.

1) Who are the Métis?

2) What m[illegible]o the Métis enjoy?

PREVIEW

Multiple Choice

C[illegible]ne corre[illegible]er

1) Which instrument do the Métis pla[illegible]	Violin	Fiddle
2) Métis music is...	[illegible]no	Slow
3) How many generations lived under one roo[illegible]	[illegible]2	3
4) What were the men were responsible for?	[illegible]ing	H[illegible]nting
5) The Métis are a mix of First Nations and...	Europe[illegible]	[illegible]an

Questioning

Write three questions you have about the reading.

1)	
2)	
3)	

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Name: _____ 76

Curriculum Connection
A1.1, A3.6

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] bow

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: _____ 77

Curriculum Connection
A1.1, A3.6

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 u[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

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Name: _____ Date: _____

Unit Test - 1
Communities In Canada, 1780-1850

Mark	Total
/	/

1. If a person has both First Nations and European ancestors, that person is... a) First Nation b) Métis c) Inuit d) Europea	2. The most common mode of transportation for Indigenous peoples was... a) Cars b) Canoes c) Motorboats d) Wagons
3. Indige d in which type of shelte a) Tipi b) Wigwam c) Longhouse d) All of the above	4. Which community won control of the New World (the land that is now Canada)? a) French b) Irish c) English First Nations
5. Why did the Irish community o Canada? a) The Potato Famine b) War in Ireland c) Disease in Ireland d) To get a job	many First Nations communities are da today? a) 3 b) c) 3 d) 634
7. Which region of Canada is icy and cold? a) Eastern Woodlands b) Plains c) Northwest Coast d) Arctic	8. Which of the owi Nations? a) Algonquin b) Inuit c) Ojibwe d) Cree
9. Which Inuit travel method uses dogs to travel over snow and ice? a) Hiking b) Umiak c) Dogsledding d) Kayaking	10. Someone who works with metal to make important tools and weapons is called a... a) Blacksmith b) Carpenter c) Farmer d) Weaver

PREVIEW

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Mark
/

Matching Draw a line from the term to the description.

Métis	Land that was owned by France
Buffalo	A smaller house that many First Nations used
Inuit	Part First Nations and part European people
Longhouse	Land that was controlled by England
Wi…	A main source of food for many First Nations
New …nce	A large house lived in by First Nations people
British North America	Indigenous people who live in northern Canada

PREVIEW

Mark
/

Short Answer Answer …uest…

1) What was the Battle of the Plains of …braham… …o w… …e battle?

2) List three parts of a buffalo and explain how the Métis used each

3) What was a coffin ship? Describe its conditions.

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Curriculum Connection
A1.2, A1.3, A3.2, A.3.4, A3.6

Freedom and Settlement in Grey County

Ending Slavery in British North America

In 1807, slavery became illegal across British North America. This meant you could no longer own, buy, or sell human beings.

Many newly free African people travelled to Grey County and settled there. Grey County is the largest area of land in southern Ontario. Grey County is north of London and northwest of Toronto.



Meet Mary Taylor, A Black Settler of Grey County

Mary Taylor was born a slave who worked in the fields. She was able to run away from her owner so she could be free.



She settled in Owen Sound which is a part of Grey County. Mary always carried a basket full of apples, oranges, or sweets and she opened up a small restaurant near the market square.

Her time as a slave made her stronger. She was strong and able to work with her husband as a blacksmith. She swung a sledgehammer well and she loved challenging and beating men in wrestling contests.

She never let her difficult childhood of being a slave affect her ability to be successful later in life.

PREVIEW

Name: _____ 92

Curriculum Connection
A1.2, A1.3, A3.2, A.3.4, A3.6

Questions

Answer the questions below using evidence from the text.

1) When was slavery ended in BNA? Where did many former slaves move to?

2) Who w[illegible]y Taylor?

PREVIEW

Multiple Choice

Cir[illegible]e correct[illegible]r

1) Slavery ended in...	[illegible]5	1807
2) Many free African people moved to...	[illegible]oron[illegible]	Grey County
3) How did Mary become free?	Ran[illegible]	Paid Money
4) Mary settled in which city in BNA?	H[illegible]	[illegible]ven Sound
5) Grey County became a community of...	African Se[illegible]ers	[illegible]s

Word Scramble

Unscramble the words below using the word ba[illegible]

African	Sound	County	Owen	Slave	Taylor	Grey	Mary

CTONUY		MRAY	
SNUOD		GYRE	
AFICRAN		SALVE	
ONEW		TAOYLR	

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Name: _____ 93

Curriculum Connection
A3.8

The Fur Trade

What was the Fur Trade?



The fur trade was a booming business from the 1500s to the 1800s. In 1534, Jacques Cartier w[illegible]ring for gold and spi[illegible] found fish [illegible] lot of [illegible].

While h[illegible]th America cleaning [illegible]ryin[illegible]st Nations people became interested in the European metal items a[illegible]. They [illegible]ading their mink, beaver, and fox furs to the Europeans to be s[illegible]back [illegible]ashionable hats.

French Explorer - Samuel de Champl[illegible]

The fur trade became very profitable when [illegible]el de[illegible] saw the opportunity to keep the trade flowing throughout the year. He built a trading post in Quebec City, which was the first European settlement in North America.



Before this, Europeans would only travel to and from North America, but now they lived there all year round. This steady flow of trade was very profitable for France.

The French had made good relationships with the First Nations people, who were the best at trapping and hunting animals for furs. The Europeans would trade metal items, like pots, pans, knives, and guns in exchange for furs.

PREVIEW

Name: _____ 94

Curriculum Connection
A3.8

Questions

Answer the questions below using evidence from the text.

1) Who was Jacques Cartier and what did he find in North America?

2) What di[illegible] French and the First Nations people each get in the fur trade?

[illegible]tions People	French

PREVIEW

Yes or No

Is the stat[illegible]es [illegible]

1) Did Samuel de Champlain build th[illegible]t Euro[illegible]nent?	Yes	No
2) Did the French live in North America only [illegible] the	Yes	No
3) Did the Europeans come to North America fo[illegible]e?	Yes	No
4) Was Samuel de Champlain the first to build a tradi[illegible]n Q[illegible]?	[illegible]s	No
5) Did the First Nations teach the Europeans how to trap anima[illegible]	[illegible]	No

Word Search

Find the words in the wordsearch.

French	First
Nations	Cartier
Fur	Trapping
Hunting	Beaver
European	Metal

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

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Curriculum Connection
A1.1, A3.3, A3.5

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

Name: _____ 99

Curriculum Connection
A1.1, A3.3, A3.5

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

e wh tatement is true or false.

1) Semi-nomadic groups very	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 noma ue		False

Fill In The Blank

Fill 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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Curriculum Connection
A3.3

How Settlers Chose Where To Live

How Did People Decide Where To Live?

If you landed on a deserted island, where would you choose to build your camp? The European settlers faced this decision and ended up choosing areas with good soil and close to water.



Soil

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

Settlers chose the fertile land in southern **Ontario** and **Quebec** because they did not have too many trees and the water 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. Farmers need water for their plants and their livestock. Farmers would irrigate their plants using the water from the St. Lawrence River and the Great Lakes.

PREVIEW

Name: _____ 101

Curriculum Connection
A3.3

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

Question

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
A3.3

Cities In Early Canada

This map of Ontario shows 9 of the largest cities in Early Canada. Early Canada was the time before Canada became a country, around the year 1850. These cities became places for many European settlers to call home. Label the map using the word bank below.

Word Bank: Hamilton, London, Kingston, Montreal, Toronto, Ottawa, Quebec City, Trois-Rivieres



PREVIEW

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Curriculum Connection
A3.3

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

PREVIEW

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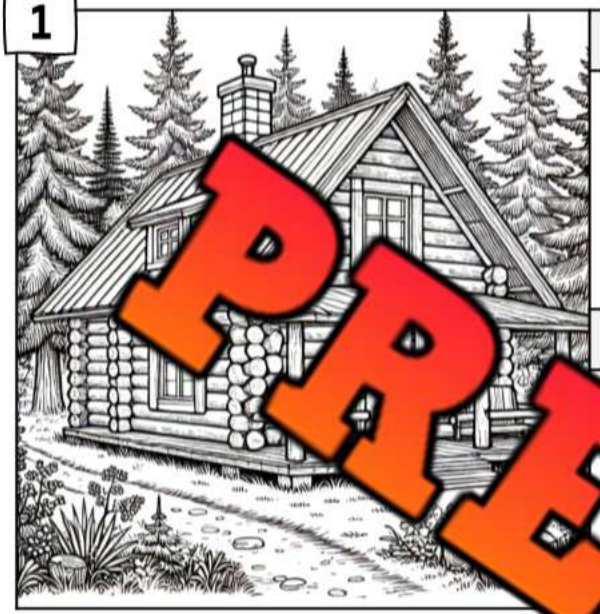
Name: _____ 107

Curriculum Connection
A1.2, A3.3, A3.5

Life As A Settler

Think If you lived in the pictures below, how would life be different?

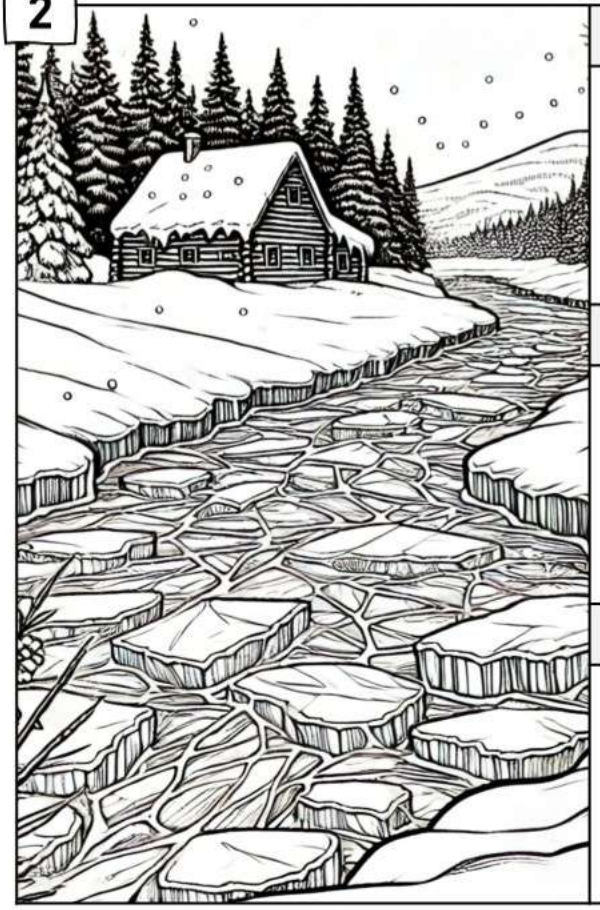
1



1) With no electricity, what would you do here for fun?

2) What chores might you have to do if you lived here?

2



1) With no ele y, wh ld you do here for fun?

2) What chores might you have to do ived here?

3) How would you stay warm if you lived here?

PREVIEW

Name: _____ 108

Curriculum Connection
A1.2, A3.3, A3.5

Choosing A Place To Live

Think You just made it to the New World. You've been given the property below.

Remember some of the important factors when it comes to choosing where to live:

- **Near water** (travel, fish, drinking, to irrigate crops)
- **Flat land** to have a farm
- **S** – Can things grow on the soil?
- **C** – Is it a cold climate with short growing seasons?

PREVIEW

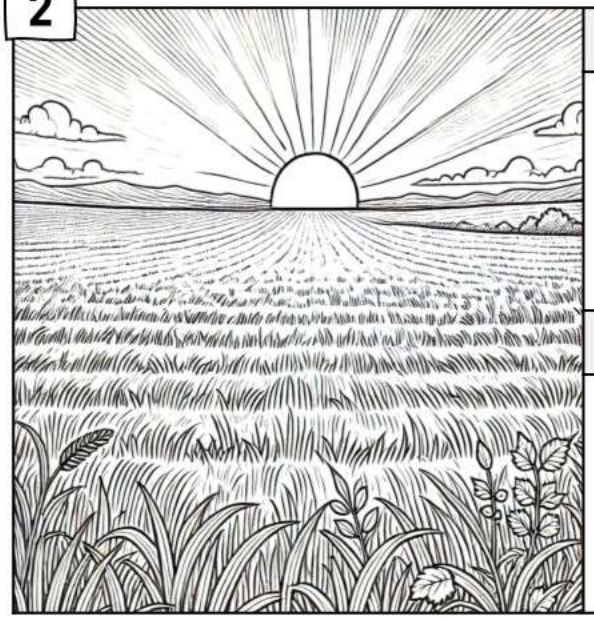
1



1) What would you like about this property?

2) W uld y t like about this property?

2



1) What would you like about this p y?

2) What would you not like about this property?

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Name: _____ 112

Curriculum Connection
A1.2, A3.4

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]ll months, you would see strawberry festivals ha[illegible]n J[illegible] first fruit of the year. You would have green corn festival[illegible] mateur[illegible] the month of August, you would see harvest festiv[illegible]ppen[illegible]



But one bit [illegible]ld [illegible]r, you would probably spend [illegible] ins[illegible]d that's when you have the elders ins[illegible] te[illegible] night.

The women, children might be maki[illegible] 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's the thickest and the meat's 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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Name: _____ 113

Curriculum Connection
A1.2, A3.4

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

[illegible] correct answer.

1) Which season was the hardes[illegible] to s[illegible]	Winter	Fall
2) Who was better at handling the cold conditio[illegible]	[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 read[illegible] Explain it.

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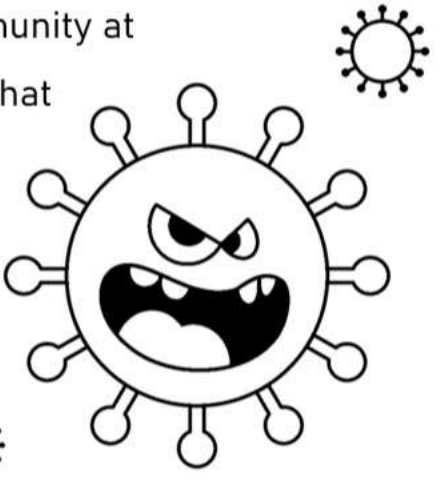
Curriculum Connection
A3.4, A3.8

Smallpox – Challenge for the First Nations

Epidemic

An **epidemic** is a disease that spreads throughout a community at a particular time. **Smallpox** is a very contagious disease that is easily spread from person to person.



Th[illegible] of smallpox were high fever, skin rash, [illegible]ache, b[illegible] vomiting, and diarrhea.

PREVIEW

First Contact – [illegible]ssion[illegible]s

When European explor[illegible] to No[illegible]erica, they travelled in ships that had unhealthy living conditions. [illegible]ck [illegible] these ships led to sailors developing [illegible]gious diseases, such as **smallpox**, **measles**, **typhus**, a[illegible] **influenza**.



When they landed in North America, the sick passengers spread their diseases to people they contacted. Since smallpox, measles, typhus, and influenza did not exist in North America before Europeans came, the First Nations had never been exposed to them. This meant they had no antibodies that could fight off the diseases.

This led to one of the largest epidemics in history. Historians estimate that these diseases killed up to 93% of all Indigenous people. Smallpox was the most devastating disease.

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Curriculum Connection
A3.4, A3.8

Questions

Answer the questions below using evidence from the text.

1) Why did smallpox hurt First Nations people more than the Europeans?

2) What a symptoms of smallpox?

PREVIEW

Fill In The Blanks

W e missin l

1) First Nations people had no _____ to fight diseases.

2) Smallpox was one of the worst _____ in history.

3) Diseases were caused by poor hygiene on _____.

4) Smallpox is a very _____ disease ecau a ily.

5) It is estimated that diseases killed up to _____% of Indig people.

Multiple Choice

Circle the correct answer

1) An epidemic is the spread of...	Fire	Disease
2) A symptom of smallpox is...	Joint pain	Rash
3) Disease is spread more because of poor...	Hygiene	Sleep
4) Which disease was the worst?	Typhus	Smallpox
5) What percentage of First Nations people died?	58%	93%

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Curriculum Connection
A3.8

Scurvy – How First Nations Helped Settlers

Relationships Between the First Nations and Europeans

Europeans and First Nations people formed relationships as they shared the land. Right from the beginning, the Europeans needed help with finding medicines, building shelters, and staying warm.



First Nations people traded with the Europeans so they could get items they didn't have the technology to make. Many First Nations people and Europeans developed such strong relationships that they even got married and started families of their own. These families are the

PREVIEW

Scurvy Patient



Medicine

Many of the European settlers arrived very sick off the ships they had been travelling on across the Atlantic Ocean. The first settlers would have died without the advice and care of the Indigenous people, as they treated the sick settlers with medicine.

These settlers often had **scurvy**, which is a disease that affects people who do not eat enough vitamin C. Scurvy will give you boils on your skin, weakness, and will make you lose your teeth.



The First Nations people gave them boiled water and cedar to make a tea that was rich in vitamin C. This tea cured scurvy almost instantly!

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Curriculum Connection
A3.8

Questions

Answer the questions below using evidence from the text.

1) What is scurvy? What does it do to people who have it?

2) How d[illegible]ations people cure scurvy in Europeans?

PREVIEW

Fill In The Blanks

Write [illegible]iss [illegible]

1) Scurvy happens when people do not eat en[illegible]h _____.

2) First Nations people gave the settlers _____ t[illegible]help them.

3) First Nations and Europeans started families who b[illegible]e th[illegible]_____.

4) The settlers arrived after travelling across the _____ Ocean.

5) Scurvy made settlers feel weak and lose their _____.

Questioning

Write two questions you have about the reading.

1) _____

2) _____

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Curriculum Connection
A3.8

Exit Cards

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

Name: _____ Mark

How did First Nations people help settlers with scurvy?

Name: _____ Mark

How did First Nations people help settlers with scurvy?

Name: _____ Mark

How did First Nations people help settlers with scurvy?

Name: _____ Mark

How did First Nations people help settlers with scurvy?

PREVIEW

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Name: _____ 130

Curriculum Connection
A3.7

Treaties

What is a Treaty?

A **treaty** is an agreement between different groups of people. It's a way for them to work together and make sure everyone is happy and safe.

Treaties in Canada

Many years ago, First Nations people made treaties with the government. These treaties helped them keep their lands and way of life. In return, the First Nations people agreed to share their land with the government and settlers.



PREVIEW

Some of the important treaties in Ontario include **Treaty 3**, **Treaty 9**, and the **Williams Treaties**. These treaties helped the First Nations people keep their hunting grounds and fishing areas.

Fairness

When you make an agreement with someone, both sides should get the same amount. That means the deal is fair.

When the treaties were signed, the First Nations gave up a lot of land to the Canadian government. What they got back was very little. They got some land back to live on reserves. They also got money, hunting and fishing tools, and farming supplies.

Name: _____ 131

Curriculum Connection
A3.7

Questions

Answer the questions below.

1) What is a treaty?

2) Do you think the treaties were fair? Explain.

Multiple Choice

Circle the correct answer.

1) Which treaty is **NOT** in Ont	9	8
2) A treaty is...	An [illegible]ment	A Tool
3) The treaties were...	Fair	Unfair
4) Who gave up more land?	Canad[illegible]ment	[illegible]rst Nations
5) First Nations people got money and...	Tool[illegible]	[illegible]

PREVIEW

Spot the Mistake

Rewrite the sentence correctly.

1) A treaty is a rule that everyone must follow.

2) Treaties only helped the government and settlers, not the First Nations.

3) The Williams Treaties are in Alberta.

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Curriculum Connection
A3.7

Exit Cards

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

Name: _____ Mark ☐

Match the term with its meaning:

Treaty ☐	☐ Land where First Nations people live today.
Fairness ☐	☐ A promise between groups to share and work together.
Reserves ☐	☐ When both sides get the same amount in a deal.

Name: _____ Mark ☐

Match the term with its meaning:

Treaty ☐	☐ Land where First Nations people live today.
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PREVIEW

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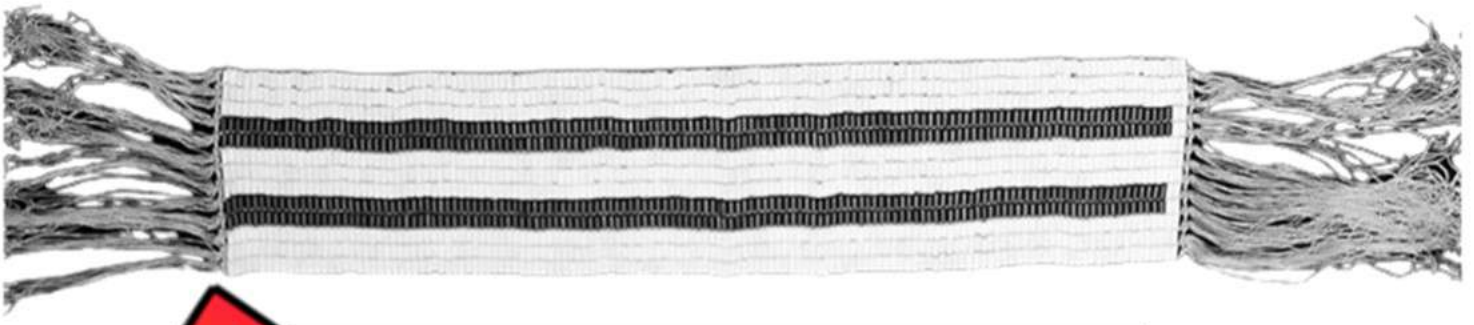
Name: _____ 135

Curriculum Connection
A3.7

Two Row Wampum Belt



Two Row Wampum – Oldest Treaty Relationship

PREVIEW

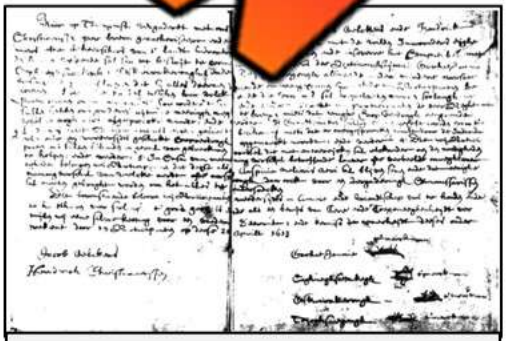
Haud[illegible]unee a[illegible]tch
In 1613, t[illegible]e **Moh[illegible]**ed people coming into their territory. The visitors were Dutch, from t[illegible]t[illegible]nds [illegible]d). The Mohawk and the rest of the **Haudenosaunee** [illegible]th th[illegible]ropeans).

When they met, [illegible] t[illegible]arge sailboats, believed they should be called "Father" and the [illegible]aune[illegible]e called "Son". The Haudenosaunee did not agree, and suggested [illegible]be [illegible]his would show they were equal.

Two Row Wampum
After the two groups began to learn more abo[illegible]ch ot[illegible]y came to an agreement. The Haudenosaunee created the **[illegible]Row [illegible]p[illegible]elt** to symbolize the agreement. The belt was the first treaty bet[illegible]e[illegible]ans a[illegible]e Indigenous.

It shows two lines that represent how they wi[illegible]d. On[illegible] represents the **Dutch ship** and the other represents the **Haudenosa[illegible]can[illegible]**[illegible]ls will travel down the river of life side by side, and neither will at[illegible]e other's vessel.

Treaty – Silver Covenant Chain of Friendship
The Dutch recorded this agreement on paper with **3 silver chains**. The 3 chains represented 3 principles that the two groups would live by. First, friendship between the Haudenosaunee and the Dutch. Second, peace between their groups. Third, that the agreement would last forever.



Tawagonshi Document – Written Agreement of the Two Row Wampum Treaty

The silver chains represented the friendship between the two. The silver symbolized that the chains would rust, but that they could be polished when the brothers met again. The agreement was called the Silver Covenant Chain of Friendship.

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Curriculum Connection
A3.7

True or False

Is the statement true or false?

1) The Two Row Wampum belt was the first treaty between Europeans and the Indigenous.	True	False
2) The relationship between the two groups was peaceful.	True	False
3) The Haudenosaunee used large sail boats to get down river.	True	False
4) The Dutch also recorded the treaty on paper.	True	False
5) The Dut thought they were above the Haudenosaunee at first.	True	False

Questio

r the questions below.

1) Wha ppene Dutch landed on Mohawk territory?

2) What is the Two-Row Wampum Be y is it ant?

PREVIEW

Draw

Draw another wampum belt that could have been used to represent the treaty.

Explain the wampum belt.

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Name: _____ 143

Curriculum Connection
A1.1 - A3.8

Four Corners: Life in Early Canada

Objective What are we learning about?

Students will explore different perspectives by making choices about life in early Canada. They will listen to questions about settlement, treaties, the fur trade, challenges, and collaborati and move to the corner that matches their answer. This will help them understan nt viewpoints and make connections to history.

Mater W e need for our activity?

- A list of ques
- Labels for each corne oom (



Instructions How will we comple tivity?

1) Label the four corners of the classroom wi , C, ar
2) Explain that students will hear a question about li Canad h question has **four possible answers**.
3) Read the first question aloud, along with the four answer choic
4) Students move to the **corner that matches their choice**.
5) Once in their corners, students **discuss with others** who chose the same answer. They explain **why they made that choice**.
6) After discussions, ask a few students to **share their thoughts with the class**.
7) Reveal **historical facts related to the question** and discuss how people in early Canada **might have made those choices**.
8) Repeat with **new questions** until all are completed.
9) Wrap up the activity with a **class discussion** on what students learned.

PREVIEW

Name: _____ 144

Curriculum Connection
A1.1 - A3.8

Four Corners

Read the questions to the class.

	Question	Option A	Option B	Option C	Option D
1	If you lived in 1800, what job would you like most?	Fur trader	Farmer	Fisherman	Blacksmith
2	What would be the hardest chore for you in early Canada?	Cutting wood	Carrying water	Hunting food	Making clothes
3	If you [illegible]ttler, where wou[illegible]e?	Near a river	In the forest	On open farmland	Near a trading post
4	What [illegible]ould b[illegible]ay t travel in ea[illegible]	Canoe	Horse	Walking	Red River cart
5	Which early comm[illegible] you like to live in?	[illegible] Na[illegible]	Métis	Inuit	Settlers
6	Which animal would be most helpful to have?			Cow	Beaver
7	If you were a fur trader, what would you want in return?	Metal tools	War[illegible] bl[illegible]	[illegible] fo[illegible]	Beads and shells
8	If you were a settler, what would be your biggest worry?	Cold winters	Wild animals	G[illegible]	[illegible]g a [illegible]me
9	If you were signing a treaty, what would be most important?	Keeping land	Getting help	Sharing resources	Staying safe
10	Which skill would be fun to learn?	Building a canoe	Making moccasins	Fishing through ice	Playing the fiddle
11	What food would you enjoy eating in early Canada?	Fresh fish	Berries and corn	Bread and stew	Pemmican
12	What would you like best about Métis culture?	Red River cart	Bannock and tea	Fiddle music	Beadwork

PREVIEW

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Name: _____ 145

Curriculum Connection
A1.1 - A3.8

Quiz Check-In	This quiz will assess students' understanding of the concepts covered in the Four Corners activity.

Name: _____

Mark	

Decide if each statement is correct. Circle "Yes" or "No."

1) Did most settlers choose to live deep in the forest?	Yes	No
2) Did settlers worry more about wild animals than building homes?	Yes	No
3) Did Métis people use the Red River Cart for long travels?	Yes	No
4) Were cows the most helpful animals for fur traders?	Yes	No
5) Did Inuit communities prefer to live near trading posts?	Yes	No

Name: _____

Mark

Decide if each statement is correct. Circle "Yes" or "No."

1) Did most settlers choose to live deep in the forest?	Yes	No
2) Did settlers worry more about wild animals than building homes?	Yes	No
3) Did Métis people use the Red River Cart for long travels?	Yes	No
4) Were cows the most helpful animals for fur traders?	Yes	No
5) Did Inuit communities prefer to live near trading posts?	Yes	No

PREVIEW

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Curriculum Connection
A1.1 – A3.8

Memory Game – Life In Early Canada

Objective

What are we learning about?

Students will match key words and descriptions related to settlement, treaties, the fur trade, collaboration, challenges, and environmental effects in early Canada. This game will help them [illegible] how different communities lived, worked, and changed the land.

PREVIEW

Materials

[illegible] we need for our activity?

- Set of Mem[illegible]ards [illegible]h group (provided)
- A small table or clear a[illegible] flo[illegible]



Instructions

How will we complet[illegible]ctivity?

1. Divide the class into groups of 3 or 4. Give e[illegible] gou[illegible] [illegible]ry Game cards. (Provided)
2. Have each group lay all the cards face down in a grid o[illegible]ble[illegible]
3. The students take turns flipping over two cards at a time, trying [illegible]ching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

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Name: _____ 153

Curriculum Connection
A1.1 – A3.8

Cards | Memory Game Cards

Fur Trade	Buying and selling animal furs for goods.
Be[illegible]ts	Soft fur from beavers used to make hats.
Hudson's Bay Company	A [illegible]rading business in [illegible]a.
Red River Cart	A wooden cart M[illegible]sed to carry goods.
Treaty	An agreement between First Nations and settlers.

PREVIEW

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Name: _____ 154

Curriculum Connection
A1.1 - A3.8

Cards | Memory Game Cards

Wampum Belt	A beaded belt used to record treaty promises.
S[illegible]	A place where people build homes and live.
Log Cabin	A h[illegible]de from logs built [illegible]ers.
Deforestation	Cutting down too [illegible]y trees for farms and homes.
Overhunting	Catching too many animals, making fewer left to hunt.

PREVIEW

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Name: _____ 155

Curriculum Connection
A1.1 – A3.8

Cards | Memory Game Cards

Canoe	A small boat used for travel on rivers.
Corn, Beans, Squash	Three crops First Nations people grew together for food.
Trading Post	A place where people met to exchange goods.
Fort	A strong building where settlers used for safety.
Pollution	Dirty water and land from growing towns and farms.

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Name: _____ 162

Curriculum Connection
A2.6

Story Writing	Write a story using at least 10 of the spelling bee words. Underline the words in your story.

The Words				

The Story



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Name: _____ Date: _____

Unit Test - 2
Communities In Canada, 1780-1850

Mark	Total
/	/

1. Which animal was the most important in the fur trade?

a) Deer

b) Beaver

c) Bear

d) Wolf

2. The first European settlement in North America was in which city?

a) Toronto

b) Quebec City

c) Vancouver

d) Halifax

3. Which [illegible] settlers considered when [illegible]?

a) Weal[illegible]

b) Good soil

c) Close to roads a[illegible]kets

d) Far from water

4. European settlers had a disease caused by a lack of vitamin C called:

a) Typhus

b) Scurvy

c) Cholera

d) [illegible]Smallpox

5. After slavery ended in 180[illegible], m[illegible] free Africans moved to:

a) Kingston

b) Belleville

c) Grey County

d) Toronto

[illegible]war between France and Britain for [illegible]ntro[illegible]e fur trade was called:

a) Th[illegible]ears

b) [illegible] Year

c) Th[illegible]

d) The 8 Ye[illegible]

7. Many First Nations people were...

a) Nomadic

b) Living in one place

8. First Nations peopl[illegible]

a) Weapons (guns, axe[illegible], kn[illegible]

b) Blankets

c) Metal pots and pans

d) All of the above

9. Which disease was deadly to Indigenous people?

a) Scurvy

b) Smallpox

c) Measles

d) All of the above

10. Which disease was deadly to the Europeans?

a) Scurvy

b) Smallpox

c) Measles

d) All of the above

PREVIEW

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Matching

Draw a line from the term to the description.

Mark /

Treaty	A small pot used as a toilet before bathrooms were common.
Slavery	A time when people traded animal furs for money or goods.
Nomadic	Speaking and understanding two languages.
Chambe[illegible]	An agreement between groups or countries about land or rules.
Bili[illegible]	A system where everyone gets medical care for free or low cost.
Fur Trad[illegible]	When people are forced to work without being free.
Universal Health Care	Moving from place to place instead of staying in one home.

PREVIEW

Short Answer

Answer the ques[illegible]ow.

Mark /

1) Why did European settlers want to live nea[illegible]er?

2) Was it easy for settlers to clear fields? Explain.

3) Why was it hard for settlers to live in present-day Canada during the winter?

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