

# 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		88-92, 120, 159
A1.4		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

**Preview of 100 pages from  
this product that contains  
226 pages total.**

# **Grade 3 Social Studies Unit**

## **A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780-1850**

	<b>Curriculum Expectations</b>	<b>Pages</b>
<b>A2.6</b>	Communicate the results of their inquiries, using appropriate vocabulary and formats.	143-145, 152-162
<b>A3.1</b>	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
<b>A3.2</b>	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
<b>A3.3</b>	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
<b>A3.4</b>	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
<b>A3.5</b>	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
<b>A3.6</b>	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
<b>A3.7</b>	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
<b>A3.8</b>	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



NAME: \_\_\_\_\_

# COMMUNITIES IN CANADA

## 1780-1850

**PREVIEW**



# 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 communities lived in the region we now call Canada. Some of these communities came to the region that settled here, while other communities already lived here.

### Settlers

In the early 1700s, settlers from European countries like France and England came to the region of Canada. They found many great natural resources like beaver furs, trees, and minerals.

The Kings and leaders of these European countries sent more of their people to the "New World" to try to claim it for them. These people 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.





Name: \_\_\_\_\_

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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 the questions below using evidence from the text.

1) Why did the first European explorers come 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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# 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 communities spread across many parts of the country.

## Where First Nations People Live?

First Nations people live in different **regions** of Canada. Each region has different **landscapes** and **resources** that affect how they live. Here are some of the main regions they live:

- **Northwest Coast:** This area has 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.



**Matching**

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

Northwest Coast ☐☐ Building canoes and huntingPlains ☐☐ Hunting seals and whalesEastern Woodlands ☐☐ Hunting buffaloSubarctic ☐☐ Trapping and fishingArctic ☐☐ Fishing**Questions**

Answer the questions below using evidence from the text.

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

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

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**Word Scramble**

Unscramble the words below using the word bank.

First	Nation	Community	Woodland	Arctic	Plains
-------	--------	-----------	----------	--------	--------

NLWADOOD		MCUTYIOMN	
IPLSAN		TSIFR	
NNATIO		TIACCR	

**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





# 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

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

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

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

1) The Eastern Woodlands people build canoes and hunt.	T
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	F
3) The Inuit people lived in the Eastern Woodlands.	T
	F
4) People in the Plains region mainly fished for food.	T
	F

## 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 Algonkin lived in **wigwams**, which are domed-shaped, smaller shelters made of birch bark. Only one family lived in a wigwam. Algonkin lived in **longhouses**, which were larger shelters made of birch bark. Many families would share these longhouses.



### Daily Life and Gender Roles

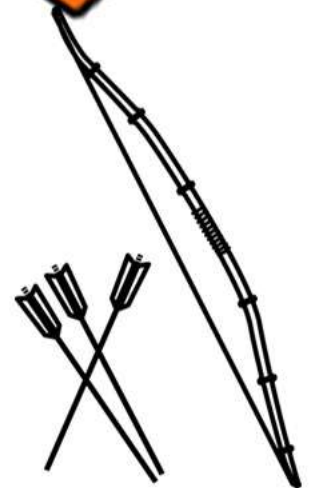
The day-to-day life of an Algonkin man depended on how old they were and which gender they were. Children did a lot of the same things you do – play outside with friends and help around the house.

They also enjoyed hunting and fishing with their families. Men were responsible for hunting and fishing as well as protecting the community in war. Women took care of the children, gathered plants and took care of 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.





**Questions**

Answer the questions below using evidence from the text.

1) What was life like as an Algonkin child?

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2) Which weapons did the Algonkin use to hunt? What did they eat?

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**Multiple Choice**

Circle the correct answer.

1) The Algonkin used what to hunt?	Bows/Arrows	Guns
2) The Algonkin ate berries, deer, and...	Fish	Ice Cream
3) Women took care of the children and gathered...	Plants	Plants
4) What was a treat for the Algonkin to eat?	Maple Syrup	Maple Syrup
5) Fisherman used what to catch fish?	Hooks	Hooks

**Draw & Describe**Imagine you live in a **wigwam**. Draw and describe what it looks like.

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## 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** Order the steps 1-6 beside each instruction

Step	Instructions
	Take a bundle of 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 it with fur rugs.
	Bend the saplings to form a dome shape.
	Cover the frame with birch bark or animal skins.

### Questions

Answer the questions below.

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

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

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## 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?

- ✓ Small sticks or pipe cleaners (for the frame)
- ✓ A sturdy piece of cardboard (for the base)
- ✓ Twine or string for tying the frame
- ✓ Brown construction paper or fabric scraps (for covering the wigwam)
- ✓ Scissors and glue
- ✓ Crayons or markers (for decoration)
- ✓ Cotton balls (for adding snow if desired)



### Instructions

How do we complete the activity?

- 1) Start with a brief discussion about wigwams and how First Nations people used them 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.

## How To Guide

Follow these steps to build a wigwam shelter.

	Step	Description
1	<b>Make the Base</b>	<ul style="list-style-type: none"> <li>Find a sturdy piece of cardboard. This will be the ground for your wigwam.</li> <li>Use crayons or markers to colour the base to look like grass, dirt, or snow.</li> <li>Let it dry before moving to the next step.</li> </ul>
2	<b>Build the Frame</b>	<ul style="list-style-type: none"> <li>Gather small sticks or use pipe cleaners to build the frame.</li> <li>Push them into the cardboard in a circle.</li> <li>Make sure they are standing up straight.</li> </ul>
3	<b>Tie the Frame Together</b>	<ul style="list-style-type: none"> <li>Bring the ends of the sticks toward the middle.</li> <li>Use string or yarn to tie them together at the top.</li> <li>Make sure the frame is sturdy before moving on.</li> </ul>
4	<b>Cover the Wigwam</b>	<ul style="list-style-type: none"> <li>Cut brown paper or small fabric pieces into wide strips.</li> <li>Wrap and glue the paper or fabric around the frame to form the walls.</li> <li>Leave a small opening for an entrance.</li> </ul>
5	<b>Make the Entrance</b>	<ul style="list-style-type: none"> <li>Cut out a small doorway at the front of the wigwam.</li> <li>Make sure it is big enough for a tiny figure to fit through.</li> </ul>
6	<b>Decorate the Wigwam</b>	<ul style="list-style-type: none"> <li>Use crayons or markers to draw traditional First Nations patterns on the walls.</li> <li>You can also add beads or small decorations for extra detail.</li> </ul>
7	<b>Add Surroundings</b>	<ul style="list-style-type: none"> <li>Place small cotton balls around the base to look like snow.</li> <li>Add small rocks, toy animals, or tiny trees to complete the scene.</li> </ul>
8	<b>Let it Dry</b>	<ul style="list-style-type: none"> <li>Once your wigwam is finished, let it dry completely.</li> <li>Display your wigwam in the classroom and discuss what you learned!</li> </ul>



**Criteria**

Use the criteria below to assess the activity.

Criteria	Description
<b>Teamwork</b>	The group worked together and shared tasks to build the wigwam.
<b>Building Structure</b>	The sticks were placed correctly and tied securely to form a strong dome shape.
<b>Use of Material</b>	The walls were neatly covered with paper or fabric, and the entrance was clearly made.
<b>Creativity</b>	Extra details like patterns, small animals, or snow were added to the scene.
<b>Explanation</b>	The student explained how wigwams provided shelter and warmth for Native Americans.

**Example Model**

Wigwam made by "Team Shelter"



**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?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

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

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



Name: \_\_\_\_\_

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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.

**PREVIEW**

**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 materials used properly?				
Are there creative and fun details?				
Did they explain the purpose of wigwams?				

**Two Stars And A Wish**

Look at your peer's wigwam and give two things you liked (stars) and one thing to improve (wish).

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**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Teamwork</b>	Group did not work well together	Group worked together sometimes	Group worked well together	Group worked very well together
<b>Building Structure</b>	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
<b>Materials</b>	Materials were used messily	Some materials were used neatly	Materials were used well and neatly	Materials were used very well and arranged carefully
<b>Creativity</b>	Model had no extra details	Model had some extra details	Model was creative with good details	Model was very creative with many details
<b>Explanation</b>	No explanation was given	A brief explanation was given	A clear explanation was given	A detailed and clear explanation was given

**Teacher Comments**

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**Student Comments – What Could You Do Better?**

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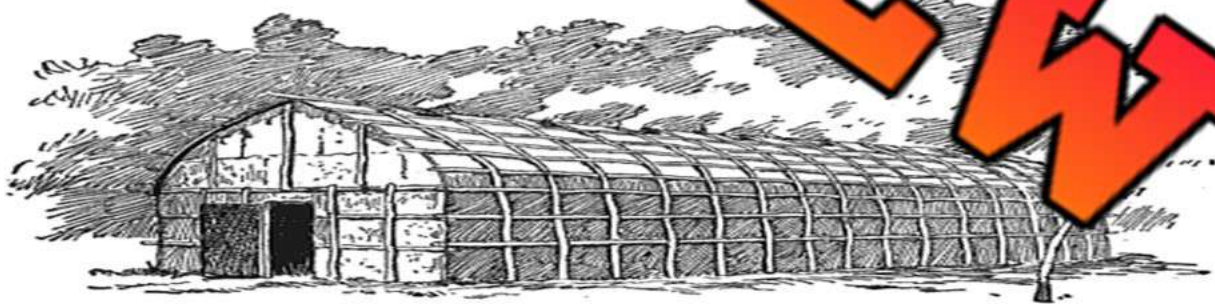


# Longhouse Shelter

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
	Find long wood poles for the frame.
	For the roof, find more wood poles to run the opposite direction of the U poles.
	Make small holes in the roof to let smoke to escape.
	Bend the wooden poles to form an U shape down 'U'.
	Build sleeping platforms on the sides of the house.
	Build a row of hearths for the fire.



**Question**      What are the benefits and drawbacks of a longhouse?

Benefits	Drawbacks
_____	_____
_____	_____
_____	_____

# 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.

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.

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.

Roof holes ☐

☐ Covered the frame to keep out wind and rain.

Hearths ☐

☐ Allowed smoke from fires to escape.



## 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.

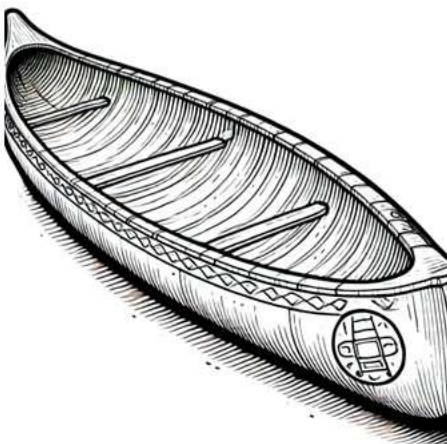
With canoes, walking was the only other option in seasons other than the winter. In winter, dogsleds were often used as well as snowshoes.

### Mohawk Types of Canoes

The **Mohawk** used two types of canoes. One canoe was made from elm bark and was light and fast. The other was a dugout canoe made from hollowed-out logs, which were stronger and made to carry many people.

To dig out a canoe, they would follow these steps 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 back.
- 4) Carve the top so that it is flat.
- 5) Carve the bottom so it is pointed at the 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.





**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.
	Carve the log into a 'V' shape on the ends.

**Questions**

Answer the questions below using evidence from the text.

1) How did First Nations people travel around before Europeans arrived?

2) Draw a dugout canoe. Draw symbols that are important to you on it

**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

## 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?

- ✓ Cutting paper
- ✓ Scissors
- ✓ Markers, pens, pencils, crayons
- ✓ Glue or tape
- ✓ Haida canoe template



### Method

How do we complete the activity?

- 1) Print the template on thick paper, like cardstock.
- 2) Have the students colour the canoe (both sides). Encourage them to look at Haida art and designs for inspiration but also let them create and use their own ideas.
- 3) Instruct the students to carefully cut out the canoe template along the 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.



**How To Guide**

Follow these steps to make a small Haida canoe.

	Step	Description
1	<b>Print the Template</b>	<ul style="list-style-type: none"> <li>Print the canoe template on thick paper like cardstock.</li> <li>Make sure it is large enough to fold into a canoe shape.</li> </ul>
2	<b>Decorate the Canoe</b>	<ul style="list-style-type: none"> <li>Colour both sides of the canoe.</li> <li>Look at Haida artwork for inspiration or create your own designs.</li> </ul>
3	<b>Cut Out the Pieces</b>	<ul style="list-style-type: none"> <li>Carefully cut along the solid lines of the template.</li> <li>Be sure to cut out the two seat pieces as well.</li> </ul>
4	<b>Fold the Canoe</b>	<ul style="list-style-type: none"> <li>Bring the canoe together along the dotted line in the centre.</li> <li>This will help the canoe hold its shape before gluing.</li> </ul>
5	<b>Assemble the Canoe</b>	<ul style="list-style-type: none"> <li>Use glue or tape to attach the edges of the canoe.</li> <li>Do not glue the top edges together, leaving it open like a real canoe.</li> </ul>
6	<b>Add the Seats</b>	<ul style="list-style-type: none"> <li>Take the two small seat pieces and colour them in.</li> <li>Glue or tape them inside the canoe to make it sturdy.</li> </ul>
7	<b>Final Details</b>	<ul style="list-style-type: none"> <li>Add extra decorations like Haida patterns.</li> <li>Draw waves or a background scene to display with the canoe.</li> </ul>
8	<b>Let It Dry</b>	<ul style="list-style-type: none"> <li>Allow the canoe to dry before displaying it in the classroom.</li> <li>Share your canoe with the class and explain its purpose.</li> </ul>

**Criteria**

Use the criteria below to assess the activity.

Criteria	Description
<b>Folding and Gluing</b>	The canoe was folded and glued neatly so it held its shape.
<b>Seat Placement</b>	The seats were put in the right spot and attached well.
<b>Haida Artwork</b>	The canoe was decorated with Haida designs using red, black, and white.
<b>Neatness Effort</b>	The craft was made carefully, with no torn paper, smudges, or too much glue.
<b>Presentation</b>	Student explained why Haida canoes were important for hunting and fishing.

**Example Craft**

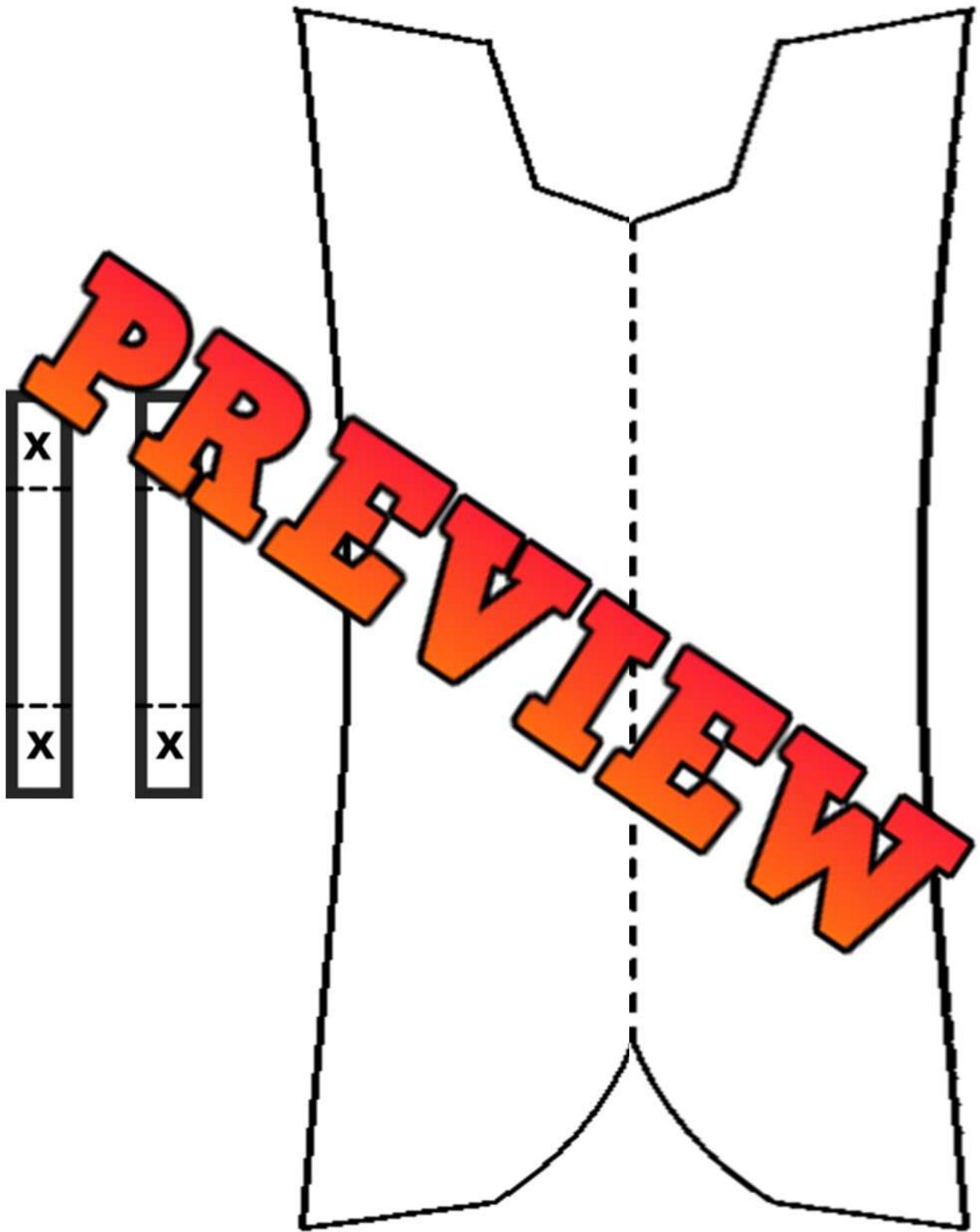
Haida Canoe made by "Team Paddle"



Name: \_\_\_\_\_

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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.



## 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?

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

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**Class Gallery Walk**

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

**1****2****3****I Am Proud Because...**

Write a sentence about why you are 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.





**Rubric**

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Folding &amp; Gluing</b>	Canoe fell apart or uneven	Loose, not well-shaped	Mostly sturdy, few gaps	Neat, strong, well-shaped
<b>Seat Placement</b>	Seats missing or incorrect.	Loose or uneven seats	Seats mostly secure	Seats placed neatly, secure
<b>Artwork</b>	Few patterns, little detail	Few patterns, little detail	Simple, clear designs	Detailed, creative patterns
<b>Neatness &amp; Effort</b>	Mostly messy, many smudges, torn	Mostly messy, many smudges, torn	Mostly neat, small smudges	Very neat, well-crafted
<b>Presentation</b>	No explanation given	Very short explanation	Clear, basic explanation	Detailed, thoughtful answer.

**Teacher Comments**

_____ _____ _____ _____	<b>Mark</b> _____ _____
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**Student Comments – What Could You Do Better?**

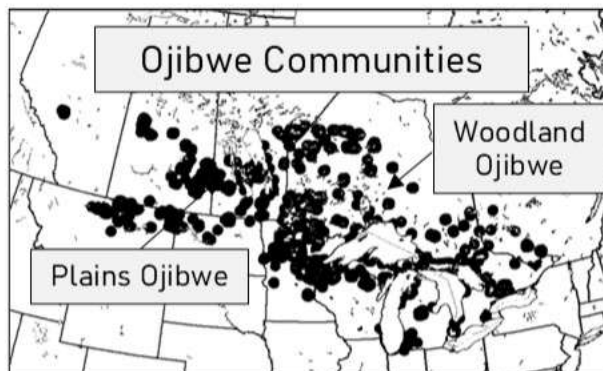
_____ _____ _____ _____
----------------------------------

## 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 battles with the Seneca and other **Haudenosaunee First Nations**. Later, many Ojibwe moved west to the Plains region in search of fur-bearing animals to supply for trade. They ended up in northern Ontario, Manitoba, and Alberta.



### Language

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

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

**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) Write the Ojibwe language – Anishinaabemowin.

**True or False**

Circle whether the statement is true or false.

1) The Woodland Ojibwe lived around the Great Lakes.	True	False
2) The Ojibwe speak their own language called Anishinaabemowin.	True	False
3) The Ojibwe hunted seals and moose.	True	False
4) The Plains Ojibwe live in Ontario.	True	False
5) The Ojibwe language is still spoken by more than 25,000 people.	True	False

**Translate**

What do these Ojibwe words mean in English?

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



## 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.

Lily held the dreamcatcher carefully. "How does it work?" she asked. Grandma explained that dreamcatchers come from the Ojibwe people, an Indigenous group. She said 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.

**PREVIEW**

Long ago, Ojibwe parents made dreamcatchers from willow branches and animal sinew (a strong thread from animals). They would look like a spider's web. The Ojibwe people believed in a Spider Woman 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.

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.

**PREVIEW**

"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."



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.

**PREVIEW**

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.

# 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 paper plate or cardboard (for the base)
- ✓ Hole punch or pencil (for making holes)
- ✓ Twine or string (for weaving)
- ✓ Beads (for decoration and to represent dreams)
- ✓ Feathers (for the bottom of the dreamcatcher)
- ✓ Scissors and glue or tape
- ✓ Markers or crayons (for decorating)



## Instructions

How do we complete the activity?

- 1) Start with a discussion about dreamcatchers and their importance in Ojibwe culture.
- 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.



**How To Guide**

Follow these steps to create your own dreamcatcher.

	Step	Description
1	<b>Make the Base</b>	<ul style="list-style-type: none"> <li>✓ Cut out the middle of a paper plate to make a ring.</li> <li>✓ If using cardboard, cut a big circle with a hole in the middle.</li> <li>✓ This will be the dreamcatcher's frame.</li> <li>✓ Decorate it with markers or crayons if you want.</li> </ul>
2	<b>Poke Holes</b>	<ul style="list-style-type: none"> <li>✓ Use a hole punch or carefully poke holes around the ring.</li> <li>✓ Make sure the holes are spread out evenly.</li> </ul> <p>You should have at least 8 to 10 holes.</p>
3	<b>Create Web</b>	<ul style="list-style-type: none"> <li>✓ Tie one end of the string to a hole.</li> <li>✓ Weave string across the ring by looping it through different holes.</li> <li>✓ Pull string tight so it looks like a web.</li> <li>✓ Weaving until the web is finished.</li> </ul>
4	<b>Add Beads to the Web</b>	<ul style="list-style-type: none"> <li>✓ As you weave, add beads onto the string before pulling it through the hole.</li> <li>✓ Beads can stand for good dreams or special memories.</li> <li>✓ Add as many as you want.</li> </ul>
5	<b>Secure the Web</b>	<ul style="list-style-type: none"> <li>✓ When the web is done, tie string tight to one of the holes.</li> <li>✓ Cut any extra string so it looks neat.</li> </ul>
6	<b>Attach Feathers</b>	<ul style="list-style-type: none"> <li>✓ Cut small pieces of string and tie them to the bottom of the dreamcatcher.</li> <li>✓ Add feathers to the ends using knots or glue.</li> <li>✓ You can also add more beads to these strings.</li> </ul>
7	<b>Decorate the Dreamcatcher</b>	<ul style="list-style-type: none"> <li>✓ Use markers, paint, or stickers to make your dreamcatcher special.</li> </ul> <p>You can also draw patterns or symbols that are meaningful to you.</p>
8	<b>Display Your Dreamcatcher</b>	<ul style="list-style-type: none"> <li>✓ Hold up your dreamcatcher to check your design.</li> <li>✓ If you used glue, let it dry first.</li> <li>✓ Then, share your dreamcatcher with the class and explain what it means to you.</li> </ul>



**Criteria**

Use the criteria below to assess the activity.

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

**Example Models**

Handmade student dreamcatchers



Name: \_\_\_\_\_

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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?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**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:				

Name: \_\_\_\_\_

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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.

**PREVIEW**



## 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 much did you learn about the meaning of dreamcatchers?



❖ How well did you work together to create the dreamcatcher?



❖ How challenging did you find weaving the string into a web?



❖ How creative do you feel your dreamcatcher design was?



2) How creative do you feel your dreamcatcher design was?

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

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**Rubric**

How did you do on the activity?

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

**Teacher Comments**


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**Mark**


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**Student Comments – What Could You Do Better?**


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# 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
- Labrador
- Nunavut
- Northwest Territories



## Climate in the North

The Inuit communities in Canada live in the very northern part of the country, close to the North Pole. Because of this, the climate there is very cold and there is snow on the ground for most of the year.

In the winter, the temperature can be very low, sometimes as low as -50 degrees Celsius! It's so cold there, that the Arctic Ocean can freeze so much that people can walk or drive on it. This is helpful to the Inuit as they can move across the 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.



**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 Arctic is near the...	Equator	North Pole

Question \_\_\_\_\_ for the questions below.

1) Who are the Inuit?

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2) What is the climate like in the northern parts of Canada?

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**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

# 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

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



# 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.

Hunting and fishing are important parts of Labrador Inuit culture. These activities provide not only food but also a way to connect with the land and wildlife. Labrador Inuit have a deep respect for animals. They use every part of the animals. Bones are used to make tools. Animal furs are used to make clothing.

The Labrador Inuit believe in spirits that live in animals and other parts of the environment. They perform ceremonies to ask 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)

"Nanuq" (Polar Bear)

"Qujannamiik" (Thank You)

"Quaqqarsuaq" (Seal)

"Tariuqaq" (Snow)

"Nuna" (Land)

"Aanaaq" (Father)

"Ivana" (Mother)

"Inuit" (People)





**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

**Questions** Answer the questions below.

1) Do the Labrador Inuit respect animals? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Translate the words below from English to Inuktitut.

Thank You		Hello	
Snow		Canoe	
Seal		Land	
Father		Mother	

**Visualizing**

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


# 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:

### Dogsledding

In the winter, Inuit communities often use sleds pulled by dogs to travel across 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 used for moving families and hunting animals.



### 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.



### Kayak

In the summer, when the ice has melted, Inuit communities 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.



Name: \_\_\_\_\_

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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 Answer the questions below.

1) How are dogsleds and snowshoes different?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) When did Inuit use umiak and kayak?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw

Draw the objects below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Snowshoes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Umiak

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sled

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Kayak



## 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 landed their ships, in the ports of what is now Nova Scotia.

This land was perfect because it offered plenty of farmland that had rich soil. It was also home to the St. Lawrence River, which was a 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!

**Questions**

Answer the questions below using evidence from the text.

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

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2) What would you like for a French settler?

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**Multiple Choice**

Circle the correct answer.

- |   |              |            |
|---|--------------|------------|
| 1) New France was in which Canadian province? | Ontario      | Quebec     |
| 2) A settler is someone who moves to a new... | City         | House      |
| 3) Life was hard because there was no...      | Shops        | Farms      |
| 4) Ships were powered by...                   | Sails        | Wind       |
| 5) Which river was important to the French?   | St. Lawrence | St. John's |

**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.

	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>

# 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 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.

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.

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.



# 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 been used by Native Americans. Each year, a family of settlers would have to clear about three acres of land for their farm. They had to pull 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 clothing items, especially hats.

## 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.

**Questions**

Answer the questions below using evidence from the text.

1) Was being a French settler difficult? Explain.

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2) What did French settlers eat? Did they have grocery stores to shop in?

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**True or False**

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

1) French settlers only traded with other French communities for furs.	T	F
2) Preparing farmland was easy because there were no forests.	T	F
3) Blacksmiths made food and clothes for the settlers.	T	F
4) Farmers used metal tools made by blacksmiths to work the land.	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 and colour them?





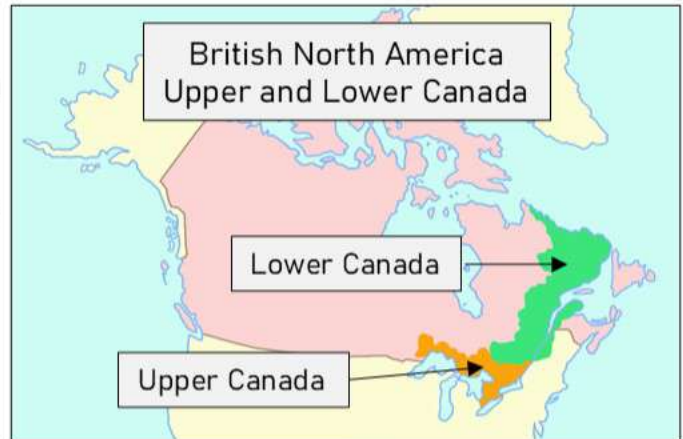
## English Settlers In BNA

### 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, then the French settlers came and lived in New France. They named the region New France.

King Charles II of England heard about the money to be made in this region, so he sent English settlers to live there for England.



### Where Did They Land?

The first English settlement was set up in Jamestown in 1610, but the English mainly settled south of New France in the cities of Jamestown and Boston. With the fur trade becoming a money maker, King Charles II decided that the northern parts of Canada belonged to England.

By then, the English settlers owned all the land in New France, which was not good news for the French.

### 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)**.



General Wolfe



**Questions**

Answer the questions below using evidence from the text.

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

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2) What was the Battle on the Plains of Abraham? Who won?

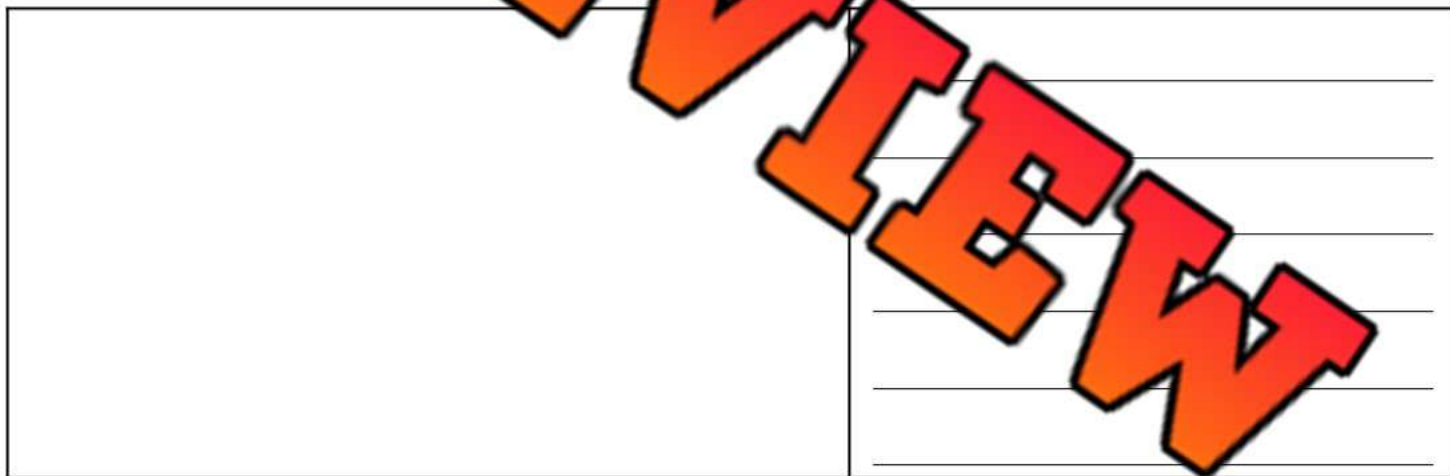
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**Draw**

Draw a picture of the Battle on the Plains 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

## Irish Settlers

### Who were the Irish Settlers?

Between 1825 and 1845, more than half of all settlers who came to Canada were Irish. An **Irish settler** was someone who moved from Ireland to North America.

Many of the Irish settlers who came to BNA were working as

Ottawa, Toronto, and along the St. Lawrence River in Upper Canada.

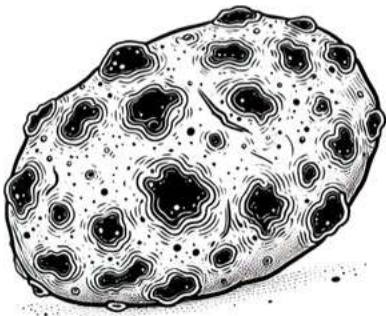


### Why did the Irish Leave Ireland?

Irish settlers left Ireland in huge numbers because of the lack of food in Ireland.

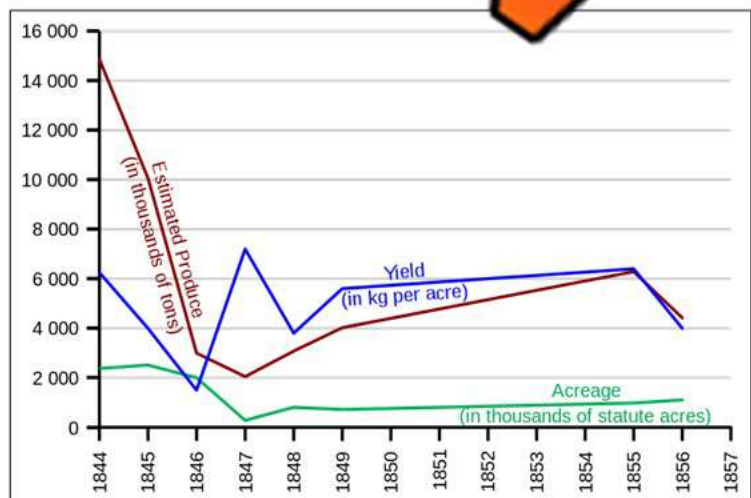
The **Irish potato famine** was a time of starvation and disease in Ireland between 1845 and 1850.

The potatoes were destroyed by a disease called **potato blight**, which is a disease that causes potatoes 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.



**Questions**

Answer the questions below using evidence from the text

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

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2) Why did the Irish Settlers leave Ireland?

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3) Where did most of the Irish Settlers live in BNA?

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**Fill In The Blank**

Fill the blanks using the words in the word bank below

Toronto	Corn	1825	the
1846	Potato Blight	St. Lawrence	does

- 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 \_\_\_\_\_.



# 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 began when European explorers and settlers came to North America and met the First Nations communities that were already living here. Together, they formed the Métis!

They live across Canada, mostly in the northern parts of Manitoba, B.C. and Saskatchewan.

## The Arts – Music, Dance, and Art

Music and dance are very important to the Métis culture. They are famous for their fiddle music and creative dances. They hold community events 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.



**Questions**

Answer the questions below using evidence from the text.

1) Who are the Métis?

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2) What music do the Métis enjoy?

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**Multiple Choice**

Circle the correct answer.

1) Which instrument do the Métis play?	Violin	Fiddle
2) Métis music is...	Fast	Slow
3) How many generations lived under one roof?	1	3
4) What were the men responsible for?	Fishing	Hunting
5) The Métis are a mix of First Nations and...	European	Asian

**Questioning**

Write three questions you have about the reading.

1)

2)

3)



# The Importance of the Buffalo

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

**Food** – meat, liver, heart, kidneys, tongue

**Skin** – clothing, bags, drums, tin cans

**Sinew** – arrow shafts, string, bow

**Hoofs** – boiled for glue, rattles

**Bones** – saddle horns, needles, games

**Horn** – spoons, drinking cups, ladles

**Rough tongue skin** – combs

**Stomach** – cooking pots, water bucket



**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

**Hide from neck** –

**Buffalo**

**Beard** – decorative, antlers, bows

**Tail** – brush to kill mosquitoes

## Questions

Answer the questions below.

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

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

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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 Métis hunted buffalo for food, clothes, and tools. They used every part of us.

Now, we protect buffalo in parks. You can help too by keeping nature clean and safe. **Now, grab your crayons and colour me!**



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) European	2. The most common mode of transportation for Indigenous peoples was... a) Cars b) Canoes c) Motorboats d) Wagons
3. Indigenous people lived in which type of shelter? 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 d) First Nations
5. Why did the Irish community come to Canada? a) The Potato Famine b) War in Ireland c) Disease in Ireland d) To get a job	6. How many First Nations communities are there in Canada today? a) 3 b) 10 c) 31 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 following are First 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



**Matching**

Draw a line from the term to the description.

Mark

/

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

Answer the questions.

Mark

/

1) What was the Battle of the Plains of Abraham? Who won the battle?

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

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



# 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 of the 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 northwestern Ontario.

## Meet Mary Taylor, A Black Slave 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 Grey County, which is a part of Grey County. Mary Taylor was carrying a basket full of apples, oranges, or sweets. She opened up a small restaurant in 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.



**Questions**

Answer the questions below using evidence from the text.

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

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2) Who was Mary Taylor?

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**Multiple Choice**

Circle the correct answer.

1) Slavery ended in...

1795

1807

2) Many free African people moved to...

London

Grey County

3) How did Mary become free?

Bran

Paid Money

4) Mary settled in which city in BNA?

New

Owen Sound

5) Grey County became a community of...

African Settlers

s

**Word Scramble**

Unscramble the words below using the word bank.

African	Sound	County	Owen	Slave	Taylor	Grey	Mary
---------	-------	--------	------	-------	--------	------	------

CTONUUY		MRAY	
SNUOD		GYRE	
AFICRAN		SALVE	
ONEW		TAOYLR	



# 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 was looking for gold and spices but found fish and a lot of furs.

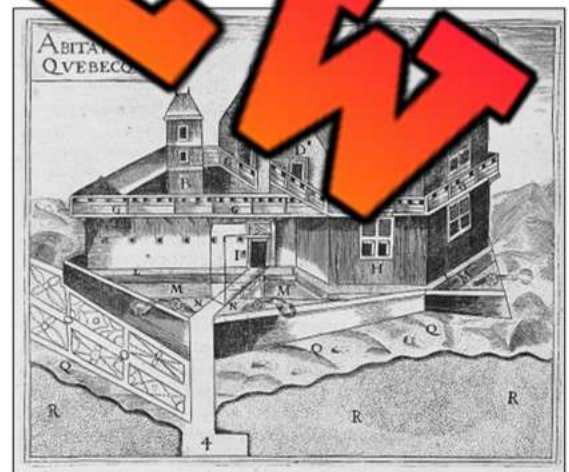


While he was in North America cleaning furs, the First Nations people became interested in the European metal items and tools. They were trading their mink, beaver, and fox furs to the Europeans to be sent back to France as fashionable hats.

## French Explorer - Samuel de Champlain

The fur trade became very profitable when Samuel de Champlain 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.



**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 did the French and the First Nations people each get in the fur trade?

First Nations People	French
_____	_____
_____	_____
_____	_____

**Yes or No**

Is the statement true or false?

1) Did Samuel de Champlain build the first European settlement?	Yes	No
2) Did the French live in North America only during the winter?	Yes	No
3) Did the Europeans come to North America for furs?	Yes	No
4) Was Samuel de Champlain the first to build a trading post in Quebec?	Yes	No
5) Did the First Nations teach the Europeans how to trap animals?	Yes	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

## 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 you were always moving from place to place, what would you bring? Nomads would bring a herd of cattle, weapons to hunt with, and materials to build a shelter. Many nomadic groups built small shelters, like wigwams or tipis. They would take these shelters with them when they moved. These shelters could be made in just a few days.



### The Métis – Nomadic Groups

Most of the **Métis** were nomadic, meaning they did not do much farming. When farming became more popular, the Métis no longer needed to look for food. They could just grow their own!

The Métis were nomadic because they were following the buffalo. They used wagons called Red River carts to carry their stuff. They 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.





**Questions**

Answer the questions below using evidence from the text.

1) What is a **nomad**?

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

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**True or False**

Write whether the statement is true or false.

1) Semi-nomadic groups lived in wigwams.	True	False
2) Nomads are people that move to find food.	True	False
3) Nomads will leave an area when the food is gone.	True	False
4) When communities started farming, they became less nomadic.	True	False
5) If you live in a permanent home, you are a nomad.	True	False

**Fill In The Blank**

Fill the blanks using the words from the word bank.

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 \_\_\_\_\_.



# 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 is good farming soil. The easiest way to create a lasting food source is to have good soil to grow crops.



Settlers chose the rich land in the Great Lakes region of **Ontario** and **Quebec** because they did not have too many trees and the soil was rich in nutrients. This allowed them to plant easily and grow crops.

### Location of Water

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



The St. Lawrence River connects to the Great Lakes and the Atlantic Ocean. This transportation route connected European countries with the regions of Canada.

Water is also important for the survival of humans and animals. 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.

## 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 2 Answer the questions below using evidence from the text.

1) When did settlers come to live? Why?

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2) Near which bodies of water did most settlers come to live?

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Making  
Connections

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

	<hr/> <hr/> <hr/> <hr/> <hr/>
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Name: \_\_\_\_\_

## Cities In Early Canada

This map of Ontario shows 9 of the largest cities in Early Canada. Early Canada was a small 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, Windsor, Quebec City, Trois-Rivieres






**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?

- 
- |              |                       |               |                       |
|--------------|-----------------------|---------------|-----------------------|
| Toronto      | <input type="radio"/> | Kebec         | <input type="radio"/> |
| Manitoba     | <input type="radio"/> | Win-nipi      | <input type="radio"/> |
| Ottawa       | <input type="radio"/> | Ongniaahra    | <input type="radio"/> |
| Quebec       | <input type="radio"/> | Odawa         | <input type="radio"/> |
| Chicoutimi   | <input type="radio"/> | Shkoutimi     | <input type="radio"/> |
| Niagara      | <input type="radio"/> | Manitoba      | <input type="radio"/> |
| Saskatchewan | <input type="radio"/> | Misi-zaagling | <input type="radio"/> |
| Yukon        | <input type="radio"/> | Tkaronto      | <input type="radio"/> |
| Winnipeg     | <input type="radio"/> | Shkoutimi     | <input type="radio"/> |
| Mississauga  | <input type="radio"/> | Kisiskâciwan  | <input type="radio"/> |

# 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?

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

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**2**

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

---

---

---

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

---

---

---

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

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## 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
- **Soil** – Can things grow on the soil?
- **Climate** – Is it a cold climate with short growing seasons?

**1**

1) What would you like about this property?

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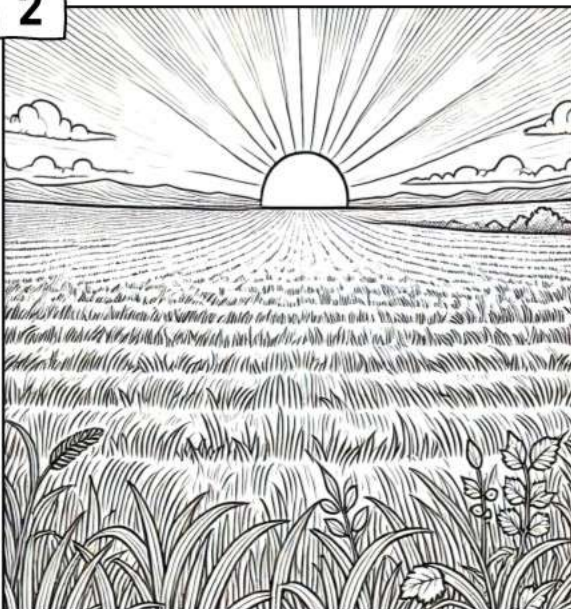
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2) What would you not like about this property?

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**2**

1) What would you like about this property?

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2) What would you not like about this property?

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## 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 means came to the First Nations communities and help. Here is a quote from an English settler, Thomas Carter, who learned from a First Nation community.



"Well, during the summer months, you would see strawberry festivals happen in June with the first fruit of the year. You would have green corn festivals in the month of August, and you would see harvest festivals happen in September.

But one bit of advice I was given was that you would probably spend more time indoors at night when you have the elders inside telling stories.

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



**Questions**

Answer the questions below using evidence from the text.

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

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2) During winter, what did the Indigenous people do?

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**Multiple Choice**

Circle the correct answer.

1) Which season was the hardest to survive?	Winter	Fall
2) Who was better at handling the cold conditions?	First Nations	Europeans
3) Was it easier or harder to hunt in the winter?	Easier	Harder
4) During spring, fall, and summer, the Indigenous people celebrated _____.	School	Festivals
5) Who told stories at night in First Nations?	Children	Parents

**Visualizing**

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

	<hr/>
	<hr/>
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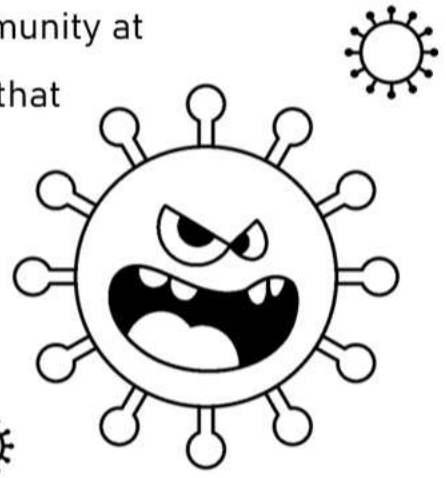


# Smallpox – Challenge for the First Nations

## 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.

The symptoms of smallpox were high fever, skin rash, headache, body aches, vomiting, and diarrhea.



## First Contact – First Exposure

When European explorers came to North America, they travelled in ships that had unhealthy living conditions. The cramped quarters and lack of ventilation on these ships led to sailors developing contagious diseases, such as **smallpox, measles, typhus, and 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.



**Questions**

Answer the questions below using evidence from the text.

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

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2) What are the symptoms of smallpox?

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**Fill In The Blanks**

Write the missing word.

- 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 because it is \_\_\_\_\_.
- 5) It is estimated that diseases killed up to \_\_\_\_\_% of Indigenous 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%



# 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 result of these relationships.

## 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!

Scurvy Patient



**Questions**

Answer the questions below using evidence from the text.

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

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2) How do First Nations people cure scurvy in Europeans?

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**Fill In The Blanks**

Write the missing words.

- 1) Scurvy happens when people do not eat enough \_\_\_\_\_.
- 2) First Nations people gave the settlers \_\_\_\_\_ to help them.
- 3) First Nations and Europeans started families who became the \_\_\_\_\_.
- 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) \_\_\_\_\_  
\_\_\_\_\_



## 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?**

## 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, the First Nations people made treaties with the Canadian 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.

Some of the important treaties in Ontario include Treaty 3, Treaty 9, and the **Williams Treaties**. These treaties helped the First Nations people get 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.

### CANADA'S NUMBERED TREATIES 1-11





**Questions**

Answer the questions below.

1) What is a treaty?

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

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**Multiple Choice**

Circle the correct answer.

1) Which treaty is <b>NOT</b> in Ontario?	9	8
2) A treaty is...	An Agreement	A Tool
3) The treaties were...	Fair	Unfair
4) Who gave up more land?	Canadian Government	First Nations
5) First Nations people got money and...	Tools	Land

**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.

# 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.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.Fairness ☐☐ A promise between groups to share and work together.Reserves ☐☐ When both sides get the same amount in a deal.

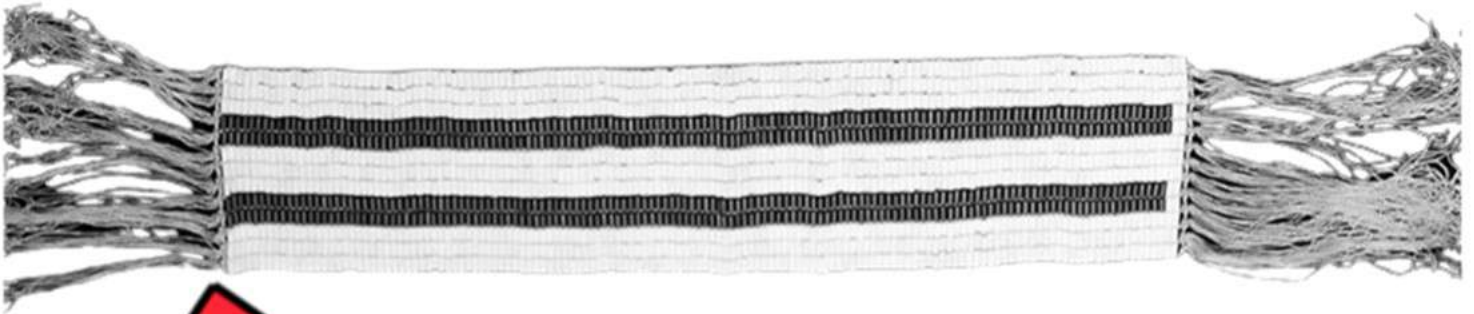
Name: \_\_\_\_\_

Mark

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



## Two Row Wampum Belt



### Two Row Wampum – Oldest Treaty Relationship

#### Haudenosaunee and Dutch

In 1613, the Mohawk and Dutch people came into their territory. The visitors were Dutch, from the Netherlands (modern-day Netherlands). The Mohawk and the rest of the Haudenosaunee met with the Europeans.

When they met, the Dutch with their large sailboats, believed they should be called “Father” and the Haudenosaunee should be called “Son”. The Haudenosaunee did not agree, and suggested a different relationship. This would show they were equal.

#### Two Row Wampum

After the two groups began to learn more about each other, they came to an agreement. The Haudenosaunee created the Two Row Wampum Belt to symbolize the agreement. The belt was the first treaty between Europeans and the Indigenous.

It shows two lines that represent how they will live. One line represents the Dutch ship and the other represents the Haudenosaunee canoe. Both will travel down the river of life side by side, and neither will attack the 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.

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.



Tawagonshi Document –  
Written Agreement of the Two Row  
Wampum Treaty

## 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 Dutch thought they were above the Haudenosaunee at first.	True	False

Question \_\_\_\_\_ for the questions below.

1) What happened when the Dutch landed on Mohawk territory?

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2) What is the Two-Row Wampum Belt? Why is it important?

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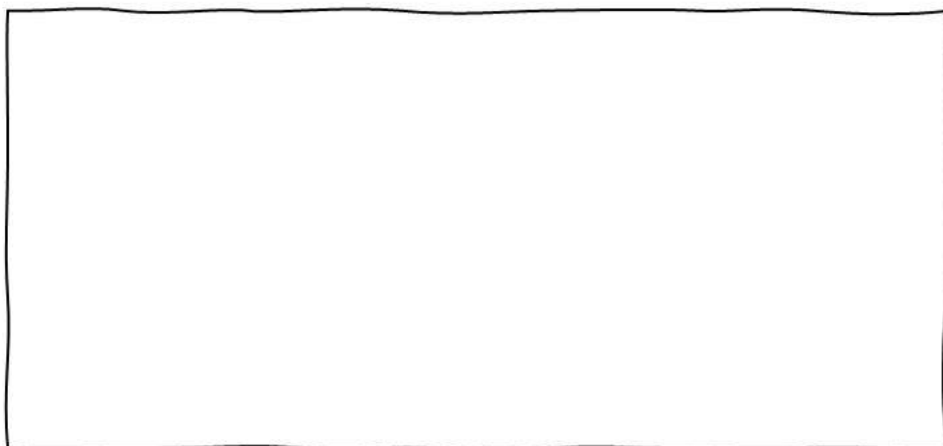
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## Draw

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



Explain the wampum belt.

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## 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 collaboration and move to the corner that matches their answer. This will help them understand different viewpoints and make connections to history.

### Materials

What do we need for our activity?

- A list of questions
- Labels for each corner of the room (A, B, C, and D)



### Instructions

How will we complete this activity?

- 1) Label the four corners of the classroom with A, B, C, and D.
- 2) Explain that students will hear a question about life in early Canada. Each question has **four possible answers**.
- 3) Read the first question aloud, along with the four answer choices.
- 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.

**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 were a settler, where would you like to live?	Near a river	In the forest	On open farmland	Near a trading post
4	What would be the best way to travel in early Canada?	Canoe	Horse	Walking	Red River cart
5	Which early community would you like to live in?	Native	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	Wampum	Beads and shells	
8	If you were a settler, what would be your biggest worry?	Cold winters	Wild animals	Getting a home	
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



**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

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
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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

# 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 learn how different communities lived, worked, and changed the land.

Materials: What will we need for our activity?

- Set of Memory Game cards (provided)
- A small table or clear area on the floor



## Instructions

How will we complete this activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching 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.



## Cards

## Memory Game Cards

**Fur Trade**

Buying and selling animal furs for goods.

Beaver furs

Soft fur from beavers used to make hats.

**Hudson's Bay Company**

A fur trading business in Canada.

**Red River Cart**

A wooden cart used to carry goods.

**Treaty**

An agreement between First Nations and settlers.

## Cards

## Memory Game Cards

**Wampum Belt**

A beaded belt used to record treaty promises.

A place where people build homes and live.

**Log Cabin**

A house made from logs built by pioneers.

**Deforestation**

Cutting down too many trees for farms and homes.

**Overhunting**

Catching too many animals, making fewer left to hunt.



## 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  
trade goods.

**Fort**

A strong building settlers  
used for safety.

**Pollution**

Dirty water and land from  
growing towns and farms.

**Story  
Writing**

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

The Words


The Story

**PREVIEW**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit Test - 2

### Communities In Canada, 1780-1850

Mark	Total
/	/

<p>1. Which animal was the most important in the fur trade?</p> <p>a) Deer</p> <p>b) Beaver</p> <p>c) Bear</p> <p>d) Wolf</p>	<p>2. The first European settlement in North America was in which city?</p> <p>a) Toronto</p> <p>b) Quebec City</p> <p>c) Vancouver</p> <p>d) Halifax</p>
<p>3. Which factor settlers considered when choosing a location?</p> <p>a) Weather</p> <p>b) Good soil</p> <p>c) Close to roads and markets</p> <p>d) Far from water</p>	<p>4. European settlers had a disease caused by a lack of vitamin C called:</p> <p>a) Typhus</p> <p>b) Scurvy</p> <p>c) Cholera</p> <p>d) Smallpox</p>
<p>5. After slavery ended in 1807, many free Africans moved to:</p> <p>a) Kingston</p> <p>b) Belleville</p> <p>c) Grey County</p> <p>d) Toronto</p>	<p>6. The war between France and Britain for control of the fur trade was called:</p> <p>a) The Seven Years War</p> <p>b) The War of 1812</p> <p>c) The Revolutionary War</p> <p>d) The 8 Year War</p>
<p>7. Many First Nations people were...</p> <p>a) Nomadic</p> <p>b) Living in one place</p>	<p>8. First Nations people used...</p> <p>a) Weapons (guns, axes, knives)</p> <p>b) Blankets</p> <p>c) Metal pots and pans</p> <p>d) All of the above</p>
<p>9. Which disease was deadly to Indigenous people?</p> <p>a) Scurvy</p> <p>b) Smallpox</p> <p>c) Measles</p> <p>d) All of the above</p>	<p>10. Which disease was deadly to the Europeans?</p> <p>a) Scurvy</p> <p>b) Smallpox</p> <p>c) Measles</p> <p>d) All of the above</p>

**Matching**

Draw a line from the term to the description.

Mark

/

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

Answer the questions below.

Mark

/

1) Why did European settlers want to live near the river?

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

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

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# Ontario Social Studies

## Communities in Canada 1780-1850 – Grade 3

### 3-Part Lesson Format

#### Part 1 – Minds On!


- Learning Goals
- Discussion Questions
- Quotes
- And More!



### Canada In The Early 1800s

#### LEARNING GOAL

We are learning to **understand** how people lived in the land that is now Canada in the **early 1800s** so we can **explain** how settlers and Indigenous communities worked together to survive.





### Canada In The Early 1800's

Can you answer these True or False questions?


	TRUE	FALSE
1) Canada was already a country in the early 1800s.	<input type="checkbox"/>	<input type="checkbox"/>
2) Indigenous people had just arrived in Canada at the same time as settlers.	<input type="checkbox"/>	<input type="checkbox"/>
3) Indigenous people taught settlers how to find food and survive.	<input type="checkbox"/>	<input type="checkbox"/>
4) The land had big cities with roads and electricity in the early 1800s.	<input type="checkbox"/>	<input type="checkbox"/>
5) Indigenous people had lived on this land for thousands of years.	<input type="checkbox"/>	<input type="checkbox"/>
6) Explorers found natural resources like beaver furs and minerals.	<input type="checkbox"/>	<input type="checkbox"/>

#### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

#### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary



### Consolidation

#### PACKING FOR THE PAST




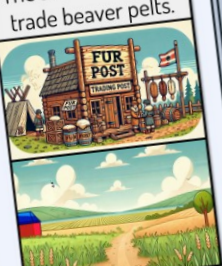
If I could bring five things from today to live in the early 1800s, I would bring:

# Ontario Social Studies

## Communities in Canada 1780-1850 – Grade 3

### How Settlers Chose Where To Live

Read each settler's need and circle the best place for them to go.

- 1** The settler needs to farm.  

- 2** The settler needs to hunt beavers for fur.  

- 3** The settler needs to hunt buffalo for food.  

- 4** The settler needs to trade beaver pelts.  


### Fighting For Land

Put the 7 main events from the battle in the right order from the video.

- 
- 
- 
- 
- 
- 
- 

- British attack Montmorency Falls and fail.
- British ships arrive at the St. Lawrence River.
- Battle begins on the Plains of Abraham.
- British land on Île d'Orléans near Quebec.
- French surrender Quebec City to the British.
- British soldiers climb the cliffs at night near Quebec.
- General Wolfe sends soldiers upriver to find a landing spot.

### How First Nations Helped Settlers

Find the words in the wordsearch.

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

Scurvy	Cedar
First	Vitamin
Tea	Sick
Cure	Settlers
Medicine	Nations



# Ontario Social Studies

## Communities in Canada 1780-1850 – Grade 3

**Inuit Travel Methods**

Read the clues below and move the correct picture to match the travel method.

I am pulled by strong animals and move fast on ice.	I float on water and can carry many people.	I am small, easy to paddle, and used in the summer.	I help people walk in deep snow without sinking.
---	---	---	--

**The Importance of the Buffalo**

Draw lines to match each part of a buffalo to its use.

Brush to swat flies and mosquitoes	Clothing and teepee covers
Boiled to make glue and rattles	Necklaces
Fuel for fires	Spoons, drinking cups, and ladles

**Consolidation**

4 PICS - 1 WORD

N I E E M O T V N R N

What word connects all four pictures and shows how land, trees, and water are used and changed?  
Why is this word important when we learn about settlers and First Nations?