



# Preview – Information



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# Google Slides Lessons Preview





## Ontario Social Studies

### Interactions of Indigenous Peoples & Europeans – Grade 5

# 3-Part Lesson Format

## Part 1 – Minds On!

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



### Indigenous Nations Before 1713


#### DISCUSSION QUESTIONS

A) What do you think the word 'Indigenous' means or reminds you of?

B) What do you already know about the First Nations, Métis, and Inuit peoples in Canada?

C) What do you hope to learn today about the people who lived in Canada first?





### Indigenous Nations Before 1713


Read each clue carefully. Decide if it describes First Nations, Inuit, or Métis. Move the name box to match the clue.

1) Use qamutiks and huskies to travel across frozen land.	
2) A Mohawk from Akwesasne belongs to this Indigenous group.	
3) Danced the Red River Jig wearing colourful sashes and moccasins.	
4) Built igloos while hunting and lived in northern Canada.	
5) Have both European and First Nation ancestry in their family.	
6) They lived in longhouses and hunted moose, deer, and rabbits.	
7) Over 630 Nations with different names, languages, and traditions.	
8) Lived in Red River and traded furs with voyageurs.	
9) Hunted seals and whales with harpoons near the Arctic Ocean.	

First Nations

Inuit

Métis




## 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

#### 1 – 1 – 1 REFLECTION

1 thing you learned about Indigenous Peoples in Canada

1 thing you found interesting about First Nations, Inuit, or Métis

1 question you still have about Indigenous Peoples



### The Importance of the Buffalo

Which part of the buffalo do you think was used to make each item?



Meat
Skin
Horn
Dung
Skull
Ribs
Teeth
Tail

### Algonquin

Put the letter **A** or **B** into the box to show your answer.

1) The most Algonquin families lived in...	A) Igloo	B) Wigwam
3) What Algonquin wore on their feet...	A) Moccasins	B) Sandals
5) Region where Algonquin people lived...	A) Great Lakes	B) Prairies
7) The word "Algonquin" means...	A) Our allies	B) The hunters
2) Main material for Algonquin homes...	A) Birch bark	B) Animal bones
4) Big house shared by many Algonquin families...	A) Castle	B) Longhouse
6) Animal used for food and tools...	A) Horse	B) Moose
8) Hairstyle some Algonquin warriors wore...	A) Spiked hair	B) Ponytail

### First Nation - Ojibwe

Find the words in the wordsearch.

Ojibwe	Chippewas
Portage	Sled
Buffalo	Traps
Canoes	Plains
Woodland	Birchbark
Haudenosaunee	Algonquin

Wordsearch grid:

```

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





# Ontario Social Studies

## Interactions of Indigenous Peoples & Europeans – Grade 5

**ACTION**

### First Nations and Inuit Trading

Read the paragraph. Use the word bank to fill in the missing words.

The \_\_\_\_\_ built longhouses and stayed in one place. Other First Nations were \_\_\_\_\_ and moved around to find food. They grew the \_\_\_\_\_ which included corn, beans, and \_\_\_\_\_ and traded them for items like furs. The Inuit traded with others near the \_\_\_\_\_. They carved bowls and cooking pots from \_\_\_\_\_, and used iron from fallen \_\_\_\_\_ to make tools. The Haudenosaunee sometimes used \_\_\_\_\_ instead of trading.

Squash

Meteorites

Soapstone

Haudenosaunee

Present-Giving

Nomadic

Thelon River

Three Sisters

**ACTION**

### Creation Stories

Put the 8 story events in the right order.

1

2

3

4

5

6

7

8

Muskrat died but had Earth in his paw.

The Four Winds helped the Earth grow into an island.

Many animals tried but could not reach the bottom.


The island became what is now North America.

Turtle offered his back to hold the Earth.

Nanaboozhoo survived the great flood on a floating log.


Earth was placed on Turtle's back and began to grow.


Muskrat dove and grabbed a handful of Earth.

**ACTION**

### How Wampum Belt

Can you answer these Yes or No questions?

**YES**

**NO**

1) Was the Two Row Wampum made by the Haudenosaunee?	
2) Did the treaty happen in the year 1813?	
3) Is one row on the belt a French ship?	
4) Does the belt show the groups mixing paths?	
5) Were the Dutch called "Fathers" by the Haudenosaunee?	
6) Did the Haudenosaunee want to be equals with the Dutch?	
7) Do the two rows on the belt ever cross each other?	
8) Do the white beads stand for peace and friendship?	
9) Was the agreement written with three silver chains?	
10) Did both groups promise to respect each other forever?	



# Workbook Preview



# Grade 5 Social Studies Unit

## A.HERITAGE AND IDENTITY

### INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713, IN WHAT WOULD EVENTUALLY BECOME CANADA

	Curriculum Expectations	Pages
<b>A1.1</b>	Describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada and analyse their significance	12-14, 33-42, 48-49, 90-96, 111-112, 122-124, 126-128, 144-147, 162-163, 173-177
<b>A1.2</b>	Analyse aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other	102-106, 111-112, 115-121, 124-131, 144-147, 162-163
<b>A1.3</b>	<b>Preview of 100 pages from this product that contains 256 pages total.</b>	
<b>A2.1</b>		
<b>A2.2</b>	Gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives	140, 155, 163 170 148-153
<b>A2.3</b>	Analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada	43-47, 75-79
<b>A2.4</b>	Interpret and analyse information and evidence relevant to their investigations, using a variety of tools	55-61, 90-96, 164-170
<b>A2.5</b>	Evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved	164-170
<b>A2.6</b>	Communicate the results of their inquiries, using appropriate vocabulary and formats	80-83, 173-177

# Grade 5 Social Studies Unit

## A.HERITAGE AND IDENTITY

### INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713, IN WHAT WOULD EVENTUALLY BECOME CANADA

	Curriculum Expectations	Pages
<b>A3.1</b>	Identify major Indigenous nations that came into contact with European settlers and/or explorers prior to 1713 in what would become Canada and describe key characteristics of selected nations	7-35, 40-42, 48-63, 73-79, 107-110
<b>A3.2</b>	Describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans	33-35, 40-51, 64-72, 90-96
<b>A3.3</b>	Describe the main motives for Europeans' exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent European Settlements	75-83, 97-125, 129-133, 173- 177
<b>A3.4</b>	Identify significant offices and institutions in New France and describe their importance to settlers in New France	111-116, 118- 140
<b>A3.5</b>	Describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada	87-89, 111-116, 118-123, 144- 153, 156-157, 164-170
<b>A3.6</b>	Describe key factors that led to the ethnogenesis of the Métis people in what would eventually become Canada, with specific attention to the Great Lakes and Mattawa regions	10-18, 126-128, 156-157
<b>A3.7</b>	Describe some significant differences among Indigenous peoples and between selected Indigenous and Europeans communities in what would eventually become Canada, and identify some of the reasons for these differences	36-39, 43-47, 64-65, 73-74, 141-143, 156- 157
<b>A3.8</b>	Describe some significant effects of European conflicts on Indigenous peoples and on what would eventually become Canada	154-161



INDIGENOUS PEOPLES &

EUROPEANS PRIOR TO 1713

PREVIEW





# Indigenous Nations Before 1713

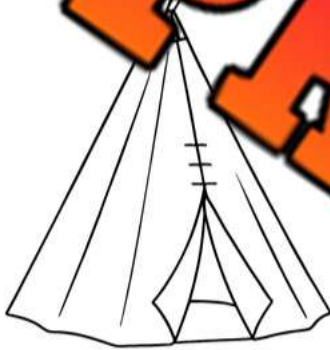
## Indigenous People in Canada

The term **indigenous** describes anyone who lived in an area first. In 1713, Canada was not yet a country. There were 3 indigenous groups that lived on the land that we now call Canada - First Nations, Métis and Inuit. These groups still live in Canada today.



### First Nations

The term **First Nation** is a general term to describe anyone who is indigenous to Canada but is not Inuit or Métis. Saying someone is First Nation is very general, like calling someone who lives in Canada.



There are now more than 630 First Nations in Canada.

A member of a First Nation may prefer to be called by the First Nation they belong to or the community they belong to within a First Nation. For example, a Mohawk from Akwesasne in the Beaufort may prefer one of those titles, which is more accurate than saying First Nation.

### Inuit

Another group of indigenous people are the **Inuit**. Most Inuit live in the northern parts of Canada. More than half of Inuit communities live in Nunavut. Other communities live in northern Quebec, the Northwest Territories and the Yukon.



### Métis

Although using the term **Métis** can be complicated, it generally refers to indigenous people who have mixed European and First Nation ancestry. This means someone is Métis if they have one parent who is European and another who is First Nation.



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

8

Curriculum Connection  
A3.1

### True or False

Circle whether the statement is true or false

1) There are 3 indigenous groups in Canada.	True	False
2) The 3 indigenous groups no longer live in Canada.	True	False
3) A Métis has one parent who is European and one who is First Nation.	True	False
4) There are only 8 First Nations in Canada.	True	False
5) Most Inuit live in Nunavut.	True	False

### Questions

Answer the questions below using evidence from the text.

1) Do you belong to one nation? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

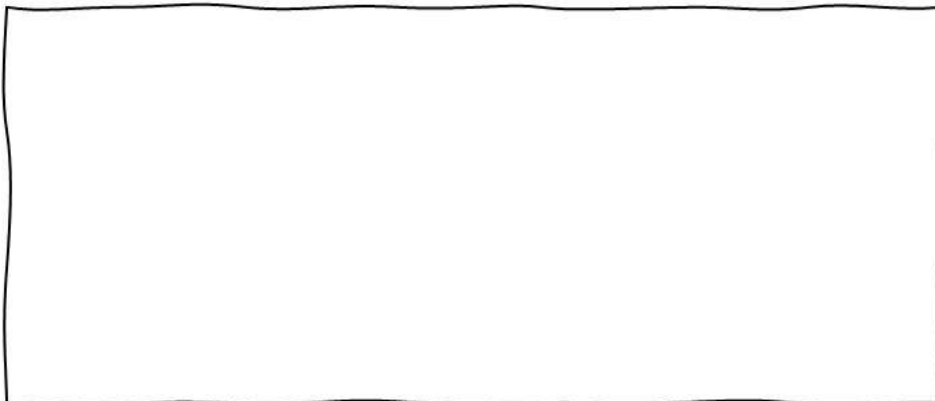
\_\_\_\_\_

2) Define what the terms below mean.

First Nation	_____
Inuit	_____
Métis	_____

### Visualization

What were you picturing while you were reading?



What words from the text made you draw this picture?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Exit Cards

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

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

Mark

Write one thing that makes each  
Indigenous group different.

First Nations	
Inuit	
Métis	

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

Mark

Write one thing that makes each  
Indigenous group different.

First Nations	
Inuit	
Métis	

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

Mark

Write one thing that makes each  
Indigenous group different.

First Nations	
Inuit	
Métis	

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

Mark

Write one thing that makes each  
Indigenous group different.

First Nations	
Inuit	
Métis	



## Métis - Culture

### Background – Who are the Métis?

The Métis are a group of indigenous people who lived in Canada before Canada existed as a nation. When Scottish and French fur traders came to this region, they needed help finding food, transportation routes, and many other things. They got help from First Nations like the Cree and Anishinaabe. Over time, many of the Europeans married First Nation women and their families created a new culture and nation called **Métis**! They live across the northern parts of Manitoba, Alberta, and Saskatchewan.

### Worldview – Spirituality

Since the Métis are a mix of European and First Nation, many believe in multiple religions. It is common for a Métis to believe in Catholicism as well as be a follower of their traditional spiritual religion. Métis religion focuses on the Creator. Prayers of thanksgiving and offerings are left when they take something from the Creator for the environment.



### 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 many 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**

Use information from the text to support your answer.

1) Who are the Métis?

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2) What religion do the Métis believe in?

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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?

2

3

4) The men were responsible for?

Fishing

Hunting

5) The Métis are a mix of First Nations and \_\_\_\_\_.

European

Asian

**Questioning**

Write 3 questions you have about the Métis

1)

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2)

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3)

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## The Importance of the Buffalo

The **Métis** hunted the **buffalo** for more than just food. Look at all the things they could make from the buffalo.

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

**Skin** – clothing, bags, drums, teepees

**Sinew** – for binding

**Hoofs** – boiled for glue, rattles

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

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

**Rough tongue skin** – combs

**Stomach** – cooking pots, water bucket



**Beard** – decorating, making bows

**Tail** – brush to kill mosquitoes

**Teeth** – necklaces

**Ribs** – arrow shafts

**Shinbones** – knives

**Shoulder Blades** – digging tools, hammers

**Skull** – painted and used in sacred ceremonies

**Bone marrow** – fat, fuel for fires

**Bone-ends** – paint brushes

**Hide from neck** –

Drying rack

### 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 we waste more than the Métis? Explain.

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

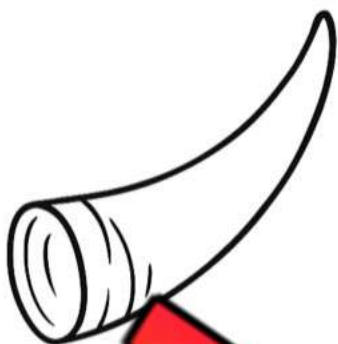
18

Curriculum Connection  
A3.1, A3.6

Colour and Explain

Colour each buffalo part and write how the Métis used it.

1



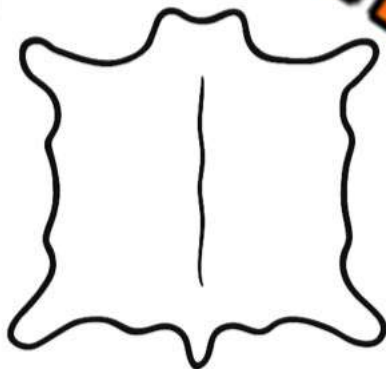
2



3



4



6



Reaction

What surprised you about what they used from the buffalo?



## The Inuit – Daily Life

### Clothing – What clothing do they wear?

The Inuit need thick and warm clothing to survive the cold temperatures. They use animal furs to make jackets, pants, shirts, and boots. Their jackets are called *anoraks* and are made from caribou and seal skin. To make the jackets even warmer, they line them with fur from foxes, polar bears, and rabbits.



### Transportation – How do they get around?

The Inuit need to travel large distances to hunt. On land, they use dog sleds called *qamutiks*. They bred strong dogs from huskies and dogs that eventually became the malamutes. The dogs pull the sleds that are made from whale ribs and walrus skin. On water, the Inuit use two types of boats. For hunting, they use kayaks, and for getting around, they use umiaqs and qajaqs. An umiak looks like a large canoe.

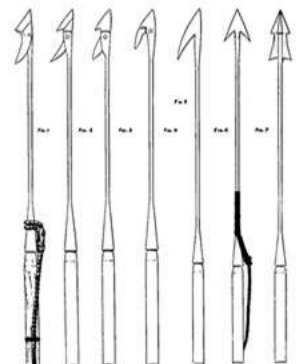


### Hunting – What animals do they hunt?

The Inuit people are unable to farm, as nothing grows in the cold temperatures. They need to hunt for their food instead. They use harpoons to hunt seals, walrus, and bowhead whales. They also eat wild berries and fish. Their high-fat diet gives them the energy they need to survive the cold temperatures.

### Governance – Who are the government leaders?

In Nunavut, the Inuit people live in small communities that are far apart from each other. They elect 19 people, who then choose the government leader and ministers. The government leader works with the Canadian government to ensure the Inuit people have a voice in Canada.



**Questions**

Use information from the text to support your answer.

1) What clothing do the Inuit wear?

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2) How do Inuit people get around?

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**True or False**

Circle whether each statement is true or false.

1) The Inuit bred wolves and dogs to make strong hunting dogs.	True	False
2) The Inuit hunt and farm for food.	True	False
3) The Inuit hunt seals, walruses, and bowhead whales for food.	True	False
4) The Inuit used kayaks to hunt in.	True	False
5) The Inuit diet is low in fat.	True	False

**Visualization**

What were you picturing while you were reading? Explain.

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



# First Nation – Algonkin

## Who Were the Algonkin?

The **Algonkin First Nation** is also spelled **Algonquin**. The word means “our allies.” They lived in the Great Lakes–St. Lawrence region in what is now southern Ontario and Quebec.

## Homes and Shelter

Most Algonkin people lived in **wigwams**. These were smaller houses made of birch bark. Only one family lived in each wigwam. Some families lived in bigger homes called **longhouses**. These were also made from birch bark and were shared by many families.

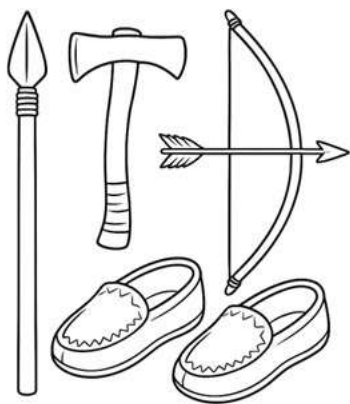


## Daily Life and Roles

What Algonkin people did each day depended on their age and gender. Children played outside and helped with chores. Boys helped and fished with their fathers. Men went hunting, fishing, and protected their people in times of war. Women gathered plants, cooked, took care of the home, and looked after the children.

## Food and Hunting

The Algonkin were hunters. They ate moose, deer, small animals, and fish. They also grew corn, squash, and picked berries. They used bows, spears, and traps to catch animals. Maple syrup was a sweet treat they got from tree sap.



## Tools, Weapons, and Clothing

They used war clubs, spears, and tomahawks to protect themselves. Fishermen used spears from canoes or through ice holes. Women wore long dresses and men wore breechcloths and leggings. Everyone wore moccasins. Warriors had many hairstyles, like shaved heads, spiked hair, or braids.



**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?

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**Multiple Choice**

Select the correct answer.

1) The Algonkin used what as weapons?

Tomahawks

Guns

2) The Algonkin ate berries, deer, and \_\_\_\_\_.

Fish

Ice Cream

3) Women took care of the children and gathered \_\_\_\_\_.

Meat

Plants

4) What was a treat for the Algonkin to eat?

Squash

Cake

5) Fisherman used what to catch fish?

Hooks

Spears

**Word Search**

Find the words in the word search.

Wigwam	Longhouse
Birch	Bark
Tomahawk	Moccasins
Maple	Corn
Squash	Fishing
Hunting	Gathering

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

## Wigwam Shelter

First Nations 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?



Ordering: Write the steps 1-6 beside each instruction

Step	Instructions
	Tie the top of the saplings together.
	Make a hole in the side for smoke.
	Put saplings in the ground and tie them together.
	Put leaves on the floor and cover them with a layer of moss.
	Bend the saplings to form a dome.
	Cover the frame with birchbark or woven material.

### 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 the First Nations use brick, steel, and other strong materials?

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## Quote

What does the quote show about life in a wigwam? Colour the feeling.

“

Our wigwam is round and made of birch bark and strong sticks. Inside, it smells like woodsmoke and sweetgrass. We sleep on soft animal furs, close to the fire in the middle. My mother cooks stew while my father works. When it rains, we stay warm and dry. I love the fire crackle and the wind in the trees. The wigwam is small, but it feels like the heart of our family.

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# Exit Cards

**Cut Out**

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

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

Mark

**Answer the questions below.**

1) What is a wigwam made from?

2) What is tied together at the top of the wigwam?

3) How long does it take to build a wigwam?

4) What shape is the wigwam's roof?

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

Mark

**Answer the questions below.**

1) What is a wigwam made from?

2) What is tied together at the top of the wigwam?

3) How long does it take to build a wigwam?

4) What shape is the wigwam's roof?

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

Mark

**Answer the questions below.**

1) What is a wigwam made from?

2) What is tied together at the top of the wigwam?

3) How long does it take to build a wigwam?

4) What shape is the wigwam's roof?

# First Nation - Ojibwe

## Location

The **Ojibwe First Nation** are also called **Chippewas** in the USA but are known as **Ojibwe** in Canada. They lived near the Great Lakes and moved into Southern Ontario when the Wendat left after battles with the Seneca and other **Haudenosaunee** groups. Later, many Ojibwe moved north and west to find fur-bearing animals for the fur trade.

## Language

The Ojibwe language is part of the **Algonkin** language family. It is still spoken by more than 100,000 people. The language is called **Anishinaabemowin** and most speakers live near the Great Lakes.



## Basic Phrases in Ojibwe

English	Ojibwe	English	Ojibwe
Welcome/Hello	Boozhoo/Poozho	One	Pezhig
Thank you	Miigwech	Two	Niizhin
I am good	Nimo'aya	Three	Nisin
What is your name?	Aniin eshinikasoyan?	Four	Niiwin
Where are you from?	Anindi wenjiyan?	Five	Nanabwin
Let's go outside	Kasaga'amin	Ten	Nanabwin

## Food and Hunting

The Ojibwe lived in different environments, so they ate many kinds of food. The Woodland Ojibwe were mostly farmers who ate corn, wild rice, fish, and small animals. The Plains Ojibwe hunted big animals, mostly buffalo. They used bows and arrows, clubs, flails, and snares. They sometimes used fires to scare herds of buffalo into traps or over cliffs.

## Transportation

To travel, the Ojibwe used **birchbark canoes** on rivers and lakes. On land, they used dogs and animals to pull **sleds**. When travelling far, they would portage. **Portaging** means carrying the canoe over land to reach another waterway or get past something in the way.



**Questions**

Answer the questions below using evidence from the text.

1) Where are the Woodland and Plains Ojibwe located?

2) If an Ojibwe member wanted to travel a long distance through lakes and on land, what would they do?

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) They hunted seals, and moose.	True	False
4) The Ojibwe mostly travelled by horse.	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	

# Haudenosaunee Confederacy

## The Haudenosaunee Confederacy

They were called the **Iroquois Confederacy** by the French, and the League of Five Nations by the English, but the proper name is the Haudenosaunee Confederacy, which means “people of the long house”.

The **Haudenosaunee Confederacy** is the peaceful uniting of five nations into one government. In other words, five communities came together and agreed they would meet off working together to make important decisions.

## The 5 Nations of the Haudenosaunee

The confederacy first started with five First Nations: the **Mohawks**, **Oneidas**, **Onondagas**, **Cayugas**, and the **Senecas**. Over time, the **Senecas** joined the confederacy, and it became known as the Six Nations.

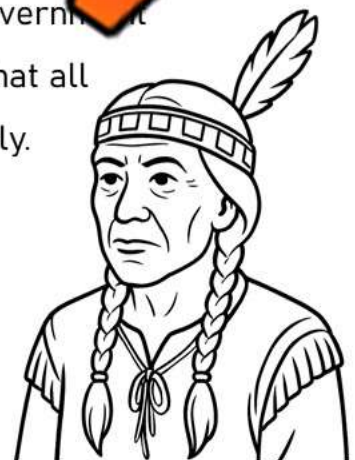
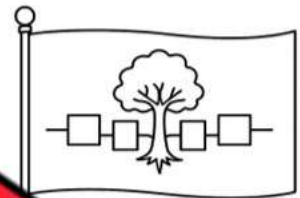
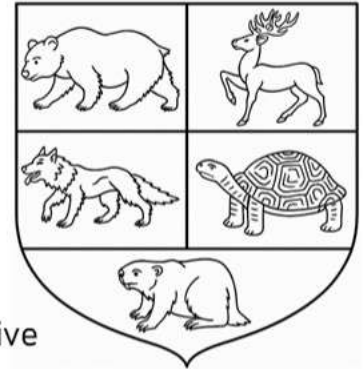
## How the Haudenosaunee Confederacy Started

The exact date the Confederacy began is unknown, but it is believed to have started by the Peacemaker, a prophet sent by the Creator to share the message of peace, which means “good mind.” The Peacemaker worked with Hiawatha to teach peace to the Five Nations (5 First Nations). Their goal was to stop fighting between the nations and bring peace.

They visited each First Nation and asked the Chiefs to join a government that was connected to the Creator. The Peacemaker and Hiawatha promised that all problems between the nations would be talked about and solved fairly.

## The Haudenosaunee Today

Today, the Haudenosaunee Confederacy still thrives. The Six Nations still have their system of government, but they also have a Band Council that is recognized by the Canadian federal government. This means the Haudenosaunee have a voice in decisions made by the Canadian government.





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

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

True or False

Circle whether the statement is true or false.

1) The Haudenosaunee started with 6 nations.	True	False
2) The Haudenosaunee prefer to be called the Iroquois.	True	False
3) The Haudenosaunee confederacy promoted peace between nations.	True	False
4) The Tuscarora joined the confederacy later, and now it has 6 nations.	True	False
5) The Peacemaker was sent by the Creator to spread the Kariwiiio.	True	False

Questions

Answer the questions below using evidence from the text.

1) Who started the Haudenosaunee Confederacy? Why did they start it?

2) Does the Haudenosaunee Confederacy still exist today? Explain.

Ordering

Write numbers 1 to 5 to show the correct order

	The Peacemaker and Hiawatha visited each First Nation to teach peace.
	A prophet called the Peacemaker was sent to stop the fighting.
	Five Nations joined together to form one peaceful government.
	The French gave the Confederacy the name "Iroquois Confederacy."
	The Tuscarora joined later, and it became known as the Six Nations.

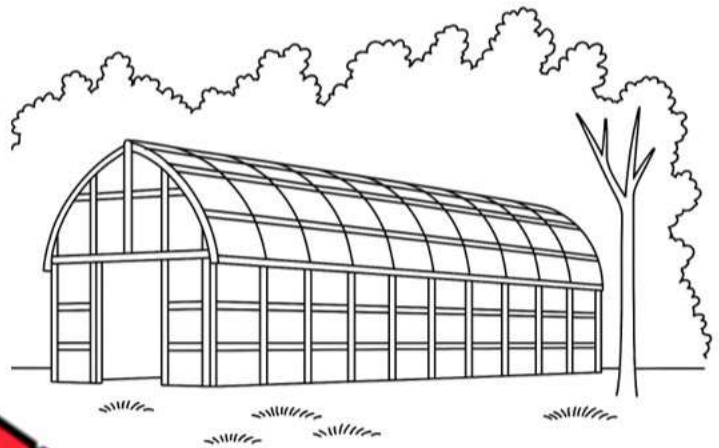


## Haudenosaunee - Way Of Life

### Longhouse Shelter

The Haudenosaunee used a **clan system**. Each clan had a Clan Mother and a **longhouse** linked to an animal: bear, wolf, turtle, snipe, eel, heron, hawk, beaver, or deer.

Many generations lived together in one longhouse. Children, parents, grandparents, and great-grandparents. As families grew, longhouses grew. Some were as long as a football field! Some had 4-5 longhouses. Larger ones had more. It was common for 50 people to live in one.



### Role of Haudenosaunee Women

Women were respected equally. Each clan was led by a Clan Mother. When she passed away, her title went to a female relative.

Clan Mothers chose the chief and worked with him to make decisions. They decided when ceremonies happened and what food was made. Women gave birth to the next generation. When a woman married, her husband moved into her longhouse.

Children were part of the mother's clan. Women grew the food — corn, beans, and squash — called the **"Three Sisters."**



### Role of Haudenosaunee Men

Men were clan heads and served on the **Grand Council**, the Haudenosaunee government. They hunted, fished, chopped trees for longhouses and canoes, and fought in wars. Women decided if they should go to war, but men were the ones who fought.

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

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Curriculum Connection  
A1.1, A3.7

## Questions

Use information from the text to support your answer

1) What was the role of women and clan mothers for the Haudenosaunee?

2) What was the role of men for the Haudenosaunee?

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## Summarize

Write the important details from the reading passage.

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## Word Scramble

Unscramble the words from the word bank.

### Word Bank

Clan	Clanmother	Chief	Longhouse	Haudenosaunee
Hunting	Turtle	Farming	Generations	Council
ONSLUHEGO		IUOLNCC		
NRAGMFI		LNECHORATM		
ADNHUOEUAENSEU		TREULT		

## Selecting The Chief

### Chief Hiawatha

- Was the leader of the Mohawk First Nation
- He is responsible for co-founding the Haudenosaunee Confederacy
- He was chosen by a Clan Mother to become Chief



### Clan Mothers Criteria for Chief

- Honesty and kind-heartedness
- Ability to think clearly
- Loyalty to family
- Knowledge of traditional ceremonies
- Ability to uphold the Great Law
- Ability to represent the people
- Ability to accept responsibility



### Questions

Answer the questions below.

1) What is different about Chief Hiawatha vs our leader Minister?

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2) Why do you think Clan Mothers would choose this list of criteria? Will someone who has these qualities be a good leader?

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## Quote

Based on the quote below, how are women/mothers viewed by the Haudenosaunee

Haudenosaunee Clan Mother Alice Papineau Dewasenta once said, "We are the givers of life. We own the land, the mother. We are honoured in a ceremony four times a year with the changing of the seasons. The ceremony lasts six days, and there are songs and dances especially dedicated to the mothers. Because a mother is a mother to everybody, we say 'Ethinoha'. It means 'our mothers,' an honourable word."

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sorting

Read each sentence and decide if it is showing the actions of a good chief or not. Write your answer in the box.

1) The Chief listens to all sides before making a decision.	Good	Not Good
2) The Chief refuses to accept advice from the Clan Mother.	Good	Not Good
3) The Chief shouts at people who disagree with him.	Good	Not Good
4) The Chief leads ceremonies and knows the proper traditions.	Good	Not Good
5) The Chief helps families in the village and shows kindness.	Good	Not Good
6) The Chief breaks the Great Law when he feels like it.	Good	Not Good
7) The Chief stays loyal to his family and his Nation.	Good	Not Good
8) The Chief hides from problems and blames others.	Good	Not Good
9) The Chief stays calm, thinks clearly, and finds fair solutions.	Good	Not Good
10) The Chief asks for help when he doesn't know what to do.	Good	Not Good
11) The Chief accepts criticism and tries to improve.	Good	Not Good
12) The Chief only helps his friends and ignores others.	Good	Not Good

# Activity: Haudenosaunee Consensus Circle

## Objective

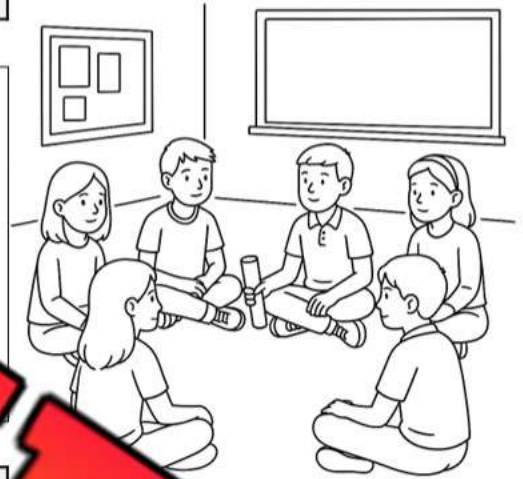
What are we learning more about?

Students will learn how consensus decision-making works by discussing real-life classroom or community topics. This helps them understand how the Haudenosaunee made fair group decisions and teaches respectful listening and compromise.

## Materials

What do we need for our activity?

- ✓ A talking stick (a soft item to hold while speaking)
- ✓ Printed decision scenarios (classroom topics)
- ✓ A chart paper or whiteboard
- ✓ Paper and pencils for reflection



## Instructions

How do we complete the activity?

- 1) Arrange the class in a circle.
- 2) Explain what "consensus" means: the group must agree on one vote—everyone must agree before moving on.
- 3) Choose one student to hold the talking stick. Only they can speak.
- 4) Read a decision scenario aloud.
- 5) Go around the circle. Students share what they think is the best choice.
- 6) Keep discussing until everyone agrees on one idea.
- 7) Write down the final decision and how they got there (e.g., someone changed their mind or they made a new compromise).
- 8) Try another scenario if there's time.



Cards

You may cut out the decision scenario cards for students to pick and discuss.

Your class earned a reward  
for great teamwork.

Should your reward be a  
movie afternoon, an  
outdoor picnic party, or a  
fun beach day?

It's treat day in your class!

Should the whole class  
get to enjoy crunchy  
popcorn, sweet fruit  
kebabs, or colourful and  
icy freezies?

Your class is raising money  
to help others. Should the  
donation go to a children's  
hospital, an animal shelter,  
or a local food bank?

You are going on a field  
trip. Should the class visit  
a natural park with trails, a  
museum full of old items,  
or a world of science?

Your teacher said the class  
can vote on a small  
classroom pet. Should you  
pick a goldfish, a hamster,  
or a slow-moving snail?

It's almost the last week of  
school. Should your class  
plan a talent show, a  
classroom pizza party, or a  
day full of outdoor games?



Decision Scenario Cards

Write down some things we should decide on as a class.

**PREVIEW**

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

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Curriculum Connection  
A2.3, A3.2, A3.7

Planning

Answer the questions below.

1) What is the decision question?

2) What is your opinion?

3) What did other people say?

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

4) What was the final decision?

1) What is the decision question?

2) What is your opinion?

3) What did other people say?

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

4) What was the final decision?

## Reflection Questionnaire

Cut the reflection questionnaires below.

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

**Circle the box of your choice.**

1) Did you listen to everyone's ideas during the circle?	Yes	No
2) Did your group come to a full agreement (consensus)?	Yes	No
3) Did anyone have to change their opinion to help the class agree?	Yes	No
4) Would you like to use consensus again to solve problems?	Yes	No

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

**Circle the box of your choice.**

1) Did you listen to everyone's ideas during the circle?	Yes	No
2) Did your group come to a full agreement (consensus)?	Yes	No
3) Did anyone have to change their opinion to help the class agree?	Yes	No
4) Would you like to use consensus again to solve problems?	Yes	No

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

**Circle the box of your choice.**

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

**Circle the box of your choice.**

1) Did you listen to everyone's ideas during the circle?	Yes	No
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3) Did anyone have to change their opinion to help the class agree?	Yes	No
4) Would you like to use consensus again to solve problems?	Yes	No



# Decision Making In The Grand Council

## What is the Grand Council?

The **Grand Council** is when the 6 nations would meet to discuss issues that arose in the 6 different nations. When the nations arrived, each nation had a role in the meeting.

The **Onondaga** were the Fire Keepers and were responsible for opening the Grand Council. They welcomed everyone and announced what they were discussing. The Mohawk and Seneca were known as the Elder Brothers because they were the first to join the Confederacy. The Oneida and Cayuga were known as the Younger Brothers.



## Process of Decision Making

During meetings of the Grand Council, a speaker from the Mohawk, Onondaga, or Seneca nations would be chosen to speak first each day. The next day, a new speaker would be chosen. While the chief spoke, his clan mother and faith keepers sat behind him to advise and remind him of his responsibility to his people.

When a speaker was invited to address the council, he explained his nation's stance. The other chiefs listened and formulated their own response. Everyone listened and respected the speaker. If a consensus was reached, the next issue could be brought to the audience by the same speaker or a new one.

If everyone didn't agree, the issue could be set aside until the chiefs could get advice from their communities. This is democracy in action, as everyone in the community has a voice in how the community should move forward.



**Tree of Peace – The Chiefs sat beneath and deliberated**

## Democracy in Action – Everyone has a Voice

Everyone had a voice in the Haudenosaunee Confederacy.

Each nation would have clan meetings where men, women, and children could speak. The clan mothers would inform the chiefs of issues that needed to be change. The chief would bring these issues to the Grand Council.

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

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

### Visualization

What were you picturing while you were reading? Explain it.

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Questions Use evidence from the text to support your answer.

1) What role did the 5 nations have at the Grand Council?

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2) How did all people – men, women, and children have a voice in decision making?

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### True or False

Circle whether the statement is true or false.

1) The Onondaga were responsible for keeping the fire going.	True	False
2) Seneca, Mohawk and the Oneida were the first nations to join.	True	False
3) Decisions needed to be agreed upon by consensus.	True	False
4) All men, women, and children had a voice in the Haudenosaunee nations.	True	False
5) Other members would often interrupt the speaker if they disagreed.	True	False

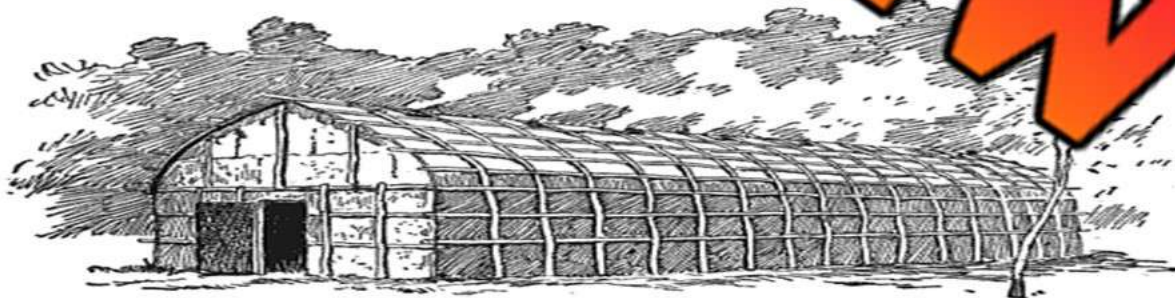


## Longhouse Shelter

The Haudenosaunee 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
	Cover the poles with bark
	For the roof, add more poles to run the opposite direction of the U-shaped poles
	Find long wood poles to use for the frame
	Make small holes in the roof for smoke to escape
	Bend the wood poles to create an upside-down U shape
	Build sleeping platforms on the sides of the longhouse
	Build a row of hearths for the fires



What are the benefits and drawbacks of a longhouse?

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Directions

What do you notice in the pictures of the longhouses below?




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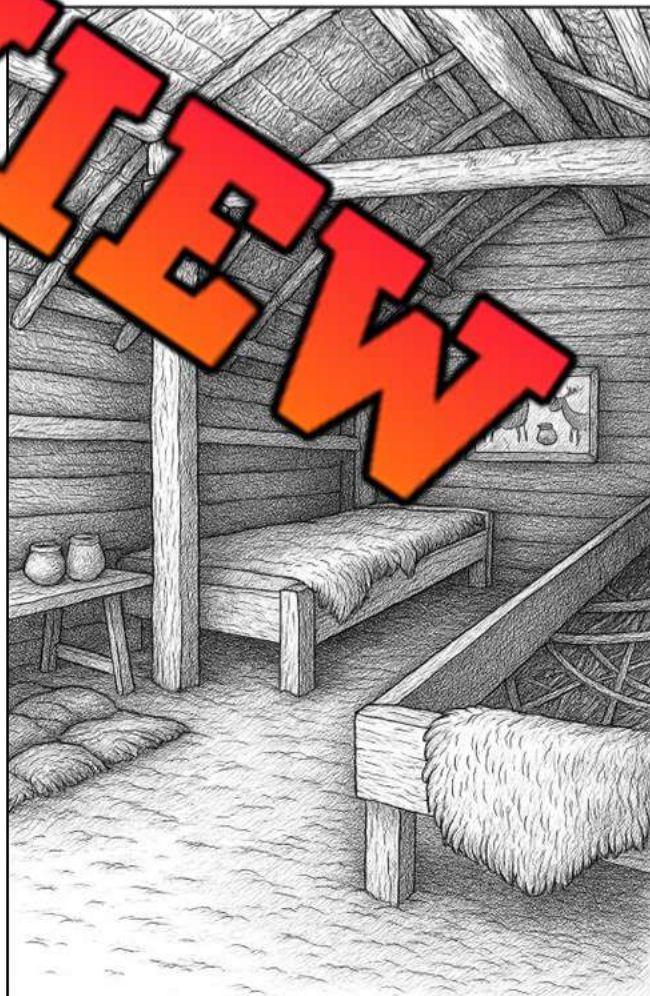
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## Activity: Build A Longhouse Shelter

### Objective

What are we learning more about?

Students will learn about the Haudenosaunee and how they used longhouses as homes. They will build a longhouse model using natural and craft materials to understand how the shelter was made for many families and was suited to their environment.

### Materials

What do we need for our activity?

- ✓ Popsicle sticks or pipe cleaners (for the longhouse frame)
- ✓ A rectangular piece of cardboard (for the base)
- ✓ Brown construction paper or fabric (for walls and roof)
- ✓ String or twine (for tying)
- ✓ Glue and scissors
- ✓ Markers or crayons (for decoration)
- ✓ Cotton balls, toy animals, or small twigs (for details)



### Instructions

How do we complete the activity?

- 1) Start with a talk about longhouses and how Haudenosaunee families lived.
- 2) In small groups, collect your materials and plan your longhouse design.
- 3) Use popsicle sticks or pipe cleaners to build the longhouse frame in a rectangular shape.
- 4) Tie or glue parts of the frame to make sure it stands strong.
- 5) Wrap brown paper or fabric around the frame to create walls and the roof.
- 6) Leave space for a doorway and small holes for smoke to leave the house.
- 7) Add decorations like clan animal symbols, small toy animals, or snow using cotton balls.
- 8) Show your longhouse to the class and explain how it helped the Haudenosaunee live together.



**How To Guide**

Follow these steps to build a longhouse shelter.

	Step	Description
1	<b>Make the Base</b>	<ul style="list-style-type: none"> <li>Find a strong piece of cardboard to be the ground for your longhouse.</li> <li>Use crayons or markers to colour the ground to look like grass, dirt, or snow.</li> <li>Let the base dry before moving to the next step.</li> </ul>
2	<b>Build the Frame</b>	<ul style="list-style-type: none"> <li>Use popsicle sticks or pipe cleaners to make the longhouse frame.</li> <li>Place sticks upright along both sides of the base.</li> <li>Bend sticks at the top to meet in the middle and glue or tie together.</li> </ul>
3	<b>Add Roof Supports</b>	<ul style="list-style-type: none"> <li>Add extra sticks to make the roof strong.</li> <li>Check that the roof is not flat and is shaped like a tunnel.</li> </ul>
4	<b>Cover the Longhouse</b>	<ul style="list-style-type: none"> <li>Cut brown paper or fabric to width of the longhouse.</li> <li>Wrap the paper or fabric around the frame.</li> <li>Glue it down neatly. Leave an opening at the top for smoke to escape.</li> </ul>
5	<b>Make the Doorway</b>	<ul style="list-style-type: none"> <li>Cut a small entrance at one end of the longhouse.</li> <li>Make sure it is big enough for a small figure to enter.</li> </ul>
6	<b>Decorate the Walls</b>	<ul style="list-style-type: none"> <li>Use crayons or markers to draw clan animals or patterns.</li> <li>Add details like bark lines or family symbols to make it look real.</li> </ul>
7	<b>Add the Scene</b>	<ul style="list-style-type: none"> <li>Place small cotton balls around for snow or soft moss.</li> <li>Add small logs, toy animals, or trees to finish the scene.</li> </ul>
8	<b>Let it Dry</b>	<ul style="list-style-type: none"> <li>Wait until everything is dry.</li> <li>Show your longhouse to the class and explain how it helped families live together.</li> </ul>



**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Teamwork</b>	The group worked well together and shared tasks to build the longhouse.
<b>Building Structure</b>	The frame was built in a tunnel shape and stood strong on the cardboard base.
<b>Use of Materials</b>	The paper or fabric was neatly added to cover the longhouse, and the roof was finished.
<b>Creativity</b>	Decorations like clan symbols, animals, or snow were added to the scene.
<b>Explanation</b>	Students explained how longhouses helped Haudenosaunee families

Example Model: Longhouse Made by "Team Builders"



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

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Curriculum Connection  
A2.4, A3.1

**Planning - Longhouse Model**

Answer the questions below.

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

Popsicle Sticks	Cardboard	Fabric /Paper	Scissors	String/Twine	Glue
Crayons	Markers	Pipe Cleaners	Toy Animals	Small Rocks	

**2) Plan your model:** How will you build your longhouse?

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

**3) Purpose:** What makes a longhouse a special kind of shelter?

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

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

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

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Curriculum Connection  
A2.4, A3.1

**Sketch Your  
Model**

Draw your Longhouse to help you plan what you will make. Show things like the entrance, the curved roof, walls, and decorations.

**PREVIEW**



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

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Curriculum Connection  
A2.4, A3.1

## Peer Assessment

Assess your peer's longhouse model

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

Your Peer Name: \_\_\_\_\_

Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Is the longhouse strong and standing?				
Is there a clear entrance?				
Did they use natural materials?				
Are there details like snow or animals?				
Did they explain the longhouse well?				

## Two Stars And A Wish

Look at your peer's longhouse model and write 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 longhouse did not stand up.	The longhouse was built but not sturdy.	The longhouse was mostly sturdy.	The longhouse was strong and well-built.
<b>Materials</b>	Materials were not used well.	Some materials were used neatly.	Materials were used well and neatly.	Materials were used very well and fully covered the longhouse.
<b>Creativity</b>	No creative details were added.	Some creative details were added.	Creative ideas and good details were shown.	Very creative details were added like animals, snow, or clan signs.
<b>Explanation</b>	No explanation was given.	A short 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?

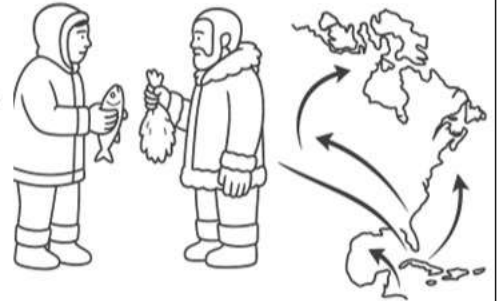
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# Inuit Trading

## Inuit Trading

The Inuit live in the Arctic region, in northern parts of Quebec as well as Nunavut, the Northwest Territories, and the Yukon. When trading, the Inuit had to travel longer distances to reach other indigenous groups, like the Northern First Nations and the Métis.

The Inuit mainly traded with other Inuit groups. Many Inuit groups often agree to meet in a central location, like Atkasut, to trade along the Mackenzie River. That way, more trading between groups could happen all at once.



## Inuit Items for Trade

**Copper** – copper was found in the Kitikmeot region. The Inuit would pound the copper into a useful shape. They would then use it to make tools and weapons.



Meteorite Iron  
Harpoon

**Iron** – iron was found in meteorites that landed in several locations that were available to the Inuit. The iron was valuable for making tools and weapons, like harpoons. The Inuit would trade the iron with other Inuit groups as well as with the Northern First Nations.

**Soapstone** – Soapstone was a valuable material traded among Inuit groups. The Kitikmeot and Netsilingmiut made containers and pots. They traded them for furs, sinew, and sometimes copper or iron.



Soapstone Bowl

## Importance of Trade for the Inuit

Trade was very important to the Inuit. The weather in the Arctic is unpredictable, which meant some years, one area had a lot of animals to hunt and other years, they would have a shortage of animals. Remember, the Inuit ate mostly meat, as plants wouldn't grow for most of the year.

If there was a shortage of animals for an Inuit group, they could trade useful items like iron, copper and soapstone to other groups in exchange for meat and furs.



**Questions**

Answer the questions below using evidence from the text.

1) How did the Inuit trade with others, and who did they trade with?

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2) Why was \_\_\_\_\_ so important for the Inuit?

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**Multiple Choice**

Circle the correct answer.

1) The Inuit mostly traded with \_\_\_\_\_.

Inuit

First Nations

2) The Inuit traded copper, iron, and \_\_\_\_\_.

Soapstone

3) The Inuit lived in which region?

Arctic

Great Lakes

4) Iron was found in \_\_\_\_\_.

Arctic

Great Lakes


5) Trading was important because the Arctic weather is \_\_\_\_.

Predictable

Unpredictable

**Draw & Write**

Draw one Inuit trade item and write about it. Tell what it is, what it's made from, how it was used, and why it was important for trading.

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# Exit Cards

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

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

Mark

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

1) The Inuit always traded with groups that lived nearby.

T

F

2) Trading often happened during the coldest part of the year.

T

F

3) Soapstone was useful for cooking and holding things.

T

F

4) The Inuit used meteorites to get some of their iron.

T

F

5) Inuit ate plants most of the year for energy.

T

F

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

Mark

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

1) The Inuit always traded with groups that lived nearby.

T

F

2) Trading often happened during the coldest part of the year.

T

F

3) Soapstone was useful for cooking and holding things.

T

F

4) The Inuit used meteorites to get some of their iron.

T

F

5) Inuit ate plants most of the year for energy.

T

F

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

Mark

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

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T

F

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T

F

4) The Inuit used meteorites to get some of their iron.

T

F

5) Inuit ate plants most of the year for energy.

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F

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

Mark

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

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T

F

2) Trading often happened during the coldest part of the year.

T

F

3) Soapstone was useful for cooking and holding things.

T

F

4) The Inuit used meteorites to get some of their iron.

T

F

5) Inuit ate plants most of the year for energy.

T

F



# First Nations Agreements: Treaties and Alliances

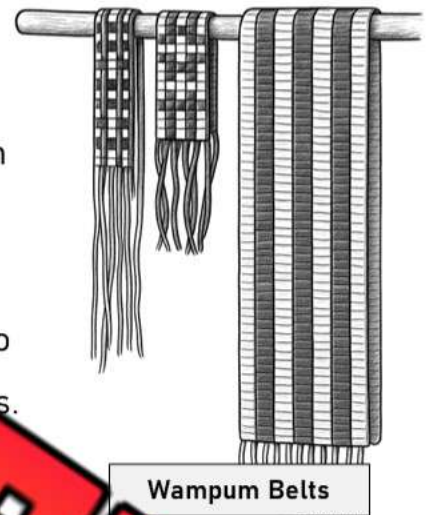
## Treaties

A **treaty** is an agreement between two groups. Throughout history, there have been many treaties between First Nations, Europeans, Inuit, and Métis.

## Treaties Between First Nations

The First Nations had been making treaties between nations for many years before European contact. For indigenous peoples, treaties are not signed on legal documents, but are sealed when the two sides agree, with both sides understanding that their word is secure.

When a treaty was agreed, the two sides would often have a ceremony with smoking of sacred pipes or exchange presents, often wampum belts. This did everyone remember the agreements made. It was up to elders to pass along agreements by explaining the stories of the treaties.



## Alliances

### The Haudenosaunee Confederacy

The Haudenosaunee Confederacy is an example of an alliance between First Nations. The Seneca, Cayuga, Onondaga, Oneida, and Mohawk agreed to the Confederacy. The alliance helped them because if one nation had trouble with an outside nation, all the nations in the Confederacy came to their defence. The alliance also created opportunities for these nations to trade and participate in gift-giving.

### Confederacy of the Three Fires

The Ojibway, Odawa, and Potawatomi Nations formed the Confederacy of the Three Fires because the three nations had similar languages and territories. They would protect each other and discuss issues related to the nations.

The Confederacy helped them control the valuable area around the Great Lakes. It also had strong relations with the Haudenosaunee.



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

70

Curriculum Connection  
A3.2

### True or False

Circle whether the statement is true or false.

1) Treaties were signed by Chiefs on paper with ink and a feather.	True	False
2) After a treaty was made, both sides would sometimes offer a wampum belt.	True	False
3) Treaties never happened between First Nations before the Europeans made contact.	True	False
4) There are no more treaties in place today.	True	False
5) A confederation between First Nations is an example of an alliance.	True	False

Questions

Answer the questions below using evidence from the text.

1) How were treaties different for First Nations than how agreements are made today?
_____
_____
_____
_____
2) Why were alliances important to First Nations?
_____
_____
_____

### Questioning

Write 3 questions you have about the reading.

1)	_____
2)	_____
3)	_____

## Memory Game – Match the Item

### Objective

What are we learning about?

Students will learn about important items used by First Nations, Métis, and Inuit peoples by playing a memory-matching game. This activity helps students remember what these items were made of and how they were used in daily life.

### Materials

What do we need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear space on the floor



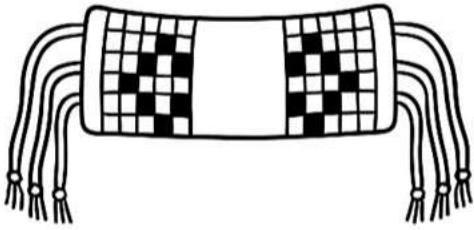
### Instructions

How will we complete the 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 a table or clear space.
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

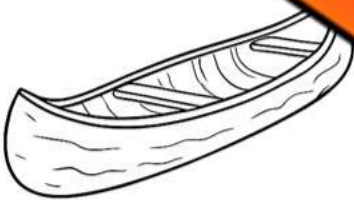
## Memory Game Cards

**Wampum Belt**

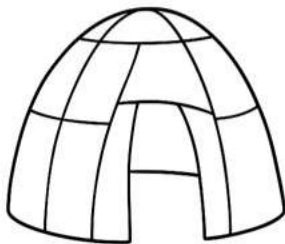
Beads used to show peace, stories, or a treaty agreement.

**Snow Shoe**

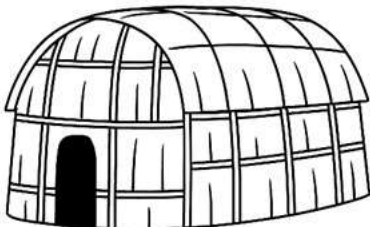
Wide shoes that stop your feet from sinking into deep snow.

**Birchbark Canoe**

A boat made from birch bark for use on rivers and lakes.

**Wigwam**

A small round home made with wood, bark, and animal skins.

**Longhouse**

A large wooden house where many families lived and stayed together.



## Cards

## Memory Game Cards

**Anorak**

A thick coat made from animal skin to keep warm.

**Three Sisters**

Corn, beans, and squash planted together to help each other grow.

**Red River Jig**

A Métis dance done with friends and family.

**Harpoon**

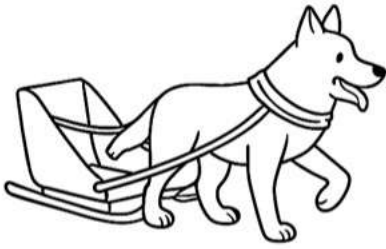
A long, sharp tool used to hunt seals and whales in water.

**Moccasins**

Soft shoes made from hide to keep feet warm and quiet.

## Cards

## Memory Game Cards

**Dog Sled (Qamutik)**

A sled pulled by strong dogs across snowy land and frozen ground.

**Soapstone**

A soft grey rock that Inuit carve into animals or tools.

**Fiddle**

A string instrument played by Inuit during songs and dances.

**Beaver Pelt**

Thick fur from beaver traded by First Nations for goods.

**Portage**

Carrying a canoe and supplies over land to next water.

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

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

## Unit Test – 1: Life of Indigenous Peoples Before Europeans Arrived

Total

/

Mark

/

1) Which is NOT a First Nation?

- a) Inuit
- b) Mohawk
- c) Ojibway
- d) Wendat

2) Which region do the Inuit live?

- a) Southern Ontario
- b) Atlantic Canada
- c) The Arctic
- d) Great Lakes region

3) Which First Nation was not part of the Haudenosaunee Confederacy?

- a) Mohawk
- b) Ojibway
- c) Seneca
- d) Oneidas

4) Which animal did the Métis rely on to survive?

- a) Deer
- b) Beaver
- c) Fish
- d) Buffalo

5) Who chose the chief for the Haudenosaunee First Nations?

- a) The clan mothers
- b) The strongest warrior
- c) The best hunter
- d) The former chief

6) Which one is NOT one of the Three Sisters?

- a) Corn
- b) Beans
- c) Wheat
- d) Squash

7) What language group do the Ojibwe belong to?

- a) Algonquin
- b) French
- c) Inuktitut
- d) Wendat

8) What is the Haudenosaunee Great Law of Peace?

- a) Rule of Nations
- b) Great Law of Peace
- c) Tree of Unity
- d) Peace Agreement

9) Which group used sod houses in winter?

- a) Haudenosaunee
- b) Métis
- c) Inuit
- d) Wolf

10) What is a canoe made from birch bark?

- a) Dugout
- b) York boat
- c) Kayak
- d) Birchbark canoe



Define

What do the terms below mean?

Mark

/

Term	Definition – What does it mean?
Wampum Belts	
Turtle Island	
Tree of Peace	

Short Answer

Answer the questions below.

Mark

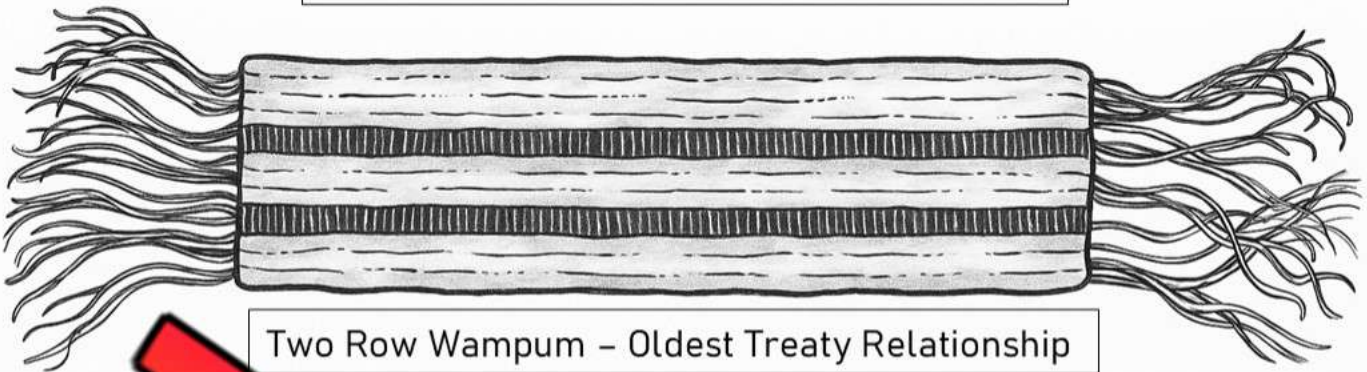
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1) Who are the Métis? Name two things they brought with them (music, shelter, food).

2) Did First Nations always get along with each other, or were there conflicts? Explain.

3) How did First Nations people travel? List and name three transportation methods.

## Two Row Wampum Belt



Two Row Wampum – Oldest Treaty Relationship

### Haudenosaunee and Dutch

In 1614, Monacan people entered their territory. The visitors were Dutch, from the Netherlands. The rest of the Haudenosaunee met with the Dutch.

The Dutch, who were big, thought they should be called “Father” and the Haudenosaunee “Son.” But the Haudenosaunee said they should be “Brothers,” to show they were equal.

### Two Row Wampum

As the two groups learned more about each other, they made an agreement. The Haudenosaunee made the Two Row Wampum belt to show the agreement. It was the first treaty between Europeans and Indigenous peoples.

The belt shows two lines to explain the deal. One line is the Dutch canoe. The other is the Haudenosaunee canoe. They travel side by side, and neither will cross the other's path.

### Treaty – Silver Covenant Chain of Friendship

The Dutch wrote down the agreement using three silver chains. These chains stood for three ideas the groups would follow. First, friendship. Second, peace. Third, the promise that the deal would last forever.

The silver chains showed the friendship. Silver can rust, but it can be polished when the brothers meet again. This was called the Silver Covenant Chain of Friendship.



Tawagonshi Document – Written Agreement of the Two Row Wampum Treaty

**Questions**

Answer the questions below using evidence from the text.

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

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

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**True or False**

Circle whether the statement is 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 the 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

**Summarize**

Write the important details from the reading passage.

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# Exit Cards

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

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

Mark

**Put a checkmark (✓) on the correct answer!**

1) The Two Row Wampum Belt shows...

One group travels ahead and leads the other

Two groups travel side by side, staying equal

2) Circle all who agreed to this treaty.

British

Dutch

Haudenosaunee

Inuit

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

Mark

**Put a checkmark (✓) on the correct answer!**

1) The Two Row Wampum Belt shows...

One group travels ahead and leads the other

Two groups travel side by side, staying equal

2) Circle all who agreed to this treaty.

British

Dutch

Haudenosaunee

Inuit

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

Mark

**Put a checkmark (✓) on the correct answer!**

1) The Two Row Wampum Belt shows...

One group travels ahead and leads the other

Two groups travel side by side, staying equal

2) Circle all who agreed to this treaty.

British

Dutch

Haudenosaunee

Inuit

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

Mark

**Put a checkmark (✓) on the correct answer!**

1) The Two Row Wampum Belt shows...

One group travels ahead and leads the other

Two groups travel side by side, staying equal

2) Circle all who agreed to this treaty.

British

Dutch

Haudenosaunee

Inuit

# Activity: Make A Treaty And Wampum Belt

## Objective

What are we learning more about?

Students will learn that treaties between Indigenous nations and others were based on trust, memory, and spoken promises. In pairs, students will make a paper wampum belt showing a shared agreement using beads or paper shapes. They will write what their symbols mean and role-play a treaty meeting to show respect and understanding.

## Materials

What do we need for our activity?

- ✓ Strip of black or purple construction paper (for the belt base)
- ✓ White, purple, or red beads or bead cutouts
- ✓ Glue sticks or white glue
- ✓ Markers or crayons and sentence strips
- ✓ Lined paper or sentence strips (for writing the agreement and meanings)



## Instructions

How do we complete the activity?

- 1) Start by talking about what treaties and wampum belts are used for by Indigenous peoples.
- 2) Work in pairs and talk about something you both agree to, like sharing or fairness.
- 3) Cut a strip of black or purple paper for your wampum belt.
- 4) Use white, purple, or red beads or paper shapes to design symbols that show your agreement.
- 5) Glue the beads or shapes in a neat pattern on your belt.
- 6) Together, write 1–3 sentences that explain your agreement and what each symbol means.
- 7) Practice acting out a treaty meeting where you both speak about your promise.
- 8) Present your wampum belt and treaty to the class and explain how it shows trust and respect.



**How To Guide**

Follow these steps to make a treaty and wampum belt.

	Step	Description
1	<b>Talk About Treaties</b>	<ul style="list-style-type: none"> <li>With your partner, talk about what treaties are and why Indigenous peoples used wampum belts.</li> <li>Treaties were promises based on respect and trust, not just written words.</li> <li>Think about how people showed agreements using symbols and stories.</li> </ul>
2	<b>Make the Belt Base</b>	<ul style="list-style-type: none"> <li>Take a long strip of dark paper (purple or black).</li> <li>This is your wampum belt and will show your agreement.</li> <li>You can draw the lines or shapes on the sides for decoration.</li> </ul>
3	<b>Create a Shared Agreement</b>	<ul style="list-style-type: none"> <li>Talk with your partner and agree on a message like peace, kindness, or fairness.</li> <li>Decide what you both will stand together for.</li> <li>Choose symbols or shapes that match your shared message.</li> </ul>
4	<b>Add Symbols to the Belt</b>	<ul style="list-style-type: none"> <li>Use beads or paper shapes to make your symbols.</li> <li>Try to use mostly purple and white.</li> <li>Glue the symbols on the belt in a clear, neat way.</li> </ul>
5	<b>Write the Meaning Together</b>	<ul style="list-style-type: none"> <li>Write 1–3 sentences that explain what each symbol means.</li> <li>Make sure it shows your agreement clearly.</li> <li>Use neat writing on a small strip of lined paper.</li> </ul>
6	<b>Role-Play Your Treaty Meeting</b>	<ul style="list-style-type: none"> <li>Pretend to be leaders making the treaty.</li> <li>Each person should explain the promise and what it means.</li> <li>Use your belt during the meeting to show your agreement.</li> </ul>
7	<b>Share With the Class</b>	<ul style="list-style-type: none"> <li>Present your wampum belt and treaty with your partner.</li> <li>Explain what your symbols mean and why your promise matters.</li> <li>Listen respectfully when others are presenting.</li> </ul>



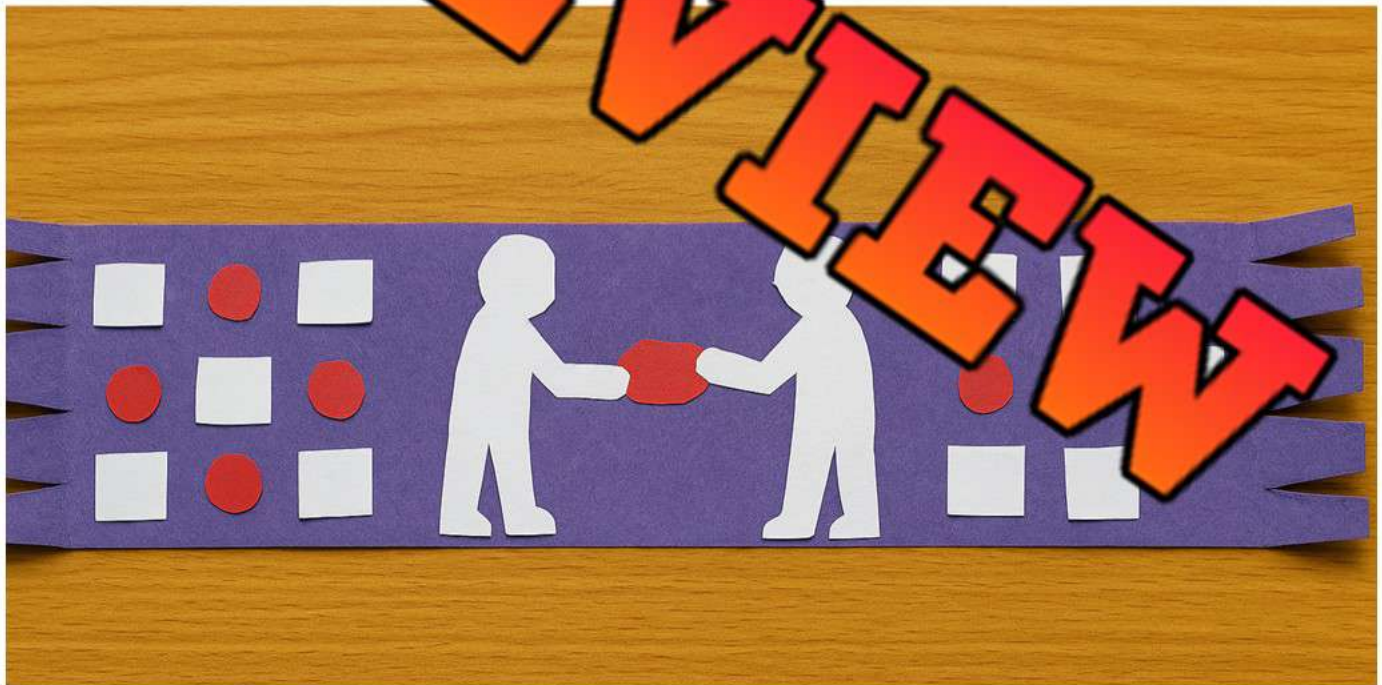
**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Teamwork</b>	Both partners worked together and shared ideas to design the wampum belt.
<b>Agreement Symbolism</b>	The belt clearly shows a shared agreement using shapes, colours, or people.
<b>Use of Material</b>	The paper, beads, and shapes were added neatly, with good effort shown.
<b>Creativity</b>	The belt includes detailed symbols and a creative design to show
<b>Explanation</b>	The student clearly explained what their belt means and how it shows their

**Example Craft**

Example Craft: "Team Promise"



*"My friend and I agreed to share and be kind to each other. We made a wampum belt to show our promise. The belt shows two people giving a gift to show peace, trust, and friendship."*

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

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Curriculum Connection  
A1.1, A2.4, A3.2

**Planning**

Answer the questions below.

**1) Names of Partners:**

**2) Our Agreement (Value):** What promise or value will your belt show? (Kindness, sharing, peace, helping, etc.)

**3) Why Did You Choose This Agreement?** Explain why this value is important to both of you.

**4) Symbols on the Belt:** Who or what will you show on your wampum belt?

**5) Steps You Will Follow to Make the Belt:** What you will do from start to finish.

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

**5) What Will You Say in the Presentation?** Write a short script for your class presentation.

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

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Curriculum Connection  
A1.1, A2.4, A3.2

**Sketch Your  
Wampum Belt**

Draw your wampum belt to help plan what you will make. Show people, shapes, or symbols on the belt. Include patterns, colours, and end cuts.

**PREVIEW**



**Rubric**

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Teamwork</b>	We did not work well together.	We worked together a little.	We shared ideas and helped each other.	We worked very well together and took equal parts.
<b>Agreement Symbolism</b>	Our belt had no clear meaning.	Our belt showed a simple idea.	Our belt showed a clear agreement.	Our belt showed a strong, thoughtful agreement with detail.
<b>Use of Materials</b>	Materials were not used well.	Some parts were added neatly.	Most parts were neat and showed care.	Everything was neat and very carefully made.
<b>Creativity</b>	Our belt had very few details.	Our belt had some creative shapes and colours.	Our belt had creative shapes and colours.	Our belt had very creative symbols and looked meaningful.
<b>Explanation</b>	We did not explain our belt.	We gave a short explanation.	We gave a clear explanation.	We gave a strong and detailed explanation of the promise.

**Teacher Comments**

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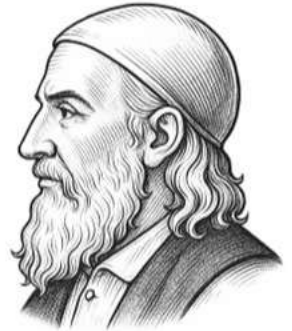
**Student Comments – What Could You Do Better?**

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# John Cabot

## Background

**John Cabot** was an Italian explorer who was born in 1450. Not much is known about Cabot from 1450-1497. Cabot was the second European after **Christopher Columbus** to explore North America. Although Cabot was Italian, he was hired by the King of England to search for unknown lands to find gold, spices, and anything else that might be valuable. The King was desperate to find out more about Columbus' recent discovery.



## Voyage 1

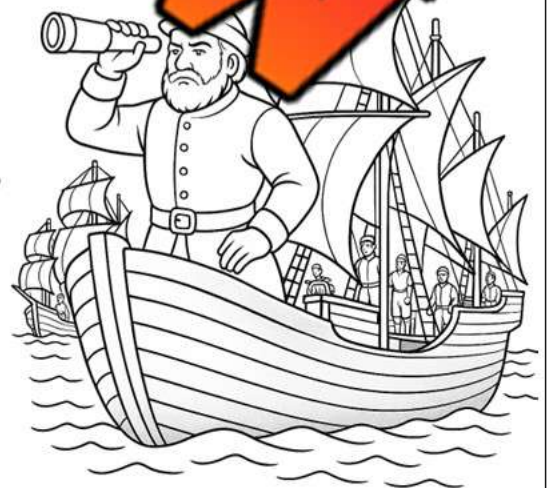
John Cabot set sail on his ship, called "**Matthew**" with 18 crew members. They travelled across the Atlantic Ocean and landed in what is now known as Newfoundland. He claimed the land for England and King Henry VIII. The King was so pleased with Cabot, that he rewarded him with 100 and a pension. He was also given funds for another voyage.



## Voyage 2

In 1498, Cabot went on his second voyage looking for Japan, which was home to valuable spices and gems. He was given 5 ships to travel west across the Atlantic. However, no one is 100% sure what happened next. Some historians believe he landed on the east coast of what is now Canada and explored this area. Others believe his ship was lost at sea following a bad storm. It was confirmed that one of the 5 ships did return to Ireland after the boat was damaged in a storm.

By 1499, Cabot was announced dead, although he was never seen again.





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

99

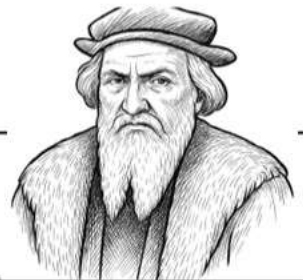
## Fill in the Blanks

Fill in the blanks using words from the word bank

### Word Bank

Trade	Cabot	England	Merchandise	Italian
North America	35	Money	Poor	Explore

John \_\_\_\_\_ was an \_\_\_\_\_ explorer who sailed for King Henry of \_\_\_\_\_. He is known for his discovery of \_\_\_\_\_ in 1497. He landed in \_\_\_\_\_ land with \_\_\_\_\_ to \_\_\_\_\_ with the First Nation \_\_\_\_\_ early on, which motivated him to \_\_\_\_\_ so he could earn \_\_\_\_\_ with his trades. The voyage from England to New \_\_\_\_\_ took \_\_\_\_\_ days.



## Questions

Answer the questions below

1) Why do you think European Explorers sailed to North America?

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2) What problems do you think explorers faced crossing the Atlantic Ocean?

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# Jacques Cartier

## Background

**Jacques Cartier** was a French explorer who will be remembered as the person who named Canada. He was born on December 31<sup>st</sup>, 1491 in Saint Malo, France.

## Voyage 1

In 1534, Jacques Cartier on his first voyage to North America to find spices and the passage to Asia.

Cartier was unsuccessful in his search for spices, but did stumble upon land – Newfoundland, also Prince Edward Island and the Gulf of the St. Lawrence. Upon arriving in America, he encountered First Nation people.



Cartier was worried the King would be upset if he returned to France empty-handed, so he decided to capture a Native American Chief. He captured a Chief named Donnacona and his two sons, Agaya and Taignoagny. When they returned to France, King Francis was so impressed with them that he sent him on a second voyage.

## Voyage 2

On his second voyage, Cartier travelled further into Canada along the St. Lawrence River. He reached Stadacona, where he and his crew were the first Europeans to spend the winter in what is now Canada. The bitter cold killed many of the crew.

## Voyage 3

Cartier returned once more after being told tales by First Nations of treasure further inland in Canada. Unfortunately, no treasure was found. He never returned to Canada again. Cartier died in France on September 1, 1557.

**True or False**

Circle whether the statement is true or false.

1) Cartier was an English explorer.	True	False
2) Cartier went on 3 voyages to the "New World" (North America).	True	False
3) Cartier was looking for diamonds.	True	False
4) Cartier is remembered as the person who named Canada.	True	False
5) Cartier was also looking for a passage to Asia.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) Do you think Cartier was a hero or villain? Explain.
2) Why do you think the winter killed many of Cartier's men?

**Order**

Put the following events in order. Number them 1-5.

Order	Event
	Cartier kidnapped Donnacona's 2 sons.
	Cartier was hired by King Francis to find spices, gold, and a passage to Asia.
	Cartier returned to France and never explored Canada again.
	Cartier and his crew spent the winter in Canada.
	Cartier discovered Newfoundland .

## Fill in the Blanks

Fill in the blanks using words from the word bank.

## Word Bank

St. Lawrence	Cartier	Voyages	Asia	France
Settlement	Kidnapped	Montreal	Weather	Conflict

Jacques \_\_\_\_\_ is known for his exploration of Atlantic Canada in 1534. He was commissioned by the King of \_\_\_\_\_ to find the Northwest Passage to \_\_\_\_\_, and the \_\_\_\_\_ river and eventually what is now known as \_\_\_\_\_. Cartier claimed the region for France and \_\_\_\_\_ a son of a Native American Chief. He returned to France, but made two more \_\_\_\_\_ voyages to the New World. Unfortunately, Cartier failed in his goal to create a permanent \_\_\_\_\_ because of poor \_\_\_\_\_ conditions, disease, and \_\_\_\_\_ with the First Nations.

## Questions

Answer the questions below.

1) How might life today be different for the people in Canada if Cartier had established a permanent settlement for France?

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2) What do you think would be the most devastating for the explorers: winter in present-day Canada, disease, or spending two months on a ship?

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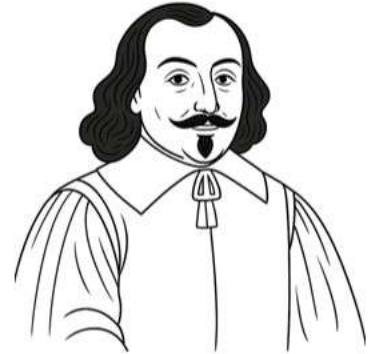
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# Samuel De Champlain

## Background

Samuel de Champlain was a French navigator, cartographer, and explorer. He is remembered as being the first European to set up a permanent settlement in Canada, named Quebec City.



## Voyage 1 & 2

Champlain's first voyage in 1603 was to check out the land the French had claimed in what is now known as Canada. At the time, it was called "New France". On the second voyage in 1604, Champlain brought settlers to New France to where is now known as Nova Scotia to explore the area. Although this voyage was unsuccessful, Champlain explored the area to learn about the land.

## Voyage 3

In 1608, still determined to colonize New France, Champlain travelled further into Canada along the St. Lawrence River. He stopped in what is now Quebec City, and set up a trading post there. He made alliances with the Wendat people to trade beaver furs for guns, metal items (pots, pans, knives), and beads. Champlain would send the furs back to France to be sold. This was the first trade alliance between the First Nations and European explorers. Champlain became friends with the Wendat/Huron and even battled the Iroquois with them. The Iroquois had no match for the European guns and were defeated.

During the French and English war for New France, Champlain was captured by the English. After the war, he was released and went back to Quebec, where he eventually died on December 25, 1635.



Champlain Fighting with the Huron  
Against the Haudenosaunee

## Fill in the Blanks

Fill in the blanks using words from the word bank.

## Word Bank

Colony	Weapons	Tools	France	9	Winter
Quebec City	Champlain	Settlers	French	Fur	-

Samuel de Champlain was a \_\_\_\_\_ explorer who was the first to establish a \_\_\_\_\_ in the "New World". He took 32 \_\_\_\_\_ to begin setting up a \_\_\_\_\_ the "New World". He would trade \_\_\_\_\_ and \_\_\_\_\_ First Nations for furs. Then he would send the furs back to France to sell for a profit. Unfortunately, a very cold \_\_\_\_\_ in Quebec City led to only \_\_\_\_\_ of the 33 settlers surviving. He would send more settlers and \_\_\_\_\_ spent the rest of his life managing French interests for France in Quebec.

## Questions

Answer the questions below.

1) Since Champlain traded with First Nations, do you think \_\_\_\_\_ with \_\_\_\_\_?

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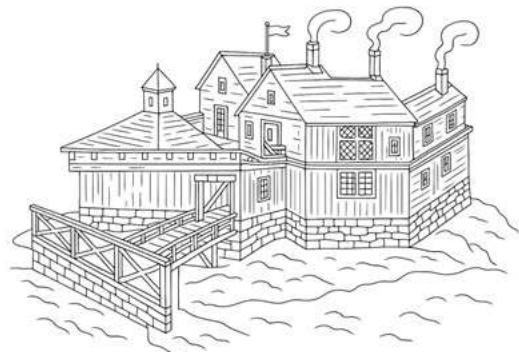


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2) Describe what you see in Quebec City's first settlement?




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## Storytime: The Day The Boat Came

**Draw**

Draw pictures to illustrate the story.

### A Wendat Boy and a French Explorer Meet at the River

My name is Tekahionwake, and I live in a Wendat village near the shores of the St. Lawrence River. It is the year 1609. Every morning, I walk to the river with a bucket to get water for my mother. The trees are tall, and the birds sing happily in the clear air.

**PREVIEW**



One morning, I saw something strange. A large wooden canoe, bigger than I had ever seen, was coming down the river. It had white cloths blowing in the wind and men with pale skin and long coats. I ran to tell the elders. We had heard of these people before—the French. Some called them “strangers from across the water.”

**PREVIEW**

The man leading the boat said his name was Samuel de Champlain. He had come from France, across the Atlantic Ocean. He told us his country wanted to trade and explore. He showed us metal tools, glass beads, and red cloth. I had never seen anything like it before.

In return, my father showed him our furs. The Wendat were known for trading beaver pelts. We hunted in the forests and carried goods in our birchbark canoes. Champlain said one beaver pelt was worth one metal pot in his country. At the time, beaver hats were popular in Europe, and they paid a lot for them.

**PREVIEW**

Champlain could not speak our language, so he pointed and used hand signs. One of our elders spoke a little French from a past trader. They talked about working together. The French wanted fur, and we needed strong tools. We made an agreement that day.

That night, we sat around the fire. My mother made corn soup while I held the shiny knife Champlain gave us. It was heavy and sharp. Much better than our stone knives.

**PREVIEW**

I did not know then that this meeting would change our lives forever. More French people would come. We would learn from them, and they would learn from us. But not everything would stay peaceful. That was only the beginning.



# New France

## What was New France?

In the 1530s, France sent explorers to find new land. They travelled west and landed in the Atlantic parts of Canada. Many of the explorers ventured through the St. Lawrence River,



which allowed them to get further inland in present-day Canada. Over the next two hundred years, France began an attempt to colonize this New World. **Colonize** means they sent people to live in a new region but still be under their old country's name. Colonizing is a way for a country to expand their territory as it creates new colonies around the world. France named their new colony "**New France**."

## Challenges of New France

Colonizing a new territory is difficult, as the environment can overwhelm the settlers. A **settler** is someone who travels to a new colony or region and settles there. Settlers had to deal with three main challenges when they landed in New France.

- 1) The harsh, cold winters in New France
- 2) The lack of food available and the fact that they didn't know how to hunt these new lands or know if the soil was good for growing
- 3) They didn't know who the indigenous people were and if they would welcome the French. **Indigenous people** are people who lived in an area from the beginning or before others arrived.



## Reasons for Exploring and Colonizing the New World

The **New World** was a term used to describe this land west of Europe that we now call North America. The explorers who found the New World were looking for shipping routes to Asia to allow the French traders to import silk. They were also looking for precious gems and metals such as gold to make France rich.

**True or False**

Circle whether the statement is true or false.

1) The settlers used the Fraser River to get inland in Canada.	True	False
2) Colonize means to send settlers to a new place and control it.	True	False
3) Colonizing is a way for countries to expand their territory.	True	False
4) Settlers are people who stay in their country.	True	False
5) Living in New France was easy for settlers.	True	False

**Questions** Answer the questions below using evidence from the text.

1) What is it meant to colonize a new region? Why would countries want to colonize?

2) What challenges did settlers face when living in New France?

**Questioning**

Write 3 questions you have about the reading.

1)	_____ _____
2)	_____ _____
3)	_____ _____



# 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 came looking for gold and spices, but he found lots of fish instead! While drying the fish in North America, the First Nations grew interested in the Europeans' metal tools and cloth. They started trading mink, beaver, and fox furs for these items. The furs were then sold in Europe to make fashionable hats.

## French Explorer - Samuel de Champlain

The fur trade continued to grow. Champlain saw how to keep it going all year long. He built a fort at Quebec City, the first European settlement in North America. Before this, Europeans only came to visit. They didn't stay. This helped keep trade steady and made a lot of money for everyone.



## English Response

England became jealous of the money made in the fur trade. English traders, Pierre Esprit de Radisson and Médard des Groseilliers, came to the Hudson's Bay area. In 1670, the King started the Hudson's Bay Company. He gave the two Frenchmen control. At these posts, beaver furs were traded for guns, beads, cloth, and other metal tools.



Radisson and des Groseilliers trading fur with the Cree in the North - 1662

## End of the Fur Trade

In the 1800s, the fur trade was still strong, but competition between the French and English led to war over the fur trade and land. The English won and took control. Fur trading stayed popular until the 1900s, when fur hats went out of fashion. People also started caring more about animals and didn't want them to be harmed.



**Questions**

Answer the questions below using evidence from the text.

1) What was the fur trade?

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2) Which two countries fought over the fur trade? How did it end?

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**Multiple Choice**

Circle the correct answer.

1) Which country started the fur trade?	France	England
2) The furs were often made into_____.		Hats
3) The First Nations wanted_____.	Metal	Food
4) Who setup the first trading post?	Samuel de Champlain	Robert de La Salle
5) Which bay had the thickest furs?	James Bay	St. Lawrence Bay

**Visualization**

What were you picturing while you were reading? Explain it.

	_____
	_____
	_____
	_____
	_____
	_____

# Exit Cards

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

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

Mark

**Circle the correct answer.**

1) What animals were traded for their fur?	Bears
	Beavers
2) Who started the Hudson's Bay Company?	The British
	The French
3) What were furs used to make?	Hats
	Boots
4) Who got jealous of the French fur trade?	Spain
	England
5) Who helped start the first French trading post?	Champlain
	Radisson

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

Mark

**Circle the correct answer.**

1) What animals were traded for their fur?	Bears
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2) Who started the Hudson's Bay Company?	The British
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	England
5) Who helped start the first French trading post?	Champlain
	Radisson



# Fur Trade And The Métis People

## The French and the First Nations

For the most part, the relationships between the French and the indigenous people was based on fur trading. As these trading relationships got stronger, many of the **coureurs des bois** lived with the First Nations they traded with. Some of the French ended up marrying First Nations women and their relationship with the First Nations grew even stronger as they became family. Some of them even learned survival skills from the First Nations to help them survive in the cold climate of the area.



## Intermarriage

In New France, a French settler could only marry an indigenous woman if the woman was baptized into the Catholic Church. This wasn't always the case for indigenous women, so many of the relationships existed without the Church's blessing.

## The Métis

The children in these families were called Métis. A **Métis** person is someone who has ancestors from a First Nations member and a European member. For the **coureurs des bois**, it was often a French father and a First Nation mother.

## Métis Settlement

Many Métis families began to settle together in Métis communities. The first Métis communities were on the western side of the Great Lakes, in the present-day province of Manitoba. Later, the Métis communities expanded further west.





**True or False**

Circle whether the statement is true or false.

1) The Métis are people with First Nation and European ancestry.	True	False
2) Many coureurs des bois men married First Nation women.	True	False
3) The Métis settled in communities west of Ontario, in Manitoba.	True	False
4) The Catholic Church never allowed Europeans to marry First Nations members.	True	False
5) The coureurs des bois learned survival skills from the First Nations.	True	False

**Question** Answer the questions below using evidence from the text.

1) What relationships do French have with Indigenous peoples?

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2) Who are the Métis? Why did some men marry and live with First Nation women?

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**Cause and Effect**

What happened because of this?

1) What happened because of French traders marrying Indigenous women?

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2) What happened because the Church didn't allow all intermarriages?

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3) What happened because Métis families moved farther west over time?

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# Exit Cards

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

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

Mark

**Circle yes or no for each question.**

1) Did French men always marry women approved by church?

Yes

No

2) Were all Métis families started in eastern Canada?

Yes

No

3) Did coureurs des bois stay close to their homes?

Yes

No

4) Did the King try to stop illegal fur trading?

Yes

No

5) Did Métis culture include both Catholic and traditional beliefs?

Yes

No

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

Mark

**Circle yes or no for each question.**

1) Did French men always marry women approved by church?

Yes

No

2) Were all Métis families started in eastern Canada?

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Yes

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5) Did Métis culture include both Catholic and traditional beliefs?

Yes

No

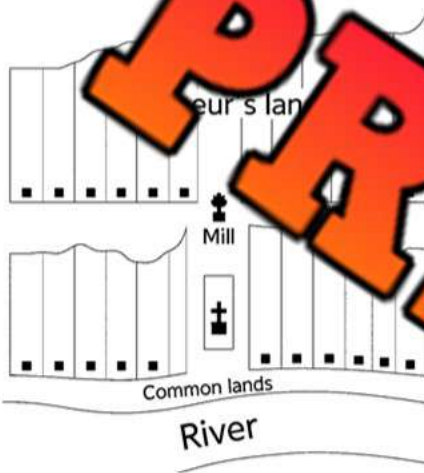


# Seigneurs And Habitants

## Settlers in New France

The explorers and fur traders were the first two groups that lived in New France. After they settled, farmers were sent to develop the land. The farmers were divided into two main groups – seigneurs and habitants.

### Seigneurs and Seigneuries



The men that the king of France liked were called **seigneurs**. A seigneur was someone who may have supported the king back in France, or perhaps was a soldier who fought well in war.

Either way, the seigneur was rewarded with a **seigneurie**, which was a large piece of land that was often 5 kilometres by 10 kilometres. A seigneurie was too big for one family to develop, so he had to give **habitants** (a farm family) to live on it and help develop the land.

A seigneurie had fields that were long and narrow so that the habitants could have access to water. Seigneuries were set beside the St. Lawrence River so that the water could be used for farming, transportation, fishing, and other activities. The seigneur would keep a large section of the land to provide a church and mill for the habitants.

### Habitants

The farm families that worked on the fields on the seigneurie were called **habitants**. Habitants worked very hard and had lots of responsibilities, like cutting and clearing the land, growing crops, and raising animals. Habitants didn't live on the land for free. They needed to give a portion of their crops to the seigneurs as well as pay taxes to the Church and to the government. They also had to work without pay for ten days a year on the seigneur's personal fields.





**True or False**

Circle whether the statement is true or false.

1) A habitant was someone who the king treated well with a seigneurie.	True	False
2) Seigneurs were given seigneuries, which were large areas of land.	True	False
3) Habitants were farm families that lived on seigneuries.	True	False
4) Habitant families didn't have to pay anything to their seigneurs.	True	False
5) Seigneurs were soldiers or people who supported the King of France.	True	False

**Questions** Answer the questions below using evidence from the text.

1) What are the differences between a seigneur and a habitant?

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2) What responsibilities did the habitants have on the seigneur's land? Was it fair?

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**Word Hunt**

Find 3 important words in the text and explain them.

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## Citizens Of New France

### Population of New France

In 1666, the population of New France was 3215 people. Most of the people living in New France were men, with a total of 63 percent of the population. 37 percent of women in New France is. How the population breakdown we see. men and women make up 50.48 percent of the population, which is more than the 49.52 percent of males.



### Jobs in New France

Only men could become skilled workers in New France where they specialized in one trade. These men had a higher social status compared to the farmers who worked in their fields all day. The top 7 jobs are listed below.

Occupation	Description
<b>Soldiers</b>	New France needed to defend its territory with soldiers.
<b>Carpenters</b>	The land was undeveloped. They needed carpenters to build houses and buildings.
<b>Masons</b>	A mason is a builder who works with stone. Masons built strong buildings.
<b>Tailors</b>	A tailor makes clothing. Remember, they handcrafted clothing in New France.
<b>Merchants</b>	Merchants were people who owned stores. They bought and sold items.
<b>Bakers</b>	Bread represented 60-85 percent of the total food intake in New France.
<b>Millers</b>	A miller someone who works in a grain mill producing grain for bread.

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

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Curriculum Connection  
A3.4

### True or False

Circle whether the statement is true or false.

1) In 1666, the population of New France was 3215 people.	T	F
2) There were more women than men in New France.	T	F
3) Farmers had the best jobs in New France.	T	F
4) One of the most important jobs was soldier to defend New France.	T	F
5) Women could become skilled workers and have jobs like masons or bakers.	T	F

### Questions

Answer the questions below using evidence from the text.

1) Why do you think there were more men living in New France in 1666?

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2) Which jobs do you think were the most important?

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### Reflection

There weren't nearly as many opportunities to find jobs in New France. Which job would you choose? Explain why.

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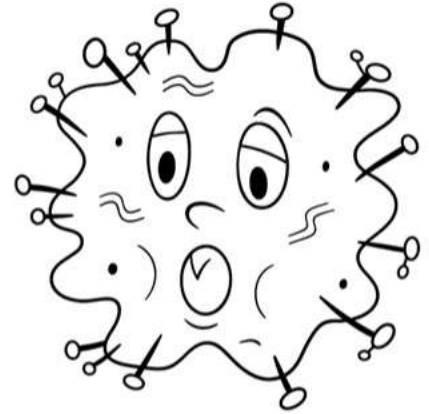
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# Smallpox

## Epidemic

An **epidemic** is an infectious 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, backache, and diarrhea.



## First Contact - Transmission of Diseases

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

When they landed in North America, these dangers would spread their diseases to the people they contacted. Smallpox, measles, typhus, and influenza did not exist in North America before Europeans came. First Nations had never been exposed to them. This meant they had no antibodies to fight off these diseases.

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



## Disease Warfare

Some Europeans even used smallpox as a weapon. There are stories of Europeans getting used blankets from a hospital treating smallpox and giving these blankets to the First Nations as gifts. William Trent, who was a European trader, wrote of a meeting with two First Nations: *"we gave them two Blankets and a Handkerchief out of the Smallpox Hospital. I hope it will have the desired effect."* They wanted to kill the First Nation peoples so they could have the land to themselves.

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

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Curriculum Connection  
A1.1, A1.2, A3.5

### Multiple Choice

Circle the correct answer.

1) An epidemic is the spread of _____.	Disease	Fire
2) A symptom of smallpox is _____.	Joint pain	Rash
3) Epidemics are usually caused by poor _____.	Hygiene	Sleep
4) Which disease was the worst?	Typhus	Smallpox
5) The percentage of First Nations killed by epidemics was ____.	58%	93%

Question 1 Write the answers to the questions below using evidence from the text.

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

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2) What do you think of William Trent?

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### Fill in the Blanks

Fill in the blanks from information in the reading.

- 1) The First Nations had no \_\_\_\_\_ to fight diseases.
- 2) Some Europeans used smallpox as a \_\_\_\_\_.
- 3) Smallpox was one of the worst \_\_\_\_\_ in history.
- 4) Diseases were caused by poor hygiene on \_\_\_\_\_.
- 5) Smallpox is a very \_\_\_\_\_ disease because it spreads easily.



## Role Play – First Contact

### Objective

What are we learning about?

Students will act out the first meeting between European explorers and Indigenous peoples to learn about the different outcomes of contact, including shared knowledge and the problems caused by conflict and disease.

### Materials

What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



### Instructions

How will we complete the activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.



**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Pretend you are really a person from that time. Show how your character feels, talks, and acts in the early contact between Europeans and First Nations.
<b>Voice</b>	Speak clearly and loud enough for others to hear. Use a voice that matches your character's job, feelings, and role in the story.
<b>Movements</b>	Act out how your character would at home, during trade, or in a meeting. Use movements that make your character feel real.
<b>Stay In Role</b>	Keep acting like your character the whole time. Even if it feels funny, don't break out of your role. Stay serious and focused.
<b>Teamwork</b>	Be a good team member. Share your ideas, take turns, and include everyone in the role-play.

**Scenario Cards**

Cut out the topics below.

Scenario	Description
1 Jacques Meets the Wendat by the River	A French explorer named Jacques arrives by boat with his crew. They set up camp near a river in a forested area. Not long after, they meet members of a Wendat village. At first, both groups are nervous. They don't speak the same language, so they use gestures and drawings in the sand. Jacques offers beads and iron knives. The Wendat share roasted fish and show the explorers how to make shelter. Over time, the two groups grow more curious about each other, but one of Jacques' men becomes sick. The Wendat don't understand the illness and worry it could spread. Tension grows when the explorer insists on staying in the area.

## Scenario Cards

Cut out the topics below.

Scenario	Description
2 The Mohawk and the Dutch Make a Deal	<p>A Dutch trading group arrives with boats full of metal tools and wool blankets. They are hoping to trade with the Mohawk. When they meet the Mohawk leaders, they offer many goods and ask for furs. The Mohawk agree but explain their rules for trade. They don't like how the Dutch call themselves "superior" and expect the Mohawk to follow them. The Mohawk suggest they call each other "Brothers" instead. At first, the Dutch do not agree. Later, a Mohawk tells a story about respect between equals, and the Dutch slowly change their minds. Together, they make an agreement and create the Two Row Wampum to show their friendship.</p>
3 Champlain and the Wendat Plan for Battle	<p>Samuel de Champlain travels down the St. Lawrence River and reaches a Wendat village. He is welcomed to a feast. He gives metal cooking pots and tools. In return, the Wendat show him their gardens and how they grow corn, beans, and squash. Later, Champlain asks the Wendat for help in fighting a rival group. Some Wendat leaders agree, but others disagree. They plan a battle with the Iroquois. When the day comes, Champlain uses his guns for the first time in front of the Wendat. He saves a lot of lives, but some people feel unsure if this is truly the right way.</p>
4 The Haudenosaunee Longhouse Council Meeting	<p>A Haudenosaunee village prepares for a special gathering. Leaders from different clans meet under a large longhouse to talk about a new group of French traders who want to settle nearby. Some clan mothers believe they should be careful. Others think trading will help their community. The chiefs gather around the fire to speak about their worries. At the same time, a young Haudenosaunee girl sneaks close to listen and learns about how decisions are made in the Grand Council. The next day, the French arrive with gifts. They are invited into the longhouse to speak. The council must now decide whether to accept the new settlers or not.</p>



## Scenario Cards

Cut out the topics below.

Scenario	Description
5 A Blanket That Changed Everything	<p>A French trader gives a blanket to an Algonquin child during a peaceful visit. The child becomes very sick with smallpox. Soon, other children in the village show spots and fevers. The elders try their best to heal them, but the sickness spreads fast. The Algonquin begin to blame the French, even though the traders did not know the blanket carried disease. The two groups must talk to decide what to do next. Some want to stop trade forever, while others want to find a way to safely move forward. Sadness and fear fill the village, but they must come together.</p>
6 The Wendat and the Sneaky Fur Traders	<p>A Wendat family is sleeping in their longhouse when they see smoke in the trees. A group of traders (some are not official fur traders) arrive. These traders are not official and do not follow the rules. They offer shiny trinkets and ask for beaver pelts. The Wendat father is unsure if he should trade. He invites them for a meal. That evening, they tell songs and stories. The next morning, the traders are caught sneaking into the storage area. The Wendat decide to hold a small village meeting. The community must decide whether to forgive the traders or send them away.</p>
7 The Jesuit Visitor and the Wendat Elder	<p>A Jesuit missionary arrives at a Wendat village, hoping to teach the people about the Catholic religion. He brings crosses, prayer books, and a small bell for gathering people. At first, the Wendat are kind and invite him to share a meal. The Jesuit builds a small chapel and begins preaching to the children. But the village elder becomes worried because the missionary says the Wendat stories are wrong. The two talk late into the night about belief and respect. Later, some Wendat start to follow the Jesuit, while others grow upset. A big decision must be made by the community.</p>



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

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Curriculum Connection  
A1.3, A2.2, A3.5

My Role

Draw a picture of what your character did during the role-play.

**PREVIEW**

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

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Curriculum Connection  
A1.3, A2.2, A3.5

Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	No effort shown	Tried but not in role	Good role-playing	Very creative and realistic
<b>Voice</b>	Hard to hear	Sometimes clear	Clear and fits the role	Always loud and expressive
<b>Matching actions</b>	Not matching actions	Some actions, not clear	Good, matching actions	All actions matched perfectly
<b>Stay in Role</b>	Often broke out of role	Sometimes out of character	Mostly stayed in role	Never broke character
<b>Teamwork</b>	Did not help group	Helped a little	Shared ideas, joined in	Shared, helped, worked great

Teacher Comments

Mark

Student Comments – What Could You Do Better?

# First Nations Loss Of Land

## New France and Indigenous Nations

France saw Indigenous nations as allies. France needed them to survive the difficult climate of present-day Canada. They also relied on them to find furs as part of the **fur trade**, which earned France a lot of money.

The French had such strong relationships with the Indigenous nations that many of them married Indigenous women. The French respected the land of the Indigenous. They didn't remove Indigenous groups from their land.

There were some enemies with some First Nations, like the Haudenosaunee. This was unavoidable because the French had a strong relationship with the **Wendat** and **Algonquin**, which were enemies of the Haudenosaunee.

## British Relationship with Indigenous Nations

The British allied with the Haudenosaunee in their hopes of taking over the fur trade from the French, Wendat, and Algonquin. Over time, the British won control, as they took control of New France.

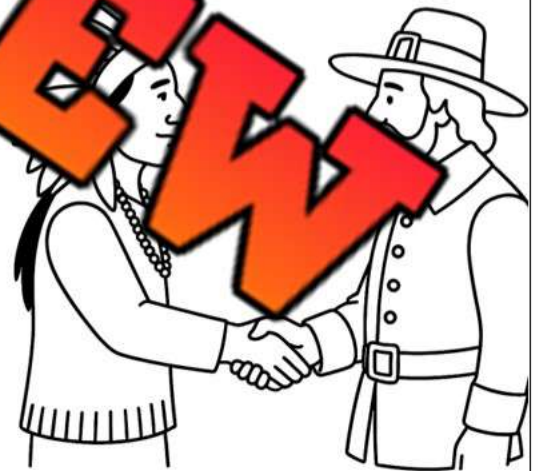
After the British victory, they signed many treaties with Indigenous nations in order to claim land for Britain.

## The Treaty of Niagara: 1764

24 First Nation groups accepted the **Royal Proclamation** and stopped fighting with Britain. The other groups rejected the **treaty** and continued fighting.

## The Numbered Treaties: 1871 – 1921

11 treaties were signed from 1871 to 1921 to provide Canada with the land that previously belonged to the First Nations. Canada wanted the land to send settlers west so they could populate the rest of the Canadian provinces. Treaty Number 1 was for valuable land in Manitoba, where Indigenous groups, including the Métis, received 3 dollars each as a one-time payment, and families of 5 or more received \$15 per year.





**Yes or No**

Answer each question with yes or no.

1) Did the French remove Indigenous groups from their traditional land?	Yes	No
2) Did the British sign treaties before winning control of New France?	Yes	No
3) Did all Indigenous groups agree to the Treaty of Niagara?	Yes	No
4) Were the Haudenosaunee always enemies of the British settlers?	Yes	No
5) Did the Métis receive yearly payments from Treaty Number 1?	Yes	No

**Questions**

Answer the questions below using evidence from the text.

1) Did the French or British have a stronger relationship with the Indigenous people? Explain why you think so.

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2) Did the British give a fair deal to the Indigenous people? Do you think the Indigenous people today feel they were treated fairly?

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**Who Am I?**

Who or what is being described? Use the clues below to answer.

1) I was signed in 1764 and accepted by 24 groups.	
2) I made friends with the Wendat and Algonquin nations.	
3) I helped Britain take over New France by forming alliances.	
4) I got \$15 a year if my family had five people or more.	
5) I was used by France to earn money from fur.	

# New France Effects On Quebec

## The Effects of New France on Quebec

Even though control of New France was taken by the British, the people living in New France stayed and continued to keep their French culture. The British tried to convert the French colonists to their British ways but were unsuccessful. The French increased their population by having babies, and they passed on their French culture and language to the next generations.

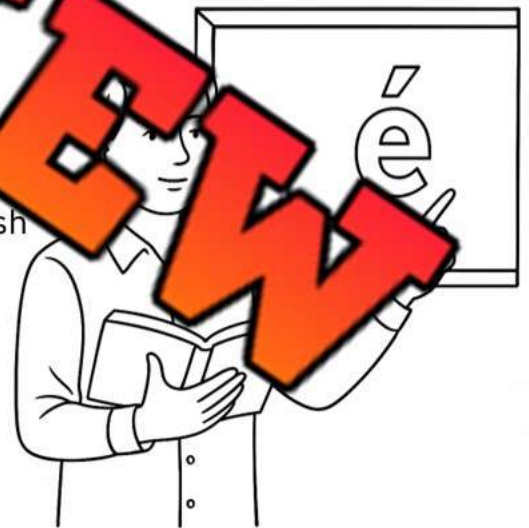


## Canada and the Protection of Quebec

As Canada became a country, the French wanted that their culture and language be protected in Quebec. They were able to pass provincial laws that help make sure French will continue to be the first language in Quebec.

## Quebec's Bill 101

- States that French is the official language in Quebec
- No business signs in Quebec can be written in English
- French must be the language spoken in the courts, government, educational system, and businesses
- Businesses could not have English names



## The Province of Quebec Today

Many English-speaking people living in or visiting Quebec have challenged Quebec's Bill 101. They find it difficult to understand signs, maps, and other important information. But, if Quebec used more English, more English people would move to Quebec, causing them to possibly lose their French culture.



**True or False**

Circle whether the statement is true or false.

1) The people living in New France continued their French culture.	True	False
2) Quebec's Bill 101 protects French culture in Quebec.	True	False
3) You could move to Quebec and start an English business.	True	False
4) Bill 101 helps keep French the official language in Quebec.	True	False
5) Without Bill 101, Quebec could become less French and more English.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) How has New France affected the culture of Quebec today?

2) Why is Bill 101 important? What might happen without Bill 101?

**Word Search**

Find the words in the word search.

French	British
Quebec	Language
Culture	Law
Bill	English
Signs	Courts
Government	Businesses

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



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

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

## Unit Test – 2: Life of Indigenous Peoples Before Europeans Arrived

Mark

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1. The first treaty signed between Europeans and Indigenous was\_\_\_\_\_.

- a) The Numbered Treaties
- b) Two Row Wampum
- c) The Royal Proclamation
- d) Treaty of Niagara

2. Samuel de Champlain was an explorer from which country?

- a) France
- b) Britain
- c) Spain
- d) Italy

3. Which explorer is credited with naming Canada?

- a) Champlain
- b) Cabot
- c) Cartier
- d) Fraser

4. The French made an alliance with which First Nation?

- a) Haudenosaunee (Iroquois)
- b) Wendat (Huron) and Algonquin
- c) Ojibway
- d) All of the above

5. Which animal was the most valuable in the fur trade?

- a) Beaver
- b) Fox
- c) Mink
- d) Buffalo

6. Why did French fur traders marry Indigenous women. Their children are \_\_\_\_\_.

- a) Indigenous
- b) European
- c) Metis
- d) Canadian

7. The best beaver furs were found where?

- a) By the Great Lakes
- b) In the north
- c) In New France
- d) Along the St. Lawrence River

8. The First Nations traded for European goods.

- a) Weapons (guns, axes, knives)
- b) Blankets
- c) Metal pots and pans
- d) All of the above

9. Which disease was deadly to the Indigenous peoples?

- a) Scurvy
- b) Smallpox
- c) Measles
- d) All of the above

10. Which disease was deadly to the Europeans?

- a) Scurvy
- b) Smallpox
- c) Measles
- d) All of the above

Define

What do the terms below mean?

Mark

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Term	Definition - What does it mean?
New France	<hr/> <hr/> <hr/>
Seigneur	<hr/> <hr/> <hr/>
Treaty	<hr/> <hr/> <hr/>

Short Answer

Answer the questions

Mark

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1) Why did European explorers come to New World?

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2) What did the Europeans learn from Indigenous peoples?

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3) What relationship did Champlain and the French have with the Wendat and Algonquin? How did they help each other?

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Long Answer

Answer the questions below.

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1) What was the fur trade? What was traded? Who traded what? Who were the coureurs de bois? How did Indigenous peoples benefit? How did the Europeans benefit?

2) Who do you think benefitted more from the interactions between Indigenous peoples and Europeans? Make sure to include 5 reasons for your opinion.

**PREVIEW**