



Aboriginal Peoples Early Aboriginal Peoples March - April 2013 Days 4 to 6



Literacy Links:

Although there are many differences between First Nations, there are commonalities as well. For example, all First Nations were dependent on the land for survival and prosperity. All First Nations were hunters and gatherers. Some were also farmers. Without the skills and knowledge to hunt and fish and to gather food and medicines, First Nations would not exist today. Another commonality is that all First Nations lived in organized societies. Individuals, families and larger groups of people, such as clans, tribes and Nations, behaved according to a broad range of agreed-upon social, political and economic values. A third commonality was trade. Expansive trading practices contributed to the growth and development of First Nations cultures. These practices also enabled many to respond to the fur trade as competitive, efficient trading partners with Europeans. For the next few days, kids will explore family, transportation, food, clothing and culture of many First Nations peoples.

Music/Songs: Drums, percussion instruments, *Native Canadian music*, Storytelling songs

Display Table: Books, dream catchers, sculpture, totem poles, lacrosse equip., corn, baskets, leather squash, corn, beans, pepperoni sticks, berries, cornbread and popcorn.

Books: *Native Group Books* by Christine Webster (Huron, Iroquois, Algonquian, Metis, MikMaq etc.)

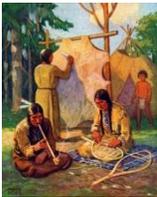
Fieldtrip: Perch of Perception -

Video: Pocahontas I - Disney; Native Americans Nat. Geog Kids; Cesar's Bark Canoe (NFB)

Did you know? *Canada* or *Kanata* - means "village" or "settlement" in the Huron-Iroquois language.

Lesson 1: Aboriginal Clothing

Clothing of First Nation peoples depended on the climate (weather) and the resources they had to make them. The Inuit needed warmth in the Arctic climate and found that caribou fur worked well and sealskin made boots that were waterproof. People of the Northwest Coast found that the inner bark of cedar trees was good for making skirts and capes and used spruce roots to make waterproof hats. The Plains people hunted wild animals like buffalo and moose, so they made dresses, breechcloths, leggings and mocassins with animal hide.



In order to make hide out of buffalo skin, First Nations people would scrape the skin on one side to remove fat, and then scrape the other side to remove fur. Then they stretched the skin on a wooden frame and rubbed it in a liquid made from the buffalo's meat. Next, they soaked the skin in water to soften it further. After drying, they stretched it near a fire and rubbed it with a rock.

Write the groups (Inuit, Northwest Coast, Plains and Eastern Woodlands) on the board as you discuss the clothing (transportation and food). Provide pages 34-35 for grades 4-6. Then go over the clothing used typically for men, women and children of the Eastern Woodlands (pages 36). For kids grades 2-6, help them read (if needed) and answer worksheet questions on pages 36-37).

Lesson 2: Transportation:

First Nations created several means to travel efficiently in an environment with so many streams, rivers and lakes. The snowshoe, toboggan and canoe (particularly the light and maneuverable birchbark canoe), allowed First Nations living in colder, wintry climates to travel across the land at different times of the year.



For example, First Nations faced with long, cold winters designed and constructed **snowshoes**. Snowshoes were a light, quick way to travel across deep snow. Without

them, hunters could not pursue large animals like caribou, deer, elk and moose or smaller game and fish. Different groups designed several different shapes of snowshoes but all designs had a curved wooden frame, harness and rawhide thongs that crisscrossed to support the walker.



Another winter First Nations (MikMaq) invention was the **toboggan**. Originally, these toboggans were made of bark and animal skins and long, thin pieces of wood (usually cedar - 2 metres long) to transport food and furs and heavy loads over deep snow.

Try to push a box of books across the room or snow then put them on a toboggan! Discuss...

Aside from walking, the main way to travel for all First Nations was the **canoe**. How many



kids have ridden in a canoe? From the Rocky Mountains to the East Coast, bark-covered canoes enabled hunters and fishers to get food and for families to move to better sites. There are several different types of canoes, like

the dug-out and birchbark canoes. Provide kids with the worksheets on transportation and help them with reading/understanding. Encourage kids to work while watching the mostly silent

Internet Video (57 min) of *Cesar's Bark*. Building a canoe solely from the materials that the forest provides may become a lost art, even among the natives whose traditional craft it is.

In this film, César Newashish, a sixty-seven-year-old Attikamek, Native of the Manowan Reserve north of Montreal, builds a canoe in the old way, using only birch bark, cedar splints, spruce roots and gum. Pass around popcorn - corn is a staple grown by most First Nations.

Lesson 3: Food

You'll need squash, corn, beans, pepperoni sticks, berries, cornbread and any leftover popcorn. Aboriginal peoples made good use of the land and sea to find a large variety of healthy foods.

- The **Iroquoians** were farmers who grew **corn, beans and squash** (known as *the three sisters*) as their staples and also hunted in the fall and fished in the spring. (Show kids the samples)
- The **Plains** groups mainly ate **meat** from bison, deer, elk and moose and snared gophers and other small animals and birds in snare traps and also **gathered berries**. (Try the berries)
- The **Metis** ate food they got by hunting and fishing. They made **Pemmican** from dried crushed meat because it was easy to take on hunting trips and didn't spoil. (Let kids try a piece of pepperoni stick - it not pemmican, but is dried meat).
- **Northwest Coast** people had a number of choices and men usually **hunted and fished** while women caught shellfish and gathered wild plants.
- Because there are few edible plants in the Arctic, the **Inuit** ate mostly **meat and fish** such as: caribou, seal, walrus, polar bear, hare, salmon and Arctic char.

Help grade 4-6 complete worksheets 42 - 43 and process 44 and 45 with the class together.

- **Corn** was a staple for many First Nations communities. They dried kernels and ground them down to make cornmeal and baked with it. Read about **corn** and pass out pieces of **cornbread**. Worksheet 46-47 can be completed as a group. All students can complete worksheet 48 - 49.

Creative Movement: Melting Pot - North America

Spread out into one big circle around the room. The circle represents the world. The world has lots of people with different cultures and beliefs. In the 15th century (about 600 years ago) French and English explorers discovered Canada. A man named *Jacques Cartier* named it *Kanata* - that means "village" or "settlement" in the Huron-Iroquois language. And then many groups from many different countries began to settle here. We need 2 people for one group of settlers - the English. Come into the circle dancing at a low level - then move to a high level and freeze. We need another 2 people for another group - the French. Using a high level, find your way to come into the circle and make a medium shape and freeze. Now the rest will represent other groups (Italian, Russian, Greek, Asian, African). Start with a medium level and then move to the center then go to a lower level shape and freeze. No matter where you came from, you are in the middle squashed together. This is like Canada. No matter where you came from before, you will live and

work with people from lots of different cultures and backgrounds. This is why North America is sometimes called a "melting pot". (Our city, Toronto, is one of the most multi-cultural cities in the world - half of the people living here were born outside of Canada. (1996 City of Toronto Stats)) Try this movement 2-3 times moving to music and stopping when the music stops. Take a picture!

Vocabulary: Aboriginal First Nation snowshoes toboggan bark-covered canoe melting pot pemmican Inuit Metis Plains dugout canoe Kanata corn caribou seals preserved Northwest Coast snare traps salmon Eastern Woodlands Algonquians Iroquois Three Sisters husks

Words, Grammar and Writing Activities:

Storytelling: Stories are not only entertaining, they help us learn. Stories were the primary teaching aid of many First Nations people, and storytelling is still very important today. For every event, natural feature or animal, there was a story. Read the Cree Story: *The Granddaughter Who Was Eaten By a Big Fish*. (appropriate also for younger kids) and discuss it.

A Tree by Any Name: The Cree called the maple tree *sisibaskwat*

The Algonquins called it *sinzibuckwud* which means "drawn from wood"

Riddle: Q: What has a bark but does not bite? A: A tree!

Knock, Knock: Who's there? Dozen. Dozen who? Dozen anybody know when the sap will flow?

Reading: Elementary Grades as indicated by relevant reading

Handwriting Without Tears: - Kindergarten Grades 1 and 2, Cursive Grades 3-5 workbooks or copied worksheets are provided to kids according to groups and current abilities.

Science: Pocket Sundial:

The sundial is the oldest scientific instrument still in use. Long before mechanical clocks and watches, people used sundials to tell time. As the sun moves across the sky, the shadows it casts change their position. Aboriginal peoples learned to mark where the shadows fell on a sundial to tell the time of day. This particular sundial is called a cylinder - a shepherd's or tracker's sundial. It was widely used hundreds of years ago because it was inexpensive, easy to make and easy to carry. **Each student will need:** a wooden dowel 1 inch thick, a screw eye, a wire nail 1 inch long, a copy of the sundial graph, a thumbtack and a piece of string. You should also have a nail or awl and hammer as well as glue and markers. **What to do:**



With a nail or awl, help kids make a small hole in the top of the dowel and screw the screw eye into the center of it. Hammer the wire nail lightly into the dowel (side) about $\frac{1}{2}$ inch from the top. Drive it in only far enough to hold it firmly - be sure the nail sticks straight out. Then take the sundial graph and have them colour the hour lines different colours with markers. Trim along the dotted lines. Then wrap the graph around the dowel, with the top touching the nail. Overlap the ends of the graph, and tape with cellophane tape. Leave the graph a little loose so it can turn freely on the dowel. Push the graph up until it touches the nail, and put the thumbtack under the graph (not through it) to keep it from sliding down. Tie a short piece of string to the screw eye.

How to Use Your Sundial: The letters at the bottom of the graph represent the months of the year (they are the same in both French et Anglais). Turn the graph on the dowel until the letter for the current month is directly below the nail. Stand with your back to the sun (sun must be shining for it to work). Slowly rotate the entire dial (not the graph) until the shadow of the nail

points straight down. The shadow of the head of the nail will indicate the time on the graph. (Notice where this nailhead shadow falls on the graph). Each curved line on the graph stands for 2 different hours (ex: 9 am and 3 pm share the same line) - you must decide whether its morning or afternoon. For Daylight Saving Time (DST) you'll need to add 1 hour. Kids can write this on the bottom to remind themselves. To adjust the sundial compare the time on your sundial with the time on a normal clock. Then you must adjust the length of the nail until it reads the same time as the clock. You can do this by slowly hammering it. Happy tracking!

Special Activities Grades 4-6:

- **Presentation** - Kids can continue to work on *Iroquois* or *Algonquians* projects and then they can jointly present the *Iroquois* and *Algonquian* to their classmates using the interactive whiteboard.

Art:

Mathematics:

- **Money JK/SK:** Regular individualized program
- **Money and Worksheets Grades 1 to 5:** Regular Individualized worksheets/books

Gross Motor Activities: Dance - Carving Through Space

Canada is made up of many different peoples and cultures, we borrow a lot of our traditions from other cultures. For example, Halloween came from Scotland where it was an ancient festival and tradition. Trick-or-treating was popular there in the 1800's. However, in Scotland, they carved turnips. In Canada we made our own tradition, carving pumpkins! In dance, we have a way of moving called *carving through the space*. It is a way of moving that is not in a straight line, and you can imagine that you are carving through a pumpkin, or butter, or even moving through jell-o! Try carving through the space. Use your whole body as if it were the knife that was carving a pumpkin.

Shape Chain: Let's do an activity with carving and different levels called *shape chain*. We need three line leaders. The line leader will find a way to carve through the space to this spot (mark a spot with tape, a piece of paper, etc.), then make a shape in whatever level they choose. Once they freeze in a shape, the next person in line carves through the space, and finds a way to make a shape that **CONNECTS** to the first person's shape. However, just like in level boogie, your head cannot be on the same level as the person before you.

Did any of you see a shape your classmate made that you liked? Did you try to copy it? Sometimes other people have good ideas that you want to do as well. That is what happened when early North Americans shared traditions.

Thinking about what we learned: What are some things we learned about early native peoples? Help the kids to summarize several things they learned today and write them out to clarify the points.

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