

Grade 4 - Investigating Early Societies on Turtle Island

Social Studies, Grades 1-6; History and Geography, Grades 7-8 (2013) Grade 4, Heritage and Identity: Early Societies, 3000 BCE-1500 CE

Overview of Module

Students learn about what life was like in different early societies on Turtle Island (North America) and how the lives of Canada's present-day Aboriginal Peoples have changed. Students will investigate different characteristics and features of an early Aboriginal society such as its geographic location, the roles family and community members played, the language its members spoke, the types of housing and transportation used and the clothing that was worn. Students will formulate questions they want to explore, gather and organize relevant information and share their findings in written and verbal form.

Connections to Curriculum

The curriculum expectations addressed in this teaching and learning example (TLE) are identified within the TLE plan and can also be found in the Ontario curriculum: Social Studies, Grades 1-6; History and Geography, Grades 7-8 (2013), Grade 4, Heritage and Identity: Early Societies, 3000 BCE–1500 CE.

Opportunities for Cross-curricular Connections

Language, Grade 4 (2006), Oral Communication, Reading, and Writing

Considerations for Planning

- Teachers may choose to begin the TLE with a short introductory task: “Whose land are you on?” Many students and community members are unaware of which traditional lands their school is located upon. Maps include: The [First Nations and Treaties Map of Ontario](http://www.ontario.ca/aboriginal/treaties) – a copy of which was sent to all schools – available at: www.ontario.ca/aboriginal/treaties; or a historical map such as the one found at the [Canadian Museum of History](http://www.historymuseum.ca/cmc/vmnf/premieres_nations/en/map/index.shtml) web page: http://www.historymuseum.ca/cmc/vmnf/premieres_nations/en/map/index.shtml
- Students use the components of the social studies inquiry process to investigate, and to communicate their findings about early societies on Turtle Island. By applying the inquiry process, students develop skills that they need in order to think critically, solve problems, make informed judgements, and communicate ideas.

- The social studies inquiry process referred to in this lesson relates three of the phases of inquiry: formulating questions; gathering and organizing; and communicating findings.
- It is important for teachers to understand that the inquiry process is not necessarily implemented in a linear fashion. Not all investigations will involve all five components; moreover, there are different entry points within the process.

Connections to First Nations, Métis and Inuit Peoples and Perspectives Curriculum Connections

Students learn about Aboriginal peoples by comparing and contrasting aspects of daily life (e.g., locations, roles of family members, community members, language, housing, education and natural resources available) of an early and contemporary Aboriginal society. For example, although all Aboriginal communities had organized systems of governance, they took different forms. Amongst the Inuit, elder males were the leaders and together formed a leading council for the community. Amongst the Mi'kmaq, leaders were chosen by the ability to create consensus about where to hunt or fish. The Haudenosaunee had a matriarchal system of governance, which meant that women had the majority of authority within the nation.

Social implications: Throughout history, Aboriginal communities have been characterized by complex social structures. Concept of Social Studies Thinking (Continuity and Change) – How has life in Aboriginal communities changed and/or remained the same over the years? How are Aboriginal communities different from other communities?

Cultural implications: The features of places and spaces can have different meanings to people of different cultures and backgrounds. Concept of Social Studies Thinking (Interrelationships) – How do features of the built and natural environment meet the mental, physical, social and spiritual needs of people?

Curriculum Overall Expectations	Curriculum Specific Expectations
<p>Grade 4, Heritage and identity: Early Societies, 3000 BCE-1500 CE</p> <p>Overall Expectation</p> <p>A1. Application: compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society</p>	<p>We are learning to:</p> <ul style="list-style-type: none"> • identify the social characteristics of two early Aboriginal societies from 'Turtle Island' • learn about changes that are affecting many Aboriginal peoples' in contemporary times • communicate detailed information to our peers • use new reading strategies to understand informational texts on websites

Curriculum Overall Expectations	Curriculum Specific Expectations
<p>Specific Expectations</p> <p>A1.1 compare social organization in two or more early societies</p> <p>A1.2 compare aspects of the daily lives of different groups in an early society, and explain how differences were related to the social organization of that society</p> <p>Overall Expectation</p> <p>A3. Understanding Context: demonstrate an understanding of key aspects of a few early societies (3000 BCE-1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships, with their environment and with each other</p> <p>A3.2 demonstrate the ability to extract information on daily life in early societies from visual evidence</p> <p>A3.3 describe significant aspects of daily life in two or more early societies</p> <p>A3.7 describe how two or more early societies were governed</p> <p>A3.8 describe the social organization of some different early societies and the role and status of some significant social and work-related groups in these societies</p>	<ul style="list-style-type: none"> • organize our research notes so that we can efficiently prepare a verbal summary of our research <p>Sample Success Criteria</p> <p>I will know I am successful when I can:</p> <ul style="list-style-type: none"> • explain the similarities and differences in social characteristics of two early societies on Turtle Island • explain how some aspects of Aboriginal communities have changed today • use my voice to communicate information with my peers • use new reading strategies to understand information • organize my notes to prepare a presentation

Getting Started

Learner Readiness

Inquiry Process Phase

- Students know how to conduct basic research and identify how resources support topic
- Students know how to read a map

- Knowledge and Understanding
- Location of Turtle Island
- Students know the physical features of Canada
- Students know the difference between clockwise and counter clockwise

Terminology

- First Nations
- Aboriginal
- Turtle Island

Materials

- Maps showing location of early societies on Turtle Island
- Video Bella Bella (FN from Campbell Island on the Pacific Coast) (available at https://www.nfb.ca/film/bella_bella)
- Consider seeking out Aboriginal women for guest speaker to talk about roles for women now and in the past

Minds On!	Connections
<p>Whole Class- Turtle Island Inquiry</p> <p>Community Circle:</p> <p>Teacher prompts discussion in a community circle and records student answers on chart paper.</p> <p>Sample Prompts for Community Circle:</p> <ul style="list-style-type: none"> • What is ‘daily life’? • What kinds of things do you do in your ‘daily life’? • What would you want to know about the daily life of other people in the past? <ul style="list-style-type: none"> ○ Where did they live? ○ What did their houses look like? ○ What kind of food did they eat? ○ What language did people speak? ○ What types of transportation or clothing did they use? ○ What were their religious or spiritual beliefs? 	<p>(Assessment of, as and for learning; Tips; DI)</p> <p>A for L: Observe whether students accurately identify the groups that lived on Turtle Island in early society. Provide feedback and assist those who did not.</p> <p>A for L: Observe student use of terminology when speaking in discussions.</p>

Minds On!	Connections
<ul style="list-style-type: none"> ○ What would your local area look like 'pre-contact'? ○ What form of government might have existed? (How might people have worked together to get things done?) 	
<p>Small Groups</p> <p>Organize students in small groups, pairs, or threes. From the sample list below, students select one group they want to learn more about.</p> <p>Sample List: Cree, Assiniboine, Blackfoot, Algonquin, Haudenosaunee, Anishinaabe, Mi'kmaq, Haida, and Inuit.</p> <p>Creation of Success Criteria</p> <p>Explore the Learning Goals and then co-construct Success Criteria with the class: "I can..." or "I am able to . . ."</p>	<p>Note:</p> <p>The time period of focus in Grade 4 Social Studies covers 3000 BCE-1500 CE, which precedes the Metis genesis of around 1700, which is why Métis not listed as an example.</p> <p>A for L: Exploring Learning Goals and co-constructing Success Criteria.</p>

Action!	Connections
<p>Community Circle, Knowledge Building Circle, or Drumming Circle</p> <ol style="list-style-type: none"> 1. Teacher guides the class in a preliminary look at where various Aboriginal groups lived on Turtle Island by looking at maps that show where Aboriginal groups once lived in North America. <p>Note: Good maps include the one found at the Canadian Museum of History web page: <http://www.historymuseum.ca/cmhc/VMNF/premieres_nations/en/iroquoians/index.shtml></p> <ol style="list-style-type: none"> 2. Teacher shares one or two reading strategies that students can use when they are reading a variety of informational texts: maps, graphs, non-fiction books and articles. 	<p>Tips</p> <p>Students may choose or be assigned a community to investigate. Students could find their own materials for resources.</p> <p>Have a class discussion on what makes for good notes, if needed.</p> <p>Select materials that are full of pictures, and maps of early Turtle Island.</p> <p>A as L: Observation of the individuals gathering information, using the correct terms.</p> <p>Differentiated Instruction</p> <p>Pair students who need support with another student</p>

Action!	Connections
<p>3. Individually, or in pairs, students investigate the location, roles of family /community members, language, housing, modes of transportation, foods, shelter, education, and natural resources used for or by an early society on Turtle Island. (Note: A list of resources is located at the end of this TLE.)</p> <p>4. Students use the graphic organizer provided to identify and record information for the given categories and any interesting facts they find.</p> <p>Students fill out a template on the wall in the class, which will allow them to explain their findings and share in a conversation with a peer. The students also add in information on the graphic organizer about the peer’s community</p>	

Consolidation	Connections
<p>Whole Class (Sharing)</p> <p>Students watch video “Bella Bella” to learn about some of the areas of daily life that have changed with time. They can then compare this to what they learned a</p> <p>As a class, have a discussion about how the lives of contemporary Aboriginal peoples have changed in comparison to the historical ways of life that they just studied. (Make sure students do not simply repeat stereotypes about Aboriginal peoples.)</p>	<p>A of L: Assess the information in their organizer.</p>

Related Websites/Resources

- [Aboriginal Canada Portal](http://www.aboriginalcanada.gc.ca), <www.aboriginalcanada.gc.ca>
- Silvey, Diane. (2005). The Kids Book of Aboriginal People in Canada. Toronto: Kids Can Press

- Stotter, Michael. (2009). The World of North American Indians. (Passport to the Past Series.) Rosen Publishing.
- Together for Learning. (2010). Ontario School Library Association.
- [Aboriginal Affairs and Northern Development Canada](http://www.aadnc-aandc.gc.ca), <<http://www.aadnc-aandc.gc.ca> >
- [Canadian Museum of History](http://www.historymuseum.ca/home), <<http://www.historymuseum.ca/home> >
- General Internet search terms:
“Aboriginal Peoples in Canada”
“Aboriginal Beliefs, Values, and Aspirations”
“Aboriginal Affairs and North Development Canada”