

Indigenous Peoples of Canada

—— Grades 1-3 ——

Written by Andrea Taylor



Andrea Taylor is a secondary school teacher. She studied Indigenous Studies in university and has taught in First Nations schools in Ontario and Alberta. Her goal is to create positive resources to promote Indigenous Education and the topic of Native Studies.

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Learning Expectations		Grade 1	Grade 2	Grade 3
Subject	Strands			
The Arts	• Music	•		•
	• Visual Arts	•	•	•
Health and Physical Education	• Active Living			•
	• Healthy Living	•	•	•
Language	• Oral Language			•
	• Reading	•	•	•
	• Writing	•	•	•
	• Media Literacy			•
Mathematics	• Number Sense and Numeration	•		
	• Geometry and Spatial Sense			•
	• Patterning and Algebra	•		
Science and Technology	• Understanding Life Systems	•	•	•
	• Understanding Structures and Mechanisms			•
	• Understanding Earth and Space Systems	•	•	•
Social Studies	• Heritage and Identity	•	•	•
	• People and Environments	•	•	•
Assessment Focus with Rubric		•	•	•
Resources		•	•	•



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Objectives

1. To promote the study of Native Studies in a positive current manner.
2. To cover curriculum requirements for Social Studies, Language, Science, Arts, and Health/Physical Education as it can be related to Native Studies topics.
3. To engage students, allow for differentiated instruction, and provide possible assessments within the curriculum expectations.
4. To assist teachers who are new to the topic of Native Studies.
5. To encourage confidence and provide proper representation for Aboriginal students within the classroom.

Suggestions for Teaching Native Studies

1. Make sure you are using correct terminology in your classroom. Use terms like: Indigenous, Aboriginal, Inuit, First Nations, and Métis. Also learn what nations call themselves in their own language. For example, use the term Haudenosaunee instead of Iroquois.
2. Use resources that are current, and politically correct.
3. Bring in Elders and Speakers from neighbouring communities to speak to your class. A good place to start is by calling the Indigenous Studies Department at a local college or university; they will usually be able to send you in the right direction. If you are bringing someone in to speak to your class make yourself aware of protocol. A good book for this is *Working with Indigenous Elders* by Jonathan H. Ellerby. Although every nation is different, this will give you a good starting point.
4. *Aboriginal Peoples: Building for the Future* by Kevin Reed is a very good book for teachers who want background information on the topics they are teaching.





Curriculum Expectations

Subject	Strand	Specific Expectation
The Arts	• Music	- Exploring Forms and Cultural Contexts
	• Visual Arts	- Exploring Forms and Cultural Contexts
Health and Physical Education	• Healthy Living	- Make connections that relate to health and well-being
Language	• Reading	- Read and demonstrate understanding of material - Reflection
	• Writing	- Create ideas and information - Reflection
Mathematics	• Number Sense and Numeration	- Adding numbers to 20
	• Patterning and Algebra	- Creating and extending repeating patterns
Science and Technology	• Understanding Life Systems: Needs and Characteristics of Living Things	- Maintaining healthy environment - Needs and characteristics of plants and animals
	• Understanding Earth and Space Systems: Daily and Seasonal Changes	- Seasonal changes
Social Studies	• Heritage and Identity	Our Changing Roles and Responsibilities - Significance of important people - Concepts of relationships and respect with environment
	• People and Environments	The Local Community - Interactions with natural environment - Location and direction concepts





Curriculum Expectations

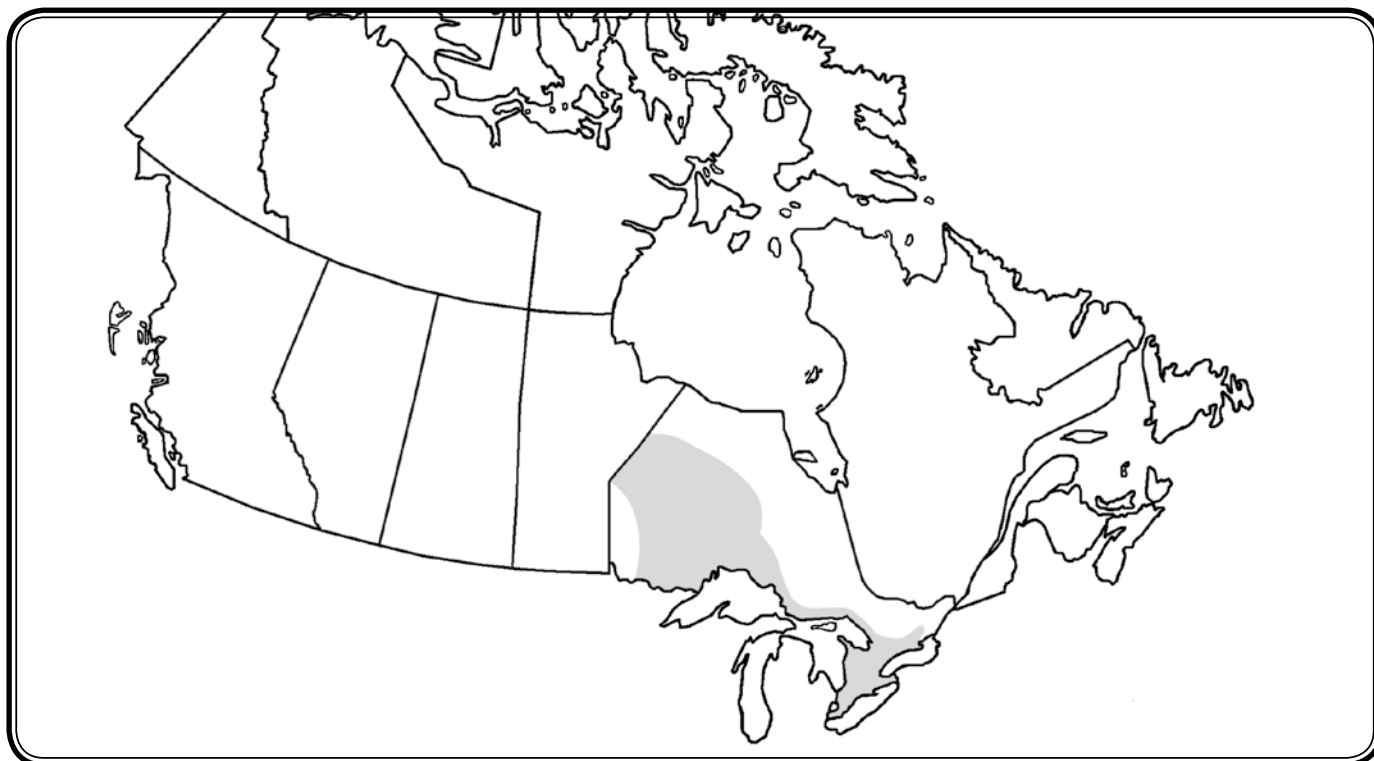
Subject	Strand	Specific Expectation
The Arts	• Visual Arts	- Exploring Forms and Cultural Contexts
Health and Physical Education	• Healthy Living	- Make connections within health and well-being
Language	• Reading	- Read and demonstrate understanding of material - Reflection
	• Writing	- Create ideas and information to write - Reflection
Science and Technology	• Understanding Life Systems: Growth and Changes in Animals	- Relationship with animals and environment
	• Understanding Earth and Space Systems: Air and Water in the Environment	- Local waterways
Social Studies	• Heritage and Identity: Changing Family and Community Traditions	- Significant traditions and celebrations - Concepts of past/present traditions
	• People and Environments: Global Communities	- Meeting needs based on environment - Relationship with natural environment and climate - Way of life in various communities





The Anishinaabe People

The Anishinaabe People lived in the middle of what we now call Ontario. This area was rich with forests, lakes, and rivers. Anishinaabe means “the first people.” The Anishinaabe people moved depending on food and their relationships with neighbouring nations. The boundaries of their traditional territory changed a bit throughout history.



Directions

1. Colour the shaded area in green. This is where the Anishinaabe lived. Colour the rest of Canada in yellow.
2. With your teacher's help, find where you live on the map. Mark it with a star.
3. How far do you live from the Anishinaabe area?

4. Do you think the weather is the same in the Anishinaabe area as it is in your community?





The Anishinaabe People

Making Connections Activity

1. Who are the Anishinaabe People of Canada?

2. What values do you think the Anishinaabe traditionally had?

3. a) What materials were traditional Anishinaabe houses made of?

b) What materials make up your house or apartment?

c) Are they the same or different?

