

Grade 1 Social Studies

Canada and World Connections

- The Local Community

Aboriginal Teaching Strategy

The Things We Need

Students identify the needs of humans, how these needs are met in different cultures, and who is involved in meeting these needs.

Related Curriculum Policy

- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004*

Specific Expectations

Knowledge and Understanding

- identify the physical and social needs of residents in an area (e.g., for food, water, shelter, safety, recreation, social interaction)
- list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson)

Application

- list a variety of occupations in the community and explain how they meet people's needs

Aboriginal Context

Every culture has a staple – often a starchy food, such as rice or bread – that is the basis of its diet. Bread is the staple of Aboriginal peoples, and bannock, a bread that is baked, cooked over a fire, or fried, is part of Aboriginal culture across Canada.

Teaching Strategies

- Discuss with students what people need every day.
- Record their ideas in a graphic organizer, using the headings “Shelter”, “Food”, “Recreation”, and “Safety”.
- Have students identify how needs are met in their community and who is involved in meeting these needs (e.g., who builds places to live and work; who grows, transports, sells, and prepares food; who keeps us safe; who helps us have fun).
- Add the names of the occupations to the graphic organizer under the appropriate heading.

- Read a book about the contemporary lives of Aboriginal people. Discuss how their needs are met today (e.g., shelter may be houses or apartments, food may be both traditional and contemporary).
- Explain that every culture has a staple food that forms the basis of its traditional diet (e.g., rice, bread, taro). Ask students what their family's staple is and have them describe how it is prepared.
- Explain that fry breads are a staple for Aboriginal people. Ask which students eat a kind of fry bread and have them describe how it is prepared.
- Create a Venn diagram on the board and ask students to compare two different staples in terms of taste, texture, colour, ingredients, and method of cooking.
- Cook a variety of staples with students, including a traditional Aboriginal staple.

- Read books about bread and other staples to students.
- Discuss the importance of bread in a healthy diet.

Resources

Aboriginal Canada Portal: Toys and Games. <http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao04583.html>.

Career Posters. www.nativerellections.com. Sets of posters showing a variety of careers and featuring Aboriginal youth. Native Reflections, P.O. Box 2790, Station Main, Winnipeg, MB, R3C 4B4.

Corriveau, Danielle. *First Peoples, The Inuit of Canada*. Minneapolis: Lerner Publications Company, 2002. ISBN: 082254850. Describes aspects of the way the Inuit lived in the past and how they live today – their spirituality and legends, transportation, and forms of entertainment – and how political changes have affected them.

Hollander, Jim. *Let's All Play: A Curriculum and Resource Document for the Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998 – Traditional Games and Activities of the Northern Ojibway and Cree People*. Timmins, ON: Ojibway and Cree Cultural Centre, 2000. This document describes Northern Ojibway and Cree games and activities within the cultural awareness and health and physical education programs of schools.

Native Women's Resource Centre. *Breads and Grains of the Four Colours Cookbook*. Toronto: Native Women's Resource Centre, 1998. ISBN: 1-896832-06-7. A cookbook with many bread recipes from around the world.

Root, Letitia, George, Sharon, and Nashkewa, Anissa. *Through the Eyes of the Elders: Cooking*. Southampton, ON: Saugeen First Nation, GMB #56 Site 3A, N0H 2L0. www.ningwakwe.on.ca.

Ulmer, Mike. *The Gift of the Inuksuk*. Toronto: Thomson Gale, 2004. ISBN: 158536214X. A story about how the Inuksuk helped the Inuit harvest caribou.

Making Community Connections

- Invite guest speakers whose work is related to meeting the needs of the community to talk to the class about their occupations.
- Invite parents and community members to talk to the class about their favourite traditional dishes, including explaining why they are important in their culture, and make the dishes with the students.
- Explore the different breads that are made in your neighbourhood.

ABOUT THE TEACHER'S TOOLKIT

This teaching strategy is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the collection includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website, at www.edu.gov.on.ca.

