

## Grade 3 Social Studies

Heritage and Citizenship

- Early Settlements in Upper Canada

Aboriginal Teaching Strategy

### **What Settlers Learned from Aboriginal People – Food Preservation**

Students research how food was preserved and stored by early settlers and Aboriginal people, and share the information in a feature article for a children's magazine.

#### **Related Curriculum Policy**

- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004*
- *The Ontario Curriculum, Grades 1–8: Language, 2006*

#### **Specific Expectations**

##### **Social Studies**

*Inquiry/Research and Communication Skills*

- collect information and draw conclusions about human interactions during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation)

#### **Cross-Curricular Connections**

##### **Language**

*Writing: Developing and Organizing Content*

- 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read-alouds, mentor texts, shared-, guided-, and independent reading texts, and media texts)

#### **Aboriginal Context**

Every group of people throughout the world has developed ways of storing food for future use. While early hunters and gatherers sometimes enjoyed plentiful and nutritious food, during periods of drought and times when access to food was limited for other reasons, they experienced famine and malnutrition. Gradually they developed preservation techniques that allowed them to store food for use during times when fresh food would not be available.

People learned to preserve food by drying it – a process that allowed them to maintain a stable and varied supply of food. Since dried food is much lighter than fresh food, this preservation method had the added advantages of being ideal for journeys, such as a buffalo hunt, and easier to transport for trading purposes.

## Teaching Strategies

- Show students photos and/or provide samples of a variety of stored and preserved foods.
- Have students brainstorm how food is preserved and stored today and how it was preserved during the early settlement period.
- Use a T-chart to record students' ideas.  
*Teacher prompts:* How do we preserve and store our food? How was food preserved and stored in early settlement times in Upper Canada?
- Have students use a variety of sources to gather information on the ways in which food was preserved and stored in early settlement times.  
*Teacher prompts:* What technologies were used? How were they developed? Who developed them? Who used them?
- Discuss the key elements of feature articles in magazines, using a variety of children's magazines.
- Have students write a feature article for a children's magazine entitled "What They Learned From Each Other", in which they describe what early settlers and Aboriginal people learned from each other about preserving and storing food.

## Resources

*Aboriginal Innovations in Arts, Science and Technology Handbook*. Thunder Bay, ON: Lakehead University, 2006. <http://aboriginalinitiatives.lakeheadu.ca>. Describes the innovative contributions made by Aboriginal people to art, science, and technology.

Caduto, Michael, and Bruchac, Joseph. *Native American Gardening: Stories, Projects and Recipes for Families*. Golden, CO: Fulcrum, 1996. Using tribal tales as inspiration, the authors provide practical information about seed preservation, planting and maintaining a garden, reaping the harvest, and cooking the food.

Indian and Northern Affairs Canada. *Claire and Her Grandfather*. [http://www.ainc-inac.gc.ca/ach/lr/ks/cgf/index\\_e.html](http://www.ainc-inac.gc.ca/ach/lr/ks/cgf/index_e.html). A story that describes the contributions and inventions of Aboriginal people.

## Making Community Connections

- Visit a local pioneer village or museum to learn more about what settlers learned from Aboriginal people.
- Take a field trip to a First Nation cultural centre to learn about Aboriginal contributions.
- Visit a local supermarket, farmers' market, or food terminal to identify foods with Aboriginal origins.

## **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](http://www.edu.gov.on.ca).

