

Grade 3 Social Studies

Heritage and Citizenship

- Early Settlements in Upper Canada

Aboriginal Teaching Strategy

What Settlers Learned from Aboriginal People – Technology

Students research an item or a technology invented by Aboriginal people before or during the early settlement period and compare the older version of the item or technology with the version in use today.

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

Knowledge and Understanding

- describe what early settlers learned from First Nation peoples that helped them adapt to their new environment (e.g., knowledge about medicine, food, farming, transportation)

Application

- compare and contrast tools and technologies used by early settlers and/or First Nation peoples with present-day tools and technologies (e.g., quill/word processor; sickle/combine harvester; methods of processing lumber, grain, and other products)

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)
- 1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists)

Aboriginal Context

People invent and discover technologies to meet their wants and needs. Aboriginal people have made many contributions to Canada and the world through their invention of such things as petroleum jelly, chewing gum, the canoe, and snowshoes, and the growing of corn. Aboriginal people's inventions have allowed them to survive in their environments for centuries.

Teaching Strategies

- Have students brainstorm items or technologies that have Aboriginal origins, recording their ideas on a chart and using the headings "Food"; "Medicine"; "Technologies: Transportation"; and "Technologies: Tools".
 - Ask students to choose one item from the lists or identify another item to research.
 - Have students gather information about the item or technology that answers questions such as: What is its purpose? What is it made of? How was it created and used by Aboriginal people? Did this item or technology help settlers? How?
 - Have students summarize what they find out using a graphic organizer such as a web.
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- Have students research the item or technology's modern version.
 - Have students create a poster showing the item or technology in the form in which Aboriginal people and early settlers used it and, if it is still in use, the form in which people are using it today.
Teacher prompts: Is the item or technology used today? If it isn't used today, why isn't it used? If it is used, is the item or technology the same as its older version? What is similar about the two versions? What is different?

Resources

Aboriginal Innovations in Arts, Science and Technology Handbook. Thunder Bay, ON: Lakehead University, 2006. <http://aboriginalinitiatives.lakeheadu.ca>.

Indian and Northern Affairs. *Claire and Her Grandfather*. http://www.ainc-inac.gc.ca/ach/lr/ks/cgf/index_e.html. Describes contributions of Aboriginal people to Canadian culture.

Indian and Northern Affairs. Did You Know? <http://www.ainc-inac.gc.ca/ach/lr/ks/gam/dyk/dyk-eng.asp>. Information about Aboriginal contributions and inventions.

Porterfield, Kay Marie, and Emory, D.K. *American Indian Contributions to the World: 15,000 Years of Inventions and Innovations*. New York: Checkmark Books, 2003.

Making Community Connections

- Display students' posters in a local public library, mall, or heritage centre.
- Arrange a field trip to a local museum or heritage site to learn more about Aboriginal contributions.

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.

