



Aboriginal Perspectives

The Teacher's Toolkit

Aboriginal perspectives bring the curriculum to life!



Grade 4 Social Studies

Canada and World Connections

- Canada's Provinces, Territories, and Regions

Aboriginal Teaching Strategy

Walking in Someone Else's Shoes

Using shoes as a metaphor, students research and share information about the differences between the physical regions of Ontario and Canada.

Related Curriculum Policy

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

Overall Expectations

- name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each

Specific Expectations

Knowledge and Understanding

- identify and describe types of communities in each physical region of Ontario (e.g., tourist, manufacturing, and agricultural communities in the St. Lawrence lowlands; First Nation communities in the Hudson Bay lowlands; forestry and mining communities in the Canadian Shield region)
- identify the physical regions of Ontario and describe their characteristics (e.g., Canadian Shield, Great Lakes–St. Lawrence lowlands, Hudson Bay lowlands)

Aboriginal Context

Be conscious of stereotypical views of Aboriginal people in Ontario, as Aboriginal lifestyles are greatly shaped by area of residence, for example, urban and rural. Following are some highlights from the Statistics Canada 2001 Aboriginal Peoples Survey:

- Aboriginal identity population of Ontario is 188,315 people: 61 per cent live in urban centres, 22 per cent on reserves, and 17 per cent in rural areas.

- Total population of Métis people in Ontario is 48,340: 38 per cent live in metropolitan areas, 33 per cent in other urban areas, and 29 per cent in rural areas.
- Total population of Inuit people in Ontario is 1,375: 70 per cent live in metropolitan areas, 17 per cent in other urban areas, and 12 per cent in rural areas.

For more demographic information, see the Ontario Ministry of Education publication *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*.

Teaching Strategies

- Have students locate First Nation, Métis, and Inuit communities in the different physical regions of Ontario on the map (see Resources: Indian and Northern Affairs Canada, *Ontario First Nations Map*).
Teacher prompts: How do the regions differ from one another (e.g., with regard to geographical location, population, languages, access by road and air)? How does the environment affect life in the different regions (e.g., urban, rural, and remote populations)?
- Have students locate and research a First Nation, Métis, or Inuit community.
- Have students compare and contrast that community with a non-First Nation, Métis, or Inuit community (e.g., by focusing on physical characteristics, geography, natural resources, recreation).
- Have students construct a Venn diagram comparing two communities.
- Have students draw a picture of or create footwear (two- or three-dimensional) that is representative of a region (mukluks; snowshoes; soft shoes/moccasins; rubber, cowboy, or hiking boots; dress shoes).
- Have students explain what footwear to bring along when visiting a particular region and why.
- Have students write a letter/invitation, in the first person, describing a region and inviting someone to visit the area and exchange letters with classmates. As an alternative to letter writing, students could use audiotape or videotape.
- Have students prepare interview questions for an Elder or a community member.
- Gather information on the appropriate way to address an Aboriginal person and instruct students on proper protocol (see Making Community Connections).

Resources

The following recommended resources and web links were accurate at the time of publication. Teachers are encouraged to check that these reference listings remain current.

First Nations Seeker: Directory of North American Indian Portal Websites.
www.firstnationsseeker.ca Website listing the various Aboriginal communities on Turtle Island (North America).

Indian and Northern Affairs Canada. *Ontario First Nations Map*.
<http://www.ainc-inac.gc.ca/ai/scr/on/rp/mcarte/mcarte-eng.asp> First Nation maps are available from Indian and Northern Affairs at 1-800-567-9604 or infopubs@inac-ainc.gc.ca.

Ontario Ministry of Education. *Ontario Curriculum Unit Planner*. <http://www.ocup.org/>

Ontario Ministry of Education. *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*. <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Statistics Canada. 2001 Aboriginal Peoples Survey.

<http://www.statcan.ca/english/freepub/89-618-XIE/2006001/reports/ontario.htm>

A demographic breakdown of census data on Aboriginal people.

Toronto District School Board. *Aboriginal Voices in the Curriculum: A Guide to Teaching Aboriginal Studies in K–8 Classrooms*. Toronto: Toronto District School Board, 2006.

Making Community Connections

- Contact a local First Nation community, Métis organization, or Native Friendship Centre and invite a guest speaker (e.g., a lands/environmental resource officer) to talk about how the environment affects life in the Aboriginal community. Prior to the event, ask for advice about the protocol to use when approaching a First Nation person, which differs by region, community, and individual.

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.

