

## Grade 5 Social Studies

Heritage and Citizenship

- Early Civilizations

Aboriginal Teaching Strategy

### Using and Making Maps

Using maps, students explore and compare a North American Aboriginal nation that existed at the time of European contact with an early civilization on another continent.

#### 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*

- describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States)

*Inquiry/Research and Communication Skills*

- use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features)

#### Aboriginal Context

Six geographic areas populated by Aboriginal peoples of common cultures existed in what is now Canada at the time of first contact with Europeans. The areas and examples of the peoples who lived in them are:

- Northwest Coast (e.g., Salish)
- Plateau (e.g., Kootenay)
- Plains (e.g., Blackfoot)
- Sub-Arctic (e.g., Dene)
- Eastern Woodlands (e.g., Anishinabe)
- Arctic (e.g., Inuit)

In Ontario, communities of Aboriginal peoples live in the following regions:

- Southwestern (e.g., Mississaugas of the New Credit, Alderville, Walpole Island)
- Central (e.g., Rama Mnjikaning, Moose Deer Point, Wahta)
- Eastern (e.g., Tyendinaga, Akwesasne)
- Northeastern (e.g., Dokis, Attawapiskat, M'Chigeeng, Beausoleil)
- Northwestern (e.g., Wabigoon, Albany First Nation)

## Teaching Strategies

- Review with students how to read maps using a political map of Canada. Repeat with a physical map of Canada.
- Divide the class into small groups and have half of them research a specific North American Aboriginal nation that existed at the time of European contact and the other half research an early civilization that existed on another continent (e.g., Incan, Chinese, Egyptian).
- Have students use both physical and political maps to identify the physical features of the region inhabited by the Aboriginal nation or early civilization they were assigned to research and determine from them the climate of the region.
- Have them use the information they get from the maps to determine how their environment would have affected the lifestyle of the people and how the people might have affected the environment.
- Have students create a map, using appropriate mapping conventions, and on the map summarize what they learned about the early civilization they researched.
- Pair students who have researched a North American Aboriginal nation with students who explored an early civilization on another continent.
- Have the pairs create a list of categories for comparing the two civilizations.
- Have them fill in a chart using the categories.

## Resources

Indian and Northern Affairs Canada. Map of First Nations in Ontario. [http://www.ainc-inac.gc.ca/on/mcarte\\_e.html](http://www.ainc-inac.gc.ca/on/mcarte_e.html).

Physical and political maps.

## Making Community Connections

- Arrange a field trip to a local museum to research how Aboriginal peoples lived in the past.
- Take students to visit local archaeological sites.
- Contact a local Friendship Centre, the Oji-Cree Cultural Centre, or the Northern Tribal Councils for information about how Aboriginal people lived in the past.

### 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).

