

Grade 6

Social Studies

Heritage and Citizenship

- First Nation Peoples and European Explorers

Aboriginal Teaching Strategy

Achievements of Aboriginal People in Canada

Students research the contributions and achievements of Aboriginal people in Canada.

Related Curriculum Policy

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

Specific Expectations

Inquiry/Research and Communications Skills

- use and construct a variety of graphic organizers to clarify and interpret information (e.g., cause-and-effect diagrams linking the environment and First Nation cultures, mind maps to connect the results of early contact, diagrams and captions to illustrate technological advances that allowed exploration)

Application

- identify achievements and contributions of Aboriginal people in present-day Canada (e.g., James Bartleman, Jordin Tootoo, Douglas Cardinal, Susan Aglukark)

Aboriginal Context

Aboriginal people have made and continue to make important contributions to Canada in areas such as politics, the arts, and sports. Many of these contributions have not been recognized as being the contributions of Aboriginal people. This is changing, however: Aboriginal people are now increasingly being recognized for their contributions, both past and present.

Teaching Strategies

- Ask students what they know about Aboriginal people and their achievements.
- Tell them that although Aboriginal people have made contributions to Canadian society since the founding of the country, they are not always recognized as having made them. Discuss this lack of recognition with students.

Teacher prompt: Why do you think Aboriginal people's contributions are not always recognized?

- Have students brainstorm the names of Canadian Aboriginal people they are familiar with, recording the names on a chart and either sorting them by writing “sports”, “music”, “art”, “politics”, or another category beside the names or writing the individual’s contribution(s) beside his or her name.
- Have students select three people to research whose achievements are in different areas or three who are members of each Aboriginal group (i.e., First Nation, Métis, and Inuit).
- Have students add names to the class list if they recall or learn about other Aboriginal people who could be on the list during the initial phase of their research.
- Have students compare and contrast the backgrounds and experiences of the people they research using a graphic organizer.

Resources

Aboriginal Canada Portal. Language, Heritage and Culture. <http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao20024.html>. Provides links to sections of the website and other websites that contain information about Aboriginal artists and athletes.

Aboriginal Canada Portal. Women. Outstanding Women. <http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao26598.html>. Lists links to websites that contain information about dynamic Canadian Aboriginal women.

National Aboriginal Achievement Awards. http://www.naaf.ca/html/awards_e.html. Descriptions of the outstanding and diverse achievements of First Nation, Inuit, and Métis people.

Newhouse, David, Voyageur, Cora J., and Beavon, Daniel J.K., eds. *Hidden in Plain Sight: Contributions of Aboriginal Peoples to Canadian Identity and Culture*. Vol. 1. Toronto: University of Toronto Press, 2005. This book outlines the extraordinary contributions of Aboriginal people to Canada.

Making Community Connections

- Contact a local Friendship Centre, Métis organization, or First Nation community to learn about famous local Aboriginal people. If possible, arrange to have someone visit to speak to and/or be interviewed by the class.

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.

