



Grade 6 Social Studies

Heritage and Citizenship

- First Nation Peoples and European Explorers

Aboriginal Teaching Strategy

Current Aboriginal Perspectives

Students invite members of the Aboriginal community into the classroom for a presentation and/or interview to explore present-day issues facing First Nation, Métis, and Inuit people.

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

Inquiry/Research and Communication Skills

- formulate questions with a statement of purpose to develop research plans (e.g., Why did Cartier kidnap Donnacona and his sons? What was the role of First Nation women in the fur trade?)
- use appropriate vocabulary (e.g., *Métis, clan, council, Anishinabek, consensus, social, Haudenosaunee, political, archaeological, caravel, astrolabe, bias, epidemic, alliance, monopoly*) to describe their inquiries and observations

Application

- identify some present-day issues concerning First Nation peoples that relate to results of early contact (e.g., the effect of new technologies on First Nation cultures; land claims)

Cross-Curricular Connections

Language

Oral Communication: Speaking to Communicate

- 2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form (e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group)

- 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking)
- 2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (e.g., count off on their fingers as they present each point in an argument)

Writing: Developing and Organizing Content

- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance)

Aboriginal Context

These are some possible issues to explore: land claims, the Jay Treaty, matrilineal status lineage (Bill C-31), Métis status, Inuit cultural/language preservation, hunting and fishing rights, rights and decision-making roles in regard to natural resources, water treatment, roles of women, poverty, residential schools, and global warming.

Teaching Strategies

- Invite speakers into the classroom for an interview or a presentation, so that students gain an understanding of the present-day issues facing First Nation (both on- and off-reserve), Métis, and Inuit people.
- Have students prepare questions for different community visitors (e.g., lands representative, membership representative, Elder, language speaker/coordinator, First Nation government representative, Métis representative). To ensure that students hear different perspectives on Aboriginal issues, it is important that non-Aboriginal speakers also be invited. On separate occasions, students might ask the same questions of Aboriginal and non-Aboriginal visitors (e.g., representatives of municipal government, Ontario Provincial Police, Ministry of Natural Resources)
Teacher prompts: How do the treaties in place in your area affect your present-day life? Could you talk about [insert issue] and the impact it has on your life? What impact does this issue have on the communities involved? How are the relationships between the communities affected by this issue?
- Have students create an informative document (brochure, information sheet, school newspaper article, book for school library, oral communication speech, blog, or website entry) that explains an Aboriginal issue in a factual and unbiased manner.
- Have students write thank-you letters to the guest speakers, identifying what the writer learned from the presentation.

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.

Gallant, Lorrie L. *Border Crossing Celebration*. Brantford: Canada Council for the Arts, 2005.
Author website: <http://www.littlelorrie.ca>

Ojibway and Cree Cultural Centre. <http://www.occc.ca> The centre is located in Timmins, Ontario.

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. For a brief description of land claims and treaties, reserves, and self-governance, see pages 62, 75, and 86.

Woodland Cultural Centre. www.woodland-centre.on.ca The centre is located in Brantford, Ontario. Contact the language coordinator at the centre, at 519-759-2650.

Making Community Connections

- Contact a local First Nation community and/or cultural centre to obtain more information on the local treaty and/or pending land claims in your area.
- Contact the lands and resources department or membership office of a First Nation reserve (most will have such a department or office) and invite a representative to share information on these issues with students.
- Invite knowledgeable speakers from the non-Aboriginal community to share their perspectives with students.

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.

