

Teacher Package

Social Studies Exemplar Task Grade 6 – Heritage and Citizenship Teacher Package

Title: Aboriginal Peoples and European Explorers

Time requirement: 240 minutes (four class periods)

- 60 minutes to explore the relationship of an Aboriginal community with the environment prior to contact with European explorers
- 60 minutes to explore the influence of European contact on an Aboriginal community
- 120 minutes to write an article about a current concern of an Aboriginal community

Description of the Task

Each student will identify one present-day concern of an Aboriginal community related to how changes resulting from European contact affected the community's lifestyle. Each student will then write an article suitable for publishing on the history page of a school or community newsletter or on a school website that describes the concern, the historical background, and the effects on the Aboriginal community.

Student Scenario

The following scenario should be presented to students:

Your class has been studying the experiences of Canadian Aboriginal communities. Through this work, you and your classmates have identified a number of serious concerns related to how European contact impacted on Aboriginal lifestyles. Every student in your class has decided to write an article about one concern. Each article will be submitted for publication in your school newspaper, a community newspaper, or the school website.

Expectations Addressed in the Exemplar Task

Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify ways in which the environment molded Canadian Aboriginal cultures (6z1);
2. describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices) (6z5);
3. identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples) (6z9);
4. use appropriate vocabulary (e.g., *social, political, economic, explorers, contributions*) to describe their inquiries and observations (6z10);
5. analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada) (6z13);
6. communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (6z15);
7. identify current concerns of Aboriginal peoples (e.g., self-government, land claims) (6z17).

Teacher Instructions

Prior Knowledge and Skills Required

To complete the task, students should have some knowledge or skills related to the following:

- a variety of Aboriginal communities in Canada
- the consequences of Aboriginal and European interactions
- recent Aboriginal concerns or those currently in the news
- completing tasks in small groups
- writing for various audiences

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package (see the Appendix) for each student
- chart paper and markers
- paper and writing implements
- classroom resources related to this unit (e.g., books, newspaper articles, student notebooks)

The Rubric

The rubric* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the concept of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You could reproduce the rubric for students or create an overhead transparency to use with the whole class.

Task Instructions

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task.

Pre-task 1: Activating Prior Knowledge (60 minutes)

The focus of this activity is on the relationship of Aboriginal communities with the environment prior to contact with European explorers.

1. List on chart paper or on the chalkboard the Aboriginal communities with which the class is familiar. Post the list for reference.
2. Choose one of the Aboriginal communities to use as the basis of a whole-class discussion.

3. Present the "The _____ and Their Environment" chart that follows to the class on the chalkboard, on chart paper, or on an overhead transparency. Discuss the meanings of each of the following terms:

- *climate*: weather over a period of time (includes seasons, temperature, precipitation)
- *wildlife*: vegetation and animals
- *natural resources*: things found in the natural environment that can be useful (e.g., trees, minerals, rocks, water sources)
- *physical geography*: mountains, rivers, freshwater lakes, oceans, beaches

The _____ and Their Environment (Aboriginal community)

	Climate	Wildlife	Natural Resources	Physical Geography
Food				
Shelter/ Clothing				
Family and Community Life				
Religious/ Cultural Practices				

4. Complete the chart with the class, describing how each environmental feature influenced the lifestyle of the identified Aboriginal community prior to contact with European explorers.
5. Divide the class into small groups. Assign each student group one of the Aboriginal communities listed earlier. Ask each of the groups to create and complete a chart similar to the one above for the assigned Aboriginal community.
6. Post all the completed charts around the classroom and invite students to make additions to them.
7. Guide students in making generalizations about the relationship between lifestyle and the environment. As a class, discuss the following:
 - What similarities were there among the communities in the ways they interacted with the environment?
 - What differences were there among the communities in the ways they interacted with the environment?

*The rubric is reproduced on page 41 of this document.

Pre-task 2: Examining Changes Over Time (60 minutes)

1. Provide students with copies of the chart “The _____ and Their Environment, Past and Present” (see the Appendix).
2. Ask students why they think physical geography and climate are not included on the chart. Ensure that they understand that climate and physical geography were not affected by the arrival of the first European explorers.
3.
 - a) In small groups, have students complete the two columns of the chart related to “When European Explorers Arrived” for the same Aboriginal communities considered in Pre-task 1. Students can refer to their notebooks and other reference and resource material as needed.
 - b) Once the first two columns are completed, debrief with the class to ensure that students understand the impact of contact with early European explorers on Aboriginal communities.
4.
 - a) In their groups, have students complete the two columns of the chart related to “Today”. Once again, students should refer to their notebooks and other reference and resource material as needed.
 - b) Debrief with the class again to ensure that students understand the long-term effects of historical events on the selected Aboriginal community and its environment. Ensure that the class discussion dispels any stereotypes.
5. Have students identify and record any environmentally related concerns of today’s Aboriginal communities under “Current Concerns” at the bottom of the chart.

Exemplar Task

Only the final copy of each student's article is to be submitted for marking.

1. Post the Student Scenario on chart paper or on the chalkboard. Review it with students.
2. Ask each student to select a present-day concern of an Aboriginal community related to how changes resulting from European contact affected the group’s lifestyle. Suggest that students refer to the charts they completed in the pre-tasks.
3. Have each student write an article suitable for publishing on the history page of a school or community newsletter or on a school website. The article is to include the following:
 - a description of the concern selected
 - the historical background for this present-day concern
 - how the lives of the members of the Aboriginal community have been affected
4. Have students edit and revise their articles independently.
5. Instruct students to submit only the final copy of their articles for assessment. Students can write their final copies of their articles on lined paper or on computer, if computer use is part of students’ regular writing routine.

Appendix
The _____ and Their Environment, Past and Present

	When European Explorers Arrived		Today	
	Wildlife	Natural Resources	Wildlife	Natural Resources
Food				
Shelter/ Clothing				
Family and Community Life				
Religious/ Cultural Practices				

7

Current Concerns

1. _____
2. _____
3. _____