This is a thorough unit on Canada’s Aboriginals, including written activities, projects, stories, lesson ideas and games.
Grade 4 Social Studies Kit

Aboriginals

Materials in kit (8 items):

1. Professor Noggin’s First Peoples card game
2. The Kids Book of Aboriginal Peoples in Canada – Diane Silvey
3. Canada’s Natives Long Ago – Donna Ward
4. Through Mala’s Eyes: Life in an Inuit Community – A Learning Resource by Indian and Northern Affairs Canada
5. The Learning Circle: Classroom Activities on First Nations in Canada – by Indian and Northern Affairs Canada.
6. The Beothuk of Newfoundland
7. Community Stories: Aboriginal Successes in British Columbia – from the government of Canada

Materials needed:

1. A notebook and/or lapbook
2. Writing tools; pens, pencils, crayons, etc.
3. Access to Internet
4. Materials for making a lapbook if you wish to do so – coloured paper, file folder, printed pictures of artifacts, artwork, people, etc to decorate your lapbook.
Dear Parent,

You have just opened the Social Studies kit for grade 4. This kit will help you teach your child about Canada’s First Nations Peoples. While taking a Christian worldview, it is my prayer that your family will glean the positive ways of life the Aboriginals are so familiar with. For example, storytelling; the First Nations Peoples are gifted storytellers. They pass down generations of stories and children feel a connection with their ancestors. How wonderful would it be for your children to gather a collection of stories that have been passed down in your family! First Nations also have a tremendous respect for nature. While the spiritual aspect will be significantly different, children will benefit from learning about other people’s beliefs, respect those beliefs that are different than theirs and discover more deeply why they believe in Jesus.

If you do one to two chapters a week from Donna Ward’s book and choose 2–4 extra activities per week you should be able to complete it in six weeks. Read through the guide and roughly plan your schedule with the activities you would like to do. If you find that there are some activities that you would love to do, but you do not have the time before your 6 weeks is up, feel free to copy the idea(s) and do them later.

Enjoy!

Aimee Imbeau B. Ed.
HCOS Teacher
Opening Ideas

Here are some ideas for getting your Aboriginal unit off to a good start. Opening activities such as these help pique children’s interest in the topic. Choose one idea for the beginning of the entire unit or use several of them throughout the unit.

1. Look at First Nations artifacts and discuss what purpose they may have served. Find artifacts in your local museum or visit http://www.mccord-museum.qc.ca/en/ - this virtual museum has several fantastic artifacts and you are able to do an advanced search and find artifacts from BC.

2. Read a brief history of Aboriginal peoples in BC article in this guide.

3. Look through Native art and discuss similarities and differences between them and between other artists. The Raven’s Call has Bill Reid’s artwork on virtual display. http://theravenscall.ca/en/art

   The Khot-La-Cha Art Gallery has some art work for sale on their website that you can look at. http://www.khot-la-cha.com/

   Ruby Creek has several pieces of art to browse through http://www.rubycreekartgallery.com/

4. Look through the books together that are included in the kit and/or borrow books from the library about First Nations (local and/or distant).

5. Make Bannock (recipe in this guide)

6. Make your project book – instructions on page 6 of Donna Ward’s book Canada’s Natives Long Ago – you will use this book while going through Donna’s curriculum as well as the extra activities that are included in this kit that you choose to complete. Or, if you prefer, create a lapbook with several flaps for storage and mini books. Or make both!
Beginning the Curriculum

Donna Ward’s book is a great overview of Canada’s Aboriginals and a perfect starting place. You will need a project book (stated as an opening activity) for each student to use throughout the study. Instructions are on page 6 of the book – you may want to add more sections for additional work after you complete Donna’s book. *Canada’s Natives Long Ago* is a straightforward and easy curriculum to use. And it is written with a Christian worldview. Use *The Kids Book of Aboriginal Peoples in Canada* book for reference throughout the study. The lessons listed below are for additional work and enrichment. Pick and choose which ones you would like to do.

If you are choosing a lapbook format, the following ideas can easily be adapted for your favourite mini books.

Additional Lessons

1. Research traditional foods, medicines and clothing of two distinct Aboriginal cultures. Use a Venn diagram to demonstrate learning. The child may then choose one of the three topics to write a short comparative report on using the Venn diagram. This can be completed throughout the study as an ongoing record and then put together once all information is recorded.

2. Have child research and report on traditional Aboriginal trade and exchange systems. This can take up to a week of research and writing/presenting.

3. Choose an artifact from the online museum [http://www.mccord-museum.qc.ca/en/](http://www.mccord-museum.qc.ca/en/) or from your local museum to research further and report on – be creative on the method of presentation. For example, an explorer finds a tool and writes a letter home about it; make a mandala (there is an example in this guide); write a legend including the artifact; write a newspaper article as a modern day journalist who finds the artifact or interviews someone who found it.
4. Build a model of a particular Aboriginal dwelling – be sure to include surrounding area (grass, fire, trees, people, etc). Building a model will require further research of the tribe. A diorama in a shoebox would be a wonderful keepsake and it would make it easy to store.

5. Discuss the role of elders in your family’s life. Research how elders are treated in First Nations cultures. This website has a great story on how First Nations elders are treated [http://www.beatstudios.ca/inac/eng/2000_e.html](http://www.beatstudios.ca/inac/eng/2000_e.html)

There are also colouring pages to print and a game to play.

Here are some questions to help guide discussions:

a. What can we learn from our elders?

b. How did Claire show respect for her grandfather?

c. How can you show respect for the elderly?

d. What does God’s Word say about the elderly? Use Scripture references.

e. How was the importance of family shown in Claire and Her Grandfather?

f. How are your family traditions and values similar to those in the story?

g. How is your family important to you?

h. What does God say about family?

6. Research how Aboriginal children were educated long ago. The books included in this kit give an idea on how children were ‘educated’ – they learned at home with their family. How was their method similar to home schooling? How was it different?
7. Use the physical geography of BC map (included in this guide) to discuss settlement patterns. There are other ideas on the 2 pages preceding the map if you wish to do further work with the map.

8. Read some legends (*The Moose* is included in this guide) and compare to God’s Word and your family’s beliefs. Why do you think this particular legend would be important to the First Nations culture (group)? Interview family members and write down the family stories they tell you. Consider making a special book with all the stories you have gathered – this would be a wonderful family heirloom. A list of legends is included and should be available at your library.

9. Read *The Beothuk of Newfoundland* or choose just a few topics in the book to read. Make a mini book and draw a picture to go with each chapter you read.

10. Use *The Learning Circle: Classroom Activities on First Nations in Canada* and *Through Mala’s Eyes: Life in an Inuit Community*. Both resources have great information and activities. Please copy the questions from *Through Mala’s Eyes: Life in an Inuit Community* in child’s notebook or discuss them with your child.

11. There is a timeline of the Aboriginal Peoples of BC included in this guide. Use it to make your own timeline. Present it any way you wish.

12. Included in this guide are some overviews of Native American tribes as well as activities to complete. Please photocopy the templates as the master copy must be returned with the kit. I have labeled each template with “COPY” so you know which pages to copy. The templates have been placed at the back of the guide for ease of removal and replacement. Some tribes, like the Nez Perce and the Sioux, are from the USA, but the information is applicable and the projects are fun.

13. *Community Stories: Aboriginal Successes in British Columbia* has some fabulous photos of tribes in BC today. Look through the book with your child and discuss
pictures. Depending upon your child’s interest, you may read selections or the entire book (which isn’t very long).

14. Research a First Nations tribe near you. I am confident the Band office in your community would be happy to assist you as you learn about their culture!

15. Have child 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. How is the footwear related to the region? Use this opportunity to discuss the footwear we need when we wear God’s armour.

16. The Aboriginal Affairs website has several resources to use. There are games, art, information on a Pow Wow, etc. [http://www.aadnc-aandc.gc.ca/eng/1315444613519](http://www.aadnc-aandc.gc.ca/eng/1315444613519)

17. Included in this guide are 2 art projects. One is making mini totem poles from paper towel tubes. The other is a 3D sculpture using clay.

**Closing Activities**

Here are some ideas to finish off your unit:

1. Gather some First Nations recipes and have an Aboriginal meal.

2. Build an Inukshuk from real rocks. A smaller version can be glued together using a glue gun (adult supervision required) or make a large scale one outdoors.

3. Make a model shelter (longhouse, wigwam, tipi, igloo, etc) of a particular First Nations group.

4. If you did activity #6 on page 6, plan a visit to a senior’s rest home. Have the elderly people share stories of when they were younger. Have children keep a written record of what was shared.
5. Play Professor Noggin’s First Peoples of North America game (included in kit).

6. Have child select a tribe that has been studied. Pretend that your child is from that tribe. Write a letter to a friend or family member telling about the tribe. Include information like type of dwelling, what it is made from, food eaten, what clothing is made from, where the tribe is located, family life, etc.

7. Make a mini book identifying favourite tribe, dwelling, food, clothing, work, playtime activity, artwork, animal hunted, etc. These favourite things may be from the same tribe or from several different tribes.

8. Complete notebook or lapbook if one was started.
Book List

Legends

We Are the People. A Trilogy of Okanagan Legends: How Food was given, How Names Were Given & How Turtle Set the Animals Free. Illustrations by Barbara Marchand

Amorak. Tim Jessel. An Inuit creation legend.


How Raven Freed the Moon. Anne Cameron.

Coyote as the Sun and Other Stories: Shuswap Legends.

Joe McLellan/Joseph McLellan write legends about Nanabosho.

How We Saw the World: Nine native Stories of the Way Things Began. CJ Taylor

Little Water and the Gift of the Animals: A Seneca Legend. CJ Taylor

The Ghost and Lone Warrior: An Arapaho Legend. CJ Taylor

The Messenger of Spring. CJ Taylor

The Secret of the White buffalo: An Oglala Legend. CJ Taylor

*Please note: these titles are taken from An Aboriginal Book List for Children from Indian and Northern Affairs Canada. I have not read them myself; you will have to read the books before you read them to your children in order to decide if they are appropriate for your family.

Thank you for choosing to use a kit from the HCOS online library. I hope you found it educational and fun. The library has many other kits for you to use!

Titles from HCOS Library

#1 Aboriginal Tales Supplementary kit

#2 Aboriginal Tales Supplementary kit.

The Inuit thought of it : amazing Arctic innovations [ Book ] 303.4 Ipellie, Alootook, 1951-

I is for Inuksuk : an Artic celebration [ Book ] 305.8 WAL Wallace, Mary.

The legend of the bluebonnet : an old tale of Texas [ Book ] 398.2 DEP DePaola, Tomie, 1934-

The legend of the Indian paintbrush [ Book ] 398.2 DEP DePaola, Tomie, 1934-
The boy & his mud horses : & other stories from the tipi [ Book ] 398.2 GOB Goble, Paul.
The great race of the birds and animals [ Book ] 398.2 GOB Goble, Paul.
Ah mo : Indian legends from the Northwest [ Book ] 398.2 GRI compiled by Arthur Griffin ; edited by Trenholme J. Griffin ; illustrated by Margaret Chodos-Irvine.
Anpao : an American Indian odyssey [ Book ] 398.2 HIG Highwater, Jamake., ca. 1930—June 3,
My Arctic 1,2,3 [ Book ] 513.2 KUS Kusugak, Michael.
Corn is maize : the gift of the Indians [ Book ] 633 ALI Alik.
Aboriginal art & culture [ Book ] 700.89 BIN Bingham, Jane.

Draw, write, now. Book three, Native Americans, North America, the Pilgrims : a drawing and handwriting course for kids!

Thirteen Moons on Turtle’s Back : A Native American Year Of Moons
Pocahontas : the true story of an American hero and her Christian faith
The kids book of Aboriginal peoples in Canada
Arctic memories : living with the Inuit
Aboriginal Peoples
This land is my land
Discovering first peoples and first contacts
Proud to be Inuvialuit = Qviahuktunga Inuvialuugama
Indian Heroes & Great Chieftans
Life in a longhouse village
Life in an Anishinabe camp
Life in a plains camp
Very last first time
Moonstick : The Seasons of the Sioux
Maple moon
The Girl Who Loved Wild Horses
Baseball bats for Christmas
The Littlest Sled Dog
Northern lights : The Soccer Trails

Provincial Learning Outcomes
With any given activity, outcomes in subject areas such as language arts, science or health career are worked on, however, the outcomes listed below are specifically from grade 4 social studies. Your support teacher will be able to determine which other outcomes have been met or are in progress. Your support teacher will also help you determine if the following outcomes have actually been met by your child; or if they are still in progress and additional work may be required. The meeting of these outcomes is dependent upon the quality and quantity of work.

**Economy and Technology**
- describe technologies used by Aboriginal people in BC and Canada
- describe economic and technological exchanges between explorers and Aboriginal people
- describe technologies used by Aboriginal people in BC and Canada

**Human and Physical Environment**
- identify the significance of selected place names in BC and Canada
- describe Aboriginal peoples’ relationship with the land and natural resources
- compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada

**Identity, Society, and Culture**
- identify effects of early contact between Aboriginal societies and European explorers and settlers
- distinguish characteristics of various Aboriginal cultures in BC and Canada

**Skills and Processes of Social Studies**
- apply critical thinking skills including comparing, imagining, inferring, identifying patterns, and summarizing to selected problems and issues
- use maps and timelines to gather and represent information
- create a presentation on a selected historical event or topic
- gather information from a variety of sources
- identify alternative perspectives on a selected event or issue