

Backward Design Lesson Plan

Chapter 4: What Do We Understand About the Diverse Societies of First Nations and Inuit?

Teacher: Krystal Munro

Grade level: 5

Subject: Social Studies

Unit title: Chapter 4: What Do We Understand About the Diverse Societies of First Nations and Inuit?

Length of Unit: approximately 4.5 weeks/9 classes

Step 1 – Desired Results for the end of this unit

Students are introduced to the diversity of First Nations and Inuit societies in what is now present-day Canada. As students learn about the geographic regions in which selected societies lived, they extend their geographic knowledge and map-reading skills. A key focus in this chapter is how the environment influenced the lifestyle of selected societies and how these societies adapted to their environment. Students also learn how archeological evidence and oral tradition provide information about First Nation and Inuit societies.

Curriculum Outcome: 5.4.1 Demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada.

Step 2 – Assessment Evidence

Observation checklists, conferencing and self-reflections (in Social Studies journal) will be used to assess the following:

- Students will use geographical skills to identify where the earliest societies in Canada were located.
- Students will explain how environment influences lifestyle.

Assessment for Learning:

- Select a First Nations or Inuit society. Locate the society on a map. Identify two possible benefits and challenges of living in this area. (Page 71)
- Select an oral or written story from your past or from your community's past that has meaning to you. Use "Step by Step" to help you tell your story to your classmates. (Page 72)
- What technology did Inuit develop to help them adapt to their environment? (Page 76)
- Which resource may have been most important for Innu society? Provide reasons for your choice. (Page 79)
- How did artifacts help archeologists and historians to reconstruct the life of Beothuk? (Page 82)
- The Appalachian region contains many natural resources. In what ways were Mi'kmaq of the past innovative in their use of their resources? (Page 85)
- Select three items that the Wolastoqiyik created from resources that are also used in modern times. How have these items changed in how they are made? (Page 88)
- What might be some similarities and differences between societies that had a more settled lifestyle, such as Haudenosaunee and Haida, and societies that planned and organized traditions on a seasonal round, such as Plains Cree? Create a graphic organizer to compare the similarities and differences. (Page 91)

Assessment of Learning:

Students will complete activity #1, or #2 or #3 from the following activities:

1. Create a physical regions map of Canada and identify where First Nation and Inuit societies you have studied in this chapter are located. Explain how three First Nation or Inuit groups responded to at least one challenge related to the environment in each group's region. (Page 92)
2. Choose one of the First Nation and Inuit groups in Atlantic Canada and a First Nations group in the rest of Canada. Identify in which physical region each group you have chosen is located. Respond to the following Question: How did the environment in that region influence the lifestyle of the First Nations or Inuit community? (Page 92)
3. Imagine you are a member of one of the First Nation or Inuit societies presented in this chapter. You are responsible for recording how your society interacted with the environment. Write your story. (Page 92)

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Step 3 – Learning Plan

Introduction Lesson: (1 period) First Nations and Inuit

Introduce Unit on First Nations and Inuit. Take students on a virtual tour of a First Nations and/or Inuit exhibit of artifacts/images/story tellers/sound recordings. View as many or as little of the following links:

AGO (Art Gallery of Ontario):

https://ago.adobeconnect.com/_a1009795166/p8pe4pje36k/?launcher=false&fcsContent=true&pbMode=normal

Canadian Museum of History:

<http://www.historymuseum.ca/exhibitions/online-exhibitions/first-peoples>

Canada's First Peoples:

<http://www.gateways2learning.ca/CFP/sites.asp?type=4>

Virtual Museum of Canada:

<http://www.museevirtuel-virtualmuseum.ca/Search.do?Ntt=inuit&gcwu-srch-submit=Search+VMC>

Read aloud “What is in This Chapter”, and “Look Ahead.” (Page 67) Discuss Jordana’s story and ask students if they can answer her questions. Make a “parking lot” for post-it notes of questions and comments that students will refer to later, and add to throughout the chapter.

Class Discussion of key words: *ancestry*. Students include word and meaning/illustration in their class dictionary.

Lesson 1: (1 period) Where Were the Earliest Societies in Canada Located?

Ask students to recall the four eras historians use to divide the past and the time period in which each era begins and ends. Encourage students to think about how long ago people lived in present day Canada. Invite students to stand if they think people lived in present day Canada during the Pre-History time period? ... The Ancient time period? ...The Middle Ages?

Read together text on page 68. Review timeline. Ask students to share a fact that they

learned and one that surprised them. (Pair-Share activity)

Read together page 69. Examine map and discuss range of languages.

Read together pages 70-71. Examine map and discuss physical regions.

Assessment for Learning: Select a First Nations or Inuit society. Locate the society on a map. Identify two possible benefits and challenges of living in this area. (Page 71)

Lesson 2: (2 period) How to Tell a Story of the Past.

Introduce lesson by reading a First Nation and/or Inuit oral tradition story.

Think-Pair-Share with a partner after reading: Why do you think people tell stories?

Complete “Step by Step” activity (page 72) together as a class to ensure complete understanding.

Before reading “Lessons From Mother Earth”, ask students to predict what the story might be about. Let students read the story independently (or with a partner). Students will then retell/paraphrase the story and infer the moral of the story.

Assessment for Learning: Select an oral or written story from your past or from your community’s past that has meaning to you. Use “Step by Step” to help you tell your story to your classmates. (Page 72) Use BLM 4.2: students may use second half of page to practice story telling with a partner.

Lesson 3: (3 periods) How Did Environment Influence Lifestyles of Early Societies in Present-Day Canada?

Invite students to recall the characteristics of the *Appalachian Region*. Discuss how some of the physical characteristics of this environment influence the way we live. Explain to students that we will learn how the environment influenced the lifestyle of early societies that lived in the country we now know as Canada.

Discuss with students ways in which we respect the environment today. Discuss different ways students have learned how to show respect for the environment.

Activity 4.3-4.8 First Nations and Inuit Societies

Jigsaw activity: assign **home groups** of 5, and explain that each group will learn about the First Nations and Inuit societies. In home groups, students choose who will be responsible for learning about each of the 5 societies (Inuit, Innu, Beothuk, Mi’kmaq,

and Wolastoqiyik). Next, students move to their **expert groups**. In expert groups, give students an index card on which they write: Dwellings, Transportation, Food, Tools, Clothing, and Medicine. Students read each section that corresponds with their heading and write jot notes about each topic (pages 74-88). Model for students how to complete their cards on the SMARTBoard (i.e. Inuit dwelling in summer & winter and influence of environment, transportation in summer & winter and influence of environment, etc.).

Students then return to home groups and take turns reporting what they learned. Students may refer to their index cards to help them. Students use BLM 4.3-4.8 to record information as they listen to each member's report.

(These **groups** will be used again in future lessons).

Assessment for Learning:

- What technology did Inuit develop to help them adapt to their environment? (Page 76)
- Which resource may have been most important for Innu society? Provide reasons for your choice. (Page 79)
- How did artifacts help archeologists and historians to reconstruct the life of Beothuk? (Page 82)
- The Appalachian region contains many natural resources. In what ways were Mi'kmaq of the past innovative in their use of their resources? (Page 85)
- Select three items that the Wolastoqiyik created from resources that are also used in modern times. How have these items changed in how they are made? (Page 88)

Point out to students the difference in spelling for *Mi'kmaw* (refers to one person or an adjective) and *Mi'kmaq* (noun), as well as, *Wolastoqiyik* (noun) and *Wolastoqey* (adjective). Students may include these on their class dictionary.

Invite students to read about the Haudenosaunee, Plains Cree, and Haida (pages 89-91).

Assessment for learning: What might some similarities and differences between societies that had a more settled lifestyle, such as Haudenosaunee and Haida, and societies that planned and organized traditions on a seasonal round, such as Plains Cree? Create a graphic organizer to compare the similarities and differences. (Page 91) Use BLM 4.8.

Lesson 4: (2 periods) Assessment

Assessment of Learning: [Click here to see assessment of Learning](#)

Materials:

- index cards
- markers, crayons, colored pencils
- iPads, computers, pencils & paper
- examples of stories for lesson 2 for students who may find this challenging
- Social Studies journal
- Black Line Master 4.1: Benefits and Challenges
- Black Line Master 4.2: My Story From the Past
- Black Line Master 4.3: Inuit
- Black Line Master 4.4: Innu
- Black Line Master 4.5: Beothuk
- Black Line Master 4.6: Mi'kmaq
- Black Line Master 4.7: Wolastoqiyik
- Black Line Master 4.8: Haudenosaunee, Plains Cree, Haida
- K. Munro's list for First Nations expert groups
- Assessment Master 4.1: Checklist for Chapter 4
- Assessment Master 4.2: Rubric for Chapter 4
- Assessment Master 4.3: Rubric for Chapter 4
- K. Munro's Class list for assessments

Cross-Curricular Connections:

- English Language Arts
- Technology Integration

Evidence of Differentiated Teaching/Learning:

- Students may read individually, or with a partner
- Individual and group work
- iPad applications *Co-Writer*, *Read Iris* and *Claro pdf* may be used with journal responses for IPP students
- samples of stories for lesson 2 for students who may find this activity challenging
- students may work individually or with a partner (i.e. *Think-Pair-Share*)
- students may read story independently or with a partner
- students may present orally, written, or audio/video recorded
- Graphic organizers may be paper or digital and style of choice

Step 4 – Reflection

Remember to ask:

- What happened during my lesson?

- What did my students learn?
- How do I know?
- What did I learn?
- How will I improve my lesson next time?

Tools for Assessment

Written	Oral	Visual	Kinesthetic
Advertisement	Audiotape	Advertisement	Community outreach
Biography	Balagtasan	Banner	Dramatization
Book report	Debate	Brochure	Field trips
Book review	Discussion	Campaign flyer	Letter writing
Brochure	Dramatization	Cartoon	Oral interviews
Campaign speech	Haiku	Chart	Play
Crossword puzzle	Interview	Collage	Presentation
Editorial	Newscast	Collection	Service learning
Essay	Oral presentation	Computer graphic	Simulations
Experiment record	Oral report	Construction	Role play
Game	Poetry reading	Data display	Skit
Journal	Rap	Design	Scavenger hunt
Lab report	Reader's Theater	Diagram	
Letter	Role play	Display	
Log	Skit	Diorama/shoebox	
Magazine article	Speech	Drawing	
Memo	Song	Graph	
Newspaper article	Teach a lesson	Graphic Organizer	
Poem		Map	
Portfolio		Mobile	
Position paper		Model	
Proposal		Painting	
Questionnaire		Photograph	
Research report		Portfolio	
Script		Poster	
Story		Scrapbook	
Test		Sculpture	
Yearbook		Slide show	
Class Dictionary		Storyboard	
		Venn Diagram	
		Videotape	