

Backward Design Lesson Plan

Chapter 5: How Did Early First Nation and Inuit Societies Make Decisions?

Teacher: Krystal Munro

Grade level: 5

Subject: Social Studies

Unit title: Chapter 5: How Did Early First Nation and Inuit Societies Make Decisions?

Length of Unit: approximately 4 weeks/8 classes

Step 1 – Desired Results for the end of this unit

Students examine the decision-making process of First Nation and Inuit societies, in what later became known as Atlantic Canada. Students consider how early First Nation and Inuit societies made decisions. Students then learn about decision making by consensus. Students deepen their understanding by examining the roles and responsibilities within the social structures of family and community within the societies of Inuit, Innu, Beothuk, Mi'kmaq, and Wolastoqiyik.

Curriculum Outcome: 5.4.2 Examine decision-making practices in First Nations and Inuit societies, in what later became Atlantic Canada.

Step 2 – Assessment Evidence

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

- Students will identify the types of decisions that were made by early First Nation and Inuit societies.
- Students will understand how social structure influenced decision-making.
- Students will explain how early First Nations and Inuit in what is present day Atlantic Canada made decisions.

Assessment for Learning:

- Use the “Step by Step” on page 96 to reach consensus about a decision that will impact your class or school. (Page 97)
- Describe the social structure in your school or in your community. What are the different roles? How do these roles affect decision-making? How are the social structures you have described similar to traditional First Nation and Inuit societies of Atlantic Canada? How are they different? (Page 101)
- What were some of the benefits and challenges of the Inuit system for dealing with disruptive behavior? Give reasons to support your answer. (Page 103)
- How did gender equality benefit decision-making in Innu communities? Provide an example to support your answer. (Page 105)
- Compare some decisions that Beothuk made with decisions that you make. Which decisions are more important? Why? (Page 107)
- Mi’kmaq had three main levels of decision-making. What would be one benefit and one challenge of having this three-level system of decision-making? (Page 109)
- What is one aspect of leadership that is unique to Wolastoqiyik? Describe aspects of Wolastoqey leadership that are similar to another First Nations or Inuit society? (Page 111)

Assessment of Learning:

Students will complete activity #1 and #2:

1. Choose two societies from First Nation and Inuit groups in the Atlantic region you have studied and describe two situations in which a decision might need to be made. For each situation, explain how you think the decision might be made. Consider the following factors:
 - How did social roles affect the decision (family roles; community roles such as being an elder)?
 - How did environment affect the decision?
2. Describe similarities in decision- making among First Nation and Inuit groups in the Atlantic region. (Page 112)

[Click here to return to Lesson 5](#)

Step 3 – Learning Plan

Introduction Lesson: (½ period) Comparing Decisions

Display a T-Chart with the labels: “My Decisions” and “Decisions of the Past.” Invite students to suggest decisions that they make throughout the course of a day and record their ideas in the left column. Then challenge students to consider typical day-to-day decisions that a person living in Pre-History or Ancient time periods might make. Record these ideas in the right column. Students examine the two columns and circle any decisions that are the same. Use T-Chart to demonstrate that societies in the past and present engage in decision-making.

Read aloud “What is in This Chapter”, and “Look Ahead.” (Page 93) Discuss the story and ask students to describe the way in which students made decisions, then ask what might happen if one of the students were not happy with the decision to grow vegetables.

Lesson 1: (½ period) What Types of Decisions Were Made by Early First Nation and Inuit Societies?

Explain to students that some decisions are made quickly and informally, while other decisions are made formally and considered formally.

Activity: *Decisions, Decisions!* As a class, play a guessing game on the SMARTBoard and have students choose answers. [Click here for Lesson 1 activity.](#)

On pages 94 and 95, students read the three texts about decision-making and summarize the main ideas in each section. In pairs, or small groups, students observe the map on page 95 and brainstorm possible benefits of trade.

Lesson 2: (2 periods) How to Make Decisions by Consensus

Game: Organize students into pairs to play a decision-making game. Students write down a number between 0 and 10. The player who chooses the higher number wins that amount of craft sticks minus the amount chosen by his/her partner. (For example: 6-4=2 craft sticks). Invite students to play two rounds then analyze their strategies. Some students may be tempted to always choose the highest number (10). If both students choose the same number, they both end up with 0. Play 2 more rounds. This time, change the rules so that each player takes a turn writing 0 and 10. (Each player will receive the same number of craft sticks). Encourage students to think of the craft sticks as resources (such as fish, berries, fur, etc.) that they might need to thrive. Ask students which strategy they would use to decide to distribute the resources and why.

Turn to page 96 and discuss the meaning of the word *consensus*. Students add word and meaning to the class dictionary.

Complete the “Step by Step” activity with the class to ensure complete understanding.

Read together the account on page 97. Students explain the situation and describe the decision that was made.

Assessment for Learning: In small groups, students follow the “Step by Step” directions on page 96 to reach consensus about a decision that will impact their class or school. (Page 97)

Extension: Whole class may participate in a talking circle about an end of year field trip, or another activity, that may present itself at this time.

Lesson 3: (2 periods) How Did Social Structure Influence Decision Making?

Invite students to brainstorm some of the different groups to which they belong (family, community, sports teams, etc.). Explain that members in each of these groups interact a certain way, depending on their roles and rules of the group. This system is called a social structure. Invite students to describe the social structure of their school community. (Discuss members, roles, decisions, etc.)

Read aloud the introduction paragraph on page 98 together.

Students read pages 98-100 individually while considering the following questions:

⇒ How did social structure affect decision-making?

⇒ How were decisions made within each social structure?

Students examine images 1, 2, and 3. Ask students to identify how the evidence in each image shows the role of social structure in decision-making.

Activity: Have students read the Mi'kmaq names for each month of the year and answer the questions on BLM 5.1.

Students read the section on Leadership and examine images 4, 5, and 6 on pages 100-101. Encourage students to use an example from the text to explain how leadership based on influence, rather than authority, worked in First Nation and Inuit societies.

Assessment for Learning: Students work in pairs or small groups to describe the social structure in their school or community. What are the different roles? How do these roles affect decision-making? How are the social structures similar to traditional First Nation and Inuit societies of Atlantic Canada? How are they

different? (Page 101) Complete BLM 5.2 then invite groups who have chosen a similar social structure to compare similarities and differences between the structure of their choice and First Nation or Inuit societies.

Lesson 4: (2 periods) How Did Early First Nations and Inuit in What is Present-Day Atlantic Canada Make Decisions?

Students recall what they learned in Chapter 4 about Inuit, Innu, Beothuk, Mi'kmaq, and Wolastoqiyik.

Jigsaw activity: Students return to **home groups** of 5 to learn more about the following 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: *Who made decisions? How? What kind of decisions were made? Who influenced the decision-making process?* Model for students, once again, how to complete their cards on the SMARTBoard. 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 5.3 to record information as they listen to each member's report.

Assessments for Learning:

- What were some of the benefits and challenges of the Inuit system for dealing with disruptive behavior? Give reasons to support your answer. (Page 103)
- How did gender equality benefit decision-making in Innu communities? Provide an example to support your answer. (Page 105)
- Compare some decisions that Beothuk made with decisions that you make. Which decisions are more important? Why? (Page 107)
- Mi'kmaq had three main levels of decision-making. What would be one benefit and one challenge of having this three-level system of decision-making? (Page 109)
- What is one aspect of leadership that is unique to Wolastoqiyik? Describe aspects of Wolastoqey leadership that are similar to another First Nations or Inuit society? (Page 111)

Lesson 5: (1 period) Assessment

Assessment of Learning: [Click here for Assessment of Learning](#)

Extension: As a whole class, use a talking circle to make decisions about a class project, activity, problem, etc.

Material

- SMARTBoard
- Craft sticks
- Talking stick(s)
- Index cards
- markers, crayons, colored pencils
- iPads, computers, pencils & paper
- Social Studies journal
- Black Line Master 5.1: Mi'kmaw Calendar
- Black Line Master 5.2: Social Structures
- Black Line Master 5.3: Decision-Making Practices
- Assessment Master 5.1: Rubric for Chapter 5
- Assessment Master 5.2: Checklist and Conferencing for Chapter 5
- K. Munro's Class list for assessments

Cross-Curricular Connections:

- English Language Arts
- Mathematics
- 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

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

Lesson 1 Activity: Decisions, Decisions!



Identify the decision-making method (formal or informal) used in each of the following scenarios by clicking on your answer:

[1] A brother and sister pick a number between 1 and 10 to decide who gets to choose the family movie.

[Formal](#)

[Informal](#)

[2] A family researches the advantages and disadvantages of solar energy to decide whether to install solar panels.

[Formal](#)

[Informal](#)

[3] A girl decides to drink a glass of milk instead of pop.

[Formal](#)

[Informal](#)

[4] A group of friends show thumbs up or thumbs down to decide if they will spend the afternoon playing soccer.

[Formal](#)

[Informal](#)

[5] A family meets to share ideas and decide how to help a family friend who is sick.

[Formal](#)

[Informal](#)

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