

Backward Design Lesson Plan

Chapter 6: How Are Societies Influenced by Interactions with Other Societies?

Teacher: Krystal Munro

Grade level: 5

Subject: Social Studies

Unit title: Chapter 6: How Are Societies Influenced by Interactions with Other Societies?

Length of Unit: approximately 5 weeks/10.5 classes

Step 1 – Desired Results for the end of this unit

In chapter 6, students will focus on how historical evidence, such as primary sources including artifacts and oral history, is used to investigate the lifestyles and interactions of the British and French and First Nations and Inuit, in what later became Atlantic Canada. Students will learn about the factors that influenced where settlers chose to live and the archeological findings that provide evidence of how they established their communities. Students will also examine evidence of interaction between British and French settlers and their interaction with Inuit, Innu, Beothuk, Mi'kmaq, and Wolastoqiyik. This interaction often benefited the British and French as they learned the skills needed to adapt to their new environment. However, it had a devastating effect on First Nation and Inuit societies. *Approach these topics with sensitivity.

Curriculum Outcome: 5.5.1 Examine interactions between British and French and First Nations and Inuit 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 if students are able to:

- use geographic skills to identify where the early British and French settled

- describe how environment influenced where early British and French settled
- understand how life changed for the British and French
- analyze how First Nations and Inuit and the early British and French interacted

Assessment for Learning:

- What were important factors for the English and the French in choosing sites for settlement? Which factor do you think was most important? Why? (Page 125)
- Create a T-chart comparing settlers' life in Europe to life in what is now Atlantic Canada. (Page 127)
- Examine image 2 on page 129 with a partner. Follow the steps on page 128 to analyze what is shown. Write a paragraph to explain your inference about the artist's perspective on the event shown in the painting. (Page 128)
- Create a mind map that shows interactions between Inuit and Europeans. What inferences can you draw? (Page 131)
- As Innu moved from hunting caribou to trapping furs for trade, what benefits and challenges did this pose for Innu? (Page 133)
- What could the British have done differently to enable positive interactions with Beothuk? (Page 135)
- How do you think the Mi'kmaw way of life might have been impacted by being confined to small areas of land? (Page 137)
- Did Wolastoqiyik benefit from alliances with the British and French? Why or why not? (Page 139)

Assessment of Learning:

Students may work individually or with a partner to complete one of the following (paper or digital product) from activity #1 OR #2, OR #3:

1. Create a visual that shows what settlers from mid-1700s in what is now Atlantic Canada might have found when they arrived. Include the following:
 - a map of British and French settlements
 - images of environmental factors that attracted them to the area
 - images of lifestyle in their settlement
 - images representing their relationship with First Nations and Inuit

Write a short paragraph to explain your visual. (Page 140)

2. Create a five-column chart.

- In the first column, list each First Nation and Inuit that you have learned about in this chapter.
 - In the second column, identify the settlements from the map on page 115 that were in the same geographic area of each First Nation and Inuit listed in the first column.
 - In the third column, describe the environment and natural resources in that area.
 - In the fourth column, list at least one way that each First Nation or Inuit was impacted by the British and French listed in the first column.
 - In the fifth column, list at least one way that the British and French were impacted by each First Nation or Inuit listed in the first column. (Page 140)
3. Imagine you are sent by the king of your country to tour colonies in what is now known as Atlantic Canada. Write a report for the king addressing the following three questions: Create a five-column chart.
- How did the environment influence where the early British and French settled?
 - How did lifestyles of English and French settlers change?
 - How did First Nations and Inuit interact with early British and French settlers? (Page 140)

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Step 3 – Learning Plan

Introduction Lesson: (½ period) Understanding Interactions

Review with students the meaning of the word *interaction*. Invite them to share examples of interactions (current events or their own lives). List several examples. Invite students to identify any examples that had a positive impact on everyone involved, and which ones had a negative impact on everyone involved, and which examples impacted one side positively and the other side negatively.

Read aloud “What is in This Chapter”, and “Look Ahead.” (Page 113) Ask students to explain in their own words to explain what they expect to learn in this chapter. After student read “Look Ahead”, ask them what content they might find in the journal of a new settler from the 1700s and why this journal would be a valuable source of information about the life of settlers.

Lesson 1: (1 period) Where Did Early British and French Settle?

Invite students to share reasons why they think immigrants in the 1700s might have come to their area and compare this to why immigrants still come to the area today. Create a T-chart of their responses. Discuss the similarities and differences between the factors that might have motivated immigrants to settle in the area in the 1700s and the 2000s.

Read together page 114. Invite students to predict the meaning of the word *migratory*. Add word and meaning to class dictionary. Challenge students to differentiate between migratory lifestyle and settled lifestyle.

Invite students to look closely at the map on page 115 and identify where most of the French and identify where most of the French settlements are located in what is now Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland & Labrador and where most British settlements are located in what is now Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland & Labrador.

To help draw conclusions, ask student what natural resource is common to all of these settlements and why they think settlers chose to live near water.

Extension: On a large map of Atlantic Canada, use pins or flags to identify settlements that still exist as modern towns, cities, or villages today.

Lesson 2: (2 periods) How Did Environment Influence Where Early British and French Settled?

Discuss with students what kinds of information we might learn from artifacts. Visit the Parks Canada website and show students archeological sites in Atlantic Canada (First Nation and Inuit sites, British and French forts, Acadian villages):

<http://www.pc.gc.ca>

Read first paragraph on page 116 and discuss why the British and French wanted more land and resources.

Read the second paragraph on page 116, as well as the captions on pages 116-117. Encourage students to identify which sites were forts and which sites were settlements. Ask students to identify which types of artifacts might be found in settlement sites and fort sites.

Read about Nova Scotia on page 118. Ask students to infer why there was need of a trading room at Port-Royal. Continue to read page 119 and discuss *dyke*. Students

add word and meaning and/or drawing to their class dictionary.

Read about New Brunswick on page 120. Encourage students to infer what the images reveal about Fort Beauséjour-Fort Cumberland. Continue to read page 121 and discuss what the images reveal about soldiers.

Read about Prince Edward Island on page 122. Examine the images and ask students to use *think-pair-share* to talk about advantages to location. Continue to read page 123 and ask students to make inferences about how the artifacts support their previous inferences about the location of the fort. Then ask students why soldiers may choose to stay in, or choose to leave, Atlantic Canada.

Read about Newfoundland and Labrador on pages 124 and 125. Ask students to observe images and tell why they think settlers chose to settle on the island of Newfoundland.

Assessment for Learning: What were important factors for the English and the French in choosing sites for settlement? Which factor do you think was most important? Why? (Page 125)

Lesson 3: (2 periods) How Did Life Change for the British and the French?

Ask students to consider why potential settlers would settle in a new land, what their new land would have to offer, and what fears they may have about making this move.

Read together page 126. Ask students to speculate meaning of new words: *fortnight*, *skiff*, *quintal*, and *victuals*. Students add words and meaning to class dictionary.

Read together page 127. Analyze picture and discuss challenges that fishers would have faced in their daily life.

Assessment for learning: Create a T-chart comparing settlers' life in Europe to life in what is now Atlantic Canada. (Page 127)

Extension: Have students write a report in the role of a writer returning to Europe from a new settlement and describing what life is like for settlers. The report should include quotes from the settlers about how they feel about their new land. (paper or digital report, such as an iMovie trailer)

Lesson 4: (1 period) How to Analyze Visuals for Perspective

Review the meaning of *perspective* and *point of view*.

Read together “Step by Step” on page 128. Observe image 1 on page 129 and follow steps and answer questions on page 128, before reading sample responses on page 129. Ensure complete understanding before continuing.

Discuss perspective. Share with students that some Inuit agreed to go to Europe, and others were forced or tricked into going to Europe. The feelings of Inuit might have varied depending on their situation. Discuss how the perspective may have been different if the illustration had been drawn by a First Nations or Inuit artist.

Assessments for Learning: Observe picture 2 on page 129 and complete steps on page 128 once again, only this time, with a partner. Complete BLM 6.2.

Lesson 5: (3 periods) How Did First Nations and Inuit and the Early British and French Interact?

Select a detailed visual that represents a historical or current event in what is now Atlantic Canada. Zoom in on a small portion of this visual on the SMARTBoard, or prepare a paper overlay to show only a small portion of the visual. Invite students to make inferences about what they are viewing. Remove the overlay to reveal the entire image and discuss with students of their inferences were correct. Then ask students how the small bit of information that Europeans had about First Nations and Inuit impacted the inferences made about First Nations and Inuit. Click here to see sample images of [We Day 2014](#) or [Halifax Explosion](#)

Jigsaw activity: Students organize into **home groups** of 5 to learn more about the following 5 societies: Inuit, Innu, Beothuk, Mi'kmaq, and Wolastoqiyik, and their interactions with Europeans. Next, students move to their **expert groups**. In expert groups, give students an index card on which they write: *With whom did the First Nations or Inuit society interact? How did the First Nations or Inuit society interact? What were the positive consequences of the interaction? What were the negative consequences? How did interaction change the lifestyle of the First Nation or Inuit?* Model for students how to complete their cards on the SMARTBoard. In groups, students read the necessary pages between 130 and 139 (i.e. *Inuit* information is found on pages 130-131). Students then return to home groups and take turns reporting what they learned. Students may refer to their index cards to help them. Students can make a chart to record how the experiences of the different First Nation and Inuit societies were the same and how they were different.

Assessment for Learning (can be completed in groups):

- Create a mind map that shows interactions between Inuit and Europeans.

What inferences can you draw? (Page 131)

- As Innu moved from hunting caribou to trapping furs for trade, what benefits and challenges did this pose for Innu? (Page 133)
- What could the British have done differently to enable positive interactions with Beothuk? (Page 135)
- How do you think the Mi'kmaw way of life might have been impacted by being confined to small areas of land? (Page 137)
- Did Wolastoqiyik benefit from alliances with the British and French? Why or why not? (Page 139)

As a class, review information that could be inferred, as well as different perspectives of images, found on pages 130-139.

Extension: Invite an Elder to visit the classroom and discuss the perspective of the First Nations and Inuit about the themes and events discussed in this chapter. Before the elder arrives, invite students to prepare a list of questions.

Lesson 6: (1 period) Assessment

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

Material

- SMARTBoard
- Markers, crayons, colored pencils
- iPads, computers, pencils & paper
- Social Studies journal
- Map of Atlantic Canada
- Pins and/or flags
- Detailed image of historical and/or current event in what is now Atlantic Canada
- Paper to cover image
- Black Line Master 6.1: Comparing Life in Europe to Life in Settlements
- Black Line Master 6.2: Analyzing a Visual for Perspective
- Black Line Master 6.3: Chart for Chapter 6
- Assessment Master 6.1: Checklist for Chapter 6
- Assessment Master 6.2: Checklist for Chapter 6
- Assessment Master 6.3: Checklist for Chapter 6
- K. Munro's Class list for assessments

Cross-Curricular Connections:

- English Language Arts
- Visual Arts

- Technology Integration

Evidence of Differentiated Teaching/Learning:

- Students may read individually, or with a partner
- Students may work individually, or with a partner
- Individual and group work
- Students may benefit from creating a visual timeline using images
- Students may benefit from creating a model or diorama of dyke system
- iPad applications *Co-Writer*, *Read Iris* and *Claro pdf* may be used with journal responses for IPP students

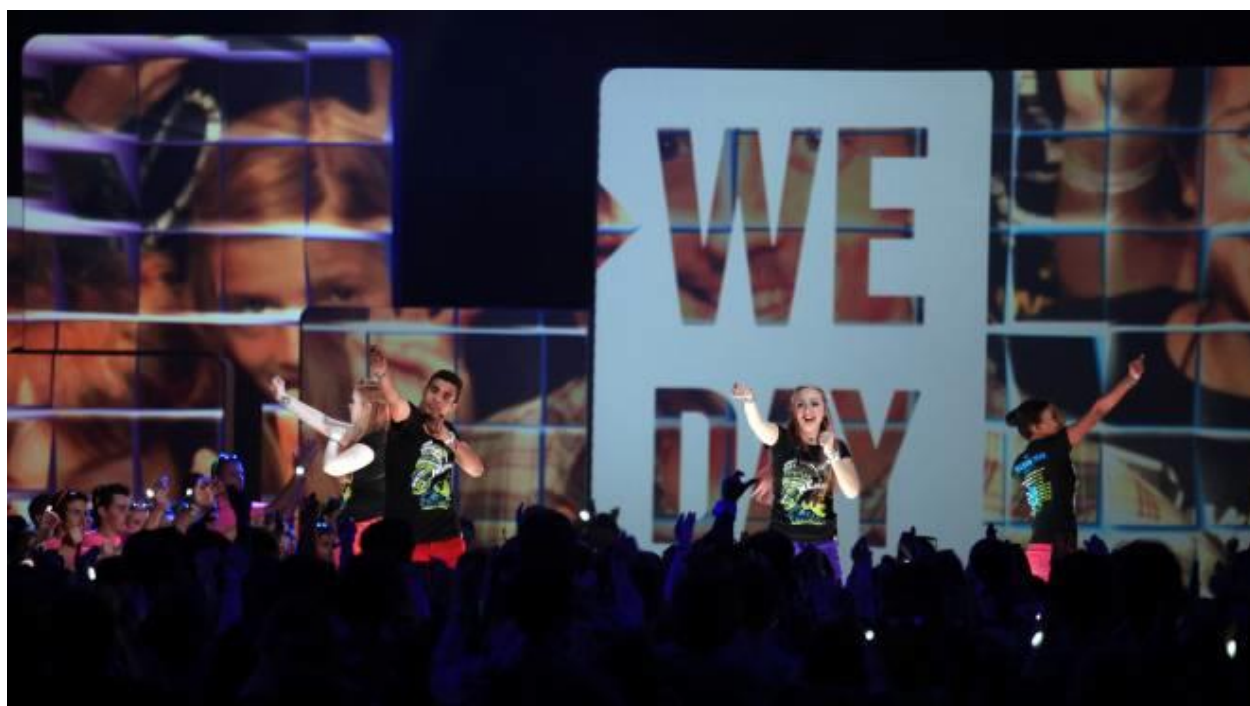
Step 4 – Reflection

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	Balagtasán	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		iMovie	
Portfolio		Map	
Position paper		Mobile	
Proposal		Model	
Questionnaire		Painting	
Research report		Photograph	
Script		Portfolio	
Story		Poster	
Test		Scrapbook	
Yearbook		Sculpture	
Class Dictionary		Slide show	
		Storyboard	
		Venn Diagram	
		Videotape	



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