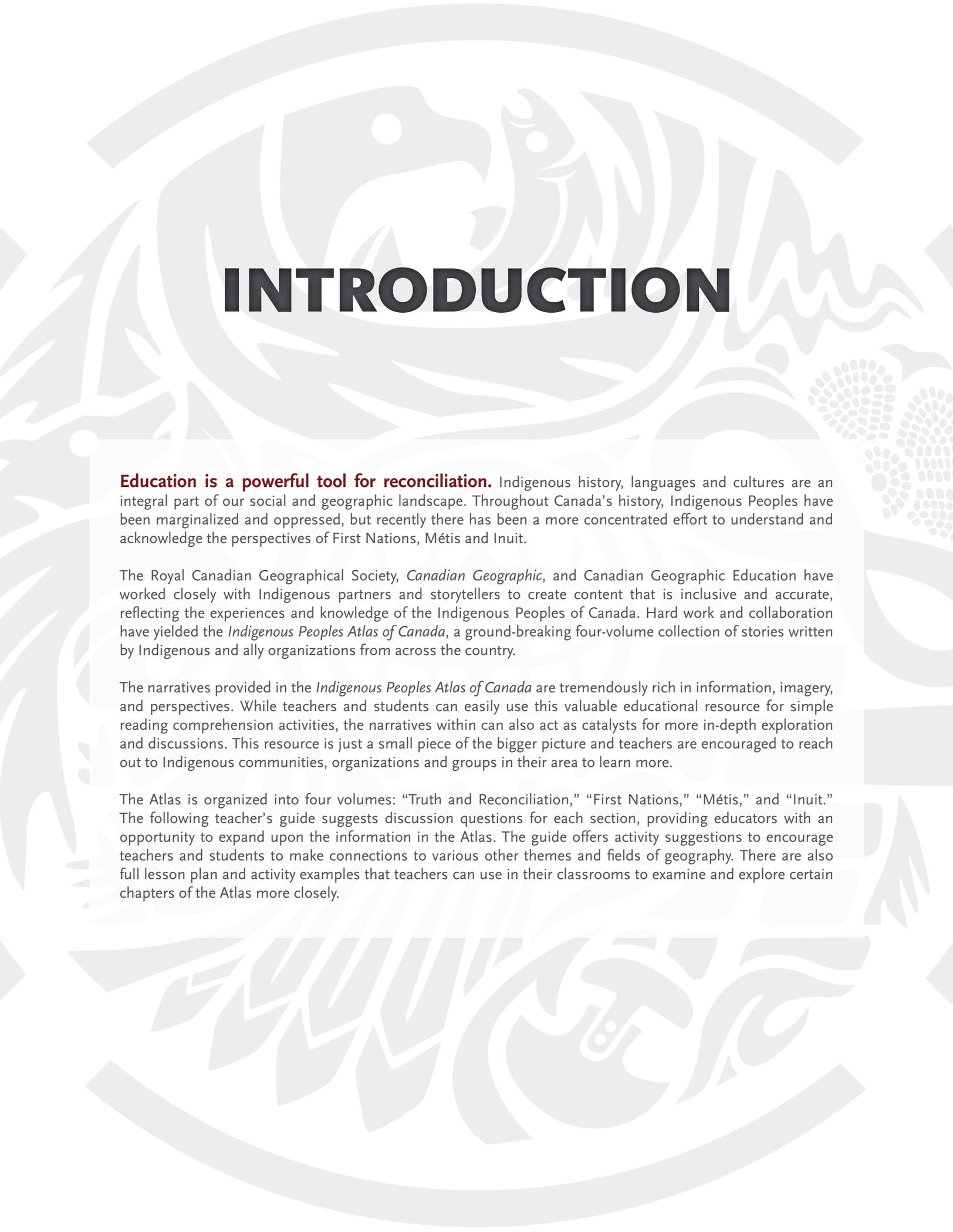




Canadian Geographic
Indigenous Peoples
Atlas of **Canada**

TEACHER'S GUIDE



INTRODUCTION

Education is a powerful tool for reconciliation. Indigenous history, languages and cultures are an integral part of our social and geographic landscape. Throughout Canada's history, Indigenous Peoples have been marginalized and oppressed, but recently there has been a more concentrated effort to understand and acknowledge the perspectives of First Nations, Métis and Inuit.

The Royal Canadian Geographical Society, *Canadian Geographic*, and Canadian Geographic Education have worked closely with Indigenous partners and storytellers to create content that is inclusive and accurate, reflecting the experiences and knowledge of the Indigenous Peoples of Canada. Hard work and collaboration have yielded the *Indigenous Peoples Atlas of Canada*, a ground-breaking four-volume collection of stories written by Indigenous and ally organizations from across the country.

The narratives provided in the *Indigenous Peoples Atlas of Canada* are tremendously rich in information, imagery, and perspectives. While teachers and students can easily use this valuable educational resource for simple reading comprehension activities, the narratives within can also act as catalysts for more in-depth exploration and discussions. This resource is just a small piece of the bigger picture and teachers are encouraged to reach out to Indigenous communities, organizations and groups in their area to learn more.

The Atlas is organized into four volumes: "Truth and Reconciliation," "First Nations," "Métis," and "Inuit." The following teacher's guide suggests discussion questions for each section, providing educators with an opportunity to expand upon the information in the Atlas. The guide offers activity suggestions to encourage teachers and students to make connections to various other themes and fields of geography. There are also full lesson plan and activity examples that teachers can use in their classrooms to examine and explore certain chapters of the Atlas more closely.

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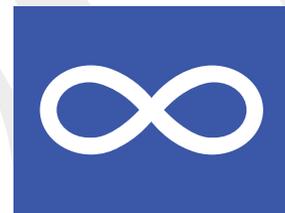


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CONTRIBUTORS

We would like to thank Canadian Geographic Education teachers, as well as students from the education department at Acadia University, who assisted in the development of this educational guide.



National Centre for
Truth and Reconciliation
UNIVERSITY OF MANITOBA
Centre national pour la
vérité et la réconciliation
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Canada



THE ROYAL
CANADIAN
GEOGRAPHICAL
SOCIETY



LA SOCIÉTÉ
GÉOGRAPHIQUE
ROYALE DU
CANADA

EDUCATION
CANADIAN
Geographic
ÉDUCATION

INTRODUCTION VOLUME

ARMAGEDDON IN OUR BONES, UTOPIA IN OUR SOULS: THE CONTEMPORARY INDIGENOUS RENAISSANCE (PAGE 7*)

Discussion questions and topics:

- There is a long history of prejudice and discrimination toward Indigenous Peoples in Canada, but a movement for truth and reconciliation is emerging to change that. What is needed for reconciliation to have a meaningful impact for Canada and Indigenous Peoples? Consider what “unprecedented transformation” might need to occur in Canadian society.
- How does the author use the term “renaissance” and what does it mean in the context of self-determination for Indigenous Peoples?
- The narrative refers to creating “a society built nation-to-nation, government-to-government and people-to-people.” How would this differ from what has been occurring over the past several centuries?
- Discuss the references to family throughout this passage, such as “loving grandmothers,” “aunties who look after us” and “cousins who are line mates.” Why does the author choose to highlight these relationships in the broader context of this passage?

MAPS: DE-INDIGENIZING AND RE-INDIGENIZING OUR TERRITORY (PAGE 8)

Discussion questions and topics:

- What types of features might be emphasized on a map created by Indigenous groups? Why?
- How are Indigenous maps different from those created by the European explorers and settlers? Why?
- Many of the borders/boundaries that the European cartographers placed on their maps did not match up with the Indigenous perceptions of boundaries. Why not? How were the Indigenous populations of Canada affected by Eurocentric cartography?
- How are the boundaries of the more recent land settlement agreements determined? Why were the boundaries of Nunavut established as they were?

* This page and the following page numbers reference pages in the corresponding volume.

INTRODUCTION VOLUME

Activity ideas:

- The concept of mapmaking as a political process is thoroughly introduced in this narrative. Most Canadian students are used to seeing historical Canadian maps from a European perspective, and one of the principal reasons for their creation was to reinforce the concept of control or political power. As a result, details important to Indigenous Peoples were usually excluded from the new maps created by the European explorers and settlers, while details emphasizing the European view of land ownership and control were included. Have students create maps of their neighbourhood, adding whatever they believe is important. Catalogue and analyze the types of things they have included in their maps. How are their maps different from the maps that their community or province produces?
- Have students examine the possibility of combining Indigenous and Eurocentric cartography and ask them to produce a map that includes elements of both.
- Examine the maps throughout the Atlas and discuss the boundaries and sizes of various treaty areas. Why do the sizes vary so much? How were the boundaries determined?
- Examine the connection between the surveying and re-mapping of parts of Manitoba, the long-lot survey system, and Louis Riel.

HISTORY OF RESIDENTIAL SCHOOLS (PAGES 62 - 63)

STILL STANDING: WHY THE MUSCOWEQUAN RESIDENTIAL SCHOOL REMAINS TODAY (PAGE 64)

MISSING CHILDREN AND UNMARKED BURIALS (PAGE 65)

Discussion questions and topics:

- What is meant by assimilation? Why have residential schools been considered a form of “aggressive assimilation?”
- How did the residential schools affect the demographic composition of Indigenous communities?
- What has happened to the residential school buildings since the government policy ended? Why?

Activity ideas:

- Consider the spatial distribution of residential schools and have students examine the map on page 63 to explore reasons for why residential schools may have been built in the locations they were. What provinces of Canada had no residential schools? Why?
- Research with students the unmarked Indigenous burial grounds that have been identified in relation to residential schools to further show the impact of this system.
- Examine and discuss past and contemporary vital statistics, such as birth rates, death rates, rates of natural increase, infant mortality rates, and child mortality rates for the Indigenous populations of Canada, and compare them to the non-Indigenous population.

INTRODUCTION VOLUME

INDIGENOUS LANGUAGES MAP (PAGES 12, 102 - 103)

Discussion questions and topics:

- The study of languages is an important aspect of cultural geography. While some language families, sub-families, and groups are increasing in importance in terms of the number of speakers, others are declining in importance and even disappearing. In which category do Indigenous languages fit into?
- How many Indigenous language groups are still present in Canada? Which language has the most speakers?
- Which Indigenous languages appear to be at the greatest risk of becoming extinct in Canada?
- What efforts should be made to keep these and other endangered languages alive?
- What types of things can be used to help keep an endangered language alive or to encourage expansion of an existing language?
- Which Indigenous language(s) are spoken in your region of Canada? Are words or place names from the local language(s) evident on signs in the area?
- Why does the West Coast appear to have more language diversity than the East Coast? Is the reason geographic?

Activity ideas:

- Examine two recent story books by Mi'kmaw author Michael James Isaac and look into his background. His first book, "How the Cougar Came to be Called the Ghost Cat / Ta'n Petalu Telui'tut Skite'kmujewe," is published in English, French and Mi'kmaw. His second book, "The Lost Teachings / Panuijkatasikl Kina'masuti'l," is published in English and Mi'kmaw.
- Toponymy, the study of place names, is an important component of cultural geography. Have students locate examples of Indigenous place names throughout Canada and research what these names mean. Discuss if these names are more common in some regions than in others.
- Have students locate and map examples of communities that have changed their colonial names to Indigenous names. Are these names the actual names used by the local people hundreds of years ago?

FIRST NATIONS VOLUME

RESIDENTIAL SCHOOLS (PAGES 10 - 11)

Discussion questions and topics:

- Was the residential school system implemented across Canada primarily through the backing of the federal government or church institutions? If both were responsible, what group do you think had more influence over policy and the programming of the schools?
- How would the curriculum the students were exposed to compare to what they would have learned if they had stayed in their communities? Why was the curriculum designed as it was?
- The residential schools influenced the children in ways beyond the academic curriculum. How did policies regarding dress and hairstyle fit into the goals of the program?
- What impact did the residential schools have on the spiritual, familial, and linguistic dynamic of Indigenous communities?
- How was the landscape altered by the creation of the residential schools and their surrounding supportive buildings? Why were they built where they were and why aren't most of them there anymore? What are the implications of either tearing it down or leaving the physical building up?
- The removal of children from their parents and their community can be viewed as a type of forced migration. Discuss if this was designed as a temporary migration. Did the authorities hope the children would return to their communities when they completed their schooling? Why or why not?

TRADE (PAGES 40 - 41)

Discussion questions and topics:

- This narrative offers an interesting discussion of the importance of having valuable resources and a good transportation network in place to allow for widespread trade among First Nations communities. Many aspects of First Nations life and ideas related to trade can be introduced through this essay. Discuss with students:
 - ▶ What is necessary in order for trade to occur?
 - ▶ Why might a three-way trading system need to exist in order for trade to occur?
 - ▶ How can the existence of money change the need for a three-way system?

FIRST NATIONS VOLUME

- Prior to the 1800s, what transportation system dominated trade?
- Consider examples of how transportation innovations result in changes to trading patterns and the possible decline of some communities and the growth of others.
- What other types of opportunities did trade among First Nations provide? Is this still true today for trading partners throughout the world? Think of some examples.

TRADITIONAL TERRITORIES OF YUKON FIRST NATIONS (MAP ON PAGE 59)

Discussion questions and topics:

- What do the overlapping boundaries suggest about First Nations cultures, as compared with Western cultures, in regard to ownership of land?
- There are several smaller territories on the southern edge of the map, while most of the more northerly territories are larger. Have students consider some possible reasons for this spatial arrangement.
- Where are the First Nations reserves located in present-day Yukon? How do they relate to the traditional boundaries found on this map?

Activity ideas:

- What do you notice about the geographical boundaries of the various traditional territories of Yukon First Nations? Use a more detailed map of Yukon to see if the boundaries are linked to physical features.

MÉTIS VOLUME

FUR TRADE (PAGES 12 – 13)

BISON HUNTING (PAGES 14 – 15)

Discussion questions and topics:

- Why were the trading posts constructed in the locations that they were?
- Why was Hudson Bay itself so important in the fur trade?
- How did gender play a role in the type of work performed by Métis in connection to the fur trade?
- How did the merger of the Hudson’s Bay Company and the North West Company affect the various players in the fur trade?
- Was fur trading considered a sustainable business? How so?
- Why did the fur trade falter?
- How did the French Métis and the English Métis occupy different positions in the socioeconomic hierarchy?
- The Métis were concerned about the sustainability of bison hunting. What did they do in an attempt to ensure the sustainability of the hunt?
- How was bison hunting similar to the fur trade, which the Métis had depended upon previously? How was it different? (Consider not only the actual trapping and hunting, but the role of the family and community.)
- What role did age and sex of community members play in the bison hunting lifestyle?

LIFEWAYS (PAGES 18 – 19)

Discussion questions and topics:

- Why was the Métis lifestyle so dependent upon seasonal adjustment?
- Explain what Maria Campbell meant when she wrote: “Our drug store was half a mile up the road in a meadow called Omisimaw Puskiwa (oldest sister prairie) where yarrow, plantain, wild roses, fireweed, asters, nettles, and pigweed could be found in great abundance.”

Activity ideas:

- As with most Indigenous populations throughout the world, the Métis have a very close relationship with nature based upon respect for what the Earth provides. Have students select an Indigenous group outside of Canada and compare the Métis' relationship with nature to that of the other group. What is similar and what is different?
- Research what plants were used to treat various health problems. Explore plants found in your local community and reach out to an Elder or Indigenous organization to learn more about how these plants are used and their purposes.
- While the French fur traders and Métis who turned to farming often created settlements beside rivers and made use of the long-lot system, the cadastral system used in the vast majority of the Prairies was the Dominion Land Survey system. Compare the two systems.

ROAD ALLOWANCE PEOPLE (PAGE 40 - 41)

Discussion questions and topics:

- Describe and explain the perpetuating cycle of poverty that the road allowance communities faced.
- At the same time that many Métis were settling in these road allowance communities, the government was giving away quarter sections of land to immigrants. Why were the Métis marginalized?

Activity ideas:

- Hundreds of road allowance communities sprang up throughout the Prairies in the early 1900s. These Métis communities were created because the families did not own land and thus had to settle where they could find unoccupied land that was not privately owned. These road allowance communities resulted in a different settlement pattern from what was planned as part of the Dominion Land Survey. Have students examine this concept to gain an understanding of road allowances that were used by the Métis.

MÉTIS SETTLEMENTS AND FARMS: SASKATCHEWAN MÉTIS FARMS (PAGES 42 - 43)

Discussion questions and topics:

- In the late 1930s, the provinces of Alberta and Saskatchewan both made efforts to re-settle many of the Métis living in poverty throughout their provinces. The approaches were quite different, as were the results. What were the similarities between the two provincial programs? What were the key differences? Which of the two programs was more successful? Why?
- Why were all the new settlements in Alberta located in the northern half of the province? Was the situation in Saskatchewan similar?

Activity ideas:

- Have students research the Newfoundland Resettlement Program that ran from the 1950s to the early 1970s. Compare the Newfoundland program to Saskatchewan's rehabilitation farming program.

INUIT VOLUME

URBAN INUIT (PAGES 26 - 27)

Discussion questions and topics:

- It is believed that the Ottawa area has the greatest number of Inuit in an urban centre, yet the estimates of the actual numbers vary greatly. Why has Ottawa become a preferred destination for the Inuit? Why has it been difficult to determine a number accurately? For what other groups of people would similar difficulties in determining the population exist? Why is it detrimental to the Inuit and other Indigenous groups when their numbers are underestimated?
- What are the push and pull factors behind the migration from the North to urban areas of the South for the Inuit?
- Do the Inuit migrants to the urban South reflect the demographics of the northern Inuit communities?
- What challenges might the migrating Inuit face in their new setting? Would these challenges be different for non-Indigenous Canadians migrating from a small southern Canadian community to a southern urban centre? Why or why not?

CLIMATE CHANGE (PAGES 36 - 37)

SEA ICE (PAGES 38 - 41)

Discussion questions and topics:

- The Inuit have been warning of climate change for over a decade, yet few people pay heed to their warnings. Discuss why their warnings have been ignored by so many people.
- Why has climate change become so much more of an issue for the Inuit than for most southern Canadians? Consider having students produce a chart that catalogues the numerous ways that climate change is affecting the Inuit.
- Climate change has already resulted in more ship traffic in northern Canada. As more ice melts it is expected that the amount of ship traffic will increase. What type of ship traffic will potentially be making greater use of the northern waters? Consider the benefits of this for the shipping companies and for the Inuit residents living in the North. What are the concerns that accompany the increased traffic?
- What are the numerous and varied implications for the Inuit as the sea ice becomes less reliable for travel?

HEALTH (PAGES 44 - 45)

Discussion questions and topics:

- Many Canadians living in southern Canada, particularly those in rural areas, are concerned about the distance they have to travel in order to obtain medical care. Consider the situation Inuit face in the Canadian North regarding the availability of health care. In addition to distance, what other impediments do Inuit in remote areas of the Arctic face?
- How can modern communication technology assist in improving access to health care?
- Access to good quality food is vital for good health. What challenges do the Inuit face regarding access to food?
- What role does the education system play in the health of a population?
- Suggest and discuss solutions to the food and health-care crises facing the Inuit.

Activity ideas:

- Data on things such as life expectancy, infant mortality rates, and rate of infectious diseases all indicate major health issues present in the Inuit population. Have students produce a chart and/or other graphic that compares data for Inuit to non-Inuit populations. Have students examine the many factors that negatively influence the health of Inuit in Canada.
- Introduce the Demographic Transition Model to your students. In what stage of the model is Canada situated? Would the Inuit population be situated in the same position? Why or why not?
- Introduce the Epidemiological Transition Model. In what stage of the model is Canada situated? Would the Inuit population be situated in the same position? Why or why not?

THE RED RIVER CART: A REFLECTION OF GEOGRAPHY

GRADE LEVEL: 7-12

TIME: 1 class period

SUBJECT/TOPIC

Métis history and culture

OVERVIEW

In this activity students will explore historical Métis cart trails in Western Canada through a geographic lens.

LEARNING OBJECTIVES

- Students will analyze and recognize the significance of the Red River cart to the Métis.
- Students will identify the relationship between physical and human geography and Métis cart trails.
- Students will use and interpret a thematic map.
- Students will draw conclusions and make decisions based on various types of evidence.

MATERIALS NEEDED

- “Red River Carts” (pages 16-17) from the “Métis” volume of the *Indigenous Peoples Atlas of Canada*
- Print copies of the chapter for students to share or access the article online at: indigenouspeoplesatlasofcanada.ca/article/red-river-carts/
- Make separate copies of the map included in this activity and provide one per student

ACTIVITY SUMMARY

Students will be provided with a map of historic Métis cart trails and, using deductive reasoning skills, will interpret what the map depicts. They will explore the role of Red River carts and their significance to Métis economy, society, and history. Based on what they have learned, students will create a title and legend/key for the map. To consolidate their knowledge, students will answer inquiry questions and complete a mapping skills activity.

LESSON IMPLEMENTATION

Minds On

- Distribute print copies of the map, one per student. Give them several minutes to silently study the map.
- Ask students the following comprehension questions: What does the map depict? What timeframe do they think is shown on the map? What community does the map seem to be centered on? (Red River Settlement) What other communities are depicted? What do they have in common? What do the thick lines on the map depict? Encourage further discussion.
- Direct students to use an atlas or an online map to compare against the print map that they have. Instruct them to make a point-form list about the natural environment/physical geography of the region covered by the thick lines. Encourage them to refer to maps of western Canada that depict topography, drainage, relief, etc.
- Once completed, invite students to share their list with a partner.
- Read the following extract from the Atlas article: “For the Métis, the Red River cart was an all-purpose utility vehicle and a makeshift home. Métis families used Red River carts to move their possessions while migrating or resource harvesting.” Discuss with students the implications of that statement.

Hands On

- Draw students’ attention to the two white boxes on the map. Instruct them to write a title for the map in the top box that best represents the map. Instruct them to draw a map legend/key in the bottom box. Invite them to share their finished maps with their partner.
- Post/display the map “Major Cart Trails Prior to the 1880s.” Draw students’ attention to the title and the legend/key. Invite them to compare the map with their maps.
- Explore the article with the students (either read it aloud to the class or have students read it individually or in groups).

THE RED RIVER CART: A REFLECTION OF GEOGRAPHY

GRADE LEVEL: 7-12

TIME: 1 class period

CONNECTION TO THE CANADIAN GEOGRAPHY FRAMEWORK

Concepts of Geographic Thinking

- Interrelationships
- Spatial Significance

Inquiry Process

- Formulate questions
- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

DEVELOPED BY

Connie Wyatt Anderson,
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QUESTIONS

Consolidation

Article/Content:

- What role did Red River carts play in the economic and social life of the Métis?
- How did Red River carts reflect the physical environment/geography of the Métis homeland?
- How are Red River carts an important symbol for the Métis today?
- Considering the cart trails and the location of the Métis homeland, answer this question: How did various systems (physical, human, economic, cultural, historical) interact?

On the map:

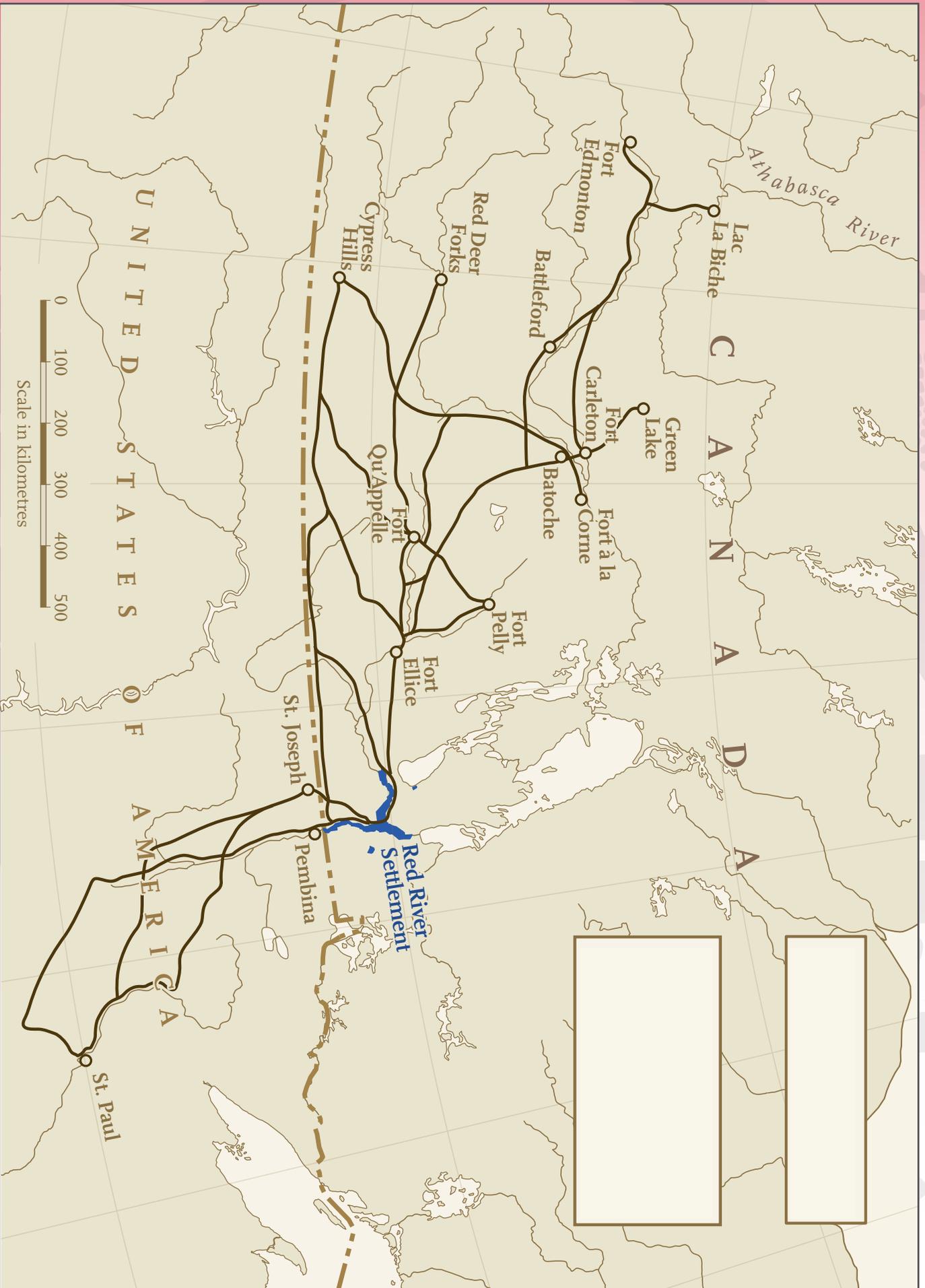
- What do you notice about the geographic location of the cart trails? What physical and manmade features are they located near?
- What city is the Red River Settlement today?
- Why do you think the map is set before the 1880s? (Hint: how did transportation methods in Canada change after the 1880s?)
- Using the scale, calculate the distance between the Red River Settlement and (1) Lac La Biche, (2) Batoche, (3) Cypress Hills, and (4) St. Paul.
- Using the scale, calculate the distance between the northernmost and southernmost community on the map.
- Locate a map of downtown Winnipeg today that depicts the city streets. What do you notice about the layout? Can you see how many streets began as Métis cart trails? Explain.

EXTEND YOUR GEOGRAPHICAL THINKING

Using a timeline of Métis history as a guiding backdrop (beginning before the Red River Resistance in 1870, following through to the completion of the Canadian Pacific Railway and the Northwest Resistance, and then on to the middle of the 20th century) and a current road map of Alberta, Saskatchewan, and Manitoba, answer the following questions:

- How are the two maps the same? How are they different?
- Compare the communities. List one community that has stayed the same. List one on the historical map that does not exist on the road map. List one that has a different name.
- What other information can we infer by comparing maps?

THE RED RIVER CART: A REFLECTION OF GEOGRAPHY



LOCAL INDIGENOUS LANGUAGES

GRADE LEVEL: Can be adapted for various grade levels **TIME:** Can be adapted based on class needs

SUBJECT/TOPIC

Indigenous languages

OVERVIEW

This lesson is intended to encourage students to discuss First Nations, Inuit, and Métis languages and the original place names of local regions and geographical features.

LEARNING OBJECTIVES

- Students will be able to ask thoughtful and insightful questions about local languages and the place name origins of local features or locations.
- Students will be able to interpret and analyze the history of Indigenous languages.
- Students will reflect and respond to personal inquiry questions as well as reflect upon history for local Indigenous Peoples.

MATERIALS NEEDED

- Print or online version of *Indigenous Peoples Atlas of Canada*
- Maps of local region
- Bristol board, paper, pencils/pens
- Electronic device for research

ACTIVITY SUMMARY

Minds on

Build confidence and excitement in students to learn about local Indigenous languages. Introduce the topic and why it is important to learn about our communities.

Action

Students will develop research skills as well as take part in the inquiry process in order to understand why certain places have certain names.

Conclusion

Students will be able to share with peers and teachers what they learned about local Indigenous languages, as well as communicate other ways that these languages have impacted their community.

LESSON IMPLEMENTATION

Minds on

Using the map provided in the resources section or a local map of your own, introduce the Indigenous languages in your surrounding region. Explain which groups speak these languages and provide examples of how they have influenced your local area (e.g., town or city names, streets or buildings) to give students a starting point for this project. Read to your students the chapter “Language” by Bruce Cutknife (pages 60-61 in “First Nations”) from the *Indigenous Peoples Atlas of Canada* to help them understand the importance of sustaining Indigenous languages and why it is important for Canada as a whole.

Action

1. Spend a class period having students examine a variety of local maps to determine unique names of land features and populated areas. Students can compose a list of names that they are interested in researching. Students will use map reading skills to identify place names and land features, as well as to predict what unique names may mean.
2. Have students research the names they have on their list. Consider using a local library as they tend to have historical artifacts and resources that are not as readily available at school libraries. Use books and websites to research the history of the land features or populated areas, keeping in mind to use a geographical perspective when gathering information. For higher grades, geospatial data and online maps would be useful for research.

LOCAL INDIGENOUS LANGUAGES

GRADE LEVEL: Can be adapted for various grade levels **TIME:** Can be adapted based on class needs

CONNECTION TO THE CANADIAN GEOGRAPHY FRAMEWORK

Concepts of Geographic Thinking

- Patterns & Trends
- Interrelationships
- Geographic Perspective
- Spatial Significance

Inquiry Process

- Gather and organize
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

DEVELOPED BY

Andrew Kitchen,
Can Geo Education

3. Have students create a display board to be hung somewhere in the school or ask them to prepare a presentation. Students should be able to show how Indigenous languages helped to shape and mold place names around Canada, and how that is evident at a local level.

Conclusion

Have a discussion with students about the importance of Indigenous languages in your region and how these languages have influenced your community. Explain and discuss the importance of protecting these local languages and the connections these languages have to your own community and history. Have students reflect upon the importance of language and how they would feel if their own language were to be lost.

EXTEND YOUR GEOGRAPHICAL THINKING

Bring in an Elder from the community to discuss the place names in your area. You may also want to take your class on a field trip to certain locations to see the natural features that the names have been derived from. Consider contacting local Indigenous groups to help set up an in-class/school language group to help students connect with the local history and languages.

MODIFICATIONS

This project can be adapted in many ways for students to show their learning (e.g.: PowerPoint, oral presentation, research paper).

ASSESSMENT OPPORTUNITIES

Students and teachers should create an evaluation rubric together that reflects their expectations and uses class time effectively. Teachers will be able to formally assess the presentations and/or displays about local Indigenous languages and place names. Students would be able to monitor their own success based on the co-created rubric.

SOURCES AND ADDITIONAL RESOURCES

- “Languages” by Bruce Cutknife from the *Indigenous Peoples Atlas of Canada*. Available in print or online at: indigenouspeoplesatlasofcanada.ca/article/language-2/
- “Mapping Indigenous Languages in Canada” from *Canadian Geographic*. Available online at: canadiangeographic.ca/article/mapping-indigenous-languages-canada

NATURAL ENVIRONMENT ESCAPE

GRADE LEVEL: Can be adapted for Grades 5+

TIME: Can be adapted based on class needs

SUBJECT/TOPIC

Social studies, Indigenous studies

OVERVIEW

This lesson is intended to get students outdoors and observing their natural environment. It should entice students to engage with the outdoors.

LEARNING OBJECTIVES

- Ask specific and insightful questions about the natural environment.
- Interpret and analyze aspects of the natural environment.
- Reflect on and respond to personal inquiry questions.
- Communicate lessons learned while in the natural environment.

MATERIALS NEEDED

- Print copies of “Natural Environment” by Paul Andrew (pages 26-27) in the “First Nations” volume of the *Indigenous Peoples Atlas of Canada*
- Outdoor learning space
- Pencil/pen
- Paper/notebook
- Internet access
- Research materials

LESSON DESCRIPTION

Minds on

Build confidence in students and create excitement about learning in the outdoors. This assignment is very broad and open-ended and can be tailored for specific topics/discussions/outcomes.

Action

Engage students in outdoor learning activities while inspiring curiosity and engagement with natural phenomena.

Conclusion

Students will be able to share with peers and teachers what they learned from being in the outdoors and connecting with the environment.

LESSON IMPLEMENTATION

Minds on

Students will be learning about the natural environment, with an emphasis on learning about different natural phenomena in their area. By getting out of the classroom, students will also become more confident in different ways of learning and be able to relate to the natural environment in a meaningful way. Read to students “Natural Environment” by Paul Andrew (pages 26-27 in “First Nations”) from the *Indigenous Peoples Atlas of Canada*. Explain that learning from the environment is about understanding what they want to take away from the experience. Emphasize for students that the natural world is so vast that there is something of interest for everyone. Show students interesting natural environments in your local area to pique their interest.

Action

1. Choose a location of natural interest outside of the school (e.g., river, field, mountain, lake, swale) and take students for a half-day walk to explore the area. You can use maps of the area for students to help determine geographical features and for them to practice using mapping skills.
2. During the walk, have students record in their notebooks 5-10 questions inspired by their encounters with nature or based on what they observed in the environment. Remember to emphasize that there are no bad questions! Students should feel free to express themselves and their ideas in their journals without anxiety about being judged. Students will develop geographical observation and data collection skills.

NATURAL ENVIRONMENT ESCAPE

GRADE LEVEL: Can be adapted for Grades 5+

TIME: Can be adapted based on class needs

CONNECTION TO THE CANADIAN GEOGRAPHY FRAMEWORK

Concepts of Geographic Thinking

- Patterns & Trends
- Interrelationships
- Geographic Perspective
- Spatial Significance

Inquiry Process

- Formulate questions
- Gather and organize
- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- Foundational elements
- Fieldwork

DEVELOPED BY

Andrew Kitchen,
Can Geo Education

3. Return to the classroom and have students research and answer the geographical and scientific explanations for the phenomena that they witnessed. Students' answers may range from simple to complex depending on the student and the focus of their questions. For upper grade students, use satellite imagery to practice geospatial skills while researching phenomena in the natural environmental.
4. If really difficult questions emerge, or a consistent question occurs, tackle these questions as a class and remember to look at things through a geographical lens.
5. Have students record their findings in the journal entries intended for teacher assessment.

Conclusion

This assignment is meant to make students familiar with the geographical process of posing questions, researching, and determining logical explanations. It is also meant to build confidence in students who find difficulty connecting with the outdoors. By the end of the activity, students should feel confident in sharing their questions and research materials with their peers. Explain to students that it is about the journey of natural discovery and not about the immediate results. Learning from nature is meant to entice questions and curiosity, not fear and reluctance.

EXTEND YOUR GEOGRAPHICAL THINKING

Consider doing this same activity in several different locations around your community to have students compare and contrast different environmental phenomena. You could also adapt the activity to specific areas depending on questions students develop from the nature walk. You may also decide to use this activity to explore urban areas and have students research human geographical phenomena.

MODIFICATIONS

This activity can be done individually or in groups. Teachers can also incorporate technology and handheld devices for students to use outside if needed.

ASSESSMENT OPPORTUNITIES

Students and teachers should create an evaluation rubric together to reflect their expectations for the field component as well as a good finished product. Remember that there is a self-reflective journal entry on observations of the environment to help determine natural geographical elements and that teachers will be able to assess a separate journal entry submitted by students at the end of the activity.

THE GEOGRAPHY OF A LACROSSE STICK

GRADE LEVEL: Can be adapted to a variety of grade levels

TIME: 1 class period

SUBJECT/TOPIC

Social studies, History, Geography, Sports, Indigenous studies

OVERVIEW

In this activity, students will explore the natural materials used in making a traditional Haudenosaunee lacrosse stick.

LEARNING OBJECTIVES

- Analyze and recognize the significance of the game of lacrosse to the Haudenosaunee.
- Identify the relationship between the physical environment of Haudenosaunee territory and the materials used to craft a lacrosse stick.
- Explore lacrosse as a reflection of Haudenosaunee culture and values.

MATERIALS NEEDED

- “First Nations” volume of the *Indigenous Peoples Atlas of Canada*
- Print copies of the section “Sport” (pages 46-47 of “First Nations”) for students to share or access the article online at: indigenouspeoplesatlasofcanada.ca/article/sport/
- Print copies of “Image: Lacrosse Stick” or display the image to the class electronically
- Wall map of Canada

ACTIVITY SUMMARY

- Students will read the article “Sports” from the “First Nations” volume of *Indigenous Peoples Atlas of Canada*.
- Students will explore the cultural significance of the sport of lacrosse to the Haudenosaunee.
- Students will investigate the natural materials used to create a traditional lacrosse stick.
- Students will work in groups to answer an inquiry question, sharing their responses with the whole class.

LESSON IMPLEMENTATION

Minds on

- Read and examine the article with the students (use a teacher read-aloud or a group reading strategy).
- Check for understanding and encourage questions and discussion.
- Using a large wall map of Canada (or projecting a map onto a screen), locate traditional Haudenosaunee territory in Quebec and Ontario (noting that it also extends into the United States).
- Draw students’ attention back to the article, specifically to these excerpts:
 - ▶ “Lacrosse has been played by Indigenous Peoples for thousands of years, dating back to the 12th century.”
 - ▶ “They’re here to celebrate ‘the Creator’s game,’ which played an integral part in the Great Law of Peace that established the Haudenosaunee Confederacy more than 1,000 years ago.”
- Explain to the students that they will be exploring the history and creation of lacrosse sticks.
- Circulate or display the image of the lacrosse stick. Lead a discussion, using the following questions:
 - ▶ What natural materials do you think the Haudenosaunee used hundreds of years ago to craft lacrosse sticks?
 - ▶ What material do you think the shaft, runners, net, and shooting strings were made of? (Hint: consider the physical geography of Haudenosaunee territory.)

THE GEOGRAPHY OF A LACROSSE STICK

GRADE LEVEL: Can be adapted to a variety of grade levels

TIME: 1 class period

CONNECTION TO THE CANADIAN GEOGRAPHY FRAMEWORK

Concepts of Geographic Thinking

- Interrelationships
- Geographic Perspective
- Spatial Significance

Inquiry Process

- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

DEVELOPED BY

Connie Wyatt Anderson,
Can Geo Education

Hands On

- Inform the students that the Haudenosaunee used three primary sources to construct lacrosse sticks. Draw their attention back to the map. Tell them to think about the physical geography of the area again. What three natural items could be used to construct a lacrosse stick? Capture student responses on the board. (Answers: resin, hickory wood, and leather.)
- Explain that traditional lacrosse sticks are made from a single piece of hickory. Hickory is a hard wood that can be cut thinly and is pliable. Steam was used to bend the wood. Small slices of leather dipped in resin (produced from pine or birch) were used to craft the sidewall, net, and the remaining part of the stick. Lacrosse sticks often took several months to make.
- Divide students in four groups and have them answer the following questions, relying on the article and the class discussions. Share their responses with the class as whole.

Questions

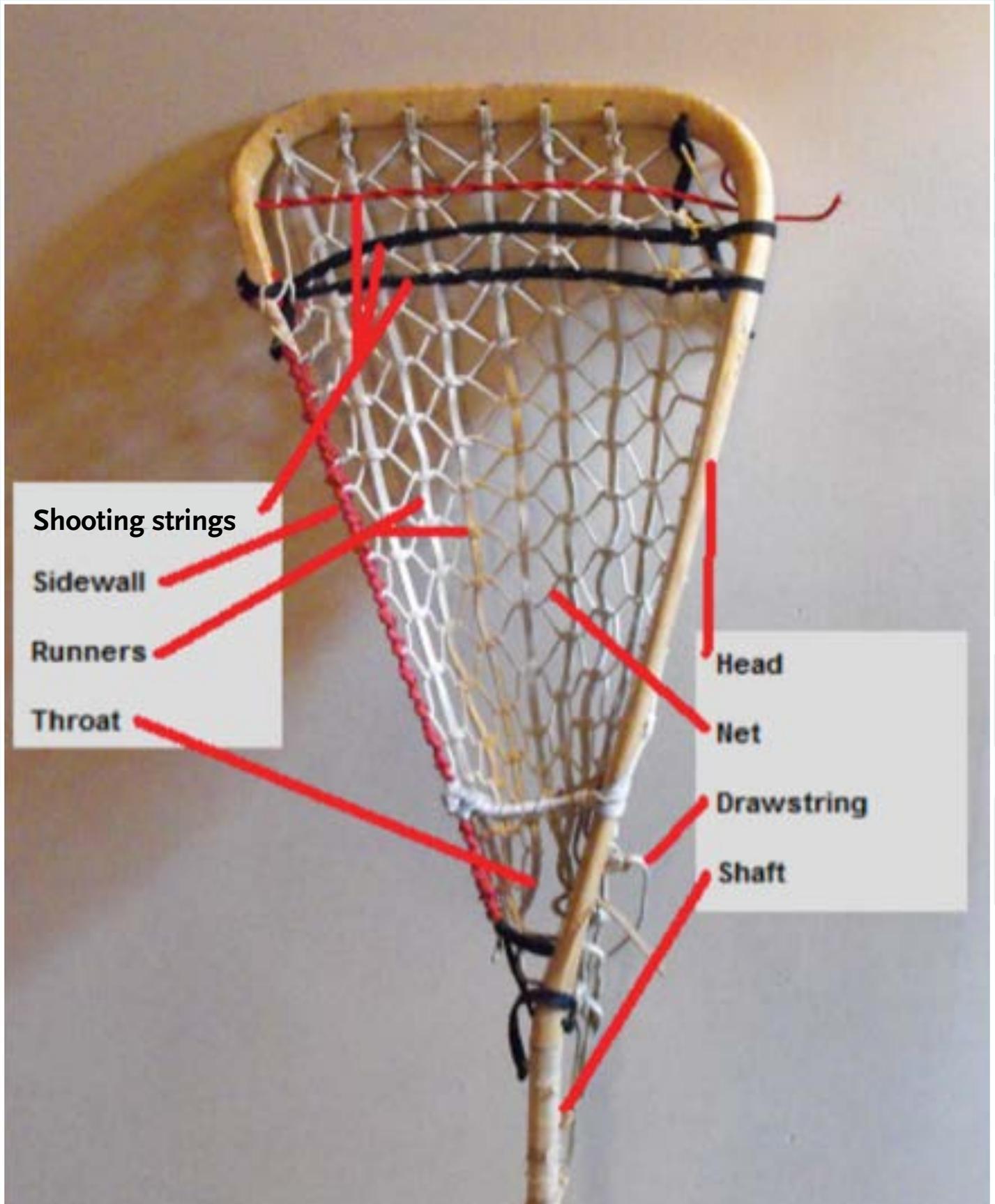
1. In what ways is the game of lacrosse culturally significant to the Haudenosaunee?
2. How are the materials in a traditional wood lacrosse stick reflective of the physical environment of the Haudenosaunee?
3. Haudenosaunee territory was central to the game of lacrosse; however, the sport was also played by First Nations in other parts of the continent. Where was it played and by which First Nations?
4. The creation story of the game of lacrosse begins with: “On one side stood a bear, deer and turtle.” What can we learn about Haudenosaunee values and what was important to them?

EXTEND YOUR GEOGRAPHICAL THINKING

Explore the role of traditional sports and games in other Indigenous communities in Canada. Examples could include games of chance and games of skills (e.g., ball, target, and shooting games). How are these a reflection of a specific group’s culture and traditional territory?

THE GEOGRAPHY OF A LACROSSE STICK

IMAGE: LACROSSE STICK



Source: By DMighton (talk) 18:17, 7 August 2009 (UTC) - I (DMighton (talk) 18:17, 7 August 2009 (UTC)) created this work entirely by myself., Public Domain

EUROPEAN IMPACT ON INUIT

GRADE LEVEL: Can be adapted to a variety of grade levels

TIME: 2-3 hours

SUBJECT/TOPIC

Inuit and European settlement

OVERVIEW

How were the Northern Inuit impacted by European resource exploitation and settlement?

LEARNING OBJECTIVES

- Students will develop an understanding of how early European resource exploitation impacted the social and economic practices of the Inuit.

MATERIALS NEEDED

- “Inuit” volume of *Indigenous Peoples Atlas of Canada*

ACTIVITY SUMMARY

Using information from the section “Colonialism” (pages 20-21) in the “Inuit” volume of the *Indigenous Peoples Atlas of Canada*, students will examine the impact that European settlement has had on the Inuit and will demonstrate their understanding by creating a physical/visual timeline.

LESSON IMPLEMENTATION

Choose how best to present the section “Colonialism” from the “Inuit” volume of the *Indigenous Peoples Atlas of Canada* to your students (this should be based on student age and ability, e.g.: full class read-aloud, small group read-aloud, individual silent reading and small group sharing, visual presentation of key points from text). Special focus should be given to the following terms/points: whaling, fox trapping, traplines, Moravians, and North-West Mounted Police.

Students should organize and evaluate how each of these practices/groups specifically impacted the Inuit and when these impacts occurred. Have students create a timeline to visually represent these impacts (students can work individually, in pairs, or small groups, depending on what works best within a given class). The timelines can be presented in various formats (e.g., PowerPoint or Google Slides presentation, written explanation on paper, physical representation using twine and cue cards, geographical representation on a map to include locations/events) and will include the terms/points previously mentioned.

Questions

1. How can you compare/contrast the economic practices of the Inuit with that of the European settlers?
2. How can you compare/contrast our modern-day economy and that of the era in question?
3. How would you categorize/organize the information pertaining to early economies in the text?
4. What might have happened if European settlers had never begun their exploitation of the North?
5. What is the best way to present the information you have gathered, organized, and analyzed?
6. Which aspect of early economies is the most interesting to you?

EUROPEAN IMPACT ON INUIT

GRADE LEVEL: Can be adapted to a variety of grade levels

TIME: 2-3 hours

CONNECTION TO THE CANADIAN GEOGRAPHY FRAMEWORK

Concepts of Geographic Thinking

- Patterns & Trends
- Interrelationships
- Geographic Perspective
- Spatial Significance

Inquiry Process

- Interpret and analyze
- Evaluate and draw conclusions

Geospatial Skills

- Foundational elements
- Spatial representations

DEVELOPED BY

Sarah Oakley, St. John's, N.L.

EXTEND YOUR GEOGRAPHICAL THINKING

1. Further reading in the sections “Inuit Nunangat,” “Nunavut,” “Nunavik,” and “Nunatsiavut” (all of which can be found in the “Inuit” volume of the *Indigenous Peoples Atlas of Canada*) could allow for specific understanding of how various Inuit populations were affected by the activities in question.
2. For a specifically Newfoundland & Labrador perspective, where comparisons between the Innu and the Inuit of Labrador can be made, use information from the Newfoundland and Labrador Heritage Website (see additional resources).

MODIFICATIONS

Having students choose their own presentation method allows for the activity to be adapted to the needs of various types of learners. Furthermore, by reading the section “Colonialism” aloud, or creating a presentation outlining key elements, or using a think-pair-share approach to information sharing, students are more likely to understand and internalize the information they are gathering, which will improve their abilities to effectively and accurately analyze and interpret the information.

ASSESSMENT OPPORTUNITIES

FOR LEARNING: Does the student use effective questions during the information gathering and organizing stage?

AS LEARNING: Check in with individuals/groups throughout the process to gauge progress and understanding.

OF LEARNING: Does the composition of the final product communicate the desired information effectively?

EUROPEAN IMPACT ON INUIT

GRADE LEVEL: Can be adapted to a variety of grade levels

TIME: 2-3 hours

SOURCES AND ADDITIONAL RESOURCES

Sources

- **Canadian Geographic's *Indigenous Peoples Atlas of Canada*.** In print or online at: indigenouspeoplesatlasofcanada.ca/

Additional resources

- **Canadian Geographic Education's Indigenous Peoples Atlas of Canada Giant Floor Map.** Available for booking at: canadiangeographic.com/educational_products/ipac_floor_map.asp
- **Canadian Geographic Education's Tiled Map of Canada.** Available for download and printing at: canadiangeographic.com/educational_products/tiled_map_canada.asp
- **Heritage Newfoundland & Labrador**
 - ▶ Inuit post-contact history: heritage.nf.ca/articles/aboriginal/inuit-history.php
 - ▶ Impacts of non-aboriginal activities on the Innu: heritage.nf.ca/articles/aboriginal/innu-impacts.php
 - ▶ Impacts of non-aboriginal activities on Southern Inuit of NunatuKavut: heritage.nf.ca/articles/aboriginal/southern-inuit-impacts.php
 - ▶ Impact of non-aboriginal activities on the Inuit: heritage.nf.ca/articles/aboriginal/inuit-impacts.php

EARLY INUIT

GRADE LEVEL: 4-9

TIME: 2-3 hours

SUBJECT/TOPIC

Inuit

OVERVIEW

Who were the ancestors of the Inuit?

LEARNING OBJECTIVES

- Students will develop an understanding of the early ancestors of the Inuit and how the Inuit came to exist as they are known today, as well as the roots of the traditional Inuit lifestyle.

MATERIALS NEEDED

- “Inuit” volume of *Indigenous Peoples Atlas of Canada*
- Markers, crayons, colored pencils, pencils, pens
- Blank or lined paper

ACTIVITY SUMMARY

Using information from the section “Early History” (pages 18-19) in the “Inuit” volume of the *Indigenous Peoples Atlas of Canada*, students will create an artistic representation of early Inuit and their way of life.

LESSON IMPLEMENTATION

Choose how best to present the section “Early History” from the “Inuit” volume of the *Indigenous Peoples Atlas of Canada* to your students (this should be based on student age and ability, e.g.: full class read-aloud, small group read-aloud, individual silent reading and small group sharing, visual presentation of key points from text).

Afterwards, students (working individually, in pairs, or in small groups) will organize the information they have gathered based on particular aspects of the daily life of Inuit ancestors (e.g., food, seasonal movements, tools). Students will interpret that information to create an artistic representation of the lifestyles of the Sivullirmiut or the Thule peoples. Have students choose one of the following methods to communicate their findings: visual art, poetry, song, role play, etc. Final products could be presented to the class or submitted in written/visual/video format.

Questions

1. How would you compare/contrast the groups in the text?
2. How would you compare/contrast modern-day Inuit with their ancestors?
3. What examples can you find of various aspects of traditional lifestyle in the text?
4. How would you categorize/organize the information pertaining to lifestyle in the text?
5. What might have happened if different groups met each other or wanted to use the same territories?
6. What is the best way to present the information you have gathered, organized, and analyzed?
7. Which aspect of early Inuit lifestyle do you find the most interesting? What about it interests you the most?

EARLY INUIT

GRADE LEVEL: 4-9

TIME: 2-3 hours

CONNECTION TO THE CANADIAN GEOGRAPHY FRAMEWORK

Concepts of Geographic Thinking

- Interrelationships

Inquiry Process

- Gather and organize
- Communicate

Geospatial Skills

- Foundational elements

DEVELOPED BY

Sarah Oakley, St. John's, N.L.

EXTEND YOUR GEOGRAPHICAL THINKING

1. Using printed maps of the areas referenced in the “Early Life” section, a mapping activity could help with spatial understanding of the territories that the early Inuit and their ancestors inhabited. You could expand on this activity by using lengths of string or twine between locations plotted on the map to better understand the migratory patterns of these early peoples.
2. Building on information from “Early Life,” further reading in the sections “Inuit Nunangat,” “Nunavut,” “Nunavik,” and “Nunatsiavut” (all of which can be found in the “Inuit” volume of the *Indigenous Peoples Atlas of Canada*) could allow for comparison between the territories inhabited by the ancestors of Inuit and modern-day Inuit territories.
3. For a specifically Newfoundland & Labrador perspective, the history of the Thule peoples can be found on the Newfoundland and Labrador Heritage Website (see additional resources).

MODIFICATIONS

Allowing choice in the method of presentation for students helps to adapt to the needs of various types of learners. Furthermore, by reading the section “Early Life” aloud, or creating a presentation outlining key elements, or using a think-pair-share approach to share information, students are more likely to understand and internalize the information they are gathering, which will improve their ability to effectively and accurately analyze and interpret the information.

ASSESSMENT OPPORTUNITIES

FOR LEARNING: Does the student use effective questions during the information gathering and organizing stage?

AS LEARNING: Check in with individuals/groups throughout the process to gauge progress and understanding.

OF LEARNING: Does the composition of the final product communicate the desired information effectively?

EARLY INUIT

GRADE LEVEL: 4-9

TIME: 2-3 hours

SOURCES AND ADDITIONAL RESOURCES

Sources

- **Canadian Geographic's *Indigenous Peoples Atlas of Canada*.** In print or online at: indigenouspeoplesatlasofcanada.ca/

Additional resources

- **Canadian Geographic Education's Indigenous Peoples Atlas of Canada Giant Floor Map.** Available for bookings at: canadiangeographic.com/educational_products/ipac_floor_map.asp
- **Canadian Geographic Education's Tiled Map of Canada.** Available for download and printing at: canadiangeographic.com/educational_products/tiled_map_canada.asp
- **Heritage Newfoundland & Labrador. The Thule:** heritage.nf.ca/articles/aboriginal/thule.php