**History 30 – Unit 1 Outline**

**Canadian Beginnings – Where We Come From**

This unit will explore the people who lived on the land, "discovered" the land, and the relationships between these two groups (Europeans and First Nations Peoples).  We will discuss how the Fur Trade, Colonization, and the forming of Responsible Government impacted these early years in what we now know as “Canada”. How have these relationships changed through history? What is their current state and impact on us now?

We will review Dialectic Arguments and work on research skills as well in this unit

**Big 6 Concepts:**

Historical Significance

Evidence

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| **Lesson #** | **Procedure** | **Resources Needed** |
| **1. Introduction to Canada and its History**2 classes | **Hook:** KWL Brainstorm; What do we know about Canada and Canadian History. What do we want to know (could be used as a driving force for future topics)**Activity/Lecture:** Canada: True or FalseCanada Map Assignment | PowerpointCanada Map |
| **2. The First Peoples**2 classes1 presentation day1 class1 class = 5 total | **A. THE DIFFERENT GROUPS****Hook: Read and Show Quote:** "It really amazes me, when I think of my ancestors, how they survived in Canada's North, where the weather has no boundaries. They had to be brave and creative to use whatever resources were available to them. Who in the world would ever think of building a shelter out of snow? The Inuit people were architects and engineers"- Levinia Nuqaalaaq Brown, Inuk ElderStudents **Think, Pair, Share** the following questions: Why does Levinia Nuqaalaaq Brown state that the Inuit peole were architects and engineers? How might other groups have been engineers?**Activity:** Small research project: In pairs will research one cultural area of Canada’s First Peoples. Discover how First Peoples in different areas structured their world and how they were architects and engineers for their environments. Will be presented to the class. **B. WHERE DID PEOPLE COME FROM?****Oral Traditions****Today we will focus on the Evidence skill of the BIG 6****Hook:** Write the term “oral tradition” on the board. Ask students to turn to a partner and discuss what this means, then share. Look for: history, pass on culture from one generation to the next, examples ofPage 23 *Shaping Canada Quote:* “Today many First Nations, Metis, and Inuit peoples’ communities are recording their oral histories as a way of ensuring their preservation. How is the work of a historian affected by using translated, written version of stories from a community’s oral tradition, rather than stories told in their original language by a community member?”Today we will look at creation stories. What are creation stories? Do we know any examples of some?**Activities:**Read the Creation of Turtle Island. Think, then discuss: “Imagine that you are a member of an Anishinaabe community back in the time before the arrival of Europeans and that an Elder is telling you this story. How would the story help you understand yourself and your people?Compare two Creation Stories using a Venn Diagram.Exit/Entrance Slip “what’s in a Name” -- Evidence**C. TRADITIONAL GOVERNANCE – Text readings and chart** | Mswarnockv.weebly.com*Shaping Canada* McGraw-Hill Ryerson |
| **3. Europeans Arrive****2 days** | **A. Arrival** **Hook:** Why did French and other Europeans come to North America? How did they interact with First Peoples?Look at Jacque Cartier painting. (page 48)**Lecture: Creation of New France – Video Fill ins****Group Activity: The Right to Own land (page 57)****Discuss.****Individual Assessment**: Chart ComparisonGovernance of New France vs. Governance of First PeoplesReadings from Textbook – page **B. French vs. British – Frenemies****Video? Plains of Abraham****See website** | A. Make copies:Page 57Note fill ins from clipPages 59-63B.  |
| **4. Fur Trade****2 days** | **A. A Tale of Two Companies**<http://www.teachertube.com/video/the-french-in-the-new-world-4150>**B. Consequences of Fur Trade and Role of FN****Hook:** Brainstorm possible roles that the First Nations peoples may have held in the Western fur trade.**Activity:** Concept Map of FN RolesDistribute reading from *Shaping Canada* pages 88-90* Have students highlight while reading the main roles

Distribute large form of skeleton of First Nation’s Roles in the Western Fur Trade. Students will need to build four secondary points from the central point. (after reading, brainstorm possible ideas for these headings) Primary roles make good headings (i.e. women, middlemen, workers for traders, wives of traders)* Hand in concept map when complete

**Close: Depending on time….**1. Correct concept map/share answers**Second activity if time: page 92 from *Shaping Canada***Split students into 4 groups. Have each group take one viewpoint from the page and answer the Exploration questions. Have each group Share.End with Discussion: What are the problems with First Nations viewpoints told through European words? |  |
| **5. British Rule – Journey to Self Governance****2 days** | **A. War of 1812****Song analysis****B. Self Governance – Governing the Colonies****Group Research on Acts/Treaties** | A. Find Historical Thinking sheetB. Use Laura’s Notes and Definition page. |
| **6. Consequences of settlement****1day** | **Assimilation, Accommodation Dialectics - Consequences of Settlement on FN** - use daves chart |  |