Early Contact Between Europeans and First Peoples

English Language Arts and Social Studies  (Grade 4)

By Janis Proctor

**Inquiry Question**

"How did the interactions between First Peoples and Europeans help shape Canada's identity?"

**Rationale and Goals**

1. Gain an understanding of how interactions between First Peoples and Europeans helped to shape Canada’s identity.
2. Practice reading comprehension strategies.
3. Write historical fiction.

**Big Ideas**

* Text can be understood from different perspectives.
* Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

**Curricular Competencies**

**Comprehend and Connect:**

* Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text
* Consider different purposes, audiences, and perspectives in exploring texts
* Identify how differences in context, perspectives, and voice influence meaning in texts

**Create and Communicate:**

* Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences

**Content (English Language Arts, Grade 4)**

**Story and Text:**

* Evidence

**Strategies and Processes:**

* Reading strategies
* Writing processes

**Language Features, Structures, and Conventions:**

* Paragraph structure
* Sentence structure and grammar

**Cross-Curricular Connections (Social Studies, Grade 4)**

**Curricular Competencies**

* Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places

**Content**

* Early contact, trade, cooperation, and conflict between First Peoples and European peoples
* The impact of colonization on First Peoples societies in British Columbia and Canada

**Core Competencies**

**Communication**

While interacting with a variety of texts, students will be able to acquire, interpret and present Information as well as collaborate, connect and engage with their peers.

**Creative Thinking / Critical Thinking**

While interacting with a variety of texts, students will generate new ideas and build on other’s ideas. The goal is for students to gain an understanding of how contact and conflict impact individuals and members of a community/society.

**Personal and Social Competency**

Students will have the opportunity to consider human relationships and interactions, both in their own lives and historically. By incorporating historically based characters in their narratives, students will be able to show how contact and conflict impacts individuals and members of a community/society. It is also hoped that students will consider the dynamics of relationships and interactions and then discover parallels between their own lives and those of the past.

**First Peoples Principles of Learning**

The inquiry question directly addresses First People's content. Readings need to include authentic Aboriginal text, perhaps guest speakers and school liaison workers, museums, archives, etc.

It involves learning that is embedded in story, learning that is holistic and reflective, and a message that involves recognizing the consequences of one’s actions.

**Differentiation**

Inquiry allows for differentiation, adaptations for IEP's, combined grades, ELL learners, etc.

Provide text at various reading levels, provide choice in how students 'tell' their story (narrative, comic strip, iMovie, orally, story frame/chain of events, 5 W's, tableaux, etc.

**Learning Activities**

**BEFORE**

**1.  What's in?  What's out?**

**Rationale ~ Accessing background knowledge, predicting**

Provide each student, or pairs of students, with a copy of the activity “What's In?  What's Out?”  Students look at the vocabulary words in the word bank and then predict whether or not the words fit 'IN' or 'OUT' of the topic. There should also be words intentionally included in the word bank that students will be unfamiliar with.  These will likely end up in the 'UNSURE' column.

Students are encouraged to talk to their classmates while doing this activity.  Talking allows them to share their thoughts and background knowledge as well as make connections between vocabulary words.

**2.  Connect Four**

**Rationale ~ Accessing background knowledge, making connections**

This activity encourages students to play with new vocabulary words before engaging in text.  Students are not given definitions, but are encouraged to use their background knowledge in order to make connections between the words.  This activity can be done as a whole class, in partners, or small groups.

Using the words from the “What's In? What's Out?” activity, students make connections between words.  They must also be able to explain the connections.  As students make connections, lines are drawn to connect the words.  For example, a student might say, "The First Peoples were the first to explore Canada."  Accept all responses because at this point, these are merely predictions.  Words can be used more than once.  Also, more than 2 words can be connected together if students can justify the connections.

Students are encouraged to make changes to their “What's In? What's Out?”  and “Connect 4” activities as their thinking changes.

**DURING**

**3. Reviewing the Texts**

**Rationale ~ practicing comprehension strategies, synthesizing**

Students should be given a wide variety of text that will guide their inquiry and deepen their understanding.

Historical Fiction:

**Beyond the Sea of Ice - The Voyages of Henry Hudson** by Joan Elizabeth Goodman (grades 4 - 7)

**To the Edge of the World** by Michele Torrey (grades 5-8)

**Magellan's World** by Stuart Waldman  (grades 3-7)

Non-fiction:

Websites:

[http://firstpeoplesofcanada.com/fp\_furtrade/fp\_furtrade1.html](https://exchange.sd69.bc.ca/owa/redir.aspx?SURL=mlvPaSnIcZ5SBwJ_knDT_WK1TtA1VpgL5UiCVWHRVi3QrzkWuirTCGgAdAB0AHAAOgAvAC8AZgBpAHIAcwB0AHAAZQBvAHAAbABlAHMAbwBmAGMAYQBuAGEAZABhAC4AYwBvAG0ALwBmAHAAXwBmAHUAcgB0AHIAYQBkAGUALwBmAHAAXwBmAHUAcgB0AHIAYQBkAGUAMQAuAGgAdABtAGwA&URL=http%3a%2f%2ffirstpeoplesofcanada.com%2ffp_furtrade%2ffp_furtrade1.html)

[https://wearecanadians.wordpress.com/category/canadian-history/first-nations-relations/](https://exchange.sd69.bc.ca/owa/redir.aspx?SURL=6-4LLqxMjlC02uFpmEX4fofm5xYv35xj3SFHcJ2cU7vQrzkWuirTCGgAdAB0AHAAcwA6AC8ALwB3AGUAYQByAGUAYwBhAG4AYQBkAGkAYQBuAHMALgB3AG8AcgBkAHAAcgBlAHMAcwAuAGMAbwBtAC8AYwBhAHQAZQBnAG8AcgB5AC8AYwBhAG4AYQBkAGkAYQBuAC0AaABpAHMAdABvAHIAeQAvAGYAaQByAHMAdAAtAG4AYQB0AGkAbwBuAHMALQByAGUAbABhAHQAaQBvAG4AcwAvAA..&URL=https%3a%2f%2fwearecanadians.wordpress.com%2fcategory%2fcanadian-history%2ffirst-nations-relations%2f)[http://www.enchantedlearning.com/explorers/canada.shtml](https://exchange.sd69.bc.ca/owa/redir.aspx?SURL=RJF9UKCiXjBiAglVNkFPTspXqwQrTuqo0M_V61hG73o2ETwWuirTCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBlAG4AYwBoAGEAbgB0AGUAZABsAGUAYQByAG4AaQBuAGcALgBjAG8AbQAvAGUAeABwAGwAbwByAGUAcgBzAC8AYwBhAG4AYQBkAGEALgBzAGgAdABtAGwA&URL=http%3a%2f%2fwww.enchantedlearning.com%2fexplorers%2fcanada.shtml)

Books:

**Jacques Cartier (Explorers of the New Worlds)** by Daniel E. Harmon

**Series: eg. Samuel de Champlain (Famous Explorers**) by Claude Hurwicz

French Explorers - Champlain levelled reader

Videos:

**Samuel de Champlain ~** [https://www.youtube.com/watch?v=k0e2Jr00kSU&index=1&list=PLBF69515C3786304A](https://exchange.sd69.bc.ca/owa/redir.aspx?SURL=f6chq7U10eosLd2CKry1JLdk9oeWjZCuXUiK4dVfKoTQrzkWuirTCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAHkAbwB1AHQAdQBiAGUALgBjAG8AbQAvAHcAYQB0AGMAaAA_AHYAPQBrADAAZQAyAEoAcgAwADAAawBTAFUAJgBpAG4AZABlAHgAPQAxACYAbABpAHMAdAA9AFAATABCAEYANgA5ADUAMQA1AEMAMwA3ADgANgAzADAANABBAA..&URL=https%3a%2f%2fwww.youtube.com%2fwatch%3fv%3dk0e2Jr00kSU%26index%3d1%26list%3dPLBF69515C3786304A)

**4. Facts and Opinion**

**Rationale ~** **Finding the main idea, inferencing, making connections, asking questions**

Students will explore a variety of texts and record their thinking on a "Fact and Opinion" worksheet. Firstly, students record factual information on the “fact” side of the worksheet. Then, after taking some time to think and talk about these facts, students record their thoughts, feelings, and reactions.  It may be just as helpful to record their personal connections, questions, and opinions.  All of this thinking can be recorded on the "opinion" side of the worksheet.

**AFTER**

**5. Writing in Role**

**Rationale ~ Inferencing, synthesizing**

After interacting with a variety of texts and identifying factual information about the explorers and First Peoples, students write a story (historical fiction) as though they were a key character of the reading (1st person perspective).  For example, students may want to write as though they are an explorer or perhaps a member of a First People's group.

a. Using the facts from their "Fact and Opinion" activity, students will create an outline of the most important events in their character's story.  A variety of graphic organizers could be used for this outline such as 5 W's, Chain of Events, First-Then-After, and so on.

b.  Students use their outline to write a (narrative) historical fiction.  Students must 'write in role', which is to write from the perspective of a character (1st person).  The goal is to show a deep understanding of how the interactions between First Peoples and European explorers helped shape Canada's identity.  Students incorporate into their historical fiction as many facts as they can about the explorers and their early contact with First Peoples of Canada.

c.  At this point, it is likely that the stories will resemble more of a 'Wikipedia'-style piece of writing.  To help make their stories more authentic and come alive, students should utilize information from the "opinion" portion of the Fact and Opinion activity.  This will encourage the students to add character traits as well as the thoughts, feelings, and reactions of their character.  Students may need guidance to make reasonable inferences about this.

**Assessment Considerations**

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| **Activity/ Curricular Connections** | **Assessment (evidence)** |
| **Inquiry Question**"How did the interactions between First Peoples and Europeans help shape Canada's identity?" | Assessment will be based on how well students are able to demonstrate their understanding of the inquiry question. |
| **Reviewing the Texts**Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text (ELA, Curricular Competency) | Teacher observation, student sharing, discussions to ensure that students have identified the main ideas from the various texts Finding similarities and differences from the various texts using graphic organizers such as Venn diagrams, TCharts, Webs, etc. |
| **Writing In Role**Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences(ELA, Curricular Competency)Consider different purposes, audiences, and perspectives in exploring texts(ELA, Curricular Competency)Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places. (Socials, Curricular Competency)Evidence (ELA, Curricular Competency) | Students have created a plan/outline for their story, including the required elements such as plot, character, setting - accurate facts must be includedInclude information (evidence) from the ‘during’ activity about similarities and differencesStudents include factual evidence in their writing about the interactions (contact, trade, cooperation, and conflict) between First Peoples and European people.Students will also include factual information about the impact of colonization on First Peoples societies in British Columbia and CanadaStudents include inferences about the inquiry question - this will likely come from the ‘opinion’ side of the “Fact and Opinion” work |