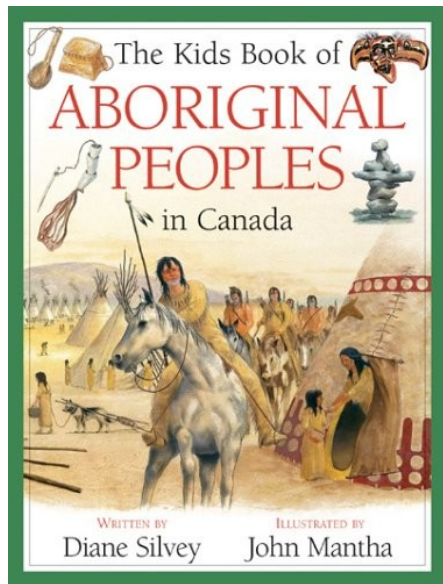


## Resources and Aboriginal Connectedness to Environment.

### Lesson 1: Discovering the 7 major groups of Aboriginal peoples in Canada: How these people are grouped by the type of environment they live in.

#### Learning Intentions:

- I can understand that there is diversity in Aboriginal culture.
- I can understand how Aboriginal culture and diversity is connected to the land.
- I can explain how the resources were used.



#### Learning Outcome:

##### Social Studies:

B1 distinguish characteristics of various **Aboriginal** cultures in BC and Canada

E1 use maps and globes to locate: **Aboriginal** groups studied

E3 describe **Aboriginal** peoples' relationship with the land and natural resources

- compare how the activities of **Aboriginal** peoples differ according to regional differences in physical environment and resources (e.g., regions within BC, regions in Canada; cultures dependent on locally available living resources such as salmon, caribou, bison, seal, cedar)
- give examples of how **Aboriginal** cultures are closely aligned with the natural environment (e.g., natural elements represented in stories and beliefs, use of materials for art, ceremonies and rituals related to resources)

#### Materials

1. *The Kids Book of Aboriginal Peoples in Canada* by Diane Silvey (LRC Kit—Bar Code: NF0480 Call Number NF 971.004 KID)
2. Cultural Map on page 4 of *The Kids Book of Aboriginal Peoples in Canada*
3. Optimal—one colour copy of "Photo Collage" per two students (Print Shop has this picture to make laminated copies for your class).
4. Optimal—one set of "Coloured Region Cards" cut out for each pair of students.
5. Thinking Sheet—one for each student
6. Blank Map—one for each student

#### Lesson

1. Set Learning Intention, Essential Understanding. (optional: can do Traffic Light at this time)
2. Discuss the Essential Questions in general (to be referred back to for the unit)
3. Background knowledge: Thinking Sheet: How are Aboriginal cultures connected to resources and the land? (can also be filled out at during/end of lesson with different colour pen to see the change in thinking and gained knowledge).
4. Hand out the Photo Collage (pictures are representative of the 7 major groups of Aboriginal people of Canada) to a pair of students. Students can discuss the connection to land and the resources seen in the pictures.
5. Pre-quiz—Next hand out the *Coloured Region Cards* (students cut out each card) and then they place the region card on the picture they think it belongs to. (There are more pictures than cards—so two cards are used twice)
6. Hand out *Kids book of Aboriginal Peoples in Canada* to pairs of students. Students can flip through and skim through book. (Point out non-fiction features—7 major sections of book related to cultural groups across Canada).
7. Post-quiz: Together, see which pictures from the photo collage go with each region of Canada. Students can move their cards to the correct picture.
8. Students can colour and label their own map according to the seven major regions.

See Lesson 2 for further work with this book and connectedness of culture to land...

# **Essential Understanding**

**How are we in our community and culture connected to our environment?**

**How are Aboriginal cultures and the way they live today and in the past connected to land and resources found on the land?**



*Our Learning Intention:*

- . I can understand that there is diversity in Aboriginal culture.
- . I can understand how Aboriginal culture is connected to the land.
- . I can explain how the resources were used.

Name: \_\_\_\_\_ Thinking Sheet

How are Aboriginal  
cultures connected to  
resources and the land?

**What is your  
thinking?**

Background Knowledge

Questions?

Connections?

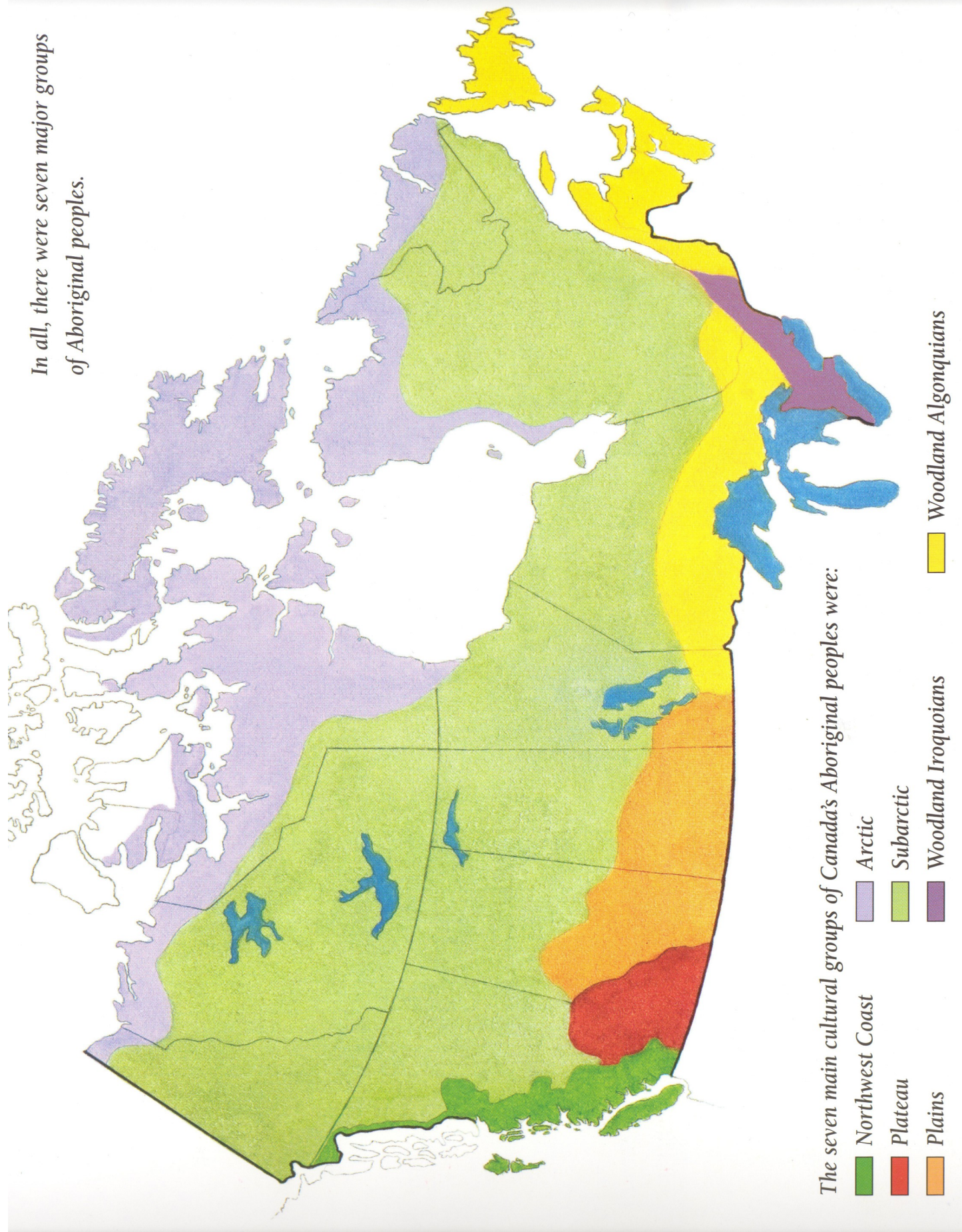
Inferences?

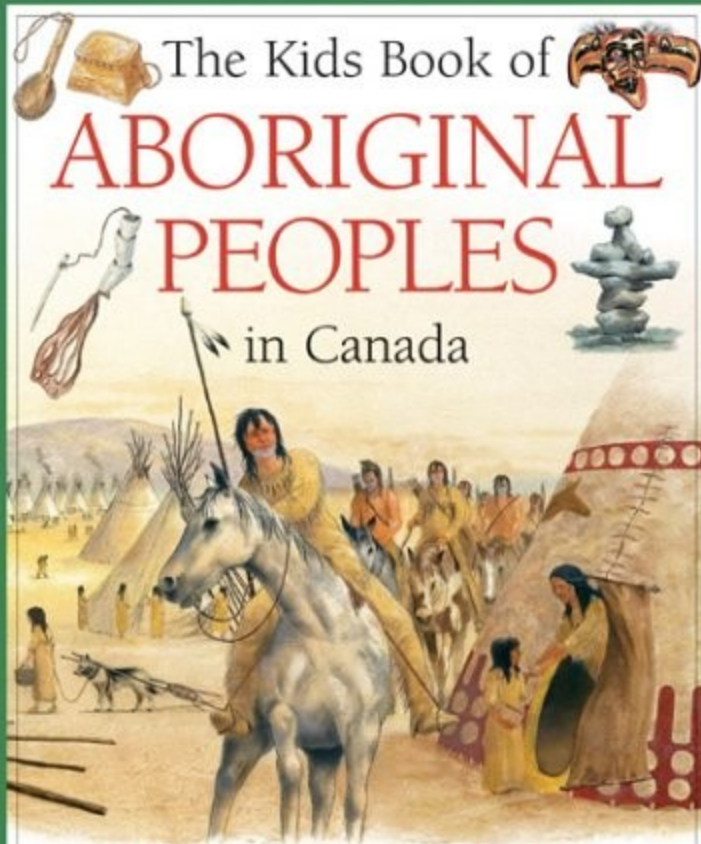
What are the big  
ideas?

What pictures or visu-  
alizations do you have  
in your head?



In all, there were seven major groups of Aboriginal peoples.





The Kids Book of

# ABORIGINAL PEOPLES

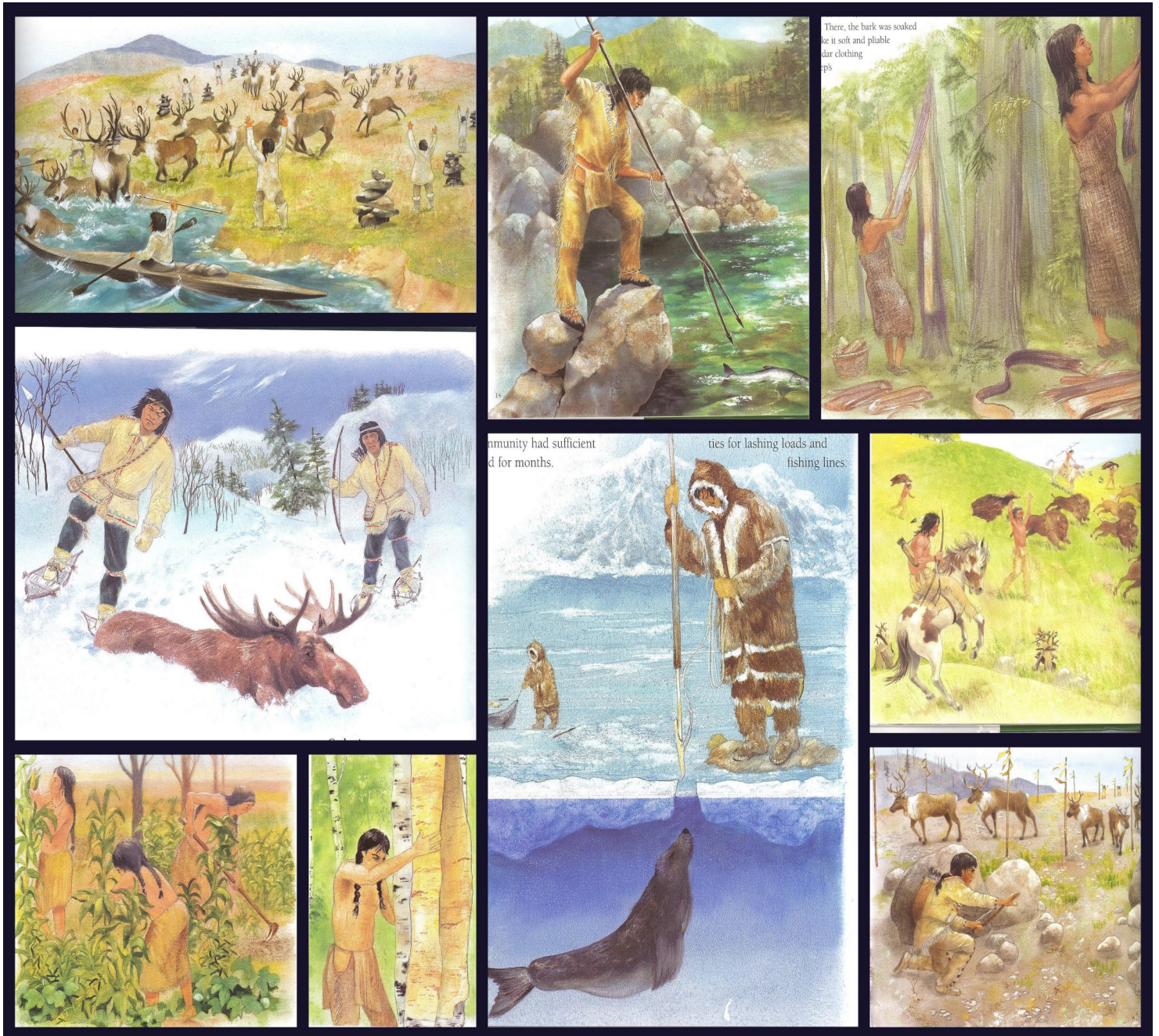
in Canada

WRITTEN BY  
Diane Silvey

ILLUSTRATED BY  
John Mantha



**Photo collage**  
from The Kids Book of Aboriginal Peoples in Canada by Diane Silvey



pictures taken from "The Kids Book of Aboriginal Peoples in Canada—written by Diane Silvey and illustrations by John Mantha

### Coloured Region Cards

- 1 set per pair of students
- Students cut out the little squares

Peoples of the Northwest Coast	Peoples of the Plateau
Peoples of the Plains	Peoples of the Arctic
Peoples of the Subarctic	Woodland Algonquians
Woodland Iroquoians	

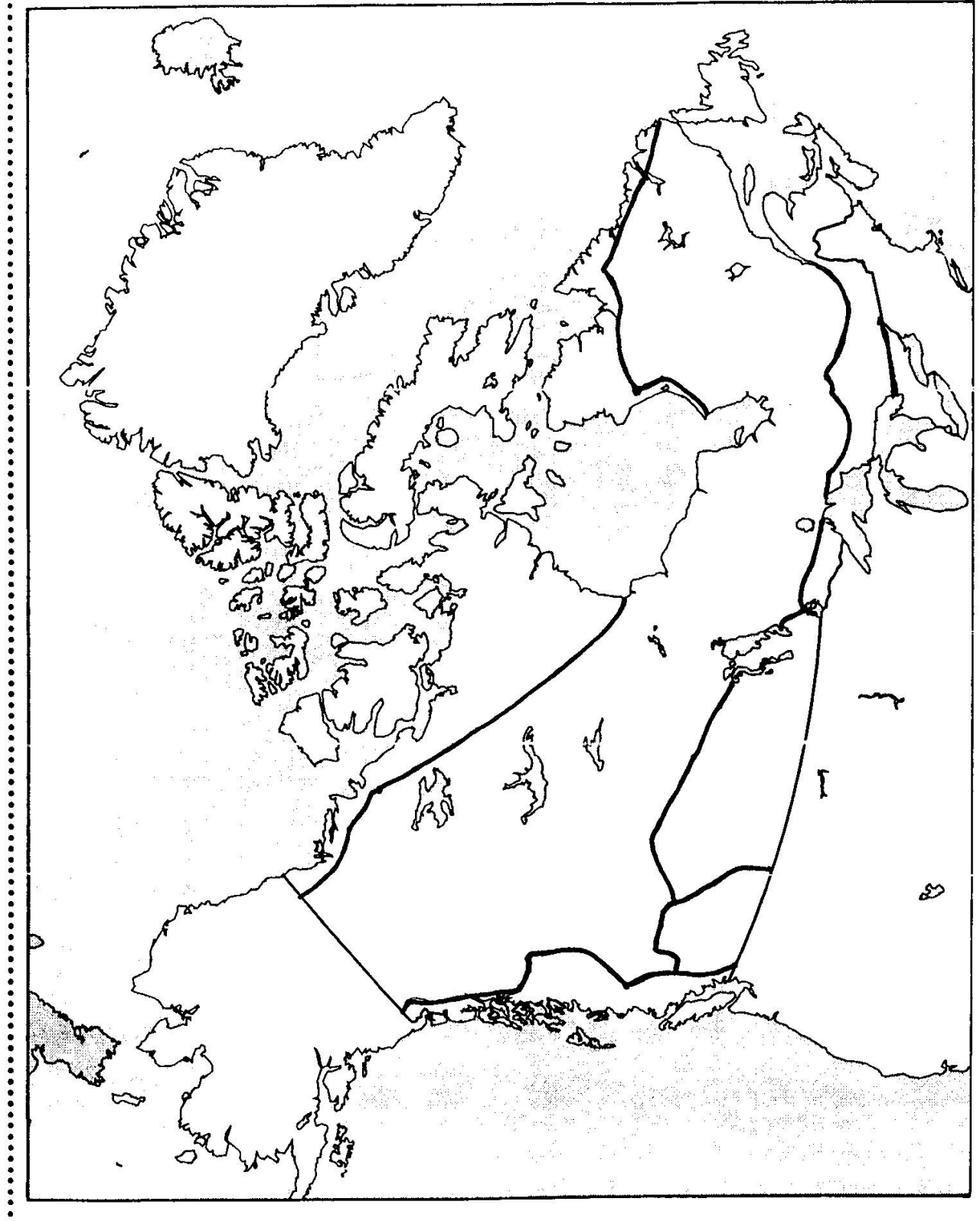
Peoples of the Northwest Coast	Peoples of the Plateau
Peoples of the Plains	Peoples of the Arctic
Peoples of the Subarctic	Woodland Algonquians
Woodland Iroquoians	



# Aboriginal Cultural Map of Canada

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Key



Northwest Coast

Plateau

Plains

Arctic

Subarctic

Algonquians of the Eastern  
Woodlands

Iroquoians of the Eastern  
Woodlands

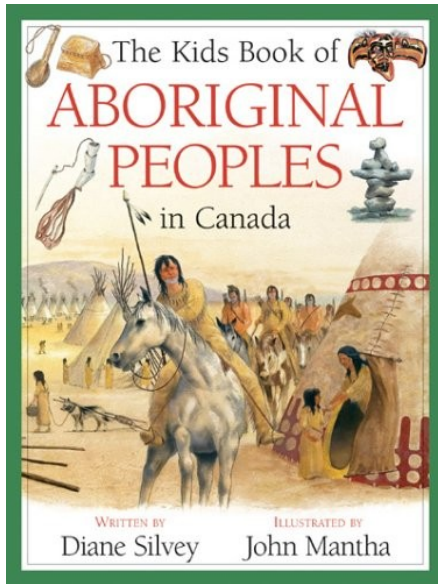
# Resources and Aboriginal Connectedness to Environment.

## Lesson 2:

### What is a Natural Resource?

#### Learning Intentions:

- I can understand what a natural resource is.



#### Learning Outcome:

##### Social Studies:

B1 distinguish characteristics of various **Aboriginal** cultures in BC and Canada

E3 describe **Aboriginal** peoples' relationship with the land and natural resources

- give examples of how **Aboriginal** cultures are closely aligned with the natural environment (e.g., natural elements represented in stories and beliefs, use of materials for art, ceremonies and rituals related to resources)
- Describe selected **Aboriginal** methods of harvesting fish, animal or forest resources
- Compare two or more resource harvesting methods in terms of characteristics such as efficiency, safety, and sustainability.

#### Materials

1. *The Kids Book of Aboriginal Peoples in Canada* by Diane Silvey (LRC Kit—Bar Code: NF0480 Call Number NF 971.004 KID)
2. Cultural Map on page 4 of *The Kids Book of Aboriginal Peoples in Canada*
3. What's in, What's out Sheet
4. Examples of resources, and non resources.

#### Lesson

1. Set Learning Intention, Essential Understanding.
2. Pre-teaching: Complete "What's in, What's out" sheet for resources with the person sitting beside you.
3. Go through and discuss which things belong in the resource list, and which things do not.
4. Together, create the definition of a natural resource.
5. Look through samples of resources and non-resources. Decide which ones fit the definition and which ones don't.
6. End with having students write a definition that they can use when looking at the different Aboriginal groups in Canada.
7. Use the "Kids Book of Aboriginal Peoples" mat to identify resources that can be seen in the pictures.
8. Post learning: Look back at What's in and What's out: describe how your thinking has changed.

# **Essential Understanding**

**How are we in our community and culture connected to our environment?**

**How are Aboriginal cultures and the way they live today and in the past connected to land and resources found on the land?**





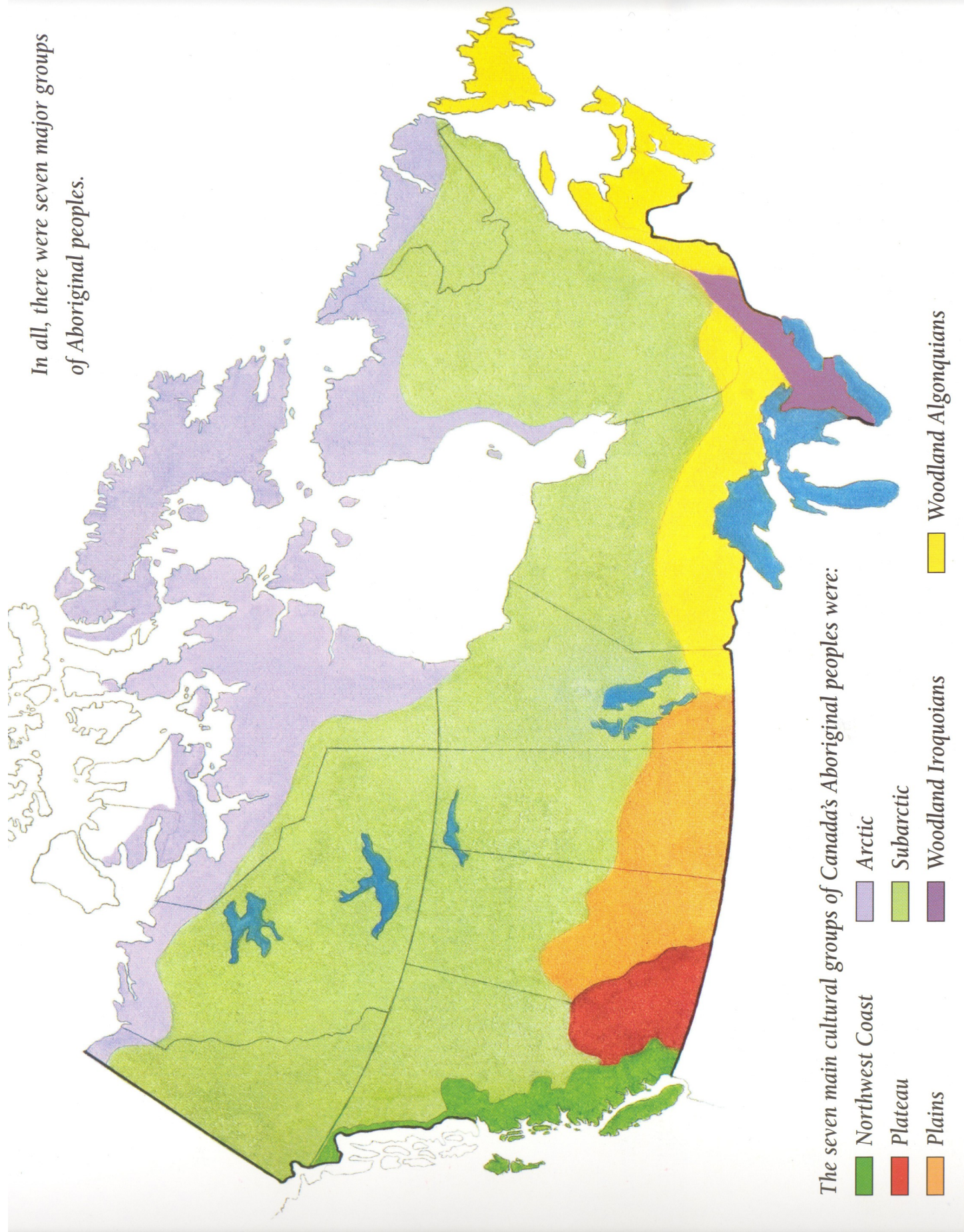
*Our Learning Intention:*

- . I can understand that there is diversity in Aboriginal culture.
- . I can understand how Aboriginal culture is connected to the land.
- . I can explain how the resources were used.

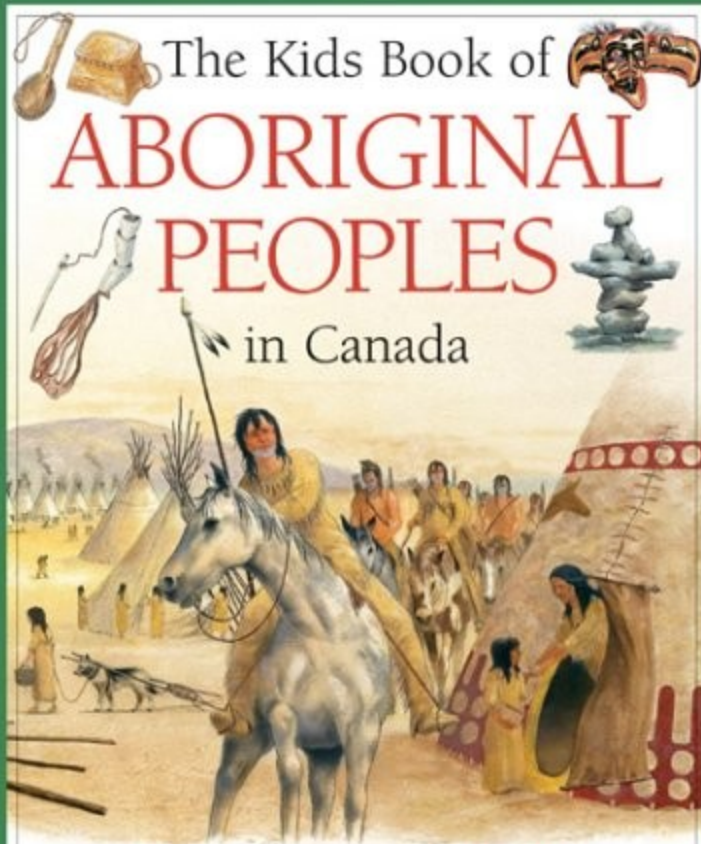
Name: \_\_\_\_\_ Thinking Sheet

<div><p>How are Aboriginal cultures connected to resources and the land?</p><p>What is resource? And how are resources used meet basic needs?</p></div>	<b>What is your thinking?</b>
	Background Knowledge
	Questions?
	Connections?
	Inferences?
	What are the big ideas?
What pictures or visualizations do you have in your head?	

In all, there were seven major groups of Aboriginal peoples.







The Kids Book of

# ABORIGINAL PEOPLES

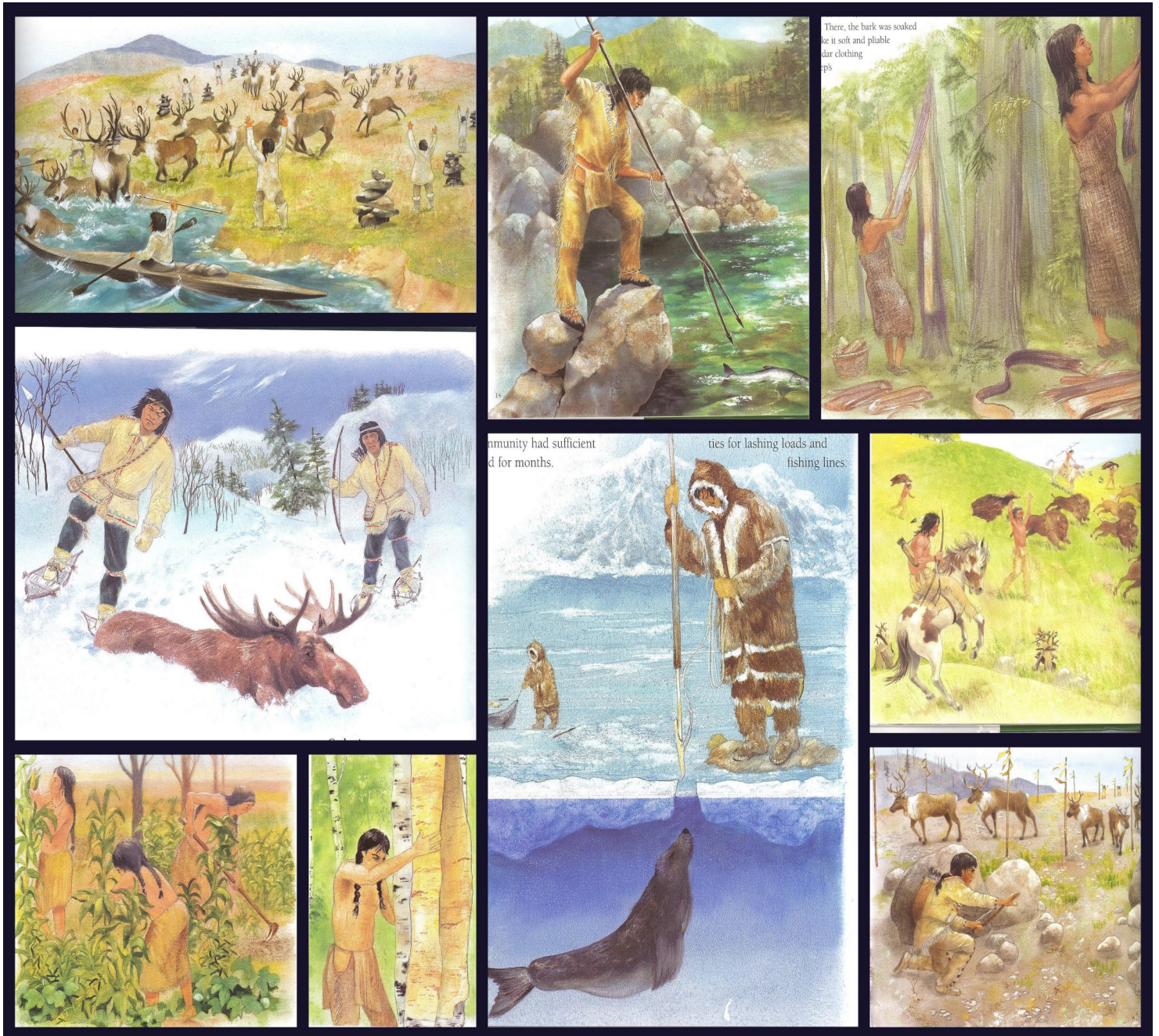
in Canada

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ILLUSTRATED BY  
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**Photo collage**  
from The Kids Book of Aboriginal Peoples in Canada by Diane Silvey



pictures taken from “The Kids Book of Aboriginal Peoples in Canada—written by Diane Silvey and illustrations by John Mantha

# Aboriginal Cultural Areas

## Land and Resource Connection

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Area	Main Resources
Northwest Coast	
Plateau	
Plains	
Arctic	
Subarctic	
Iroquoians of the Eastern Woodlands	
Algonquians of the Eastern Woodlands	



# Aboriginal Cultural Areas Land and Resource Connection

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Area	A main re- source	Food	Clothing	Housing	Transpor- tation
Northwest Coast					
Plateau					
Plains					
Arctic					
Subarctic					
Iroquoians of the Eastern Wood- lands					
Algonquians of the Eastern Woodlands					

# Aboriginal Cultural Areas

## Land and Resource Connection

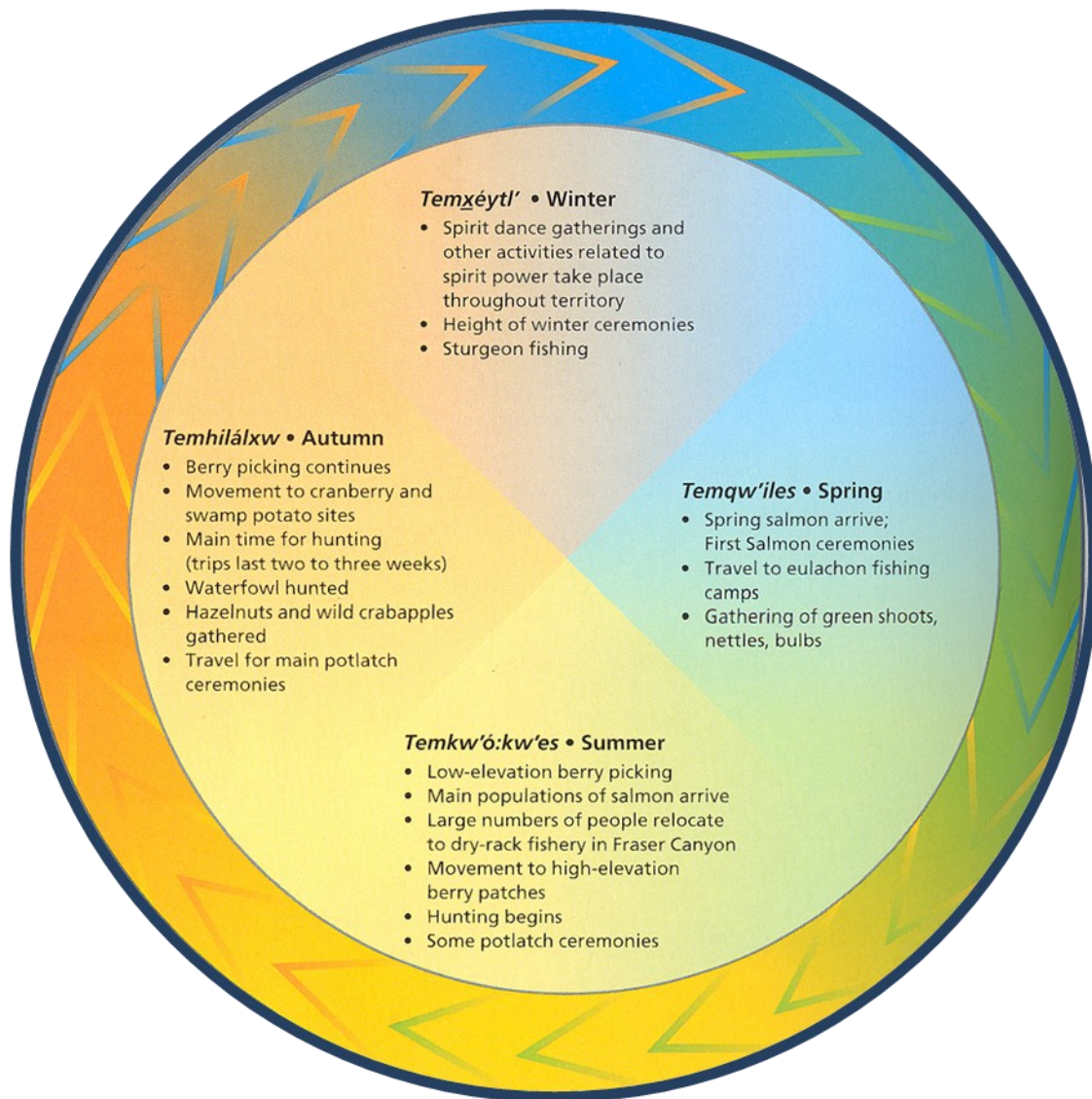
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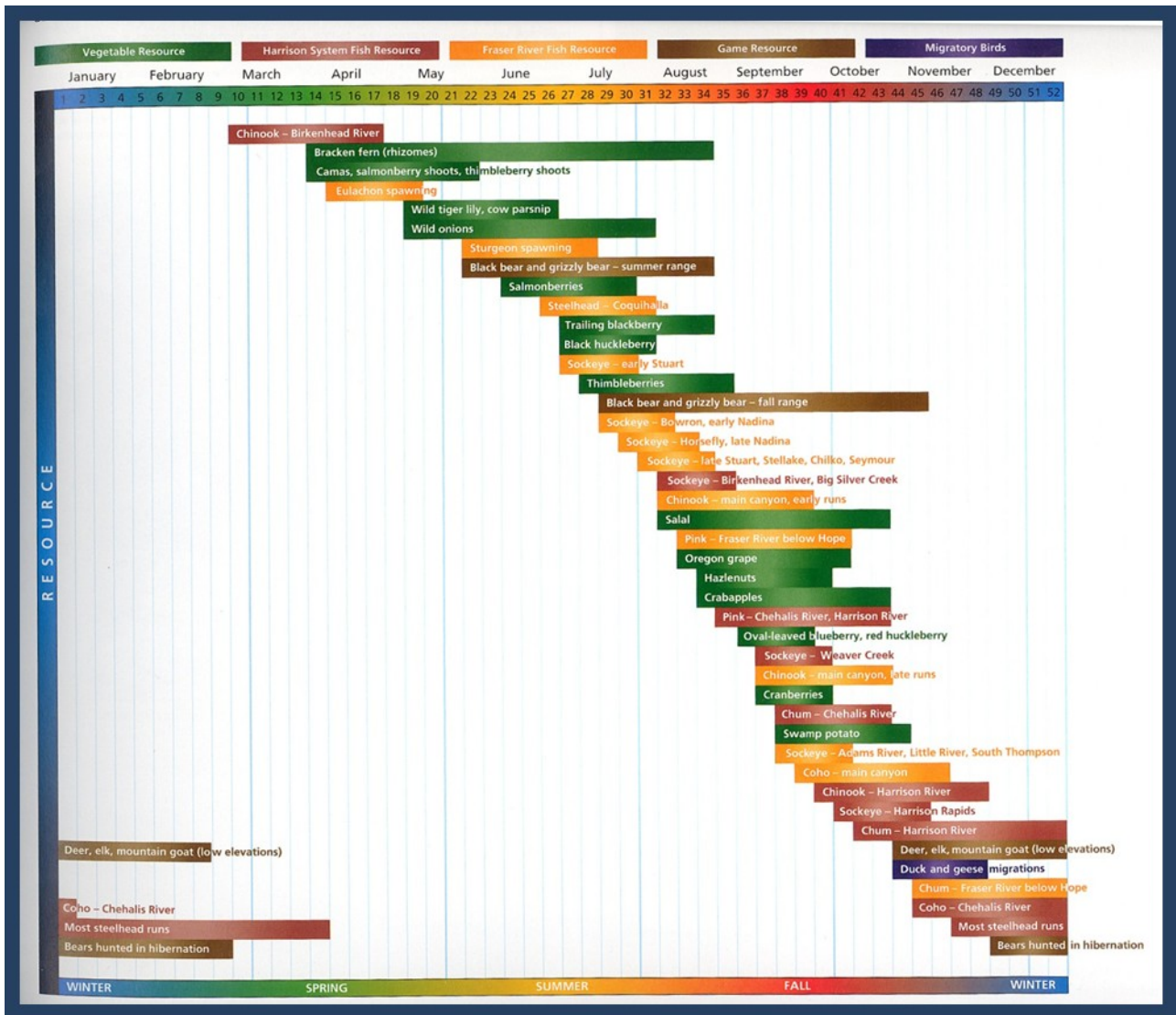
Date: \_\_\_\_\_

Area	Main Resources
Northwest Coast	Hazelnuts, Salmon, Whales, Geese (all?), Deer Cedar, Elk, Berries (all) Camas Clams, mussels,
Plateau	Moose Salmon deer
Plains	Bison Deer (all) Elk?
Arctic	Snow, Caribou, Whale, Seal, char
Subarctic	Caribou, Moose, Whale? Seal? elk
Iroquoians of the Eastern Woodlands	Corn, squash, bean Deer
Algonquians of the Eastern Woodlands	Hazelnuts Seal? Birch tree









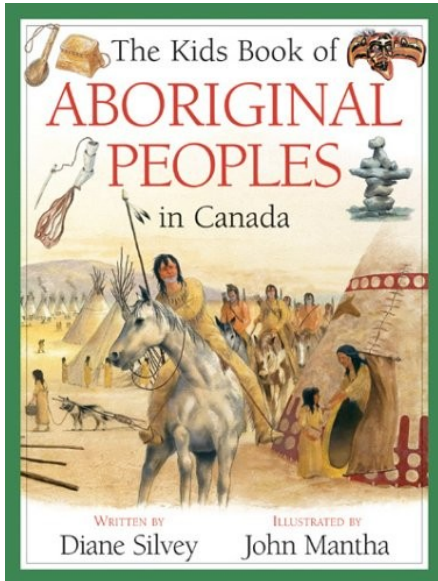
## Resources and Aboriginal Connectedness to Environment.

### Lesson 3:

**\*Please note that if lesson 2 is not completed, some background knowledge on what a resource is will be necessary for students.**

#### Learning Intentions:

- I can understand that there is diversity in Aboriginal culture.
- I can understand how Aboriginal culture and diversity is connected to the land and the resources found there.
- I can explain how the resources were used.



#### Learning Outcome:

##### Social Studies:

B1 distinguish characteristics of various **Aboriginal** cultures in BC and Canada

E1 use maps and globes to locate: **Aboriginal** groups studied

E3 describe **Aboriginal** peoples' relationship with the land and natural resources

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#### Materials

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2. Cultural Map on page 4 of *The Kids Book of Aboriginal Peoples in Canada*
3. Optional—one colour copy of "Photo Collage" per two students (Print Shop has this picture to make laminated copies for your class).
4. Thinking Sheet—one for each student
5. 11x17 *Area and Resource Blank* Chart for each student (see separate attachment for the 11x17 version)
6. Pencil crayons colours to match the cultural map colours (dark green, light green, light purple, dark purple, orange, red, yellow)

#### Lesson

1. Set Learning Intention, Essential Understanding.
2. Discuss the Essential Question on the Thinking Sheet in general from lesson one. Add to it in another colour if More needs to be added to the definition. Notice places where the students' thinking needs to be challenged.
3. Introduce Area and Land Resource chart. Discuss the organization of the chart and how it aligns with the categories in the green book.
4. Discuss
5. Work together on one of the categories from the page and deciding what qualifies as a main resource.
6. Optional video for Northwest Coast. (Coldwater Classic: [The First Nation Tribe of Tofino, British Columbia](#)) Explains the importance of cedar.
7. Do as many as guided practice as necessary; have students finish the sheet in partners.
8. At the end, discuss similarities and differences.
9. Optional: Do a gallery walk and look at other sheets for any ideas that you have missed.
10. Question: Is there anything that Aboriginal people do traditionally that is not connected to the land?
11. Post quiz/ ticket out the door: Share one group in Canada that had a main resource that surprised you.

# **Essential Understanding**

**How are we in our community and culture connected to our environment?**

**How are Aboriginal cultures and the way they live today and in the past connected to land and resources found on the land?**





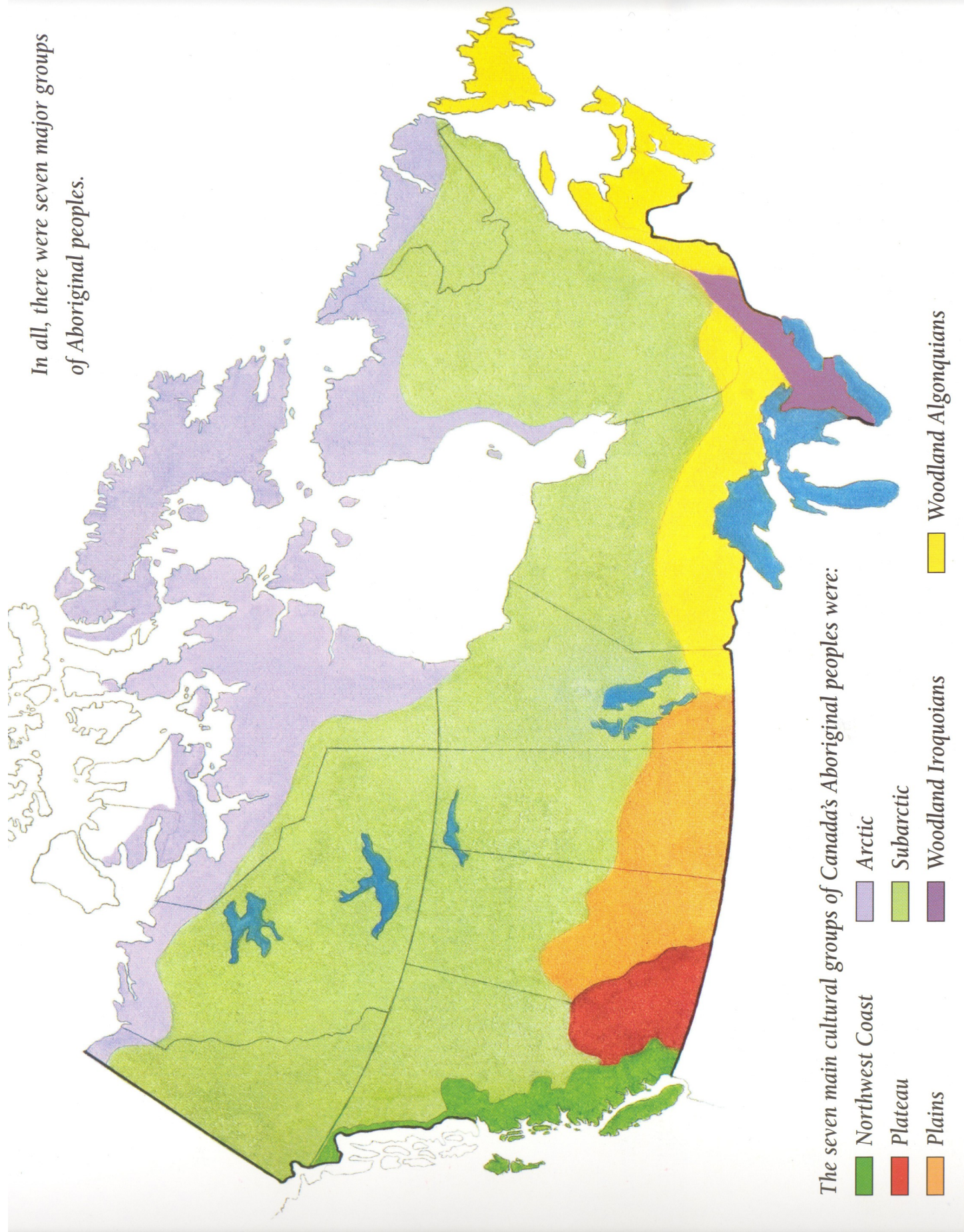
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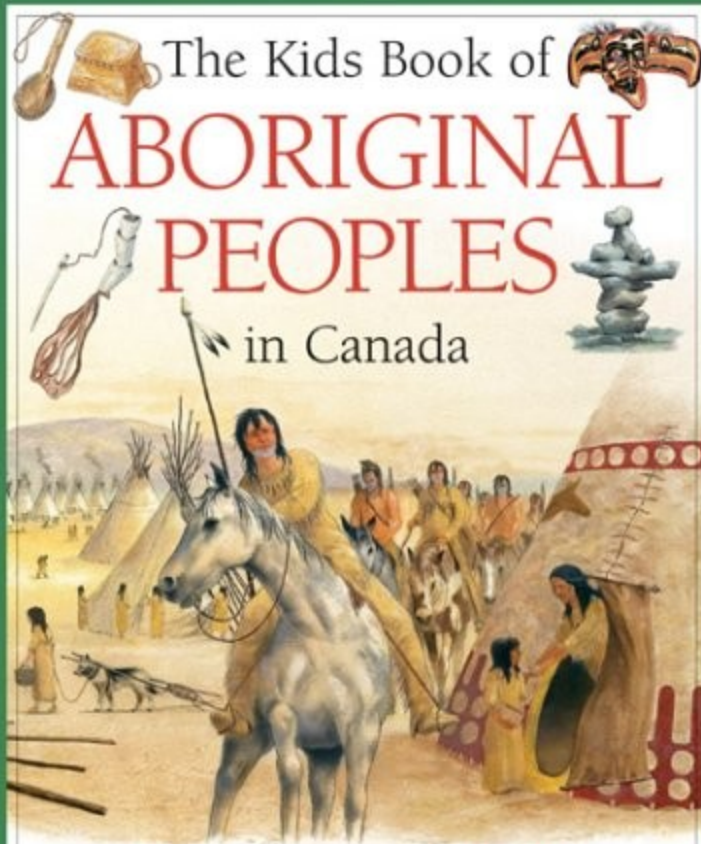
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	Background Knowledge
	Questions?
	Connections?
	Inferences?
	What are the big ideas?
	What pictures or visualizations do you have in your head?

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The Kids Book of

# ABORIGINAL PEOPLES

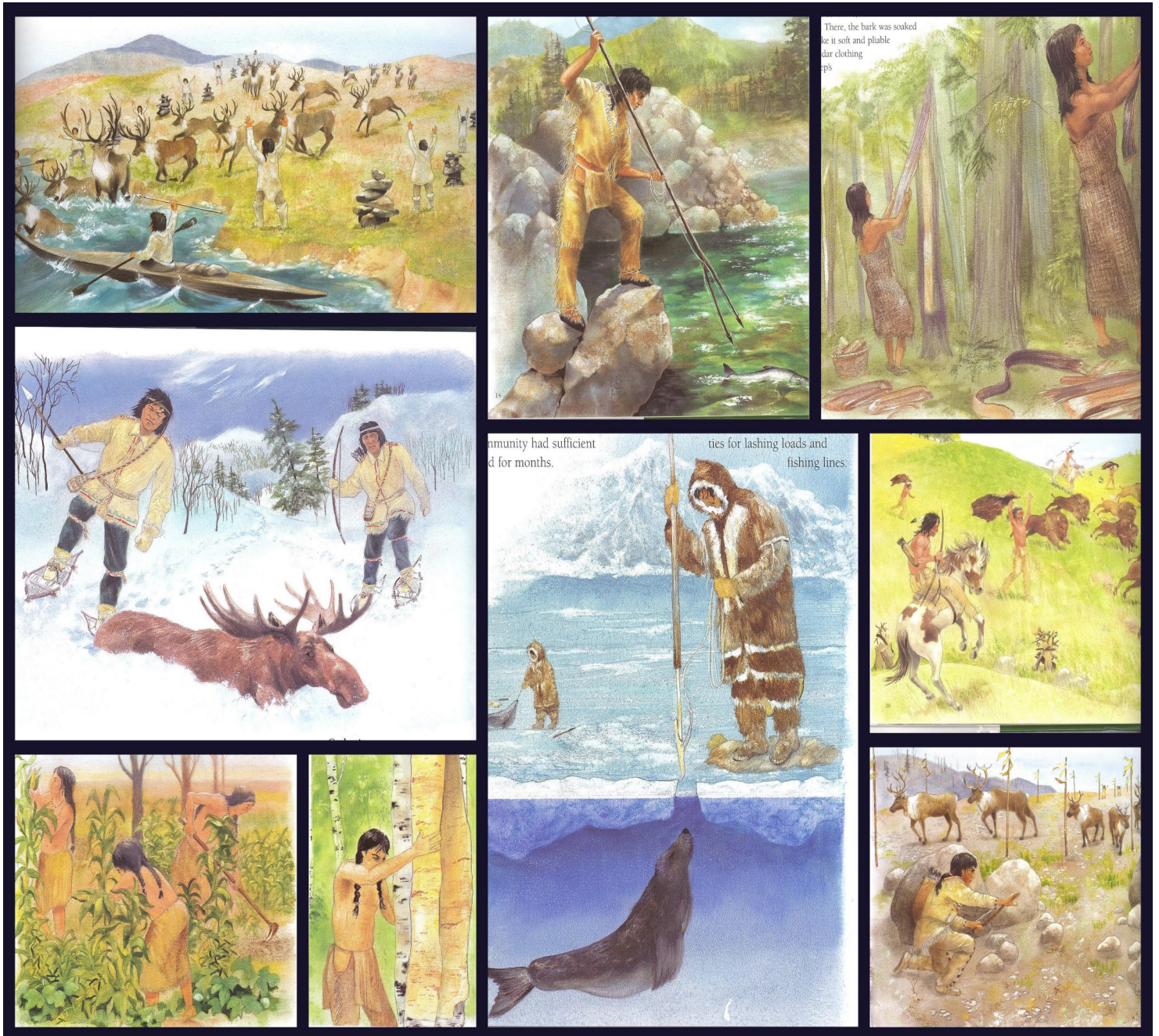
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# Aboriginal Cultural Areas

## Land and Resource Connection

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Area	Main Resources
Northwest Coast	
Plateau	
Plains	
Arctic	
Subarctic	
Iroquoians of the Eastern Woodlands	
Algonquians of the Eastern Woodlands	

# Aboriginal Cultural Areas Land and Resource Connection

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Area	A main re- source	Food	Clothing	Housing	Transpor- tation
Northwest Coast					
Plateau					
Plains					
Arctic					
Subarctic					
Iroquoians of the Eastern Wood- lands					
Algonquians of the Eastern Woodlands					

# Aboriginal Cultural Areas

## Land and Resource Connection

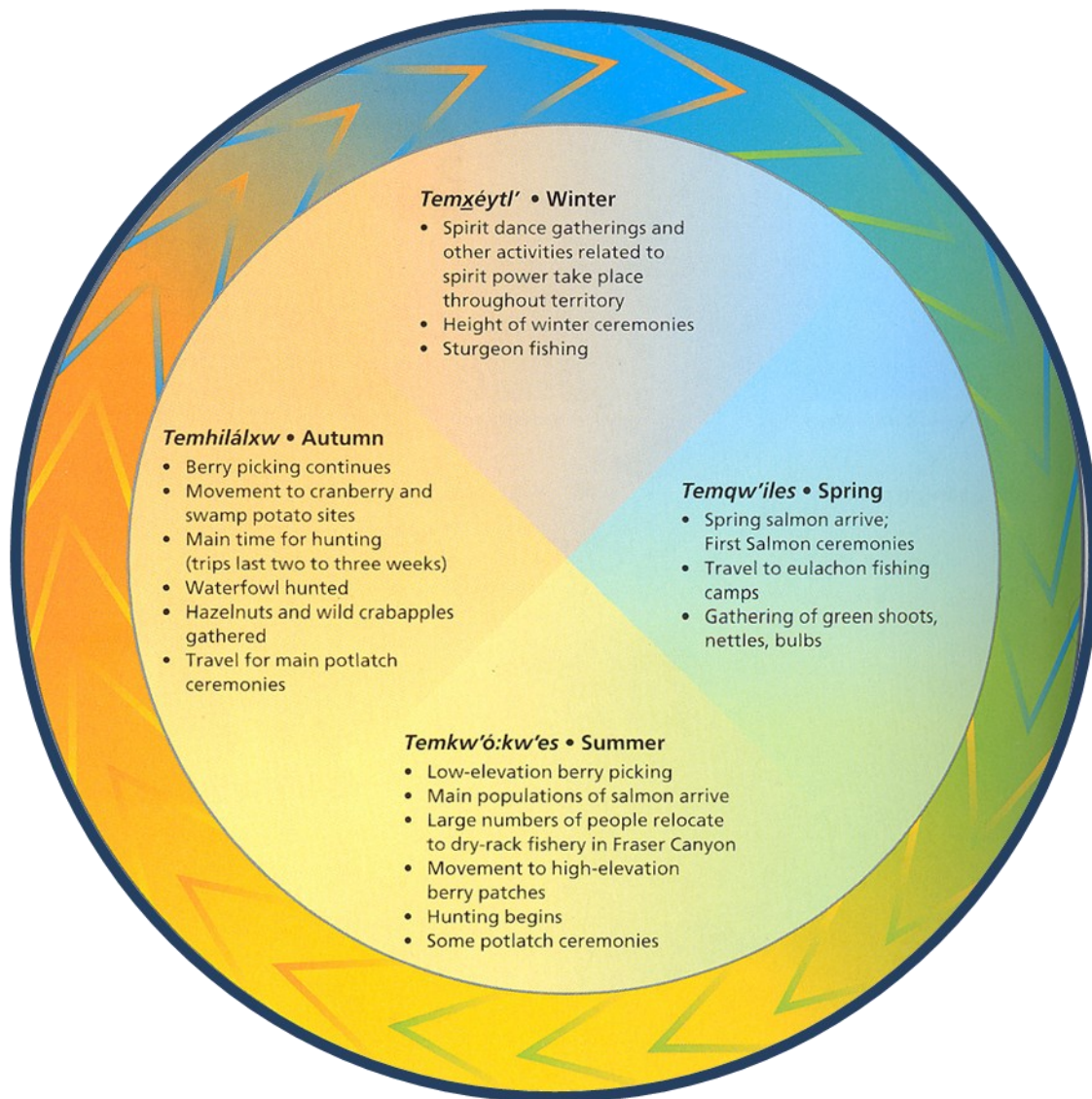
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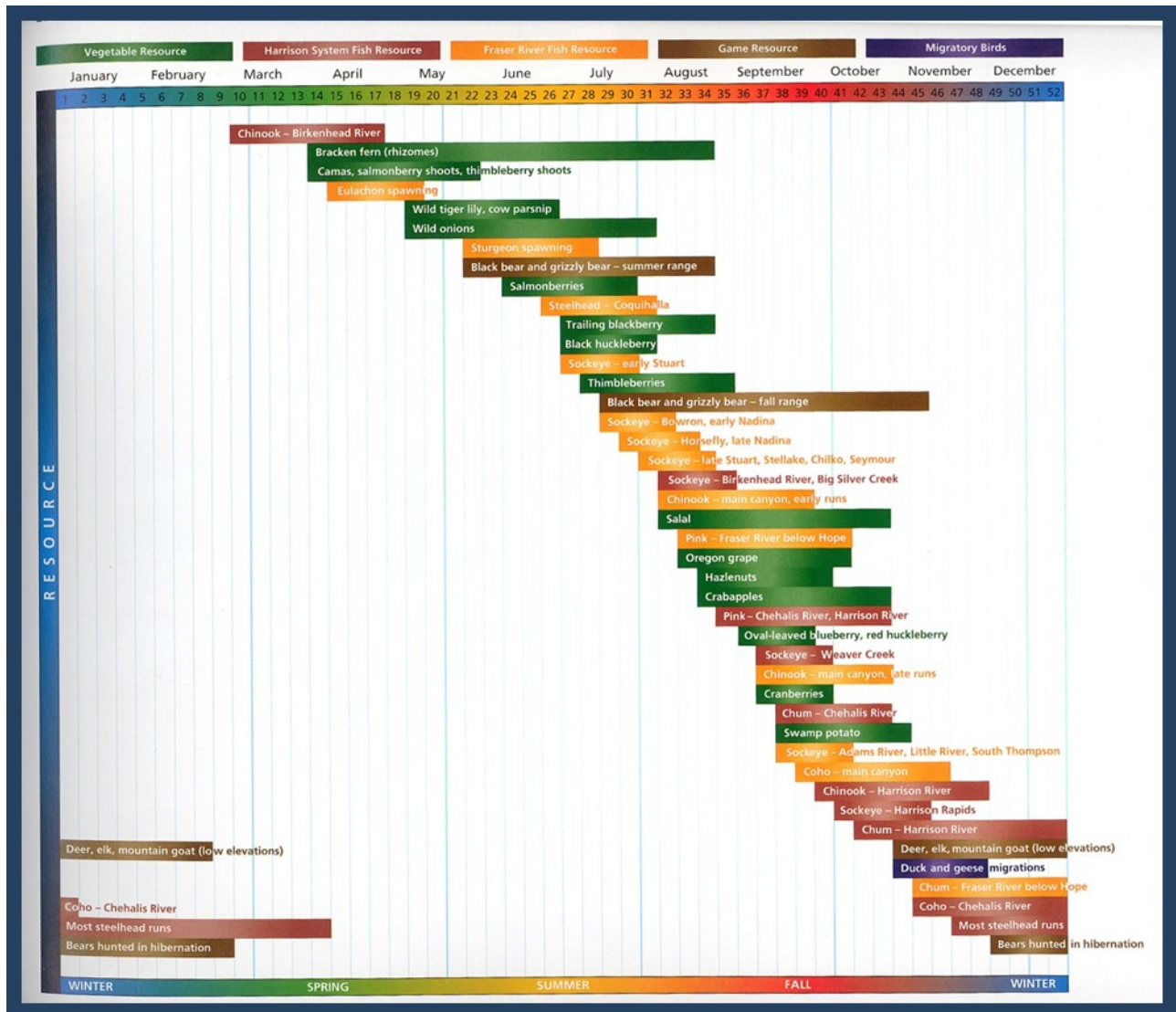
Date: \_\_\_\_\_

Area	Main Resources
Northwest Coast	Hazelnuts, Salmon, Whales, Geese (all?), Deer Cedar, Elk, Berries (all) Camas Clams, mussels,
Plateau	Moose Salmon deer
Plains	Bison Deer (all) Elk?
Arctic	Snow, Caribou, Whale, Seal, char
Subarctic	Caribou, Moose, Whale? Seal? elk
Iroquoians of the Eastern Woodlands	Corn, squash, bean Deer
Algonquians of the Eastern Woodlands	Hazelnuts Seal? Birch tree









Aboriginal Cultural Areas Land and Resource Connection					
Name: _____		Date: _____			
Area	A main resource	Food	Clothing	Housing	Transportation
Northwest Coast					
Plateau					
Plains					
Arctic					
Subarctic					
Iroquoians of the Eastern Woodlands					
Algonquians of the Eastern Woodlands					



Aboriginal Cultural Areas Land and Resource Connection	
Name: _____ Date: _____	
Area	Main Resources
Northwest Coast	
Plateau	
Plains	
Arctic	
Subarctic	
Iroquoians of the Eastern Woodlands	
Algonquians of the Eastern Woodlands	

<div>Aboriginal Cultural Areas</div> <div>Land and Resource Connection</div> <div>Name: _____ Date: _____</div>	
Area	Main Resources
Northwest Coast	Hazelnuts,Salmon, Whales,Geese (all?), Deer Cedar, Elk, Berries (all) Camas Clams, mussels,
Plateau	Moose Salmon deer
Plains	Bison Deer (all) Elk?
Arctic	Snow, Caribou, Whale, Seal, char
Subarctic	Caribou, Moose, Whale? Seal? elk
Iroquoians of the Eastern Wood-lands	Corn, squash, bean Deer
Algonquians of the Eastern Wood-lands	Hazelnuts Seal? Birch tree