

# Settling a New Country

## Aboriginal People/ New France



### Including:

The World (Prior Knowledge)  
A Museum Exhibit (Intro. to Culminating Task)  
Migration/Exploration in Canada  
Settlers and Ecosystems  
Ways of Life in a New Country  
Evolving Lifestyles: Economic, Political and Social.  
Impact of Culture and Interaction between  
Speaking out for Justice  
A Museum Exhibit (Culminating Task)  
Let's Celebrate!

A Unit for Grade 6/7

Written by:

**André Gauthier, June McCaffrey, Dale Henderson (Project Leader)**

Length of Unit: approximately: 18.5 hours

**October 2001**



## **Settling a New Country** **Aboriginal People/ New France A Unit for Grade 6/7**

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The developers are appreciative of the suggestions and comments from teacher colleagues involved through the internal, external and theological review.

A sincere thank you to Gerry Bibby, Executive Director of the EOCCC who facilitated the partnership of the lead board Ottawa-Carleton with Renfrew, Algonquin and Lakeshore Catholic District School Boards.

The following organizations have supported the elementary unit project through team building and leadership:

The Council of Directors of Ontario  
The Ontario Curriculum Centre  
The Ministry of Education, Curriculum and Assessment Branch  
Eastern Ontario Catholic Curriculum Cooperative (EOCCC)

A Special thank you to The Institute for Catholic Education who provided leadership, direction and support through the Advisory and Curriculum Committees.

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## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

## Task Context

As students learn more about the Aboriginal cultures and early explorers, they become reflective thinkers and discerning believers who find meaning in social teaching of peace and justice. The students also become responsible citizens as they develop and understanding and respect for the various cultures of North America today. Through activities such as mapping, research assignment, selected readings, letter writing, etc. that culminate in a museum exhibit, students will demonstrate their understanding of historical experiences.

Grade 6 students will explore early Aboriginal migration and the effect settlement had on these groups. The students will be introduced to the first European explorers to Canada.

Grade 7 students will investigate the motivating factors behind the establishment of early French settlements in North America, the interaction with existing inhabitants and the resulting relations between the groups.

### Overall - Catholic Graduate Expectations:

CGE Overall - A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

CGE Overall - An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

CGE Overall - A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

CGE Overall - A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

CGE Overall - A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

## Task Summary

This unit is based on The Ontario Curriculum expectations from Grade 6 Social Studies and the Grade 7 History. Similarities between the two grade levels create four main focus points:

1. Factors affecting migration
2. Impact of settlement
3. Cultural diversity
4. Development of business and commerce

### Key Learnings

#### Grade 6 (Aboriginal People) Migration Patterns

Factors influencing migration patterns and settlements of Aboriginal peoples.

Impact of settlement on society, health and economics.

#### Grade 7 (New France) Settlement

Factors affecting the establishment of early French settlements.

Impact of settlement on the development of commerce and business,

wars and resulting treaties in New France.

Awareness of cultural diversity within First Nations.

Awareness of Early European settlers.

Outside influences of early explorers on Aboriginal lifestyle.

Melding of lifestyles between native population and early settlers as well as between the French and English settlers.

## Culminating Task Assessment

As mentioned in Subtask 2, the class will design and construct a museum exhibit that would represent the time between the migration of the first Aboriginal peoples to Canada and the establishment of early settlements in New France. The curator (teacher) of the museum needs to see the following topics covered in the exhibits: migration, settlement, impact and culture. In order to assist the museum with this project, students will set up a model in the classroom. Grade 6 students need to select ideas from the time of migration of Aboriginal peoples to the time of Early Explorers. Grade 7 students need to select ideas from the period of early European settlements in New France. Each student is required to submit a plan (an application) for the period that is of most interest to them. Students must talk to other exhibitors and conference with the teacher to avoid any duplication. After the plan has been accepted, students will be required to construct a model for display.

Designing and constructing a museum exhibit requires students to work collaboratively for a common cause and to apply knowledge of Canada's history in social, political, economical or environmental terms.

On the day of the exhibition:

### **Grade 6 students will**

1. present their museum exhibit.
2. critique other displays about Aboriginal peoples for authenticity in areas of migration patterns, establishment of communities, development of culture and interaction with early explorers.

### **Grade 7 students will**

1. present their museum exhibit.
2. critique the displays on early settlers for authenticity in areas of establishment of settlements, development of commerce and business, impact of wars and treaties, and emerging culture.

### **Catholic Graduate Expectations:**

CGE 7j - contributes to the common good.

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

## Links to Prior Knowledge

### **Students will need to:**

- use mapping (scale and legends) and atlas reading skills (Gr. 6 Continents and Bodies of Water, Gr. 7 Europe and North America);
- understand the concepts of migration and settlement;
- understand the concept of culture. (Gr. 6 Early Civilizations, Gr. 7 Aboriginal People);
- identify means of locating general information;
- know how to conduct searches for information.

## Considerations

## Notes to Teacher

Access to information over the Internet offers great opportunities for enhancing the Social Studies Curriculum. Many sites have been suggested for further study in some of the subtasks in this unit. While every effort has been taken to ensure the reliability of each site, teachers must ensure that students are well supervised when searching the Internet.

Adaptations can only be made by the classroom teacher for a specific student in his or her own classroom. These adaptations respond to considerations related, learning style, Special Education Exceptionality, ESL/ELD. The Special Education and ESL/ELD guides found in the Ontario Curriculum Planner can provide particular assistance.



**Settling a New Country**  
**Aboriginal People/ New France A Unit for Grade 6/7**

**1 The World (Prior Knowledge)**

Students will review atlas and mapping skills in order to locate and label information relating to migration.

Using a map and an atlas, Grade 6 students will locate and label continents and oceans.

Using a map and an atlas, Grade 7 students will locate and label European countries, oceans and North America.

This is an opportunity for students to apply effective skills in areas such as resource management and the presentation of information.

**Catholic Graduate Expectations:**

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 4f - applies effective communication, decision-making, problem- solving, time and resource management skills.

**2 A Museum Exhibit (Intro. to Culminating Task)**

The class will design and construct a museum exhibit that would represent the time between the migration of the first Aboriginal people to Canada right up to the establishment of early settlements in New France. As curator, the teacher will need to see the following topics covered in the exhibit: migration, settlement, impact and culture. In order to assist the museum with this project, the students will set up a model exhibition in the classroom. Since this is an individual project, students will incorporate their models into one of the four topics mentioned above. The museum is called the New Canadian Museum.

Grade 6 students need to select ideas from the time period between the migration of Aboriginal peoples to the time of Early Explorers. Grade seven students need to select ideas from the period of early European settlements in New France. Each student is required to submit a plan (an application) for the period that is of most interest to them.

Students must talk to other exhibitors and conference with the teacher to avoid any duplication.

After the plan has been accepted, students will be required to construct a model for display at the end of the unit.

**Catholic Graduate Expectations:**

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

CGE 5e - respects the rights, responsibilities and contributions of self and others.



**Settling a New Country**  
**Aboriginal People/ New France A Unit for Grade 6/7**

**3 Migration/Exploration in Canada**

The purpose of this lesson is to develop an understanding of why people first migrated to and explored Canada. The students will read and think critically about how population movement today may or may not have the same basic motivational factors that existed many years ago. The teacher will lead the students in a research assignment. Grade 6 students will complete a question-and-answer assignment while the Grade 7 students will complete a mind map.

**Catholic Graduate Expectations:**

CGE 1h - respects the faith traditions, world religions and the life- journeys of all people of good will.

CGE 2b - reads, understands and uses written materials effectively.

CGE 4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE 5b - thinks critically about the meaning and purpose of work.

**4 Settlers and Ecosystems**

The students will learn how the environment impacts on people's lives. For example, those who choose to live by the sea, will survive on what they can obtain from the sea. As responsible citizens, people, then and now, should accept responsibility for their actions in the context of social and environmental factors. The teacher will lead the students in a mapping activity. The Grade 6 students will identify various tribes according to their lifestyle. The Grade 7 students will identify and locate a number of settlements, rivers and lakes in New France.

**Grade 6 Students:** In this unit the students will come to recognize that the people had to make the best use of available resources. They will integrate the research from Subtask 3 with the settlements of the various First Nations peoples across Canada. Students will locate and identify tribes based upon their lifestyle.

**Grade 7 Students:** Once the explorers arrived in North America, they assessed the business opportunities available in the existing environment. It was this first experience that established fur trading stations, farming settlements and military bases.

**Catholic Graduate Expectations:**

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

CGE 7b - accepts accountability for one's own actions.

CGE 7i - respects the environment and uses resources wisely.



**Settling a New Country**  
**Aboriginal People/ New France A Unit for Grade 6/7**

**5 Ways of Life in a New Country**

In order to address these topics, group research and presentations seem appropriate.

**Grade 6:**

The purpose of this subtask is to introduce students to the basic needs that different groups within their geographical area had to meet. New concepts to be covered will be language, transportation, dwellings, tools, food and clothing.

**Grade 7:**

Prior to examining the lifestyle in New France it is important for the students to get an understanding of the reasons why people came here and what they had to cope with. Students will be given a research assignment that will introduce the following new topics: purpose for immigrating to New France, contact with natives, job description, hardships encountered, location of settlement, and accomplishments.

Researching the basic needs of people in a new land will help students understand the history and life journeys of people of good will.

**Catholic Graduate Expectations:**

CGE 1h - respects the faith traditions, world religions and the life- journeys of all people of good will.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

**6 Evolving Lifestyles: Economic, Political and Social.**

The purpose of this task is for students to reflect on and develop respect for the different faith, social and political traditions that existed in early Canada. Through group discussion and individually selected readings, the students will study the following aspects of Aboriginal culture or life in New France.

**Grade 6:**

The students will be introduced to the political and social structure of Aboriginal Nations with a specific focus on the Iroquoian and Huron Tribes. New concepts will include The Great Law of Peace, the importance of Clans in the social fabric, the Division of Labour, and Spiritual Beliefs. For this subtask, the students will be provided with readings that will require retelling and reflecting.

**Grade 7:**

The students will be introduced to the socio-cultural aspects of life in New France. The new concepts to be introduced will be religion, politics, and social interactions. Students will read how French immigrants worked to establish a new colony in New France. For this subtask, the students will be provided with readings that will require retelling and reflecting.

**Catholic Graduate Expectations:**

CGE 1h - respects the faith traditions, world religions and the life- journeys of all people of good will.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 5a - works effectively as an interdependent team member.



**Settling a New Country**  
**Aboriginal People/ New France A Unit for Grade 6/7**

**7 Impact of Culture and Interaction between Settlements.**

In this unit the students are introduced through discussion to the concept of what happens when new and different people come in contact. How interdependent systems create opportunities for developing justice, equality and respect will be studied from different points of view. The students will conduct a short research assignment. Following the class discussion, the grade 6 students will look at the arrival of the explorers and what this meant to the natives. The grade 7 students will research the other nationalities that were also establishing themselves in North America and the conflicts that arose.

**Catholic Graduate Expectations:**

CGE 3b - creates, adapts, evaluates new ideas in light of the common good.

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

**8 Speaking out for Justice**

In an effort to become effective, fluent communicators the students will be asked to write an editorial letter that will persuade the audience of their current situation with relation to the ruling government. The grade 6 students will consider present day Canada and the relationship between the Aboriginals and the government. The grade 7 students will write as though they lived after the Treaty of Paris and the Quebec Act and will have the option to write from the English or French point of view.

**Catholic Graduate Expectations:**

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.



**Settling a New Country**  
**Aboriginal People/ New France A Unit for Grade 6/7**

**9 A Museum Exhibit (Culminating Task)**

As mentioned in Subtask 2, the class will design and construct a museum exhibit that would represent the time between the migration of the first Aboriginal peoples to Canada and the establishment of early settlements in New France. The curator (teacher) of the museum needs to see the following topics covered in the exhibits: migration, settlement, impact and culture. In order to assist the museum with this project, students will set up a model in the classroom. Grade 6 students need to select ideas from the time of migration of Aboriginal peoples to the time of Early Explorers. Grade 7 students need to select ideas from the period of early European settlements in New France. Each student is required to submit a plan (an application) for the period that is of most interest to them. Students must talk to other exhibitors and conference with the teacher to avoid any duplication. After the plan has been accepted, students will be required to construct a model for display.

Designing and constructing a museum exhibit requires students to work collaboratively for a common cause and to apply knowledge of Canada's history in social, political, economical or environmental terms.

On the day of the exhibition:

**Grade 6 students will**

1. present their museum exhibit.
2. critique other displays about Aboriginal peoples for authenticity in areas of migration patterns, establishment of communities, development of culture and interaction with early explorers.

**Grade 7 students will**

1. present their museum exhibit.
2. critique the displays on early settlers for authenticity in areas of establishment of settlements, development of commerce and business, impact of wars and treaties, and emerging culture.

**Catholic Graduate Expectations:**

CGE 7j - contributes to the common good.

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

**10 Let's Celebrate!**

This celebration should be planned for the afternoon following the students' culminating task or for the next day, in order that displays can be left out. This lesson is not meant for evaluation, but rather an opportunity to share the students' work with peers and parents. It is an opportunity for students to demonstrate the ability to take initiative and to show respect for others in the development of a group celebration. The teacher can work with the students ahead of time to make flyers announcing the museum exhibition. Pupils can be directed to stay in the vicinity of their display to answer any questions that visitors might have.

**Catholic Graduate Expectations:**

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

CGE 4c - takes initiative and demonstrates Christian leadership.

CGE 7j - contributes to the common good.

Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

50 mins



**Description**

Students will review atlas and mapping skills in order to locate and label information relating to migration.

Using a map and an atlas, Grade 6 students will locate and label continents and oceans.

Using a map and an atlas, Grade 7 students will locate and label European countries, oceans and North America.

This is an opportunity for students to apply effective skills in areas such as resource management and the presentation of information.

**Catholic Graduate Expectations:**

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 4f - applies effective communication, decision-making, problem- solving, time and resource management skills.

**Expectations**

- 6z14 A – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 6z15 A – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 7h19 A – construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
- 7h20 A – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).
- 6z10 – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 7h14 – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;

**Groupings**

- Students Working Individually
- Students Working As A Whole Class

**Teaching / Learning Strategies**

- Research
- Map Making
- Open-ended Questions

**Assessment**

Students will record the results of the scavenger hunt on a map of the world which is handed in at the end of the hunt. Questions relating to various countries, continents and bodies of water will be answered by colouring parts of maps. The Grade 6 map will focus on the continents and bodies of water. The Grade 7 map will focus on some European countries, bodies of water and North America. Once the scavenger hunt section is completed, the students will complete the open-ended question in their journals or notebooks.

**Assessment Strategies**

- Performance Task
- Response Journal

**Assessment Recording Devices**

**Settling a New Country**

Aboriginal People/ New France A Unit for Grade 6/7

50 mins



Rubric
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**Teaching / Learning****1.1 Research/ Map-Making Section**

Teacher hands out one atlas per student (where applicable) and a blackline master of a world map (BLM 1.1). Discuss the idea of a scavenger hunt with both groups. Tell students that today they will complete a scavenger hunt using the atlas, the map and the clues. There will be a time frame of approximately 30 minutes.

Before beginning the scavenger hunt, show the students the rubric which will be used to assess their work and point out the criteria for a successful scavenger hunt as outlined on the rubric in order to reduce possible competition between students. Students must understand that quality work takes time.

**Grade 6**

Hand out the Grade 6 Scavenger Hunt BLM 1.2 on which students are required to locate and label the continents and oceans on BLM 1.1 using the clues from scavenger hunt.

**Grade 7**

Hand out the Grade 7 Scavenger Hunt BLM 1.3 on which students are required to locate and label specific European and North American countries and oceans on BLM 1.1.

While the students are working, the teacher observes students' familiarity with atlas and mapping skills.

**1.2 Whole Group follow-up**

At the end of the allotted time, call both groups together to find out which students completed the scavenger hunt (the teacher has the option to provide a token prize for the winners). This might be a good time to elicit from the students the need to always do our personal best and when there is a reward to congratulate the winner. The teacher collects the maps for assessment and goes over the results of the scavenger hunt with the whole class using a wall map as a reference.

**1.3 Open-Ended Question Section**

Brainstorm with students some of the reasons why civilizations have moved from one country or continent to another. Following the discussion, direct students to write, in either their journals or their social studies notebooks, a definition of migration and to describe some motivating factor behind it. The teacher may choose to use the following definition of migration as an example: the movement of people or animals from one location or habitat to another location or habitat for different reasons.

**Adaptations**

See Notes to Teacher in Unit Overview.

**Resources****Mapping the World**

Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

50 mins



BLM 1.1 Scavenger Hunt Gr 6 & 7

BLM 1.1 Scavenger Hunt.pdf



World Atlas



coloring pencils

Notes to Teacher

For this subtask, a blackline master of a world map is required.

Answers to Scavenger Hunt:

Grade 6: 1. Atlantic Ocean 2. North America 3. South America 4. Arctic Ocean 5. Australia 6. Pacific Ocean 7. Europe 8. India 9. Antarctica 10. Asia 11. Canada 12. Africa 13. Equator 14. Bering Strait

Grade 7: 1. Italy 2. Spain 3. Portugal 4. Atlantic Ocean 5. France 6. Belgium

Teacher Reflections



**Settling a New Country**

Subtask 2

**Aboriginal People/ New France A Unit for Grade 6/7**

40 mins

**Description**

The class will design and construct a museum exhibit that would represent the time between the migration of the first Aboriginal people to Canada right up to the establishment of early settlements in New France. As curator, the teacher will need to see the following topics covered in the exhibit: migration, settlement, impact and culture. In order to assist the museum with this project, the students will set up a model exhibition in the classroom. Since this is an individual project, students will incorporate their models into one of the four topics mentioned above. The museum is called the New Canadian Museum.

Grade 6 students need to select ideas from the time period between the migration of Aboriginal peoples to the time of Early Explorers. Grade seven students need to select ideas from the period of early European settlements in New France. Each student is required to submit a plan (an application) for the period that is of most interest to them.

Students must talk to other exhibitors and conference with the teacher to avoid any duplication.

After the plan has been accepted, students will be required to construct a model for display at the end of the unit.

**Catholic Graduate Expectations:**

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

CGE 5e - respects the rights, responsibilities and contributions of self and others.

**Expectations**

- 6z11 – formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);
- 6z10 A – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 7h15 – formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France);
- 6z15 A – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 7h14 A – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;
- 7h20 A – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).
- 6z4 A – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 7h6 A – demonstrate an understanding of economic, political, and social life in New France;

**Groupings**

Students Working As A Whole Class

**Teaching / Learning Strategies**

Direct Teaching  
Discussion

**Assessment**

The rubric is used only for reference at this point.

**Assessment Strategies**

**Assessment Recording Devices**

Rubric

## A Museum Exhibit (Intro. to Culminating Task)

### Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

Subtask 2

40 mins



### Teaching / Learning

The purpose of this lesson is to make the students aware of the Culminating Task and the process involved in completing it.

Point out to the students that this is their end of unit goal, and through the remaining lessons, they will acquire the necessary knowledge and skills needed to complete the task. As lifelong learners and responsible Christians, we should learn to establish appropriate goals and work to meet these using our many God-given talents.

If the teacher is going to include the celebration component of this unit (Subtask 10), indicate this to the students.

Share with, and briefly go over, the rubric (see Subtask 8 Resources) that will be used to evaluate the Culminating Task. Hand out BLM 2.1 Description of Culminating Task.

The New Canadian Museum has asked your class for input on the design and construction of a museum exhibit that would present the time between the migration of the first Aboriginal peoples to Canada and the establishment of early settlements in New France. The curator (the person in charge of the exhibit) of the museum needs to see the following topics covered in the exhibit: migration, settlement, impact and culture. In order to assist the museum with this project, you will set up a model in your classroom.

Grade 6 students need to select ideas from the time of migration of Aboriginal peoples to the time of Early Explorers. Grade 7 students need to select ideas from the period of early European settlements in New France. Each student is required to submit a plan (an application) for the period that is of most interest to them. Students work individually on this project. Students must talk to other exhibitors and conference with the teacher to avoid any duplication. After the plan has been confirmed, you will be required to construct your model for display at the end of the unit.

Explain that students will present one aspect of a topic, such as a Haida home, under the topic of settlement or religion under the topic of culture. At this point, you may want to have students brainstorm ideas of what constitutes a museum exhibit. Enquire if any students have visited a museum and what aspects of the museum were most attractive to them. Discuss the form of an exhibit as well as the content. Some answers might include: a model, an array of artifacts, a display board with diagrams, or an interactive centre such as food tasting. Record these ideas for use in the first session of Subtask 9 (the culminating task). Finally, discuss the role of a curator as the person who ensures that the sum of the pieces is greater (hopefully) than the whole.

This is an ideal time to visit some of the virtual museums listed in the Notes to Teacher section or to visit your community museum.

The teacher might choose to hand out the Culminating Task Package made up of BLM 9.1 to 9.7 at this time. Encourage the students to be thinking of which aspect they would like to develop for the final design. Since handouts often "go missing", it is advisable to collect these handouts from the students until Subtask 9.

### Adaptations

See Notes to Teacher in Unit Overview.

### Resources



**BLM 2.1 Culminating Task**

BLM 2.1-Culminating Task.cwk



**Virtual Museum Tours**



**Royal Ottawa Museum**



**The Old Log Church Museum-Yellowknife**



## Notes to Teacher

This may seem overwhelming for some students at this time. Emphasize that the handouts and discussion are only to give them an idea of where they are heading. They are not expected to have all the knowledge about Canadian history at this time.

The rubrics were created with the classroom teacher in mind. When reviewing the rubrics for the Culminating Task with the students, the teacher will need to explain some of the vocabulary or create simpler ones for the students.

For schools with access to the Internet, the following is a list of websites that take students on virtual tours of various exhibits. The sites were chosen for their Canadian content and for their relation to this unit.

[www.icom.org/vlmp/canada.html](http://www.icom.org/vlmp/canada.html) - A list of all the "Virtual" museums across Canada according to each province.  
[www.kingslanding.nb.ca/home.html](http://www.kingslanding.nb.ca/home.html) - Kings Landing Historical Settlement, New Brunswick  
[www.rom.on.ca/](http://www.rom.on.ca/) - The Royal Ontario Museum.  
[www.moa.ubc.ca/](http://www.moa.ubc.ca/) - Museum of Anthropology, University of British Columbia.  
<http://pwnhc.learnnet.nt.ca/> - Prince of Wales Northern Heritage Centre, Yellowknife  
[www.yukoncollege.yk.ca/~olc/](http://www.yukoncollege.yk.ca/~olc/) - The Old Log Church Museum, Whitehorse, Yukon. (the "Visit Herschel Island" is worth a visit.)

## Teacher Reflections

## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

75 mins



## Description

The purpose of this lesson is to develop an understanding of why people first migrated to and explored Canada. The students will read and think critically about how population movement today may or may not have the same basic motivational factors that existed many years ago. The teacher will lead the students in a research assignment. Grade 6 students will complete a question-and-answer assignment while the Grade 7 students will complete a mind map.

## Catholic Graduate Expectations:

CGE 1h - respects the faith traditions, world religions and the life- journeys of all people of good will.

CGE 2b - reads, understands and uses written materials effectively.

CGE 4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE 5b - thinks critically about the meaning and purpose of work.

## Expectations

- 6z4 A – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 6z20 – describe the challenges of present-day explorers (e.g., aquanauts and astronauts) and compare them to the challenges of early explorers (e.g., with respect to clothing, transportation, food, waste disposal).
- 6z12 A – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z1 • identify ways in which the environment molded Canadian Aboriginal cultures;
- 7h21 – describe fur traders, using current business terms (e.g., competition, market, advertising), as Canadian entrepreneurs.
- 7h15 A – formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France);
- 7h17 A – analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);

### Groupings

- Students Working Individually
- Students Working As A Whole Class

### Teaching / Learning Strategies

- Research
- Discussion

### Assessment

The performance task is a mini research assignment. The Grade 6 students answer question in their Social Studies notebooks. The Grade 7 students complete a mind map.

### Assessment Strategies

- Performance Task

### Assessment Recording Devices

- Rating Scale

## Teaching / Learning

### 3.1 Discussion Section

#### Whole Class Grouping

The teacher refers students back to their journal entries from Subtask 1 (their own definitions of migration) and ask them to describe some motivating factor behind migration. The following questions can be used to direct some of the discussion:

**Settling a New Country****Aboriginal People/ New France A Unit for Grade 6/7**

75 mins



"What have you found as reasons for migration?"

"Are these as a result of human problems or natural problems?"

"What would you consider important words and ideas one should use when defining migration?"

The teacher writes the responses on the board in order to develop a consensus of the main ideas. The teacher then presents students with pictures showing modern day causes for population movement. In our schools we often raise money for developing countries and victims of natural disasters. Where are some of these places? How do we help the people? Why do some people not appreciate the assistance given to them? It is important to respect the religion and culture of the native people in these circumstances.

The whole group discusses the content of the pictures (e.g., a war, an earthquake and a fire) to draw a comparison with the influencing factors of early movement. The following questions can be used to direct some of this discussion:

"What has happened in this area?"

"What do you suppose this means to the people who live there?"

"What are some of the options available to these people?"

"Are the reasons for migrating similar today to what they were many years ago?"

The teacher now directs the discussion to creating a definition of migration that would be applied to this era as well as in the past. Write the definition on a sheet of chart paper for use throughout the unit.

**3.2 Research/Discussion Section**

The teacher leads a discussion on the nature of a mini research assignment. The students need to understand that it includes looking for appropriate information on a particular subject followed by a written product. For this assignment, the Grade 6 students will answer specific questions in sentence form about Canada's First Peoples, while the Grade 7 students will complete a mind map.

**Grade 6**

At this time, the Grade 6 students will complete a mini research assignment that requires access to textbooks, encyclopaedias or history books. Hand out BLM 3.1 Canada's First People.

**Grade 7**

At this time, the teacher's discussion with Gr 7 students broadens the definition of migration to include reasons such as job opportunities, expansion of business and curiosity. The following questions can be used to direct some of this discussion:

"What are some other reasons for movement besides the basic needs for survival?"

"What reasons might influence people to migrate today?"

"What word do we use to explain this movement?" (Immigration)

"Name some examples of people or business that may move/expand today? (Sport Equipment Companies, High Tech Firms, Sports Teams, Restaurant chains ...)

The teacher assists the students in making a mind map (see 'Notes to Teacher') which students will complete. The teacher explains that this activity will help students identify the main "big business" influences in the exploration and colonization of the New World. Section 4 of the mind map is important since it is looking for an example of a modern day business that has shown signs of expansion. Answers are found in 'Notes to Teacher'.

**3.3 Research****Whole Class Activity**

Both Grade 6 and Grade 7 are involved in independent research for about forty-five minutes. This provides an opportunity for the teacher to assess the individual independent learning skills of students, using a class

**Settling a New Country****Aboriginal People/ New France A Unit for Grade 6/7**

75 mins



list and the rating scale, outlined in 'Notes to Teacher', circulate and record an appropriate grade.

**Grade 6:**

The results of the research will be discussed at the beginning of Subtask 4.

**Grade 7:**

Grade 7 students will resume their research while the Grade 6's initiate Subtask 4.

**Adaptations**

See Notes to Teacher in Unit Overview.

**Resources**

BLM 3.1 Canada's First People

BLM 3.1-Canada's First.pdf

**Notes to Teacher**

The teacher will need to find pictures of modern day causes for population movement to lead the discussion in section 3.1.

In section 3.2 the teacher must decide whether to take the whole class to the library to continue the lesson or to bring resources to the classroom prior to beginning this subtask.

**Grade 7 Mind Map:**

Have students create a mind map with the following questions as the focus: "Who represented the wealthy business interests of the 1400 and 1500's? (Include the country and its ruler.)". After identifying each key country and its personalities, students will research the answers to the following questions: "What were the reasons for expansion?", "Where were the explorers sent?", "What routes did they take?", "Who did they hire?", and "Which places did they establish?" As a final component, students include a current, modern-day business that has demonstrated expansion. The same questions are applied to this business.

**Answers to the Mind Map Research:**

Country/reasons?/where?/routes?/hire?/ places claimed?

1. Spain/search for a trade route to the east/ Far East, China/central & South America/ Christopher Columbus/ parts of the Caribbean, Central America, parts of South America
2. England, Henry VII/search for a trade route to the east/Far East, China/ across the Atlantic, Hudson Bay, Gulf of St. Lawrence/John Cabot, Henry Hudson, Martin Frobisher, John Davis/Newfoundland, Hudson Bay, Baffin Island Area
3. France, Francis I, Louis XIV/trade, fur trade, fish/Far East, New France/St. Lawrence River/ Jacques Cartier, Samuel de Champlain/Quebec City, Montreal

We have provided an overlap of Subtasks 3 and 4 of about forty minutes. Subtask 3 ends with both groups researching their information. To begin Subtask 4, the grade 6 students will work as a whole group while the grade 7 students will complete their research from the preceding subtask.

**Teacher Reflections**



## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

100 mins

### Description

The students will learn how the environment impacts on people's lives. For example, those who choose to live by the sea, will survive on what they can obtain from the sea. As responsible citizens, people, then and now, should accept responsibility for their actions in the context of social and environmental factors. The teacher will lead the students in a mapping activity. The Grade 6 students will identify various tribes according to their lifestyle. The Grade 7 students will identify and locate a number of settlements, rivers and lakes in New France.

**Grade 6 Students:** In this unit the students will come to recognize that the people had to make the best use of available resources. They will integrate the research from Subtask 3 with the settlements of the various First Nations peoples across Canada. Students will locate and identify tribes based upon their lifestyle.

**Grade 7 Students:** Once the explorers arrived in North America, they assessed the business opportunities available in the existing environment. It was this first experience that established fur trading stations, farming settlements and military bases.

### Catholic Graduate Expectations:

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

CGE 7b - accepts accountability for one's own actions.

CGE 7i - respects the environment and uses resources wisely.

### Expectations

- 6z1 A • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z5 A – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z13 A – analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);
- 6z14 A – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 7h2 • demonstrate an understanding of how the early French Canadian communities adapted to the challenges of their new land;
- 7h1 A • describe the origin and development of French settlement in North America;
- 7h4 A – describe the early European and Aboriginal settlement patterns in North America;
- 7h5 – demonstrate an understanding of why people came to live in New France (e.g., for land, for military reasons, for the fur trade);
- 7h19 A – construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);

### Groupings

Students Working As A Whole Class  
Students Working Individually  
Students Working In Pairs

### Teaching / Learning Strategies

Map Making  
Response Journal  
Homework

### Assessment

The students will complete a map which designates the lifestyle that existed or was established in a particular area based on the existing environment. On the map the students will develop a key to indicate the lifestyle for the region. In their notebooks, students will then complete a response journal that explains the association between the lifestyle and the geographical and environmental location.

The grade six map will include all of Canada, while the grade seven map will be Quebec and the Atlantic provinces.



## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

100 mins

### Assessment Strategies

Response Journal  
Performance Task

### Assessment Recording Devices

Rating Scale  
Rubric

## Teaching / Learning

### 4.1 Research/ Map Making Section

#### Grade 7: Research/Partner Work

Students work with a partner to review the mind map from subtask 3. They will discuss the current business expansion.

#### Grade 6: Map Making

##### Whole Group

The teacher reviews the mini-research on the origins of Canada's first people. A short discussion of both perspectives, with an emphasis on there being no right or wrong belief, leads the group into now locating geographical regions that were settled by various groups.

##### Individual

The teacher then hands out atlases and a map of Canada on which students will be required to first locate and name parts of Canada (according to lifestyle and cultural areas, e.g., Hunters, Fishers). Secondly, the students must name specific tribes that lived in each part (e.g., Inuit were Hunters, Fishers). Textbook and electronic resources may be used.

### 4.2 Discussion/Map Making

#### Grade 7 Map Making

##### Whole Group

Teachers reviews the mini-research on the Major European Business Powers. Discuss the main reasons for this economic and political expansion. What were some examples of present day businesses that are also motivated by economic and, possibly, political interests?

##### Individual

The students must now turn their attention to the early settlements that were established by the French. The teacher then hands out one atlas per student (where applicable) plus a map of Eastern Canada on which students will be required to locate and label specific early European settlements in Canada. The teacher has the option of asking for a certain number of settlements, rivers and lakes or of giving the names which would then be placed in the proper place. Any list should include the following places: Port Royal, St. Croix, Stadacona (Quebec), Hochalaga (Montreal), Trois-Rivières, Acadia, the St. Lawrence River, Cap de la Hève (Port Mouton), the Gaspé Peninsula, the Gulf of St. Lawrence.

Students who require more time to finish their work can do so for homework.

### 4.3 Homework

In an effort to develop a deeper understanding of how the environment molds people or the ways in which people adapt to a new environment, the students will reflect on their current situation using the following



## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

100 mins

questions as a guide. In giving instructions to the students for the homework assignment, the teacher should point out that as Christians we have been given responsibility to respect and protect our environment by using the resources wisely. This assignment is meant to develop the students' awareness of their impact on the environment and their responsibility for the community.

### Grade 6

The first inhabitants lived according to what the environment supplied. Some groups became known as hunters, others gatherers. In their notebooks or journals, the students need to consider the following questions:

- How would you describe the environment in which you live?
- What name would you give to the type of lifestyle you live considering this environment?
- What do you like the most about your environment?
- In what ways do you show respect for your environment?

### Grade 7:

Europeans first came to North America for business reasons. As they explored the continent, the explorers developed an understanding for what this continent could bring in trade. In their notebooks or journals, the students consider the following questions:

- Name the main industries that exist in your community.
- Why do you think these industries chose your community for their business?
- In what ways do they use the environment for business?
- Name some of the activities that you have adapted to your environment?

The journal responses will be assessed using the following rating scale:

Level 4: consistently gives complete and insightful explanations using appropriate terminology and vocabulary; consistently communicates with clarity and precision

Level 3: usually gives complete explanations using appropriate terminology and vocabulary; usually communicates with clarity and precision

Level 2: sometimes gives complete explanations using appropriate terminology and vocabulary; communicates with clarity and precision with some support

Level 1: rarely gives complete explanations; rarely uses appropriate terminology and vocabulary; communication is unclear and imprecise

## Adaptations

See Notes to teacher in Unit Overview.

## Resources



Mapping the World (Grade 6 & 7)



Atlas



Social Studies textbook (where available)



Library resources



## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

100 mins

### Notes to Teacher

#### 4.1 Map Making Section

Grade 6 students will require a blackline master of a general map of Canada without modern-day geographical boundaries.

Grade 7 students will require a blackline master eastern Canada without modern-day geographical boundaries.

### Teacher Reflections



Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

200 mins

**Description**

In order to address these topics, group research and presentations seem appropriate.

**Grade 6:**

The purpose of this subtask is to introduce students to the basic needs that different groups within their geographical area had to meet. New concepts to be covered will be language, transportation, dwellings, tools, food and clothing.

**Grade 7:**

Prior to examining the lifestyle in New France it is important for the students to get an understanding of the reasons why people came here and what they had to cope with. Students will be given a research assignment that will introduce the following new topics: purpose for immigrating to New France, contact with natives, job description, hardships encountered, location of settlement, and accomplishments.

Researching the basic needs of people in a new land will help students understand the history and life journeys of people of good will.

**Catholic Graduate Expectations:**

CGE 1h - respects the faith traditions, world religions and the life- journeys of all people of good will.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

**Expectations**

- 6z6 A – describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to food, transportation, exploration, the arts, technology, government);
- 6z5 A – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z10 A – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z11 A – formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);
- 6z12 A – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 7h4 A – describe the early European and Aboriginal settlement patterns in North America;
- 7h5 A – demonstrate an understanding of why people came to live in New France (e.g., for land, for military reasons, for the fur trade);
- 7h14 A – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;
- 7h16 A – locate relevant information about how early settlers met the challenges of the new land in a

**Groupings**

- Students Working In Pairs
- Students Working As A Whole Class

**Teaching / Learning Strategies**

- Note-making
- Research
- Writing Process

**Assessment**

The Research Project will be assessed in an ongoing fashion using a rubric. The students have access to this rubric in order to complete the requirements. The classroom presentations will be assessed using a rating scale.

**Assessment Strategies**

- Classroom Presentation
- Performance Task
- Self Assessment

**Assessment Recording Devices**

- Rubric
- Rating Scale



## Settling a New Country

## Aboriginal People/ New France A Unit for Grade 6/7

200 mins

- variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 7h17 – analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);
- 7h20 A – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).
- 6z15 A – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 6e3 A • organize information to convey a central idea, using well-linked paragraphs;
- 6e8 A • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- 7e3 A • organize information to develop a central idea, using well-linked and well-developed paragraphs;
- 7e7 A • revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;

## Teaching / Learning

## 5.1 Whole Class/ Advance Organizer

Teacher introduces this subtask as a research assignment, in pairs, that will finish off in some kind of class presentation. When students are selecting topics, the teacher should insure that each category is covered by at least one group. Students will have a choice of the following presentation types for the results of their research:

- \_\_\_\_\_ make it into a short play  
 \_\_\_\_\_ display it on a Bristol board  
 \_\_\_\_\_ use it as a radio broadcast  
 \_\_\_\_\_ use it as a television vignette  
 \_\_\_\_\_ make it into an interview  
 \_\_\_\_\_ other \_\_\_\_\_

Each group will be required to produce a presentation handout after each presentation. The handout will be used to review the information given during the presentation. The handout can be in the form of a crossword puzzle, a fill-in-the-blank sheet, or a mind map that needs to be filled in. The presentation handout must be handed in to the teacher a day before the presentation. The presentation must incorporate respect for the culture and practices of the people being studied.

**The Grade 6 students** are given a list of many First Nation tribes from different parts of Canada (BLM 5.1). From the list, each pair of students must choose one tribe for their research project. Some of the tribes will be familiar because of the previous activity in Subtask 4.

**The Grade 7 students** are given a list of names (BLM 5.2) of early explorers and various settlers to New France. From the list, each pair must choose one person or group for their research project.

The teacher can decide how the students will form their pairs. Hand out a K-W-L chart to students (What do I



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

200 mins

know?, What do I want to know?, What have I learned?). Students will complete the first two columns. On the K-W-L chart, students will indicate who will be their audience and in what format the presentation will be delivered. A list of deadlines for each section, Parts 1 - 5, can be copied on this page and kept as a reference.

Students can complete Part one of the Research Project at this time. Use a class list to create a tracking sheet for assessing Part 1, 2, 3 and 4.

#### **5.2 Research/ Note-Making / Working in Pairs**

Students begin work on Part two **Collecting and Organizing Information**. Discuss the use of a graphic organizer to list record jot notes.

Grade 6 topics include: dwellings, language, transportation, clothing, food, tools, and other topics of interest. Grade 7 topics include: purpose of the trip, location, contact with natives, vocation, hardships, accomplishments, and other topics of interest.

Students must include the source of the information found. Some website addresses are included in the Resource section for both teacher and student use.

#### **5.3 Research/ Note-Making / Working in Pairs**

Students continue **Collecting and Organizing Information**, and can now begin writing their **First Draft**.

#### **5.4 Writing Process / Working in Pairs**

Students now must complete their first draft.

#### **Whole Class**

This is an appropriate time to have students consider the type of Presentation Handout they will use. The teacher writes examples on a sheet of chart paper, such as a crossword, a question-and-answer sheet and a fill-in-the-blank text. Students can add their own ideas to the sheet. Students then choose one type to use as a presentation handout.

#### **5.5 Writing Process / Working in Pairs**

Part four includes the editing and writing good copy phases. The students must also complete their presentation handouts at this time.

#### **5.6 Presentations**

The presentations can be done over a few days. The suggested format is to alternate Grade 6 and Grade 7 presentations in order to keep the interest level up. It will also allow some students to quietly complete their presentation handout without missing new information. Each student will complete the third section of the K-W-L chart and complete a self-assessment after the presentation, using the following questions: " How would you compare your life to a native person's life 400 years ago? (Gr. 6)", "How would you compare your life to someone in your project? (Gr. 7)", "What are the strengths of your project?", "What did you find most difficult?", "In what ways could you improve your project?", "Based on your reflections, what level would you assign to your project? Justify your reasoning."

## Adaptations



## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

200 mins

See Notes to Teacher in Unit Overview.

### Resources



**Presentation Rubric (Gr 7)**



**Presentation Rubric (Gr 6)**



**Research Rubric (Gr 6)**



**Research Rubric (Gr 7)**



**BLM 5.1 Research Guidelines Gr. 6**

BLM 5.1Research6.pdf



**BLM 5.2 Research Guidelines Gr. 7**

BLM 5.2 Research7.pdf



**Words That Come Before All Else**

Haudenesaunosee Environmental Task Force



**Acadian Odyssey**



**Acadians of Nova Scotia**

### Notes to Teacher

The research that the students accomplish in this section might well be the start of the work they will choose in the culminating task. As a teacher you might want to bring this to the students' attention. They could bookmark sites and texts that will later provide them with the necessary resources for the museum display. It is also possible that the students will be able to use part of their research project in the exhibition.

### Teacher Reflections



**Settling a New Country**

**Description**

The purpose of this task is for students to reflect on and develop respect for the different faith, social and political traditions that existed in early Canada. Through group discussion and individually selected readings, the students will study the following aspects of Aboriginal culture or life in New France.

**Grade 6:**

The students will be introduced to the political and social structure of Aboriginal Nations with a specific focus on the Iroquoian and Huron Tribes. New concepts will include The Great Law of Peace, the importance of Clans in the social fabric, the Division of Labour, and Spiritual Beliefs. For this subtask, the students will be provided with readings that will require retelling and reflecting.

**Grade 7:**

The students will be introduced to the socio-cultural aspects of life in New France. The new concepts to be introduced will be religion, politics, and social interactions. Students will read how French immigrants worked to establish a new colony in New France. For this subtask, the students will be provided with readings that will require retelling and reflecting.

**Catholic Graduate Expectations:**

CGE 1h - respects the faith traditions, world religions and the life- journeys of all people of good will.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 5a - works effectively as an interdependent team member.

**Expectations**

- 7h6 A – demonstrate an understanding of economic, political, and social life in New France;
- 7h5 – demonstrate an understanding of why people came to live in New France (e.g., for land, for military reasons, for the fur trade);
- 7h7 – demonstrate an understanding of the interactions between the French and the Aboriginal peoples;
- 7h17 A – analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);
- 7h2 • demonstrate an understanding of how the early French Canadian communities adapted to the challenges of their new land;
- 6z8 – identify technological developments and cultural factors that led to the exploration of North America;
- 6z13 A – analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);
- 6z14 – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 6z6 A – describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to food, transportation, exploration, the arts, technology, government);
- 6z5 – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to

**Groupings**

- Students Working As A Whole Class
- Students Working Individually

**Teaching / Learning Strategies**

- Open-ended Questions
- Retelling
- Expressing Another Point Of View

**Assessment**

An important part of Social Studies work is developing the ability to analyse, classify, and interpret information. Students must also make judgements and draw conclusions about past events and cultures. In this Subtask, the students will have the opportunity to develop these skills in three ways: question and answer technique, mind mapping information and summarizing texts. The reading will be assessed using a rating scale (BLM 6.7).

**Assessment Strategies**

- Response Journal



**Settling a New Country**

Subtask 6

**Aboriginal People/ New France A Unit for Grade 6/7**

120 mins

- 6e32 food, shelter, cultural practices);  
– summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;
- 6e33 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 7e34 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 7e33 – identify the main ideas in information materials, and explain how the details support the main ideas;

**Assessment Recording Devices**

Rating Scale

**Teaching / Learning**

**6.1 Whole Class**

The teacher explains that for this section of the unit, the students will be required to retell and reflect on different aspects of either Aboriginal socio-political life or social politics in New France. Each group will be required to read three passages over the next few classes and complete assigned activities. In this situation it is vital that each student respects the need for a quiet place and that some students will require assistance with reading. As Christians, it is important to not take advantage of the situation, but to really help our fellow students.

The teacher may want to read the selection with the grade 6 students, while the grade 7 students read silently. This subtask is meant to allow the students to work independently. Once the teacher has completed the reading with the grade 6 students, he/she can have them work quietly. Bring the grade 7 students together and discuss with them the purpose behind each reading. The classroom teacher might prefer to alternate the reading and silent work between grade 6 and 7 students.

**Grade Seven (Individual work)**

The teacher hands out to the grade 7 students the reading called "The Seigneurial System" (BLM 6.4) and the questions suggested in 'Notes to Teacher'. Have the grade 7 students begin reading silently, while the teacher leads the grade 6 students in guided oral reading of "The Great Law of Peace". Depending upon the make-up of the students and their reading ability, the teacher might prefer to assign reading buddies where students read quietly to each other.

**Grade 6:**

The teacher hands out the reading called "The Great Law of Peace" (BLM 6.1) and the questions suggested in 'Notes to Teacher'. Read the selection aloud with students and discuss any vocabulary or concepts that you feel are necessary. Have the students answer the questions silently. Bring Grade 7 students together to discuss the purpose of the Seigneurial System.

**6.2 Whole Class**

**Grade Seven (Individual work)**

The teacher hands out the reading called "Government in New France" (BLM 6.5). Students create a graphic organizer to summarize the structure and function of each segment of the government. Tell the students that when they have finished reading the selection they are to complete the chart. Under each heading the students should write out the tasks and responsibilities of each group. Have the grade 7 students begin reading silently, while the teacher leads the grade 6 students in guided oral reading of "What are Clans?"

**Grade 6:**

The teacher hands out the reading called "What are Clans?" (BLM 6.2) Read the selection aloud with students and discuss any vocabulary or concepts that you feel are necessary. Have the students draw a mind map summarizing the information from BLM 6.2. Students may be guided to begin with four categories: definition ,



## Settling a New Country

Subtask 6

Aboriginal People/ New France A Unit for Grade 6/7

120 mins

Clan Mother, family, and rights.

Bring the Grade 7 students together to discuss the purpose behind the Government in New France.

### 6.3 Whole Class

Students complete their own summary of the following readings. Remind the students that this should not be a word-for-word copy from the text. Here are some guidelines that they can follow.

- Read the selection and then go back and highlight the topic sentence in each paragraph.
- Next highlight key words and phrases that are important to the main idea.
- Now, turn the paper over and see if you can complete a summary based on the key points that you indicated.
- Check back with the original. How did you do?
- Do you need to add some more information? Is your work organized into good sentences?
- Now write a good copy of your summary in your notebook.

### Grade Seven (Individual work)

The teacher hands out the reading called "The Church" (BLM 6.6) to the grade seven students. Have the grade 7 students begin reading silently, while the teacher leads the grade 6 students in guided oral reading of "Spiritual Beliefs"

### Grade 6:

The teacher hands out the reading called "Spiritual Beliefs" (BLM 6.3). Read the selection aloud with students and discuss any vocabulary or concepts that you feel are necessary.

Bring the Grade 7 students together to discuss the purpose behind the Church in New France.

## Adaptations

See Notes to Teacher in Unit Overview.

## Resources

	<b>BLM 6.2 What are the Clans?</b>	BLM 6.2 What are Clans.pdf
	<b>BLM 6.3 Spiritual Beliefs</b>	BLM 6.3 Spiritual Beliefs.pdf
	<b>BLM 6.4 Seignorial System</b>	BLM 6.4 Seignorial System.pdf
	<b>BLM 6.5 Government in New France</b>	BLM 6.5 Government.pdf
	<b>BLM 6.6 The Church</b>	BLM 6.6 The Church.pdf
	<b>BLM 6.1 Great Law of Peace</b>	BLM 6.1 Great Law of Peace.pdf
	<b>The Haudenosaunee</b>	



## Notes to Teacher

Grade 6: Suggested questions for "The Great Law of Peace":

1. Write a definition of the Great Law of Peace and explain its purpose.
2. Why do you think a stable community is needed to develop a system of government?
3. Who was the Peace Maker and where did he come from?
4. What was the Peace Maker's message to the Iroquois people?
5. Why were women given a great deal of power by the Peace Maker?
6. Do you think women have the same kind of power in your culture? Why?
7. Why is the concept of peace so difficult to understand?
8. Explain the two kinds of power for the Haudenosaunee.
9. What are some of the lessons you can learn from the Peace Maker's message?
10. Why do you think that no one version of the Great Law is preferred over the other?

Grade 7: Suggested questions for "The Seigneurial System":

1. Describe the purpose of the seigneurial system in New France.
2. State a characteristic of the seigneurial system from each of the following categories: purpose, land division and duty.
3. What are some of the reasons behind the design of the seigneuries? List any reasons of your own for this design.
4. What does the fact that the forts were built near Iroquois territory tell you about the relationship between the colonists and the Iroquois?
5. List some of the conditions that the habitants had to fulfill in their legal document.
6. What do you think might attract the hired men to stay on in New France?
7. What responsibilities did the seigneurs have?
8. In the seigneurial system, who would you rather be and why?

## Teacher Reflections

# Impact of Culture and Interaction between Settlements.

## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

Subtask 7

75 mins



### Description

In this unit the students are introduced through discussion to the concept of what happens when new and different people come in contact. How interdependent systems create opportunities for developing justice, equality and respect will be studied from different points of view. The students will conduct a short research assignment. Following the class discussion, the grade 6 students will look at the arrival of the explorers and what this meant to the natives. The grade 7 students will research the other nationalities that were also establishing themselves in North America and the conflicts that arose.

### Catholic Graduate Expectations:

CGE 3b - creates, adapts, evaluates new ideas in light of the common good.

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

### Expectations

- 6z2 A • identify early explorers and describe their impact on the development of Canada;
- 6z7 A – identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson's Bay Company);
- 6z8 – identify technological developments and cultural factors that led to the exploration of North America;
- 6z9 A – identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples).
- 6z12 – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z19 – identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);
- 7h3 • describe the relationships among the various cultural groups in North America.
- 7h10 A – describe the major causes, results, and personalities of the Seven Years' War in North America;
- 7h11 A – explain the impact of the Battle of the Plains of Abraham;
- 7h12 A – describe the effects of the expulsion of the Acadians on the Acadians themselves, and on French/English relations;
- 6e33 A – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 7e34 A – make judgements and draw conclusions about ideas in written materials on the basis of evidence;

### Groupings

- Students Working As A Whole Class
- Students Working Individually

### Teaching / Learning Strategies

- Research
- Anticipation Guide
- Discussion

### Assessment

The performance task is a research assignment.  
The checklist will assess work habits when doing research.  
The rubric will assess the performance assignment.

### Assessment Strategies

- Performance Task

### Assessment Recording Devices

- Rubric
- Checklist

# Impact of Culture and Interaction between Settlements.

## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

Subtask 7

75 mins



7h9 A – describe the impact of the events related to Ste. Marie Among the Hurons;

## Teaching / Learning

### 7.1 Whole Class

Bring both grade 6 and 7 students together for the first part of the lesson. Use the following story to introduce the lesson, or substitute one of your own.

I am going to share with you some experiences of new students in a school. This year there have been several new students who moved into the neighbourhood. Some of these students have enrolled at our school. One of the new people does not speak English well, and dresses differently than the other students at school. At lunch time he brings foods that the rest of the class have never seen before and that smell different. Another student, Tracey is new to the school, but many students already know her. Tracey lived in a nearby area and often played against students in this class at school tournaments. She is friendly and outgoing.

Lead the students in a discussion by developing a list of possible problems the students might foresee happening in each of these scenarios. The teacher might want to discuss why the students anticipate these problems despite the teachings of Jesus to accept all people. On the board write the headings positive exchanges and negative exchanges. Some suggested questions:

- How do you think these students feel about coming to a new school?
- If this were your classroom, how do you think students would be acting?
- Can you think of reactions using the headings positive and negative? (Perhaps the teacher will need to go over what would be a positive and negative reaction and stereotypes.)
- Ask the students to vote on who is having the more difficult time fitting in. Have them explain their answers. (The teacher should try to lead the discussion to include the impact of different cultures on a group)

From this discussion the teacher should attempt to establish a link between the present and the past. As a whole class direct questions to students that will bring out the following information:

- What group is established in the history unit you have been studying? Grade 6-Natives; Grade 7-French.
- What do you anticipate could happen as different groups came to settle in this same area? Brainstorm these answers on the blackboard.
- In what areas would the impact have been greatest?

Now say to the students that they are going to have the opportunity to verify their answers by researching what really happened. The teacher hands out the research rubric (BLM 7.5, 7.6) for discussion with the students. Explain that the two rubrics are quite similar in general terms. The differences lie in the type of information required for the two grade levels.

The grade 6 students will study explorers and missionaries. The grade 7 students will study events. Students will create a chart to organize their work.

Grade 6 students:

Horizontal headings include: "Area of Research", "Explorers/Missionary Orders", "Date of Journey", "Reasons for Exploration", and "Native Interaction". Under the heading of "Native Interaction", students are asked to research the following questions: "Who did the explorers meet and what impact did these groups have on each other? (e.g. trade, guides, food, and transportation)"

Divide the vertical categories into the following areas of research: "Early Explorers: Leif Erikson, Erik the Red", "Late Exploration: John Cabot, Jacques Cartier, Samuel de Champlain, Henry Hudson, Martin Frobisher", "Religion: Recollet, Jesuits, Ursulines, Grey Nuns", and "Health: Medicine, Illness."

Grade 7 students:

Horizontal headings include: "Event", "Date", "Important French Personalities", "Other Nations or Peoples",

# Impact of Culture and Interaction between Settlements.



## Settling a New Country

Subtask 7

Aboriginal People/ New France A Unit for Grade 6/7

75 mins

"Problem", "Historical Solution", "Impact", and "Your Opinion".

Vertical headings include: "St. Marie Among the Hurons", "Expulsion of the Acadians", "Seven Years' War", "Battle of the Plains of Abraham", "Treaty of Paris", and "Quebec Act".

Once again, the teacher explains that the charts are quite similar in general terms but differ in their content. The teacher should go over the headings to help with any misunderstanding. Both grades will assess positive and negative impacts of interactions between cultures. Both grades will assess positive and negative impacts of interactions between cultures.

Students can begin their research. While the students are working, the teacher assesses student work habits using a class list and the suggested checklist found in 'Notes to Teacher' checklist (BLM 7.3).

### 7.2 Individual Research

Continue research.

As students complete their work, they can begin to consider possible areas of interest for the culminating task.

### 7.3 Whole Class

In the last 20 minutes of the class, bring the students together to review their anticipation guide of the impact of the cultural clashes/contact.

## Adaptations

See Notes to Teacher in Unit Overview.

## Resources



Research Rubric (Gr 6)



Research Rubric (Gr 7)



Social Studies textbook



School Atlas



Canadian Museum of Civilizations



Index of Canadian Virtual Museums



French Explorers



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## **Notes to Teacher**

Prior to class, book the library, assemble research materials in your own class, or book the computer lab for Internet access.

Suggested Work Habits Checklist:

Level 4: independent; excellent use of time; sets goals & works diligently toward them

Level 3: independent; good use of time; sets goals & works well toward them

Level 2: requires some supervision; good use of time; sets minimum goals

Level 1: requires constant supervision; easily distracted; does not set goals

## **Teacher Reflections**



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

75 mins

## Description

In an effort to become effective, fluent communicators the students will be asked to write an editorial letter that will persuade the audience of their current situation with relation to the ruling government. The grade 6 students will consider present day Canada and the relationship between the Aboriginals and the government. The grade 7 students will write as though they lived after the Treaty of Paris and the Quebec Act and will have the option to write from the English or French point of view.

## Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - writes and speaks fluently one or both of Canada's official languages.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

## Expectations

- 6z3 A • demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.
- 6z9 – identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples).
- 6z10 – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z13 A – analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);
- 6e1 A • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6e3 • organize information to convey a central idea, using well-linked paragraphs;
- 7h3 • describe the relationships among the various cultural groups in North America.
- 7h13 A – describe the impact of the Treaty of Paris and the Quebec Act from both the English and French points of view.
- 7h14 – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;
- 7h17 A – analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);
- 7e1 A • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

## Groupings

Students Working As A Whole Class  
Students Working Individually  
Students Working In Pairs

## Teaching / Learning Strategies

Direct Teaching  
Brainstorming  
Writing Process  
Research

## Assessment

Advocating for one's position plays an important role in the growth of a group or a nation. One way to make one's view known is with an editorial letter. In this subtask, students' performance task is to advocate for an issue using the editorial letter as the means of expression. The recording device is a rubric.

## Assessment Strategies

Essay

## Assessment Recording Devices

Rubric



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

75 mins

- 7e3 • organize information to develop a central idea, using well-linked and well-developed paragraphs;

## Teaching / Learning

Prior to writing their own editorial, the teacher must allow an opportunity for the students to see examples of letters to the editor. In this subtask the students will be asked to write a letter to the editor that will persuade the audience of their current situation with relation to the ruling government. The grade 6 students will consider present day Canada and the relationship between the Aboriginal peoples and the government. The grade 7 students will write as though they lived after the time of Treaty of Paris and the Quebec Act. Grade 7 students will have the option to write from the English or French point of view.

### 8.1 Direct Teaching/Whole Class

Prior to the students entering the class, post a variety of different letters to the editor around the class. When the students enter the classroom, allow ten minutes for students to read them.

Once the class has gathered together, question the students about the purpose behind each letter. Hopefully the teacher can elicit that the letters are aimed at persuading someone about something. Tell students that today they are going to get the opportunity to write as though they were a First Nations person in Canada or a French-Canadian or English person in the Colony of Quebec. The teacher refers to the previous subtask for examples of the conflicts and inequities that arise from the meeting of two or more cultures. Write on the board the examples the students recall from this activity. Ask students to consider which of their examples may still be of some concern today for either the Aboriginal peoples or the European people. In all difficulties, there exist at least two points of view. Some ideas you may want to include for your brainstorm are language, culture, religion, hunting and fishing, and government organization.

Still as a whole group, identify the structure of a letter to the editor. On the board list the following guidelines. In opening sentence or paragraph make your point of view clear. Provide at least three facts with supporting details for your argument. (These could be sentences for weaker students and paragraphs for the rest of the class.) Close with a call to action or some strong statement of commitment that you would like your readers to make. Include the specific directions for each grade level. Students could use textbooks, library or electronic resources to review a specific concern.

#### Grade 6:

The Grade 6 students must consider the current relationship between the Aboriginal peoples and the Canadian Government. The teacher explains that the government's role, as governing body of all Canadians, is the major player in creating a just society. The Aboriginal peoples feel that they have some historical and legal rights that are not met. The federal government must think of all Canadians over the rights of individual people or groups.

Suggested topics for Grade 6 Editorials: The First Indian Act, Treaty Land Entitlement, Business opportunities (1994- 1995), Sawmill Business (1988), Treaty No 3 (1873), Treaty No 4 (1874), Treaty No 5 (1875), Treaty No 6 (1876), Treaty No 7 (1877), Louis Riel and the difficulties of the Métis - The Northwest Rebellion of 1885, The Right to Vote, Indian Control of Indian education (1972), Local Government 1978- 1984), Land Claims - James Bay and the Northern Quebec Agreement, and Land Ownership in British Columbia.

#### Grade 7:

The Grade 7 students must consider the terms of the Treaty of Paris and how it affected French Canadians. They were concerned with the future of their culture in the British Empire. In your brainstorm, consider the position of either a French person who has remained in the new colony of Quebec or an English person who is going to establish himself/herself in Quebec.



## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

75 mins

Suggested topics for Grade 7 Editorials: Treaty of Paris (1763), Quebec Act (1774)

They can begin working on their letter to the editor keeping in mind the guidelines mentioned above. The rough draft can be finished at home for homework.

### 8.2 Working in Pairs

The students work in pairs to edit the rough copy of their letter. Review ways to revise a rough draft for oral presentations.

- \_\_\_ add ideas
- \_\_\_ take out ideas
- \_\_\_ rearrange information
- \_\_\_ use synonyms for repeated words
- \_\_\_ use more/less examples
- \_\_\_ use authentic examples
- \_\_\_ check beginning, middle and conclusion
- \_\_\_ ask someone to proof-read
- \_\_\_ check spelling
- \_\_\_ change sentences
- \_\_\_ other (\_\_\_\_\_)

Students can begin their good copy to be handed in at the beginning of the following class.

## Adaptations

See Notes to Teacher in Unit Overview.

## Resources



**Editorial Rubric (Gr 6)**



**Editorial Rubric (Grade 7)**



**BLM 8.1 Letters to the Editor**

BLM 8.1 Letters to Editor.pdf



**Social Studies Textbooks**



**Library Resources**



**Indian and Northern Affairs**



**Aboriginal Veterans**



**The Treaty of Paris verbatim**



**The Quebec Act Verbatim**



**Settling a New Country**

Aboriginal People/ New France A Unit for Grade 6/7

**Notes to Teacher**

**Teacher Reflections**



**Description**

As mentioned in Subtask 2, the class will design and construct a museum exhibit that would represent the time between the migration of the first Aboriginal peoples to Canada and the establishment of early settlements in New France. The curator (teacher) of the museum needs to see the following topics covered in the exhibits: migration, settlement, impact and culture. In order to assist the museum with this project, students will set up a model in the classroom. Grade 6 students need to select ideas from the time of migration of Aboriginal peoples to the time of Early Explorers. Grade 7 students need to select ideas from the period of early European settlements in New France. Each student is required to submit a plan (an application) for the period that is of most interest to them. Students must talk to other exhibitors and conference with the teacher to avoid any duplication. After the plan has been accepted, students will be required to construct a model for display.

Designing and constructing a museum exhibit requires students to work collaboratively for a common cause and to apply knowledge of Canada's history in social, political, economical or environmental terms.

On the day of the exhibition:

**Grade 6 students will**

1. present their museum exhibit.
2. critique other displays about Aboriginal peoples for authenticity in areas of migration patterns, establishment of communities, development of culture and interaction with early explorers.

**Grade 7 students will**

1. present their museum exhibit.
2. critique the displays on early settlers for authenticity in areas of establishment of settlements, development of commerce and business, impact of wars and treaties, and emerging culture.

**Catholic Graduate Expectations:**

CGE 7j - contributes to the common good.

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

**Expectations**

- 6z4 A – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 6z5 A – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z7 A – identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson's Bay Company);
- 6z10 A – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z14 A – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 6z15 A – communicate information, using media works, oral

**Groupings**

- Students Working Individually
- Students Working In Small Groups

**Teaching / Learning Strategies**

- Demonstration
- Interview

**Assessment**

The teacher uses rubrics (see Resources) to provide ongoing feedback of the process of working on the Culminating Task, and to evaluate the final product. The teacher uses also the peer and self-assessment BLMs to determine if the student has an understanding of the concepts required for this task.



Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

300 mins

- 7h1 presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
  - describe the origin and development of French settlement in North America;
- 7h6 A – demonstrate an understanding of economic, political, and social life in New France;
- 7h7 A – demonstrate an understanding of the interactions between the French and the Aboriginal peoples;
- 7h20 A – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).
- 7h21 A – describe fur traders, using current business terms (e.g., competition, market, advertising), as Canadian entrepreneurs.
- 7h16 – locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 7h14 A – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;
- 6z9 – identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples).
- 6z8 – identify technological developments and cultural factors that led to the exploration of North America;
- 6z16 A – describe early explorers’ perceptions of Aboriginal peoples’ way of life;
- 6z1 A • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z20 A – describe the challenges of present-day explorers (e.g., aquanauts and astronauts) and compare them to the challenges of early explorers (e.g., with respect to clothing, transportation, food, waste disposal).
- 7h4 A – describe the early European and Aboriginal settlement patterns in North America;
- 7h5 A – demonstrate an understanding of why people came to live in New France (e.g., for land, for military reasons, for the fur trade);
- 7h8 A – demonstrate an understanding of the rivalries between the French and English in North America and Europe (e.g., between the Hudson’s Bay Company and the North West Company, between Aboriginal allies; as rival empire-builders at war in Europe);
- 7h15 A – formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France);
- 7h17 A – analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for

**Assessment Strategies**

- Exhibition/demonstration
- Questions And Answers (oral)

**Assessment Recording Devices**

- Rubric
- Anecdotal Record

## Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

300 mins



### Teaching / Learning

The teacher reviews work ethic and the individual's responsibility to meet classroom goals and personal goals. The teacher goes over the Culminating Task with students using Description of Culminating Task (Blackline Master 9.1). Each student selects one aspect from the topics studied (for example, farming tools used by the Hurons; trapping supplies used by Coureurs des Bois; maps developed by Champlain). The students may choose to build a model, collect and display artifacts, develop maps and diagrams, create an interactive game, write up a diary, etc.

The teacher reviews the rubric with students, drawing attention to what a level three project will look like in terms of factors affecting migration, the impact of settlements, culture, business and lifestyle. The teacher reminds students that they will follow a specific design process which will span five 50-minute class sessions.

#### Session 1: **Whole Group**

The students, with the guidance of the curator (teacher), define a museum exhibit and brainstorm possible models for the exhibition at the New Canadian Museum (NCM).

**Grade 6 students** should be reminded of the events that involve them the most:

- Factors influencing migration patterns and aboriginal settlements
- Impact of settlement on society, health and economics
- Awareness of cultural diversity within First Nations
- Outside influences of early explorers on lifestyle.

**Grade 7 students** should also be reminded of the events that involve them the most:

- Factors affecting the establishment of early settlements
- Impact of settlement on the development of commerce and business
- Wars and resulting treaties
- Awareness of Early European settlers
- Melding of lifestyles between native population and early settlers as well as between the French and English settlers

#### Session 2: **Small Group**

Students will complete a fish bone or mind map brainstorm to exhaust all the possibilities for the exhibition. The teacher works with one group to begin the brainstorm while the students in the other group brainstorm individually. Once the first group understands the process, the teacher then works with the students from the second group.

The grade 6 project focused on "Aboriginal peoples" must include the following categories: Migration Patterns and Settlement, Cultural Diversity within the First Nations, Impact of Settlement on Society, Health and Economics, and Outside Influences on Lifestyle.

The grade 7 project focused on "New France" must include the following categories: Factors Affecting Early Settlement, Awareness of European Settlers, Impact of Settlement on Business, Wars and Treaties, and Melding of Lifestyles.

The students continue brainstorming, if necessary, and decide which aspect of the exhibition they would like to develop further. Students must complete and submit to the curator for approval a personal plan showing the topics of interest for the exhibit. Students are required to talk to other exhibitors and conference with the teacher to avoid any duplication of topics.

#### Session 3: **Whole Group/Small Group:**

Students continue developing the personal plan. They submit the plans to curator when finished and begin

**Settling a New Country**

Aboriginal People/ New France A Unit for Grade 6/7

300 mins



building model.

Reminder: At this time the teacher should go over the need for a flyer to announce the upcoming displays. (See Subtask Notes in Subtask 10)

**Session 4: Whole Group/ Small Group:**

Students continue building, making modifications where necessary.

Session 5:

**Whole Group:**

Students continue building, making modifications where necessary. It is appropriate to go over the expectations for student behaviour during the display period. (See Subtask Notes in Subtask 10)

**Small Group:**

Prepare the NCM exhibit in classroom or library or other available setting. The exhibition should be presented in two sections representing the grade 6 and grade 7 time periods.

**Session 6: Whole Group:**

Grand opening of NCM's exhibition of Canada's Aboriginal People and New France. At this time, each student must assess three other models from their respective grade level using the BLM 9.2 Peer Assessment Sheet and the rubric. The teacher could assign students to groups of four in order to complete the assessment. Each student would then assess the other models in their group.

Finally, each student must complete a self-assessment using the following questions: "What are the strengths of your project?", "What did you find most difficult?", "In what ways could you improve your project?", "Based on your reflections, what level would you assign to your project? Justify your reasoning."

**Adaptations**

See Notes to Teacher in Unit Overview.

**Resources**

**NCM (Grade 6 Presentation Rubric)**



**NCM (Gr 7 Presentation Rubric)**



**NCM (Gr 6 Product Rubric)**



**NCM (Gr 7 Product Rubric)**



**BLM 9.1 Culminating Task Description**

BLM 9.1-Culminating.cwk



**BLM 9.2 Peer Assessment Sheet**

BLM 9.2 Peer Assess.pdf

## A Museum Exhibit (Culminating Task)

Subtask 9

### Settling a New Country

Aboriginal People/ New France A Unit for Grade 6/7

300 mins



Notes to Teacher

Teacher Reflections



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

75 mins

### Description

This celebration should be planned for the afternoon following the students' culminating task or for the next day, in order that displays can be left out. This lesson is not meant for evaluation, but rather an opportunity to share the students' work with peers and parents. It is an opportunity for students to demonstrate the ability to take initiative and to show respect for others in the development of a group celebration. The teacher can work with the students ahead of time to make flyers announcing the museum exhibition. Pupils can be directed to stay in the vicinity of their display to answer any questions that visitors might have.

### Catholic Graduate Expectations:

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

CGE 4c - takes initiative and demonstrates Christian leadership.

CGE 7j - contributes to the common good.

### Expectations

- 6z4 – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 6z10 – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z19 – identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);
- 7h4 – describe the early European and Aboriginal settlement patterns in North America;
- 7h14 – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;

#### Groupings

Students Working As A Whole Class  
Students Working In Pairs  
Students Working Individually

#### Teaching / Learning Strategies

Advance Organizer  
Buddy System  
Community Involvement  
Demonstration

#### Assessment

This is meant to be a celebration of the unit work and is not to be assessed.

#### Assessment Strategies

#### Assessment Recording Devices

### Teaching / Learning

During one of the work periods dedicated to the culminating task, gather the students together and go over the need to advertise the exhibition of work. Provide the students with some examples of announcements for upcoming shows, exhibits, etc. Discuss with the students what information is used in a flyer. Also, discuss the artistic elements of a flyer: that it is colourful, informational, eye catching, and has attractive lettering. Ask the students to design what they think would be an attractive flyer. Students might use Microsoft Publisher, or some similar program from the computer. Tell the students that the winning flyer will be reproduced to send home and post around the school.

**Settling a New Country****Aboriginal People/ New France A Unit for Grade 6/7**

On the day prior to the exhibition, go over the expected behaviour of students on the day of the exhibition. Discuss with students what they think their function will be on that day. The teacher might list some of the ideas on the board; to make visitors welcome, to answer questions, to explain items on display, to make sure that no one touches the display unless the student has said it is alright to respect each person who comes to the exhibition and to be positive about each display.

On the day of the exhibition, circulate among the students, ensuring that everyone is enjoying the displays.

**Adaptations**

See Notes to Teacher in Unit Overview.

**Resources****Notes to Teacher**

This is meant to be a celebration of the unit work and is not to be assessed.

**Teacher Reflections**



# **Appendices**

## **Settling a New Country**

### **Aboriginal People/ New France**

**Resource List:**

**Black Line Masters:**

**Rubrics:**

**Unit Expectation List and Expectation Summary:**



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7



#### Rubric

<input type="checkbox"/> Editorial Rubric (Gr 6) 2	ST 8
<input type="checkbox"/> Editorial Rubric (Grade 7) 2	ST 8
<input type="checkbox"/> Mapping the World 2	ST 1
<input type="checkbox"/> Mapping the World (Grade 6 & 7) 2	ST 4
<input type="checkbox"/> NCM (Gr 6 Product Rubric) 2 This rubric is used to assess students' final product.	ST 9
<input type="checkbox"/> NCM (Gr 7 Presentation Rubric) 2 This rubric is used to assess a student's ability to present an exhibit.	ST 9
<input type="checkbox"/> NCM (Gr 7 Product Rubric) 2 This rubric is used to assess students' final product.	ST 9
<input type="checkbox"/> NCM (Grade 6 Presentation Rubric) 2 This rubric is used to assess a student's ability to present an exhibit.	ST 9
<input type="checkbox"/> Presentation Rubric (Gr 6) 2	ST 5
<input type="checkbox"/> Presentation Rubric (Gr 7) 2	ST 5
<input type="checkbox"/> Research Rubric (Gr 6) 2	ST 5
<input type="checkbox"/> Research Rubric (Gr 6) 2	ST 7
<input type="checkbox"/> Research Rubric (Gr 7) 2	ST 5
<input type="checkbox"/> Research Rubric (Gr 7) 2	ST 7



#### Blackline Master / File

<input type="checkbox"/> BLM 1.1 Scavenger Hunt Gr 6 & 7 BLM 1.1 Scavenger Hunt.pdf	ST 1
<input type="checkbox"/> BLM 2.1 Culminating Task BLM 2.1-Culminating Task.cwk	ST 2
<input type="checkbox"/> BLM 3.1 Canada's First People BLM 3.1-Canada's First.pdf	ST 3
<input type="checkbox"/> BLM 5.1 Research Guidelines Gr. 6 BLM 5.1Research6.pdf	ST 5
<input type="checkbox"/> BLM 5.2 Research Guidelines Gr. 7 BLM 5.2 Research7.pdf	ST 5
<input type="checkbox"/> BLM 6.1 Great Law of Peace BLM 6.1 Great Law of Peace.pdf	ST 6
<input type="checkbox"/> BLM 6.2 What are the Clans? BLM 6.2 What are Clans.pdf	ST 6
<input type="checkbox"/> BLM 6.3 Spiritual Beliefs BLM 6.3 Spiritual Beliefs.pdf	ST 6
<input type="checkbox"/> BLM 6.4 Seigneurial System BLM 6.4 Seigneurial System.pdf	ST 6
<input type="checkbox"/> BLM 6.5 Government in New France BLM 6.5 Government.pdf	ST 6
<input type="checkbox"/> BLM 6.6 The Church BLM 6.6 The Church.pdf	ST 6
<input type="checkbox"/> BLM 8.1 Letters to the Editor BLM 8.1 Letters to Editor.pdf	ST 8
<input type="checkbox"/> BLM 9.1 Culminating Task Description BLM 9.1-Culminating.cwk	ST 9
<input type="checkbox"/> BLM 9.2 Peer Assessment Sheet BLM 9.2 Peer Assess.pdf	ST 9



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7



#### Print

- Atlas** ST 4
- Library resources** ST 4
- Library Resources** ST 8
- School Atlas** ST 7
- Social Studies textbook** ST 7
- Social Studies textbook (where available)** ST 4
- Social Studies Textbooks** ST 8
- Words That Come Before All Else** ST 5  
Haudenosaunee Environmental Task Force  
For further information, call Margaret George at the Mohawk Council of Akwesasne. Tel: 613-575-2377; Fax:613-575-2073. The book can be ordered from there as well as other publications
- World Atlas** ST 1



#### Website

- Aboriginal Veterans** ST 8  
[http://www.ainc-inac.gc.ca/pr/pub/nov11\\_e.pdf](http://www.ainc-inac.gc.ca/pr/pub/nov11_e.pdf)  
A great deal of pertinent information.
- Acadian Odyssey** ST 5  
<http://collections.ic.gc.ca/acadian/english/toce/toce.htm>
- Acadians of Nova Scotia** ST 5  
<http://www.grassroots.ns.ca/comgrp/acad.htm>
- Canadian Museum of Civilizations** ST 7  
<http://www.civilization.ca/cmc/cmceng/canp1eng.html>  
This is good start for research of Vikings
- French Explorers** ST 7  
[http://www.vmnf.civilization.ca/explor/explcd\\_e.html](http://www.vmnf.civilization.ca/explor/explcd_e.html)
- Index of Canadian Virtual Museums** ST 7  
<http://www.icom.org/vlmp/canada.html#INDEX>
- Indian and Northern Affairs** ST 8  
[http://www.ainc-inac.gc.ca/pr/pub/fnc/index\\_e.html](http://www.ainc-inac.gc.ca/pr/pub/fnc/index_e.html)  
Excellent source of information and a very good Kid's Page for the students.
- Royal Ottawa Museum** ST 2  
<http://www.rom.on.ca/>
- The Haudenosaunee** ST 6  
<http://www.sixnations.org/>  
Excellent source of information on the values espoused by this group.
- The Old Log Church Museum-Yellowknife** ST 2  
<http://www.yukoncollege.yk.ca/~olc/>

- The Quebec Act Verbatum** ST 8  
[http://insight.mcmaster.ca/org/efc/pages/law/cons/Constitutions/Canada/English/PreConfederation/qa\\_1774.html](http://insight.mcmaster.ca/org/efc/pages/law/cons/Constitutions/Canada/English/PreConfederation/qa_1774.html)  
For general information only.
- The Treaty of Paris verbatum** ST 8  
<http://odur.let.rug.nl/~usa/D/1751-1775/7yearswar/paris.htm>  
For general information only.
- Virtual Museum Tours** ST 2  
<http://www.icom.org/vlmp/canada.html#INDEX>  
Listing of all the available virtual museums in Canada



#### Equipment / Manipulative

- coloring pencils** ST 1



#### Other

- Unit Graphic Designed by Larry Stewart** Unit  
Ottawa Carleton Catholic School Board

## **Grade Six Scavenger Hunt**

Using a world map or atlas you are asked to locate each of the following places and label them on the map which has been provided.

1. Name the ocean which is west of the British Isles.
2. This continent is the one which you live on.
3. The largest rainforest in the world is located on this continent.
4. This ocean is to the north of Canada and is impossible to completely navigate through the water.
5. This continent is entirely in the southern hemisphere and is also a country on its own.
6. If you travel east from the country in number five you will be in this ocean.
7. This continent is home to places such as England, France and Italy.
8. This ocean has a country with a similar name north of it.
9. Although you are not likely to book a holiday here, this is where you would see penguins in their natural habitat.
10. One of the countries on this continent is also the name which we use for fine dishes. What is the name of the continent?
11. This is the northern most country in North America.
12. To locate this continent you must find the Sahara Desert and the Nile River.
13. This imaginary line separates the world into northern and southern hemispheres.
14. This is a narrow stretch of water which separates Asia and North America.

## **Grade Seven Scavenger Hunt**

Using a world map or atlas you are asked to locate each of the following places and label them on the map which has been provided.

1. Examine the world map for the country shaped like a boot which extends into the Mediterranean Sea.
2. Locate the country that is situated between 0 and 10 W longitude and 35 N and 45 N latitude, and has the Mediterranean Sea on its eastern coastline.
3. Now travel to the smaller country to the west of number 2.
4. What is the ocean to the west of the country in number 3?
5. Move up the coastline on the European mainland. This country has close ties to our French Canadian culture.
6. Continue north along the coastline and locate the country which is on the eastern shore of the English channel.
7. Find the country which borders on the North Sea and has Germany to its east.
8. Four countries are situated on two large islands north and west of the English channel. Label all four countries.
9. Travel to the northern section of the European mainland to the Scandinavian countries. You should label all four of these.
10. In the North Atlantic Ocean there are two island countries with the word "land" as part of their name. Label each one.
11. The North American continent is divided into three mainland countries. Label each of these.

## Description of Culminating Task

The New Canadian Museum has hired your class to design and construct a museum exhibit that would present the time between the migration of the first Aboriginal People to Canada right up to the establishment of early settlements in New France.

The curator (the person in charge of the exhibit) of the museum needs to see the following topics covered in the exhibit: migration, settlement, impact and culture.

Grade Seven students need to select ideas from the period of early European settlements in New France.

Grade Six students need to select ideas from the time of migration of Aboriginal peoples to Early Explorers.

Each student is required to submit a tender (an application) for the topic that is of most interest. Students must talk to other exhibitors and conference with the curator to avoid any duplication.

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

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

## Canada's First People

In your notebook, answer the following questions in complete sentences. Include the name of the resource where you found your information.

1. There are various myths that explain how people came to North America, the historian's point of view, and also the First Nation account of how people first came to this continent.

### Historian's Perspective

2. What are some of the reasons that motivated these people to leave their homes?
3. When do historians suspect this movement might have taken place?
4. What route did these people take to arrive in North America?
5. What means of travel do you think they used?
6. Once they arrived in North America, in which direction did they head? Why do you think they chose these routes?

### First Nation's Perspective

7. Where do the First Nations People believe they originated?
8. Describe, in detail, two different myths that explain the aboriginal point of view.
9. Which point of view do you agree with? State your reasons.
10. Find an example of a person or a family or even a group of people who have had to leave their country today.  
What do you think were the reasons for their movement?  
What means of travel did they use to go to their new homes?  
What are some of the worries these people might have about their new homes?

## Research Guidelines for Grade Six Project

The following is a list of many First Nation tribes from different parts of Canada. From the list, you must choose one tribe for your research project. In your project, you must cover the following subtopics:

language      transportation      dwellings      tools      food      clothing

### Hunters and Fishers

The Inuit

### First Nations of the Plains (Hunters and Gatherers)

The Blackfoot	The Blood	The Peigan	The Gros Ventre
The Plains Cree	The Assiniboine	The Sioux	The Sarcee

### Woodland First Nations (Hunters)

The Beothuk	The Mi'kmaq	The Montagnais	The Naskapi
The Ojibway	The Algonquin	The Odawa	The Cree

### The Iroquoian First Nations of Southeastern Ontario (Farmers and Hunters)

The Huron	The Neutral	The Village of the Erie Tribe	
The Mohawk	The Oneida	The Onondaga	The Cayuga
The Seneca	The Tuscarora	The Tobacco (also called the Petun)	

### First Nations of the Plateau (Hunters and Gatherers)

The Interior Salish	The Lillooet Tribe	The Thompson First Nation
The Shuswap	The Okanagan	The Kootenay Tribe
The Chilcotin	The Carrier	The Tahltan

### Pacific Coast First Nations (Fishers)

The Haida	The Tsimshian	The Gitksan
The Nootka	The Coast Salish	The Kwakiutl/The Bella Coola

### First Nations of the Mackenzie and Yukon River Basin (Hunters)

The Chipewyan	The Beaver	The Slave (or Slaveys)	
The Dogrib	The Hare	The Kitchin	The Han
The Tutchone	The Kaska	The Mountain	The Sekani

## Research Guidelines for Grade Seven Project

The following is a list of many people and groups who had an influence on the early establishment of New France.

### Explorers:

Cartier, 1534-1536  
Champlain, 1604-1616  
Brûlé, 1615,1621  
Nicollet, 1634  
De Quen, 1647  
Des Groseilliers, 1654-1660  
Radisson, 1659-1660  
Perrot, 1665-1689  
Cavelier de La Salle, 1670-1687  
Marquette, 1673-1675  
Jolliet, 1673-1694  
Greysolon Dulhut, 1678-1679  
Hennepin, 1678-1680  
Lahontan, 1684-1688  
Chevalier de Troyes, 1686  
Le Moyne d'Iverville, 1686-1702  
Lamothe Cadillac, 1694-1701  
La Vérendrye, 1732-1739

Les Coureurs des Bois

The Soldiers

Les Filles du Roy

Habitants

Voyageurs

The Jesuits

The Ursulines

### Other Missionaries:

Jeanne Mance  
St. Jean de Brebeuf  
Blessed Kateri Tekakwitha

Marguerite Bourgeoys  
Marguerite d'Youville

From the list, you must choose one person or group for your research project. In your project you must cover the following subtopics:

- purpose for immigrating to New France
- contact with natives
- job description
- hardships encountered
- location of settlement
- accomplishments

## **What is the Great Law of Peace?**

The Iroquoian tribes were superb farmers who harvested food crops that more than met their annual needs. This abundance of food made possible a stable community life. It also allowed the Iroquoian tribes the stability and leisure required to develop complex systems of government based on democratic principles called The Great Law of Peace.

The Great Law is the founding constitution of the Six Nations Iroquois Confederacy. The Six Nations are the Mohawk, the Oneida, the Onondaga, the Cayuga and the Seneca and the Tuscarora. The law defines the functions of the Grand Council and how the native nations can resolve disputes between themselves and maintain peace.

According to tradition, a man called The Peace Maker travelled among the Iroquois tribes for many years, spreading his message of peace, unity and the power of the good mind. Born of a Huron woman who was still a virgin, the Peace Maker, grew rapidly and one day announced that he had to journey forth to deliver a message from the Creator. He selected a white stone canoe to carry him to the Iroquois as proof of the power of his message. At first, he was met with so much distrust that people refused to listen to him. Jikohnsaseh, the Mother of Nations, rejuvenated his spirit to help him continue. He was then able to persuade fifty leaders to receive his message. The Peace Maker gathered these leaders together and recited the passages of the Great Law of Peace. He assigned duties to each of the leaders. To honor the role of Jikohnsaseh, the Peace Maker selected women as the Clan Mothers, to lead the family clans and select the male chiefs.

Women were given the right to become chiefs. They also had the power to remove other chiefs. Women are the connection to the earth and have the responsibility for the future of the nation. Men will want to fight. Women know the true price of war and must encourage the chiefs to seek a peaceful resolution.

The hardest part of the Great Law is to understand the meaning of the concept of peace. Peace is not simply the absence of war. In the Iroquoian mind, peace is a state of mind. Peace means that one heart, one mind, one head, and one body allowed the Confederacy to remain united in the face of many enemies.

There is also a different kind of power in the Iroquoian universe. Each individual has a base spiritual power. As you go through life, experience different things, learn more, comprehend more and tap into other forms of spiritual power, your own spirit grows as well. The old timers called it orenda. Everyone is thought to have it to some degree. It effects how we do things. Good minds have strong orenda. So the ultimate power of the Great Law rests in how well the individual person develops their sense of self, but develops that sense in regard to the well-being of the others, in the clan, in the village, in the nation and in the Confederacy of the Six Nations.

There have been several written versions of the Great Law, called Gawyehnehshehgowa. Today, no one version is preferred over the other and many traditional leaders feel that none of the written versions have all of the known oral history included in them.

## What are the Clans?

The clan is the basic unit of social organization among the Iroquois, with the women holding primary responsibility for the function of the clans. This system still exists today in places where the chiefs function in either a religious way or a governmental way.

A clan is a group of families that share a common female ancestry. Members of one clan are considered relatives and intermarriage in the same clan is forbidden. Clans are named after animals that help people in special ways - water (turtle, eel, beaver); land (bear, deer, wolf), sky (snipe, heron, hawk). Clanship identity is very important to the Haudenosaunee.

The Role of the Clan Mother is very important. The oldest woman of the clan is called the Clan Mother. The Clan mother, whose position is hereditary, is responsible for the welfare of the clan. She names all the people of the clan. She holds a position in nominating, installing and removing the male chief, called Hoyaneh. Hoyaneh means Caretakers of the Peace. She also monitors his actions and counsels the people of her clan. Her job in the past was to arrange marriages, counsel members, select the male candidate for chief, monitor his actions and remove him from office if necessary. The Clan Mother's title is usually passed on to her female relatives, looking first at her eldest sisters, other sisters, then her eldest daughter and other daughters to find the one deemed most appropriate to become the next Clan Mother.

The rights of the women within a clan include the following.

1. Own the home and all of the furnishings.
2. Children belong to her family.
3. Use of clan lands.
4. Food distribution .
5. Right to nominate, confirm, and depose male chiefs.
6. Right to adopt foreigners or prisoners.
7. Power to forbid brothers and sons from going to war .
8. Power to grant life or death of prisoners.
9. Power to maintain the national resources.
10. Descent of blood that determines citizenship.

Children inherit the clan of their mother. If a Mohawk woman of the Wolf Clan marries a Tuscarora man of the Beaver Clan, their children will be Mohawks of the Wolf Clan. If a Indian man marries a non-Indian, their children will not have a Haudenosaunee nationality nor a clan. Identity can be seen as a series of concentric circles (one circle inside another). In the center is the fireside family (your mother an father and sisters and brothers); next is the extended family (your clan); next is you nationality (the nation); then is union of nations (Haudenosaunee).

## Spiritual Beliefs and Ceremonies

The Huron believed that everything, including things they made, had a soul and was immortal. Souls having the power to influence human beings were called *oki*. The *oki* of the sky was considered the most powerful because it controlled the seasons and other natural phenomena.

The most important shamans were those who healed the *sik*. There were two kinds: the *ocata*, who diagnosed and suggested treatment for all sorts of illnesses, and the *artetsan*, who specialized in removing spells cast by witches.

Both the Huron and the Iroquois had curing societies. The Iroquois False Face Curing Society was perhaps the most famous. Carved wooden masks used in the rite were believed to possess spiritual force and depicted an order of mythical beings. Grimacing and contorted, each wooden mask gave special curing powers to the society member who wore it.

For the Iroquoian tribes in general, the winter months were the time for socializing and for festivals. The *Ononharoia* - the main Huron winter festival - was soul-curing ritual. It was celebrated at least once a year in every large village, either because many people were ill or depressed or because some important person was ill. During this three-day celebration, people broke into houses, upset furniture and shattered pots. Those who were sick then went around the village seeking out objects that had appeared in their dreams. If they got what they were looking for, it meant that their troubles were over.

The most important of all Huron festival was the Feast of the Dead. Held only once every decade, the feast usually involved several smaller communities. During the 10 day feast, the community's dead were removed from their individual graves and reburied in a common ossuary (a place that holds the bones of the dead). Eight of the 10 days were spent in careful preparation of the corpses. Presents brought by family mourners were collected and redistributed by a village headman. For the Huron, the Feast of the Dead was an act of reverence which also promoted good will among neighbouring communities.

The Iroquois annually held six to eight festivals relating to the cultivation of the soil and the ripening of fruits and berries. There was a seven-day festival when corn was planted, another when it was green, and a third when it was harvested. The outstanding event in the Iroquois ceremonial year was the Mid-winter Festival games. During the festival, tobacco was burned and the Creator was asked for success in the coming agricultural year.

## The Seigneurial System

The seigneurial system was modeled after the feudal system in Europe and included a system of rights and duties between seigneurs and censitaires (habitants). Its aim was to encourage the settlement of New France and to promote the distribution of land.

### The Seigneurial System

The seigneurial system was the basic means of organizing the French population along the St. Lawrence. A seigneur was the owner of a large piece of land known as seigneurie. A seigneur had to promise to be loyal to the king. A seigneur had to bring settlers from France to New France to work on his seigneurie.

Seigneuries were long, narrow rectangles facing waters of a major river or lake. a habitant usually had a very narrow strip of land, perhaps half a kilometre wide and three or more kilometres back from the river. This shape of land gave each habitant access to water, good soil in the river bottom, and timber further from the river. The seigneur had to build a mill for his habitants. The mill could be used for defense in case of attack. Forts were built on seigneuries near Iroquois territory.

### Habitants

The seigneurs used agents in France to recruit settlers. A legal document was drawn up in France showing what the habitant and his seigneur had to do for each other. The habitant owed his seigneur three or four days free labour each year. The habitant was responsible for keeping the section or road which crossed his land in good condition. The habitant gave one bag out of fourteen to his lord in payment for the use of the seigneur's mill. The habitant paid his rent in money, if it was available, but more often in the form of farm produce. The habitant also paid a tithe for the upkeep of a church and its priest. Cash was hard to get, but could be obtained in the markets which soon grew up. The habitant had to give some of his fish to the seigneur. The poor were helped with gifts at Christmas and by charity administered by the church.

Another group who often became tenant farmers were the workers who had originally come to New France to help build roads, etc. Seigneurs hired men who did this work under contract. At the end of the contract, most hired men accepted to settle on the seigneurie. The seigneur rented them a parcel of land and guaranteed their security and well-being. In return the tenant farmers had some obligations towards the seigneur such as: clear their lots, pay rent as a portion of their income and in the form of food and produce (cens et rentes), work 3 days a year without pay (corvée), and pay a tax (lods et ventes), if they sell their lots.

### Seigneurs

In New France, the seigneurs were the people to whom the authorities gave or sold large tracts of land, provided that they cleared it, built houses and populated the seigneurie. The seigneur had to swear allegiance and obedience to the King of France, divide up the land into tracts for the habitants, and submit a report yearly that stated the amount of land that had been cleared, and the number of land grants that had been issued. The seigneur also had to build roads, a mill, an oven and hold a court to settle disputes.

## Government in New France

Despite the very different lifestyles, New France remained dependent upon the mother country, France. The reasons they remained closely tied and dependent were:

- ◇ Population - the settlers came from France
  - ◇ Economic Development - capital or money to finance projects, imports and exports were controlled by France
  - ◇ Army - soldiers came from France and all military decisions with regards to peace and war were made in France
  - ◇ Government - major political decisions were made in France
- 
- ◇ In 1663 Royal Government was adopted in New France. King Louis XIV wanted to make France the most powerful country in Europe and to make New France a strong colony. Consequently, the charter of the Company of 100 Associates (1627-1663) was canceled, since it had defaulted on its promise to transport thousands of settlers to New France, and the colony now came under the king's direct control. Jean-Baptiste Colbert was Louis XIV's most important minister and he was to run the colony through the Ministry of the Marine. To execute their plan, Royal Government was thus established in New France in 1663.
  - ◇ Royal Government consisted of the King who appointed the Minister of the Marine to follow his wishes. In New France, the Governor, the Bishop and the Intendant all sat on the Sovereign Council. The Captains of the Militia then reported to the Intendant.
  - ◇ Each of the people had definite job descriptions and areas where they were responsible. The Intendant was responsible for the daily economic affairs of the colony. He set up trading opportunities, metered out justice, took care of the finances in the colony, encouraged settlement and seigneuries. The Governor represented the king in the colony. He was responsible for the defence of New France and for relations with the English and the Indians. The Bishop was in charge of the church which was responsible for the spiritual needs of the colony, its schools, charities, hospitals and for the conversion of the Natives.
  - ◇ The Sovereign Council that was made up of a dozen officials including the governor, intendant and bishop acted as a legislative, administrative and judicial body. It was the sole governing authority in the colony responsible to the king.
  - ◇ Captains of militia reported to the intendant the concerns of the habitants and informed the habitants of the intendant's plans.

## The Church

- ◇ The roles of the Catholic Church in New France was to provide religious services to the colony and to convert the Natives to Christianity. Included in the religious services was the social responsibility to take care of the educational needs of children, to take care of the sick, and to help the poor and the less fortunate. All colonists paid taxes to the Church. The Church quickly became a meeting place where neighbours exchanged news from France as well as their own community.
- ◇ The church in the colony was composed of secular and regular clergy. The secular clergy consisted of the bishop and the parish priests who served the rural communities of New France. François de Laval, the first bishop, was a very influential and powerful figure in New France. He founded the Séminaire de Québec, a college to train priests. He was also a key member of the Sovereign Council. Bishop de Laval opposed trading alcohol for furs with the Native populations. He instituted the tithe, church tax to help pay for church expenses, and organized parishes wherever numbers warranted a curé or parish priest.
- ◇ The parish priests were very close to their parishioners and they had much influence over the population. In addition to their religious duties they were also responsible for keeping records of births, marriages and deaths. Often, because they were so well respected habitants asked them to draw up legal contracts, especially in regions where there were no notaries.
- ◇ The regular clergy in France consisted of male and female religious communities or orders. Many of these orders had come to New France as missionaries to convert the native people. Some of the orders represented by men included the Récollets, the Jesuits, and the Sulpicians. The Récollets arrived in 1615. The Jesuits arrived in 1625 and attempted to convert the Native populations to Christianity. Some such as Fathers Lalémant and Brébeuf were martyred. Others such as Father Marquette were explorers and helped maintain good relations with the Natives. The Jesuits wrote the Jesuit Relations an account of their missionary work in New France. The Sulpicians arrived in 1657 and became seigneurs of Montreal and served all its parishes.
- ◇ The nuns in the religious communities saw the need to educate and care for the sick and the poor in New France. They established the first schools and hospitals in the colony and were amongst the first women to arrive in New France. The most important part of these communities were the Ursuline Sisters, the Hospitalières de Saint-Joseph and Congrégation de Notre-Dame. The Ursuline Sisters were the first nuns to arrive in 1639. Led by Marid de l'Incarnation, they established the first schools for Native and French girls. Meanwhile, Jeanne Mance a member of Hospitalières de Saint-Joseph founded the Hotel-Dieu hospital. Marguerite Bourgeoys from the Congrégation de Notre-Dame established schools for both boys and girls.

## Letters to the Editor

### Contaminated Water

- ◇
- ◇ Dear Editor:
- ◇ What would you do if you went to get a drink of water and the water was brown and contaminated? That is what will happen if we don't take care of our water supply.
- ◇ In my opinion industries create lots of air pollution. This pollution gets into the water cycle by evaporating and then cooling to form clouds. It fall to the ground in the form of acid rain. I hope this doesn't happen because it could kill many animals that we eat. The acid rain gets into the water cycle by seeping into the water table. This could even affect golf courses. Eventually the rain flows into the sea this could kill fish and I like fishing. The contaminated water then evaporates and continues the cycle.
- ◇ If we don't do anything about this our water will get contaminated and undrinkable and all life will end because everything needs water and if you drink contaminated water you will get sick and if you don't drink water you will dehydrate.
- ◇ So join my fight to keep our water clean. Help with a community clean up.

### Homeless People

- ◇
- ◇ Dear Editor:
- ◇ Picture yourself walking down any major street in a big city, in any country. Have you ever not been approached by a a homeless person begging for money in these situations? I don't think so. And what do we do? Ignore them. Most people are afraid they will be mugged or harmed if the stop to offer a handout to these people. "Go get yourself a nice hot meal." One might stay, but what about tomorrow? We can't let these people depend on handouts from a passerby on the street.
- ◇ Stats Canada states that 31% of all homeless or poor people are single mothers with infants or young children. What are they to do? Give up their children so they can afford a house and food? Why should they be punished like that? Donations and shelters have been established but, they don't seem to be doing anything.
- ◇ Crime rates may be increasing due to people stealing or killing to get what they want. Suicide rates may increase due to such people taking their own lives because they've given up hope and don't want to live like this anymore. It is really very sad. Welfare may be an option for people who just don't have enough, but what about people who don't have anything? We need to think about this, we need to take action.
- ◇ What I think today's society can do is find some way to start an organization with corporate support that can provide such people with money, basic necessities, and housing. Maybe then, we can give these people jobs and they can start a real life. If we try hard enough, and if we care about not only being safe from such people who are dangerous but, for the welfare of these unfortunate people then surely we can accomplish something that will give these people hope and a chance to have a decent life.

## Description of Culminating Task

The New Canadian Museum has hired your class to design and construct a museum exhibit that would present the time between the migration of the first Aboriginal People to Canada right up to the establishment of early settlements in New France.

The curator (the person in charge of the exhibit) of the museum needs to see the following topics covered in the exhibit: migration, settlement, impact and culture.

Grade Seven students need to select ideas from the period of early European settlements in New France.

Grade Six students need to select ideas from the time of migration of Aboriginal peoples to Early Explorers.

Each student is required to submit a tender (an application) for the topic that is of most interest. Students must talk to other exhibitors and conference with the curator to avoid any duplication.

**Peer Assessment Sheet**

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

Student: \_\_\_\_\_

Assessor: \_\_\_\_\_

Exhibit Title: \_\_\_\_\_

The message that I wanted to communicate was: \_\_\_\_\_

Circle Level

The evidence is:

**Understanding of Information:**            1      2      3      4  
How knowledgeable is the student?  
How much of an expert is the student?  
How much are you learning?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Communication of Information:**        1      2      3      4  
How well does the student explain the exhibit?  
Does the student use appropriate vocabulary?  
Is the explanation clear and easy to follow?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Presentation of Information:**            1      2      3      4  
Is the information well organized?  
Does the exhibit contain enough charts, diagrams,  
maps or models to be interesting?  
In what ways is the exhibit attractive and  
of value to the whole exhibition?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Mapping the World

for use with Subtask 1 : The World (Prior Knowledge)  
from the Grade 6/7 Unit: **Settling a New Country**



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## Expectations for this Subtask to Assess with this Rubric:

- 6z14** – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 6z15** – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 7h19** – construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
- 7h20** – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts:</b> Grade 6: Continents and Oceans Grade 7: Europe, Oceans, North America	– shows understanding of few of the concepts	– shows understanding of some of the concepts	– shows understanding of most of the concepts	– shows understanding of all (or almost all) of the concepts
<b>Research skills</b> - Use of Atlas - Identification of information	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Mapping Skills:</b> - key - use of colour - labels and title	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Communication of required knowledge</b> Grade 6: Continents and Oceans Grade 7: Europe, Oceans, North America	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols

**Mapping the World (Grade 6 & 7)**  
**for use with Subtask 4 : Settlers and Ecosystems**  
 from the Grade 6/7 Unit: **Settling a New Country**



Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Expectations for this Subtask to Assess with this Rubric:**

- 6z1** • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z5** – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z14** – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 7h1** • describe the origin and development of French settlement in North America;
- 7h4** – describe the early European and Aboriginal settlement patterns in North America;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts:</b> - environmental molding of Aboriginal culture/European & Aboriginal settlement patterns	– shows understanding of few of the concepts	– shows understanding of some of the concepts	– shows understanding of most of the concepts	– shows understanding of all (or almost all) of the concepts
<b>Research skills</b> - Use of Atlas - Identification of information in textbook or resource manual	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Mapping Skills:</b> - key - use of colour - labels and title	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Communication of required knowledge</b> - environmental molding of Aboriginal culture/European & Aboriginal settlement patterns	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols

## Presentation Rubric (Gr 7)

for use with Subtask 5 : Ways of Life in a New Country  
from the Grade 6/7 Unit: Settling a New Country



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 7h4** – describe the early European and Aboriginal settlement patterns in North America;
- 7h14** – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;
- 7h16** – locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 7h20** – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Communicates lifestyle of Early Settlers in New France.</b>	<ul style="list-style-type: none"> <li>– unclearly</li> <li>– for a limited range of simple purposes</li> <li>- does not give evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>– with some clarity and some precision</li> <li>– for a variety of simple purposes</li> <li>- gives some evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>– clearly and precisely</li> <li>– for specific purposes</li> <li>- gives sufficient evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>– clearly, precisely, and confidently</li> <li>– for a wide variety of purposes and contexts</li> <li>- gives well-considered evidence to support opinions</li> </ul>
<b>Organization of research ideas relating to settlement.</b>	<ul style="list-style-type: none"> <li>– using a few simple ideas</li> <li>– inconsistently and with limited understanding</li> <li>– incompletely</li> </ul>	<ul style="list-style-type: none"> <li>– using a variety of simple and related ideas</li> <li>– consistently and with limited understanding</li> <li>– in a mechanical and sequential way</li> </ul>	<ul style="list-style-type: none"> <li>– using ideas of some complexity</li> <li>– consistently and with general understanding</li> <li>– appropriately and logically</li> </ul>	<ul style="list-style-type: none"> <li>– using complex ideas</li> <li>– consistently and with thorough understanding</li> <li>– appropriately and in complex and logical ways</li> </ul>
<b>Performance of creative work relating to research presentation.</b>	<ul style="list-style-type: none"> <li>- limited evidence of rehearsal</li> <li>- creates and performs only in limited and incomplete ways</li> </ul>	<ul style="list-style-type: none"> <li>- some evidence of rehearsal</li> <li>- occasionally creates and performs in complete ways</li> </ul>	<ul style="list-style-type: none"> <li>- clear evidence of rehearsal</li> <li>- usually creates and performs in complete ways</li> </ul>	<ul style="list-style-type: none"> <li>- thorough evidence of rehearsal</li> <li>- consistently creates and performs in well-developed ways</li> </ul>
<b>Visual</b>	<ul style="list-style-type: none"> <li>- does not show work in a positively light.</li> </ul>	<ul style="list-style-type: none"> <li>- functional , well organized</li> </ul>	<ul style="list-style-type: none"> <li>- neat, well organized, attractive.</li> </ul>	<ul style="list-style-type: none"> <li>- incorporates elements of visual arts</li> </ul>

## Presentation Rubric (Gr 6)

for use with Subtask 5 : Ways of Life in a New Country  
from the Grade 6/7 Unit: Settling a New Country



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 6z5** – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z10** – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z12** – locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z15** – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Communicates lifestyle of Aboriginal Peoples.</b>	<ul style="list-style-type: none"> <li>– unclearly</li> <li>– for a limited range of simple purposes</li> <li>- does not give evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>– with some clarity and some precision</li> <li>– for a variety of simple purposes</li> <li>- gives some evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>– clearly and precisely</li> <li>– for specific purposes</li> <li>- gives sufficient evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>– clearly, precisely, and confidently</li> <li>– for a wide variety of purposes and contexts</li> <li>- gives well-considered evidence to support opinions</li> </ul>
<b>Organization of research ideas relating to aboriginal settlement.</b>	<ul style="list-style-type: none"> <li>– using a few simple ideas</li> <li>– inconsistently and with limited understanding</li> <li>– incompletely</li> </ul>	<ul style="list-style-type: none"> <li>– using a variety of simple and related ideas</li> <li>– consistently and with limited understanding</li> <li>– in a mechanical and sequential way</li> </ul>	<ul style="list-style-type: none"> <li>– using ideas of some complexity</li> <li>– consistently and with general understanding</li> <li>– appropriately and logically</li> </ul>	<ul style="list-style-type: none"> <li>– using complex ideas</li> <li>– consistently and with thorough understanding</li> <li>– appropriately and in complex and logical ways</li> </ul>
<b>Performance of creative work relating to research presentation.</b>	<ul style="list-style-type: none"> <li>- limited evidence of rehearsal</li> <li>– creates and performs only in limited and incomplete ways</li> </ul>	<ul style="list-style-type: none"> <li>- some evidence of rehearsal</li> <li>– occasionally creates and performs in complete ways</li> </ul>	<ul style="list-style-type: none"> <li>- clear evidence of rehearsal</li> <li>– usually creates and performs in complete ways</li> </ul>	<ul style="list-style-type: none"> <li>- thorough evidence of rehearsal</li> <li>– consistently creates and performs in well-developed ways</li> </ul>
<b>Visual</b>	<ul style="list-style-type: none"> <li>- does not show work in a positively light.</li> </ul>	<ul style="list-style-type: none"> <li>- functional , well organized</li> </ul>	<ul style="list-style-type: none"> <li>- neat, well organized, attractive.</li> </ul>	<ul style="list-style-type: none"> <li>- incorporates elements of visual arts</li> </ul>

## Research Rubric (Gr 6)

for use with Subtask 5 : Ways of Life in a New Country  
from the Grade 6/7 Unit: Settling a New Country



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 6e3** • organize information to convey a central idea, using well-linked paragraphs;
- 6e8** • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- 6z11** – formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);
- 6z15** – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Part 1: Communicates:</b> - previous knowledge - desire to learn more - choice of product	- communicates unclearly, using a few simple ideas.	- communicates with some clarity, using a variety of simple ideas.	- communicates clearly, precisely, using ideas of some complexity.	- communicates clearly, precisely, using complex ideas.
<b>Part 2: Inquiry/research skills :</b> - variety of sources - note taking	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Part 3: Organization of ideas:</b> - audience - type of presentation - length - interesting	– with assistance – incompletely – for a limited range of simple purposes	– independently – in a mechanical and sequential way – for a variety of simple purposes	– independently – appropriately and logically – for specific purposes	– independently – appropriately and in complex and logical ways – for a wide variety of purposes and in a wide variety of contexts
<b>Part 4: Editing and overall structure</b> - use of ideas - use of information - structure	– is presented in a disorganized way – retells few of the main ideas	– shows some organization, including an introduction, body, and conclusion – retells some of the main ideas, including supporting details	– contains an introduction, a body, and a conclusion, with the conclusion – summarizes most of the main ideas and includes supporting details	– contains an introduction, a body, and a conclusion that are effectively linked. – summarizes and interprets all the main ideas and includes supporting details

## Research Rubric (Gr 7)

for use with Subtask 5 : Ways of Life in a New Country  
from the Grade 6/7 Unit: Settling a New Country



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 7e3** • organize information to develop a central idea, using well-linked and well-developed paragraphs;
- 7e7** • revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
- 7h16** – locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- 7h20** – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Part 1: Communicates:</b> - previous knowledge - desire to learn more - choice of product	- communicates unclearly, using a few simple ideas.	- communicates with some clarity, using a variety of simple ideas.	- communicates clearly, precisely, using ideas of some complexity.	- communicates clearly, precisely, using complex ideas.
<b>Part 2: Inquiry/research skills :</b> - variety of sources - note taking	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Part 3: Organization of ideas:</b> - audience -type of presentation - length - interesting	– with assistance – incompletely – for a limited range of simple purposes	– independently – in a mechanical and sequential way – for a variety of simple purposes	– independently – appropriately and logically – for specific purposes	– independently – appropriately and in complex and logical ways – for a wide variety of purposes and in a wide variety of contexts
<b>Part 4: Editing and overall structure</b> - use of ideas - use of information - structure	– is presented in a disorganized way – retells few of the main ideas	– shows some organization, including an introduction, body, and conclusion – retells some of the main ideas, including supporting details	– contains an introduction, a body, and a conclusion, with the conclusion – summarizes most of the main ideas and includes supporting details	– contains an introduction, a body, and a conclusion that are effectively linked. – summarizes and interprets all the main ideas and includes supporting details

## Research Rubric (Gr 6)



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

for use with Subtask 7 : Impact of Culture and Interaction between Settlements.  
from the Grade 6/7 Unit: **Settling a New Country**

### Expectations for this Subtask to Assess with this Rubric:

- 6e33** – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 6z2** • identify early explorers and describe their impact on the development of Canada;
- 6z7** – identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson’s Bay Company);
- 6z9** – identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Communication of ideas:</b> - make judgements - draw conclusions	– with assistance – unclearly	– independently – with some clarity and some precision	– independently – clearly and precisely	– independently – clearly, precisely, and confidently
<b>Communication of required knowledge</b> - reasons for exploration - Aboriginal and European interaction and impact	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary.	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary.	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary,.	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary.
<b>Research skills</b> - identify early explorers, missionaries, Aboriginal groups	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Organization of ideas:</b> - logical impacts, consequences and personal opinions	– with assistance – incompletely – for a limited range of simple purposes	– independently – in a mechanical and sequential way – for a variety of simple purposes	– independently – appropriately and logically – for specific purposes	– independently – appropriately and in complex and logical ways – for a wide variety of purposes and in a wide variety of contexts

## Research Rubric (Gr 7)



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

for use with Subtask 7 : Impact of Culture and Interaction between Settlements.  
from the Grade 6/7 Unit: **Settling a New Country**

### Expectations for this Subtask to Assess with this Rubric:

- 7e34** – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 7h9** – describe the impact of the events related to Ste. Marie Among the Hurons;
- 7h10** – describe the major causes, results, and personalities of the Seven Years' War in North America;
- 7h11** – explain the impact of the Battle of the Plains of Abraham;
- 7h12** – describe the effects of the expulsion of the Acadians on the Acadians themselves, and on French/English relations;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Communication of ideas:</b> - make judgements - draw conclusions	– with assistance – unclearly	– independently – with some clarity and some precision	– independently – clearly and precisely	– independently – clearly, precisely, and confidently
<b>Communication of required knowledge</b> - causes for wars - impact of battles or events	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary.	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary.	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary,.	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary.
<b>Research skills</b> - identify dates and parties involved in various situations	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Organization of ideas:</b> - logical impacts, effects and personal opinions	– with assistance – incompletely – for a limited range of simple purposes	– independently – in a mechanical and sequential way – for a variety of simple purposes	– independently – appropriately and logically – for specific purposes	– independently – appropriately and in complex and logical ways – for a wide variety of purposes and in a wide variety of contexts

# NCM (Grade 6 Presentation Rubric)

## for use with Subtask 9 : A Museum Exhibit (Culminating Task) from the Grade 6/7 Unit: Settling a New Country



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 6z4** – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 6z5** – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z10** – use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
- 6z15** – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- 6z20** – describe the challenges of present-day explorers (e.g., aquanauts and astronauts) and compare them to the challenges of early explorers (e.g., with respect to clothing, transportation, food, waste disposal).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Organization of ideas</b>	<ul style="list-style-type: none"> <li>– shows understanding of few of the concepts</li> <li>– rarely gives complete explanations– with assistance</li> <li>– incompletely</li> <li>– for a limited range of simple purposes</li> </ul>	<ul style="list-style-type: none"> <li>– shows understanding of some of the concepts</li> <li>– sometimes gives complete explanations– independently</li> <li>– in a mechanical and sequential way</li> <li>– for a variety of simple purposes</li> </ul>	<ul style="list-style-type: none"> <li>– shows understanding of most of the concepts</li> <li>– usually gives complete or nearly complete explanations– independently</li> <li>– appropriately and logically</li> <li>– for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>– shows understanding of all (or almost all) of the concepts</li> <li>– consistently gives complete explanations– independently</li> <li>– appropriately and in complex and logical ways</li> <li>– for a wide variety of purposes and in a wide variety of contexts</li> </ul>
<b>Inquiry/research skills</b> - Formulates questions to guide information gathering. - Locates relevant information.	<ul style="list-style-type: none"> <li>– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance</li> </ul>	<ul style="list-style-type: none"> <li>– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance</li> </ul>	<ul style="list-style-type: none"> <li>– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance</li> </ul>
<b>Communication of required knowledge</b> - Uses appropriate vocabulary. - Classifies and interprets information	<ul style="list-style-type: none"> <li>– rarely communicates with clarity and precision</li> <li>– rarely uses appropriate terminology, vocabulary, and symbols</li> </ul>	<ul style="list-style-type: none"> <li>– sometimes communicates with clarity and precision</li> <li>– sometimes uses appropriate terminology, vocabulary, and symbols</li> </ul>	<ul style="list-style-type: none"> <li>– usually communicates with clarity and precision</li> <li>– usually uses appropriate terminology, vocabulary, and symbols</li> </ul>	<ul style="list-style-type: none"> <li>– consistently communicates with clarity and precision</li> <li>– consistently uses appropriate terminology, vocabulary, and symbols</li> </ul>
<b>Application of concepts and skills</b> - Describes and compares the challenges of Aboriginal Peoples to present-day explorers.	<ul style="list-style-type: none"> <li>– shows little understanding of connections between aspects of social studies/history/geography and the world outside the school</li> </ul>	<ul style="list-style-type: none"> <li>– shows some understanding of connections between aspects of social studies/history/geography and the world outside the school</li> </ul>	<ul style="list-style-type: none"> <li>– shows a good understanding of connections between aspects of social studies/history/geography and the world outside the school</li> </ul>	<ul style="list-style-type: none"> <li>– shows thorough understanding of connections between aspects of social studies/history/geography and the world outside the school</li> </ul>

## NCM (Gr 7 Presentation Rubric)

for use with Subtask 9 : A Museum Exhibit (Culminating Task)  
from the Grade 6/7 Unit: **Settling a New Country**



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 7h4** – describe the early European and Aboriginal settlement patterns in North America;
- 7h6** – demonstrate an understanding of economic, political, and social life in New France;
- 7h7** – demonstrate an understanding of the interactions between the French and the Aboriginal peoples;
- 7h19** – construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
- 7h20** – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts.</b> Demonstrates understanding of: early settlements and settlers, commerce and conflicts, or melding of lifestyles.	– shows understanding of few of the concepts – rarely gives complete explanations	– shows understanding of some of the concepts – sometimes gives complete explanations	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
<b>Inquiry/research skills.</b> - Formulates questions to guide information gathering. - Locates relevant information about how early settlers met their challenges.	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Communication of required knowledge.</b> - Uses appropriate vocabulary. - Evaluate historical information.	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols
<b>Application of concepts and skills .</b> - Describes events, such as business, commerce and treaties, using current terms.	– rarely applies concepts and skills in a variety of contexts – shows little understanding of connections between aspects of social studies/ history/geography and the world outside the school	– sometimes applies concepts and skills in a variety of contexts – shows some understanding of connections between aspects of social studies/history/geography and the world outside the school	– usually applies concepts and skills in a variety of contexts – shows a good understanding of connections between aspects of social studies/history/geography and the world outside the school	– consistently applies concepts and skills in a variety of contexts – shows thorough understanding of connections between aspects of social studies/ history/ geography and the world outside the school

## NCM (Gr 6 Product Rubric)

for use with **Subtask 9 : A Museum Exhibit (Culminating Task)**  
from the Grade 6/7 Unit: **Settling a New Country**



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 6z4** – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 6z14** – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
- 6z15** – communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts.</b> -Demonstrates understanding of: migration patterns, impact of settlement, cultural diversity or external influences.	– shows understanding of few of the concepts	– shows understanding of some of the concepts	– shows understanding of most of the concepts	– shows understanding of all (or almost all) of the concepts
<b>Inquiry/research skills.</b> - Constructs and reads charts, diagrams, maps or models for specific purposes. - Locates and presents relevant information.	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Communication of required knowledge.</b> - Communicates information using charts, diagrams, maps or models for specific purposes.	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols
<b>Application of concepts and skills.</b> - Presents the challenges of Aboriginal Peoples .	– rarely applies concepts and skills in a variety of contexts	– sometimes applies concepts and skills in a variety of contexts	– usually applies concepts and skills in a variety of contexts	– consistently applies concepts and skills in a variety of contexts

## NCM (Gr 7 Product Rubric)

for use with **Subtask 9 : A Museum Exhibit (Culminating Task)**  
from the Grade 6/7 Unit: **Settling a New Country**



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 7h3** • describe the relationships among the various cultural groups in North America.
- 7h6** – demonstrate an understanding of economic, political, and social life in New France;
- 7h19** – construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
- 7h20** – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts.</b> -Demonstrates understanding of: early settlements and settlers, commerce and conflicts, or melding of lifestyles.	– shows understanding of few of the concepts	– shows understanding of some of the concepts	– shows understanding of most of the concepts	– shows understanding of all (or almost all) of the concepts
<b>Inquiry/research skills.</b> - Constructs and interprets charts, maps and models to organize information. - describe various points of views of historical events.	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
<b>Communication of required knowledge.</b> - Communicates the results of inquiries using charts, maps and models	– rarely communicates with clarity and precision	– sometimes communicates with clarity and precision	– usually communicates with clarity and precision	– consistently communicates with clarity and precision
<b>Application of concepts and skills .</b> -Presents events, such as business, commerce and treaties.	– shows little understanding of connections between aspects of social studies/ history and the world outside the school	– shows some understanding of connections between aspects of social studies/history and the world outside the school	– shows a good understanding of connections between aspects of social studies/history and the world outside the school	– shows thorough understanding of connections between aspects of social studies/history and the world outside the school

## Editorial Rubric (Gr 6)

for use with **Subtask 8 : Speaking out for Justice**  
from the Grade 6/7 Unit: **Settling a New Country**



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 6e1** • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6z3** • demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.
- 6z13** – analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Structure of the editorial letter:</b> - introduction - middle - conclusion	– unclearly – for a limited range of simple purposes	– with some clarity and some precision – for a variety of simple purposes	– clearly and precisely – for specific purposes	– clearly, precisely, and confidently – for a wide variety of purposes and in a wide variety of contexts
<b>Organization of ideas to make point of view clear.</b> - sequenced and logical	– with assistance – incompletely	– independently – in a mechanical and sequential way	– independently – appropriately and logically	– independently – appropriately and in complex and logical ways
<b>Understanding of concepts related to Aboriginal people today.</b> - social, economical or political	– shows understanding of few of the concepts – rarely gives complete explanations	– shows understanding of some of the concepts – sometimes gives complete explanations	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
<b>Communication of required knowledge</b> - terms and facts - point of view	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols

## Editorial Rubric (Grade 7)

for use with **Subtask 8 : Speaking out for Justice**  
from the Grade 6/7 Unit: **Settling a New Country**



Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 7e1** • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
- 7h13** – describe the impact of the Treaty of Paris and the Quebec Act from both the English and French points of view.
- 7h17** – analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Structure of the editorial letter:</b> - introduction - middle - conclusion	– unclearly – for a limited range of simple purposes	– with some clarity and some precision – for a variety of simple purposes	– clearly and precisely – for specific purposes	– clearly, precisely, and confidently – for a wide variety of purposes and in a wide variety of contexts
<b>Organization of ideas to make point of view clear.</b> sequenced and logical	– with assistance – incompletely	– independently – in a mechanical and sequential way	– independently – appropriately and logically	– independently – appropriately and in complex and logical ways
<b>Understanding of concepts related to treaty of Paris and Quebec.</b> - social, economical or political.	– shows understanding of few of the concepts – rarely gives complete explanations	– shows understanding of some of the concepts – sometimes gives complete explanations	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
<b>Communication of required knowledge</b> -terms and facts. -point of view	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

Selected **Assessed**

#### English Language---Writing

<input type="checkbox"/> 6e1	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);		1
<input type="checkbox"/> 6e3	• organize information to convey a central idea, using well-linked paragraphs;	1	1
<input type="checkbox"/> 6e8	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;		1

#### English Language---Reading

<input type="checkbox"/> 6e32	– summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;	1	
<input type="checkbox"/> 6e33	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;	1	1

#### Social Studies---HC: Aboriginal Peoples and European Explorers

<input type="checkbox"/> 6z1	• identify ways in which the environment molded Canadian Aboriginal cultures;	1	2
<input type="checkbox"/> 6z2	• identify early explorers and describe their impact on the development of Canada;		1
<input type="checkbox"/> 6z3	• demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.		1
<input type="checkbox"/> 6z4	– demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);	1	3
<input type="checkbox"/> 6z5	– describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);	1	3
<input type="checkbox"/> 6z6	– describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to food, transportation, exploration, the arts, technology, government);		2
<input type="checkbox"/> 6z7	– identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration (e.g., fishing; fur trade, resulting in the establishment of the Hudson's Bay Company);		2
<input type="checkbox"/> 6z8	– identify technological developments and cultural factors that led to the exploration of North America;	3	
<input type="checkbox"/> 6z9	– identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples).	2	1
<input type="checkbox"/> 6z10	– use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;	3	3
<input type="checkbox"/> 6z11	– formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);	1	1
<input type="checkbox"/> 6z12	– locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);	1	2
<input type="checkbox"/> 6z13	– analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);		3
<input type="checkbox"/> 6z14	– construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);	1	3
<input type="checkbox"/> 6z15	– communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.		4
<input type="checkbox"/> 6z16	– describe early explorers' perceptions of Aboriginal peoples' way of life;		1
<input type="checkbox"/> 6z19	– identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);	2	
<input type="checkbox"/> 6z20	– describe the challenges of present-day explorers (e.g., aquanauts and astronauts) and compare them to the challenges of early explorers (e.g., with respect to clothing, transportation, food, waste disposal).	1	1

#### English Language---Writing

<input type="checkbox"/> 7e1	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);		1
<input type="checkbox"/> 7e3	• organize information to develop a central idea, using well-linked and well-developed paragraphs;	1	1
<input type="checkbox"/> 7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;		1

#### English Language---Reading

<input type="checkbox"/> 7e33	– identify the main ideas in information materials, and explain how the details support the main ideas;	1	
<input type="checkbox"/> 7e34	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;	1	1

#### History---New France

<input type="checkbox"/> 7h1	• describe the origin and development of French settlement in North America;	1	1
<input type="checkbox"/> 7h2	• demonstrate an understanding of how the early French Canadian communities adapted to the challenges of their new land;	2	



**Settling a New Country**  
**Aboriginal People/ New France A Unit for Grade 6/7**

		Selected	Assessed
<input type="checkbox"/> 7h3	• describe the relationships among the various cultural groups in North America.	2	1
<input type="checkbox"/> 7h4	– describe the early European and Aboriginal settlement patterns in North America;	1	3
<input type="checkbox"/> 7h5	– demonstrate an understanding of why people came to live in New France (e.g., for land, for military reasons, for the fur trade);	2	2
<input type="checkbox"/> 7h6	– demonstrate an understanding of economic, political, and social life in New France;		3
<input type="checkbox"/> 7h7	– demonstrate an understanding of the interactions between the French and the Aboriginal peoples;	1	1
<input type="checkbox"/> 7h8	– demonstrate an understanding of the rivalries between the French and English in North America and Europe (e.g., between the Hudson’s Bay Company and the North West Company, between Aboriginal allies; as rival empire-builders at war in Europe);		1
<input type="checkbox"/> 7h9	– describe the impact of the events related to Ste. Marie Among the Hurons;		1
<input type="checkbox"/> 7h10	– describe the major causes, results, and personalities of the Seven Years’ War in North America;		1
<input type="checkbox"/> 7h11	– explain the impact of the Battle of the Plains of Abraham;		1
<input type="checkbox"/> 7h12	– describe the effects of the expulsion of the Acadians on the Acadians themselves, and on French/English relations;		1
<input type="checkbox"/> 7h13	– describe the impact of the Treaty of Paris and the Quebec Act from both the English and French points of view.		1
<input type="checkbox"/> 7h14	– use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;	3	3
<input type="checkbox"/> 7h15	– formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France);	1	2
<input type="checkbox"/> 7h16	– locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);	1	1
<input type="checkbox"/> 7h17	– analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);	1	4
<input type="checkbox"/> 7h19	– construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);		3
<input type="checkbox"/> 7h20	– communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneurie).		4
<input type="checkbox"/> 7h21	– describe fur traders, using current business terms (e.g., competition, market, advertising), as Canadian entrepreneurs.	1	1



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

#### English Language

6e1	<b>1</b>	6e2	6e3	<b>1</b>	<b>1</b>	6e4	6e5	6e6	6e7	6e8	<b>1</b>	6e9	6e10
6e11		6e12	6e13			6e14	6e15	6e16	6e17	6e18		6e19	6e20
6e21		6e22	6e23			6e24	6e25	6e26	6e27	6e28		6e29	6e30
6e31		6e32	<b>1</b>	6e33	<b>1</b>	<b>1</b>	6e34	6e35	6e36	6e37	6e38	6e39	6e40
6e41		6e42	6e43			6e44	6e45	6e46	6e47	6e48		6e49	6e50
6e51		6e52	6e53			6e54	6e55	6e56	6e57	6e58		6e59	6e60
6e61		6e62	6e63			6e64	6e65	6e66					

#### French as a Second Language

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

#### Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80
6m81	6m82	6m83	6m84	6m85	6m86	6m87	6m88	6m89	6m90
6m91	6m92	6m93	6m94	6m95	6m96	6m97	6m98	6m99	6m100
6m101	6m102	6m103	6m104	6m105	6m106	6m107	6m108	6m109	6m110
6m111	6m112	6m113	6m114	6m115	6m116	6m117	6m118	6m119	6m120
6m121	6m122	6m123	6m124	6m125					

#### Science and Technology

6s1	6s2	6s3	6s4	6s5	6s6	6s7	6s8	6s9	6s10
6s11	6s12	6s13	6s14	6s15	6s16	6s17	6s18	6s19	6s20
6s21	6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30
6s31	6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40
6s41	6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50
6s51	6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60
6s61	6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70
6s71	6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80
6s81	6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90
6s91	6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100
6s101	6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110
6s111	6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120
6s121	6s122	6s123	6s124						

#### Social Studies

6z1	<b>1</b>	<b>2</b>	6z2	<b>1</b>	6z3	<b>1</b>	6z4	<b>1</b>	<b>3</b>	6z5	<b>1</b>	<b>3</b>	6z6	<b>2</b>	6z7	<b>2</b>	6z8	<b>3</b>	6z9	<b>2</b>	<b>1</b>	6z10	<b>3</b>	<b>3</b>
6z11	<b>1</b>	<b>1</b>	6z12	<b>1</b>	<b>2</b>	6z13	<b>3</b>	6z14	<b>1</b>	<b>3</b>	6z15	<b>4</b>	6z16	<b>1</b>	6z17		6z18	<b>3</b>	6z19	<b>2</b>		6z20	<b>1</b>	<b>1</b>
6z21			6z22			6z23		6z24			6z25		6z26		6z27		6z28		6z29			6z30		
6z31			6z32			6z33		6z34			6z35		6z36		6z37		6z38		6z39			6z40		
6z41			6z42			6z43		6z44			6z45		6z46		6z47		6z48							

#### Health & Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	6p14	6p15	6p16	6p17	6p18	6p19	6p20
6p21	6p22	6p23	6p24	6p25	6p26	6p27	6p28	6p29	6p30
6p31	6p32	6p33	6p34						

#### The Arts

6a1	6a2	6a3	6a4	6a5	6a6	6a7	6a8	6a9	6a10
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	6a19	6a20
6a21	6a22	6a23	6a24	6a25	6a26	6a27	6a28	6a29	6a30
6a31	6a32	6a33	6a34	6a35	6a36	6a37	6a38	6a39	6a40
6a41	6a42	6a43	6a44	6a45	6a46	6a47	6a48	6a49	6a50
6a51	6a52	6a53	6a54	6a55	6a56	6a57	6a58	6a59	6a60
6a61	6a62	6a63	6a64	6a65	6a66	6a67	6a68	6a69	6a70
6a71									



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

#### English Language

7e1	1	7e2	7e3	1	1	7e4	7e5	7e6	7e7	1	7e8	7e9	7e10
7e11		7e12	7e13			7e14	7e15	7e16	7e17		7e18	7e19	7e20
7e21		7e22	7e23			7e24	7e25	7e26	7e27		7e28	7e29	7e30
7e31		7e32	7e33	1		7e34	1	1	7e35		7e36	7e37	7e38
7e41		7e42	7e43			7e44	7e45	7e46	7e47		7e48	7e49	7e50
7e51		7e52	7e53			7e54	7e55	7e56	7e57		7e58	7e59	7e60
7e61		7e62	7e63			7e64	7e65	7e66	7e67		7e68	7e69	7e70

#### French as a Second Language

7f1	7f2	7f3	7f4	7f5	7f6	7f7	7f8	7f9	7f10
7f11	7f12	7f13	7f14	7f15	7f16	7f17			

#### Mathematics

7m1	7m2	7m3	7m4	7m5	7m6	7m7	7m8	7m9	7m10
7m11	7m12	7m13	7m14	7m15	7m16	7m17	7m18	7m19	7m20
7m21	7m22	7m23	7m24	7m25	7m26	7m27	7m28	7m29	7m30
7m31	7m32	7m33	7m34	7m35	7m36	7m37	7m38	7m39	7m40
7m41	7m42	7m43	7m44	7m45	7m46	7m47	7m48	7m49	7m50
7m51	7m52	7m53	7m54	7m55	7m56	7m57	7m58	7m59	7m60
7m61	7m62	7m63	7m64	7m65	7m66	7m67	7m68	7m69	7m70
7m71	7m72	7m73	7m74	7m75	7m76	7m77	7m78	7m79	7m80
7m81	7m82	7m83	7m84	7m85	7m86	7m87	7m88	7m89	7m90
7m91	7m92	7m93	7m94	7m95	7m96	7m97	7m98	7m99	7m100
7m101	7m102	7m103	7m104	7m105	7m106	7m107	7m108	7m109	

#### Science and Technology

7s1	7s2	7s3	7s4	7s5	7s6	7s7	7s8	7s9	7s10
7s11	7s12	7s13	7s14	7s15	7s16	7s17	7s18	7s19	7s20
7s21	7s22	7s23	7s24	7s25	7s26	7s27	7s28	7s29	7s30
7s31	7s32	7s33	7s34	7s35	7s36	7s37	7s38	7s39	7s40
7s41	7s42	7s43	7s44	7s45	7s46	7s47	7s48	7s49	7s50
7s51	7s52	7s53	7s54	7s55	7s56	7s57	7s58	7s59	7s60
7s61	7s62	7s63	7s64	7s65	7s66	7s67	7s68	7s69	7s70
7s71	7s72	7s73	7s74	7s75	7s76	7s77	7s78	7s79	7s80
7s81	7s82	7s83	7s84	7s85	7s86	7s87	7s88	7s89	7s90
7s91	7s92	7s93	7s94	7s95	7s96	7s97	7s98	7s99	7s100
7s101	7s102	7s103	7s104	7s105	7s106	7s107	7s108	7s109	7s110
7s111	7s112	7s113	7s114	7s115	7s116	7s117	7s118	7s119	7s120
7s121	7s122	7s123	7s124	7s125	7s126	7s127	7s128	7s129	7s130
7s131									

#### History

7h1	1	1	7h2	2	7h3	2	1	7h4	1	3	7h5	2	2	7h6	3	7h7	1	1	7h8	1	7h9	1	7h10	1
7h11	1	7h12	1	7h13	1	7h14	3	3	7h15	1	2	7h16	1	1	7h17	1	4	7h18	7h19	3	7h20	4		
7h21	1	1	7h22	7h23	7h24	7h25	7h26	7h27	7h28	7h29	7h30													
7h31		7h32	7h33	7h34	7h35	7h36	7h37	7h38	7h39	7h40														
7h41		7h42	7h43	7h44	7h45	7h46	7h47	7h48	7h49	7h50														
7h51		7h52	7h53	7h54	7h55	7h56	7h57																	

#### Geography

7g1	7g2	7g3	7g4	7g5	7g6	7g7	7g8	7g9	7g10
7g11	7g12	7g13	7g14	7g15	7g16	7g17	7g18	7g19	7g20
7g21	7g22	7g23	7g24	7g25	7g26	7g27	7g28	7g29	7g30
7g31	7g32	7g33	7g34	7g35	7g36	7g37	7g38	7g39	7g40
7g41	7g42	7g43	7g44	7g45	7g46	7g47	7g48	7g49	7g50
7g51	7g52	7g53	7g54	7g55	7g56	7g57	7g58	7g59	7g60
7g61	7g62	7g63	7g64						

#### Health & Physical Education

7p1	7p2	7p3	7p4	7p5	7p6	7p7	7p8	7p9	7p10
7p11	7p12	7p13	7p14	7p15	7p16	7p17	7p18	7p19	7p20
7p21	7p22	7p23	7p24	7p25	7p26	7p27	7p28	7p29	7p30
7p31	7p32	7p33	7p34	7p35	7p36	7p37	7p38	7p39	7p40
7p41	7p42								

#### The Arts

7a1	7a2	7a3	7a4	7a5	7a6	7a7	7a8	7a9	7a10
7a11	7a12	7a13	7a14	7a15	7a16	7a17	7a18	7a19	7a20
7a21	7a22	7a23	7a24	7a25	7a26	7a27	7a28	7a29	7a30
7a31	7a32	7a33	7a34	7a35	7a36	7a37	7a38	7a39	7a40
7a41	7a42	7a43	7a44	7a45	7a46	7a47	7a48	7a49	7a50
7a51	7a52	7a53	7a54	7a55	7a56	7a57	7a58	7a59	7a60
7a61	7a62	7a63	7a64	7a65	7a66	7a67	7a68	7a69	7a70
7a71	7a72	7a73	7a74	7a75	7a76	7a77	7a78		



## Settling a New Country

### Aboriginal People/ New France A Unit for Grade 6/7

#### Analysis Of Unit Components

- 10 Subtasks
- 115 Expectations
- 52 Resources
- 77 Strategies & Groupings
- Unique Expectations --
- 10 Language Expectations
- 18 Social Studies Expectations
- 20 History Expectations

#### Resource Types

- 14 Rubrics
- 14 Blackline Masters
- 0 Licensed Software
- 9 Print Resources
- 0 Media Resources
- 13 Websites
- 0 Material Resources
- 1 Equipment / Manipulatives
- 0 Sample Graphics
- 1 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

#### Groupings

- 9 Students Working As A Whole Class
- 4 Students Working In Pairs
- 1 Students Working In Small Groups
- 8 Students Working Individually

#### Assessment Recording Devices

- 1 Anecdotal Record
- 1 Checklist
- 4 Rating Scale
- 7 Rubric

#### Teaching / Learning Strategies

- 1 Advance Organizer
- 1 Anticipation Guide
- 1 Brainstorming
- 1 Buddy System
- 1 Community Involvement
- 2 Demonstration
- 2 Direct Teaching
- 3 Discussion
- 1 Expressing Another Point Of View
- 1 Homework
- 1 Interview
- 2 Map Making
- 1 Note-making
- 2 Open-ended Questions
- 5 Research
- 1 Response Journal
- 1 Retelling
- 2 Writing Process

#### Assessment Strategies

- 1 Classroom Presentation
- 1 Essay
- 1 Exhibition/demonstration
- 5 Performance Task
- 1 Questions And Answers (oral)
- 3 Response Journal
- 1 Self Assessment