

## 21<sup>st</sup> Century Artifact: SOCIAL STUDIES 5

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### SOCIAL STUDIES 5

(taken from Unit 1 Building Canada)



#### Summary:

We were learning about the importance of First Nations peoples to Canada in Social Studies 5. Students learned about the Medicine Wheel, the importance of the Circle to FN history, and how the FN structures their government, among other concepts. After researching, students compared FN peoples' way of structuring their government with Hutterians' government structure, and found them to be quite similar, which was an eye opener for them. Using a retelling strategy, students worked in small groups to find out certain information, and then as a whole group to share their findings. Students then took the information and as a whole group, collaborated to design a poster that could be hung in any classroom in Canada, showing the structure of government of First Nations people.

Demonstrate an understanding of the First Nations system of governance.

**Instructions:**

1. Use the information given on the handouts “Local Government” and “First Nations Government” to fill in the chart.
2. Use what you have learned to identify things that are the same and things that are different between the 3 kinds of local government.

Lightly shade the boxes that are similar blue.

Lightly shade the boxes that are different green.

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

<b>Social Studies</b>	<b>Local Government Urban</b>	<b>Local Government Rural</b>	<b>First Nations Government</b>
<b>Type of community</b>	<b>Cities, towns, villages</b>	<b>Rural Municipalities (R.M.)</b>	<b>First Nation reserve</b>
<b>Head of local government is called...</b>			
<b>Members are called...</b>			
<b>Headquarters is called ...</b>			
<b>Examples of types of services provided</b>			

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<b>Type of community</b>	<i>Cities, towns, villages</i>	<i>Rural Municipalities (R.M.)</i>	<i>First Nation reserve</i>
<b>Head of local government is called.....</b>	Mayor	Reeve	Chief
<b>Members are called...</b>	Councilors	Councilors	Councilors or headman or headwoman
<b>Headquarters is called .....</b>	Town office City hall	RM office	Band office
<b>Examples of types of services provided</b>	Fire protection Streets and roads Water and sewer Parks Libraries Town bylaws about pets, fire pits, garbage, snow removal	Grid roads Gravel Country roads Snow plough Grader patrol	Fire protection Gravel and country roads Water and sewer Snow plough Grader patrol Education Bylaws about animals, garbage, pets Housing

## **Local Government**

## **Student Handout**

Local governments make decisions about the community where you live. Local governments provide services that affect people's daily lives. These services include fire protection, police services, water and sewer, local parks and sports facilities, streets and roads, and libraries.

If you live in a city, town or village, the head of the local government is called the mayor. The members of the local government are called councillors or aldermen. The mayor and councillors together are called the city, town or village council. People who live in the city, town or village vote to elect the mayor and councillors.

In cities, the headquarters of the local government is called city hall. In towns and villages, it is called the town or village office.

Rural areas outside of cities, towns and villages are divided into rural municipalities (RMs). The head of the rural municipality is called the reeve. The members of the local government are called councillors. Together the reeve and councillors are called the municipal council. People who live in the rural municipality vote to elect the reeve and councillors.

The headquarters of a municipal council is called the RM office.

## **First Nations Government**

## **Student handout**

If you are a member of a First Nation, the head of your government is called the chief. The members of First Nations governments are called councillors (or sometimes headmen or headwomen). People who are members of the First Nation vote to elect the chief and council.

The headquarters of a First Nation government is called the band office.

The government of a First Nation is responsible for all aspects of First Nations' life. They oversee housing and education, and other services like fire protection, water and sewer, gravel roads, snow ploughs, road grader patrol, and bylaws about animals, garbage, pets.

First Nations governments also talk with federal and provincial governments about how governments work together.

Sometimes Elders or other people with lots of knowledge advise the chief and council about issues that affect the community.

Demonstrate an understanding of the First Nations system of governance.  
**(a) governance structure.**

**Instructions:**

You have been hired to design a poster to be displayed in classrooms. The poster must show and explain four structures of governance for First Nations people and how the government structures are connected. You are also asked to write a paragraph to explain how this system of government can benefit (can be good for) First Nations people.

Your **poster** should include:

1. pictures (drawn) that show the logo or idea of each structure
2. headings for each structure: Local Band Council, Tribal Council, Federation of Saskatchewan Indian Nations, Assembly of First Nations
3. words that explain the responsibilities and other interesting facts of each structure

The poster should be arranged to show how the structures go from local to provincial to national in level.

**Poster sample:** (order can be reversed)

[Type a quote from the document or the summary of an interesting point.]

First Nations Governance Structure

Local Band supporting details



Tribal Council supporting details



Federation of Saskatchewan Indian Nations



Assembly of First Nations



supporting details

## **Student Information Sheets**

### **First Nations Government**

#### **Local Band Council**

If you are a member of a First Nation, the head of your government is called the chief. The members of First Nations governments are called councillors (or sometimes headmen or headwomen). People who are members of the First Nation vote to elect the chief and council.

The headquarters of a First Nation government is called the band office. It is located on a First Nation reserve land.

The government of a First Nation is responsible for all of its band members. They oversee housing and education, and other services like fire protection, water and sewer, and streets and roads.

First Nations governments also talk with federal and provincial governments about how governments work together.

Sometimes Elders or other people with lots of knowledge advise the chief and council about issues that affect the community.

#### **Tribal Councils**

Tribal councils are made up of bands which join together to provide advice and/or program services to member bands

There are ten Tribal Councils in Saskatchewan. There are Tribal Councils in Yorkton, Saskatoon, Prince Albert, Battleford, Meadow Lake, and Fort Qu'Appelle.

The Tribal Councils help the First Nations in achieving their political, economic, social, educational, health, financial and cultural goals. Tribal Councils are recognized as political units. They help First Nations people based on where they live, their responsibilities and their future goals.

#### **Federation of Saskatchewan Indian Nations**

The Federation of Saskatchewan Indian Nations (FSIN) is the representative body of Saskatchewan's seventy-four First Nations. It is committed to honoring the spirit and intent of the provincial treaties made between the Saskatchewan First Nations and the government of Canada (British crown) in the 1870s.

The FSIN is a complex organization consisting of the Chiefs-in-Assembly, a Senate, an Elders Council, an Executive, an Executive Council, and an Indian Government Commission.



## Assembly of First Nations (AFN)

This is the national governing body for First Nations people. The Assembly of First Nations was founded by a meeting of hundreds of chiefs in Ottawa in 1980. The chiefs declared the assembly the one and only voice of the First Nations in Canada. The AFN replaced the National Indian Brotherhood with a new structure based on the common vote of individual First Nations governments. The chiefs outlined their relationships with Canada and with one another in a manifesto entitled the *Declaration of First Nations*. The AFN's assemblies, held at least once a year, include seats for a chief from each First Nation. There are approximately 630 First Nations in Canada.



This is the logo for the AFN. Look closely at the symbols. Can you find: the medicine wheel, bear claws, a person, an eagle, a sun?

Demonstrate an understanding of the First Nations system of governance.

**b. Compare the traditional processes for selection of leaders in First Nations communities to current practices for selection of leaders in First Nations.**

I can compare how First Nation leaders were selected then and now.

Background information

The chief and council of a First Nation were not always elected as they are today. Traditionally, Saskatchewan's First Nations had hereditary chiefs. Usually the firstborn son of a chief was trained from childhood in the duties and responsibilities of chief. A new chief took office when his father died and was usually middle-aged or even elderly when he assumed the responsibility. Thus, he brought a lot of training and experience to the job.

The *Indian Act* replaced the traditional hereditary system with a system of elections.

First Nations have two options for election processes. They can:

- follow the requirements outlined in the *Indian Act* (2-yr term)
- follow band custom which means developing their own election act. (can be a 3 or 4-yr term)

Some members of a First Nation live on First Nation land (also called a reserve); others live in cities and towns throughout Saskatchewan. All members are eligible to vote at election time. The First Nation sends out letters to all its members telling them about the day and place of the election. Band members need to be 19 years or older to vote or run in an election.

There are between four and twelve councillors (sometimes called headmen and headwomen). The number of councillors is based on the number of band members. The chief and councillors usually serve two- to four-year terms. Candidates for the position of chief and council do not usually connect themselves with a particular political party. They usually run as individuals and respond to the needs and concerns of people on the First Nation.

Social 5

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

BECOMING CHIEF: THEN AND NOW

	THEN	NOW
How one became chief		
Age		
How long one remained chief		
Training, background		

Date:

Grade: 5

Timeline: 6-8 wks

## Step 1 – Looking at the Curriculum

### Big Ideas

What do we want students to really remember?

Canada's diverse First Nations heritage, the evolution of the Métis, and the diversity of those who have come to Canada from elsewhere in the world, have contributed to the evolution of Canada as a multicultural nation.

### Goals

<u>Interactions and Interdependence (IN)</u>	<u>Dynamic Relationships (D)</u>	<u>Power and Authority</u>	<u>Resources and Wealth</u>
<ul style="list-style-type: none"><li>examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN)</li></ul>	<ul style="list-style-type: none"><li>analyse the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR)</li></ul>	<ul style="list-style-type: none"><li>investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA)</li></ul>	<ul style="list-style-type: none"><li>examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment (RW).</li></ul>

### Social Studies Themes K-9

Grade Five – Canada – Unit 1 Building Canada  
(to be integrated with ELA 5 “Exploring Heritage” unit)

### Outcomes/Indicators

Unpacking the Outcomes/Indicators: Circle the verbs (skills), underline the nouns (knowledge)

IN5.1 **Demonstrate** an understanding of the Aboriginal heritage of Canada. (a,b,c,d,e,f)

IN5.2 **Analyze** the evolution of Canada as a multicultural nation. (a,b,c,d,f,g,h,i)

### Understandings

What the students will come to understand as a result of learning.

Students will understand that...

Canada has a diverse First Nations heritage.

The evolution of the Métis, and the diversity of those who have come to Canada from elsewhere in the world, is a very important part of how Canada came to be the nation it is today.

Canada has a multicultural heritage and unique experiences resulting from intercultural contact of First Nations, British, and French populations.

### Essential Questions

Questions for deeper understanding that promote deep thinking about what is learned in the unit.

What is the significance of Canada's multicultural make up?  
How does learning about our past help us understand the present?  
Why are First Nation, Inuit and Metis peoples important to Canada's makeup?  
What has motivated people to come to Canada over time?  
How has Canada's population changed over time?  
How have Canadian policies affected people through time?

<p><b><u>Students need to know:</u></b></p> <p>The <b>essential knowledge</b> students need in order to demonstrate their understanding of the outcomes. This is what you <u>underlined</u> in the outcome/indicators.</p>	<p><b><u>Students need to be able to do:</u></b></p> <p>What the students should <b>be able to do</b> in order to achieve the outcome. This should reference the indicators. This is what you <u>circled</u> in the outcome/indicators.</p>
<p>How to locate things on maps.</p> <p>First Nations and Inuit communities lived similarly and differently, prior to contact.</p> <p>There are important First Nations and Inuit events and leaders in Canadian history.</p> <p>First Nations people came in contact with both the French and English Europeans.</p> <p>The Metis people evolved to be an important culture in Canada.</p> <p>First Nations and Inuit peoples relate with the natural environment and connect with their spirituality.</p> <p>Demographics have changed over time.</p> <p>Trends create challenges in Canada's demographic.</p> <p>Refugees and immigrants are two different groups of people.</p> <p>Immigration policies and practices have changed since the 19<sup>th</sup> C.</p> <p>There are many organizations in Canada that advocate for Canada's many cultures.</p> <p>Names of places in Canada have historical origins and reasons for the naming.</p> <p>Immigrants to Canada come from many different countries, which have changed from the 19<sup>th</sup> C to the 21<sup>st</sup> C.</p> <p>How to graph information.</p> <p>The Canadian government has not always treated different groups of immigrants well.</p>	<p>On a map locate traditional First Nations and Inuit habitation areas, prior to European arrival.</p> <p>Research similarities and differences in ways of life among First Nations &amp; Inuit communities prior to European arrival.</p> <p>Investigate the important events and leaders prior to and during the period of initial contact with Europeans.</p> <p>Assess the initial contact of First Nations people with Europeans.</p> <p>Trace the evolution of Metis people.</p> <p>Paraphrase a traditional narrative about origins of First Nations and Inuit peoples, the relationship with the natural environment, and connections between spirituality and the natural environment.</p> <p>Describe Canada's historical and current demographics.</p> <p>Identify trends and challenges in those demographics.</p> <p>Differentiate between refugees and immigrants.</p> <p>Explain what motivates newcomers to Canada.</p> <p>Undertake an inquiry which compares the immigration policies and practices of the 19<sup>th</sup> C to those of current era.</p> <p>Identify the goals of various ethnic and cultural advocacy organizations in Canada.</p> <p>Identify the historic origins of place names in Canada.</p> <p>Display graphically the country of origin of immigrants to Canada in the 19<sup>th</sup> and 21<sup>st</sup> C.</p>

Vocabulary: culture, Indigenous Peoples, artifact, archaeologist, oral tradition, spirituality, confederacy, constitution, natural resource, rights, provisional, bill, multicultural, mineral, immigrant, refugee, population, census, demographics, trend, urban, rural, baby boomers, economy	Examine the Canadian government's treatment of various groups of immigrants to Canada in 19 <sup>th</sup> and early 20 <sup>th</sup> C. (Chinese, Japanese)
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## Step Two – Assessment of Student Learning

<u>Pre- Assessment Plan</u>	<u>Formative Assessment</u>	<u>Summative Assessment</u>
Tools to find out how much the students know before we start.	Multiple sources of evidence in which students demonstrate their understanding on a daily basis. This is the <b>practice</b> for the big game.	This is <b>game day</b> where the students demonstrate what they know and are able to do in relation to the outcome. It is a <b>snapshot</b> in time, used for reporting purposes.
<p>Students will list all they know about Canada on a KWL chart.</p> <p>Anthem – use sentence strips of “O Canada” and put them in the right order.</p>	<p>Assigned text questions (Key Ideas and Critical Thinking) where answers are kept in a journal (IN5.1c,d,f)</p> <p><b>Collaborate with students - rubric to assess the Journal – Gr 5s and Gr 6-8</b></p> <p>Different types of Maps of Canada – labelling (IN5.1a)</p> <p><b>Collaborate with students – rubric to assess mapping skills</b></p> <p>Compare/contrast chart - Inuit and First Nation ways of life (IN5.1b)</p> <p>Timeline to show important events of history of Metis people (IN5.1e)</p> <p><b>Collaborate with students - rubric for Poster</b></p> <p>Past and Recent Times – compare where people came from and where they settled (IN5.2 c,d,e,h,i) Population trends</p> <p>Quizzes</p> <p>Graphic organizers to compare/contrast, outline for research paper, timeline,</p>	<p>Teacher made test using Bloom's Taxonomy (IN5.1)</p> <p>Research Paper – How did Hutterites end up in Canada? (IN5.2)</p> <p>Poster showing Canada as a multicultural nation. (IN5.2) DI</p>

## Step Three – Planning

Your lesson/unit plans should guide how you teach the material. They should include **strategies**, **activities**, **resources**, and opportunities for **differentiation** that would allow **all** students to achieve the outcomes.

Include plans for **combining grades** for instructional purposes.

Open with KWL chart

Label map of Canada IN5.1a

From text, Compare/contrast way of life of Inuit and First Nation peoples IN5.1b

Contrast First Nation people's life then to now - government

Pearson Social Studies 5 Text questions, Stop & Discuss (enter in ongoing journal) and Thinking Critically (enter in Journal) IN5.1c,d,f

Timeline – Immigration Policies then and now IN5.1e

Population Trends and Challenges (graphs) IN5.2a,b

Websites:

[http://www.canadiangeographic.ca/mapping/historical\\_maps/Default.asp](http://www.canadiangeographic.ca/mapping/historical_maps/Default.asp)

<http://www.craigmarlatt.com/canada/index.html#home>

[http://www.sheppardsoftware.com/Canadian\\_Geography.htm](http://www.sheppardsoftware.com/Canadian_Geography.htm)

<http://www.cic.gc.ca/english/resources/publications/discover/index.asp>

<http://passagestocanada.com/>

<http://firstpeoplesofcanada.com/index.html>

<http://www.canadashistory.ca/>

<http://www.cbc.ca/history/EPISCONTENTSE1EP10CH4PA4LE.html>

<http://www.cic.gc.ca/english/resources/publications/legacy/chap-4a.asp>

<http://www.nrcan.gc.ca/earth-sciences/geography-boundary/geographical-name/geoname-origins/5913>

<http://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999>

<http://www.sicc.sk.ca>

### **Resources**

Pearson Saskatchewan  
Social Studies 5

SWSD Social Studies wiki

Blank maps of Canada

Various handouts from  
websites

### **DI Strategies**

SWSD multi-grade wiki  
-shorten assignments  
-lower end questions based  
on Bloom's Taxonomy on  
quizzes and tests  
-one on one with teacher  
-re-read text and highlight  
important concepts/ideas  
-hand out sheet with vocab  
and definitions  
-pair older students with  
younger students

## Step Four – Thinking Back ...

How did my plan transfer to practice? Did my unit meet the needs of the students? Were the students engaged in the learning? Did the students achieve the outcomes? Did things go as planned? What do I need to change for next time?  
Suggestions for future planning.