

■ GRADE 3: SOCIAL STUDIES

FIRST NATIONS & INUIT TECHNOLOGIES

Purpose: For students to learn about early First Nations, Métis and Inuit inventions and discoveries before, or during, the time of European settlement. Students will research one of these inventions, discovering how and why it was discovered. Later, students will compare the original invention to the way it is used today.

Estimated time: 60 minutes

Resources included:

- Blackline master

Activity:

1. Begin by telling students that First Nations and Inuit People inhabited Canada long before European settlers came to this land. At this time, the First Nations and Inuit People lived off the land and were able to use the environment to survive and satisfy their needs.
2. Encourage students to formulate educated guesses around the ways First Nations and Inuit People survived on the land before it looked as it does today. Encourage them to think about: food, water, clothing, medicine, transportation and shelter. Write suggestions on the board.
3. Explain to students that, over time, First Nations and Inuit People discovered and invented various technologies to help them meet their basic human needs.
4. Distribute the blackline master to each student in the classroom.
5. Ask students to view this chart, learning about the different inventions.
6. Discuss this chart as a class by asking the following suggested questions:
 - Why do you think each technology was invented?
 - What are the different uses of each technology?
 - What materials were used to create each piece of technology?
 - Before this activity, were you aware these technologies were invented by Canadian First Nations and Inuit People?
7. Ask students to select one technological invention on the blackline master and draw a diagram of the object, labeling the different materials (e.g.: birch bark, red cedar, etc.) used to make it.
8. Distribute blank paper and allow students to begin.
9. When drawings are complete, explain to students that these technologies had a great impact on European settlers when they arrived on the land. Ask students to describe how they think these technologies helped European settlers. Write suggestions on the board.
10. Following this discussion, ask students to write a paragraph about their selected technology. In this paragraph they must describe their chosen technology explaining how it works, what it was made of and how it was used by First Nations and Inuit People. They must then reflect on how this technology helped European settlers when they came to Canada.
11. When paragraphs are complete, discuss how these technologies are used today.
12. Ask students to go home that night and find an example (e.g.: picture, article etc.) of one of the technologies on the blackline master. This example should show how the technology looks today and how it is being used. Students will present this item in the next class.

BLACKLINE MASTER

<p style="text-align: center;">DARTS</p> <p>Purpose: a recreational game. Appearance: it began as a lawn game. The darts consisted of de-kernelled, shucked green corn with feathers attached to the ends. These darts were thrown at targets placed on the ground.</p>	<p style="text-align: center;">UPSET STOMACH REMEDIES</p> <p>Purpose: to cure stomach aches, dysentery, cholera and diarrhea. Appearance: this was either done by eating blackberries or drinking their juice or it was made into a tea made with the entire blackberry plant.</p>	<p style="text-align: center;">PAIN RELIEF</p> <p>Purpose: to cure aches and pains. Appearance: found in an acid in willow trees which is the most commonly used ingredient in pain relievers today.</p>
<p style="text-align: center;">CANOEES</p> <p>Purpose: to allow travel over waterways. Appearance: these small boats were originally made of bark, red cedar or cottonwood.</p>	<p style="text-align: center;">CHEWING GUM</p> <p>Purpose: chewed for pleasure and taste. Appearance: collected from spruce trees and combined with sugar.</p>	<p style="text-align: center;">LACROSSE</p> <p>Purpose: played to resolve conflicts, heal the sick, develop strong, virile men and prepare for war. Appearance: a ball and stick game where the ball is thrown into a target using the stick.</p>
<p style="text-align: center;">SNOWSHOES</p> <p>Purpose: to allow for travel over snow. Appearance: a wide, flat shoe made from materials such as spruce and rawhide thongs.</p>	<p style="text-align: center;">COUGH SYRUP</p> <p>Purpose: to cure common coughs and colds. Appearance: consisted of unique combinations of wild plants such as the balsam from pine trees, maple syrup and honey.</p>	<p style="text-align: center;">SNOW GOGGLES</p> <p>Purpose: to prevent snow glare. Appearance: made from materials such as bone, antler and ivory.</p>
<p style="text-align: center;">CURE FOR SCURVY</p> <p>Purpose: to cure scurvy. Appearance: the bark and needles of an evergreen tree were boiled to make a vitamin C-rich tonic that sufferers drank.</p>	<p style="text-align: center;">PETROLEUM JELLY</p> <p>Purpose: used to moisten and protect animal and human skin and stimulate healing. Appearance: combined olefin hydrocarbons and methane.</p>	<p style="text-align: center;">TOBOGGAN</p> <p>Purpose: to haul game out of the woods, to move camp and to travel. Appearance: created out of bark, trees or whale bone and often covered with animal skin.</p>
<p style="text-align: center;">SUNFLOWERS SEEDS</p> <p>Purpose: the seeds of sunflowers were an important source of nutrition. Appearance: basic sunflower seeds.</p>	<p style="text-align: center;">CORN</p> <p>Purpose: for food and nutrition. Appearance: similar to today's cobs of corn; though kernels came in a variety of colours.</p>	<p style="text-align: center;">KAYAKS</p> <p>Purpose: these small boats were used to travel, fish and to hunt sea animals. Appearance: constructed from stitched seal or other animal skins, stretched over a wooden frame.</p>
<p style="text-align: center;">PARKA</p> <p>Purpose: to keep warm in cold weather. Appearance: the traditional parka always had a hood and was made of either sealskin or caribou hide.</p>	<p style="text-align: center;">TIPI AND OTHER HOUSING</p> <p>Purpose: needed sturdy dwellings that could stand up against the severe weather. Appearance: took on different appearances based on geographical location and climate.</p>	<p style="text-align: center;">Moccasins</p> <p>Purpose: used as shoes and to keep the feet warm in winter climates. Appearance: made with animal skin and fur.</p>