

■ **GRADE 1-3: SOCIAL STUDIES**

EARLY FIRST NATIONS AND INUIT REGIONS FLIPBOOK

Purpose: Students will learn about what life was like for different First Nations and Inuit people prior to European contact: where they lived in the diverse geographical regions of what is now Canada and how they responded to their natural environment. Students will use mapping activities to compare and contrast the lives of early First Nations people to their own lives in present-day Canada.

Estimated time: 80 minutes

Resources required:

- Blank paper
- Coloured markers, pencil crayons or crayons
- Large construction paper (24x36)
- Scissors
- Glue

Resources included:

- Copies of blackline masters 1, 2 and 3

Activity:

1. Have your students create a map of their neighbourhood or town. Guide their mapping with the following questions:
 - a. What buildings or features are in the community? (e.g., houses, schools, churches, shops, libraries, parks, beaches, playgrounds, etc.)
 - b. What did you do on the weekend? How did you start your day? What did you do? Did you go anywhere?
 - c. What kind of resources did you use?
 - d. Did you go to a park? Did you go for a bike ride? Did your parents take you grocery shopping?
 - e. How does the environment shape what you do?
2. Provide the historical, cultural and geographic context for the different early First Nations people and the natural environments they inhabited. Remember, within each major group, many different nations lived in the same geographic region.
 - a. The people in the **Eastern Woodlands** region hunted deer and other game in the rolling hills and valleys of birch, elm and maple trees. In the southern parts of the region they grew corn, beans and squash. The people of the Eastern Woodlands lived in longhouses that could hold up to 100 people.
 - b. In the rolling hills and grasslands of the Prairies, the people of the **Plains** region lived in teepees and were farmers and hunters. Massive herds of bison and buffalo roamed the plains.
 - c. People on the **Pacific Coast**, living in the mountains with access to the ocean, enjoyed an abundance of salmon

- and shellfish and used gigantic red cedars for building large, ornately decorated plank houses.
- d. **Plateau** geography ranged from semi-desert conditions in the south to high mountains and dense forest in the north. Like the people on the Pacific Coast, people living on the Plateau could rely on hunting and fishing. Some lived in pit houses, partly dug into the ground.
 - e. The people of the **Subarctic** region lived in a harsh environment consisting of dark forests, barren lands and swamps. They followed the migration of elk, deer and rabbits for hunting. Some lived in teepees, while others built wigwams made of birch bark.
 - f. In the northernmost region, the people in the **Arctic** built igloos for homes and lived on fish, caribou and muskoxen. Much of this region is made up of islands where the ground can remain frozen all year round.

3. On blackline master 1, have students colour each region a different colour on the map.
4. Using blackline master 2, have students write 1 to 2 complete sentences describing each of the following: environment (what the people adapted to), resources (what they used), homes (what they are called or what they used to make them) and food (how they got food or what they ate) in the information boxes for the First Nations and Inuit people that lived in each region.

Then have students colour the small circle in each information box so the region colour matches the description colour. For example, if the Plateau region is green, the small circle in the Plateau information box is green.

5. On blackline master 3, instruct students to draw a picture that they believe represents each region in the blank picture boxes. Have them label the picture, colour in the coordinating circle and write a caption for why they drew the picture.
6. Distribute one sheet of construction paper to each student.
 - a. Laying the paper horizontally, fold the paper in half like a book.
 - b. Open the paper, then take the outside edges and fold them to the middle line.
 - c. Cut out the region map. Open the flaps and glue the map in the centre of the paper.
 - d. Cut out the picture boxes and glue each one on the outside of the flaps.
 - e. Cut out the information boxes and glue them on the inside flaps.

7. Bring the class together for a discussion. Ask students the following questions:
 - a. How did the physical location in each region affect people's access to food?
 - b. How did it affect shelter?
 - c. What challenges did each group face in each region?
8. Have your students compare and contrast their neighbourhood maps to their First Nations maps. Ask students: In what ways are our lives similar to and different from the lives of the early First Nations and Inuit people?

■ ADDITIONAL RESOURCES

In addition to the lesson plan, share these resources with your students:

- Aboriginal Studies: library.queensu.ca/research/guide/aboriginal-studies
- First Nations, Métis, and Inuit Curriculum Collection: www.uleth.ca/education/resources/fnmi-collection
- Gateway to Aboriginal Heritage: www.civilization.ca/cmc/exhibitions/tresors/ethno/index_e.shtml

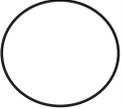
BLACKLINE MASTER 1
EARLY FIRST NATIONS AND INUIT REGIONS

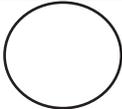
Colour each region a different colour on the map.



BLACKLINE MASTER 2
EARLY FIRST NATIONS AND INUIT REGIONS

Fill in the following boxes for each First Nation or Inuit region.

Region:	
Environment:	
Resources:	
Homes:	
Food:	

Region:	
Environment:	
Resources:	
Homes:	
Food:	

