OVERVIEW
Aboriginal Cultures, Exploration, and Contact

Areas of study:
- Aboriginal Cultures
- Exploring Canada & European exploration and technology
- Early Contact between Aboriginal and European peoples

Skills and Processes of Social Studies to be developed:
- Applying critical thinking skills (e.g., comparing, imagining, inferring, identifying patterns and summarizing)
- Developing mapping and timeline skills
- Learning how to gather information from a variety of sources
- Improving presentation skills
- Identifying and exploring alternative perspectives on issues
- Refining strategies to address a problem or issue

Click [here](#) for the Skills and Processes Learning Outcomes details and ideas for covering Outcomes.
UNITs

Aboriginal Cultures:
- Aboriginal cultural characteristics
- Technologies used by Aboriginal peoples
- Aboriginals’ unique relationship to the land
- Mapping Aboriginal groups in Canada
- Noting significance of place names in Canada

Click [here](#) for Learning Outcome details and learning ideas for questions and activities.

Exploring Canada, European Exploration & Technology
- Early European exploration of BC and Canada
- Mapping the world’s hemispheres, continents, and oceans
- Mapping early exploration routes to Canada
- Technology used in exploration, such as transportation, navigation, and food preservation

Click [here](#) for Learning Outcomes details and ideas for questions and activities

Early Contact:
- Effects of early contact between Aboriginal societies and European explorers and settlers
- Comparing the governing structure of Aboriginal peoples and early European settlements in Canada
- Impact of Canadian governance on Aboriginal peoples
- Technological exchanges
- Bartering and monetary exchanges between the explorers/settlers and Aboriginal peoples

Click [here](#) for Learning Outcomes details and ideas for questions and activities
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Learning Outcome Descriptions, Suggested Questions, Activities, & Resources
SKILLS & PROCESSES OF SOCIAL STUDIES

Apply Critical Thinking Skills (comparing, imagining, inferring, identifying patterns, summarizing) to selected problems or issues

Details:
- Compare information and viewpoints about a selected problem or issue
- Identify patterns in information, and use those patterns to draw inferences
- Summarize information and opinions about a selected problem or issue.

Questions and activities to explore:
- Provide a variety of pictures and/or models of Aboriginal technologies, including everyday tools, weapons, and trade goods (e.g., travois, hide scraper, adze, weir, spear, rack for drying fish, etc.)
  - Brainstorm what these tools and weapons might have been used for. Ask your student to focus on:
    - The purpose of the tool
    - What the tools were made from
    - Why those materials were chosen
    - How and by whom the tools were used
    - Whether the tools are decorated or embellished in any way and, if so, the significance of those embellishments

A great place to find images for this activity would be here.
• Make a chart like the one below. Define the following words: problem, issue, inquiry and write the definition into the chart. Think of different assignments you have done or things at home that would fall under each definition. Leave a few rows empty under ‘topic’ so you can add in some new ones. Choose one of the problems or issues and create (written, drawn, acted out, etc.) a plan to solve it. Also, if possible, identify other perspectives for the problem or issue.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Clarify – details, reasons, solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science: Assignment on butterflies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem: define</td>
</tr>
<tr>
<td></td>
<td>Issue: define</td>
</tr>
<tr>
<td></td>
<td>Inquiry: define</td>
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<tr>
<td>I wanted orange juice at breakfast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem: we ran and need to buy more – will wait and buy some at grocery store</td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Resources:**
There are several apps for iPads such as Mindnode or Simplemind to use for choosing a problem and brainstorming a solution.
Gather information from a variety of sources

Details:
- Explore and communicate the importance of using more than one source of information (e.g., differing points of view, currency of information, level of detail, and reliability)
- Apply a variety of strategies for information gathering, such as headings, directories, and internet searches, and note taking and strategies for note taking, and organizing information
- Distinguish and collect information from primary and secondary writing resources
- A primary source is an original document (e.g., diaries, speeches, manuscripts, letters, interview, news film footage, autobiographies or official record) creative work (e.g., poetry, drama, novels, music or art) or artefact (e.g., pottery, furniture, clothing or building.)
- A secondary source interprets or analyzes a primary source (e.g., textbooks or encyclopaedias.) Students at this age will be learning how to construct a simple bibliography.

Questions and activities to explore:
- Pick one topic and see how many different sources you can find that tell you something about it. Try to find different types of sources too (e.g., books, magazines, internet, videos, audio recordings, primary documents, secondary documents, etc.) Rate each source as not good, good, better, best for how much it told you about your topic. What made each source easy or not easy to use?
- Using a table, list resources used to address a problem or issue. Assess and then note the point of view, date written, level of detail, and credibility/reliability.

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of view</td>
</tr>
<tr>
<td>Date written</td>
</tr>
<tr>
<td>Level of detail</td>
</tr>
<tr>
<td>Reliability/credibility</td>
</tr>
<tr>
<td>Primary or Secondary Source</td>
</tr>
</tbody>
</table>

- Create a simple bibliography citing the resources you used to research a problem or issue. Bib me might be a great service to use here. You can create a bibliography by inserting links.
Identify alternative perspectives on a selected event or issue

Details:

- Begin to analyze information by identifying when interpretations of history differ.
- Identify worldview, comparing worldview to Biblical view.
- Identify and discuss differing points of view on a selected historical event or issue. Is the piece written from the Aboriginal or European perspective of a first contact meeting, a trade exchange, or residential school?

Suggested Resources:

Discovery Education Videos:

- CG Kids - Iqaluit
- There’s no Food Like My Food series (26 videos total - go to More In Series tab)

Questions and activities to explore:

- Find two books that present the same story in different ways (fiction: the three little pigs from the pig’s perspective and the wolf’s perspective, or non-fiction: George Vancouver discovers the future site of Vancouver). Identify each author’s point of view and how they are similar and different. Why would there be different ways of presenting the same thing? Is one wrong and the other right? Why or why not? This site has some good information and practice ideas on point of view.
- What are the spiritual beliefs of Aboriginal people? How are they similar and different from Christian beliefs? Present both sides in a diagram of your choice. This site might be of some help – It presents four different philosophies of First Nations in Canada.
- Research information about the first contact Europeans had with the Aboriginal people of Canada. Identify what each group thought of the other. Present both sides. How did the differences between these two cultures lead to conflict? How was the contact peaceful? Canada’s First People’s site might be able to help you with information.
- Pick an issue facing people in your town, in British Columbia, or in Canada, and describe what the issue is. Identify at least two sides to the issue and present information for both points of view. Here is a link to many BC newspapers that might be able to help you find articles of current events.

Create a presentation on a selected historical event or topic

Details:

- Organize information on a problem or issue in preparation for a presentation.
- Select a presentation form (e.g., debate, diorama, dance, drama, or multimedia presentation such as a PowerPoint, video, or poster.)
- Produce presentation for family, teacher, and/or peers.
Questions and activities to explore:
  • Create and perform a presentation. Suggested forms of presentations include: debate, written report, picture journal, posters, three-dimensional diorama, PowerPoint, typed, chart, oral report, play. When putting your presentation together, make sure you have one main topic you are researching and your details describe only the one topic. You may even want to suggest using a Prezi or a Glogster for your presentation.

Formulate strategies to address problems or issues
Details:
  • Identify and clarify problems or issues that are local, national, and/or global in focus (e.g., natural disasters, endangered species, poverty, diseases.) [Here is a link] to many Canadian and World newspapers that might be able to help you find articles of current events.
  • Compare two or more perspectives on a problem or issue and create a plan of action to address a chosen problem or issue.

Questions and activities to explore:
  • Look up the word ‘problem’ in a dictionary (paper or electronic) and write out the definition. What is a problem you or someone else needs to solve? Brainstorm ideas using a word web (see examples below) to figure out possible solutions and how to put them in place. Present the problem, solution, and how to apply the solution.

  • When we are faced with a problem, what would God like us to do?
  • Identify and clarify a problem or issue that is local, national, and/or global in focus. Note different perspectives on the problem. Using a graphic organizer, brainstorm strategies to solve the problem or issue. Prioritize your suggestions from best choice to least preferable solution. [Here is a link] to many Canadian and World newspapers that might be able to help you find articles of current events.
Use maps and timelines to gather and present information

Details:

- Use grids, scales, and legends on maps and timelines to interpret or represent specific information.
- Translate information from maps to other forms of communication and vice versa (e.g., write a paragraph describing what they see in a map; create a map based on image or oral description.)
- Create a timeline to represent information in chronological sequence.

Suggested Resources:

Discovery Education Videos:

- Understanding Maps - Key to Everywhere
- Maps and Globes: Globes and Their Uses
- Maps - Types, Symbols and Terms

Questions and activities to explore:

- Create an annotated timeline showing the chronological arrivals of explorers over time. Include the most significant European explorers and the dates of their visits. Here is a simple timeline maker. Read Write Think has a great timeline maker in which you can add as much detail as you would like.
- Label a map of Canada identifying the significant European explorers, routes taken and landing sites. Here is a free outline map of Canada.
- Create a timeline for your own life. Show the different things you have done and when they occurred. Here is a simple timeline maker. This one is much more interactive and visual.
- Using an outline map label the locations of Aboriginal groups in Canada. Here is a free map of Canada.
- Using an outline map label the world’s hemispheres, continents, and oceans. Here are a variety of world maps for your use.
- Use reading material from texts or web sites to show who and when various explorers arrived in what is now Canada. Compare the exploration dates and countries of origin of each explorer. Groups of people who live in Canada today were not always present in Canada in the past.

Enchanted Learning is a great place to learn about Canada’s Explorers. (For enrolled HCOS students, please contact your teacher for the username and password to access this HCOS subscription resource.) Another great site is All About Explorers. The book by Kid’s Can Press called The Kids’ Book of Canadian Exploration is a great way to study explorers. There are notebooking pages that go with this book here and here.
ABORIGINAL CULTURES UNIT

Identity, Society, and Culture

Distinguish characteristics of various Aboriginal cultures

Details:
- Identify characteristics of various Aboriginal cultures in Canada.
- Gain awareness of the appropriate terminology used to describe Aboriginal cultures and people (e.g., First Nations, Métis, Inuit, band, and clan, elder, chief.)
- Describe and compare the characteristics of two or more Aboriginal cultures in BC (e.g., coastal and interior) and two or more in Canada (e.g., plains, Inuit, Athabascan, Iroquoian, eastern woodlands, Métis.)
- Examine different Aboriginal art forms (e.g., masks, paintings, carvings, baskets, textiles, dances, stories) and explain the significance of the symbols in specific Aboriginal cultures (e.g., as represented in totem poles, masks, blankets and dwellings.)

Suggested Resources:

Discovery Education Videos:
- CG Kids - Iqaliut
- CG Kids - Toronto, When Past Meets Present
- CG Kids - Ottawa, Ontario

Questions and activities to explore:
- Select two or more Aboriginal cultures in BC and, using the components of their culture (e.g., daily life, belief systems, art, language, and hierarchy) gather information on the cultures from texts, web sites, and interviews with local Aboriginal persons where appropriate. Organize and present your information in a multimedia report. Wikipedia could be of help to you in your research.
- Invite a local Aboriginal person to share how the oral tradition of his or her people pass down the lessons and values of their culture through stories, songs and dance.
- Model a way in which Aboriginal peoples preserve identity and culture (e.g., oral tradition or teaching of elders.)
- Research and describe Aboriginal stories that are similar in nature to Biblical stories of the flood. This page might help you in your research.
- Read, view or listen to Aboriginal legends (e.g., Why We Have Day and Night, How Raven Freed the Moon, How the Loon Lost Her Voice.) Select a legend, and then create a three-dimensional papier-mâché model mask of one of the characters from their legend. Masks should reflect the traditional art style of the particular Aboriginal group (e.g., colours, symmetry, geometric and free-form design elements.) As an extension, research and create other related representations, such as button blankets, bentwood boxes, or totem poles.
You may want to find a copy of Mira Bartok’s books on Northwest Coast Indian Stencils and her Stencil books from other First Nations Tribes. These books are filled with projects including many of those described above. Mira Bartok Stencils

- Take students on a field trip to the local Big House, Long House, Pit House, or museum to view a variety of Aboriginal cultural art forms and artefacts.
- How did the Aboriginal people meet their daily needs at the time when Europeans were exploring North America?

There are two resources that would work well for all of your research on the First Nations peoples. One would be the Kids Can Press book The Kids’ Book of Aboriginal Peoples in Canada. The other would be Robert Livesey’s book Native Peoples. An excellent novel to read would be Indian Captive by Lois Lenski. This site will give you many reviews of this book to look at.

- For your town, one you have been to, or one you know about in Canada, what are some of the things you have seen that show the influence of Aboriginal culture? (e.g., totem poles, masks, blankets, carvings, dwellings)
- Choose an Aboriginal form of art and create a piece of work. Choose from: masks, paintings, carvings, baskets, textiles, dances, and stories. Describe how the artwork represents their culture.

Enchanted Learning has some project ideas for First Nations. (For enrolled HCOS students, please contact your teacher for the username and password to access this HCOS subscription resource.) This site also has ideas. This site has some free materials and some paid. This site also has a few ideas.

- Create a collage of Aboriginal pieces on a poster board. This site has a wide range of First Nations’ graphics for educational use (you may have to scroll though a bit). This site has images that you can use.
- Create a table comparing the characteristics of a selected Aboriginal culture with another selected culture represented in Canada.
- What are the ways Aboriginal people share and pass on their culture? How do their stories combine nature and the supernatural?
Economy & Technology
Describe technologies used by Aboriginal cultures

Details:
- Identify and give examples of the ways in which Aboriginal technologies were used to meet needs and wants in Aboriginal cultures, including those used for food acquisition and preparation, shelter, clothing, and transportation (e.g., travois, hide scraper, adze, weir.)

Suggested Resources:
Discovery Education Videos:
- Exploring the World - The Viking Explorers
- Early Explorers - Age of Discovery
- Exploring the World - The Age of Exploration Begins
- Exploring the World - Christopher Columbus and the New World

Questions and activities to explore:
- Create a model of one of the Aboriginal technologies or art forms that interest them and describe its function or how it was used (e.g., a halibut hook, chisel, adze, button blanket, cedar hat and cape, a Pit House.) This book would be a great addition to any of the hands-on activities that you choose to do.
- Examine pictures demonstrating life in an Aboriginal village, showing hunting and gathering, and travel practices and navigation. Describe and explain how the technology items in the pictures were used to help them.
- Technologies that are used today.

Human and Physical Environment
Location of Aboriginal groups in Canada

Details:
- Locate on a map of BC and Canada the traditional territories of Aboriginal groups studied.

Questions and activities to explore:
- How many Aboriginal groups are there in Canada? How many were there when the Europeans arrived? Did this number change? Why? This site has maps of First Nations peoples in Canada. This site also has a variety of maps.
- Locate and label on an outline map the traditional territories of selected Aboriginal groups in Canada and draw the travel routes of European explorers who had contact with these Aboriginal groups.
- What are the names of the Aboriginal band(s) in your area? Collect information and present the history of this/these band(s). This site has an interactive map with current First Nations’ information.
Describe Aboriginal peoples’ relationship with the land

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

Suggested Resources:
Discovery Education Videos:
- Exploring the World - The Viking Explorers
- Early Explorers - Age of Discovery
- Exploring the World - The Age of Exploration Begins
- Exploring the World - Christopher Columbus and the New World
- Understanding Economics
- Economics: The Production, Distribution and Consumption of Goods and Services: Money

Questions and activities to explore:
- Research two Aboriginal cultures and their physical environments (e.g., the Inuit and the Nootka.) Focus upon a critical question during your research such as: Which animal is more important for Nootka survival, the whale or the salmon? Which type of land transportation is more effective in the Arctic, the dog team or the snowmobile? Organize your research information in chart form using the headings Geography, Food, Shelter, Transportation, and Art. Create maps of the environments using simple grids, scales, and legends. Use a Venn diagram to debrief by asking how these cultures are similar and different. Here is a Venn diagram printable. Here is an “Organize the Facts” worksheet to help with your research.
- Draw a diagram demonstrating selected Aboriginal methods of harvesting fish, animal or forest resources (e.g., hand logging, single plank removal, subsistence hunting and gathering, trapping, spear fishing and dip-net fishing.) If you scroll down on this site, you can see a variety of tools that the First Nations people used for various hunting methods. You could also use these images for any of your projects.
- Create a chart comparing two or more resource harvesting methods in terms of characteristics such as efficiency, safety, and sustainability.
- Create a diagram representing the seasonal cycle of activities in a selected Aboriginal group. This printable would help you with this.
- Read stories by Aboriginal authors or legends that describe the Aboriginal peoples’ relationship with their environment: the land, water, plants and animals (e.g., The Elders are Watching.) You may want to consider some of the First Nations’ legends written by Anne Cameron. Mind map, sketch, or write poems reflecting this relationship to their environment, such as using a word web (see examples below.)
Choose a natural resource and organize information on a chart under the headings: Past and Present. Describe the harvesting techniques, means of processing and using the resources, and people involved (e.g., clear-cut logging, hand logging, single plank removal, subsistence hunting and gathering, trapping, spear fishing, dip-net fishing, driftnet fishing and drying fish.) These notebooking pages might also be helpful for this project.

Identify all the ways the Aboriginal people made use of trees and/or animals. Describe the respect they had for the land and natural resources.

From what did Aboriginal people make their homes? (in both the summer and winter) The Native Dwellings Series by Bonnie Shemie would be a great place to research these homes more.

Create a diorama of an Aboriginal settlement. Use materials they would have used and show different ways they made use of natural resources (landscape, trees, plants and animals.) If you want a First Nations’ printable Diorama, this is a great one to use.

How did the landscapes in which Aboriginal bands lived affect their beliefs and how they lived? Does where you live affect your beliefs as a Christian? Explain.
EXPLORING & EXPLORATION TECHNOLOGY UNIT

Identity, Society, and Culture
Demonstrate knowledge of early European exploration of BC and Canada

Details:
- Examine and label maps or create timelines or other organizers to relate key European explorers to their discoveries (e.g., Cabot, Cartier, Champlain, Cook, Franklin, Frobisher, Hudson, Mackenzie, Quadra, and Vancouver.)
- Gain awareness of the important part which the geography of Canada played in making early exploration easier (e.g., navigable inland waterways) or more difficult (e.g., winter weather.)

Suggested Resources:

Discovery Education Videos:
- Exploring the World - The Viking Explorers
- Early Explorers - Age of Discovery
- Exploring the World - The Age of Exploration Begins

Questions and activities to explore:
Examine an illustration of first contact (e.g., Captain Cook’s landing at Nootka.) Focus questions could include:

- How did Captain Cook and his crew get to shore from the ship?
- Name four different tools in the picture.
- Name two articles of clothing the Aboriginal peoples are wearing.
- Describe the clothes Captain Cook and his crew were wearing.

This site has an illustration of Captain Cook with the Nootka. This site would help you in your research. This site would help you, as well, in answering these questions.

- After reading fictional and non-fictional material about the first contact between Aboriginal cultures and the first European explorers, conduct a role-play exploring the various points of view. Write two different but plausible accounts of the same historical event.
Economy and Technology
Analyse factors that influenced early European exploration

Details:
- Describe initial reasons for European explorations (e.g., finding a route to Asia, to spread Christianity, rivalry between countries, prestige and searching for gold and other riches.)
- Analyse the changes over time in European reasons for exploring and settling in North America (e.g., accessing natural resources and missionary work.)

Suggested Resources:
Discovery Education Videos:
- Exploring the World - The Viking Explorers
- Early Explorers - Age of Discovery
- Exploring the World - The Age of Exploration Begins
- Exploring the World - Christopher Columbus and the New World
- Physical Geography

Questions and activities to explore:
- Why did Europeans come to North America originally? Once here, what other reasons did they have for exploring North America? Once ongoing trading was established, what was traded, what changes in value of goods traded occurred and how did it affect the Aboriginal people? This site could help you to find information about this topic.
- What role did missionaries play in the initial contact with the Aboriginal people? Select a missionary and summarize their life and experiences in North America at this time.
- As above, this site could help you learn about the early Jesuit missions in Canada. A great book to read from is Portraits of Faith which traces our Christian Heritage in Canada with short biographies going back to the beginning of Canada.

Describe technologies used in exploration (e.g., transportation, navigation and food preservation)
Details:
- Give examples of technologies used in exploration, particularly those used for transportation (e.g., various types of sailing ships,) navigation tools (e.g., compass, map, sextant, astrolabe, chronometer,) and food preservation (e.g., salting and drying.)
- Speculate on the challenges faced by explorers that could have been addressed using specific technologies.
Suggested Resources:
Discovery Education Videos:
- Exploring the World - The Viking Explorers
- Early Explorers - Age of Discovery
- Exploring the World - The Age of Exploration Begins
- Exploring the World - Christopher Columbus and the New World
- Conquest of the Americas

Questions and activities to explore:
- Pick a location you have never been that is different from the location where you live. Research the climate and landscape to help make a list of what you would have to bring in order to be a successful explorer there.
- How did the explorers get to North America? What did they use for exploration once they arrived here? This book would be helpful in learning more about Canadian Explorers. This site has information about Explorers, as well as information about life at sea.
- Research the ships used by explorers to cross the ocean. What were they made of? What did the people eat? What was used to move them? Where did the crew sleep? What types of jobs were there to do? Research modern ships used for exploration and ask the same questions. Make a list showing the similarities and differences. Which ship would you rather use for exploring? Why? Beyond the Map from the Maritime Museum of British Columbia has a lot of information about Explorers, including a teachers’ section and a game to play.
- Research case studies of life aboard a ship and in the settlements that were first established in the New World. Include examples of the types of ships used, food eaten on board, types of dangers faced, and experiences of the early explorers. Focus questions could include the following:
  - What were conditions like on board ship? (e.g., cramped, crowded, boredom and solitary life)
  - What dangers did they face when sailing? (e.g., sicknesses, weather conditions and accidents)
  - How were the crew usually treated?
  - What technologies enabled them to cross the ocean in search of the New World? (e.g., compass, map, sextant, astrolabe and chronometer)
  - What did the explorers bring with them? (e.g., types of food, medicines and water supplies)
  - What type of person would this life style have appealed to?

Life on the Half Moon is about Henry Hudson and what life was like on a ship in 1609.
- Once on land, how did the explorers travel? What are some of the things that made traveling difficult or easy? How did the Aboriginal people help early explorers in Canada?
- Research the forts built by the first Europeans that settled in North America. Create a poster or diorama to show the tools used, different buildings, how they were protected, why they needed
forts, etc. Here is a website that has 4 videos about Forts in Canada from 4 different perspectives.

- Illustrate or reproduce models of technologies used by the explorers or settlers of early Canada. Compare these technologies with the technologies that are used today. Here is a pattern for an astrolabe. If you need to review the Compass Rose, here is a printable from Enchanted Learning. (For enrolled HCOS students, please contact your teacher for the username and password to access this HCOS subscription resource.)

**Human and Physical Environment**

Use maps and globes to locate the world’s hemispheres, continents, and oceans

**Details:**

- Locate and map continents and oceans of the world; identify the northern, southern, eastern, and western hemispheres on a globe or map of the world.

**Suggested Resources:**

Discovery Education Videos:

- Understanding Maps - Key to Everywhere
- Maps and Globes: Globes and Their Uses
- Maps - Types, Symbols and Terms
- Exploring the World: The Age of Exploration Begins

**Questions and activities to explore:**

- Create your own globe and place all of the continents on it. Label them and the oceans that surround them. Add the four hemispheres to the map. This page has a globe template. This page has a globe project using a balloon.
- Use an atlas to locate and identify all of the continents and oceans. Identify the four hemispheres.

**Identify the significance of place names in Canada**

**Details:**

- Give examples of places in BC and Canada named after explorers or other prominent individuals, Aboriginal names, and geographical features.

**Questions and activities to explore:**

- Identify a variety of Aboriginal places names as well as places named after explorers and other prominent individuals on a map of Canada (e.g., Vancouver Island, Juan de Fuca Strait and Mount Trudeau).
• Identify Aboriginal place names on a map of British Columbia and select one to research. Research this choice and determine reasons for the name (e.g., Nootka Island, Ucluelet, Haida Gwaii.)

• Interview an Aboriginal to provide a literal translation of local place names or legends as to the origin of local place names (e.g., the Comox Valley Glacier and the Legend of Queneesh or the Legend of Forbidden Plateau, Siwash Rock.)

• Pick some towns in British Columbia and find out where their names came from (e.g., Kelowna, Kamloops, Nanaimo.) Also, research the origins of ‘Canada’ and other Provinces and Territories (e.g., Canada, Saskatchewan, Manitoba, Ontario, Quebec, Nunavut.)

Helpful links:
• http://www.aadnc-aandc.gc.ca/eng/1100100016346/1100100016350
• http://www.thecanadianencyclopedia.com/articles/place-names
EARLY CONTACT UNIT

Identity, Society, and Culture
Identify effects of early contact between Aboriginal societies and European explorers and settlers

Details:
- Explore and describe effects on both Aboriginal cultures and vice versa on European explorers or settlers as a result of early contact.
  - How did Christianity change the beliefs and culture of the Aboriginal people?
  - How was each influenced by new materials and technology such as metal, glass, textiles, and even disease?
- Gain awareness of the Aboriginal peoples’ effect on the explorers and settlers in reference to guides and mapping, Aboriginal clothing, food, medicine, and other materials which helped the European explorers and settlers survive in an unfamiliar environment.

Suggested Resources:
Discovery Education Videos:
- Exploring the World - The Viking Explorers
- Early Explorers - Age of Discovery
- Exploring the World - The Age of Exploration Begins
- Exploring the World - Christopher Columbus and the New World

Questions and activities to explore:
- Did some Europeans feel the Aboriginal people needed God? How did they go about sharing and presenting their faith? This site could help you learn about the early Jesuit missions in Canada. A great book to read from is Portraits of Faith which traces our Christian Heritage in Canada with short biographies going back to the beginning of Canada.
- Research a case study about contact between a particular explorer or colonist and a specific Aboriginal group. Create a Plus, Minus, Interesting (PMI) chart to describe this. Responses could include elements such as:
  - Plus – trade, exchange of technology and ideas
  - Minus – racism, disease, death
  - Interesting – bartering, new medicines, intermarriage
- Create a letter home, a diary/journal entry, or an oral history from the perspectives of both parties.
- Create a chart which compares the “discovery” and “exploration” of North America from European, and Aboriginal peoples’ perspectives.
Governance

Compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada

Details:
- Use terminology to describe leadership and governance of Aboriginal peoples (e.g., chief, elder, band) and settlers (e.g., Governor, Chief Factor.)
- Gain awareness of the governance structures of the Aboriginal cultures that are supported by oral tradition, such as family, clan, chief, elder, and council.
- Identify the governance of the fur trade forts in early Canada (e.g. Chief Factor, representative of the monarchy.)
- Explore the role of Britain and France in establishing the government of early European settlements.

Suggested Resources:

Discovery Education Videos:
- Exploring the World - The Viking Explorers
- Early Explorers - Age of Discovery
- Exploring the World - The Age of Exploration Begins
- Exploring the World - Christopher Columbus and the New World

Questions and activities to explore:
- Research a traditional form of Aboriginal government. Contact a local band office and invite a member of the council to describe its current form of government. Students should prepare questions in advance. (e.g., How does your current form of government compare with governance used in the past? How does your decision-making process differ from that used by other forms of government?)
- Chart what a traditional Aboriginal government would have looked like (e.g., family, clan, chief, elder, council.) There is a simple explanation on this page (scroll down) and a more complex explanation on this page.
- Create a chart that shows the levels of governance structure in early European settlements in Canadian government. Identify what is the job of each person in your chart.
- Who had the most authority in the government of early European settlement?

Identify the impact of Canadian governance on Aboriginal peoples

Details:
- Gain awareness of the impact which the Canadian governance had on the Aboriginal peoples’ rights. Include the importance of protecting minority rights in a democracy.
• Identify the key events and issues in Aboriginal peoples’ rights and interactions with early governments in Canada (e.g., the Indian Act, banning potlatches, reserve system, treaties.)

Questions and activities to explore:
• Record key events and issues in Aboriginal peoples’ rights and interactions with early governments in Canada (e.g., the Indian Act, banning potlatches, reserve system, treaties.) This site has a lot of information on First Nations’ rights.

Economy and Technology
Compare bartering and monetary systems of exchange

Details:
• Define barter and monetary systems of exchange and compare the advantages and disadvantages of each.
• Explore and describe the systems of exchange used among Aboriginal peoples.

Suggested Resources:
Discovery Education Videos:
• Exploring the World - The Viking Explorers
• Early Explorers - Age of Discovery
• Exploring the World - The Age of Exploration Begins
• Exploring the World - Christopher Columbus and the New World
• Understanding Economics
• Economics: The Production, Distribution and Consumption of Goods and Services: Money

Questions and activities to explore:
• How did the Aboriginal people and Europeans first exchange goods? What did they trade with each other? How did this early contact affect each group? (Aboriginal: new materials and technologies such as metal, glass and textiles; disease; introduction of Christianity. European: Aboriginal guides and mapping helped explorers; Aboriginal peoples provided clothing, food, medicine and other materials for survival in an unfamiliar environment.) This site may help you with this information.
• How do you obtain things at a store today? How is this similar or different from what the Aboriginal people and Europeans did? Use a T-chart or Venn diagram to compare the advantages and disadvantages of bartering and monetary systems of exchange. Here is a good T-chart and here is a Venn diagram printable.
Describe economic and technological exchanges between European explorers/settlers and Aboriginal peoples

**Details:**

- Describe the need for explorers to acquire new technologies to survive in an unfamiliar environment and climate.
- Describe examples of specific technologies exchanged between Aboriginal and explorer cultures, including technologies related to transportation, shelter, defence and security, food acquisition and preparation (e.g., hunting, fishing, gathering, cooking, storing,) and clothing and production.
- Gain awareness of the ongoing trade that was established between Aboriginal peoples and explorers, with reference to specific goods exchanged; changes over time in the value of specific barter goods; and the effect of trade on Aboriginal societies.

**Suggested Resources:**

**Discovery Education Videos:**

- [Exploring the World - The Viking Explorers](#)
- [Early Explorers - Age of Discovery](#)
- [Exploring the World - The Age of Exploration Begins](#)
- [Exploring the World - Christopher Columbus and the New World](#)

**Questions and activities to explore:**

- Did the Aboriginal people adopt technology used by the Europeans? Did the Europeans adopt technology used by the Aboriginal people?
- If the Europeans were more technologically advanced than the Aboriginal people, why did they use the tools and knowledge of the Aboriginal people?
- What did the two groups exchange when bartering? How was what each received useful to them? Is bartering fair? Would God like us to barter, to use money, or would it matter which system we use? [Here is a site](#) that gives information about the bartering between the Fur Traders and the First Nations peoples.
- Why would they exchange materials? List the reasons behind trading goods initially when both groups first met, and as time went on. Why was there a shift?
- What types of tools did the Aboriginal people use to help them get jobs done? Which of these tools did the European explorers assimilate/use in their explorations or settlements?
- How did Aboriginal people gather, hunt for, and prepare food? Draw diagrams of the tools they used for this. In your diagram circle highlight in colour any of the tools which the Europeans adopted.
- [This site](#) has much information about the First Nations peoples. I have highlighted the page on the Plains Tribe and the many tools that they used.