

First Nations & Europeans in New France and Early Canada

Heritage and Identity Series

— Grade 5 —

Written by Sandra Appleby

This resource has been developed to cover the overall expectations of the Ontario Ministry of Education Social Studies Heritage and Identity: First Nations and Europeans in New France and Early Canada curriculum. The document is comprehensive and includes learning intentions, goals, success criteria suggestions, topic resources, a vocabulary list, detailed lesson plans, student resources, additional web based resources, answer keys, ideas for differentiation, accommodations, enrichment and extension activities. This unit can be used as a whole to fulfill the overall expectation requirements for this curriculum or it can be used by activity to compliment other resources and activities.



Sandra Appleby has been a public education teacher for twenty-six years. She loves to create curriculum units that are fun while meeting the diversified needs of students.

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TEACHER NOTES

- Minds On:**
 Go to googlemaps.ca and search for Oka, Quebec; zoom out until you have a view of the Great Lakes in relationship to Oka.
- Go to <http://goo.gl/d9ytHU> note Mohawk tribe on the map and compare to Google Maps view (note difference in territory can be explained through seasonal migration).
- Go to <https://youtu.be/kgxrvxfAv4> to watch a video entitled *How the Mohawk People Lived*.
- Distribute and read the Oka Timeline.
- Distribute the worksheet “Perspectives”; read as a class the article *Oka Crisis Legacy Questioned* CBC News July 11, 2010 (<http://goo.gl/nAqGXc>) and complete the worksheet from the perspectives of the: Government, RCMP/Army, Community Members, First Nations – Mohawks.
- Distribute the opinion paragraph worksheet and have students complete a five-sentence supported opinion paragraph to answer one of the questions, “How do the First Nations today view treaties and land claims signed with the European Settlers?” OR “How does the Government of Canada view the treaties signed with the First Nations?”
- Other teacher support material: *Oka Crisis 1990* by Rebecca Gray (<http://goo.gl/W3wc8Y>); *Twenty Years of Struggle: A Retrospective on the Oka Crisis* (<http://goo.gl/iYYxEf>)

Expectations Covered	A1.3, A2.1, A2.2, A2.6
Materials Required/ Useful Websites	<ul style="list-style-type: none"> • A class set of ‘Event Timelines’ • Access to internet for research • Perspectives Worksheet • Supported Opinion Paragraph Template • www.googlemaps.ca • http://goo.gl/d9ytHU (firstpeoplesofcanada.com) • https://youtu.be/kgxrvxfAv4 (How the Mohawk People Lived) (runtime: 3:13)
Big Ideas	<p>Interactions between people have consequences that can be positive for some people and negative for others.</p> <p>When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships.</p>
Framing Questions	<p>“How do First Nations today view early treaties entered into with the French? How does the government of Canada view those treaties?” (The Ontario Curriculum, Social Studies, Grades 1 to 6, MOE 2013)</p>
Learning Goals	Students will be able to communicate an accurate fact about an historical land claim or treaty rights issue that is relevant today.
Suggested Success Criteria	I can communicate in written form information about an historical land claim or treaty right issues that is relevant today.
Suggested Time Frame	120 minutes



ACTIVITY 03: Case Study – Oka, Quebec: Event Timeline

4000 B.C.E. – 1717

Mohawk First Nations lived in the area of what is now Upper State New York and had seasonal migrations to the lower great lakes and St. Lawrence River areas.



1717

Mohawk resided in Ottawa River Area.

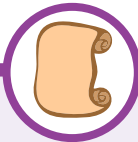
1717

Government of France gave land on Ottawa River to the Sulpician Missionary for their use.



1868

Mohawk chief wrote formal letter to Sulpician Missionaries requesting them to evacuate the protested land (they did not).



1717 – 1868

Mohawks disputed with Sulpician Missionaries over who had right to land.

1959

A nine-hole golf course was built next to the Mohawk band's cemetery and the acknowledged treaty land called "the Pines" (a forested area). The Mohawks launched a legal protest but the courts never came back with a ruling.



1936

The Sulpician Missionaries sold the land to the town of Oka and left. The Mohawk Chief protested the sale on the grounds that the land was not the Sulpicians' to sell.

ACTIVITY 03: Case Study – Oka, Quebec: Event Timeline

1986

The Land Claim was rejected because the Mohawks could not produce a land registration document from before 1717.

1989

Mayor of Oka announced the expansion of the golf course to 18 holes, with condominiums to be built where “the Pines” and cemetery stood.



1977

Mohawks filed an official land claim with the Federal office of Native Land Claims.



March 10, 1990

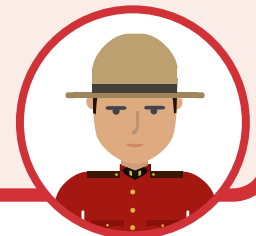
Natives began occupying “the Pines” in protest and to protect the cemetery

July 1990

Mayor of Oka asked for the Quebec Surete to remove the Mohawk.

Mohawk held stand off for 79 days, despite the use of the RCMP and the Canadian Military to attempt to remove them.

During this time, John Ciacia, Quebec’s Minister of Indian Affairs, tried to convince the Federal Government that they were wrong and that they should be giving the land back to the Mohawk who legally owned the land.



1997

Department of Indian Affairs and Northern Development bought the land from Oka and gave it back to the Mohawks.

ACTIVITY 03: Case Study – Oka, Quebec: Perspective

Use the CBC article (<http://goo.gl/nAqGXc>) about the Oka Crisis for this case study.

Choose a perspective to read this article from:

 THE CANADIAN OR QUEBEC GOVERNMENT THE R.C.M.P. OR CANADIAN MILITARY OKA COMMUNITY MEMBERS FIRST NATIONS

Answer the following questions:

What is the issue?

What do you think the group you chose above thinks about this issue?

Share your answers with the class until every perspective has been heard a couple of times.