**EARLY SETTLERS AND FIRST NATIONS COMMUNITIES UNIT**

**Grade:** 3  
**Curriculum Area:** Social Studies  
**Time:** Minimum of 8 lesson periods and a field study  
**Title of Unit:** Early Settlers and First Nations

**Curriculum Expectations:**
Students investigate and describe the communities of early settlers and First Nation peoples in Upper Canada around 1800. They research interactions between new settlers and existing communities of First Nation peoples and French settlers and identify factors that helped to shape the development of the various communities. Students also compare communities of the past with those of the present.

- **Overall Expectations:**
  - Describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
  - Use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
  - Compare aspects of life in early settler communities and present-day communities.

- **Extended Expectations:**
  - Aside from identifying and collecting information, students will be able to make inferences and connections of the relationships between the First Nations and land resources in regards to various cultural aspects.
  - Students will develop opinions and attitudes towards the actions and reactions of early settlers and First Nation communities.
  - Students will be responsible for recognizing problems and evaluating different relationships between early settlers and First Nations in order to build accurate judgements about specific events and qualities of life in the 1800s.
  - As well, they will investigate and inquire beyond curriculum expectations to acquire a stronger understanding of laws, acts, and legislation affecting societies at the time and currently.

“**Big Ideas**”: Gain a thorough and diverse understanding of early settler and First Nations community through critically thinking about the history of Upper Canada.

**Assessment for and as learning (diagnostic and formative):**
- Observation and anecdotal notes
- In-class questioning and discussion periods
- Verbal feedback and conversation
- Self-assessment and peer assessment
- Documentation

**Assessment of learning:**
- Performance assessment (writing, analyzing, reporting)
- Short investigations (ask students to interpret, describe, calculate, explain, or predict)
- Portfolio documents collected over the course of the unit (samples of work, drafts, revisions, peer reviews and self assessments)
- Rubrics (clear, concise, and detailed expectations of the criteria to succeed)
Accommodations and Modifications – Differentiated Instruction:
• Provide direct teacher assistance
• Use simplified language
• Adapt teaching materials
• Repeat and reword instructions
• Provide necessary tools or computers if necessary
• Provide scribing when available for students who require such assistance
• Use concentration headphones
• Check for understanding often

Environmental Accommodations:
• Change space, seating
• Change grouping

Materials/Resources/Excursions:
• SMART board presentations/PowerPoint presentations depending on availability
• A wide variety of texts and resources on early settlers and First Nations (refer to school/local library)
• Guided web research using sites such as:
  o Pioneers: [http://kidsspace.torontopubliclibrary.ca/genCategory15925.html](http://kidsspace.torontopubliclibrary.ca/genCategory15925.html)
  o Pioneers: [http://www.projects.yrdsb.edu.on.ca/pioneer/home_eng.htm](http://www.projects.yrdsb.edu.on.ca/pioneer/home_eng.htm)
  o Aboriginals: [http://kidsspace.torontopubliclibrary.ca/genCategory15933.html](http://kidsspace.torontopubliclibrary.ca/genCategory15933.html)
• Field study trip to one or more of the following: Black Creek Pioneer Village, Kortright Centre, Crawford Lake and Iroquois Village, or Fort York.

### LESSON PLAN TIMELINE

**Day 1:**
- **Introduction:** What are aboriginals/First Nations? Who are pioneers/early settlers? What did Canada look like around 1800? How has it changed? What are some important points in history that changed how Canada looks?

**Day 2:**
- **First Nations:** Who were they? Where did they come from? What was their relationship to the land and how did that influence their culture?

**Day 3:**
- **Pioneers:** Who are Canada’s European pioneers? Where did they come from, how did they get here, and where did they settle? Why did they come to Canada?

**Day 4:**
- **First Nations continued:** What was their relationship with the early settlers? What struggles or challenges did they face? Discuss fur trade.

**Day 5:**
- **Pioneers continued:** How did the European pioneers build their settlements? What kind of houses did the European pioneers live in?

**Day 6:**
- **Travel and life at home:** How did the First Nations and European pioneers travel around Canada? How did the First Nations people help the European pioneers? What did the European pioneers eat? Was this different than what the First Nations were eating? What was life at home like for pioneers? For First Nations?
Day 7:
- **Buildings and community**: What buildings and professions were in a pioneer community? How are they similar or different to those in the students' community? What was school like for pioneer children?

Day 8:
- Opportunity to work on any of the research that still needs completing.

Day 9:
- **Field study to chosen destination**: depending on the interests, preference, and availability of students.

**Overview:**
Each day will have a detailed lesson plan as to the requirements, activities, and assessments suggestions. Before the end of each lesson, have the students come back to the carpet and spend several minutes sharing what they have come up with so far (either an exciting topic they are writing about, a great question, or some important information). Explain what the next period will entail and what will be expected (continue researching, peer evaluate, revise, complete).

**Overall Critical Challenges & Critical Questions:**
- How did early settlers/First Nations adapt to the land resources they found in Upper Canada? List several reasons as to how some of these adaptations have helped shape our society today? Were there any that would be invaluable to us today?
- Explain why geography played a major role in the economic stability of early settler communities. How did geography play such an important role in international conflict? Identify ways in which participating in the fur trade affected the livelihood of First Nations communities.
- Do you believe the First Nations made the right decision in participating in the fur trade? Why or why not?
- How do different worldviews affect specific aspects of culture such as role, rituals, social class/status, and work in the 1800s and today?

**Subject Integration Ideas:**
- **Art**: study First Nations art; totem poles; illustrate interpretations of First Nation spirits; explore the artistic interests of early settlers – use the materials they used to create a work of art; candle-making; quilting; wood work, etc.
- **Science**: study life cycles according to First Nation beliefs – compare to what we know today; using the resources available at the time discuss survival for early settlers and First Nations (fire, food, drinking water, weapons, etc.)
- **Dance/Music**: learn traditional dances and music; drumming circles; have a performer come in; discuss traditional attire worn during dances and powwows.
- **Literacy**: read a variety of books on First Nation folktales and spiritual beliefs; do a novel study for early settlers; keep a diary/journal as an early settler or First Nations child in the 1800s; have children write stories, letters, newspaper articles around the topics relevant to this era.