



First Nations Educational Program

Teacher Guide

Overview

Traditionally, Indigenous peoples did not learn through a school system like we have today, but rather they learned from their ancestors. This was done by listening to stories told family members or Elders, by playing games designed to hone skills necessary for everyday living, by following their parents, aunts and uncles and by playing with older siblings around the village.

Students will explore Indigenous ways of knowing and learning through storytelling, discussion and playing traditional games. We will also touch on the topics of the traditional Ojibway clan system, and/or the Seven Grandfather Teachings, giving students the chance to reflect on their own personal values, strengths, and gifts.

Activities

Introduction and Museum Manners (10 minutes)

First Nations Gallery Tour (30 minutes)

On the way into the gallery, students will help tell the Anishinaabe creation story with a dramatic improvisation. As they explore the First Nations gallery, students will discover the story of how the First Peoples lived on these lands over the last tens of thousands of years. Students will learn about sources of food, shelter, how goods were acquired, roles of men and women, and strike discussion about differences and similarities between now and then.

Indigenous Games (15 minutes)

Depending on time available, students will have a chance to play some traditional Indigenous games. Children used these games to socialize as well as to learn skills such as hand-eye coordination, patience, and balance.

Seven Grandfather Teachings/Clan System (30 minutes)

Depending on preference and time, students will either learn about the Seven Grandfather Teachings or the seven traditional Ojibway clans. If doing the latter, students will produce their own pendant representing the animal whose personal characteristics they feel they most resemble.

Pinch Pots (30 minutes)

After viewing 600-year-old pottery in the First Nations gallery, students will learn about how pottery was made, and the reason behind the different decorative markings on them. Students will have the opportunity to use self-drying clay to create a piece of pottery to take home with them, decorated with a pattern of their own design to represent their family.

Conclusion - 5 minutes

Reminder to allow 24 hours for the pinch pots to dry and that they are not food safe.

Curriculum Expectations

Grade Three

Social Studies - Heritage & Identity: Communities in Canada, 1780-1850

A1: Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day.

A3: Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other.

Visual Art

D1: Creating and Presenting: apply the creative process to produce variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social, cultural, community, and/or historical contexts.

Grade Five

Social Studies - Heritage & Identity: First Nations and Europeans in New France and Early Canada

A3: describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada

Visual Art (D1, D3, See above)

Grade Six

Social Studies - Heritage & Identity: Communities in Canada Past and Present

A1. assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions

A3. demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada

Visual Art (D1, D3, See above)

Grade Eight

Social Studies - Heritage & Identity: Creating Canada, 1850-1890

A2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890

A3. describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact

Visual Art (D1, D3, See above)