



## Aboriginal Studies Educational Program

### Overview

Aboriginals did not go to schools like there are today, but rather learned from their ancestors. This was done by listening to stories told by their grandfathers and following their parents, aunts and uncles or playing with older siblings around the village. Students will learn the different ways of learning as well as ceremonies that took place including those to determine names and family roles. They will get to think about which family they may have belonged to based on resemblance traits with animals. Students will then produce their own pendent representing the family which they resemble.

Aboriginals produced pottery vessels to hold water, corn and other materials. Through many generations they developed shapes and patterns to suit their needs. Students will examine pottery artifacts, some as much as 600 years old, and examine shapes clay thickness as well as decorative patterns. They will then produce their own replica pot using clay and tools provided.

### Program Overview

#### Introduction – 10 minutes

#### Activity #1 – First Nations Gallery Tour – 30 – 45 minutes

Students will learn how the Aboriginals lived hundreds of years ago on these lands. They will learn how they got food, where they acquired their goods, roles of men and women, how they lived (longhouses), and strike discussion about differences and similarities between now and then. Students will get to participate in First Nations games, which was also a way of learning as there were no schools.

#### Activity #2 – Pinch Pots – 30 minutes

They will focus on how pottery was made, the decorations that were used, and how these pots differ from those that we use today. Students will use this time to create a design that they will transfer to their own pots. Students will use self-drying clay to create a piece of pottery to take home with them. They will use the tools available to create an authentic representation of early First Nations pottery.

#### Activity #3 – Family Pendants – 30 minutes

Students will learn about the 7 different families of Ojibway culture and what each clan (or family) represented in the village. From there, students will get the opportunity to think about the traits explained and which family they best resemble. Students will get to create a pendent to take home which represents the family they have chosen. While designing and learning about family clans, students will hear about various ceremonies and important aspects of First Nations culture.

#### Activity #4 – Aboriginal Games – 15 minutes

Depending on time available, students will have a chance to play some traditional aboriginal games. These games were what children used to socialize as well as to learn skills such as hand-eye coordination, patience, and balance.

#### Conclusion – 5 minutes

- Reminder to allow 24 hours for the pinch pots to dry!

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## Curriculum Expectations

### Grade Three

#### Visual Arts

- “Create two- and three-dimensional works of art that express feelings and ideas inspired by the environment or that have the community as their subject”
- “Use elements of design in art works to communicate ideas, messages, and understandings”
- “Use a variety of materials, tools and techniques to respond to design challenges”
- “Identify and document their strengths, their interests, and areas for improvement as creators of art”

#### Social Studies – Heritage and Citizenship

- “Describe some of the similarities and differences in various aspects of everyday life of selected groups living in Canada between 1780 and 1850”
- “Identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850”
- “Describe some key aspects of life in selected First Nations communities in Canada during this period, including roles of men, women and children”

### Grade Five

#### Visual Arts

- “Create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view”
- “Use elements of design in art works to communicate ideas, messages, and understandings”
- “Use a variety of materials, tools, and techniques to determine solutions to design challenges”
- “Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works”
- “Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art”
- “Describe how forms and styles of visual and media arts represent various messages and contexts in the past and present”
- “Demonstrate awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places”

#### Social Studies – Heritage and Citizenship

- “Describe some significant interactions among First Nations before contact with Europeans”
- “Describe some significant differences among First Nations and between selected First Nations and European settlements in early Canada, and identify some of the reasons for these differences”
- “Analyze aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited”
- “Identify major First Nations in the Great Lakes-St. Lawrence region and Atlantic Canada at the time of contact with Europeans and describe key characteristics of selected nations”

### Grade Six

#### Visual Arts

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- “Create two- and three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view”
- “Use elements of design in art works to communicate ideas, messages and understandings”
- “Use a variety of materials, tools, techniques and technologies to determine solutions to design challenges”
- “Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works”
- “Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art”
- “Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times and places”

#### Social Studies – Heritage and Citizenship

- “Evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity”
- “Identify various types of communities that have contributed to the development of Canada”
- “Identify key differences, including social, cultural and/or economic differences, between two or more historical and/or contemporary communities in Canada”

### Grade Eight

#### Visual Arts

- “Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges”
- “Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose”
- “Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works”
- “Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art”
- “Identify and explain some ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated”

#### Social Studies – Heritage and Citizenship

- “Analyze some of the actions taken by various groups and/or individuals in Canada between 1850 to 1890 to improve their lives”
- “Interpret and analyse information and evidence relevant to their investigations, using a variety of tools”
- “Gather and organize information and evidence about perspectives of different groups on some significant events, developments and/or issues that affected Canada and/or Canadians during this period”
- “Identify key social and economic changes that occurred in and/or affected Canada during this period and explain the impact of some of those changes on various individuals, groups and/or communities”
- “Identify a variety of significant individuals and groups in Canada during this period and explain their contributions to Canadian heritage and/or identity”