
GRADE 5: HERITAGE AND IDENTITY: FIRST NATIONS IN NEW FRANCE AND EARLY CANADA

ABSTRACT:

Teachers will use Thomas King's book *A Coyote Columbus Story* to explore a First Nations perspective on the arrival of European peoples in early Canada. The story is told in the first person by the protagonist Coyote, allowing students to explore and compare the way they see the world with First Nations worldviews and beliefs.

Source: King, Thomas. *A Coyote Columbus Story*. Toronto: House of Anansi Press, 1992. Print. ISBN: 978-0888998309

Language Literacy Focus: Reading and critical literacy, including questioning and identifying point-of-view.

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

Why is it important to understand that people have different perspectives?

How do we form our perspective? How do other people form theirs?

LEARNING GOALS

In Social Studies, students will:

LG1 describe some of the positive and negative consequences of contact between First Nations and Europeans in New France and analyze their significance. **(Cause and Consequence)**

LG2 make links between how past interactions among First Nations and Europeans in New France are connected to issues in present-day Canada. **(Continuity and Change)**

LG3 determine what are the most important positive and/or negative consequences of contact between First Nations and Europeans in New France. **(Continuity and Change)**

In Language, students will:

LG4 demonstrate an understanding of the information in a text read aloud by restating information

LG5 extend their understanding of a text read aloud by connecting the ideas in them to their own knowledge

Prior Knowledge and Concepts

- Students should understand the concept of different ways of knowing (e.g. how they live in Canada reflects a different way of knowing the world as compared to someone else who lives in another country, and that this includes beliefs and values)
- Students should have conducted some investigations related to First Nations and Explorers

A. Instructional Strategies:

Prior to Reading: Placemat



1. Split students into small groups of 3-4 before you read the book. Half of the groups will use the term “**exploration**” as the focus of their placemat. The other half of the class will use the term “**invasion**” as the focus of their placemat.

2. Each group will be instructed to think quietly and individually for a moment or two before writing or drawing anything on their placemat. After this thinking period, students should be asked to jot down ideas, thoughts and examples associated with their terms on their placemat for 3-5 minutes.

3. After the class has completed the placemat activity, each group should be given the opportunity to share their thoughts and ideas with the larger group, beginning with “*exploration*” and finishing with “*invasion*.” This will allow the students the opportunity to ask questions and engage in conversations with each other, and also allow the opportunity to discuss the idea of point of view. Look at the images and words on the placemats and ask students to identify whose perspective is reflected? Whose is missing? (**Interpret and Analyze, Evaluate and Draw conclusions, Communicate**)

Some potential questions to guide and/or extend the conversation could be:

- How do these two terms relate to different points of view held by First Nations and European peoples?
- Which people may hold the view that there was an invasion? Which group may hold the view that there was exploration? Why?


Assessment suggestions: Based on the students’ answers, assess whether they have a clear understanding of the difference between exploration and invasion, particularly looking for connections to the topic of study: First Nations in New France and Early Canada. (**LG1**)

Instructional Strategy: Shared reading and guided conversation

1. Ask students what they know about what happened at first contact between First Nations and European peoples in North America. Reviewing the learning goals, prompt students to share ideas regarding the positive and negative impacts of contact.
2. Show students the cover of *A Coyote Columbus Story* and ask them why they think a cover of a book about contact and relationships between First Nations people and Europeans might have a picture of a coyote with a baseball bat and a clown-like figure on it. Ask students what they think each image might represent.
3. Read the book aloud, stopping to explore the images with the students, having discussions about some of the contrasting images and Thomas King's intent in his writing, and allowing for students to ask questions about the images and the content in the book. Students should be asked to pay particular attention to the imagery in the book, especially the role of animals, the portrayal of the Europeans, and the contrasting images from the past and present. **(LG1, LG2, LG5)**
4. Some questions to guide and/or extend conversation on the book include:
Based on the book, how do First Nations peoples view the land differently than European peoples? How has this led to modern day conflict between First Nations peoples and the Canadian state? (e.g. Oka resistance, Resistance in Stoney Point/Ipperwash, Idle No More)(LG2)
 - Why do animals play such a significant role in Thomas King's book?
 - In what way are the illustrations used to tell a story along with the text?

B. Student Activities:

Post-reading



1. Four Corners:

After reading the book, students will respond to the statement “Columbus was an invader.” After being given a moment to speak, and thinking back to the pre-reading placemat activity, students should be instructed to choose the corner that resonates with their beliefs on the statements (strongly agree, agree, disagree, or strongly disagree). Once students have chosen their position, they are to discuss their reasons for that choice with other members of that corner to explore the possible difference reasons for their beliefs and other ideas. Each group should choose a representative to summarize some of the discussion points. After this sharing period students are given the option to change positions. If any students change their position due to the arguments presented, then there should be another sharing period to discuss the reasons why they changed positions. Have students write a paragraph detailing the reasons for their choice in the four corners activity. **(Evaluate and Draw Conclusions)**

Assessment suggestions: Use the students paragraph to assess their ability to support their ideas, organize their thoughts and information on the topic. **(LG3, LG4, LG5)** Provide feedback to the student to promote the further explanation of ideas and information.

2. Graphic organizer to examine the impacts of contact:

Using a T-chart (see example), have students assess the impacts of contact between First Nations peoples Europeans (**Gather and organize, evaluate and draw conclusions**)

Debrief as a class through discussion, allowing students the chance to share their thoughts. Once everyone has had a chance to share, ask students what they thought the most positive result of contact was, and what was the most negative impact of contact. Have the students write this in a paragraph, explaining the reasons for their choice, and considering the impacts on current First Nations communities in Canada.

Ex.

The Good	The Bad

Extension activity: Have students do a research project on how First Nations peoples are still impacted by contact with settlers in Canada (relevant topics include: land, treaties, health, education, resources).

Assessment suggestion: Look for connections in the students' t-charts to *A Coyote Columbus Story*. Provide feedback that links back to the story and discussions stemming from the story. Review the students' paragraphs looking for strength of arguments to support their position. Provide feedback on student writing. **(LG1, LG3, LG4, LG5)**

4. Sketch to stretch:

Have students sketch their reaction to *A Coyote Columbus Story*. Once their sketch is done, they should explain their reaction to the text below their picture. **(Communicate)**

Assessment suggestions:

Using the students sketch and supporting paragraph, look for links between the image and the written work and the class discussion on the placemat and discussions arising from the read aloud and provide feedback regarding supporting ideas and making connections. **(LG4, LG5)**

A note about assessment: The achievement chart on pages 32 and 33 of the Ontario Curriculum Social Studies document and the achievement chart on pages 20 and 21 of the Ontario Language curriculum will prove helpful when assessing the various components of these activities.

OVERALL EXPECTATIONS

Social Studies:

Application: A1

Inquiry: A2

Language:

Oral Communication: 1, 2

Reading: 1, 2

Writing: 1

Media Literacy: 1, 2

SPECIFIC EXPECTATIONS

Social Studies:

Application: A1.1, A1.2, A1.3,

Inquiry: A2.1, A2.5,

Understanding Context: A3.2, A3.4,
A3.7

Language:

Oral Communication 1.1, 1.2, 1.6, 1.7,
1.8, 2.3

Reading 1.1, 1.2, 1.5, 1.6, 1.8, 1.9

Writing 1.1, 2.3, 2.5

Media Literacy 1.2, 1.3, 1.4, 1.5

OTHER RESOURCES

Bigelow, Bill and Peterson, Bob, *Rethinking Columbus: The Next 500 Years*

Reed, Kevin, *Aboriginal Peoples: Building for the Future*

Jones, Guy and Moomaw, Sally, *Lessons From Turtle Island* (teacher resource)

King, Thomas. *A Coyote Columbus Story*. Toronto: House of Anansi Press, 1992. Print.