

LESSON TWO: CANADIAN SOCIETY AND FIRST NATIONS 1800 -1900's

A) CONTENT: (Time: Approximately 6 class periods)

Students will explore how the evolving Canadian Society and First Nations communities and people interacted with each other in the 1800 -1900. Students will learn how colonization impacted First Nations - economically, socially, politically and culturally by reviewing the synoptic chart (time line) provided by the Dr. Oronhyatekha website.

B) LEARNING MATERIAL:

Dr. Oronhyatekha website - Time line ([synoptic chart](#)).

Current grade seven/eight history textbook - Canadian history time line and significant events of the 1800's to early 1900's.

C) PRE-REQUISITES:

Student will have completed lesson one - Life of Dr. Oronhyatekha and have a good understanding of who he was and the things he accomplished in his life.

D) INSTRUCTIONAL OBJECTIVES:

I) Process Objective:

(10 min.)

- G Teachers will give a short review of a historic time line of Dr. Oronhyatekha's life.
- G Teachers will identify key historic Canadian dates and events

Teaching Points:

- ⌘ Teachers will review the Dr. Oronhyatekha website, specifically examine the synoptic chart (time line) provided at the bottom of the slide show presentation.
- ⌘ Teachers will identify significant historic Canadian dates and events that students will need to learn about.
- ⌘ Teachers will have students brainstorm to identify significant dates and events that were occurring in Canadian society at various times in history.

Learning Objectives:

- Ⓞ Through a brainstorming session students will identify significant dates and events in Canadian history.
- Ⓞ Students in designated groups will select a specific date and event in Canadian and First Nations history to further research.

II) Process Objective:

- G Teachers will have students, in groups or independently, conduct further research on selected significant historical Canadian and First Nations dates and events.

Teaching Points:

- ⌘ Students will be directed to write a two page report on one of these topics.
- ⌘ Sample of Student Research topics:

② ***IROQUOIAN/HAUDENOSAUNEE:***

a) Six Nations - Iroquois Confederacy

<http://www.factmonster.com/ce6/society/A0825512.html>

<http://www.law.ou.edu/hist/iroquois.html>

<http://www.carnegiemuseums.org/cmnh/exhibits/north-south-east-west/iroquois/confederacy.html>

b) Clan Mothers

http://www.historytelevision.ca/chiefs/htmlen/mohawk/lc_community.asp

<http://community-2.webtv.net/kim28/ProudtobelIroquois/page2.html>

<http://www.geocities.com/Athens/Olympus/3808/clan.html>

c) Joseph Brant (& Captain John Brant)

<http://earlyamerica.com/review/1998/brant.html>

<http://www.indians.org/welker/brant.htm>

d) Haldimand Deed

<http://www.visualheritage.ca/dunnvillehistory.html>

e) Six Nations Land Claim

<http://www.snlandclaims.com/1700s.htm>

f) Mohawk Chapel

<http://www.greatcanadianrivers.com/rivers/grand/history-home.html>

<http://www.anglicanjournal.com/124/06/canada08.html>

<http://www.interment.net/data/canada/ontario/brant/brantford/mohawk.htm>

g) Tyendinaga First Nation

<http://www.tyendinaga.net/>

h) First Nations Education 1830 - 1970 (reserve schools & residential schools)

<http://collections.ic.gc.ca/afn/E6.htm>

<http://www.prsp.bc.ca/> BC Residential Schools information history

<http://www.library.ualberta.ca/subject/education/nativeweb/index.cfm#res>

<http://www.track0.com/cc/issues/0499firsted.html>

i) Mohawk Institute

www.woodland-centre.on.ca

j) Pauline Johnson

<http://www.humanities.mcmaster.ca/~pjohnson/home.html>

<http://www.geocities.com/chriskarkare/chiefswood.html>

<http://www.robirda.com/pauline.html>

k) World War I & Six Nations Veterans

<http://www.vcn.bc.ca/~jeffrey1/tribute.htm>

l) Six Nations Confederacy Challenges

(Woodland Cultural Centre Library www.woodland-centre.on.ca)

i) Reformers/Mohawk Workers

ii) Six Nations Progressive Warriors

iii) “De-horners”

iv) Elected Chief system

<http://laws.justice.gc.ca/en/I-5/SOR-97-138/index.html>

② ***EVOLVING CANADIAN GOVERNMENT AND SOCIETY:***

United Province - Canada East and West

a) British North American Act

<http://www.plpsd.mb.ca/amhs/history/bna.html>

<http://collections.ic.gc.ca/indian/a76may15.htm>

<http://collections.ic.gc.ca/charlottetown/glossary/bna.html>

b) Louis Riel & the Orangemen

<http://www.onf.ca/riel/>

<http://www.nlc-bnc.ca/2/6/h6-238-e.html>

<http://www.mts.net/~pb998156/Riel/indexenglish.htm>

<http://www.uwinnipeg.ca/~speters/orange.html> Orangemen

<http://www.trentu.ca/library/archives/77-008.htm>

c) First Nations changes from Allies to Wards of the State

<http://www.manitobachiefs.com/pr/crownrel.html>

d) Indian Protection Act

<http://www.sicc.sk.ca/saskindian/a78mar04.htm>

e) Enfranchisement Act

f) Indian Act

<http://www.solon.org/Statutes/Canada/English/I/I-5.html>

<http://laws.justice.gc.ca/en/I-5/>

<http://www.anishinabek.ca/uoi/indianact.htm>

g) Orange Lodge

<http://www.grandorange.org.uk/>

h) Alexander Graham Bell

http://fortress.uccb.ns.ca/parks/agb_e.html

http://www.invent.org/hall_of_fame/11.html

<http://www.bellhomestead.on.ca/>

i) Independent Order of Foresters

http://collections.ic.gc.ca/heirloom_series/volume5/194-197.htm

<http://www.trentu.ca/library/archives/74-019.htm>

② ***ENGLISH ROYALTY:*** <http://www.royal.gov.uk./output/Page5.asp>

a) Queen Victoria

http://www.infoculture.cbc.ca/programs/thismorning/sites/people/victoria_010122/victoria_life.html

<http://pages.infinit.net/queenvic/bio.html>

b) King George V & Queen Mary

<http://www.britannia.com/history/monarchs/mon60.html> King George V

<http://www.worldwar1.com/biokingg.htm>

<http://www.ctbw.com/maryscot.htm> Queen Mary

c) King Edward VII

<http://www.britannia.com/history/monarchs/mon59.html>

Learning Objectives:

- ⑥ Students will research selected topics by answering the following questions - who, what, when, how is this topic connected to Dr. Oronhyatekha life story.
- ⑥ Students will use both web based information and standard library resources.
- ⑥ Students will site at least five bibliographic sources.

III) Process Objective:

- G Teacher will have students give a brief oral report on their research.
- G Teacher will have students post a summary of the research on the class time line.

Teaching Points:

- ✕ Teachers will review and grade students written reports.
- ✕ Teachers will review reports to ensure students have a good understanding of research topic and how these people or situations have interacted with First Nations.

Learning Objectives:

- ⑥ Students will have demonstrated an understanding of their research topic in relation to First Nations interactions with Canadian and European society.
- ⑥ Students will be able to discuss and identify how various Canadian policies and European influences have impacted First Nations economic, political, social and cultural structures.

E) Evaluation:

General Research Rubric

Written Report - Teacher Evaluation

Oral Report - Peer Evaluation

Participation in class discussion