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-REQUISTES:
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.)
Teachers will give a short review of a historic time line of Dr. Oronhyatekha’s life.
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:
Students 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.

II) Process Objective: 
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:
IROQUOIAN/HAUDENOSAUNEE:

a) Six Nations - Iroquois Confederacy
http://www.law.ou.edu/hist/iroquois.html

b) Clan Mothers
http://community-2.webtv.net/kim28/ProudToBeIroquois/page2.html
http://www.geocities.com/Athens/Olympus/3808/clan.html

c) Joseph Brant (& Captain John Brant)
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://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

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.uwinipeg.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://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.bellhomestead.on.ca/

i) Independent Order of Foresters
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:
1. Students will research selected topics by answering the following questions - who, what, when, how is this topic connected to Dr. Oronhyatekha life story.
2. Students will use both web based information and standard library resources.
3. 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:
查验  Teachers will review and grade students written reports.
验证  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