

UNIT: EXAMING PHYSICAL AND CULTURAL GEOGRAPHY OF CANADA:
LESSON: ABORIGINAL PEOPLES AND THE UNIVERSALS OF CULTURE

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Date: July 6, 2005

Description:

The way human beings adapt to their physical environments - landscape, climate, vegetation and available natural resources - influence the development of cultures. In these activities, students will examine the physical environments of six aboriginal culture areas in Canada. Students will explore cells within universal elements of culture matrix to discover similar and unique responses and beliefs, examine the concepts of subsistence and surplus economies, describe some contributions of indigenous peoples of Canada, and consider how change impacts traditional lifestyles. They will present their findings by creating a representative narrative or artifact.

Grade Level:

Grade 6

Subject:

Social Studies

Duration:

3 40-minute research sessions
2 40-minute presentation sessions

Goal:

The goal is for students to recognize features of physical environment and the cultural contributions of various groups of peoples in the Western Hemisphere.

Objective:

The student will:

- Examine physical features of Canada
- Understand the chronology of the migration of man into the Western Hemisphere
- Locate aboriginal culture areas using map(s)
- Distinguish between subsistence and surplus economies
- Consider how technology has affected traditional lifestyles

Standards:

This lesson addresses Colorado State Standards in History and Geography:

- H1 Students understand the chronological organization of history and know how to group people and events into major eras to identify and explain historical relationships.
- H3 Students understand that societies are diverse and have changes over time.
- G1 Students know how to use maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
- G2 Students know the physical and human characteristics of places and study regions for the purpose of interpreting patterns of change.

Background Information:

Students will have completed a review of basic map skills and universals of culture template describing themselves.

Materials:

- Atlases, encyclopedia, electronic references
- “Aboriginal Culture Areas” maps
- Colored pencils or markers
- “Physical Features” matrix copies or model
- “Universals of Culture” matrix copies or model
- Project materials as necessary for artifact

Procedures:

1. Students will select a province or territory.
2. Using atlases, encyclopedias and electronic references, complete a matrix that describes features of physical geography, (landforms, climate, vegetation, natural resources), for selected province or territory. Research may be conducted individually, in pairs, or group. Physical Features (Table 1)
3. Identify aboriginal culture areas by completing map. Aboriginal Cultures Areas (Table 2)
4. Complete Universals of Culture matrix (Table 3) to determine what aboriginal cultures might be represented in this region
5. Present to Class using Presentation Rubric (Table 4)
6. Choose a cell from the matrix. Create a narrative or artifact that explains or demonstrates how this culture responded, Artifact Rubric (Table 4)

Assessment:

1. Physical Features Matrix - opportunity to assess ability to read and interpret physical, political, and thematic maps, climographs and product charts.
2. Aboriginal Cultures map – identify and locate regions
3. Universals of Culture matrix - informal assessment of research skills, and areas of student interest
4. Presentation in narrative or with creation of artifact.
5. HONORS - You may defy the “Prime Directive”. You can travel back in time to change a culture. What one object or idea would you introduce?

Student Rubric:

- Presentation rubric (Table 4)
- Artifact rubric (ibid)

Additional Ideas Notes:

- Self-Determination in Canada
- What are some of the issues facing traditional societies?
- Students will be given the opportunity to “defy the “Prime Directive and introduce one idea or object into the culture. What changes would you predict?
- The interpretation of cultural artifacts- how do you teach with primary source materials?

Tables:

- **Table 1 Physical Features Matrix**

This format arranges a location with its selected physical features. In the first example, location is defined by province or territory. Location in the second example refers to a culture area. The matrix may be prepared as a worksheet or presented as a graphic organizer for student note-taking.

What do you mean by “physical feature”?

Landform: geographic descriptions of land and water

Climate: weather patterns of an area over a long period of time

Vegetation: plants found in an area

Natural resource: things found in nature that are useful to people

Physical Features (by province)

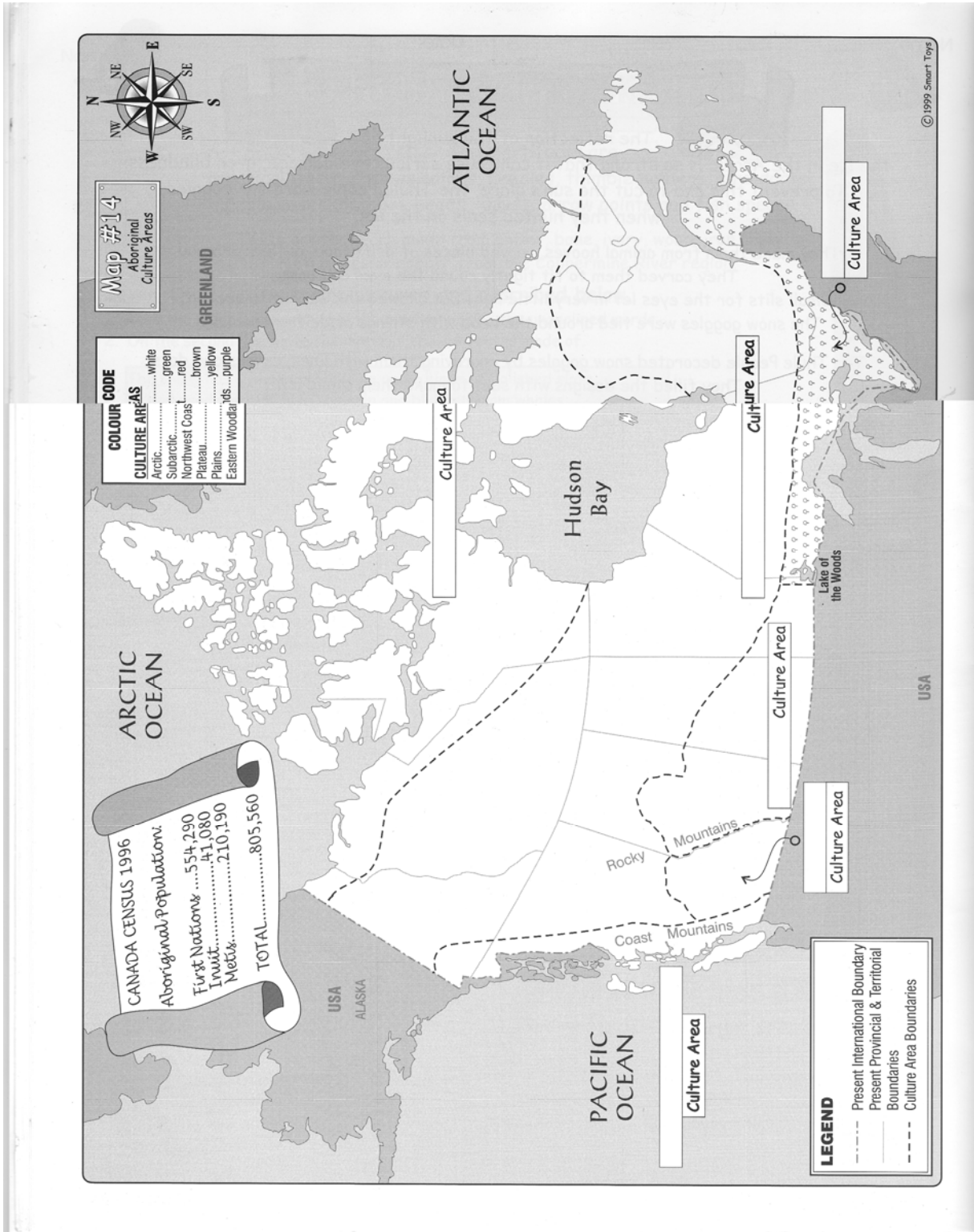
Province/Territory	Landform	Climate	Vegetation	Natural Resources
Alberta				
British Columbia				
Manitoba				
New Brunswick				
Newfoundland and Labrador				
Northwest Territories				
Nova Scotia				
Nunavut				
Ontario				
Prince Edward Island				
Quebec				
Saskatchewan				
Yukon				
Proposed:				

Physical Features (by culture area)*

Cultural Area	Landform	Climate	Vegetation	Natural Resources
Arctic				
Subarctic				
Northwest Coast				
Plateau				
Plains				
Eastern Woodlands				

*Adapted from Prehistoric Canada Ancient Canada Aboriginal People, Schild, Sonja E, SmartToys, Vancouver, BC, 2000

• Table 2



Prehistoric Canada Ancient Canada Aboriginal People, Schild, Sonja E, SmartToys, Vancouver, BC, 2000

Table 4 Student Rubrics

Student Presentation

CATEGORY	4	3	2	1
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems prepared, but could have used more rehearsal.	Student is somewhat prepared; obvious that rehearsal was lacking.	Student does not seem prepared to present.
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical, sequence which audience can follow.	Audience has difficulty following presentation; lacks logical sequence.	Audience cannot understand presentation; no sequence of information.
Delivery	Student uses clear voice, correct, precise pronunciation of terms.	Student's voice is clear. Student pronounces most words correctly.	Student incorrectly pronounces terms. Audience members have a hard time hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of the classroom to hear.

- Table 4 Student Rubrics

Artifact Rubric

CATEGORY	4	3	2	1
Item Choice	The object communicates relevant information and is communicated appropriately and effectively to target audience	The object communicates relevant information and is communicated appropriately to target audience	The object communicates irrelevant information or is communicated inappropriately to target audience	The object communicates irrelevant information and is communicated inappropriately to target audience
Craftsmanship	The artwork was impressive and patiently done. A strong understanding of techniques were demonstrated and applied thoughtfully.	With a little more effort, the work could have been outstanding. Your work shows an understanding of techniques but lacks the extra finishing touches.	You showed average craftsmanship and applied techniques with little care. Work is adequate, but not as good as it could have been, – a bit careless.	You showed below average craftsmanship and a lack of pride in the finished work.

- Table 5 Suggested Resources

Physical Features

<http://atlas.gc.ca>

National Atlas of Canada online

www.cangeo.ca

Canadian Geographic atlas

www.canadiana.org

www.virtualmuseum.ca

www.factmonster.com

<http://www.canadainfolink.ca/physical.htm>

Aboriginal Cultures

<http://www.collectionscanada.ca/caninfo/ep097.htm>

http://www.ainc-inac.gc.ca/index_e.html

www.historica

www.archives.ca

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

<http://www.britannica.com/ebi/article?tocId=202570>

http://www.ucalgary.ca/applied_history/tutor/firstnations/

<http://www.civilization.ca/archeo/paleoesq/peinteng.html>

http://collections.ic.gc.ca/heirloom_series/