



ABORIGINAL EDUCATION

ELEMENTARY LEVEL

Comparing First Nations, Métis and Inuit Groups Activity

Core Activity

- **Purpose:** the purpose of this activity is for students to use their research skills to learn about First Nations, Métis or Inuit peoples in Canada. Once they have done this, they will compare the characteristics of their group to those of another, discovering the unique traditions that each group holds.
- **Instructional method(s):** group work, group presentation.
- **Differentiated instruction:**
 - Students work independently instead of in groups.
- **Grade(s):** 5 - 8
- **Estimated time:** 1 hour
- **Steps:**
 1. Reserve library or computer lab space for this activity so that students can research their topics independently.
 2. Write the following groups on the board:
 - First Nations
 - Métis
 - Inuit
 3. Divide the class into six small groups (so that two groups are assigned to each topic) and assign each group to one of the above topics.
 4. Distribute a copy of B.L.M.2 to each group and explain to students that they will be participating in a small group research project, where they must find the information listed on the sheet.
 5. Allow research to begin.
 6. When students have completed their research, combine the groups into three larger groups so that First Nations, Métis and Inuit populations are represented in each group.
 7. In this new structure students must represent their Aboriginal group and explain to their group members the information they recorded on B.L.M.2. After each group has been represented, students must compare and contrast First Nations, Métis and Inuit peoples by creating a Venn Diagram.
 8. When the Venn Diagrams are complete, bring the class back together and ask the following suggested questions:
 - What differences did you notice between the groups? Explain.
 - What similarities did you notice between the groups? Explain.
 - Why is it important for these groups to celebrate and practice their cultural traditions? What role should schools play in this process?
 - Why is it important for people of other cultures to respect the Aboriginal culture? Does this always happen? List examples



9. At the conclusion of this activity students should have a deep understanding of FNMI cultural practices.
10. Ask students to submit completed B.L.M.2 and Venn Diagrams for assessment.

Take action to raise awareness about Aboriginal Education. Participate in Free The Children and Martin Aboriginal Education Initiative's campaign, Local Spotlight: Aboriginal Education. Check out www.weday.com/takeaction to get involved.



Blackline Master 2

Cultural Research Project

Names of group members: _____

Aboriginal group: _____

Language	
Hunting	
Governance	
Agriculture	
Geographical location	
Education	
Trade	
Recreation	
Roles of men, women and children	
The arts	
Story telling	