



ABORIGINAL EDUCATION

ELEMENTARY LEVEL

Cultural Stations Activity

Orientation Activity

- **Purpose:** the purpose of this activity is for students to participate in activities that are indigenous to First Nations, Métis and Inuit people in Canada in order to expand their cultural understanding.
- **Instructional method(s):** class discussion, station rotation, group work.
- **Differentiated instruction:**
 - Move through each station as a class, allowing direct educator instruction at each station.
- **Grade(s):** 2 - 8
- **Estimated time:** 1 hour
- **Steps:**
 1. View B.L.M 1.1 – B.L.M.1.4 and collect all specified materials.
 2. Arrange printed Blackline Masters and materials into four stations around the classroom.
 3. Tell students they will be participating in an Aboriginal stations activity where they will travel around the room in small groups and spend fifteen minutes at each of the four stations. At each station, students will participate in an activity that will teach them about a Aboriginal culture.
 - Station one: Aboriginal Technologies
 - At this station students will discuss the different technologies found on B.L.M.1.2. Then, students will choose their favorite technology and create an illustration of the object, demonstrating its usefulness
 - Station two: First Nations Art
 - At this station, students will be introduced to a specific type of West Coast First Nations art called the Totem Pole (B.L.M.1.1). Students will create their own Totem Pole using the materials provided at the station.
 - Station three: The Métis Jig
 - At this station, students will be introduced to a Métis style of song and dance. They will listen to “The Red River Jig” found at the following link - <http://members.shaw.ca/tunebook/riverjig.htm> and answer the specified questions on B.L.M.1.3
 - Stations four: Inuit Stories
 - At this station, students will be provided with an Inuit story (B.L.M.1.4); they will read this story and interpret its meaning.
 4. Explain to students that they must follow the directions on the worksheet found at each station. However, if they have any questions, they can approach the classroom teacher who will be wandering the room.
 5. Instruct students to begin. Allow fifteen minutes at each stations before signaling rotation.
 6. Each group in the class must rotate through each station before the activity is complete.

7. After the groups have rotated through each station, bring the class back together and ask students to reflect on what they have learned. Emphasize the rich cultural practices of FNMI peoples of Canada.

Blackline Master 1.1

Canadian Aboriginal Technologies

First Nations people have invented and discovered, overtime, various technologies to meet their needs and wants. In turn, these inventions have had a great contribution to Canada and the world.

<p>Darts Purpose: a recreational game. Appearance: it began as a lawn game. The darts consisted of de-kernelled, shucked green corn with feathers attached to the ends. These darts were thrown at targets placed on the ground.</p>	<p>Upset stomach remedies Purpose: to cure stomach aches, dysentery, cholera and diarrhea. Appearance: this was either done by eating the berries or drinking their juice or it was made into a tea made with the entire blackberry plant.</p>	<p>Pain relief Purpose: to cure aches and pains Appearance: found an acid in willow trees which is the most commonly used ingredient in pain relievers today.</p>
<p>Canoes Purpose: to allow travel over waterways. Appearance: these small boats were originally made of bark.</p>	<p>Chewing gum Purpose: chewed for pleasure and taste. Appearance: collected from spruce trees and combined with sugar.</p>	<p>Lacrosse Purpose: played to resolve conflicts, heal the sick, develop strong, virile men and prepare for war Appearance: a ball and stick game where the ball is thrown into a target using the stick.</p>
<p>Snowshoes Purpose: to allow for travel over snow. Appearance: a wide, flat shoe made from materials such as spruce and rawhide thongs.</p>	<p>Cough syrup Purpose: to cure common coughs and colds. Appearance: consisted of unique combinations of wild plants such as the balsam from pine trees, maple syrup and honey.</p>	<p>Snow goggles Purpose: to prevent snow glare. Appearance: made from materials such as bone, antler and ivory.</p>
<p>Cure for Scurvy Purpose: to cure scurvy. Appearance: the bark and needles of an evergreen tree were boiled to make a vitamin C-rich tonic that sufferers drank.</p>	<p>Petroleum jelly Purpose: used to moisten and protect animal and human skin and stimulate healing. Appearance: combined olefin hydrocarbons and methane</p>	<p>Toboggan Purpose: to haul game out of the woods, to move camp and to travel. Appearance: created out of bark and skin.</p>
<p>Sunflowers Seeds Purpose: the seeds of sunflowers were an important source of nutrition. Appearance: basic sunflower</p>	<p>Corn Purpose: for food and nutrition. Appearance: first cultivated by the Aboriginal people.</p>	<p>Kayak Purpose: these small boats were used to travel, fish, and to hunt sea animals. Appearance: constructed from</p>



seeds.

stitched seal or other animal skins,
stretched over a wooden frame.

Blackline Master 1.2**Station four: First Nations Art****Step 1: Learn the facts**

A Totem Pole is a tall, carved post of wood traditionally created by important men among certain First Nations groups in British Columbia and Alaska. On the pole, there tends to be carved and painted faces of animals or birds that are visual statements about group membership and identity. They were skillfully carved and were painted black, red, blue and sometimes white and yellow.

Step 2: Create your own Totem Pole!**Materials:**

- Empty paper towel or wrapping paper rolls
- Crayons and/or markers
- Construction paper
- Glue
- Scissors

What You Do:

- Cut a piece of construction paper long enough to wrap around the paper roll.
- Lay the paper out flat and draw an animal's face.
- When you have finished drawing the face, glue the construction paper around the toilet paper roll.
- Cut a triangular shape (for the nose or beak) out of the construction paper, crease it down the middle (so it will stick out) and glue the edges onto the face.
- Cut a pair of wings and glue them to your totem.
- If you like, you can make a few different totems and stack them on top of one another.

Blackline Master 1.3

Station three: The Métis Jig

Step 1: Learn the facts

Métis are descents are of mixed European and First Nations peoples. They developed their own culture with elements taken from both the European and Aboriginal cultures. An example of this can be seen in their style of dancing and fiddle tunes that are very similar to Celtic and French-Canadian antecedents, but seamlessly weaved in faster-paced First Nations footwork and rhythms.

Today, through dancing, singing and having fun, the old ways are remembered and pride is taken in traditional heritage. Aboriginal elders say that coming together in a joyous spirit is an important underlying and healing experience which brings together many nations in a celebration of life.

Step 2: Listen to the song

Step 3: Answer the following questions

- Analyze the music – what instruments do you hear? What type of dancing do you think happens?
- What is the song about? What does the title have to do with the song?
- What message is the song trying to convey to the listener?

Step 4: Get creative!

- As a group, write an interpretation of the story behind one of The Red River Jig and why this particular song and dance is important to the Métis peoples.

Blackline Master 1.4

Station four: Inuit Stories

Step 1: Learn the facts

Canadian Inuit peoples value a legacy of oral tradition. They believe that stories bind a community, linking it with its past and future. Such stories hold information about a community's spirituality, their lessons of morality and life skills to be passed down to later generations.

Step 2: Read the story

The Wolf and the Caribou: A story told by the Inuit of Canada, the people of the North.

In the beginning – so the legend says – there was a man and a woman, nothing else on the Earth walked or swam or flew. And so the woman dug a big hole in the ground and she started fishing in it. And she pulled out all of the animals. The last animal she pulled out was the caribou. The woman set the caribou free and ordered it to multiply. And soon the land was full of them. And the people lived well and they were happy. But the hunters only killed those caribou that were big and strong. And soon all that was left were the weak and the sick. And the people began to starve. And so the woman had to make magic again, and this time she called Amorak, the spirit of the wolf, to winnow out the weak and the sick, so that the herd would once again be strong. The people realized that the caribou and the wolf were one, for although the caribou feeds the wolf, it is the wolf that keeps the caribou strong

Step 3: Answer the following questions

- What is the moral of the stories?
- What symbols are used in these stories? What do these symbols represent?
- What knowledge will these stories pass on to future generations?
- Why are these stories important to this Aboriginal group?