

**Inquiring Minds: Global Indigenous Peoples**  
**Grade 3 Overview - Curriculum Congruency**

<b>Big Ideas</b>	<b>Modules</b>
Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.	all - see individual modules for details
People from diverse cultures and societies share some common experiences and aspects of life.	all - see individual modules for details
Indigenous knowledge is passed down through oral history, traditions, and collective memory.	all - see individual modules for details
Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.	all - see individual modules for details

<b>Curricular Competencies</b>	
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	My Ancestors and I, Honouring our Ways
Explain why people, events, or places are significant to various individuals and groups (significance)	My Ancestors and I, Honouring our Ways
Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)	My Ancestors and I; Our Words, Our Stories
Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)	all
Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)	My Ancestors and I; Our Words, Our Stories

<b>Curricular Competencies</b>	
Recognize the causes and consequences of events, decisions, or developments (cause and consequence)	My Ancestors and I, Honouring Our Ways [needs to be confirmed]
Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)	My Ancestors and I, Honouring Our Ways [needs to be confirmed]
Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)	Our Words, Our Stories

<b>Content</b>	<b>Topics</b>
<b>Cultural characteristics and ways of life of local First Peoples and global indigenous peoples</b>	all - see individual modules for details
<b>Aspects of life shared by and common to peoples and cultures</b>	all - see individual modules for details
<b>Interconnections of cultural and technological innovations of global and local indigenous peoples</b>	My Ancestors and I; This Land is Our Home
<b>Governance and social organization in local and global indigenous societies</b>	My Ancestors and I, Honouring Our Ways
<b>Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</b>	all - see individual modules for details
<b>Relationship between humans and their environment</b>	all - see individual modules for details

<b>Core Competencies: Communication; Thinking; Personal &amp; Social</b>	
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies

**Inquiring Minds: Global Indigenous Peoples**  
**Our Ancestors, Our Families**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.	all	Embedded throughout	<b>Embedded throughout all Go Deeper, Research, and Inquiry</b>
People from diverse cultures and societies share some common experiences and aspects of life.	Who are We (Land and Culture; How Do the People Live on the Land?; Thinking Like an Architect; Ways to Live Together; Learning Skills; Roles and Responsibilities; Traditional Roles); Models of Government (Decision Making; Territories and Communities); New Pathways (education; leaders; language; Relationships Between Communities; technology); Change Makers	p. 17 Discussion; p. 38 Student Activity (How Do the People Live on the Land?); Thinking Like an Architect; p. 40 Student Activity (Ways to Live Together); p. 44 Roles and Responsibilities; Traditional Roles; p. 45ff Models of Government (Decision Making; Territories and Communities) and New Pathways (education; leaders; language; Relationships Between Communities; technology); p. 60ff Change Makers	<b>Go Deeper:</b> Families and Worldviews, Videos, Images, Websites, Stories and Articles; Models of Government, Websites
Indigenous knowledge is passed down through oral history, traditions, and collective memory.	Coyote Learns a Lesson; Crow's Song; Indigenous worldviews; Family and Community; Ways to Live Together; Learning Skills; Roles and Responsibilities; Traditional Roles; Thinking Deeper: Decision Making; Relationships Between Communities; How Did Technology Connect the People to the Land?; Change Makers	p. 10ff Coyote Learns a Lesson; p. 28 ff Crow's Song; p. 28 Indigenous worldviews; p. 42, 55 Family and Community; p. 40 Student Activity (Ways to Live Together); p. 44 Roles and Responsibilities; Traditional Roles; p. 46ff Decision Making; p. 54 Relationships Between Communities; p. 57 How Did Technology Connect the People to the Land?; p. 60 Change Makers	<b>Go Deeper:</b> Families and Worldviews: Videos, Photos, Maps, and Charts, Websites; What Shapes the Lives of Indigenous Peoples?: Stories and Articles; Change Makers: Websites; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators, Global and Canadian Indigenous Peoples
Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.	Coyote Learns a Lesson; Crow's Song; Knowledge of the Land; Holistic Understanding; Everything Has a Purpose; Indigenous Worldviews; Ways to Live Together; Traditional Roles; relationships Between Communities; Change Makers	p. 10ff Coyote Learns a Lesson; p. 28 ff Crow's Song; p. 21 Holistic understanding; p. 26 Everything has a Purpose; p. 28 Indigenous worldviews; p. 40 Student Activity (Ways to Live Together); p. 44 Roles and Responsibilities; Traditional Roles; p. 54 Relationships Between Communities; p. 60 Change Makers	<b>Go Deeper:</b> Families and Worldviews: Videos, Photos, Maps, and Charts, websites, Stories and Articles; Changing Ways of Life: Videos, Stories and Articles; <b>Research:</b> Traditional Teachings; <b>Inquiry:</b> What Makes a Community?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			
<i>Key Skills</i>			
Ask relevant questions to clarify and define a selected problem or issue	Explore (pages 19, 33, 37), Talk About It (pages 11, 23, 24, 27, 32, 34, 39, 40, 41), What Have you Learned?	p. 32 Perspectives; p. 38ff Student Activity; p. 58 ADST Activity; p. 62 Discussion;	<b>Go Deeper:</b> Families and Worldviews, Videos; <b>Inquire:</b> Can a Language Become Extinct?, How Did Technology and Resources Help Indigenous Peoples Travel on Water?, What Makes a Community?
Demonstrate a willingness to use imagining and predicting in relation to a selected problem or issue		p. 12 Student Activity; p. 42 Thinking Deeper; p. 51 Student Activity	Inquire all activities
Compare, classify, and identify patterns in information about a selected problem or issue		p. 24 Student Activity (Indigenous Worldviews); p. 32 Change (compared to the past) p. 54 Explore [p. 29]	Inquire all activities
Recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represent the importance of wheat farming to that province; a dove represents peace)			

Curricular Competencies	Student Resource	Guide Teaching Notes	Website
Identify the significance of symbols and colours on maps (e.g., colours to represent economic activity, various types of lines to represent roads and railways, symbols for capital cities)	How Do the People Live on the Land (maps)	p. 17 (looking at maps in student resource); p. 18 Student Activity: Who Are the First Peoples in Canada? (LM 1-3: Outline Map: First Peoples of Canada)	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Photos, Maps, and Charts; Changing Ways of Life
Interpret information on simple maps using cardinal directions, symbols, and legends	How Do the People Live on the Land (maps)	p. 17 (looking at maps in student resource)	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Photos, Maps, and Charts; Changing Ways of Life
Create simple maps to represent the community and one or more other communities within BC and Canada			
Use simple map grids (e.g., letter-number co-ordinates) to identify specific locations			
Gather information on a topic from more than one source (e.g., book, magazine, web site, interview)	What Have You Learned?	p. 64ff What Have You Learned	
Apply strategies for information gathering (e.g., using headings, indices, tables of contents)	We anticipate that teachers will draw attention to text features in each of the modules	Explicit notes in the Teacher Notes explain text features. See also p. 8 Previewing Our Ancestors, Our Families, a lesson introducing students to the features of the book.	
Record information from various sources, demonstrating appropriate strategies for note taking (e.g., key words, main ideas, point form)	Explore features, end of module activity, and Thinking Like features will explore these strategies	p. 12 Student Activity (LM 1-1: Coyote Learns a Lesson—Puzzle Piece); p. 24 Student Activity: Indigenous Worldviews (LM 1-5: My Worldview: An Interview with My Family); p. 29 Student Activity (LM 1-8: Story Elements)	Inquire all activities
Cite information sources appropriately (e.g., simple bibliography)			
Select information for a presentation on a topic (e.g., a specific province or territory)			
Draw simple interpretations from personal experiences and oral, visual, and written sources	Talk About It questions, Explore questions, What Have You Learned?	Talk About It, pp. 24, 55, 62, 63; Discussions in the TN, pp. 12, 13, 14, 15, 17, 18, 20, 21, 24, 25, 26, 27, 30, 37, 42, 48, 52, 53, 54, 62ff	
Organize relevant information for a presentation	What Have You Learned?	pp. 64ff What Have You Learned?	
Deliver an engaging presentation on a topic	What Have You Learned? and Thinking Like features	p. 14 ADST Activity; p. 24 ADST Activity; pp. 64ff What Have You Learned?	
Generate a variety of responses to a specific problem or issue	Talk About It features	Talk About It, pp. 24, 55, 62, 63; Discussions in the TN, pp. 12, 13, 14, 15, 17, 18, 20, 21, 24, 25, 26, 27, 30, 37, 42, 48, 52, 53, 54, 62ff	Inquire all activities
Consider advantages and disadvantages of a variety of solutions to a problem or issue	Talk About It features	p. 12 Student Activity; p. 42 Thinking Deeper; p. 51 Student Activity; Talk About It, pp. 24, 55, 62, 63	Inquire all activities
Individually, or in groups, design a course of action to address a problem or issue, and provide reasons to support the action			
Demonstrate willingness to consider diverse points of view		Talking Circle, pp. 11, 17, 20-22, 24, 26, 47-48, 66	

Curricular Competencies	Student Resource	Guide Teaching Notes	Website
<b>Explain why people, events, or places are significant to various individuals and groups (significance)</b>			
<i>Key Questions</i>			
Why are stories important to indigenous people?	Stories included in module (Coyote Learns a Lesson; Crow's Song) show values and beliefs; Indigenous worldviews diagram includes importance of oral traditions and story	p. 10ff Coyote Learns a Lesson; p. 28ff Crow's Song; p. 24 Student Activity: Indigenous Worldviews	<b>Go Deeper:</b> Families and Worldviews: Videos, Photos, Maps, and Charts, Websites; What Shapes the Lives of Indigenous Peoples?: Stories and Articles; Change Makers: Websites; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators, Global and Canadian Indigenous Peoples
Why do Elders play an important part in the lives of First Peoples?	Coyote Learns a Lesson; Crow's Song; Family and Community; Ways to Live Together; Learning Skills; Roles and Responsibilities: Elders; Traditional Roles; profiles of two Elders in Change Makers section	p. 10ff Coyote Learns a Lesson; p. 22 Student Activity (Holistic Understanding); Family and Community; p. 28ff Crow's Song; p. 24 Student Activity: Indigenous Worldviews	<b>Go Deeper:</b> Families and Worldviews: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Change Makers: Photos, Maps, and Charts, Websites; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators
What values were significant for local First Peoples?	Coyote Learns a Lesson; Crow's Song; Knowledge About the Land; Holistic Understanding; Worldviews; Everything Has a Purpose; Family and Community; Ways to Live Together; Traditional Roles; Thinking Deeper: Decision Making	p. 18 Learning from the Land (Traditional Ecological Knowledge); p. 22 Student Activity (Holistic Understanding); p. 23 What are Indigenous Worldviews; p. 27 Discussion (Indigenous Worldviews); p. 32 Perspectives;	<b>Go Deeper:</b> Families and Worldviews: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Changing Ways of Life: Stories and Articles, Websites, Videos; <b>Research:</b> Traditional Teachings, Global and Canadian Indigenous Peoples
<b>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</b>			
<i>Sample Activities</i>			
View different artifacts from indigenous cultures and speculate on what they might have been used for	Thinking Like an Architect (homes); How Did Technology Connect the People to the Land?; Explore activity on canoes	p. 38 Thinking Like an Architect; p. 57 Student Activity: How Did Technology Connect the People to the Land? [page 32], LM 1-13: How Did Technology Connect People to the Land?; p. 58 Explore Activity on canoes	<b>Go Deeper:</b> Changing Ways of Life: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; <b>Research:</b> Global and Canadian Indigenous Peoples; <b>Inquire:</b> How Did Technology and Resources Help Indigenous Peoples Travel on Water?; <b>Engage:</b> Secwepemc Archeology
<b>Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)</b>	New Pathways (education, leadership, and language)	p. 44-48 leadership, developments, consequences; p. 48 Student Activity (Territories and Communities) p. 51 Talk About It	
<i>Sample Activities</i>			
Use examples to show that events happen in chronological sequence (e.g., last month, yesterday, today, tomorrow, next month)		p. 20 The Gitga'at Seasonal Harvest Round; Additional Resources; p. 29 Student Activity (LM 1-8: Story Elements) on Beginning, Middle, End	
Organize and present information in chronological order (e.g., before, now, later; past, present, future)			
How has the way of life changed for indigenous people?	New Pathways (education, leadership, and language)	p. 44-48 leadership, developments, consequences; p. 48 Student Activity (Territories and Communities) p. 51 Talk About It	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?
How are indigenous cultures viewed today?			<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?
How have First Peoples government and leadership changed over time?	Models of Government (chiefs and councils, decision making, Thinking Like a Leader); New Pathways (leadership)	p. 45ff Models of Government; p. 44-48 leadership, developments, consequences	<b>Go Deeper:</b> Models of Government: Photos, Maps, and Charts, Stories and Articles, Websites; What Shapes the Lives of Indigenous Peoples?: Stories and Articles, Photos, Maps, and Charts



Curricular Competencies	Student Resource	Equide Teaching Notes	Website
<b>Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</b>	New Pathways (education, leadership, and language)	p. 44-48 leadership, developments, consequences; p. 48 Student Activity (Territories and Communities) p. 51 Talk About It	
<i>Key Questions</i>			
How might present-day Canada be different if First Peoples had not been moved to reserves?		p. 48 Student Activity (Territories and Communities)	
How has the way of life changed for indigenous people?	New Pathways (education, leadership, and language)	p. 50ff Changing Ways of Life	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?
<b>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</b>			
<i>Sample Activities</i>			
Distinguish between fact and opinion on a selected problem or issue			
Identify features of indigenous cultures that characterize their relationship to the land	Worldviews; Knowledge About the Land; Holistic Understanding; Everything Has a Purpose; Land and Culture; How Do the People Live on the Land? Thinking Like an Architect; Learning Skills; Traditional Skills; Territories and Communities; How Did Technology Connect the People to the Land?	p. 18 Learning from the Land (Traditional Ecological Knowledge); p. 22 Student Activity (Holistic Understanding); p. 23 What are Indigenous Worldviews; p. 27 Discussion (Indigenous Worldviews); p. 32 Perspectives;	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Photos, Maps, and Charts; Changing Ways of Life: Videos; Families and Worldviews: Websites
Indigenous peoples' use of oral tradition rather than written language		p. 11 Oral story-telling and protocol; p. 27 Discussion; p. 30 Discussion; p. 64 What Have You Learned?	<b>Go Deeper:</b> Families and Worldviews: Videos, Photos, Maps, and Charts, Websites; What Shapes the Lives of Indigenous Peoples?: Stories and Articles; Change Makers: Websites; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators, Global and Canadian Indigenous Peoples
<i>Key Questions</i>			
How do the values of indigenous people differ from the values of people from other cultures?		p. 18 Learning from the Land (Traditional Ecological Knowledge); p. 22 Student Activity (Holistic Understanding); p. 23 What are Indigenous Worldviews; p. 27 Discussion (Indigenous Worldviews); p. 32 Perspectives;	<b>Go Deeper:</b> Families and Worldviews: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Changing Ways of Life: Stories and Articles, Websites, Videos; <b>Research:</b> Traditional Teachings, Global and Canadian Indigenous Peoples
<b>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</b>			
<i>Key Questions</i>			
Is the technology we have today better than the traditional technology of indigenous peoples?			<b>Go Deeper:</b> Changing Ways of Life: Stories and Articles, Photos, Maps, and Charts, Websites; <b>Research:</b> Global and Canadian Indigenous Peoples; <b>Inquire:</b> How Did Technology and Resources Help Indigenous Peoples Travel on Water?
What would be the advantages or disadvantages of consensus decision making?	Thinking Deeper: Decision Making	p. 46 Student Activity: How People Make Decisions; p. 47 Student Activity: Interview with a School Community Leader (students choose via consensus); p. 53 Discussion (students use consensus)	
Should indigenous cultures and languages be maintained? Explain your reasons.			<b>Go Deeper:</b> Families and Worldviews: Websites; What Shapes the Lives of Indigenous Peoples?: Photos, Maps, and Charts, Websites; Changing Ways of Life: Photos, Maps, and Charts; <b>Research:</b> Global and Canadian Indigenous Peoples; <b>Inquire:</b> Can a Language Become Extinct?
Should anything be done about the loss of indigenous lands? Explain your reasons.			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Cultural characteristics and ways of life of local First Peoples and global indigenous peoples</b>			
<i>Sample Topics</i>			
potential First Peoples and global indigenous people for study could include: -Local BC First Peoples -Canadian and other North American indigenous people -local indigenous peoples of South America -ethnic Chinese and Koreans -ethnic European groups (Germanic, Slavic, Latin, Celtic)	Kwakwaka'wakw, Secwepemc, Maori	Kwakwaka'wakw, Secwepemc, Maori	Kwakwaka'wakw, Secwepemc, Maori
worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings	What Are Indigenous Worldviews?, worldviews diagram; Everything Has a Purpose; Coyote Learns a Lesson; Crow's Song; Family and Community; Land and Culture; Ways to Live Together; Learning Skills; Roles and Responsibilities; Traditional Roles; Relationships Between Communities; Change Makers	p. 10 Coyote Learns a Lesson; p. 23 What Are Indigenous Worldviews?, worldviews diagram; Everything Has a Purpose; p. 28 Crow's Song; pp. 42, 55 Family and Community; p. 36 Student Activity: What Shapes the Lives of Indigenous Peoples? Land and Culture [page 15]; p. 40 Student Activity Ways to Live Together [page 19]; p. 42 Learning from others; p. 44 Roles and Responsibilities; Traditional Roles; p. 54 Relationships Between Communities; p. 60 Change Makers	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Videos; Families and Worldviews: Videos; What Shapes the Lives of Indigenous Peoples?: Stories and Articles, Photos, Maps, and Charts; <b>Research:</b> Protocols, Global and Canadian Indigenous Peoples
<b>Aspects of life shared by and common to peoples and cultures</b>			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Sample Topics</b>			
family	Holistic Understanding; Family and Community; Thinking Deeper, p 18; Roles and Responsibilities; Talk About It, p 34	p. 18 Learning from the Land (Traditional Ecological Knowledge); p. 22 Student Activity (Holistic Understanding); Family and Community; p. 36 Student Activity: What Shapes the Lives of Indigenous Peoples? Land and Culture [page 15]; p. 40 Student Activity: Ways to Live Together [page 19]; p. 42 Learning from others; p. 44 Roles and Responsibilities; Traditional Roles; p. 54 Relationships Between Communities; p. 60 Change Makers	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Photos, Maps, and Charts; <b>Research:</b> Community Connections, Global and Canadian Indigenous Peoples
work	Roles and Responsibilities; Chiefs and Councils; New Pathways: Indigenous Leaders; Change Makers	p. 44 Roles and Responsibilities; Traditional Roles; p. 54 Relationships Between Communities; p. 60 Change Makers	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Stories and Articles; Photos, Maps, and Charts; Models of Government: Stories and Articles, Photos, Maps, and Charts, Websites; Changing Ways of Life: Stories and Articles, Photos, Maps, and Charts, Videos
education	Learning Skills; New Pathways: Education	p. 42 Learning from others; p. 60 Change Makers	<b>Go Deeper:</b> Families and Worldviews: Photos, Maps, and Charts; What Shapes the Lives of Indigenous Peoples?: Photos, Maps, and Charts; <b>Research:</b> Protocols, Global and Canadian Indigenous Peoples
systems of ethics and spirituality	Coyote Learns a Lesson; Crow's Song; Indigenous Worldviews; Holistic Understanding; Everything Has a Purpose; Models of Government	p. 10 Coyote Learns a Lesson; p. 23 What Are Indigenous Worldviews?, worldviews diagram; Everything Has a Purpose; p. 28 Crow's Song	<b>Go Deeper:</b> Families and Worldviews: Stories and Articles, Videos, Websites
<b>Interconnections of cultural and technological innovations of global and local indigenous peoples</b>			
<b>Sample Topics</b>			
transportation	How Did Technology Connect the People to the Land?; Explore, p 37	p. 38 Student Activity: Thinking Like an Architect; p. 57 Student Activity: How Did Technology Connect the People to the Land? [page 32] LM 1-13: How Did Technology Connect People to the Land?; p. 58 Student Activity (canoes)	<b>Go Deeper:</b> Changing Ways of Life: Stories and Articles, Photos, Maps, and Charts, Websites; <b>Research:</b> Global and Canadian Indigenous Peoples
clothing			<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?, Video; <b>Research:</b> Protocols
pottery			
shelters and buildings	Thinking Like an Architect	p. 38 Student Activity: Thinking Like an Architect	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples? Photos, Maps, and Charts, Websites; Changing Ways of Life: Photos, Maps, and Charts
navigation			
weapons			
tools	How Did Technology Connect the People to the Land?	p. 57 Student Activity: How Did Technology Connect the People to the Land? [page 32] LM 1-13: How Did Technology Connect People to the Land?;	
hunting and fishing techniques	How Did Technology Connect the People to the Land?; Learning Skills	p. 42 Learning from others; p. 57 Student Activity: How Did Technology Connect the People to the Land? [page 32] LM 1-13: How Did Technology Connect People to the Land?;	<b>Go Deeper:</b> Families and Worldviews: Photos, Maps, and Charts, Videos; What Shapes the Lives of Indigenous Peoples?: Stories and Articles, Photos, Maps, and Charts; Changing Ways of Life: Stories and Articles, Photos, Maps, and Charts, Videos
building techniques	Thinking Like an Architect	p. 38 Student Activity: Thinking Like an Architect	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Photos, Maps, and Charts



Content	Student Resource	Guide Teaching Notes	Website
food cultivation and preparation	Roles and Responsibilities	p. 44 Roles and Responsibilities;	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Stories and Articles, Photos, Maps, and Charts; Changing Ways of Life: Stories and Articles, Photos, Maps, and Charts
ceremonies	Everything Has a Purpose; potlatch, p 23		<b>Go Deeper:</b> Photos, Maps, and Charts: Photos, Maps, and Charts, Videos, Websites;
art	Change Makers (artist profile)	p. 60 Change Makers	<b>Go Deeper:</b> Families and Worldviews: Photos, Maps, and Charts, What Shapes the Lives of Indigenous Peoples?: Photos, Maps, and Charts; Changing Ways of Life: Websites
music			<b>Research:</b> Global and Canadian Indigenous Peoples
basketry and weaving	How Did Technology Connect the People to the Land?	p. 57 Student Activity: How Did Technology Connect the People to the Land? [page 32] LM 1-13: How Did Technology Connect People to the Land?;	<b>Go Deeper:</b> Changing Ways of Life: Stories and Article, Photos, Maps, and Charts
<b>Governance and social organization in local and global indigenous societies</b>			
<i>Sample Topics</i>			
consensus	Models of Government: Decision Making	p. 45ff Models of Government; p. 44-48 leadership, developments, consequencesp. 46 Student Activity: How People Make Decisions; p. 47 Student Activity: Interview with a School Community Leader (students choose via consensus); p. 53 Discussion (students use consensus)	
confederacies			
Elders	Family and Community; Roles and Responsibilities	p. 22 Student Activity (Holistic Understanding); Family and Community; p. 36 Student Activity: What Shapes the Lives of Indigenous Peoples? Land and Culture [page 15]; p. 40 Student Activity: Ways to Live Together [page 19]	<b>Go Deeper:</b> Families and Worldviews: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Change Makers: Photos, Maps, and Charts, Websites; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators
reservations	Territories and Communities	pp. 48-49 Student Activity: Territories and Communities	<b>Go Deeper:</b> Models of Government: Photos, Maps, and Charts
band councils	Models of Government	p. 45ff Models of Government; p. 44-48 leadership, developments, consequences	<b>Go Deeper:</b> Models of Government: Websites, Stories and Articles
traditional leadership	Models of Government	p. 45ff Models of Government; p. 44-48 leadership, developments, consequences	<b>Go Deeper:</b> Models of Government: Photos, Maps, and Charts, Stories and Articles, Websites; What Shapes the Lives of Indigenous Peoples?: Stories and Articles, Photos, Maps, and Charts
<b>Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</b>			
<i>Sample Topics</i>			
tools	How Did Technology Connect the People to the Land?	p. 57 Student Activity: How Did Technology Connect the People to the Land? [page 32] LM 1-13: How Did Technology Connect People to the Land?;	
earth mounds			
petroglyphs			

Content	Student Resource	Eguide Teaching Notes	Website
oral stories	Coyote Learns a Lesson; Crow's Song; worldviews diagram	p. 10 Coyote Learns a Lesson; p. 23 What Are Indigenous Worldviews?, worldviews diagram; p. 28 Crow's Song	<b>Go Deeper:</b> Families and Worldviews: Videos, Photos, Maps, and Charts, Websites; What Shapes the Lives of Indigenous Peoples?: Stories and Articles; Change Makers: Websites; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators, Global and Canadian Indigenous Peoples
sacred or significant places and landforms	marae, p 31		
weapons			
<b>Relationship between humans and their environment</b>			
<i>Sample Topics</i>			
protocols around the world that acknowledge and respect the land	Knowledge About the Land; Holistic Understanding; Indigenous worldviews; Everything Has a Purpose; Land and Culture; Ways to Live Together; Learning Skills; Traditional Roles	p. 23 What Are Indigenous Worldviews?, worldviews diagram; Everything Has a Purpose;	<b>Go Deeper:</b> What Shapes the Lives of Indigenous Peoples?: Videos; <b>Research:</b> Protocols
reshaping of the land for resource exploration and development			<b>Go Deeper:</b> Changing Ways of Life: Videos
domestication of animals			
organization and techniques of hunting and fishing	Traditional Roles; Learning Skills	p. 42 Learning from others; p. 44 Roles and Responsibilities; Traditional Roles; p. 60 Change Makers	<b>Go Deeper:</b> Families and Worldviews: Photos, Maps, and Charts, Videos; What Shapes the Lives of Indigenous Peoples?: Stories and Articles, Photos, Maps, and Charts; Changing Ways of Life: Stories and Articles, Photos, Maps, and Charts, Videos
<b>Core Competencies: Communication; Thinking; Personal &amp; Social</b>			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies		

**Inquiring Minds: Global Indigenous Peoples**  
**The Land Is Our Home**

<b>Legend</b>			
<b>Big Ideas</b>	<b>Curricular Competencies</b>	<b>Content</b>	<b>Core Competencies</b>

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.	all	all	all
People from diverse cultures and societies share some common experiences and aspects of life.	Land and Story (shared connections to the land); Our Connections to Plants and Trees (shared uses of plant life); Our Connections to Water (importance of water to ways of life); Our Connections to Animals (common views of use of animals); Technology and the Land (common views on living on the land)	Land and Story, pp 33-38; Our Connections to Plants and Trees, pp 41-59; Our Connections to Water, pp 59-67; Our Connections to Animals, pp 67-74; Technology and the Land, pp 74-83	<b>Go Deeper:</b> Land and Worldviews: Videos; Land and Story: Stories and Articles, Photos, Maps, and Charts, Videos; Our Connections to Plants and Trees: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Our Connections to Water: Videos, Websites; Our Connections to Animals: Stories and Articles, Videos, Photos, Maps, and Charts; Technology and the Land: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Change Makers: Stories and Articles; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators, Respecting the Land, Global and Canadian Indigenous Peoples; <b>Inquire:</b> How Are Local Plants and Animals Important Food Sources? What Effects Do Dams Have on the Land and on People?
Indigenous knowledge is passed down through oral history, traditions, and collective memory.	Stories (Why the Spirit Bear is White; Little Beaver); Land and Story; Plants as Medicine	Stories (Why the Spirit Bear Is White), pp 10-12; Stories (Little Beaver), pp 23-27; Land and Story, pp 33-38; Plants as Medicine, pp 48-52	<b>Go Deeper:</b> Land and Worldviews: Audio, Videos
Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.	Why the Spirit Bear is White; Learning from the Land; Stewardship of the Land; Why is Water Important?; Change Makers	Why the Spirit Bear Is White, pp 10-12; Learning from the Land, pp 15-19 ; Stewardship of the Land, pp 55-59 ; Why is Water Important?, pp 59-67; Change Makers, pp 84-90	<b>Go Deeper:</b> Land and Worldviews: Audio, Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Land and Story: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Our Connections to Plants and Trees: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Our Connections to Water: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Our Connections to Animals: Stories and Articles, Photos, Maps, and Charts, Videos; Technology and the Land: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators, Traditional Teachings, Protocols, Respecting the Land, Global and Canadian Indigenous People; <b>Inquire:</b> all

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			
<b>Key Skills</b>			
Ask relevant questions to clarify and define a selected problem or issue	Explore (pp 18, 27); Talk About It (pp 7, 13, 14, 15, 17, 19, 20, 21, 22, 24, 27, 29, 30, 31); What Have You Learned? (p 32)	Explore [pp 18, 27], pp 52-54, 82-83; Talk About It [pp 7, 13, 14, 15, 17, 19, 20, 21, 22, 24, 27, 29, 30, 31], pp 21, 37, 40, 43, 51, 58, 61, 66, 73, 76, 82, 87-88, 89, 90; What Have You Learned? [p 32], pp 91-93	Inquire -- all activities
Demonstrate a willingness to use imagining and predicting in relation to a selected problem or issue	Talk About It, pp 17, 19, 22, 30; Thinking Deeper, pp 20, 22	Talk About It [pp 17, 19, 22, 30], pp 21, 58, 73, 89; Thinking Deeper [pp 20, 22], pp 65, 71-72	Inquire -- all activities
Compare, classify, and identify patterns in information about a selected problem or issue			
Recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represent the importance of wheat farming to that province; a dove represents peace)			
Identify the significance of symbols and colours on maps (e.g., colours to represent economic activity, various types of lines to represent roads and railways, symbols for capital cities)	Map p 12; Talk About It p 20	Map [inside front cover], p 15; Map [p 12], pp 34-35; Talk About It [p 20], pp 61-62	<b>Go Deeper:</b> Land and Worldviews: Photos, Maps, and Charts; Land and Story: Photos, Maps, and Charts
Interpret information on simple maps using cardinal directions, symbols, and legends	Talk About It p 20	Talk About It [p 20], pp 61-62	<b>Go Deeper:</b> Land and Worldviews: Photos, Maps, and Charts; Land and Story: Photos, Maps, and Charts
Create simple maps to represent the community and one or more other communities within BC and Canada		Land and Story [pp 12-13], p 35	
Use simple map grids (e.g., letter-number co-ordinates) to identify specific locations			
Gather information on a topic from more than one source (e.g., book, magazine, web site, interview)	What Have You Learned?	What Have You Learned? [p 32], pp 91-93	<b>Inquire:</b> How Are Local Plants and Animals Important Food Sources?
Apply strategies for information gathering (e.g., using headings, indices, tables of contents)	We anticipate that teachers will draw attention to text features in each of the modules	Previewing The Land Is Our Home, pp 9-10	<b>Inquire:</b> How Are Local Plants and Animals Important Food Sources?
Record information from various sources, demonstrating appropriate strategies for note taking (e.g., key words, main ideas, point form)	Explore features, end of module activity, and Thinking Like features will explore these strategies	Explore [pp 18, 27], pp 52-54, 82-83; What Have You Learned? [p 32], pp 91-93	<b>Inquire:</b> How Are Local Plants and Animals Important Food Sources?
Cite information sources appropriately (e.g., simple bibliography)			
Select information for a presentation on a topic (e.g., a specific province or territory)			Inquire -- all activities
Draw simple interpretations from personal experiences and oral, visual, and written sources	Talk About It, pp 13, 21, 27; Thinking Like a Botanist, p 14; Thinking Deeper pp 16, 20; Explore p 18	Talk About It [pp 13, 21, 27], pp 37-38, p 66, p 82; Thinking Like a Botanist [p 14], pp 39-41; Thinking Deeper [pp 16, 20], pp 47, 65; Explore [p 18], pp 52-54	<b>Inquire:</b> What Effects Do Dams Have on the Land and on People?
Organize relevant information for a presentation			Inquire -- all activities
Deliver an engaging presentation on a topic			Inquire -- all activities
Generate a variety of responses to a specific problem or issue	Talk About It features	Talk About It [pp 7, 13, 14, 15, 17, 19, 20, 21, 22, 24, 27, 29, 30, 31], pp 21, 37, 40, 43, 51, 58, 61, 66, 73, 76, 82, 87-88, 89, 90	<b>Inquire:</b> What Effects Do Dams Have on the Land and on People?
Consider advantages and disadvantages of a variety of solutions to a problem or issue	Talk About It features	Talk About It [p 19, 22, 24, 27, 29, 30, 31], pp 58, 73, 76, 82, 87-88, 89, 90	<b>Inquire:</b> What Effects Do Dams Have on the Land and on People?
Individually, or in groups, design a course of action to address a problem or issue, and provide reasons to support the action	Explore p 27	Explore [p 27], pp 82-83; What Have You Learned? [p 32], pp 91-93	<b>Inquire:</b> What Effects Do Dams Have on the Land and on People?
Demonstrate willingness to consider diverse points of view			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Explain why people, events, or places are significant to various individuals and groups (significance)</b>			
<i>Key Questions</i>			
Why are stories important to indigenous people?	Stories included in module (Spirit Bear, Little Beaver) show values and beliefs; Indigenous worldviews diagram includes importance of oral traditions and story; Land and Story; Talk About It, p 13	Stories (Why the Spirit Bear Is White), pp 10-12; Stories (Little Beaver), pp 23-27; Indigenous worldviews diagram includes importance of oral traditions and story [pp 8-9], pp 20-22; Land and Story, pp 33-38; Talk About It [p 13], p 37	<b>Go Deeper:</b> Land and Worldviews: Audio; Land and Story: Videos; Our Connections to Plants and Trees: Videos;
Why do Elders play an important part in the lives of First Peoples?			
What values were significant for local First Peoples?	Why the Spirit Bear is White; Little Beaver; Spirit bear box, p 14; Stewardship of the Land; Thinking Deeper, pp 19, 27; Why Is Water Important?; Talk About It, p 22; Explore p 27; Change Makers	Stories (Why the Spirit Bear Is White), pp 10-12; Stories (Little Beaver), pp 23-27; Spirit Box [p 14], p 41; Stewardship of the Land [p 19], pp 55-59; Thinking Deeper [pp 19, 27], pp 59, 80-83; Why Is Water Important? [p 21], pp 65-66; Talk About It [p 22], pp 73; Explore [p 27], pp 82-83; Change Makers [pp 28-31], pp 84-90	<b>Go Deeper:</b> Land and Worldviews: Audio, Videos, Websites; Land and Story: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Our Connections to Plants and Trees: Photos, Maps, and Charts, Videos, Websites; Our Connections to Water: Stories and Articles, Photos, Maps, and Charts, Videos; Our Connections to Animals: Photos, Maps, and Charts; Technology and the Land: Stories and Articles, Photos, Maps, and Charts, Websites; Change Makers: Stories and Articles, Photos, Maps, and Charts, Videos; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators Global and Canadian Indigenous Peoples Protocols Respecting the Land Traditional Teachings
<b>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</b>			
<i>Sample Activities</i>			
View different artifacts from indigenous cultures and speculate on what they might have been used for	cedar uses, p 16; snowshoes, p 25; Waterways (different technology for water travel), p 26	cedar uses [p 16], pp 43-46; snowshoes [p 25], pp 75-78; Waterways [p 26], pp 79-80	<b>Go Deeper:</b> Land and Story: Photos, Maps, and Charts; Our Connections to Plants and Trees: Photos, Maps, and Charts, Videos; Technology and the Land: Photos, Maps, and Charts; <b>Research:</b> Global and Canadian Indigenous Peoples
<b>Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)</b>	Our Connections to Plants and Trees; Our Connections to Water; Our Connections to Animals; Technology and the Land (show ongoing traditions and knowledge)	Our Connections to Plants and Trees [pp 15-19], pp 41-59; Our Connections to Water [pp 20-21], pp 59-67; Our Connections to Animals [pp 22-23], pp 67-74; Technology and the Land (show ongoing traditions and knowledge) [pp 24-27], pp 74-84	<b>Go Deeper:</b> Our Connections to Plants and Trees; Our Connections to Water; Our Connections to Animals; Technology and the Land
<i>Sample Activities</i>			
Use examples to show that events happen in chronological sequence (e.g., last month, yesterday, today, tomorrow, next month)			
Organize and present information in chronological order (e.g., before, now, later; past, present, future)			
<i>Key Questions</i>			
How has the way of life changed for indigenous people?	Our Connections to Plants and Trees; Our Connections to Water; Our Connections to Animals; Technology and the Land	Our Connections to Plants and Trees [pp 15-19], pp 41-59; Our Connections to Water [pp 20-21], pp 59-67; Our Connections to Animals [pp 22-23], pp 67-74; Technology and the Land (show ongoing traditions and knowledge) [pp 24-27], pp 74-84	<b>Go Deeper:</b> Our Connections to Plants and Trees; Our Connections to Water; Our Connections to Animals; Technology and the Land
How are indigenous cultures viewed today?			
How have First Peoples government and leadership changed over time?	Change Makers	Change Makers [pp 28-31], pp 84-87	<b>Go Deeper:</b> Change Makers; <b>Research:</b> Global and Canadian Indigenous Peoples
<b>Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</b>			
<i>Key Questions</i>			
How might present-day Canada be different if First Peoples had not been moved to reserves?			
How has the way of life changed for indigenous people?	Thinking Deeper, pp 20, 27; Why Is Water Important?; Technology and the Land	Thinking Deeper [pp 20, 27], pp 61-62, p 82; Why Is Water Important? [pp 20-21], pp 59-66; Technology and the Land [pp 24-27], pp 74-84	<b>Go Deeper:</b> Our Connections to Water; Technology and the Land; <b>Research:</b> Protocols, Respecting the Land; <b>Inquire:</b> What Effects Do Dams Have on the Land and on People?



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</b>			
<i>Sample Activities</i>			
Distinguish between fact and opinion on a selected problem or issue			
Identify features of indigenous cultures that characterize their relationship to the land	throughout	throughout	throughout
Indigenous peoples' use of oral tradition rather than written language			
<i>Key Questions</i>			
How do the values of indigenous people differ from the values of people from other cultures?			
<b>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</b>			
<i>Key Questions</i>			
Is the technology we have today better than the traditional technology of indigenous peoples?	Technology and the Land	Technology and the Land [pp 24-27], pp 74-84	<b>Go Deeper:</b> Technology and the Land
What would be the advantages or disadvantages of consensus decision making?			
Should indigenous cultures and languages be maintained? Explain your reasons.			<b>Go Deeper:</b> Land and Story: Videos
Should anything be done about the loss of indigenous lands? Explain your reasons.	Thinking Deeper, p 27; feature on Ladio Veron	Thinking Deeper [p 27]; pp 80-82; feature on Ladio Veron [p 31], pp 89-90	<b>Go Deeper:</b> Land and Worldviews: Videos; Land and Story: Websites

Content	Student Resource	Eguide Teaching Notes	Website
<b>Cultural characteristics and ways of life of local First Peoples and global indigenous peoples</b>			
<i>Sample Topics</i>			
potential First Peoples and global indigenous people for study could include: -Local BC First Peoples -Canadian and other North American indigenous people -local indigenous peoples of South America -ethnic Chinese and Koreans -ethnic European groups (Germanic, Slavic, Latin, Celtic)	Tsay Keh Dene; Gitga'at; Kaiowa	Tsay Keh Dene; Gitga'at; Kaiowa	Tsay Keh Dene; Gitga'at; Kaiowa
worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings	Why the Spirit Bear is White; Little Beaver; Learning from the Land; What are Indigenous Worldviews (and diagram); Thinking Like a Botanist, p 14; How Plants Are Used Every Day; Stewardship of the Land; Technology and the Land; Change Makers	Why the Spirit Bear Is White [pp 2-3], pp 10-13; Little Beaver [pp 10-11], pp 23-27; Learning from the Land [p 6], pp 15-20; What are Indigenous Worldviews (and diagram) [pp 7-9], pp 20-23; Thinking Like a Botanist [p 14], pp 38-41; How Plants Are Used Every Day [pp 16-17], pp 46-51; Stewardship of the Land [p 19], pp 55-59; Technology and the Land [pp 24-27], pp 74-84; Change Makers [pp 28-31], pp 84-90	<b>Go Deeper:</b> Land and Worldviews: Videos, Audio; Our Connections to Plants and Trees: Videos; Change Makers: Stories and Articles, Photos, Maps, and Charts, Videos; Land and Worldviews: Photos, Maps, and Charts; Our Connections to Plants and Trees: Videos; <b>Research:</b> Protocols, Respecting the Land, Traditional Teachings, Elders, Knowledge Keepers, and Métis Senators Global and Canadian Indigenous Peoples
<b>Aspects of life shared by and common to peoples and cultures</b>			
<i>Sample Topics</i>			
family			
work	Change Makers	Change Makers [pp 28-31], pp 84-90	
education			<b>Go Deeper:</b> Land and Worldviews: Videos; Change Makers: Photos, Maps, and Charts; <b>Research:</b> Global and Canadian Indigenous Peoples
systems of ethics and spirituality	Stewardship of the Land; Change Makers	Stewardship of the Land [p 19], pp 55-59; Change Makers [pp 28-31], pp 84-90	<b>Go Deeper:</b> Change Makers: Photos, Maps, and Charts, Videos

Content	Student Resource	Eguide Teaching Notes	Website
<b>Interconnections of cultural and technological innovations of global and local indigenous peoples</b>			
<i>Sample Topics</i>			
transportation	Our Connections to Water; Technology and the Land; Thinking Deeper p 19	Our Connections to Water [pp 20-21], pp 59-66; Technology and the Land [pp 24-27], pp 74-84; Thinking Deeper [p 19], p 59	<b>Go Deeper:</b> Technology and the Land: Photos, Maps, and Charts; <b>Research:</b> Global and Canadian Indigenous Peoples
clothing	Our Connections to Animals; Technology and the Land	Our Connections to Animals [pp 22-23], pp 67-73; Technology and the Land [pp 24-27], pp 74-84	<b>Go Deeper:</b> Our Connections to Animals: Photos, Maps, and Charts; Technology and the Land: Photos, Maps, and Charts;
pottery			
shelters and buildings			
navigation	Waterways	Waterways [26-27], pp 79-84	
weapons			
tools			
hunting and fishing techniques	Our Connections to Water; Our Connections to Animals; Technology and the Land	Our Connections to Water [pp 20-21], pp 59-66; Our Connections to Animals [pp 22-23], pp 67-73; Technology and the Land [pp 24-27], pp 74-84	<b>Go Deeper:</b> Our Connections to Animals: Photos, Maps, and Charts; Land and Worldviews: Photos, Maps, and Charts; Our Connections to Water: Photos, Maps, and Charts; <b>Research:</b> Global and Canadian Indigenous Peoples; Inquire: How Are Local Plants and Animals Important Food Sources?
building techniques			
food cultivation and preparation	Our Connections to Plants and Trees; Our Connections to Animals	Our Connections to Plants and Trees [pp 15-19], pp 41-55; Our Connections to Animals [pp 22-23], pp 67-73	<b>Go Deeper:</b> Our Connections to Plants and Trees: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Our Connections to Water: Photos, Maps, and Charts, Websites; Inquire: How Are Local Plants and Animals Important Food Sources?
ceremonies			
art			
music	Change Makers	Change Makers [pp 28-31], pp 84-90	<b>Go Deeper:</b> Change Makers: Stories and Articles, Photos, Maps, and Charts, Videos; <b>Research:</b> Global and Canadian Indigenous Peoples
basketry and weaving	How Plants Are Used Every Day	How Plants Are Used Every Day [pp 16-17], pp 46-51	
<b>Governance and social organization in local and global indigenous societies</b>			
<i>Sample Topics</i>			
consensus			
confederacies			
Elders			
reservations			
band councils			
traditional leadership			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</b>			
<i>Sample Topics</i>			
tools	Our Connections to Water; Technology and the Land	Our Connections to Water [pp 20-21], pp 59-66; Technology and the Land [pp 24-27], pp 74-84	
earth mounds			
petroglyphs			<b>Go Deeper:</b> Land and Worldviews: Photos, Maps, and Charts
oral stories	Stories (Why the Spirit Bear is White; Little Beaver)	Stories (Why the Spirit Bear Is White), pp 10-12; Stories (Little Beaver), pp 23-27	
sacred or significant places and landforms	Everything Has a Connection to Land and Place, p 7	Everything Has a Connection to Land and Place [p 7], pp 22, 77	
weapons			
<b>Relationship between humans and their environment</b>			
<i>Sample Topics</i>			
protocols around the world that acknowledge and respect the land	throughout	throughout	throughout
reshaping of the land for resource exploration and development	Technology and the Land	Technology and the Land [pp 24-27], pp 74-84	<b>Go Deeper:</b> Our Connections to Water: Videos; Technology and the Land: Stories and Articles, Photos, Maps, and Charts, Videos; <b>Inquire:</b> What Effects Do Dams Have on the Land and on People?
domestication of animals	Our Connections to Animals	Our Connections to Animals [pp 22-23], pp 67-73	<b>Go Deeper:</b> Our Connections to Animals: Photos, Maps, and Charts
organization and techniques of hunting and fishing	Our Connections to Animals; Our Connections to Water	Our Connections to Animals [pp 22-23], pp 67-73; Our Connections to Water [pp 20-21], pp 59-66	<b>Go Deeper:</b> Our Connections to Animals: Photos, Maps, and Charts; Land and Worldviews: Photos, Maps, and Charts; Our Connections to Water: Photos, Maps, and Charts; <b>Research:</b> Global and Canadian Indigenous Peoples; <b>Inquire:</b> How Are Local Plants and Animals Important Food Sources?
<b>Core Competencies: Communication; Thinking; Personal &amp; Social</b>			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies.		

**Inquiring Minds: Global Indigenous Peoples**  
**Our Words, Our Stories**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.	all		all
People from diverse cultures and societies share some common experiences and aspects of life.	Language and Diversity (connections between language and place); Oral Traditions (language and passing down knowledge); Storytelling in Oral Societies (oral and written languages, alphabets); Telling Histories and Stories with Visuals (connections between art, culture, traditions, language); Names and Places (preserving names); Change Makers (preserving language and culture)	Language and Diversity, pp 48-55; Oral Traditions, pp 55-70; Storytelling in Oral Societies, pp 70-76; Telling Histories and Stories with Visuals, pp 76-81; Names and Places, pp 81-86; Change Makers, pp 87-94	Go Deeper: Language and Worldviews: Photos, Maps, and Charts, Videos; Language and Diversity: Stories and Articles, Videos, Websites; Storytelling in Oral Societies, Videos; Change Makers: Stories and Articles; Research: Protecting Language, Global and Canadian Indigenous Peoples; all Inquire
Indigenous knowledge is passed down through oral history, traditions, and collective memory.	Stories (Raven and Eagle; Origin Story); Language and Diversity; Oral Traditions; Storytelling in Oral Societies; Telling Histories and Stories with Visuals; Change Makers	Stories (Raven and Eagle,) pp 9-19 Stories (Origin Story,) pp 37-40; Language and Diversity, pp 48-55 ; Oral Traditions, pp 55-70; Storytelling in Oral Societies, pp 70-76; Telling Histories and Stories with Visuals, pp 76-81; Names and Places, pp 81-86; Change Makers, pp 87-94	Go Deeper: Language and Worldviews: Photos, Maps, and Charts, Videos; Language and Diversity: Stories and Articles, Videos; Oral Traditions: Photos, Maps, and Charts; Storytelling in Oral Societies: Videos, Photos, Maps, and Charts; Telling Histories and Stories with Visuals: Photos, Maps, and Charts; Change Makers: Stories and Articles Research: Protecting Language, Global and Canadian Indigenous Peoples; Inquire: Seasons and Cycles: How can the oral tradition teach us knowledge of the land?
Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.	Telling Histories and Stories with Visuals; Change Makers	Telling Histories and Stories with Visuals, pp 76-81; Change Makers, pp 87-94	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts, Videos; Language and Diversity: Stories and Articles, Photos, Maps, and Charts, Videos, Websites; Oral Traditions: Photos, Maps, and Charts; Storytelling in Oral Societies: Photos, Maps, and Charts, Videos; Telling Histories and Stories with Visuals: Photos, Maps, and Charts; Names and Places: Photos, Maps, and Charts; Change Makers: Stories and Articles, Photos, Maps, and Charts; <b>Research:</b> Protecting Language, Global and Canadian Indigenous Peoples; <b>Inquire:</b> Seasons and Cycles: How can the oral tradition teach us knowledge of the land?; Why Are Traditional Indigenous Place Names Important?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			
<b>Key Skills</b>			
Ask relevant questions to clarify and define a selected problem or issue	Explore (pp 15, 17, 19, 24); Talk About It (pp 7, 20, 21, 23, 27, 28, 30); What Have You Learned?	Explore [pp 15, 17, 19, 24] pp 59, 67, 68, 85; Talk About It [pp 7, 20, 21, 23, 27, 28, 30], pp 36, 73-74, 76, 83-84, 92, 93, 94; What Have You Learned? Pp 95-98	Inquire--all activities
Demonstrate a willingness to use imagining and predicting in relation to a selected problem or issue	Thinking Like a Linguist, p 12; Thinking Deeper, pp 14, 16; Thinking Like a Master Carver, p 22	Thinking Like a Linguist, [p 12], p 51; Thinking Deeper, [pp 14, 16], p 58, 65; Thinking Like a Master Carver, [p 22] p 80-81	Inquire--all activities
Compare, classify, and identify patterns in information about a selected problem or issue			<b>Inquire:</b> How Can You Teach Words for Colours in Another Language?
Recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represent the importance of wheat farming to that province; a dove represents peace)	Thinking Like a Master Carver, p 22; What Have You Learned (Reconciliation Pole)	Thinking Like a Master Carver, [p 22] p 80-81; What Have You Learned (Reconciliation Pole) p 95-98	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts; Oral Traditions: Photos, Maps, and Charts; Telling Histories and Stories with Visuals: Photos, Maps, and Charts; Change Makers: Photos, Maps, and Charts
Identify the significance of symbols and colours on maps (e.g., colours to represent economic activity, various types of lines to represent roads and railways, symbols for capital cities)	Haida Gwaii place names and meanings map, p 25	Haida Gwaii place names and meanings map, [p 25] pp 85-86	<b>Inquire:</b> How Can You Teach Words for Colours in Another Language?
Interpret information on simple maps using cardinal directions, symbols, and legends	Maps pp 12, 25	Maps [pp 12, 25] p 50-51, 85-86	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts; Language and Diversity: Photos, Maps, and Charts, Websites; Names and Places: Photos, Maps, and Charts; <b>Research:</b> Protecting Language; <b>Inquire:</b> Why Are Traditional Indigenous Place Names Important?
Create simple maps to represent the community and one or more other communities within BC and Canada			
Use simple map grids (e.g., letter-number coordinates) to identify specific locations	Thinking Deeper, p 13	Thinking Deeper, [p 13], pp 54-55	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts; Language and Diversity: Photos, Maps, and Charts, Websites; Names and Places: Photos, Maps, and Charts; <b>Research:</b> Protecting Language; <b>Inquire:</b> Why Are Traditional Indigenous Place Names Important?
Gather information on a topic from more than one source (e.g., book, magazine, web site, interview)	What Have You Learned?	What Have You Learned? Pp 95-98	<b>Inquire:</b> How Are Words in Indigenous Language Groups Similar?, Seasons and Cycles: How can the oral tradition teach us knowledge of the land?, Why Are Traditional Indigenous Place Names Important?
Apply strategies for information gathering (e.g., using headings, indices, tables of contents)	We anticipate that teachers will draw attention to text features in each of the modules	Explicit notes at the beginning will explain text features as needed	
Record information from various sources, demonstrating appropriate strategies for note taking (e.g., key words, main ideas, point form)	Explore features, end of module activity, and Thinking Like features will explore these strategies	Explore features, end of module activity, and Thinking Like features will explore these strategies	<b>Inquire:</b> all activities
Cite information sources appropriately (e.g., simple bibliography)			
Select information for a presentation on a topic (e.g., a specific province or territory)			<b>Inquire:</b> all activities
Draw simple interpretations from personal experiences and oral, visual, and written sources	Thinking Deeper, pp 15, 16, 21; Explore p 17	Thinking Deeper, [pp 15, 16, 21] pp 60, 65, 75-76; Explore [p 17], p 67	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Organize relevant information for a presentation			<b>Inquire:</b> all activities
Deliver an engaging presentation on a topic			<b>Inquire:</b> all activities
Generate a variety of responses to a specific problem or issue	Talk About It features	Talk About It features: Talk About It [pp 7, 20, 21, 23, 27, 28, 30], pp 36, 73-74, 76, 83-84, 92, 93, 94	
Consider advantages and disadvantages of a variety of solutions to a problem or issue	Talk About It features	Talk About It features: Talk About It [pp 7, 20, 21, 23, 27, 28, 30], pp 36, 73-74, 76, 83-84, 92, 93, 94	
Individually, or in groups, design a course of action to address a problem or issue, and provide reasons to support the action			
Demonstrate willingness to consider diverse points of view			<b>Inquire:</b> Seasons and Cycles: How can the oral tradition teach us knowledge of the land?
<b>Explain why people, events, or places are significant to various individuals and groups (significance)</b>			
<i>Sample Activity</i>			
na			
<i>Key Questions</i>			
Why are stories important to indigenous people?	Stories included in module (Raven and Eagle; Origin story) show values and beliefs; Indigenous worldviews diagram includes importance of oral traditions and story; Storytelling in Oral Societies; Telling Histories and Stories with Visuals	Stories included in module (Raven and Eagle,) pp 9-19 Stories (Origin Story,) pp 37-40 show values and beliefs; Indigenous worldviews diagram (pp 31-37) includes importance of oral traditions and story; Storytelling in Oral Societies, pp 70-76; Telling Histories and Stories with Visuals, pp 76-81	All throughout module Our Words Our Stories
Why do Elders play an important part in the lives of First Peoples?	Profile of Siyamiateliyot (Elizabeth Phillips), p 27; discussion of Haida Elders preserving language, p 29	Profile of Siyamiateliyot (Elizabeth Phillips), [p 27], p 87-88; discussion of Haida Elders preserving language, [p 29], p 88	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts
What values were significant for local First Peoples?	Raven and Eagle; Origin Story; Learning From the Land; Holistic Understanding; Worldviews; Everything is Interconnected: All My Relations; Storytelling in Oral Societies	Raven and Eagle, pp 9-19 Stories Origin Story, pp 37-40; Learning From the Land pp 25-31; Holistic Understanding pp 26, 29, 31; Worldviews pp 31-33, 36-37, 39, 56; Everything Is Interconnected: All My Relations pp 30, 39, 40; Storytelling in Oral Societies, pp 70-76	<b>Go Deeper:</b> Language and Worldviews: Videos; Language and Diversity: Stories and Articles, Videos; Oral Traditions: Photos, Maps, and Charts; Storytelling in Oral Societies: Videos; Telling Histories and Stories with Visuals: Photos, Maps, and Charts; Names and Places: Photos, Maps, and Charts; Change Makers: Stories and Articles; <b>Research:</b> Protecting Language, Global and Canadian Indigenous Peoples; <b>Inquire:</b> Seasons and Cycles: How can the oral tradition teach us knowledge of the land?, Why Are Traditional Indigenous Place Names Important?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</b>			
<i>Sample Activities</i>			
View different artifacts from indigenous cultures and speculate on what they might have been used for	Interview with Sean Young, curator at the Haida Museum, pp 28-29	Interview with Sean Young, curator at the Haida Museum, [pp 28-29] p 87, 88, 91	<b>Go Deeper:</b> Telling Histories and Stories with Visuals: Photos, Maps, and Charts
<b>Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)</b>	Oral Traditions (maintaining language, forming written alphabets for Indigenous languages, language survival after residential schools)	Oral Traditions, pp 55-70 (maintaining language, forming written alphabets for Indigenous languages, language survival after residential schools)	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts, Videos; Language and Diversity: Stories and Articles, Videos; Oral Traditions: Photos, Maps, and Charts; Storytelling in Oral Societies: Videos, Photos, Maps, and Charts; Telling Histories and Stories with Visuals: Photos, Maps, and Charts; Change Makers: Stories and Articles <b>Research:</b> Protecting Language, Global and Canadian Indigenous Peoples; <b>Inquire:</b> Seasons and Cycles: How can the oral tradition teach us knowledge of the land?
<i>Sample Activities</i>			
Use examples to show that events happen in chronological sequence (e.g., last month, yesterday, today, tomorrow, next month)			
Organize and present information in chronological order (e.g., before, now, later; past, present, future)			
<i>Key Questions</i>			
How has the way of life changed for indigenous people?	Oral Traditions; Names and Places; Change Makers	Oral Traditions, pp 55-70; Names and Places, pp 81-86; Change Makers, pp 87-94	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts, Videos; Language and Diversity: Stories and Articles, Videos; Oral Traditions: Photos, Maps, and Charts; Storytelling in Oral Societies: Videos, Photos, Maps, and Charts; Telling Histories and Stories with Visuals: Photos, Maps, and Charts; Change Makers: Stories and Articles <b>Research:</b> Protecting Language, Global and Canadian Indigenous Peoples; <b>Inquire:</b> Seasons and Cycles: How can the oral tradition teach us knowledge of the land?
How are indigenous cultures viewed today?			
How have First Peoples government and leadership changed over time?	Change Makers	Change Makers, pp 87-94	<b>Go Deeper:</b> Change Makers: Stories and Articles; <b>Research:</b> Global and Canadian Indigenous Peoples

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</b>			
<i>Key Questions</i>			
How might present-day Canada be different if First Peoples had not been moved to reserves?	Names and Places	Names and Places, pp 81-86	
How has the way of life changed for indigenous people?	Oral Traditions; Names and Places	Oral Traditions, pp 55-70; Names and Places, pp 81-86	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts, Videos; Language and Diversity: Stories and Articles, Videos; Oral Traditions: Photos, Maps, and Charts; Storytelling in Oral Societies: Videos, Photos, Maps, and Charts; Telling Histories and Stories with Visuals: Photos, Maps, and Charts; Change Makers: Stories and Articles <b>Research:</b> Protecting Language, Global and Canadian Indigenous Peoples; <b>Inquire:</b>
<b>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</b>			<b>Go Deeper:</b> Language and Worldviews: Videos
<i>Sample Activities</i>			
Distinguish between fact and opinion on a selected problem or issue			
Identify features of indigenous cultures that characterize their relationship to the land	Oral Traditions; Names and Places	Oral Traditions, pp 55-70; Names and Places, pp 81-86	<b>Go Deeper:</b> Oral Traditions: Photos, Maps, and Charts; Storytelling in Oral Societies: Photos, Maps, and Charts, Videos; Names and Places: Photos, Maps, and Charts
Indigenous peoples’ use of oral tradition rather than written language	Oral Traditions; Storytelling in Oral Societies; Telling Histories with Stories and Visuals	Oral Traditions pp 55-70; Storytelling in Oral Societies, pp 70-76; Telling Histories and Stories with Visuals, pp 76-81	<b>Go Deeper:</b> Language and Worldviews: Photos, Maps, and Charts, Videos; Language and Diversity: Stories and Articles, Videos; Oral Traditions: Photos, Maps, and Charts; Storytelling in Oral Societies: Videos, Photos, Maps, and Charts; Telling Histories and Stories with Visuals: Photos, Maps, and Charts; Change Makers: Stories and Articles <b>Research:</b> Protecting Language, Global and Canadian Indigenous Peoples
<i>Key Questions</i>			
How do the values of indigenous people differ from the values of people from other cultures?			
<b>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</b>			
<i>Key Questions</i>			
Is the technology we have today better than the traditional technology of indigenous peoples?			
What would be the advantages or disadvantages of consensus decision making?			
Should indigenous cultures and languages be maintained? Explain your reasons.	Explore p 24	Explore [p 24], p 85	<b>Go Deeper:</b> Language and Worldviews: Videos; Language and Diversity: Stories and Articles; Oral Traditions: Photos, Maps, and Charts; <b>Research:</b> Protecting Language, Global and Canadian Indigenous Peoples; <b>Inquire:</b> How Are Words in Indigenous Language Groups Similar? How Can You Teach Words for Colours in Another Language?
Should anything be done about the loss of indigenous lands? Explain your reasons.			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Cultural characteristics and ways of life of local First Peoples and global indigenous peoples</b>			
<i>Sample Topics</i>			
potential First Peoples and global indigenous people for study could include: -Local BC First Peoples -Canadian and other North American indigenous people -local indigenous peoples of South America -ethnic Chinese and Koreans -ethnic European groups (Germanic, Slavic, Latin, Celtic)	Haida, Sto:lo; Hawaiian	Haida, Sto:lo; Hawaiian	Haida, Sto:lo; Hawaiian
worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings	Raven and Eagle, Origin Story; Learning from the Land; What are Indigenous Worldviews (and diagram); Oral Traditions; Telling Histories and Stories with Visuals; Change Makers	Stories (Raven and Eagle,) pp 9-19 Stories (Origin Story,) pp 37-40; Learning from the Land pp 25-31; What are Indigenous Worldviews (and diagram), pp 31-37; Oral Traditions pp 55-70; Telling Histories and Stories with Visuals, pp 76-81; Change Makers, pp 87-94	<b>Go Deeper:</b> Storytelling in Oral Societies: Videos; Language and Worldviews: Videos, Photos, Maps, and Charts; Language and Diversity: Stories and Articles; Change Makers: Stories and Articles; <b>Research:</b> Global and Canadian Indigenous Peoples
<b>Aspects of life shared by and common to peoples and cultures</b>			
<i>Sample Topics</i>			
family	Names and Places	Names and Places, pp 81-86	<b>Go Deeper:</b> Change Makers: Photos, Maps, and Charts
work	Change Makers	Change Makers, pp 87-94	<b>Go Deeper:</b> Language and Diversity: Stories and Articles
education	Oral Traditions	Oral Traditions, pp 55-70	<b>Go Deeper:</b> Language and Diversity: Videos; Language and Worldviews: Photos, Maps, and Charts
systems of ethics and spirituality	Change Makers	Change Makers, pp 87-94	<b>Go Deeper:</b> Change Makers: Stories and Articles; <b>Research:</b> Global and Canadian Indigenous Peoples
<b>Interconnections of cultural and technological innovations of global and local indigenous peoples</b>			
<i>Sample Topics</i>			
transportation			
clothing			
pottery			
shelters and buildings			
navigation			
weapons			
tools			
hunting and fishing techniques			
building techniques			
food cultivation and preparation			
ceremonies			
art	Telling Stories and Histories with Visuals	Telling Histories and Stories with Visuals, pp 76-81	

Content	Student Resource	Eguide Teaching Notes	Website
music	Oral Traditions	Oral Traditions, pp 55-70	<b>Go Deeper:</b> Language and Diversity: Stories and Articles, Change Makers: Stories and Articles; <b>Research:</b> Global and Canadian Indigenous Peoples
basketry and weaving			
<b>Governance and social organization in local and global indigenous societies</b>			
<i>Sample Topics</i>			
consensus			
confederacies			
Elders	Siyamiyateliyot (Elizabeth Phillips)	Siyamiyateliyot (Elizabeth Phillips) pp 87-88	<b>Go Deeper:</b> Change Makers: Photos, Maps, and Charts
reservations			
band councils			
traditional leadership			
<b>Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</b>			
<i>Sample Topics</i>			
tools			
earth mounds			
petroglyphs			
oral stories	Stories (Raven and Eagle; Origin Story); Oral Traditions; Storytelling in Oral Societies; Telling Histories and Stories with Visuals	Stories (Raven and Eagle,) pp 9-19; Stories (Origin Story,) pp 37-40; Oral Traditions, pp 55-70; Storytelling in Oral Societies, pp 70-76; Telling Histories and Stories with Visuals, pp 76-81	<b>Go Deeper:</b> Oral Traditions; Storytelling in Oral Societies
sacred or significant places and landforms			<b>Go Deeper:</b> Names and Places: Photos, Maps, and Charts; <b>Inquire:</b> Why Are Traditional Indigenous Place Names Important?
weapons			
<b>Relationship between humans and their environment</b>			
<i>Sample Topics</i>			
protocols around the world that acknowledge and respect the land	Origin Story; Learning from the Land	Origin Story, pp 37-40; Learning from the Land pp 25-31	<b>Go Deeper:</b> Storytelling in Oral Societies: Videos
reshaping of the land for resource exploration and development			
domestication of animals			
organization and techniques of hunting and fishing			
<b>Core Competencies: Communication; Thinking; Personal &amp; Social</b>			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies		



**Inquiring Minds: Global Indigenous Peoples**  
**Honouring Our Ways**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.	All content	All content	All content
People from diverse cultures and societies share some common experiences and aspects of life.	Making Connections Through Ceremonies [page 6]; Everything Occurs in Cycles [page 7]; How Sauteau First Nations Came to Be [pages 8–9]; Sharing Beliefs and Culture [pages 10–12]; Nisga'a: Happy New Year [page 15]; Inuit: Long Nights, Bright Lights [pages 20–21]; Musqueam: Gathering in the Big House [pages 28–29]; Arctic Winter Games [pages 34–35]	p. 16 Making Connections Through Ceremonies; p. 18 Everything Occurs in Cycles; p. 20 How Sauteau First Nations Came to Be; p. 25 Sharing Beliefs and Culture; p. 34 Nisga'a: Happy New Year; p. 43 Inuit: Long Nights, Bright Lights; p. 54 Musqueam: Gathering in the Big House; p. 62 Arctic Winter Games	<b>Go Deeper:</b> Sharing Beliefs and Culture: Stories and Articles, Photos, Maps, and Charts, Videos; Celebrating Diversity: Photos, Maps, and Charts, Videos; <b>Inquire:</b> How Do Cultural Characteristics Help Define Celebrations?; Why Are Dance and Music Important to Indigenous cultures?; How Do Other Countries Recognize the Cultures, Traditions, and Histories of Indigenous Peoples
Indigenous knowledge is passed down through oral history, traditions, and collective memory.	Secwepemc: CominMétis: Weaving Their Culture [pages 38–39]; Together [pages 16–17]; Stó:lō: Family and Community [pages 18–19]; Kwakwaka'wakw: Witness a Potlatch [page 22]; Māori: Welcome to Our Home [pages 24–25]; Haida: Raising a Pole [pages 26–27]; Sauteau Cree: Pemmican Days [pages 32–33];	p. 36 Secwepemc: Coming Together; p. 40 Stó:lō: Family and Community; p. 46 Kwakwaka'wakw: Witness a Potlatch; p. 49 Māori: Welcome to Our Home; p. 52 Haida: Raising a Pole; p. 59 Sauteau Cree: Pemmican Days; p. 67 Métis: Weaving Their Culture	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Photos, Maps, and Charts, Websites; Seasonal Gatherings: Stories and Articles; Research: Elders, Knowledge Keepers, and Métis Senators, Traditional Teachings, Ceremonies and Celebrations, Global and Canadian Indigenous Peoples; <b>Inquire:</b> How Do Cultural Characteristics Help Define Celebrations?; Why Are Dance and Music Important to Indigenous cultures?; How Do You Play Traditional Arctic Games?; Who Are the Métis People?
Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.	Stó:lō: Canoe Races [pages 30–31]; Ainu: Honouring the Animals [pages 36–37]	p. 57 Stó:lō: Canoe Races; p. 65 Ainu: Honouring the Animals	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Websites; Sharing Beliefs and Culture: Stories and Articles, Videos; Seasonal Gatherings: Videos; Ceremonies and Celebrations: Photos, Maps, and Charts; Events and Activities: Photos, Maps, and Charts, Videos, Websites; <b>Inquire:</b> How Do Other Countries Recognize the Cultures, Traditions, and Histories of Indigenous Peoples

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>			
<b>Key Skills</b>			
Ask relevant questions to clarify and define a selected problem or issue	Story: The Sockeye Salmon People [pages 2–3]; Everything Occurs in Cycles [page 7]; Stó:lō: Family and Community [pages 18–19]; Stó:lō: Canoe Races, Talk About It [page 30]	pp. 10, 11, 16, 17 (Connect), 18 (LM 4-1), 21 (Discussion), 24, 26 (Think-Pair-Share), 38, 39, 40, 42, 50, 58 (Talk About It)	Inquire: All activities
Demonstrate a willingness to use imagining and predicting in relation to a selected problem or issue	Story: The Sockeye Salmon People, Animal Box [pages 2–3]; Secwepemc: Coming Together + Thinking Deeper [pages 16–17]Thinking Deeper; Stó:lō: Family and Community + Talk About It [pages 18–19]; Explore, page 26	pp. 11 (Student Activity), 13 (Animal Box), 16 (Student Activity), 17 (Connect), 21 (Discussion), 23, 24 (Identifying Evidence), 36 (Think Deeper), 41 (Talk About It), 45, 49, 53 (Explore)	Inquire: All activities
Compare, classify, and identify patterns in information about a selected problem or issue	Making Connections Through Ceremonies [page 6]; Gitga'at: Darkest Time Before the Dawn [pages 13–14]; Explore, page 19	pp. 17 (Connect), 32, 41 (Explore), 59 (canoe activity)	<b>Inquire:</b> How Do Cultural Characteristics Help Define Celebrations?; Why Are Dance and Music Important to Indigenous Cultures?
Recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represent the importance of wheat farming to that province; a dove represents peace)	Haida: Raising a Pole [pages 26–27]: See accompanying TN pages.	Discussion of crests in Haida: Raising a Pole, 26–27	<b>Go Deeper:</b> Ceremonies and Celebrations: Photos, Maps, and Charts, Videos
Identify the significance of symbols and colours on maps (e.g., colours to represent economic activity, various types of lines to represent roads and railways, symbols for capital cities)	p. 4 (map, symbols for communities) p. 5 (map colours); p. 10 (map, symbols, boundaries, colour)	p. 12, 14, 15,	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Photos, Maps, and Charts
Interpret information on simple maps using cardinal directions, symbols, and legends	p. 10 (map, symbols, boundaries, colour, compass rose)	p. 12, 14, 15,	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Photos, Maps, and Charts
Create simple maps to represent the community and one or more other communities within BC and Canada			
Use simple map grids (e.g., letter-number co-ordinates) to identify specific locations			
Gather information on a topic from more than one source (e.g., book, magazine, web site, interview)	Everything Occurs in Cycles [page 7]; Secwepemc: Coming Together [pages 16–17]. See TN notes.	p. 18 (LM 4-1), p. 20 seasonal rounds research activity; pp. 29-30 (Suggested Activities and ADST Activity), p. 35 (New Year's videos), p. 37 (winter gathering for the Secwepemc Nation), p. 38 (ADST Activity), p. 40, p. 42 (Suggested Activities), p. 22 (Kwakwaka'wakw: Witness a Potlatch; starting on p. 22 students gather information from video and website sources; p. 55 (Thinking Deeper)	
Apply strategies for information gathering (e.g., using headings, indices, tables of contents)		Explicit notes in the Teacher Notes explain text features.	
Record information from various sources, demonstrating appropriate strategies for note taking (e.g., key words, main ideas, point form)			
Cite information sources appropriately (e.g., simple bibliography)			
Select information for a presentation on a topic (e.g., a specific province or territory)			
Draw simple interpretations from personal experiences and oral, visual, and written sources	Story: The Sockeye Salmon People [pages 2–3]; How Saulteau First Nations Came to Be [pages 8–9]; Haida: Raising a Pole, Explore, page 26	p. 8-9 Stories: The Sockeye Salmon People; p. 21 How Saulteau First Nations Came to Be, (Discussion); p. 24 (Identifying Evidence); p. 33 (Gallery Walk); p. 51 (Suggested Activities); p. 53 (Explore); p. 52 (Haida: Raising a Pole)	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Organize relevant information for a presentation		p. 18 LM 4-1; p. 30 Gallery Walk; p. 37 ADST Activity; p. 61 LM 4-5 My Skill How-To Sheet	All Inquiries
Deliver an engaging presentation on a topic		p. 18 LM 4-1; p. 30 Gallery Walk; p. 37 ADST Activity; p. 61 LM 4-5 My Skill How-To Sheet	All Inquiries
Generate a variety of responses to a specific problem or issue	All Talk About It features; Haida: Raising a Pole, Explore, page 26;	All Talk About It and Discussion features; p. 24 (Identifying Evidence); p. 33 (Gallery Walk); p. 51 (Suggested Activities); p. 53 (Explore); p. 52 (Haida: Raising a Pole)	
Consider advantages and disadvantages of a variety of solutions to a problem or issue	All Talk About It features	Talk About It features, p. 11 Discussion	
Individually, or in groups, design a course of action to address a problem or issue, and provide reasons to support the action		p. 66 (Student Activity)	
Demonstrate willingness to consider diverse points of view		Talking Circles, pp. 19, 35, 59, 66	
<b>Explain why people, events, or places are significant to various individuals and groups (significance)</b>			
<i>Sample Activity</i>			
na			
<i>Key Questions</i>			
Why are stories important to indigenous people?	p. 9 The Sockeye Salmon People [pages 2–3]; How Saulteau First Nations Came to Be [pages 8–9]; Secwepemc: Coming Together [pp. 16–17]; Stó:lō: Family and Community [pp. 18–19]; Kwakwaka'wakw: Witness a Potlatch, [p. 22]; Māori: Welcome to Our Home [pp. 24–25]; Haida: Raising a Pole [pp. 26–27]; Saulteau Cree: Pemmican Days [pp. 32–33]; Métis: Weaving Their Culture [pp. 38–39]	p. 9 The Sockeye Salmon People (especially the p. 10 Discussion); p. 20 How Saulteau First Nations Came to Be; p. 36 Secwepemc: Coming Together, pp. 16–17; p. 40 Stó:lō: Family and Community, pp. 18–19; p. 46 Kwakwaka'wakw: Witness a Potlatch, p. 22; p. 49 Māori: Welcome to Our Home, pp. 24–25; p. 52 Haida: Raising a Pole, pp. 26–27; p. 59 Saulteau Cree: Pemmican Days, pp. 32–33; p. 67 Métis: Weaving Their Culture, pp. 38–39;	<b>Go Deeper:</b> Sharing Beliefs and Culture: Videos; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators; Traditional Teachings, Global and Canadian Indigenous Peoples
Why do Elders play an important part in the lives of First Peoples?	Stó:lō: Family and Community [pages 18–19]; see photos in particular; Kwakwaka'wakw: Witness a Potlatch, [p. 22]; Haida: Raising a Pole [pp. 26–27];	p. 42 Suggested Activities for the salmon ceremony; p. 46 Kwakwaka'wakw: Witness a Potlatch; p. 52 Haida: Raising a Pole	<b>Research:</b> Elders, Knowledge Keepers, and Métis Senators
What values were significant for local First Peoples?	Traditions and Protocols [pages 10–11]; Māori: Welcome to Our Home [pp. 24–25]; Saulteau Cree: Pemmican Days [pages 32–33]; Ainu: Honouring the Animals [pages 36–37]	p. 24 Identifying Evidence; p. 25 Traditions and Protocols; p. 49 Māori: Welcome to Our Home; p. 59 Saulteau Cree: Pemmican Days; p. 65 Ainu: Honouring the Animals, especially the Student Activity on p. 66 using LM 4-6: Taking Care; p. 71 ADST Activity	<b>Go Deeper:</b> Sharing Beliefs and Culture: Videos; Ceremonies and Celebrations: Websites; Ceremonies, Celebrations, and Worldviews: Photos, Maps, and Charts, Websites, Seasonal Gatherings: Stories and Articles, <b>Research:</b> Protocols, Traditional Teachings, Global and Canadian Indigenous Peoples
<b>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</b>			
<i>Sample Activities</i>			
View different artifacts from indigenous cultures and speculate on what they might have been used for	National Indigenous Peoples Day [page 12] (photo analysis); Kwakwaka'wakw: Witness a Potlatch [page 22]; Haida: Raising a Pole [pp. 26–27]	p. 27 National Indigenous Peoples Day (photo analysis); p. 46 Kwakwaka'wakw: Witness a Potlatch, especially the student activity on p. 48 taking students to the website of the Potlatch Gallery at U'mista Cultural Centre; p. 52 Haida: Raising a Pole (Suggested Activities, p. 54: photo analysis combined with field trip or video presentation on poles)	<b>Go Deeper:</b> Ceremonies and Celebrations: Photos, Maps, and Charts, Videos; <b>Inquire:</b> Who Are the Métis People?
<i>Key Questions</i>			
na			
na			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<b>Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)</b>			
<i>Sample Activities</i>			
Use examples to show that events happen in chronological sequence (e.g., last month, yesterday, today, tomorrow, next month)	Everything Occurs in Cycles (Seasonal Rounds) [page 7]; Gitga'at: Darkest Time Before the Dawn (season change; winter solstice) [pages 13–14]	p. 18 Everything Occurs in Cycles (Seasonal Rounds); p. 20 seasonal rounds research activity; p. 23 Identifying Continuity and Change; p. 31 Gitga'at: Darkest Time Before the Dawn (season change; winter solstice)	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Websites
Organize and present information in chronological order (e.g., before, now, later; past, present, future)			
<i>Key Questions</i>			
How has the way of life changed for indigenous people?	This idea is embedded throughout the unit.	This idea is embedded throughout the unit.	
How are indigenous cultures viewed today?	This question is considered throughout the unit, but especially applicable to the following sections: National Indigenous Peoples Day [p. 12]; Kwakwaka'wakw: Witness a Potlatch [p. 22]; p. 62 Arctic Winter Games [pp. 34-35]; and Ainu: Honouring the Animals [pp. 36-37]	This question is considered throughout the unit, but especially applicable to the following sections: p. 27 National Indigenous Peoples Day; p. 46 Kwakwaka'wakw: Witness a Potlatch; p. 62 Arctic Winter Games; and p. 65 Ainu: Honouring the Animals.	<b>Inquire:</b> Who Are the Metis People?; How Do Other Countries Recognize the Cultures, Traditions, and Histories of Indigenous Peoples
How have First Peoples government and leadership changed over time?			
<b>Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</b>			
<i>Sample Activity</i>			
na			
<i>Key Questions</i>			
How might present-day Canada be different if First Peoples had not been moved to reserves?	Animal Box, p. 4; Thinking Deeper, p. 32	p. 12 Key Cultural Information; p. 13 Animal Box; p. 16 Student Activity: The Ethics of Settlement; p. 60 Thinking Deeper	
How has the way of life changed for indigenous people?	This question is considered throughout the unit. See also Kwakwaka'wakw: Witness a Potlatch [p. 22]; p. 62 Arctic Winter Games [pp. 34-35]; and Ainu: Honouring the Animals [pp. 36-37]	This idea is embedded throughout the unit. See also p. 11 Student Activity; p. 46 Kwakwaka'wakw: Witness a Potlatch; and p. 65 Ainu: Honouring the Animals.	
<b>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</b>	This idea is the focus for the unit. (Module Focus: How do ceremonies and celebrations reflect cultures and worldviews?)	This idea is the focus for the unit. (Module Focus: How do ceremonies and celebrations reflect cultures and worldviews?)	
<i>Sample Activities</i>			
Distinguish between fact and opinion on a selected problem or issue			
Identify features of indigenous cultures that characterize their relationship to the land	Story: The Sockeye Salmon People [pages 2–3]; Everything Occurs in Cycles [page 7]; Animal Box [p. 9]; Seasonal Gatherings [pages 13–21]	p. 11 Student Activity: Learning About the Importance of the Salmon People; p. 13 Discussion; p. 18 Everything Occurs in Cycles; p. 21 Animal Box; p. 31f Seasonal Gatherings	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Videos, Websites; Seasonal Gatherings: Photos, Maps, and Charts, Videos; <b>Research:</b> Global and Canadian Indigenous Peoples; <b>Inquiry:</b> Who Are the Métis People?
Indigenous peoples' use of oral tradition rather than written language	How Saulteau First Nations Came to Be (importance of oral story to nation) [pp. 8-9]; Thinking Deeper (protocols passed on orally) [p. 11]; Saulteau Cree: Pemmican Days (transmission of skills orally) [pp. 32-33]	p. 20 How Saulteau First Nations Came to Be (importance of oral story to nation); p. 27 Thinking Deeper (protocols passed on orally); p. 61 Saulteau Cree: Pemmican Days (transmission of skills orally)	<b>Go Deeper:</b> Seasonal Gatherings: Stories and Articles; Celebrating Diversity: Stories and Articles, Videos; Sharing Beliefs and Culture: Videos; <b>Research:</b> Global and Canadian Indigenous Peoples



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
How do the values of indigenous people differ from the values of people from other cultures?		p. 16 Making Connections Through Ceremonies (holistic perspective); p. 18 Everything Occurs in Cycles (interconnectedness); p. 25 Traditions and Protocols	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Videos, Websites; Sharing Beliefs and Culture: Videos, Websites; Seasonal Gatherings: Stories and Articles, Videos, Websites; Ceremonies and Celebrations: Stories and Articles, Videos, Websites; Events and Activities: Videos, Websites; Celebrating Diversity: Stories and Articles, Videos, Websites; <b>Research:</b> Ceremonies and Celebrations, Elders, Knowledge Keepers, and Métis Senators, Global and Canadian Indigenous Peoples, Protocols Traditional Teachings
<b>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</b>		p. 16 Student Activity: The Ethics of Settlement p. 38 ADST Activity (meaning of regalia); p. 66 Student Activity (cultural protection by the Ainu)	
<i>Key Questions</i>			
Is the technology we have today better than the traditional technology of indigenous peoples?	Explore, p. 29; Stó:lō: Canoe Races (canoe technology) [pp. 30-31]	p. 56 Explore [29]; p. 57ff Stó:lō: Canoe Races; p. 59 (canoe technology)	Go Deeper: Events and Activities: Photos, Maps, and Charts, Videos
What would be the advantages or disadvantages of consensus decision making?			
Should indigenous cultures and languages be maintained? Explain your reasons.			
Should anything be done about the loss of indigenous lands? Explain your reasons.			

Content	Student Resource	Eguide Teaching Notes	Website
<b>Cultural characteristics and ways of life of local First Peoples and global indigenous peoples</b>			
<i>Sample Topics</i>			
potential First Peoples and global indigenous people for study could include: -Local BC First Peoples -Canadian and other North American indigenous people -local indigenous peoples of South America -ethnic Chinese and Koreans -ethnic European groups (Germanic, Slavic, Latin, Celtic)	Saulteau First Nations      Inuit Musqueam First Nation Kwakwaka'wakw Gitga'at Nation              Māori Nisga'a Nation                Haida Nation Secwepemc Nation            Ainu Stó:lō Nation                  Métis Nation	Saulteau First Nations      Inuit Musqueam First Nation Kwakwaka'wakw Gitga'at Nation              Māori Nisga'a Nation                Haida Nation Secwepemc Nation            Ainu Stó:lō Nation                  Métis Nation	Saulteau First Nations      Inuit Musqueam First Nation Kwakwaka'wakw Gitga'at Nation              Māori Nisga'a Nation                Haida Nation Secwepemc Nation            Ainu Stó:lō Nation                  Métis Nation



Content	Student Resource	Eguide Teaching Notes	Website
worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings	These concepts are embedded throughout the student resource and can be identified through the related TN notes and activities (right).	worldview, pp. 9ff. 18, 28. 38; protocols, 9, 11, 21, 25ff, 36, 39, 41, 46ff, 53, 55, 56, 58, 67, 74; celebrations, 16ff; 25, 28, 31-36, 39, 41, 43, 45ff; 70; ceremonies, embedded; dance, p. 34ff, 36ff; 50ff, 67ff; music, 43-44, 67ff; spiritual beliefs, 9-10; art, 48-49; 70 (video featuring Metis beading) values, 24 (Identifying Evidence), 25ff, 49ff, 59ff, 65ff, 71 (ADST Activity); kinship, traditional teachings, 26-27, 32 (Voices), 46-47, 52ff, 66, p. 71 (ADST Activity)	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Websites, Photos, Maps, and Charts, Videos; Sharing Beliefs and Culture: Videos; Sharing Beliefs and Culture: Videos; Ceremonies, Celebrations, and Worldviews: Photos, Maps, and Charts, Websites; Seasonal Gatherings: Stories and Articles; Celebrating Diversity: Videos; <b>Research:</b> Ceremonies and Celebrations Elders, Knowledge Keepers, and Métis Senators Global and Canadian Indigenous Peoples Protocols Traditional Teachings; <b>Inquire:</b> How Do Cultural Characteristics Help Define Celebrations?; Why Are Dance and Music Important to Indigenous Cultures?; How Do You Play Traditional Arctic Games?; Who Are the Metis People?
<b>Aspects of life shared by and common to peoples and cultures</b>			
<i>Sample Topics</i>			
family	pp. 8. 14. 16, 18, 24, 26, 37. 40	pp. 16-18, 20, 23, 26, 27, 32, 33, 34, 37, 38, 40, 43, 45-48, 50, 58, 68, 70,	
work			<b>Go Deeper:</b> Celebrating Diversity; Seasonal Gatherings: Photos, Maps, and Charts; <b>Research:</b> Global and Canadian Indigenous Peoples
education			
systems of ethics and spirituality	Making Connections Through Ceremonies [page 6]	pp. 17-20	
<b>Interconnections of cultural and technological innovations of global and local indigenous peoples</b>			
<i>Sample Topics</i>			
transportation			<b>Go Deeper:</b> Events and Activities: Photos, Maps, and Charts, Videos
clothing	National Indigenous Peoples Day [page 12] + Explore, p. 12; Nisga'a: Happy New Year [page 15]; Inuit: Long Nights, Bright Lights [pages 20–21]; Ceremonies and Celebrations [pages 22–23]	pp. 3, 29. 35-40, 43, 46, 48, 50,	<b>Go Deeper:</b> Celebrating Diversity: Websites; Sharing Beliefs and Culture: Websites; Seasonal Gatherings: Stories and Articles, Websites
pottery			
shelters and buildings			
navigation			
weapons			
tools			
hunting and fishing techniques			
building techniques			
food cultivation and preparation	Story: The Sockeye Salmon People [pages 2–3]; Stó:lō: Family and Community [pages 18–19]; Saulteau Cree: Pemmican Days [pages 32–33]	pp. 9-11; 40ff; 59-61	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Photos, Maps, and Charts, Videos; Seasonal Gatherings: Stories and Articles, Photos, Maps, and Charts, Videos
ceremonies	This topic is embedded in the unit.	See sample topics under Cultural Characteristics.	Throughout unit

Content	Student Resource	Eguide Teaching Notes	Website
art	Kwakwaka'wakw: Witness a Potlatch [page 22]; Métis: Weaving Their Culture [pages 38–39]	See sample topics under Cultural Characteristics.	<b>Inquire:</b> Who Are the Métis People?
music	Inuit: Long Nights, Bright Lights (Throat singing) [pages 20–21]; Métis: Weaving Their Culture [pages 38–39]	See sample topics under Cultural Characteristics.	<b>Go Deeper:</b> Celebrating Diversity: Videos, Websites; Seasonal Gatherings: Videos, Photos, Maps, and Charts; Culture: Photos, Maps, and Charts, Videos; <b>Research:</b> Ceremonies and Celebrations, Global and Canadian Indigenous Peoples; <b>Inquire:</b> Why Are Dance and Music Important to Indigenous Cultures?
basketry and weaving			<b>Inquire:</b> Who Are the Métis People?
<b>Governance and social organization in local and global indigenous societies</b>			
<i>Sample Topics</i>			
consensus			
confederacies			
Elders		This idea is embedded throughout through the discussion of knowledge keepers, protocols, and traditions, and the passing on of knowledge through generations; see also p. 52 Haida: Raising a Pole.	<b>Research:</b> Elders, Knowledge Keepers, and Métis Senators, Global and Canadian Indigenous Peoples
reservations			
band councils			
traditional leadership			
<b>Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</b>			
<i>Sample Topics</i>			
tools			
earth mounds			
petroglyphs			
oral stories	How Saulteau First Nations Came to Be (importance of oral story to nation) [pp.8-9]; Thinking Deeper (protocols passed on orally) [p. 11]; Saulteau Cree: Pemmican Days (transmission of skills orally) [pp. 32-33]	p. 20 How Saulteau First Nations Came to Be (importance of oral story to nation); p. 27 Thinking Deeper (protocols passed on orally); p. 61 Saulteau Cree: Pemmican Days (transmission of skills orally)	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Photos, Maps, and Charts, Websites; Seasonal Gatherings: Stories and Articles; <b>Research:</b> Elders, Knowledge Keepers, and Métis Senators, Traditional Teachings, Ceremonies and Celebrations, Global and Canadian Indigenous Peoples
sacred or significant places and landforms	Sockeye Salmon People (significance of the coastal environment) [pages 2–3]; Animal Box [p. 9]: How Saulteau First Nations Came to Be (Twin Sisters) [pp.8-9]; Stawk maax na stoolth gan (the North Wind) [p. 13]; Inuit: Long Nights, Bright Lights [pages 20–21] (the North, dark and light); Haida: Raising a Pole [pages 26–27] (poles)	p. 9 Sockeye Salmon People (significance of the coastal environment); p. 21 Animal Box: Twin Sisters; pp. 31-32 Stawk maax na stoolth gan (the North Wind); pp. 43-45 (the North, dark and light); pp. 53-54 (poles)	<b>Go Deeper:</b> Ceremonies, Celebrations, and Worldviews: Websites; Seasonal Gatherings: Videos; Ceremonies and Celebrations: Photos, Maps, and Charts; <b>Research:</b> Global and Canadian Indigenous Peoples
weapons			
<b>Relationship between humans and their environment</b>			
<i>Sample Topics</i>			
protocols around the world that acknowledge and respect the land			<b>Go Deeper:</b> Sharing Beliefs and Culture: Videos, Ceremonies and Celebrations: Websites; <b>Research:</b> Protocols

Content	Student Resource	Eguide Teaching Notes	Website
reshaping of the land for resource exploration and development			
domestication of animals			
organization and techniques of hunting and fishing			
<b>Core Competencies: Communication; Thinking; Personal &amp; Social</b>			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies		