

# Voyageur Life Grade 4

## Classroom Beginnings Curriculum Package

A Living Document: Growing and Changing as Our Knowledge Does



**OUTDOOR & ECOLOGICAL LEARNING DEPARTMENT**

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## Classroom Beginnings Curriculum Package

### Introduction

The canoe is central to the story of Canada. We hope the Voyageur Life Grade 4 Curriculum Package provides a fun, educational experience for Grade 4 students across the Powell River School District. The Voyageur Life Field Experience will be offered at the Powell Lake Outdoor Learning Center (OLC) and is designed to be a high-point in the school year for students in Grade 4. The Field Experience is ideally bookended by the Classroom Beginnings and Classroom Culminations curriculum packages. Through project-based learning and place-based, direct experience, students will develop a broad understanding of the role of the Voyageurs in the development of Canada. Students will be exposed to an inter-curricular learning platform including literature, social studies, language arts, natural science, mathematics, physical education, music and the arts.

### How to Use this Resource

The Voyageur Life Grade 4 Curriculum Package has 3 Components:

Part 1. Classroom Beginnings: Recommended for use in the classroom prior to the Voyageur Life Field Experience.

Part 2. The Voyageur Life Field Experience Curriculum: A facilitated curricular experience for use at the OLC.

Part 3. Classroom Culminations: Recommended for use in the classroom following the Field Experience.

### Voyageur Life Grade 4 Curricular Connections: BIG Ideas

Science	All living things and their environment are interconnected.
Social Studies	The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.  Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.
Language Arts	Language and text can be a source of creativity and joy.  Using language in creative and playful ways helps us understand how language works.
Mathematics	Number represents and describes quantity: Parts of wholes can be represented by fractions and decimals.
Arts Education	Creative expression is a means to explore and share one's identity within a community.  Music is a unique language for creating and communicating.
Physical Education	Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.  Personal choices and environmental factors influence our health and well-being.
Career Education	Leadership requires listening to and respecting the ideas of others.


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## Literature Connections

The books listed below are suited to Intermediate audiences (grades 4+). Titles with a Medicine Wheel beside them indicate an Indigenous perspective and voice/authorship. Teachers are encouraged to explore these titles with students in advance of their Field Experience.



### The Fur Trade

- People of the Fur Trade by Irene Ternier Gordon 

### The Voyageurs

- Voyageurs: The Forefathers of the Metis Nation by Zoey Roy 
- [The Voyageur's Paddle](#) by Kathy Jo Wargin 

### Metis History and Culture

- Dancing in my Bones by Wilfred Burton and Anne Patton (Fiction) 
- My First Metis Lobstick by Leah Marie Dorrian 

### Human and Environmental Relations

- A River Ran Wild: An Environmental Study by Lynn Cherry

## Film & Other Valuable Links

[A Day in the Life of a Voyageur](#): This link provides a broad overview of the Voyageurs and includes video clips including the Nation Film Boards “The Voyageurs” movie and the short clip “Where are My Pants: Getting Dressed with a French Canadian Voyageur.”

[Children of the Northwest Company](#): In the early 1800s two great companies, the North West company and the Honorable Hudson Bay Company struggled for hegemony in western Canada.

[The Beaver Pelt Trade](#): This animated clip explores the economic drivers behind the Fur Trade in future Canada, and the corporatization of the Fur Trade through the Hudson’s Bay Company (HBC).

[The Northwest Company](#): Explains the differences between The Northwest Company and the HBC.

[The Voyageurs](#): This short NFB film tells the tale of the men who drove big freighter canoes into the wilderness in the days when the fur trade was Canada's biggest business. The film recreates scenes of the early 19th century with a soundtrack by an all-male chorus.

[History of the Metis Jig Dance](#): Dance and music are powerful vehicles for storytelling. The Metis jig is a unique dance that combines the intricate footwork of the First Nations dances with various Scottish, Irish and French dance forms, all to the up-tempo rhythms of Metis fiddle music.

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## Using Inquiry to Target the Interrelationship between the Environment and Life in Early Canada

### Introduction: Formulating Questions about Life in Early Canada

This lesson focuses on formulating questions relating to the interrelationship between First Peoples, Europeans, and the Environment in pre-confederation Canada.

### Materials:

- Post-it Notes
- Chart Paper
- Access to Technology
- A variety of visuals/images/resources which highlight early life in pre-confederation Canada
- Book: *A River Ran Wild: An Environmental Study* by Lynn Cherry and/or
- Book: *A Street Through Time*, by Anne Millard (several copies)

### Lesson: Formulating Questions about Early Canada

This lesson uses images to afford a context to formulate questions as students investigate the relationships between First Peoples, Europeans, and the Environment in pre-confederation Canada.

Goal: to use inquiry to investigate the relationship between First Peoples, Europeans, and the Environment.

Guiding Question: In what ways did the natural environment influence the early societies of First Peoples and Europeans before Canada became a nation?

Relevant Terminology: Interrelationship, impact, natural environment, industry, habitat, stewardship, resources, transportation, trade.

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## Using Inquiry to Target the Interrelationship between the Environment and Life in Early Canada

### Part 1: Formulating Questions through Contextual Images

(25 Minutes)

- Place several copies of images from *A River Ran Wild: An Environmental Study* around the room.
- Suggest to students: Consider some of the ways that the natural environment may have influenced early societies (i.e. First Peoples and Early Europeans)
- Ask students to examine the images from *A River Ran Wild: An Environmental Study* and invite student observations and comments.
- Suggest to students: With a partner, generate several questions on post-it notes based on the images, and considering the contexts: habitat, food, industry, resources, transportation.
- Review and post criteria for formulating open-ended questions. (See BLM 1.1 – Formulating Effective Questions)
- As students/groups generate questions, suggest that they place their post-it notes on the relevant images.
- Circulate, observe and prompt as needed to ensure students follow criteria.
- After a designated period of time, students complete a gallery walk, noting others' questions. Advise students not to discuss, judge or answer any of the questions at this time.
- Collect all posted questions.

### Part 2: Organizing and Categorizing Questions

(40 Minutes)

- Post all questions on a piece of chart paper.
- Revisit criteria for formulating open-ended questions.
- Reformulate any statements into questions with the group as needed, and highlight questions which exemplify the success criteria.
- As a large group examine the questions looking for patterns.
- On chart paper, create a Table with relevant categories, such as habitat, food, industry, resources, transportation along the side.
- Form small groups of students, providing each group with a set of questions from the Minds On task.
- Direct students to organize the questions into the established categories and post them appropriately within the Table.

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## Using Inquiry to Target the Interrelationship between the Environment and Life in Early Canada

### Part 3: Large & Small Group Activities

(25 Minutes)

- Distribute copies of BLM 1.2: The Environment and Early Life of First Peoples and Europeans in Pre-Confederation Canada.
- Suggest that students consider the interrelationship between the environment and life in early First Nations culture and early European culture (in Canada) as the context of inquiry.
- Ask students to identify the early civilizations that have been studied within the current unit of social studies.
- Divide students into small groups.
- Within groups, students list one or two questions from each category on the table BLM 1.2.
- Distribute additional resources related to First Peoples, Europeans, the Fur Trade and the natural environment
- Students examine the resources and formulate questions concerning the ways early First Peoples, Europeans, and the environment were connected.
- During the investigation, conference with each group to determine which questions are most effective to guide inquiry.
- Share questions with the large group.

### Part 4: Consolidate and Debrief

(15 Minutes)

- Ask students to reflect on the following: How did examining images/media texts assist you in formulating new questions? How challenging was it to formulate new questions, as in BLM 1.2?

### Part 5: Culminating Task

(2, 45 Minute Blocks)

Students work in small groups to collaborate toward the creation of a culminating task – visual display or digital story based on the inquiry developed in the lesson above. Each group contributes evidence, data, information, and images based on the interrelationship between the environment and the life of early First Peoples and Europeans in pre-Confederation Canada.

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## BLM 1.1 – Formulating Effective Questions

Students formulate questions, either independently or with guidance from the teacher, and either individually or in groups:

- To explore various events, developments, and/or issues that are related to expectations in order to identify the focus of the inquiry;
- To help them determine which key concept (or concepts) of social studies thinking is relevant to their inquiry;
- That reflect the selected concept(s) of social studies thinking;
- To develop criteria that they will use in evaluating evidence and information, making judgements or decisions, and/or reaching conclusion.



## Beginning with Who, What, Where, Why, When or How

When developing criteria for effective questions, encourage students to formulate open-ended, divergent questions based on higher level thinking skills. Often, these types of questions begin with who, what, where, why, when, or how. Here are some suggestions for question starters for this lesson, considering: habitat, food, industry, resources, and transportation:

### **Who?**

Who may have lived...? Who collects/gathers...?

### **What?**

What did.....eat? What happened at...? What happened after...? What would happen if...?

What must have happened when...? What differences exist between...?

What might have been the impact of...? What are some of the problems of...?

What were some of the motives behind...? What is a possible solution to...?

What would result if...? What do you know about the lives of...based on...?

### **Where?**

Where could...have happened...? Where did...get...?

### **Why?**

Why did the...? Why did changes concerning...occur? Why is ... of value?

### **When?**

When could...have happened...? When did...change?

**How?** How did...survive? How is this... similar to...? How did this...end? How did...deal with...? How many ways did...? How did...travel? How did...get what they need



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Name \_\_\_\_\_

BLM 1.2: The Environment and the Early Life of First Peoples and Europeans in Pre-Confederation Canada

Category	Questions
<b>Habitat</b>	
<b>Transportation</b>	
<b>Food</b>	
<b>Industry</b>	
<b>Resources</b>	

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Name \_\_\_\_\_

## BLM 1.3 – Exit Card

Consider all the questions that were formulated by the class.

1. Which do you consider the two most relevant questions concerning the relationship between the environment and ways of life in early societies? Explain your thinking.

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2. Why do the questions meet the criteria for effective, open-ended questions?

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