



## First Nations of Alberta...A WebQuest!

### Contributor(s)

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### Lesson or Unit Plan Objective

This lesson will help students gain a better understanding of the development of the First Nations of Alberta. Through this WebQuest students will have the opportunity to learn about Alberta First Nations homes, storytelling, clothing, spirituality, the fur trade, treaties and more. Students/teachers may choose from a variety of difficulty levels.

### Time

This is a mini unit and can be modified to between seven and ten one-hour periods (including presentations).

### Materials

- Computers with reasonable Internet access speed, preferable one computer per student:
- Student Handouts (websites/questions/tasks/rubrics)
  - Student Handout 1: WebQuest Topics and Directions
  - Student Handout 2a: The Tipi (URLs and Questions)
  - Student Handout 2b: Storytelling (URLs and Questions)
  - Student Handout 2C: Clothing (URLs and Questions)
  - Student Handout 2d: The Blackfoot (URLs and Questions)
  - Student Handout 2e: Native spirituality (URLs and Questions)
  - Student Handout 2f: The Fur Trade (URLs and Questions)
  - Student Handout 2g: Treaties (URLs and Questions)
  - Student Handout 2h: Residential Schools (URLs and Questions)
  - Student Handout 3: Supplementary URLs
  - Student Handout 4: Poster – Assessment Rubric
  - Student Handout 5: Oral Presentation – Assessment Rubric
- Projector if using another Engaging Interest activity

## Getting Started

### Knowledge Now

Teacher-Led Discussion: Ask students to think about their grandparents or great-grandparents. What type of housing did they and other settlers of that generation live in when they arrived on the prairies? (Sod houses). Before European settlers came to Alberta, Alberta's indigenous people lived here. What type of housing did they live in? What were the "houses" made of? What is the significance of the paintings on the outside of the houses (tipis)?

Some students may know the answers to the above questions, but many will not—this is the perfect time to introduce the lesson! ⌚ 4 minutes

### Engaging Interest

As a fun way to introduce this unit, have students complete the Memory Game and/or Word Search on First Nations Contributions. After students have completed the task(s), ask them how many of them knew that so many items were introduced by First Nations people. Ask them what an atlatl is (a device for throwing a spear or dart that consists of a rod or board with a projection, as a hood or thong, at the rear end to hold the weapon in place until released). ⌚ Between 5-15 minutes depending on activity chosen.

Memory Game on Contributions (complete online)  
[www.saskschools.ca/curr\\_content/aboriginal\\_res/](http://www.saskschools.ca/curr_content/aboriginal_res/)

- click on above link
- click on Learning Objects
- click on Concentration Games
- click on Contributions

Contributions Word Search (print from web)  
[www.saskschools.ca/curr\\_content/aboriginal\\_res/wrdsrch/foods.htm](http://www.saskschools.ca/curr_content/aboriginal_res/wrdsrch/foods.htm)  
(direct link)

Alternatively, you can project a general knowledge quiz on the wall for the class to complete together.

Quiz – General Knowledge (complete online)  
[www.saskschools.ca/curr\\_content/aboriginal\\_res/lo/quizzes/gdwans.swf](http://www.saskschools.ca/curr_content/aboriginal_res/lo/quizzes/gdwans.swf)  
(direct link)

If students wish to play more, they can try various jigsaw activities such as the one on transportation.

Jigsaw Puzzles on Transportation (complete online)  
[www.saskschools.ca/curr\\_content/aboriginal\\_res/](http://www.saskschools.ca/curr_content/aboriginal_res/)

- click on the above link
- click on Learning Objects
- click on Jigsaws
- click on Transportation

## Learning Activities

Have students select a partner(s) OR have partners previously arranged.

Give Student Handout 1 to students, read it with them, and give them time to discuss which topic they will research. (Alternatively, the teacher can assign topics based on student ability.)

⊕ 5-10 minutes

Provide each group of students with the appropriate version of Student Handout 2.

Hand out Student Handouts 3, 4, and 5. Go over the handouts and clarify any questions. (specifically Student Handout 4 and 5.) ⊕ Take as much time as required to go over the rubrics. Students will benefit from a detailed account of what's expected of them. Suggest 5 minutes per rubric.

- ⊕ Student Internet research time: 1-2 periods based on connectivity and ability
- ⊕ Student poster preparation time: 1-2 periods
- ⊕ Student oral-report coordination time: 1 period
- ⊕ Student presentation time: depending on size of class

Students may be required to work on this project outside of class time as determined by the teacher.

## Assessment/Analysis

Use Student Handouts 4 and 5 to assess students. Please note that the handouts may be modified (add a blank column to the rubrics) so that students, in addition to the teacher, can self-assess. You can also have each group prepare two or three questions relating to their topic (with answers) that you may use on the final exam.

## Application

After all presentations have concluded, briefly summarize in a teacher-led discussion the global concepts from the project. For example, discuss the notion that things can be different AND equal. Because someone is different from you, (for example they live in a bungalow while you live in a high-rise apartment) it does not mean that he or she is less valuable or more valuable to society – just that they are different in some way. Remind students that there is no one history of Canada. Each group has its own history and each sub group within a group has its own histories too! For example, European and Chinese settlers have different stories and within each group there are also variations (for example, male vs female versions of events).

## Activities for Extension and/or Integration

- Teachers using this project can team with English teachers. The English teacher requires an essay and/or helps to develop the student oratory skills.
- Teachers can use this project as a starting point to these and other questions:
  - What is the Canadian identity?
  - How do we include aspects of many cultures in Canadian identity?
- Teachers can also modify this WebQuest to fit with:
  - Grade 7 Social – Topic A: People and Their Culture
  - Social 20 – Theme III: Quality of Life
  - Grade 5 Social – Topic A: Canada, Geography and People
  - Sociology 20 – Sociological Institutions: Theme 3
  - Grade 5 Social – Topic A: Canada, Geography and People
  - Grade 5 Social – Topic B: Early Canadian Exploration and Settlement

## Learner Outcomes for Social 10: Theme III - Identity

General Outcome: Students will research, listen, speak, read, write, view and represent to explore ideas, feelings, thoughts and experiences.

Through class dialogue, group work and research, students will

- learn about the historical background of Alberta's First Nations people; and
- understand that the Canadian identity is shaped by values, attitudes and cultures as they have emerged from our history and geography.

## Safe and Caring Topics and Concepts

Living Respectfully

- Working Cooperatively in Groups
  - helping others learn or attain a goal
  - developing positive interdependence and mutual reliance to complete tasks
  - giving and receiving help
  - listening carefully
  - respecting and appreciating others' ideas, insights, solutions and contributions
- Respecting Diversity and Preventing Prejudice
  - Recognizing and Appreciating Contributions Made by Culturally Distinctive Groups
- Builds Respect for Diversity
  - Studying different cultures, religions and lifestyles in society and in the school
- Developing Self-Esteem
  - Striving for Competency Builds Self-Esteem

## Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<b>Go to</b> <a href="http://www.sacsc.ca/strategies">www.sacsc.ca/strategies</a> for strategy descriptions	<ul style="list-style-type: none"> <li>▪ Think-pair-share (group presentations)</li> </ul>		

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
	<ul style="list-style-type: none"> <li>▪ Student group presentations</li> </ul>		<ul style="list-style-type: none"> <li>▪ Teacher-led discussion</li> <li>▪ Creating posters</li> <li>▪ WebQuest</li> </ul>

## Supplementary Resources

### URLs – Engaging Interest Section

Memory Game on Contributions (complete online – indirect link)

[www.saskschools.ca/curr\\_content/aboriginal\\_res/](http://www.saskschools.ca/curr_content/aboriginal_res/)

- click on above link
- click on Learning Objects
- click on Concentration Games
- click on Contributions

Contributions Word Search (print from web – direct link)

[www.saskschools.ca/curr\\_content/aboriginal\\_res/wrdsrch/foods.htm](http://www.saskschools.ca/curr_content/aboriginal_res/wrdsrch/foods.htm)

Quiz – General Knowledge (complete online – direct link)

[www.saskschools.ca/curr\\_content/aboriginal\\_res/lo/quizzes/gdwans.swf](http://www.saskschools.ca/curr_content/aboriginal_res/lo/quizzes/gdwans.swf)

Jigsaw Puzzles on Transportation (complete online)

[www.saskschools.ca/curr\\_content/aboriginal\\_res/](http://www.saskschools.ca/curr_content/aboriginal_res/)

- click on the above link
- click on Learning Objects
- click on Jigsaws
- click on Transportation

### URLs – Student Handout 2a

- [http://collections.ic.gc.ca/luxton/sec\\_3/3c.htm](http://collections.ic.gc.ca/luxton/sec_3/3c.htm)
- [www.glenbow.org/exhibitions/online/backfoot/](http://www.glenbow.org/exhibitions/online/backfoot/)
- [www.shelterpub.com/\\_shelter/wwwteepee.html](http://www.shelterpub.com/_shelter/wwwteepee.html)
- [www.kstrom.net/isk/maps/houses/tipi.html](http://www.kstrom.net/isk/maps/houses/tipi.html)

### URLs – Student Handout 2b

- [www.civilization.ca/aborig/storytel/introeng.html](http://www.civilization.ca/aborig/storytel/introeng.html) (click on Métis-Cree)
- [www.atc97.org/kids/Stories.html](http://www.atc97.org/kids/Stories.html)
- [www.kstrom.net/isk/stories/Plainsmyths.html](http://www.kstrom.net/isk/stories/Plainsmyths.html)

### URLs – Student Handout 2c

- [www.civilization.ca/aborig/mocasin/mocmaine.html](http://www.civilization.ca/aborig/mocasin/mocmaine.html)
- [http://collections.ic.gc.ca/luxton/sect\\_3/3d.htm](http://collections.ic.gc.ca/luxton/sect_3/3d.htm)
- [http://collections.ic.gc.ca/luxton/sect\\_3/3e.htm](http://collections.ic.gc.ca/luxton/sect_3/3e.htm)
- [http://collections.ic.gc.ca/luxton/sect\\_2/2c.htm](http://collections.ic.gc.ca/luxton/sect_2/2c.htm)

### URLs – Student Handout 2d

- <http://ccins.camosun.bc.ca/~conklin/pages/martin/html/backfoot.htm>
- [www.head-smashed-in.com/black.html](http://www.head-smashed-in.com/black.html)
- [www.ammsa.com/buffalospitir/2003/footprints-crowfoot.html](http://www.ammsa.com/buffalospitir/2003/footprints-crowfoot.html)
- [www.native-languages.org/blackfoot.htm](http://www.native-languages.org/blackfoot.htm)

### URLs – Student Handout 2e

- <http://collections.ic.gc.ca/luxton/spirit.htm>
- [www.religioustolerance.org/nataspir.htm](http://www.religioustolerance.org/nataspir.htm)
- [www.rcmp.ca/ccaps/spirit\\_e/html](http://www.rcmp.ca/ccaps/spirit_e/html)

### URLs – Student Handout 2f

- [www.ucalgary.ca/applied\\_history/tutor/firstnations/encounters.html](http://www.ucalgary.ca/applied_history/tutor/firstnations/encounters.html)
- [www.canadiana.org/hbc/intro\\_e.html](http://www.canadiana.org/hbc/intro_e.html)

### URLs – Student Handout 2g

- [www.ucalgary.ca/applied\\_history/tutor/firstnations/treaty.html](http://www.ucalgary.ca/applied_history/tutor/firstnations/treaty.html)
- [www.ainc-inac.gc.ca/pr/trts/hti/site/imindex\\_e.html](http://www.ainc-inac.gc.ca/pr/trts/hti/site/imindex_e.html) (pictures)
- [www.otc.ca/abouttreaties.htm](http://www.otc.ca/abouttreaties.htm)

## URLs – Student Handout 2h

- [www.schoolnet.ca/aboriginal/issues/schools-e.html](http://www.schoolnet.ca/aboriginal/issues/schools-e.html)
- [www.irsr-rqpi.gc.ca/english/questions.html#1](http://www.irsr-rqpi.gc.ca/english/questions.html#1)
- [www.anglican.ca/Residential-Schools/](http://www.anglican.ca/Residential-Schools/)

## URLs – Supplementary

1. Luxton Museum of the Plains Indians
  - [www.collections.ic.gc.ca/luxton/index.htm](http://www.collections.ic.gc.ca/luxton/index.htm)
2. Alberta: How the West was Young
  - <http://.collections.ic.gc.ca/Alberta/index.html>
3. Canada's First Nations
  - [www.ucalgary.ca/applied\\_history/tutor/firstnations/](http://www.ucalgary.ca/applied_history/tutor/firstnations/)
4. Blackfoot History
  - [www.head-smashed-in.com/black.html](http://www.head-smashed-in.com/black.html)
5. The Canadian Encyclopedia
  - [www.canadianencyclopedia.ca/index.cfm?Params=A1](http://www.canadianencyclopedia.ca/index.cfm?Params=A1)
6. Images Canada
  - [www.imagescanada.ca/r1-116-e.php? Trail=trail16](http://www.imagescanada.ca/r1-116-e.php?Trail=trail16)

## Student Handout 1

### First Nations of Alberta A WebQuest

1. Select one of the following topics. Confer with partner and confirm with teacher.

<b>Topic</b>	<b>Difficulty Level (I is least difficult; III is most difficult)</b>
The Tipi	I
Storytelling	I
Clothing	II
The Blackfoot Tribe	II
Native Spirituality	III
The Fur Trade	III
Treaties	III
Residential Schools	III

2. Using the URLs from Student Handout 2, research your topic and find answers to specific questions. You may also reference supplementary web-sites (Student Handout 3). You will then
- produce a poster (Student Handout 4) and
  - make a presentation to the class (Student Handout 5).



## Student Handout 2a

### The Tipi

#### 1. URLs

- [http://collections.ic.gc.ca/luxton/sect\\_3/3c.htm](http://collections.ic.gc.ca/luxton/sect_3/3c.htm)
- [www.glenbow.org/exhibitions/online/blackfoot/](http://www.glenbow.org/exhibitions/online/blackfoot/)
- [www.shelterpub.com/\\_shelter/www\\_teepee.html](http://www.shelterpub.com/_shelter/www_teepee.html)
- [www.kstrom.net/isk/maps/houses/tipi.html](http://www.kstrom.net/isk/maps/houses/tipi.html)

#### 2. Questions

- What were tipis made of?
- How were tipis made?
- How is the space inside a tipi used?
- What is the significance of the paintings on the outside?

## Student Handout 2b

# Storytelling

### 1. URLs

- [www.civilization.ca/aborig/storytel/introeng.html](http://www.civilization.ca/aborig/storytel/introeng.html) (click on Métis-Cree)
- [www.atc97.org/kids/Stories.htm](http://www.atc97.org/kids/Stories.htm)
- [www.kstrom.net/isk/stories/Plainsmyths.html](http://www.kstrom.net/isk/stories/Plainsmyths.html)

### 2. Questions

- What stories were an important part of First Nations culture?
- Who were the storytellers?
- When were stories told and what were the stories about?

## Student Handout 2c

# Clothing

### 1. URLs

- [www.civilization.ca/aborig/mocasin/mocmaine.html](http://www.civilization.ca/aborig/mocasin/mocmaine.html)
- [http://collections.ic.gc.ca/luxton/sect\\_3/3d.htm](http://collections.ic.gc.ca/luxton/sect_3/3d.htm)
- [http://collections.ic.gc.ca/luxton/sect\\_3/3e.htm](http://collections.ic.gc.ca/luxton/sect_3/3e.htm)
- [http://collections.ic.gc.ca/luxton/sect\\_2/2c.htm](http://collections.ic.gc.ca/luxton/sect_2/2c.htm)

### 2. Questions

- What did the First Nations people wear?
- What did the hunters wear?
- How did they make their clothes?
- How did they decorate their clothes?

## Student Handout 2d

### The Blackfoot

#### 1. URLs

- <http://ccins.camosun.bc.ca/~conklin/pages/martin/html/blackfoot.htm>
- [www.head-smashed-in.com/black.html](http://www.head-smashed-in.com/black.html)
- [www.ammsa.com/buffalospirit/2003/footprints-crowfoot.html](http://www.ammsa.com/buffalospirit/2003/footprints-crowfoot.html)
- [www.native-languages.org/blackfoot.htm](http://www.native-languages.org/blackfoot.htm)

#### 2. The Blackfoot tribe was one of the main First Nations in what is now Alberta. Describe their

- customs
- lifestyle
- society

## Student Handout 2e

### Native Spirituality

#### 1. URLs

- <http://collections.ic.gc.ca/luxton/spirit.htm>
- [www.religioustolerance.org/nataspir.htm](http://www.religioustolerance.org/nataspir.htm)
- [www.rcmp.ca/ccaps/spirit\\_e.htm](http://www.rcmp.ca/ccaps/spirit_e.htm)

#### 2. Spiritual beliefs were an integral part of First Nations daily life. Describe

- what they believed
- how their beliefs affected their activities
- how their beliefs affected their celebrations

## Student Handout 2f

# The Fur Trade

### 1. URLs

- [www.ucalgary.ca/applied\\_history/tutor/firstnations/encounters.html](http://www.ucalgary.ca/applied_history/tutor/firstnations/encounters.html)
- [www.canadiana.org/hbc/intro\\_e.html](http://www.canadiana.org/hbc/intro_e.html)

### 2. Questions

- How did the business of trading furs begin?
- What were the benefits and problems for the Europeans?
- What were the benefits and problems for the First Nations?

## Student Handout 2g

### Treaties

#### 1. URLs

- [www.ucalgary.ca/applied\\_history/tutor/firstnations/treaty.html](http://www.ucalgary.ca/applied_history/tutor/firstnations/treaty.html)
- [www.ainc-inac.gc.ca/pr/trts/hti/site/imindex\\_e.html](http://www.ainc-inac.gc.ca/pr/trts/hti/site/imindex_e.html) (pictures)
- [www.otc.ca/abouttreaties.htm](http://www.otc.ca/abouttreaties.htm)

#### 2. Questions

- Why did the government of Canada make agreements or treaties with the First Nations people in what is now Alberta?
- What did the government of Canada want?
- What did the First Nations want?
- Did either party get what they wanted?

## Student Handout 2h

# Residential Schools

### 1. URLs

- [www.schoolnet.ca/aboriginal/issues/schools-e.html](http://www.schoolnet.ca/aboriginal/issues/schools-e.html)
- [www.irsr-rqpi.gc.ca/english/questions.html#1](http://www.irsr-rqpi.gc.ca/english/questions.html#1)
- [www.anglican.ca/Residential-Schools/](http://www.anglican.ca/Residential-Schools/)

### 2. Questions

In the late 1800s the government began a program of education for First Nations children. They took children from their families and communities and forced them to live in schools.

- Why did the government do this?
- What were these schools like?
- What is happening today because of these schools?



## Student Handout 3

### Supplementary URLs

#### 1. **Luxton Museum of the Plains Indians**

- [collections.ic.gc.ca/luxton/index.htm](http://collections.ic.gc.ca/luxton/index.htm)

This museum (located in Banff, Alberta), has much information about the Plains Indian Nations in Alberta. Read more on topics such as history/background, daily life, spirituality, and warrior/hunters.

#### 2. **Alberta: How the West was Young**

- [collections.ic.gc.ca/Alberta/index.html](http://collections.ic.gc.ca/Alberta/index.html)

This colourful site is full of things to read and look at. Read about archaeology and pre-contact, First Nations and Métis, and the fur trade and mission history.

#### 3. **Canada's First Nations**

- [www.ucalgary.ca/applied\\_history/tutor/firstnations/](http://www.ucalgary.ca/applied_history/tutor/firstnations/)

Read about Canada's First Nations from early history to the 19th Century. Topics include Antiquity, Native Civilizations, European Contact, and Treaty Evolution. This is a joint project from the University of Calgary and Red Deer College.

#### 4. **Blackfoot History**

- [www.head-smashed-in.com/black.html](http://www.head-smashed-in.com/black.html)

Read about the Blackfoot Nation's territory, tribes, social structure, and seasonal activities.

#### 5. **The Canadian Encyclopedia**

- [www.canadianencyclopedia.ca/index.cfm?Params=A1](http://www.canadianencyclopedia.ca/index.cfm?Params=A1)

Enter search terms in the text box to learn about Canada. Try these: First Nations, Native people, North American Indian.

#### 6. **Images Canada**

- [www.imagescanada.ca/r1-116-e.php?trail=trail16](http://www.imagescanada.ca/r1-116-e.php?trail=trail16)

Look at 151 original pictures of Canada's First Nations.

**Student Handout 4**

**Poster - Assessment Rubric**

Group Participants: \_\_\_\_\_

Category	4 Points	3 Points	2 Points	1 Point	Score
<b>Required Elements (Focus)</b>	The poster includes all required information as well as additional information. The topic is very clear when you first look at the poster.	All required elements are included on the poster. The topic is clear.	All but one of the required elements is included on the poster. The topic is not clear at first glance.	Several required elements were missing. The topic is not readily evident.	
<b>Labels</b>	All items of importance are clearly labelled with labels that can be read from at least 1 metre away.	Almost all items of importance on the poster are clearly labelled with labels that can be read from 1 metre away.	Many items of importance on the poster are clearly labelled with labels that can be read from 1 meter away.	Labels are too small to view OR no important items were labelled.	
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.	
<b>Look</b>	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	
<b>Grammar</b>	There are no grammatical or mechanical mistakes on the poster.	There are one or two grammatical or mechanical mistakes on the poster.	There are three or four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
<b>Total</b>					<b>/20</b>

## Student Handout 5

### Oral Presentation - Assessment Rubric

You and your partner(s) will present to the class what you have learned about your topic. Each participant should share on a different part of the topic and each person should speak for approximately equal amounts of time. As well as being graded on individual performance, a group mark is included in your assessment.

Category	4 Points	3 Points	2 Points	1 Point	Score
<b>Content</b>	Abundance of material clearly related to topic; points are clearly made.	Sufficient information relating to topic but there is an uneven balance and little variation.	A great deal of information is not clearly connected to the topic.	Topic is not clear and much information does not relate to the topic in any way.	
<b>Organization</b>	Topic is well defined; examples are appropriate, conclusion is clear, good flow and transition between sections, well organized.	Most information is presented in logical sequence, generally well organized but better transitions required.	Concept and ideas are loosely connected, lacks clear transitions, poor flow.	Presentation is choppy and disjointed, no flow, content is vague.	
<b>Creativity</b>	Original presentation of material captures audience attention.	Some originality, good variety.	Little variation, little originality.	Repetitive with little or no variety.	
<b>Speaking Skills</b>	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence.	Clear articulation but not as polished.	Some mumbling; little eye contact; uneven rate; little or no expression.	Inaudible or too loud; no eye contact; rate too slow or fast; speaker seemed uninterested and used monotone.	
<b>Audience Response</b>	Involved the audience in the presentation; points made in creative way; held audience's attention.	Presented facts with some interesting twists; held audience's attention most of time.	Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination.	Incoherent; audience lost interest and could not determine point of the presentation.	
<b>* Length of Presentation</b>	Within two minutes of allotted time (+/-).	Within four minutes of allotted time (+/-).	Within six minutes of allotted time (+/-).	Far too short or too long.	
<b>Individual Total</b>					<b>/24</b>
<b>Group Mark</b>	Each participant shared equally, great presentation overall.	Each participant shared almost equally, good presentation.	Unequal sharing, but good presentation.	Unequal sharing and poor presentation.	
<b>Grand Total</b>					<b>/28</b>

\* Allotted time will vary depending on teacher's preference. A range between 10 and 15 minutes is suggested.