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Curriculum guide for grade six social studies

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SERVICE PAPER

CURRICULUM GUIDE FOR GRADE SIX SOCIAL STUDIES

Submitted by

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PART I

INTRODUCTION AND PURPOSE OF THE STUDY
PART I

INTRODUCTION

The unit method is an excellent way of presenting social studies to children. In preparing a unit, the teacher must consider the whole field to be covered and have a broad picture of the material to which the children are to be exposed. In many ways, the unit method is comparable to looking at a completed picture before one analyses its parts, or to reading a whole story before one studies its detail. Treated in this way, the important things highlight themselves, and the less important materials provide the background.

The unit itself consists of subject matter and activities organized around a central core in a way that clarifies, explains, and brings understanding of the core. The subject matter which the pupils must master, gives body to the unit, while the activities give vitality and make the learning more realistic. The stress is lifted from isolated, factual material and a unified and meaningful interpretation of pertinent data is sought. For example, in the study of the early invaders of Britain, which covers a period of approximately one thousand years, the attention of the children is focused on the WHO and the WHY of those
who tried to possess Britain, and all the other interesting detail forms a pleasing but incidental background.

Each unit of study in social studies is best organized under ten headings or sub-divisions, and since a considerable period of time will be used in its presentation and development, very careful planning for each aspect of the unit becomes of paramount importance.

1. The _overview_ gives a general statement of the scope of the unit. It is wise to accompany this general statement with an outline of the unit which will provide a broad plan of the material to be considered and the procedures to be followed.

2. The _understandings_ are the concern of the teacher and state in written form, his objectives in taking the unit. These objectives are best presented in declarative sentences.

3. The _appreciations and attitudes_ to be developed are again the business of the teacher. It is anticipated that under his tuition, the children will grow to be more democratic, more discerning, and more sensitive persons who can appreciate the problems and the contributions of the past and apply them to themselves as they live, active beings in the society of to-day.
4. The skills and habits to be developed are largely the teacher's responsibility. Since effective skills and good habits are essential to the progress of the children, with each unit undertaken, it is essential that the teacher select a definite, but small number of these and stress them as the unit unfolds. The development of suitable skills and good habits is a long-time proposition, and the children must have an infinite number of opportunities to practise them.

5. The suggested approaches are always strong motivating influences in the presentation of a social studies unit. The closer they can be to the children's own personal experiences, the more vital they are likely to be.

6. The suggested activities are important in that they lend vitality and realism to the unit, and they are the media through which much of the learning will take place. The activities for the most part, should be teacher-pupil planned; they should be diversified in form and variety; they should be closely related to the skills and habits that are to be stressed in the particular unit; they should provide opportunities for both group and individual work.
7. The **evaluation techniques** place a tremendous onus upon the teacher. As in every kind of learning situation, a constant appraisal of what the children are acquiring must be maintained. Through the evaluation techniques steady progress must be ascertained and assessed; inaccuracies must be detected and a plan for correction formulated; interest and stimulation must be provided in variety of form.

8. The **bibliography** should be dual in nature - broken down into teacher and pupil reference material. It is essential that the teacher formulate some definite plan of research study for the children related to each unit. In this way, he will avoid waste of their time, and the distaste and discouragement which inevitably follows futile searching.

9. The **other instructional aids** such as films, filmstrips, exhibits, pictures, etc. which aid in clarifying concepts and enhance understanding and enrichment of the unit should be employed wherever possible. Sources of such materials are indispensible to the teacher, and their classification and preservation should receive careful consideration.

10. The **supplementary reading list** which encourages the children to read widely on the topic, can increase greatly their interest and their information in
relation to the unit under consideration, and at the same time broaden their horizons in the learning field of Social Studies.

**PURPOSE OF THE CURRICULUM GUIDE**

The main purpose of this curriculum guide for Social Studies is to give the teacher of the grade, and especially the inexperienced teacher, specific help in the development of the various units of study, which in themselves, embrace the required course of the grade. Each unit should be developed according to the headings considered in the introduction, and under which the five units in the guidebook have been presented, namely: overview; understandings; appreciations and attitudes; skills and habits; suggested approach; suggested activities; suggested evaluation techniques; teacher reference; pupil reference; other instructional aids; and supplementary reading.

The discerning teacher will select from each sub-division of the unit, those suggestions which will be most helpful in bringing understanding and knowledge of a particular topic to his pupils. Since the guidebook is in no way complete, each teacher as he develops a unit, will feel the need of adding to the suggestions offered in the text. In this way he will secure broader concepts, richer experiences,
and more pertinent information, from which his pupils will draw useful deductions concerning their studies, and which will help them to establish understandings of cause and effect relationships in geographic conditions and historical events.

In the final analysis, it is not suggestions, techniques, or even knowledge, but rather the impact of the teacher's own personality upon the children, as he presents the rich and varied content of Social Studies which will make it colourful, vital and realistic for them.
PART II

CURRICULUM GUIDE FOR GRADE SIX SOCIAL STUDIES
SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
GRADE SIX

UNIT ONE
THE SPANISH EXPLORERS
UNIT ONE
THE SPANISH EXPLORERS

OVERVIEW

The main purpose of this unit is to provide the pupils with a knowledge of the Spanish Explorers. Through a study of their endeavours and their accomplishments to create an interest and an admiration, not only for the civilization that they developed in the New World three centuries ago, but also in the Spanish peoples of to-day.

OUTLINE OF THE UNIT

1. Location of the West Indies, Mexico, Florida, Peru.

2. The climate and the vegetation throughout the year.

3. Explorations made by the explorers.

4. Location of the mountains and rivers.

5. The native Indians of Mexico and Peru.


7. Desoto - search for gold in southern United States - burial in the Mississippi River.

8. Hernando Cortez - the triumphal march into Mexico City.

9. Francisco Pizarro - the conquest of Peru.
UNDERSTANDINGS

1. Conditions in the Old World persuaded enterprising men to seek fortune and adventure in distant lands.

2. The need of gold made Spain seek a new source in the New World.

3. The natives of Mexico and Peru used gold to build their temples and for decorating them in honour of their sun god.

4. The Spaniards treated the natives very harshly.

5. After conquering the land from the natives, the Spaniards built large and beautiful cities.

6. The Spanish Explorers faced many dangers and hardships in their search after gold.

7. The type and kind of exploration done by the Spaniards was determined by the nature of the country and the facilities available.

8. The Spaniards developed a wonderful civilization in the Americas long before any other country.

9. The native Indians of Mexico and Peru (Astez and Incas) were of a superior type.

10. Much of the land of the southern United States was first explored by the Spaniards in their search for gold.
APPRECIATIONS AND ATTITUDES TO BE DEVELOPED

1. Respect for the accomplishments of individuals who have struggles against great odds.

2. An appreciation of the hardships and dangers endured by the early Spanish Explorers.

3. An appreciation of the contributions that the Spanish Explorers made to their native land.

4. An appreciation for the fine civilization and cultural development which evolved in the Americas because of the contributions made by the early Spanish Explorers.

5. An appreciation for books as sources of information.

6. An appreciation of the contributions of mapmakers.

7. An interest in history, as it unfolds in the explorations of the New World.

8. An awareness of the fact that history textbooks give only a portion of the total story that might be told.

9. An interest in the way other sections of the country than the one in which they live, have developed.

10. An increased interest in history as evidenced by their voluntary questions.
SKILLS AND HABITS TO BE DEVELOPED

1. The ability to take part in real discussions.

2. The ability to select material for a report from more than one source.

3. The ability to take notes on reference reading.

4. The ability to follow oral and written directions.

5. The ability to make and interpret a time line.

6. The ability to plan work co-operatively with others.

7. The ability to listen carefully when others speak.

8. The ability to learn through dramatization.

9. The ability to work successfully with others in committee groups.

10. The ability to learn how to hunt for information.

11. The ability to use the card catalogue in the library.

12. The ability to arrange attractive bulletin board exhibits.
SUGGESTED APPROACHES

1. A discussion concerning the show "Christopher Columbus".

2. The use of pictures of the West Indies.

3. A recent radio comment, e.g. The assembling of the Canadian and American pilots for air raid practices over the Caribbean Sea.

4. Dr. Brown, a missionary on furlough from the West Indies, speaks to the pupils.

5. A magazine article on Mexico should provide a suitable introduction.

6. The teacher might prepare a stimulating bulletin board and display a group of interesting books on this unit.

7. A pupil reads a letter to the class that he received from Mexico City.

8. The pupils and teacher have just read a school leaflet on the Latin American countries. The pupils are interested to learn more.

9. The pupils and teacher discuss the rising price of coffee, which could lead to an introduction of the unit.

10. A pupil tells of his experiences with his family on a trip to Mexico.

11. The pupils might be interested in a motion picture that could be shown to introduce the unit.
SUGGESTED ACTIVITIES

1. The pupils will plan a Columbus Day programme.

2. Have the pupils make a picture map of the first ship route across the Atlantic Ocean.

3. Have the pupils make a picture poster of a camel train on its way to the Indies.

4. The pupils will make a model of a temple used in the time of the Aztecs Indians.

5. The pupils will make a map of the Spanish Main to show climate, physical features, vegetation, products, and resources important to Europe.

6. The pupils will make a sand-table scene of the ancient Mexico City, presenting Montezuma's palace, the temple, the market-place, the causeways, and the floating gardens.

7. The pupils will make drawings to illustrate Cortez landing at Vera Cruz; the Spaniards entering Mexico City; Montezuma meeting Cortez.

8. On a map of North and South America mark the possessions of Portugal, Spain, France, England, and Holland about 1600.

9. Two committees of pupils will prepare illustrated talks to describe the civilizations of the Aztecs and Incas.

10. The pupils will hold a debate on the following subject: Resolved: That Montezuma was a greater man than Cortez.
11. On an outline map mark DeSoto's journey in search of gold in the southern part of the United States: The route he followed; the states he might have crossed; the rivers that he discovered; and the place of his death and burial.

12. The pupils will collect pictures or make drawings of old Spanish homes, churches, etc.

13. The pupils will dramatize Pizarro making his famous speech on the island of Gallo.


15. On an outline map of South America mark: Peru, Chile, Argentina, Cuzco, Lima, Callao, Bogota, Colombia, Amazon river, Andes mountains, etc.

16. A Spanish governor reports on his administration of New Spain.

17. Have the pupils read stories about Sir Francis Drake and his experiences with the Spanish.

18. Read about the ruins of old Inca cities and make a report on the civilization of the Incas at the time of the Spanish conquest. Two very helpful library books are From Panama to Cape Horn by ELI. Salisbury and South America by I. Bowman.

19. Have the pupils find pictures of the alpaca, llama, the vicuna and the guanaco, and bring them to school.

20. Have the pupils explain why the strip of land along the coast of Peru is the wealthiest region of that country.

21. The pupils will make a mural showing the arrival of the Spaniards on the coast of Peru, crossing the Andes, meeting Atahuallpa, the battle, the ransom in gold.
22. The pupils will break up into committees and prepare talks on:
   (a) The oil of South America.
   (b) The climate and surface of Peru.
   (c) The animals of South America.

23. Have the pupils prepare a play based on Cortez going to Mexico City. One act might be the messengers of Montezuma meeting Cortez at Vera Cruz. Another act might be Montezuma welcoming Cortez to Mexico City.

24. Have a group of pupils read about Ponce de Leon and report to the class about his voyage and discoveries.

25. Have a group of pupils study about the Panama Canal and report to the class on the following points:
   (a) Why the canal was built.
   (b) The building of the canal.
   (c) Its importance to trade.
SUGGESTED EVALUATION TECHNIQUES

1. Have the pupils tell how bananas are raised and shipped to northern countries.

2. On an outline map of the West Indies mark:
   Vera Cruz; Mexico City; Mount Popocatepetl; Cuba;
   Jamaica; Puerto Rico; Caribbean Sea; Panama Canal;
   Pacific Ocean, etc.

3. Have the pupils tell what the Spaniards were always seeking in the new world and explain why.

4. Quiz programme - Every member of the class will be asked to submit at least one question based on the Spanish Explorers. A picked committee will organize the questions and present the programme.

5. Oral discussion of the following questions:
   (a) Why the Spaniards wanted Mexico for a Colony?
   (b) Why the Spanish soldiers were able to conquer the Indians of Mexico so easily?
   (c) Why Mexico does not use a larger part of the petroleum produced in her country?

6. On an outline map of North and South America mark the following places:
   Mexico; Peru; Chile; Mississippi river; Amazon river;
   Rio Grande river; Pacific Ocean; Andes mountains, etc.

7. Multiple choice questions:
   e.g. Ponce de Leon was governor of _____
   Cuba, Puerto Rico, Haiti.
   Desoto was buried in the waters of the _____
   Amazon, Rio Grande, Mississippi.

8. Panel discussions on such topics as:
   (a) The importance of the Panama canal.
   (b) The animals of South America.
   (c) The climate of Central America.
9. Write a short note on each of the following:
   (a) Ponce de Leon
   (b) Cortez
   (c) Desoto
   (d) Pizarro

10. Write an imaginary diary that might have been kept by Desoto on his long journey in search of gold.

11. The pupils will discuss the following questions:
    (a) What does exploring mean?
    (b) What made the first explorers brave the dangers of the unknown?
    (c) Who was the greatest of the Spanish Explorers?

12. The pupils will write and produce a play showing dramatic incidents from the lives of the men studied.

13. The pupils will write a note comparing the equipment of an early Spanish explorer with that of a present-day explorer.

14. The pupils will make a large map of the world showing routes of the Spanish Explorers.

15. The pupils will make a puppet show to depict the deeds of the outstanding Spanish Explorers.

16. The pupils will dramatize incidents from the lives of the Spanish Explorers.

17. The pupils will write reports on the following:
    (a) How Columbus got the money for his first voyage.
    (b) An account of the civilization of the Incas.
    (c) Why the explorations of Ponce de Leon and Desoto did not mean so much to Spain as the conquests of Pizarro and Cortez.
    (d) Why Ponce de Leon believed in the Indian story about the "fountain of youth".
18. The pupils will write a note contrasting the New World when the Spanish Explorers first came with that of to-day.

19. The pupils will write notes explaining what the discoveries and conquests meant to Spain.
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TEACHER REFERENCE


BIBLIOGRAPHY

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The Winston Co., Toronto, 1932.

Heard, S.D., King, M.W., American Explorers and Settlers.  
The Winston Co., Toronto, 1933.

McGuire, Edna, A Brave Young Land.  

Townsend, Herbert, Our America.  
Allyn and Bacon, Boston, 1949.

Webb-Campbell-Mida, The New World Past and Present.  
Scott, Foresman and Co., Chicago, 1942.
OTHER INSTRUCTIONAL AIDS

FILMS

Arts and Crafts of Mexico (Sound) - (Black and White) 1 Reel
Portrays native craftsmen at work in their homes and shops.
Spinning sheep's wool, the weaving of serapes, basket-making,
glass blowing and pottery-making are treated in detail.

Peru
Animated maps help to provide a historical and geographic
perspective of Peru. Ruins of Inca civilization are shown.

West Indies
Portrays the principal West Indies Islands and shows their
strategic importance to Western Hemisphere trade, economy,
and international relationships.

Land of the Incas
A short travelogue takes us to the parts of South America
formerly inhabited by the Incas. We see the Indians of Peru
and Chile still carrying on their farming, weaving, and
other activities.

FILMSTRIPS

Balboa and Pizarro Curriculum Films, Approx. cost 4.40
DeLeon and DeSoto Curriculum Films, Approx. cost 4.40
Cortez conquers Mexico Popular Science, Approx. cost 3.30
Columbus discovered America Popular Science, App.cost 3.30

MAGAZINES AND PERIODICALS

My Weekly Reader, American Education Publications,
400 S. Front Street, Columbus, Ohio.
World Review for Canadian Schools, United Nations Assoc-
iation in Canada, Ottawa, Ontario.
Current Events, American Education Press,
400 S. Front Street, Columbus, Ohio.
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<td>Kent</td>
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<td>Bailey</td>
<td>E.P. Dutton &amp; Co.</td>
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<td>d'Aulaire</td>
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<td>Pioneers of Puerto Rico</td>
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<td>Along the Incas Highway</td>
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<td>Boys of the Andes</td>
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SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

GRADE SIX

UNIT TWO

THE FRENCH EXPLORERS
UNIT TWO

THE FRENCH EXPLORERS

OVERVIEW

The main purpose of this unit is to have the pupils appreciate and understand the problems and the contributions of the early French Explorers, and to consider these brave men in the total scheme of Canadian developmental and cultural life.

OUTLINE OF THE UNIT

1. The location and the ways of reaching New France from Europe.

2. The climate of New France throughout the year.

3. The soil of the new area and its vegetation.

4. The waterways of New France.

5. The Indians - tribes, appearance, characteristics.


7. Christianity and the Indians.

8. Explorations of the French Explorers in the New World.

9. The desire and the efforts of the French Explorers in the establishment of permanent settlements.
UNDERSTANDINGS

1. The existing conditions in European countries led courageous men to seek new lands.

2. The nature of the country, and the facilities at hand determined to a great extent the kind of exploration which was undertaken by the early French Explorers in the New World.

3. The climate and the inhabitants of the country influenced the settlers' way of living.

4. The men who discovered, explored, and settled our country faced many dangers and hardships.

5. The French Explorers tried to find a passage to the Pacific Ocean.

6. The French Explorers attempted to Christianize the Indians.

7. The French Explorers carried on extensive fur trading with the Indians.

8. Some of the villages that the French Explorers founded are the great cities of our country to-day.

9. The early French Explorers were important determiners of the background of to-day's people in the new world.
1. An appreciation of the determination and courage of the early explorers in tackling the unknown.

2. An appreciation of the fact that important undertakings are based on hard work and careful planning.

3. An appreciation of the really tremendous change that the French Explorers underwent in coming to the New World.

4. An interest in history which carries over into out-of-school reading.

5. A new appreciation for books as sources of information.

6. A desire to find out more than a single textbook can tell about certain persons and events.

7. An attitude of admiration for the hardy pioneer.

8. An appreciation that all Canadians are immigrants or descendants of immigrants.

9. An appreciation of the contributions of machines to our comfort and well-being.

10. An interest in the growth and development of Canada.
SKILLS AND HABITS TO BE DEVELOPED

1. A more mature ability to give oral reports and to take part in panel discussions with intelligent use of the information which is pertinent to a particular topic.

2. The ability to use books more skilfully to gain specific information with economy of time and effort.

3. Better habits of co-operating and contributing.

4. Improved habits of quiet, industrious application to the problems at hand, either in group or individual assignments.

5. The ability to record information on a specific topic in an acceptable form.

6. The ability to make more detailed and accurate observations.

7. Ability to illustrate oral reports in various ways.

8. The ability to suggest activities for themselves and for their group.

9. The ability to listen attentively and with profit.

10. Increased ability to get information from maps.

11. The ability to enlarge a map.

12. The ability to make comparisons and draw conclusions.

13. The ability to plan assembly programmes that will interest an audience.

14. The ability to plan work co-operatively.
SUGGESTED APPROACHES

1. Some current newspaper article, such as the writings of Uncle Ray's Corner, could serve as an interesting introduction for the unit.

2. This unit might be a natural outgrowth of a study of the Spanish Explorers.

3. A direct relationship established through the personal experiences of the pupils in travel.

4. Pupil interest in radio broadcasts might offer a suitable approach.

5. The direct guidance of the teacher in the presentation of a poem such as Champlain by Bliss Carmen, should provide an acceptable introduction.

6. The teacher could introduce this unit by reading to the pupils the story MARIA CHAPDELAINE.

7. A pupil tells the class of her trip to old Quebec with her parents.

8. The pupils in the language class could write to Montreal or Quebec and ask the Chamber of Commerce of that city for one of its French newspapers.

9. The teacher might arouse interest in the pupils by reading William Henry Drummond's poem LEETLE BATEESE.

10. A very careful map-study lesson would be an excellent way in which to lead pupils into the work of this unit.

11. A discussion of Niagara Falls and its importance could be an approach to this unit if the pupils learned that the first white people to see the Falls were Frenchmen.
12. The teacher could arouse the interest of the children by reading to them some of the Paul Bunyan stories. (Paul Bunyan is the mythical hero of the Great Lakes Region.)
SUGGESTED ACTIVITIES

1. A capable child with the teacher's assistance, will preview the film strip French Explorers and give a talk preparatory to its class showing.

2. Pupils will make a bibliography of the books that contain information about the French Explorers.

3. The pupils will make time lines to illustrate the period.

4. The pupils will write and dramatize a play on one or two of the interesting happenings with the Explorers.

5. On an outline map of North America, the pupils will mark explorations of the Explorers.

6. The pupils will make oral reports on each of the French Explorers.

7. The pupils will prepare sketches for a Cartier mural showing: The French ships off the shores of Newfoundland; Cartier at Gaspe; Cartier on Mount Royal; Winter at Stadacona.

8. The pupils will read books, newspaper clippings, encyclopedias etc., dealing with the French Explorers.

9. An objective test, prepared by the teacher will be given to the children to evaluate their comprehension of certain information in the film previously seen. These tests will be corrected by the pupils themselves on a second showing.

10. The pupils will prepare a large chalk mural, depicting the battle between the Hurons and the Iroquois.
11. The pupils will make maps showing routes of Cartier and Champlain.

12. The pupils will prepare an imaginary speech by Cartier or Champlain to friends in France giving his impressions of New France.

13. The pupils will make a sand-table model of Quebec or the St. Lawrence Valley.

14. The pupils will write letters as if they were settlers, and will compare their surroundings in New France with those they formerly had in Normandy.

15. Have the pupils make a sand-table model of a French or Hudson's Bay fur trading post in spring, when the Indians have gathered to barter their furs in exchange for supplies.

16. Have the pupils dramatize a scene in the trading post between the factor and a group of Indians who have just arrived with their furs.

17. Chosen groups will read and report on the following parts of the story of Champlain:
   (a) How Champlain in 1603 explored part of the beautiful Saguenay, sailed by the Richelieu, and reached the Lachine Rapids.
   (b) How the brave little colony of settlers spent a terrible winter in 1604 at St. Croix.
   (c) How the colony at Port Royal flourished from 1605 to 1607. Read of Champlain's explorations of the Atlantic Coast; his description of his garden; about the Order of Good Cheer and the first play ever produced in Canada.

18. Tell the story of how Champlain was deceived by Vignau, and how he made a journey up the Ottawa River looking for a passage to the Western Sea.
19. Prepare a series of drawings to tell the story of Marquette and Joliet. Include such items as:
   (a) The mission at St. Ignace.
   (b) Portage to the Wisconsin.
   (c) Sailing down the Mississippi.
   (d) Herds of buffalo and Indian villages.

20. Although La Salle had much misfortune in his enterprises in the New World, he had three faithful friends. Read the story of Tonty, Father Hennepin, and Nika.

21. Divide the class into three groups. Have each group study and present a report on one of the famous voyages 1534, 1535, and 1541.

22. On heavy paper or on the blackboard, draw a map of what now is known as Ontario. Discuss with the class the first explorers who came up the St. Lawrence and travelled our land and water routes. Mark:
   (a) The routes taken by the explorers.
   (b) The general location of the Indian tribes.
   (c) The fur-trading posts of the French and the Hudson's Bay Company.

23. The pupils will study and compare the latitude and other factors affecting climate in New and Old France.

24. The pupils will dramatize the following stories:
   (a) Cartier at Gaspe.
   (b) Cartier administering to the sick at Hochelaga.
   (c) The Indians curing the sick Frenchmen at Stadacona.

25. After adequate research the pupils will write their own notes on the various topics of the unit.
26. The pupils will search in reference books to find out and to understand how the ocean currents in the Atlantic helped and hindered the early explorers.

27. The pupils will find out why Cartier's trip on the St. Lawrence River was very important although it was not the Northwest Passage.

28. The pupils will study a globe, locating the various places mentioned in the unit and noting the distances between Europe and America at various points.

29. The pupils will trace on the map of the world the voyages shown below:
   1. Columbus, in 1492, show by ........ 2. Cartier, show by Champlain, show by o o o o o o o.
   4. La Salle, show by -l-l-l-1-l-1.

30. The pupils will draw a freehand map of the St. Lawrence River System marking on all the lakes and rivers that compose it.
SUGGESTED EVALUATION TECHNIQUES

1. The pupils will write short accounts of each of the French Explorers.

2. Quiz programme - Every member of the class will be asked to submit two or three salient questions about the French Explorers. A committee of pupils will organize the questions and present the programme.

3. On an outline map of North America, the pupils will be asked to mark the following: Mississippi, French River, Lake Champlain, etc.

4. Objective test of Multiple Choice Questions: Example:
   Champlain built his habitation at ________________________
   (Montreal, Quebec, Three Rivers)

5. Panel discussions on such topics as:
   (a) Marquette's work among the Indians.
   (b) Cartier's second voyage to the New World.

6. The pupils will draw a time line and interpret its meaning.

7. Debate - Resolved: That LaSalle was a greater man than Jacques Cartier.

8. List the explorations by Champlain, told about in this unit. Tell how New France was lost to England in Champlain's time, and why it was given back to France.

9. Have the pupils point out Fort Frontenac on a map, and tell why it became an important military and trading centre.

10. Have the pupils tell why LaSalle built the Griffon at Niagara instead of Fort Frontenac.
11. List all the reasons that you know for Champlain taking the side of the Hurons instead of the Iroquois.

12. On an outline map of Ontario, have the pupils mark the following places: Ottawa River, Lake Ontario, Lake Simcoe, Georgian Bay, Lake Nipissing, Trent River and the French River.

13. The pupils will draw and colour Champlain's Habitation at Quebec.

14. Write a note on Champlain depicting the high lights of his career, e.g. at St. Croix; the Order of the Good Cheer; landing at Quebec; fighting the Iroquois at Lake Champlain; his stay at Huronia; captured by the English; governor of New France.

15. The pupils will write an imaginary diary that Father Marquette and Joliet kept on their voyage down the Mississippi.

16. The pupils will make a puppet show to show the deeds of LaSalle.

17. The pupils will write answers to the following questions:
   1. When Cartier landed on the Gaspe Peninsula, what did he do to show that he claimed the country for the King of France?
   2. Explain the circumstances under which the river St. Lawrence received its name.
   3. What is the origin of the name Montreal?

18. On an outline map of Ontario and Quebec, the pupils will mark the following:
    The Ottawa River; Long Sault; Rideau River; Chaudiere River; Gatineau River; Quebec City; Montreal; Kingston; Niagara Falls; etc.
19. In a sentence for each tell the significance of the following names in the course of Canada's history: Nicholas Vignau; Tonti; Father Hennepin; Nika; Etienne Brule.

20. The pupils will write notes on each of the following:
   (a) Jacques Cartier.
   (b) Champlain.
   (c) LaSalle.
   (d) Marquette and Joliet.
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Films

From Cartier to Confederation
This film tells the story of the building of Canada from Jacques Cartier to the uniting of the British North American provinces in 1867.

French Canada (1534-1848)
Actuality shots represent the life of the Quebec habitant one hundred years ago.

Champlains of To-day
A canoe trip follows the route of Champlain up the Ottawa River Valley, across Lake Nipissing to the waters of the French River, to Georgian Bay, Penetang, and Midland.

Filmstrips

Founders of New France.
Explorers of Canada - the approach from the East.
Father Jacques Marquette Filmflex approx. cost $5.50
The Story of LaSalle Filmflex approx. cost $5.50

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400 S. Front St., Columbus, Ohio.
World Review for Canadian Schools, United Nations Association in Canada, Ottawa, Ontario.
World Affairs, World Affairs Press, Limited,
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Read, American Education Press,
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SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
GRADE SIX

UNIT THREE
THE ENGLISH EXPLORERS AND SETTLERS
UNIT THREE
ENGLISH EXPLORERS AND SETTLERS

OVERVIEW

The main purpose of this unit is to give the pupils detailed information concerning the early English settlements in the New World and an understanding why each settlement was started.

OUTLINE OF UNIT

1. Sir Walter Raleigh's attempts to start a colony on Roanoke Island in the years 1585 and 1587.

2. The settlement at Jamestown 1607.

3. The Dutch settlement on the Hudson 1609, later captured by the English.

4. The Pilgrim Fathers landing at Plymouth 1620.

5. The Puritans landing at Salem 1628, later moving to the site of Boston.

6. The Quaker settlement on the Delaware River.
UNDERSTANDINGS

1. Life in what is now the United States was very different before it was discovered by the white men.

2. Life in the early colonies was very different from the life in the United States to-day.

3. Growth and improvement have come about because many different kinds of people have learned to work together.

4. The nature of the land, the climate, and the people themselves influenced the way in which different sections of the country developed.

5. The men who discovered, explored, and settled our country faced many hardships.

6. The early settlers left the old country for many reasons. But they all had one common purpose - to make new homes for themselves in a new land.

7. The early settlers manufactured their own products.

8. The early colonists learned much from the Indians.

9. The early settlers obtained much of their food from the sea and forest.
APPRECIATIONS AND ATTITUDES TO BE DEVELOPED

1. Appreciation of the tremendous change the early English made in coming to America.

2. An appreciation of the fact that people make their ways of living in a new place as similar to those in the old as they can.

3. A realization that great things are not accomplished quickly and easily.

4. An increased respect for the rights of others.

5. An attitude of admiration for the hardy pioneer.

6. An appreciation and respect for the accomplishments of individuals who have struggled against great odds.

7. An appreciation of the molding effect that the physical environment has upon the way people live.

8. A beginning appreciation of what is meant by the term "heritage that is ours".

9. An appreciation of the improved conditions of living.

10. An interest in the way other sections of the country than the one in which they live have developed.
SKILLS AND HABITS TO BE DEVELOPED

1. Increased ability to make suggestions for class plans.

2. The ability in skimming material for needed information.

3. The ability to make a simple bibliography for a report.

4. The ability to locate reference material without the aid of the teacher.

5. The ability to make a time line.

6. The ability to make comparisons and draw conclusions.

7. The ability to give clear cut explanations.

8. The ability to listen carefully when others are speaking.

9. The ability to ask good questions about other pupils' reports.

10. The ability to find out the meaning of unknown words.

11. The ability to select from a book only the parts relating to the special report being made.

12. The ability to draw maps of countries being studied.
SUGGESTED APPROACHES

1. A newspaper clipping about some happening in New York or the New England States.

2. Direct discussion to the personal experiences of children and their families.

3. The reading of the poem *The Courtship of Miles Standish* by Longfellow.

4. The teacher reads stories about the early explorers.

5. The class listens to a radio broadcast, e.g. Henry Hudson.

6. The teacher shows travel posters and folders of New England and New York States.

7. A recent visitor to the Eastern States speaks to the class.


9. The pupils and teacher plan a trip to Washington, the capital of the United States.

10. The teacher introduces the unit by reading *The Pilgrim Story* to the children.
SUGGESTED ACTIVITIES

1. The pupils will be divided into four groups. Each group will study one of the following and report its findings: The settlement at Jamestown; The Dutch on the Hudson; The Pilgrim Fathers; The Puritans.

2. On an outline map of Eastern United States the pupils will mark the following places: Chesapeake Bay; James River; Plymouth; Boston; New York; Hudson River; Albany; Salem; Charles River; Potomac River; etc.

3. The pupils will make a bibliography of books that contain material about the English Explorers and Settlers.

4. The teacher will give the pupils a set of questions in which the pupils will have to search in many different reference books to find the answers.

5. The teacher will have the pupils find for themselves the dates that these settlements began and will have them construct a horizontal or a vertical time line.

6. The pupils will be given the opportunity to illustrate the lives of the colonists by drawing murals or sketches of such topics as: the New England Puritans going to church; the voyage and landing of the Mayflower; the Indians making rugs, pottery and baskets.

7. The pupils will have an opportunity to dramatize the following happenings:
   (a) Pocahontas saving the life of Captain John Smith.
   (b) A colonial "quilting bee".
   (c) Peter Minuit buying Manhattan Island from the Indians.
8. The pupils will hold a panel discussion on topics such as:
   (a) How Captain John Smith saved the settlement at Jamestown.
   (b) How Virginia prospered because of its tobacco.
   (c) The beliefs and customs of the Puritans.
   (d) How John Winthrop governed the colony.

9. There is a lovely poem by Felicia Hemans entitled The Landing of the Pilgrims. The pupils will have the opportunity to find this poem and the privilege to read it to themselves.

10. The pupils might model an Indian village, an ox-cart, a warming pan, spinning wheel, etc.

11. The pupils will plan with their teacher a Thanksgiving Day programme.

12. The pupils will plan in groups a motor trip from London to one of the cities that they have studied, such as Boston, New York, etc. When their trip has been planned, the leader of each group will report to the class on: their route and stop-overs; the great cities through which they will pass; their tiring experiences crossing the border; the places of historical interest that they expect to visit; and the cost of the trip for each person.

13. The pupils will write and dramatize a play and could entitle it The Settling of Virginia.

14. On an outline map print in the places where they are raised, the names of the following products: apples; oysters; dairy products; tobacco; strawberries; etc.

15. The pupils will share with each other the privilege of making an exhibit of illustrations and drawings of colonial guns.
16. The pupils will make models of log cabins, a fort, stocks, an early church, the Mayflower, etc. Use paper, cardboard, or clay. Set these up like a colonial settlement.

17. The pupils will mount on coloured paper drawings that they have made and exhibit them in the classroom.

18. On an outline map of the world draw a line from England to Chesapeake Bay where the Pilgrims had planned to settle. Draw another line to Provincetown on Cape Cod to show how the Pilgrims were driven from their planned route.

19. The pupils will have the opportunity to imagine that they lived in Puritan times and they will write out a list of foods which they might have for dinner.

20. Boston is known as the "Hub of New England". The pupils will write a story explaining what this quotation means.

21. The pupils will search in reference books to find out all they can about the following people: Pocahontas; Virginia Dare; Henry Hudson; William Penn; Roger Williams; Anne Hutchinson; James Oglethorpe; Peter Stuyvesant.

22. The pupils will write out and give the meaning of the following terms: Mayflower Compact; colonize; charter; Pilgrim; Puritan;

23. The pupils will write a story on one of the following topics after they have done some reading on the topic chosen.
   (a) Queen Elizabeth and Sir Walter Raleigh.
   (b) Miles Standish and John Alden.
   (c) The Indians of Massachusetts Bay. (Massasoit, Squanto, Samoset)
   (d) Early American Punishments.
24. The pupils will prepare oral talks and present them to the class on the following topics.
   (a) The First Thanksgiving.
   (b) The Story of Plymouth Rock.
   (c) The Trip of the "Half Moon".
   (d) The Quakers.

25. The pupils will draw a map of the Atlantic seaboard and mark on the following:
    New York; Philadelphia; Baltimore; Jamestown; Allegheny Mountains; Cape Cod; Chesapeake Bay; Savannah; Charleston; Hudson River; Albany; Hartford; Providence; Roanoke Island; Boston; Plymouth.

26. The pupils will find out what important event happened on each of the following dates:
    1620; 1630; 1607; 1626; 1628; 1638; 1732; etc.
SUGGESTED EVALUATION TECHNIQUES

1. The pupils will identify the following and tell one fact about each person or groups of persons named. Peter Minuit, Peter Stuyvesant, William Penn, Admiral Penn, The Quakers, Captain John Smith, John Rolfe, Pocahontas, John Winthrop, The Puritans, The Pilgrims, Henry Hudson.

2. On an outline map of Eastern United States, mark the following:
   New York City; Albany; Hudson River; Philadelphia; New Jersey; Boston; Cape Cod; Delaware River; Plymouth; Jamestown; James River; Chesapeake Bay; etc.

3. Multiple choice questions:
   e.g. The Pilgrims landed at _________________.
   Salem, Plymouth, Jamestown.
   William Penn was a _________________.
   Quaker, Puritan, Pilgrim.

4. The pupils will write short stories about each of the following:
   (a) The Pilgrims;
   (b) The Puritans;
   (c) The Dutch along the Hudson;
   (d) The Quaker Settlement.

5. The pupils will draw a horizontal time line using the following dates. The pupils will print on the scale used and the historical significance of each date: 1620; 1607; 1682; 1664.

6. The pupils will write the names of nine colonial leaders and state which of these colonial leaders was the greatest man and tell why.

7. The pupils will explain what each of the following words mean:
   The Mayflower Compact; The Quakers; Huguenots; Puritans; plantation; toleration; persecution; tyranny; patroons; royal; proprietary; Protestantism; charter; Pilgrim; colonize; warming pan.
8. The pupils will be given a list of sentences with a blank space at the end of each sentence. The pupils will write the words Pilgrims, Puritans, Quakers after the sentence that refers to that group, e.g.
   1. They went to Holland in search of religious freedom. Pilgrims
   2. They came to America in the Spring. Puritans
   3. They settled along the Delaware River. Quakers

9. The pupils will have the opportunity to imagine that they are early Puritan settlers and they will write about the colony to a friend in England.

10. The pupils will write the story of how Pocahontas saved the life of Captain John Smith.

11. The pupils will have a panel discussion on the following topics:
   (a) How Virginia got its name.
   (b) What is meant by "Raleigh's lost colonies"?
   (c) Why the Jamestown colony did not succeed well at first.

12. The pupils will write answers to the following questions. e.g.
   1. What privileges did the Puritans ask for in England?
   2. Who were the Pilgrims?
   3. What is meant by "Plymouth Rock"?
   4. Who were two great leaders of the Pilgrim Fathers?

13. The pupils will present a quiz programme. Every member of the class will be asked to submit at least one question on the English Explorers and Settlers. A picked committee will organize the questions and present the programme.

14. The pupils will draw a free hand map of the Atlantic Seaboard and mark in the names of the thirteen colonies.

15. The pupils will write a letter describing a day on a Southern colonial plantation.
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FILMS

Early Settlers of New England (Black and White - 1 Reel)
Re-enacts the lot of Salem's hardy pioneers about 1626. Types of people: the proximity of their bark wigwams and dugouts to the seashore; their dependence upon the sea and land for food; the need for mutual assistance; division of labor; care of the sick; problems of crop cultivation; relationships with England.

Colonial Children
A typical day in the life of a New England family in Massachusetts about 1680 is presented in this film. It provides a clear picture of the home life, clothing, work, food, and customs of the New England colonists.

Discovery and Exploration (Black and White - 1 Reel)
Describes with animated drawings, the North American territory involved during the period of discovery and exploration from 1492 to 1700.

FILMSTRIPS

Living In New England.
Shows natural environmental conditions which early colonists encountered. Explains how the region developed as a specialized agricultural, fishing, industrial, and trade area.
Producer, American Council of Education, approx. cost $6.00

MAGAZINES AND PERIODICALS

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UNIT FOUR

THE FUR TRADERS AND EXPLORERS
UNIT FOUR
THE FUR TRADERS AND EXPLORERS

OVERVIEW

The main purpose of this unit is to stimulate a sympathetic understanding in the minds of the pupils concerning the explorations and problems that confronted the early Canadian Fur Trader. This unit will endeavour also to develop those skills and attitudes in the pupils which are requisite to their particular age level.

OUTLINE OF UNIT

1. Radisson and Groseilliers - their journey into the Far West.
   - their adventures with the English and French.

2. Daniel du Lhut - "Coureur de Bois" - City of Duluth.

   - Montreal to Saskatchewan River.

4. Peter Pond - the Athabaska region.


8. La Verendrye and sons - their adventures - Rocky Mountains.
UNDERSTANDINGS

1. The Fur Traders have among their members, some of the early national heroes of our country.

2. The environmental difficulties with which the Fur Traders had to cope, were important factors in determining their activities and their policies.

3. The policies of the government exerted controlling influences over the conduct and the behaviour of the Fur Traders.

4. The early Fur Traders were propagandists of Canada's physical elements and its fur-greatness to the rest of the world.

5. The Fur Traders were the first to explore Canada's unknown lands.

6. The fur trade was the chief means of opening up the country.

7. The chief desire of the Fur Trader was to cross the central plains and coastal mountains to the Pacific Ocean.

8. The Fur Trader used fur trading as a livelihood while carrying on his explorations.
APPRECIATIONS AND ATTITUDES TO BE DEVELOPED

1. An appreciation of the courage of the Fur Traders in tackling the unknown.

2. A beginning appreciation of the kinds of contributions that an individual can make to his country.

3. A realization that great achievements are not accomplished easily and quickly.

4. An appreciation of the contributions of mapmakers.

5. An interest in the growth and development of Canada.

6. An interest in history.

7. A desire to find out more than a single textbook can tell about some person or event.

8. An interest in the stories that history tells.

9. An appreciation of the contribution made by the Fur Traders in opening up our Canada.
SKILLS AND HABITS TO BE DEVELOPED

1. The ability to think actively when reading.

2. The ability to use illustrations and maps to bring greater understanding of the content material.

3. The ability to question statements made by other pupils.

4. The ability to find the meaning of words which they do not know.

5. The ability to enlarge a map.

6. The ability to follow oral and written directions.

7. The ability to locate on the globe and map places which are mentioned in the unit.

8. The ability to organize material in outline form.

9. The ability to assemble material in a descriptive booklet that will interest their classmates.

10. The ability to see time relationships.

11. The ability to give clear-cut explanations.

12. The ability to express themselves orally.
SUGGESTED APPROACHES

1. Some current newspaper article of interest.

2. The teacher may read a story to stimulate discussion. Radisson among the Iroquois would be a good story for this purpose.

3. Continuing a time line that has been constructed in an earlier unit.

4. This unit could be approached from a review lesson on Champlain.

5. A pupil relates his experiences with relatives living on the Prairies.

6. Map study to show changes that have taken place.

7. Comments made by a recent speaker from the Canadian West.

8. A class discussion of fur coats.
SUGGESTED ACTIVITIES

1. Divide the class into three groups and have each group study and report on:
   (a) The adventures of Radisson among the Iroquois.
   (b) His journeys with Groseilliers in the Far West.
   (c) Radisson with the English and French on Hudson Bay.

2. A class discussion will take place after Radisson has been studied. The pupils could discuss his ambitions, his character, and why he did not remain loyal to either the French or the English.

3. On an outline map of North America mark the following places that Radisson might have passed through:
   Ontario, Manitoba, Wisconsin, Iowa, Nebraska, South and North Dakota, Minnesota. Also mark on Lake Winnipeg, Lake Manitoba and the Great Lakes.

4. A class discussion will be held on the following topics:
   (a) The advantages and disadvantages of Hudson Bay as a trading post.
   (b) Why the Hudson's Bay Company built forts at the mouths of the rivers that flowed into Hudson Bay.
   (c) Why the Indians living north and west of Lake Superior preferred to trade their furs to the English on Hudson Bay, rather than to the French.

5. On an outline map mark in the Nelson River system.

6. The pupils will prepare a story on the importance of the Buffalo to the Western Indians. Tell how "pemmican" was made.

7. Read the story of Daniel du Lhut and find what great city was named after him. Also find out why he was called the Robin Hood of the Great West and in what way did he differ from other "coureur de bois".
8. The pupils will read and discuss the life of Alexander Henry.

9. Have the pupils make a mural illustrating an Indian dance, a buffalo hunt and an Indian settlement.

10. Have the pupils read about the chief of the Sioux tribe, Sitting Bull.

11. On an outline map mark, Lake Winnipeg, Assiniboine River, Red River, Nelson River, the branches of the Saskatchewan River, and Hudson Bay.

12. The pupils will make murals to show the following: herds of caribou, herds of musk-ox, the northern lights, dog teams, etc.

13. On an outline map mark Samuel Hearne's route from Fort Prince of Wales on the Churchill River, northwestward across the Arctic Circle to the Coppermine River and from there to the Arctic Ocean. Also mark in Lake Athabaska and Great Slave Lake which he discovered on his return journey.

14. The pupils will make a booklet entitled the Hudson's Bay Company. In this booklet the pupils could tell about the founding of the Company in 1670, the terms of its charter, the union with the North West Company, the purchase of Prince Rupert's Land by Canada, etc.

15. The pupils will keep a scrap book of pictures of animals of the Far North, forts of the Hudson's Bay Company, Hudson Bay Explorers, Indians and Eskimos, trappers making their rounds, etc.

16. The pupils will read about Cumberland House, built by Samuel Hearne on the Saskatchewan River. The first inland post of the Hudson's Bay Company.
17. The pupils will hold a class discussion to discuss the factors that were favourable and unfavourable to the explorers, e.g. mountains, climate, Indians, etc.

18. The pupils will hold a debate: Resolved: That the Hudson's Bay Company contributed more to the opening up of the country than did the North West Company.

19. The pupils could make a drawing or a cartoon to represent the union of the Hudson's Bay Company and the North West Company.

20. The pupils will make a study of the distribution of the fur-bearing animals to find out if the climate has any effect on the fur industry.

21. The pupils will dramatize groups of voyagers meeting at Grand Portage and exchanging news of east and west.

22. The pupils will read and study the work of La Verendrye. An oral discussion on his march towards the Mandans or a discussion on his attempt to keep peace among the Indian tribes would be of value.

23. On an outline map mark Alexander Mackenzie's route to the Pacific. From Fort Chipewan he followed the Peace River to its source, down the Fraser River, along the Blackwater stream to the Bella Coola River and thence to the Pacific.

24. David Thompson was a great explorer and fur-trader. Have the pupils find out from their books the parts of central Canada which Thompson explored and charted.

25. The Fraser River is a series of canyons and cataracts. On each side are high rocky cliffs, covered with forests. Have the pupils sketch a picture of Simon Fraser and his men sailing down this river in canoes.
26. The pupils will dramatize or write the conversation between a muskrat fur coat and a Hudson Seal fur coat as they adorn the ladies who wear them.

27. The pupils will read about Peter Pond and prepare an oral talk to be presented to the class.

28. The pupils will discuss the importance of furs and how may more furs be supplied after the wild animals of the forests become too few to provide for our needs.

29. The pupils will imagine that Canada was explored by the Japanese from the West Coast instead of the Europeans; The pupils will discuss the difficulties and compare them with the difficulties that the Europeans overcame.

30. The pupils could write and act out a play of the Nelson River system or the Mackenzie River system.
SUGGESTED EVALUATION TECHNIQUES

1. On an outline map of Canada mark the following:
   Mackenzie River, Peace River, Saskatchewan River, Red
   River, Assiniboine River, Lake Winnipeg, Great Bear
   Lake, Great Slave Lake, Thompson River, Fraser River,
   Columbia River, Nelson River, etc.

2. Multiple choice questions:
   e.g. The city of Duluth was named after ________
       Fraser, Henry, du Lhut.
       The first fur trader to cross the Rockies and
       reach the Pacific was ________.
       Radisson, Mackenzie, Thompson.

3. The pupils will write a note on each of the following:
   (a) Radisson and Groseillors.
   (b) The explorations of Alexander Henry.
   (c) How the Indians made pemmican from Buffalo meat.

4. Panel discussions on such topics as:
   1. Did the French do more than the British to "roll back
      the clouds" from Canada?
   2. How did the explorers show: (a) perseverance (b) end-
      durance (c) co-operation (d) patience? Give reference
      to specific cases.

5. The pupils will tell whether the following factors were
   favourable or unfavourable to the explorers:
   Indians, Lakes, Rivers, Waterfalls, Mountains, Climate,
   forests, and wild animals.

6. A quiz programme - every member of the class will be asked
   to submit at least one question about the fur traders. A
   picked committee will organize the questions and present
   them to the class.

7. The pupils will write short notes to the following questions:
   1. Explain the term "coureurs des bois".
   2. Why did Radisson and Groseillors turn to England
      for support?
   3. Tell the story of the founding of the Hudson's
      Bay Company.
8. The pupils will have a debate: Resolved: That Alexander Mackenzie contributed more to the opening up of Canada than did LaVerendrye.

9. On an outline map of western Canada trace the Mackenzie River system.

10. The pupils will answer the following questions:
    1. What important surveys were made by David Thompson?
    2. What great river did he explore?
    3. When did Thompson reach the mouth of the Columbia River?

11. The pupils will write a note on Peter Pond telling about his journey north-west through Canada, his discovery of the watershed separating Hudson Bay from the Arctic Ocean, and being the first European to see the waters of the Athabaska and Clearwater rivers.

12. The Explorers met tribes of Indians on the West coast that were different to the Indians of the eastern forests and central plains. Explain why they were different.

13. Each member of the class will pretend that he is a settler entering the Prairie Provinces about 1890. Describe what you would see as you travelled from Ontario to Calgary by train.

14. On a map of the Great Plains region mark in all the areas of pioneer agriculture.

15. On an outline map mark in the Mackenzie River system.

16. The pupils will compare and contrast the Mackenzie River system with that of the Nelson River system.

17. The pupils will write a note on Simon Fraser, mentioning specially his trip down the Fraser River and naming its tributary Thompson after his friend David Thompson.
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Dept. of Canadian Affairs, "The Prairie Provinces". Canadian Government, Ottawa, 1944.


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Laut, Agnes, Pathfinders of the West. Ryerson Press, Toronto, 1904.


OTHER INSTRUCTIONAL AIDS

FILMS

Fur Country (Colour)
This film was made around the James Bay area. It describes a week in the life of a trapper, and shows him setting his traps, collecting the pelts, and delivering them to the Hudson's Bay Company Post at Moose Factory.

Portage (Colour-Sound - 1 Reel)
This film describes the making of a birch bark canoe and shows the Indian trapper at work. The story centres around the early fur trade - the trapping of the animal, transportation of the heavily laden canoes down the rivers, down to the St. Lawrence and to the markets of Europe.

Age of Beaver
A brief history is given of the fur trade in Canada, with its effects on exploration and settlement. Animated maps indicate the routes of early explorers and traders to Hudson Bay and the Pacific Coast.

FILMSTRIPS

The Story of Fur (Radinsson and Groseilliers)
Society for Visual Education cost $3.30

MAGAZINES AND PERIODICALS

My Weekly Reader, American Education Publications, 400 S. Front Street, Columbus, Ohio.
Current Events, American Education Press, 400 S. Front Street, Columbus, Ohio.
World Review for Canadian Schools, United Nations Association in Canada, Ottawa, Ontario.
Read, American Education Press, 400 S. Front Street, Columbus, Ohio.
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<tr>
<td>The Young Fur-Traders</td>
<td>Ballantyne</td>
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<td>Daniel du Lhut</td>
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<td>The Hudson's Bay Company</td>
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SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

GRADE SIX

UNIT FIVE

THE FAR NORTH
UNIT FIVE
THE FAR NORTH

OVERVIEW
The main purpose of this unit is to stimulate a sympathetic understanding and a sincere appreciation of the lives and the problems of the Eskimo people, and to consider them in the total scheme of Canadian economic and cultural life.

OUTLINE OF THE UNIT
1. Location of the Eskimos.
2. Ways to reach the Eskimo territory from the location of the children who are working on the unit.
3. Climate through the year.
4. Soil of the area and its vegetation.
5. People - race, appearance, characteristics.
7. Food - kinds and how secured.
8. Shelter - summer and winter.
9. Travel - summer and winter.
10. Occupations - hunting, fishing, trading, whaling.
11. Recreation - games and sports.

12. Stefansson's life among the Eskimos.

13. The work of the R.C.M.P. in the Far North.

14. The importance of the Far North.
UNDERSTANDINGS

1. The physical conditions in any part of the world modify man’s way of living.

2. The survival of man depends upon his ability to adapt himself to his natural environment.

3. The natural environment influences the animal and the plant life of the region, as well as the life of man.

4. Density or scarcity of population is influenced by climate, natural resources, and topography.

5. The life of the Eskimo has always been a struggle against the forces of nature and is now a struggle against the advances of the White Man.

6. The Eskimos are gradually adopting many of the customs of the White Man.

7. The potential wealth and the strategic position make the future of Eskimo Land important to Canada and to the whole world.

8. Stefansson's contribution to the development of the Far North was to arouse the interest of the English speaking people in the customs and the habits of the Eskimos, and to elicit their help and understanding of Eskimo needs.

9. The R.C.M.P. was established by the Canadian Government to bring law and order to the peoples of the Far North.
APPRECIATIONS AND ATTITUDES TO BE DEVELOPED

1. An appreciation of the molding effect that the physical environment has upon the way people live.

2. An attitude of respect for people who live very differently from themselves.

3. An appreciation for the Eskimo people who are happy and contented, although their struggle for life is difficult and dangerous.

4. A new kind of appreciation for their own way of living compared to the life of the Eskimos.

5. An attitude of respect for those persons who have already been active in the field on behalf of the Eskimos.

6. An appreciation of the Canadian Government's responsibility to the economic advancement and the cultural survival of the Eskimo people.
SKILLS AND HABITS TO BE DEVELOPED

1. Better habits of co-operating, sharing, and contributing.

2. The ability to use books more skilfully, to gain specific information with economy of time and effort.

3. The ability to interpret maps and globes intelligently.

4. The ability to record in acceptable form information on a specific topic.

5. The ability to make more detailed and accurate observations.

6. Improved habits of quiet, industrious application to the problem at hand, either in group or individual assignments.

7. A more matured ability to give oral reports or to take part in panel discussions with intelligent use of the information and vocabulary which is pertinent to this particular topic.
SUGGESTED APPROACHES

1. Dr. John Smith, the school dentist, could give a talk to the class about his 'plane trip to Aklavik, and about the dental work that he did for the Eskimo people.

2. The school nurse, Miss Brown, could tell the class about her sister's missionary work among the Eskimos, and about the great need of school books for the Eskimo children.

3. Some current newspaper article of interest could serve as an introduction of the unit.

4. The teacher's interest in the book Kabloona, which is a true story of a white man's experiences among the Eskimos, could make an attractive introduction.

5. A member of the R.C.M.P., home on a holiday from the Far North, tells of his experiences among the Eskimos.

6. The presentation of the stirring film called Arctic Thrills could make an effective introduction for the unit.
SUGGESTED ACTIVITIES

1. On an outline map of Canada, the pupils will mark the airplane route that Dr. Smith took to Aklavik, and will write a short report of the Doctor's experiences. This report will be inserted in the next issue of the school paper.

2. The pupils will collect and pack a box of used school books which will be sent to the sister of the school nurse. These books will be read by the Eskimo children.

3. A committee will be chosen to send a letter to Miss Brown's missionary sister to ask for information about the Eskimo children with whom she works.

4. The pupils will make a bulletin board display of newspaper clippings dealing with the Far North.

5. A capable child, with the teacher's assistance, will preview the film Eskimo Children, and give a talk, preparatory to its class showing.

6. An objective test, prepared by the teacher will be given to the children to evaluate comprehension of certain information in the film. These tests will be corrected by the pupils themselves on a second showing of the film.

7. Pupils will be asked to find out why the Arctic region has become so important in the field of aviation. Information to be found in the Public Library - one good source Pamphlets on Canadian Affairs.
8. Pupils will prepare a written report on what they find concerning plant and animal life from the following school library books. This information on Arctic plant and animal life will be checked and expanded by the use of the Pupils' Encyclopedia.

Source List - Plants and Animals of Cold Lands
- North and South Polar Regions
- Animal Stories.

9. The pupils will search for information concerning the minerals that have been discovered within the Arctic Circle and they will discuss in class how these minerals have become valuable in the world market.

Suggested Source List - North and South Polar Regions
- Canada Year Book
- North America.

10. The pupils will make a display of Eskimo figures modelled in clay or carved from soap.

11. The pupils will make Eskimo masks and puppet heads of paper-mache.

12. The pupils will lay out an Eskimo village showing houses, dog sleds, kayak, etc.

13. The pupils will prepare a large chalk mural depicting an Eskimo scene.

14. The pupils will keep a day-by-day record book of their findings on Eskimo life. These daily reports will be suitably illustrated.

15. The pupils will keep an up-to-date dictionary list of words peculiar to Eskimo life with their meanings.

16. The pupils will make a scrap book of Eskimo pictures which show the Eskimo way of living, dressing, fishing, and playing.
17. Hold a class discussion of the following questions:
   (a) How has the Eskimo changed since his contact with the White Man in dress, food, and methods of hunting?
   (b) How has the Eskimo lost, and how gained through his contact with the White Man?

18. Make a class collection of pictures of Arctic birds and animals.

19. Plan an excursion to a museum to study Eskimo displays.

20. The pupils will prepare an illustrated booklet describing:
   (a) Eskimo appearance and dress.
   (b) Eskimo summer and winter homes.
   (c) Eskimo methods of hunting.

21. Prepare an illustrated booklet on "The Royal Canadian Mounted Police". Tell what the Eskimo owes to the R.C.M.P. and how the Mounties have assisted in the work of exploring the Far North. Illustrate your booklet with pictures you collect or draw, and with maps showing the most important R.C.M.P. stations.

22. Design a mural to show the methods of travel which have been used by the R.C.M.P. on their patrols in the North.

23. With the aid of the map "scale" estimate the distances of:
   (a) Aklavik to the North Pole.
   (b) Aklavik to the nearest point on the Arctic Circle.
   (c) Aklavik from the mouth of the Mackenzie River. Compare your estimates with those of your class-mates.
24. The pupils will find pictures of northern dogs and will be asked to read up on the various breeds to learn their characteristics and their value to the Eskimos. It would be interesting for the students to find one of the numerous stories written about these wonderful dogs and bring it to the classroom for reading or retelling to the pupils.

25. The pupils will read the story of Sir John Franklin and report on:
   (a) His voyage into the Arctic, 1818.
   (b) His journey down the Mackenzie and along the Arctic coast 1825.
   (c) His last journey to seek the North-West Passage 1845.
SUGGESTED EVALUATION TECHNIQUES

1. The pupils will write a play on Eskimo life, make suitable costumes, and present the finished product to the school assembly. This particular evaluation will come at the end of the unit.

2. Quiz Programme - Every member of the class will be asked to submit at least one question on Eskimo life. A picked committee will organize the questions and present the programme.

3. Oral discussion of the following questions:
   (a) Why does the Eskimo value every stick, pole, and board that he finds?
   (b) Why is the diet of the Eskimo fish and meat and not fruit and vegetables?
   (c) Why are the seal, polar bear, caribou, and dog indispensible to the Eskimo?

4. On an outline map representing the top of the world, mark the Arctic Circle, North Pole, Russia, Alaska, Arctic Ocean, Greenland, and Aklavik.

5. Multiple choice questions:
   e.g. Eskimos eat the meat of__________.
       cows, pigs, seals.
   Eskimos cook their food on__________.
       stoves, fireplaces, lamps

6. Draw pictures of the things listed below. Write the correct name under each picture. Write a sentence using each word correctly.
   kayak, turpik, iceburg, harpoon, umiah, igloo, parka, moccasin, polar bear.

7. Write a short account of the Eskimos under the following headings:
   (a) food
   (b) shelter
   (c) clothing
   (d) transportation.
8. Give the Eskimo word for each of the following:
spear, summer house, shoe, man's boat, 
winter house, woman's boat.

9. Write an original story about your day in Eskimo land.

10. Riddles - Prepared by the pupils and presented to the class.
    e.g. I have two antlers.
    I eat moss.
    I can run very fast.
    What am I?

11. Panel discussions on such topics as:
    (a) The importance of the Arctic Region.
    (b) The Eskimo is adopting the customs of the White Man.
    (c) Canadian Government action in the interest of the Eskimo.

12. Write a note on Stefansson's work among the Eskimo people.
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OTHER INSTRUCTIONAL AIDS

FILMS

Arctic Thrills
This film takes us on a sailing trip to the north where herds of Greenland seal are encountered - a feast on walrus meat with the Eskimos - dodging huge icebergs to pursue the polar bear.

Eskimo Children
The activities of an Eskimo family on Numak Island are portrayed. The interior of their winter home is shown, with the children sleeping on a wooden platform. Food, clothing, transportation, daily activities, games and social customs are depicted.

Eskimo Summer (Colour)
Describes normal summer activities of an Eskimo colony during the short Arctic summer when they prepare food and fuel for the winter ahead. The men are shown trapping and spearing fish, hunting whales, seals, bears and walrus. The women are shown preparing food and clothing.

Northwest Frontier
This film depicts the progress being made in Canada's Northwest Territories, and shows how the lives of the Eskimo and Indians have been affected. Sequences reveal the part played by the miner, the missionary, the explorer, the prospector and the aeroplane.

Making Mounties
This film shows the training of the Royal North-West Mounted Police from a raw recruit until he is a full-fledged member of the famous force.

FILMSTRIPS

Eskimo Children.
This filmstrip shows views of villages, types of cooking and sleeping, games and sports, hunting, and listening to stories.
MAGAZINES AND PERIODICALS

My Weekly Reader, American Education Publications,
400 S. Front Street, Columbus, Ohio.
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<td>Busoni</td>
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