**Canadian History 11: Aboriginal Government Structures Project**

**Canadian History 11**

**Mr. Wilson**

[**mrwilson@nspes.ca**](mailto:mrwilson@nspes.ca)

**Driving Question:** Before first contact with Europeans, how did First Nations societies in Canada govern themselves?

**Outcomes Covered:**

* **G1** demonstrate an understanding of how pre-contact and post-contact first Nations governing structures and practices were reflective of their societies
* **S1** demonstrate an understanding that struggles for sovereignty (self-rule) affect countries and people globally
* **S2** demonstrate an understanding of how desires for sovereignty create conflict and compromise
* **S3** analyse the struggles of First Nations to re-establish sovereignty

**Expected Length of Lesson:**

* One 50-minute class to create. One to present all visuals to the class.

**Resources Needed for Lesson:**

* Teacher computer with access to the Internet.
* LCD projector to connect to teacher computer.
* Computer lab access with computers for each student (room 205)
* Assignment handout.
* Presentation programs and tools like Prezzi, Powerpoint, iMovie, Bristol board posters

**Purpose of the Lesson**:

* Students will create a visual of their choice describing the forms of early First Nations government before contact with Europeans.
* Students will be able to distinguish between Centralized Authority and Egalitarian government structures.
* Students will learn to create a comparison visual showing the difference between these two government formats.
* Students will understand the pros and cons associated with each government format.
* Students will be able understand the importance of sovereignty to First Nations communities.
* Students will have a better understanding of how First Nations communities thrived before first contact.

**Lesson Process**

* **Class One**: 1) The teacher will hand out the assignment sheet and go over the expectations for the assignment. 2) The students will review the sheets and ask any questions of the teacher before starting. 3) Students will use their notes, textbook, and own devices to conduct research on the difference between Centralized Authority and the Egalitarian format. 4) Students will use a program of their choice to create a visual comparing the two forms of government. This could include the pros and cons of each and the fundamental beliefs of each. 6) The teacher will wrap up the class by assigning the due date as the following day and answer any questions before the class ends.
* **Class Two**: All students will present their visuals to the class. Classmates can enjoy looking at others projects and take pride in their own work.

**The Two Forms of Government (a quick definition for you)**

1. Centralized Authority: Usually operated by First Nations groups that were sedentary or stayed in one place. These groups tended to be agriculturally centered (cultivating crops) and had fortified encampments (much like the Iroquois who built wall defenses out of logs). This group usually had one centralized leader (hence the name) who made decisions for the entire group.
2. Egalitarian: This was operated by First Nations groups that were nomadic in nature (moved around often…think hunter/gatherer groups) who often moved to follow migrating animals and adjusted to the changing weather patterns of their areas. Villages were built in temporary manners that could be packed up and moved quickly and easily. These groups relied on hunting local prey and harvesting plants and berries. The group often relied on the leadership of multiple people (usually elders or experienced members) and looked out for the good of the group over that of the individual.

**What visuals should include and will be marked on:**

1. A clear title
2. Clear comparison of the two forms of First Nations government
3. Visual appeal: colour, images, neatness, layout, etc.….
4. Visual should include information on the following:
5. Leadership (who leads the group)
6. Housing format
7. Village defense
8. How do they find food?
9. Pros and cons of each format

First Nations: Pre-contact Government Structures Assignment

Canadian History 11

Mr. Wilson

[mrwilson@nspes.ca](mailto:mrwilson@nspes.ca)

For this assignment, you will be working individually to create a visual comparing the two main forms of government used by First Nations groups in Canada before contact with Europeans. As we have learned in class up to this point, the two formats were Centralized Authority and Egalitarian.

Here is what you need to do:

1. Research the difference between the two formats. Start with a definition.
2. Look for topics such as:

a) Leadership (who leads the group)

b) Housing format

c) Village defense

d) How do they find food?

e) Pros and cons of each format

3) Decide on the visual format you would like to use. This is up to you. You can use Prezzi, PowerPoint, hand drawn poster, Publisher, etc.…

4) Create your visual. Make it appealing and informative. Include the following:

a) Clear title

b) Colour

c) Check spelling

d) Add images if you wish

e) Make your final product appealing. Take your time with the details.

5) Present your final product to the class. Take pride in your work.

Rubric on next page 🡪🡪🡪🡪🡪

First Nations Government Visual Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 |
| Definitions | The student shows a clear understanding of the two forms of government. | The student shows a fairly clear understanding of the two forms of government. Two or less errors. | The student shows a fairly clear understanding of the two forms of government. More than two errors. | The student does not show a clear understanding of the forms of government. Multiple errors. |
| Components | The student had included all of the components asked in the project outline | The student has most of the components asked in the project outline but is missing two or less components | The student is missing multiple components outlined in the project handout. | The student has not completed the expected components of the project. |
| Visuals | Visuals are clear and represent the topic well. | Visuals somewhat cover the topic. | Visuals are not clear and often don’t represent the topic well. | Visuals are not included. |
| Pros and Cons | Pros and cons list show clear understanding of the two forms of government. | Pros and cons list often shows clear understanding of the two forms of government. | Pros and cons list does not show clear understanding of the two forms of government. | Pros and cons list is not present. |

**Comments:**