

EARLY SOCIETIES

before 1500 ce

Version: 2018V13

INFORMATION

about these lessons

This is a unit that is designed to meet the Ontario grade 4 revised 2018 curriculum.

These activities align with the new 2018 revised Ontario curriculum. Much of the focus in the new curriculum is inquiry based teaching and learning. This unit integrates inquiry activities throughout the lessons. If students are unfamiliar with the inquiry process then it is encouraged that teachers model these activities and provide more support for these activities.

Lessons include shared/independent reading, student case studies, discussions, time lines, maps, video links, online links for flipped classrooms, and student reflections.

INTRODUCTION

Notes to Teacher:

Access to technology is highly recommended for teachers using this resource. A ratio of 1 technology device for every 4-5 students is a recommended minimum. At this age, many students already have these devices and employing a BYOD (Bring your own Device) strategy often helps to help increase your access to technology. If you do not have this access then this unit is still possible. Many of the web links can be printed by the teacher so students have access to them. A link to resources is provided in this document.

Unfortunately due to copyright issues I cannot provide the online research sources in a paid TPT product. They are linked for you in the product LIVE BINDER.

Format

Lessons are structured in a way that will allow the teacher to model student activities first before letting students do these on their own.

Lessons are structured for a 40min period.

Teacher Directed Lessons – Although the focus in the new curriculum is on inquiry there is still a place for direct instruction. This unit is balanced between direct instruction and inquiry learning. Using a variety of lesson formats, teaching styles, and student activities the direct instruction component of this unit will help to give students the basis for understanding the complexities of their inquiry project.

Inquiry Project – Students are more engaged in learning if they buy into what they are learning about. Inquiry activities are integrated into this unit throughout in smaller, more manageable, and focused activities. Students begin to explore early societies prior to 1500 CE in Canada. Students are guided to discover a topic of interest through an interest inventory. Then are given some suggestions that relate to their various interests. With the other corresponding pages the inquiry process is scaffolded to help you guide students through their inquiry.

DISCLAIMER

Please be aware that this unit is provided to you based on research that I have done. I have done my best to ensure that the facts included here are accurate and reflect a fair and unbiased account of the history of Indigenous and other early societies. I have included a resource page for you to reference the sources of my information.

In the process of truth and reconciliation we are all learning to be more inclusive and informed. I have done my best to ensure that the information here reflects the most current information available.

Please note that some photos and images used inside this resource may be outside the specified time period, but are used as an indication of and close proximity of dress and daily life. Other images that are unable to be included in this resource due to copyright laws are linked to in the livebinder. You may use these in your classroom under fair use practices.

If you find any information that you are concerned about or find inaccurate please contact me immediately. You may reach out at info@madlylearning.com and I will update this document promptly. It is my hope that this unit will help you to teach the content of the new revised curriculum.

I hope you enjoy this unit.

Patti
Madly Learning

NOTES ON VOCABULARY

The words we use matter when covering this topic with students. Historical stories are powerful. Students need to be aware that bias in history is important to acknowledge. Combine teaching on bias, perspective and point of view into other subject areas such as language arts.

Dominant Group: The group of people who held power.

Aboriginal: This is a term used in the Canadian constitution.

First Nations: Is a term used to describe Indigenous people that are not Metis or Inuit.

Inuit: A distinct group of Indigenous people that reside primarily in northern regions of Canada. Inuk is the singular form of the word Inuit. Eskimo is not a term that is used.

Indian: An outdated term in Canada. However it is still used legally when referring to a person with Indian status and only in legal contexts. Some (generally in the USA) may also personally identify themselves with this term.

Indigenous: A general term used to refer to all people part of First Nations, Inuit, or Metis.

Native: A general term meaning 'originated from' however the preferred term is Aboriginal or Indigenous.

Iroquois: A derogatory name given to the Haudenosaunee first nations group by their enemies and the French. The correct name of Haudenosaunee (HOE-DOE-SHOW-KNEE) should be used in its place.

Although there is no hard fast rule for capitalization. For the purposes of this resource all reference to the words in this list and other references to the names of different groups will be used as proper nouns and capitalized.

DIGITAL RESOURCES

**LIVEBINDER
ACCESS TO STUDENT RESEARCH**



<http://www.madlylearning.com/ES4>

ACCESS CODE: MLSS&S

SOCIAL STUDIES

Grade 4
**Teaching
Plan**

**Early Societies
Before 1500 CE**

Lesson #1

(4) L1



LESSON #1

(4) L1

All pages through this resource are marked similar to above to show the Grade (4) and Lesson number (L1).

LESSON #1

Preparation:

Prep and copy the diagnostic assessment pages for students. (Alternately these can be written on a chart paper for students to record in notebooks.)

Have markers and chart paper ready and available for anchor chart on discussion prompts.

Part A

Provide students with the [Diagnostic Assessment](#).

Inform students that you do not expect them to know anything about what is being asked, but you want to know what they know — if anything.

Their answers don't have to be right, they can be full of misconceptions.

Collect diagnostic assessment and have students meet in their first knowledge building circle.

Part B

Students will sit in a circle. Outline that class discussions will look like this but before you continue you must set the norms for this type of conversation. Review the following expectations. See [Listening Skills Anchor Chart](#) for more information.

- One person talks at a time
- Practice good listening skills
- Practice good [Conversation Ideas](#)
- Add your voice to the [Conversation](#).

To practice, pull out a ball of string or yarn and give students an easy topic to discuss — like what is the best activity to do during recess. The goal is for each student to contribute to the conversation and the ball of yarn should make a spider web as they pass it around.

If your students are ready, begin by having them discuss their background knowledge about the topics that were presented in their diagnostic assessment.

Assessment

Students should be able to draw on their knowledge of what a community is from grade 2 and 3, from books read in class, issues they hear about in the news, or other subject areas to piece together information to include.

You are looking for some background knowledge.

Accommodations

Provide students with a discussion question and prompt them before the activity to allow them to prepare their answers to share.

Provide students with discussion sentence stems to help them actively contribute to the conversation.

Notes

For more information on knowledge building circles please see the resources found below:

www.teachingwithinqury.com

www.madlylearning.com

fb.me/madlylearning

DIAGNOSTIC

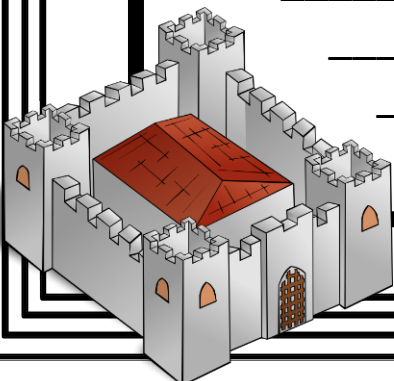


NAME: _____ DATE: _____

What do you know about some Early Societies?

(Mesopotamia, Egypt, Greece, Rome, Medieval Europe, Mayan, First Nations, Indus Valley.)

What would you like to learn about the early societies listed above?



LISTENING SKILLS

In this classroom we listen to others by:

- Looking at the person who is talking
- Keeping our mouth quiet
- Respecting those around us by not being a distraction
- Waiting my turn before responding
- Keeping our mind open so we can understand what is being said

conversation I.D.E.A.S

INQUIRE

Ask a question

DISAGREE

Have a different opinion

EXPAND

Build on to someone else's ideas

AGREE

To support someone else's idea

SUMMARIZE

Say it in your own words

conversation I.D.E.A.S

INQUIRE

How might...
Why do you think...
How could...
Can you explain...
What do you mean...

DISAGREE

I hear your what you are saying, but...
I have a different idea...
I disagree because...

EXPAND

To build on ____ idea...
It might be because...
I think this means...

AGREE

I also think that because...
I like that idea because...
I agree with that because...

SUMMARIZE

I think what you are saying is...
Another way to explain that

LESSON #2

(4) L2

LESSON #2

(4) L2

Preparation:

Print the photos for the wonder wall activity in colour preferably. Replace any of these pictures with regalia if possible. Check the livebinder for additional photos and images you can use to supplement this activity. Number each photo on the back for student reference.

Part A

Wonder Wall Activity - WHEN YOU SEE RED, IT IS THE TEACHER DIRECTED PORTION OF THE LESSON.

Have students sit in a knowledge building circle.

Start in silence. Pass out the [Wonder Wall](#) picture cards and artifacts around the circle. Cards purposely have no answer key to help aid in student discovery.

Have them think of the following things as they look:

- *What do you see?*
- *What do you wonder?*
- *What does this remind you of?*
- *What do you think about this?*
- *What is the significance of this?*

Part B

Wonder Wall part 2 - WHEN YOU SEE BLACK, IT IS THE STUDENT INDEPENDENT WORK PORTION OF THE LESSON.

Lay the photos around the room and give each student a [Wonder Wall Recording Page](#). Have them add their thoughts to the recording page. They should focus on 5-6 images that had them thinking the most.

They can rely on the question prompts to help them with what to write.

Students should do this quietly.

[Slide 1](#) - Ancient Greece, Ancient Egypt, Ancient Greece, Ancient Rome.

[Slide 2](#) - Ancient Egypt

[Slide 3](#) - Ancient Mayan civilization

[Slide 4](#) - Indus Valley

[Slide 5](#) - Medieval Europe

[Slide 6](#) - Ancient China

[Slides 7 & 8](#) - As noted

[Slide 9](#) - Inuit

[Slide 10](#) - Haudenosaunee

Assessment

Collect the student recording pages.

Analyze these pages. What general questions did students have? What themes arose as they were looking at these pictures? Make a note of these. These will lead to your lines of inquiry for this unit.

Through this you may notice that students are interested in some societies more than others. This will be good information that will help you direct your focus and narrow the societies that are compared.

Write out the main student questions or themes.

Accommodations

Work with a small group of students to help them record their answers.

Answers can be recorded using tablets. Students can use explain everything to take a picture and record their thoughts over the image as a video file.

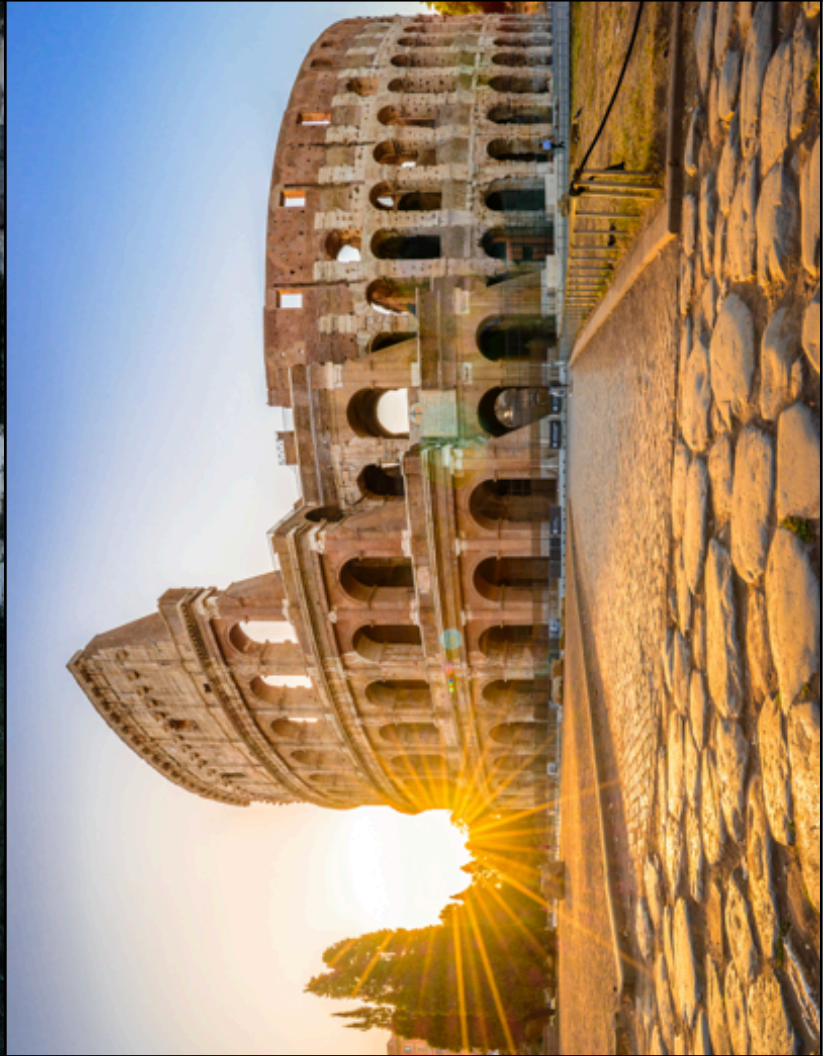
Notes

Once this activity is done take the pictures from this activity and post them on a bulletin board or tri-fold board for students to reference later. Using their own questions or themes that you notice, post these questions as well for students so that they are aware of the main questions that they may have.

WONDER WALL RECORDING PAGE

what do you notice and wonder?

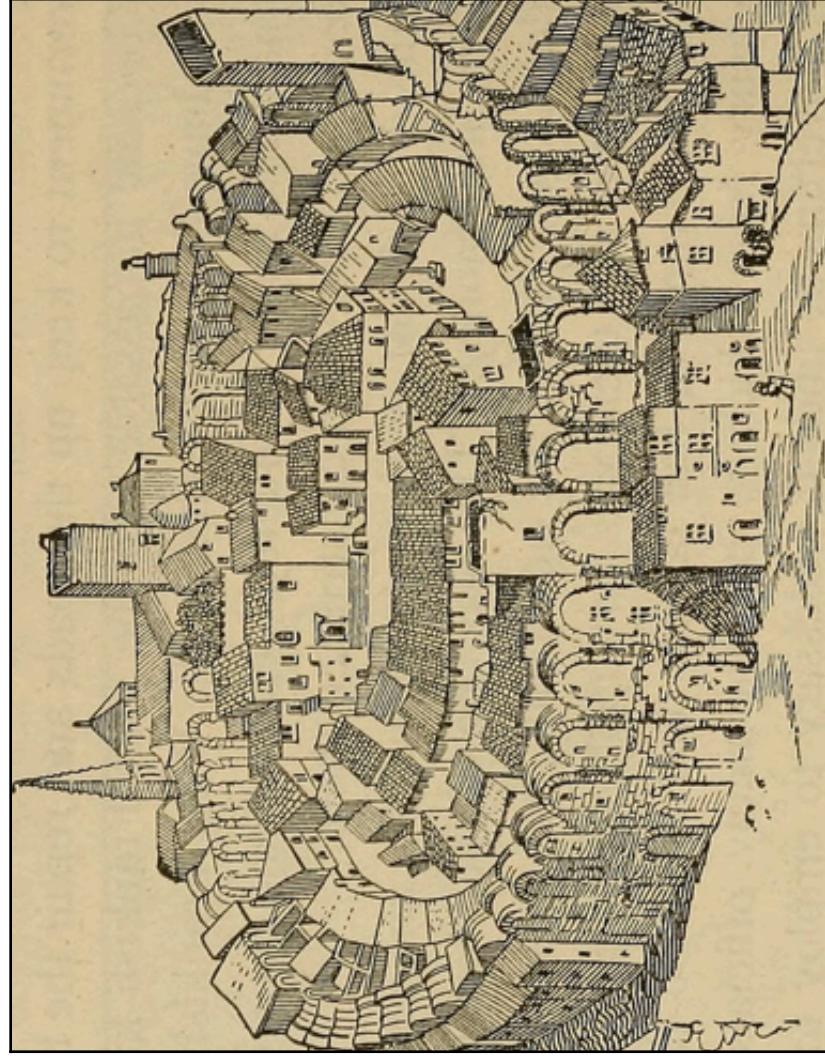
CARD #	I SEE	I KNOW	I WONDER









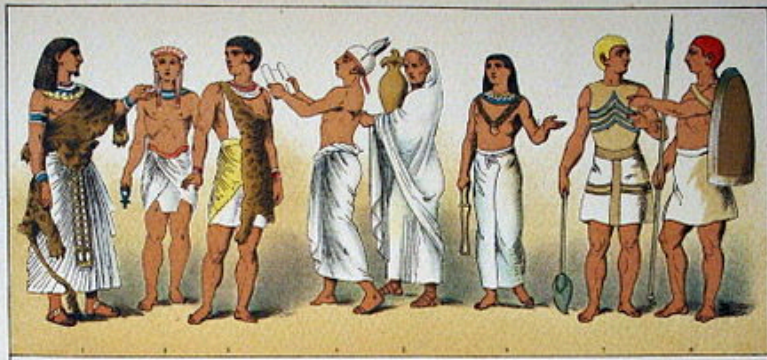


有古船舉酒之歡無管
何醉石成影樣持別明
花江海月白開水上望
聲主人忘歸忘酒忘
如散初却暗問彈者誰
些聲^作之落尾物船名
近道相見添酒更重
問誰子呼為安如去東於
於豈忘生處面轉軸極





1. 2. 3. 4. 8. Soldiers. 5. Standard-Bearer. 6. Horn-Blower. 7. Chieftain. 9. Singer. 10. Lictor. 11. General. 12. Triumphator. 13. Magistrate. 14. Officer.



1-6. Priests. 7. 8. 11. 12. Warriors. King in War Costume. 10. King in Domestic Costume.



1. Herdsman. 2. Man of rank. 3. Pilgrim. 4. 5. 6. 7. 8. Warriors. 9. Men of rank. 10. Lady of rank. 11. 12. King Richard the Lion-hearted. 13. 14. Knights. 15. Queen. 16. 17. Ladies of rank.



Lithogr. Establ. of J. O. Bach, Leipzig.

1. 2. Women & Men of the Common People. 3. 4. 5. Ladies of Rank. 6. 7. Men of Rank. 8. Royal Fan-Bearer. 9. Princess. 10. Prince. 11. King. 12. Priest. 13. Queen.



1. Woman. 2. 3. Girls in Gymnastic Costume. 4. 5. Men of the Community. 6. 7. Warriors. 8. Trumpeter. 9. Warrior. 10. King. 11. Women. 12. Mourning Women.



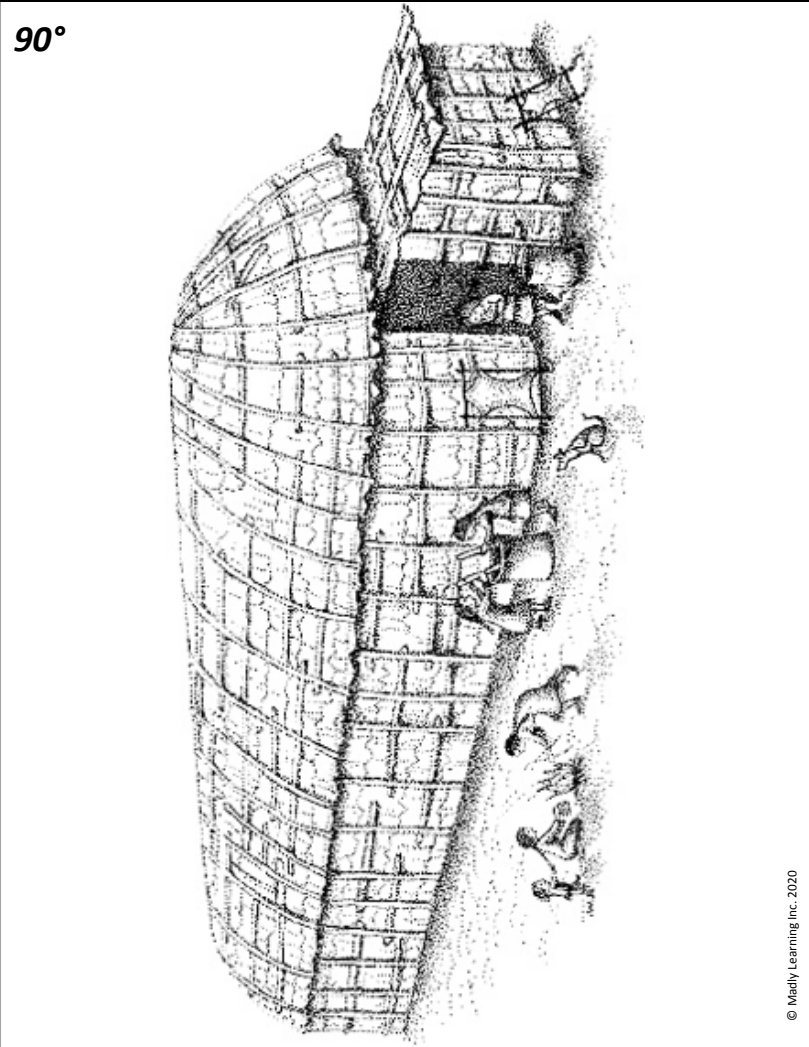
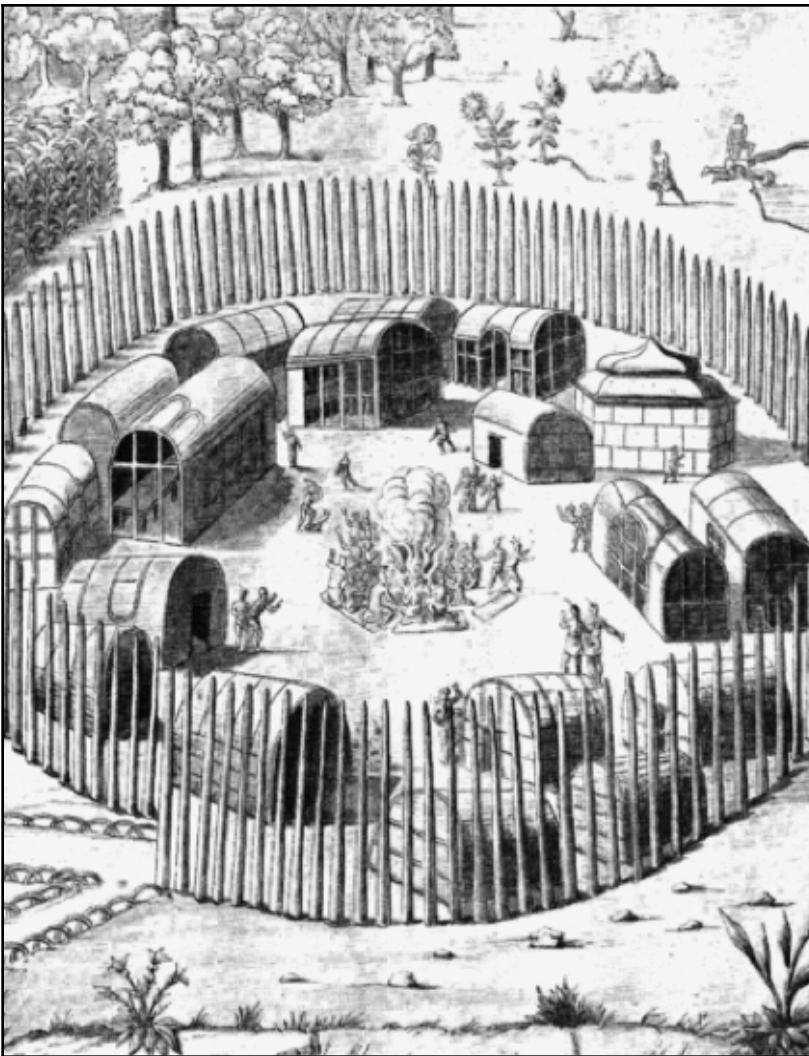
1. Travelling Costume. 2. 3. Females. 4. King. 5. 6. Bridal Pair. 7. Female Basket-Bearer at Sacrificial Festival. 8. Priestess of Ceres. 9. 11. Females. 12. Commander in Chief. 12. King.



1. 2. Peasants. 3. 4. Travelling-Costume. 5. Noble man. 6. 7. Sacrificial Assistants. 8. Priest of Jupiter. 9. High Priest. 10. Public Orator. 11. Senator. 12. Citizen of the later time. 13. Equestrian.







LESSON #3

(4) L3

LESSON #3

LG (Learning Goal): Where in the world were early societies located?

Preparation:

Project the map for students to see or use your printer settings to print it out as a [poster](#).

Part A

1. Identify where Canada is on the [Map of the World](#).
2. Show students a Society Circle and have them guess where each society is on the map. Correct them based on the [Answer Key](#) as they place these societies on the map.
3. Identify that maps are coloured with the following rules.
 - a. green and brown are used for general land use
 - b. blue is used for water
 - c. Other colours are used for identifying different parts or to highlight the focus of map.
 - d. Legends are added to let people know more about what the colours mean.

Part B

Students will colour and label the map of the world with the locations of the ancient civilizations.

Students will colour the land green and the water blue. They will colour code the circles with other colours to identify them. They will then add a title and a legend in the bottom left corner.

Assessment

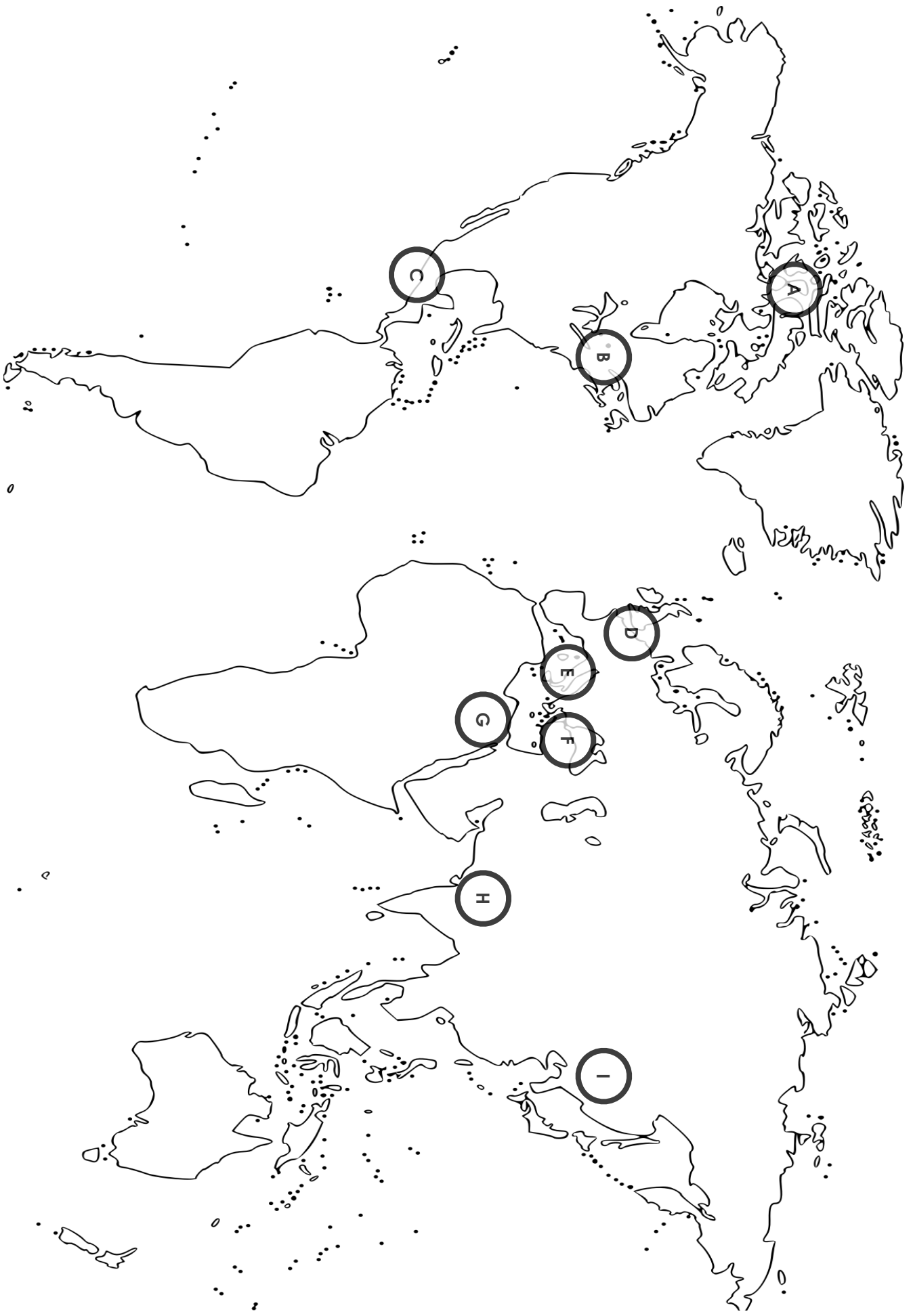
A2.3 Analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society

Accommodations

For students lacking background knowledge you should pre-teach the continents of the world. Have students tell you the names of countries that they do know and identify them on a map or provide students with an atlas.

Review the correct pronunciation of each of the Indigenous tribes.

Notes



Answers

A - Inuit

B - Haudenosaunee Six Nations and Huron Wendat

C - Mayan

D - Medieval Europe

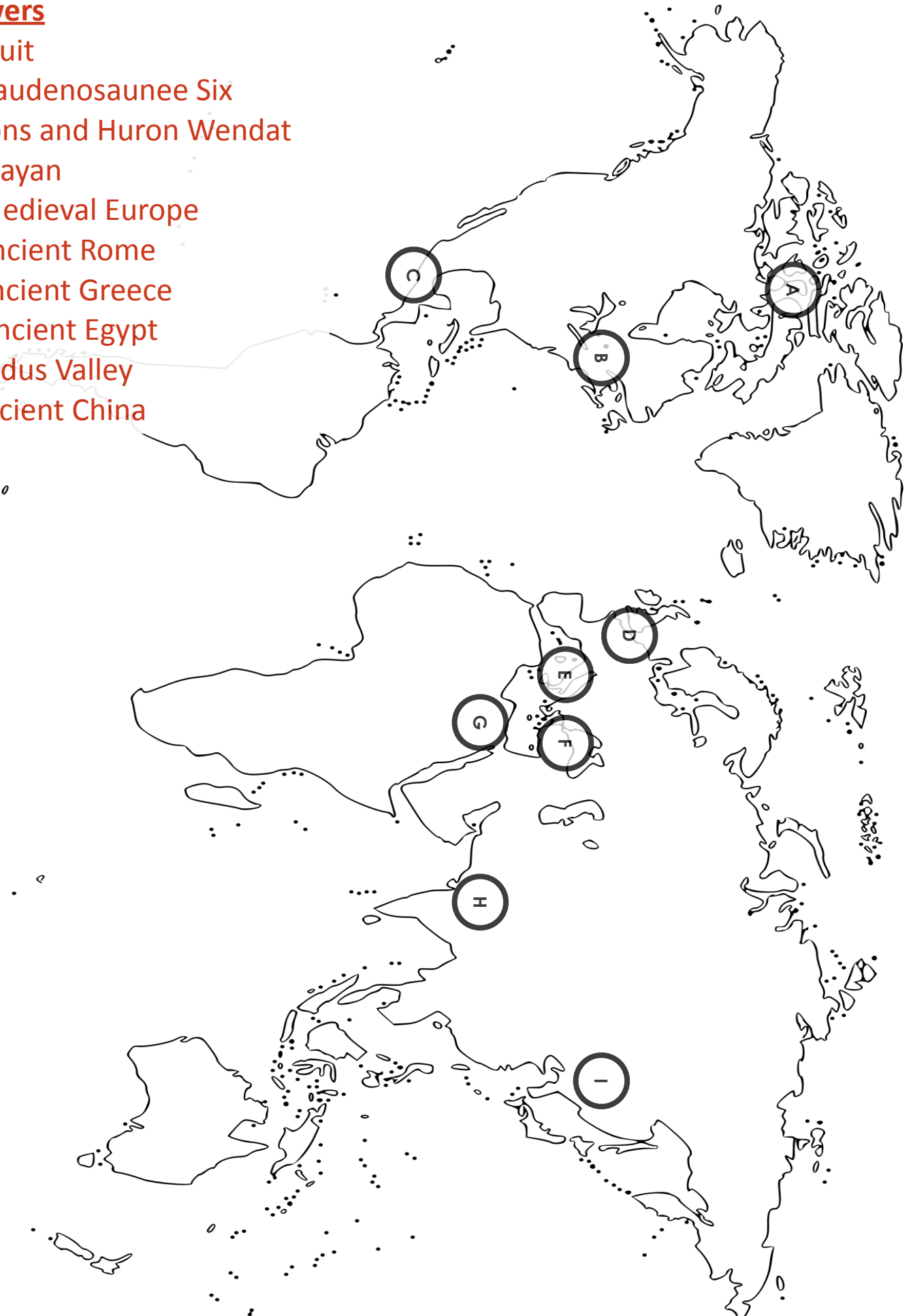
E - Ancient Rome

F - Ancient Greece

G - Ancient Egypt

H - Indus Valley

I - Ancient China



LESSON #4

(4) L4

LESSON #4

LG: When did these civilizations exist?

Preparation:

Project the map for students to see or use your printer settings to print it out as a [poster](#).

Part A

Explain the concept of a time line and that History is divided into two different time periods (BCE and CE).

Students can read [Measuring Time in History](#) to get an understanding of different time periods. Teachers can choose to do this as an independent activity or a shared or guided reading task.

Once students understand that we organize our historical time periods into common eras.

Part B

Students will cut out the [Time Line Cards](#).

They will assemble the time line cards on the [Time Line](#) in the order they are presented.

Assessment:

Accommodations:

For students lacking background knowledge, you should pre-teach the continents of the world. Have students tell you the names of countries that they do know and identify them on a map or provide students with an atlas.

Review the correct pronunciation of each of the Indigenous tribes.

Notes:

Both the Huron/Wendat and the Haudenosaunee First Nations groups are included at the end of this time line.

Although these societies existed prior to 1430 not much is known about the dominating eras of their society. Nearing the end of this time period is studied in this unit - Europeans began recording historical (and biased) accounts of their societies.

MEASURING TIME

in history

How do we understand our world's history? We begin by measuring it in time. Historians look at two different time periods. The two basic time periods are the common era CE and before the common era BCE. These time periods were established by Christian historians and they used the death of Jesus who they believed to be the son of their God as the beginning of the common era. This is why these two time periods used to be called BC (before Christ) and AD (after death). However these were updated to be less religious.

When we study early societies we are looking at the time in our history where people began to settle in different areas around the world. People have existed on earth for a very long time. However, for a long time people would travel around with their family unit and they would survive together. This is a typical hunter and gatherer society. They would not have permanent settlements and they were not collaborating with each other in an organized way.

Eventually people began settling and working together to form communities. These civilizations would have large settlements or cities, specialized jobs, art, writing, and government.

MEASURING TIME

in history

We can also measure time in the technological inventions that happened within that society. These inventions often change how a society interacts and works. These things still happen today. Think about how the invention of the internet has transformed society.

There were three major time periods in ancient times. The first was the **Stone Age**. This is where people would use, shape and make things out of stone. This was followed by the **Bronze Age**. Bronze is a metal made out of copper and tin. People used bronze in their daily life for many tools and other things. Finally this time period ended with the **Iron Age**. Learning to use bronze and iron were technological innovations that changed societies.

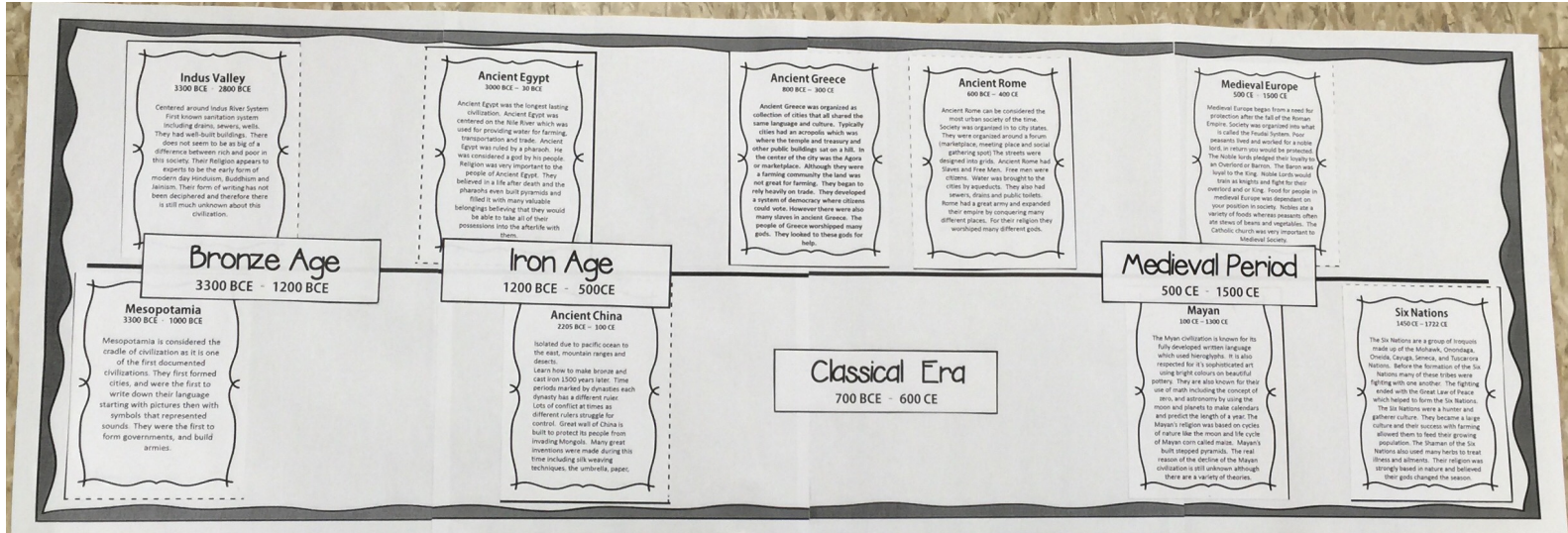
These time periods were followed by an era known as the **Classical Era**. This is a time period where three societies grew to become great super powers. Beginning with Ancient Greece and followed by Ancient Rome. It was this time period that still has a large impact on society today.

Finally early societies end with the Medieval Period. This period began after the fall of the Roman empire. This was a time where Europe began to rebuild and reorganize their society.

TIME LINE

early societies

Below is what the TimeLine looks like when completed. Please note that many of the time periods do overlap as this is how history happened. You need four pages: Two middle pages and two end pages.



Medieval Europe 500 CE – 1500 CE

Medieval Europe began from a need for protection after the fall of the Roman Empire. Society was organized into what is called the Feudal System. Poor peasants lived and worked for a noble lord, in return you would be protected. The Noble lords pledged their loyalty to an Overlord or Baron. The Baron was loyal to the King. Noble Lords would train as knights and fight for their Overlord and or King. Food for people in medieval Europe was dependant on your position in society. Nobles ate a variety of foods whereas peasants often ate stews of beans and vegetables. The Catholic church was very important to Medieval Society.

Huron-Wendat 1450 CE – 1650 CE

The First Nations people of the Huron-Wendat Confederacy lived north of Lake Ontario to the east of Georgian Bay. They organized themselves through the Clan System and had 4 main tribes: the Bear, Cord, Rock and Deer Tribes. The Huron-Wendat spoke an Iroquoian Language. They farmed crops like corn, beans, and squash. They used corn for many different foods in their diet. They also hunted and fished for other food like deer and trout. The people of the Huron-Wendat lived in Longhouses and spoke a kind of Iroquoian language. Six families would live in one Long House. Families descended through the mother but men were responsible for all decisions.

Iron Age

1200 BCE – 500CE

Mesopotamia

3300 BCE – 1000 BCE

Mesopotamia is considered the cradle of civilization as it is one of the first documented civilizations. They first formed cities, and were the first to write down their language, starting with pictures then with symbols that represented sounds. They were the first to form governments, and build armies.

Bronze Age

3300 BCE – 1200 BCE

Ancient Egypt

3000 BCE – 30 BCE

Ancient Egypt was the longest lasting civilization. Ancient Egypt was centred on the Nile River which was used for providing water for farming, transportation and trade. Ancient Egypt was ruled by a pharaoh. He was considered a god by his people. Religion was very important to the people of Ancient Egypt. They believed in a life after death and the pharaohs even built pyramids and filled them with many valuable belongings believing that they would be able to take all of their possessions into the afterlife with them.

Ancient Greece

800 BCE – 300 CE

Ancient Greece was organized as a collection of cities that all shared the same language and culture. Typically cities had an acropolis which was where the temple and treasury and other public buildings sat on a hill. In the centre of the city was the Agora, or marketplace. Although they were a farming community the land was not great for farming. They began to rely heavily on trade. They developed a system of democracy where citizens could vote. However there were also many slaves in Ancient Greece. The people of Greece worshipped many gods. They looked to these gods for help.

Ancient Rome

600 BCE – 400 CE

Ancient Rome can be considered the most urban society of the time. Society was organized into city states.

They were organized around a forum (marketplace, meeting place and social gathering spot). The streets were designed into grids. Ancient Rome had Slaves and Free Men. Free men were citizens. Water was brought to the cities by aqueducts. They also had sewers, drains and public toilets.

Rome had a great army and expanded their empire by conquering many different places. For their religion they worshiped many different gods.

Classical Era

700 BCE – 600 CE

Indus Valley

3300 BCE – 2800 BCE

The Indus Valley is centred around the Indus River System.

It had the first known sanitation system including drains, sewers, wells.

They had well-built buildings. There does not seem to be as big of a difference between rich and poor in this society. Their Religion appears to experts to be the early form of modern day Hinduism, Buddhism and Jainism. Their form of writing has not been deciphered and therefore there is still much unknown about this civilization.

Medieval Period

500 CE – 1500 CE

Mayan

100 CE – 1300 CE

The Mayan civilization is known for its fully developed written language which used hieroglyphs. It is also respected for its sophisticated art using bright colours on beautiful pottery. They are also known for their use of math including the concept of zero, and astronomy by using the moon and planets to make calendars and predict the length of a year. The Mayan's religion was based on cycles of nature like the moon and life cycle of Mayan corn called maize.

Mayans built stepped pyramids. The real reason of the decline of the Mayan civilization is still unknown although there are a variety of theories.

Ancient China

2205 BCE – 100 CE

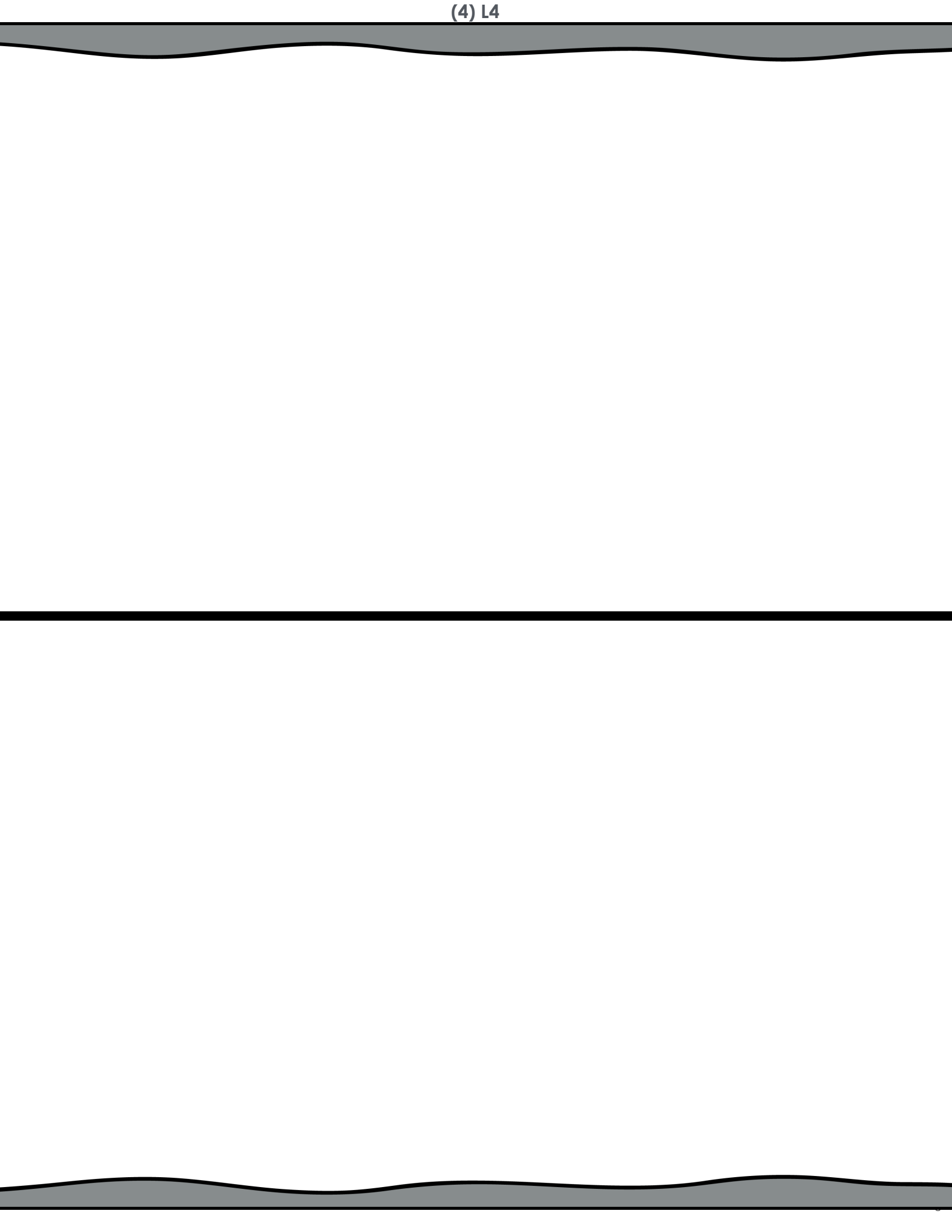
Isolated due to the Pacific Ocean to the East, mountain ranges and deserts.

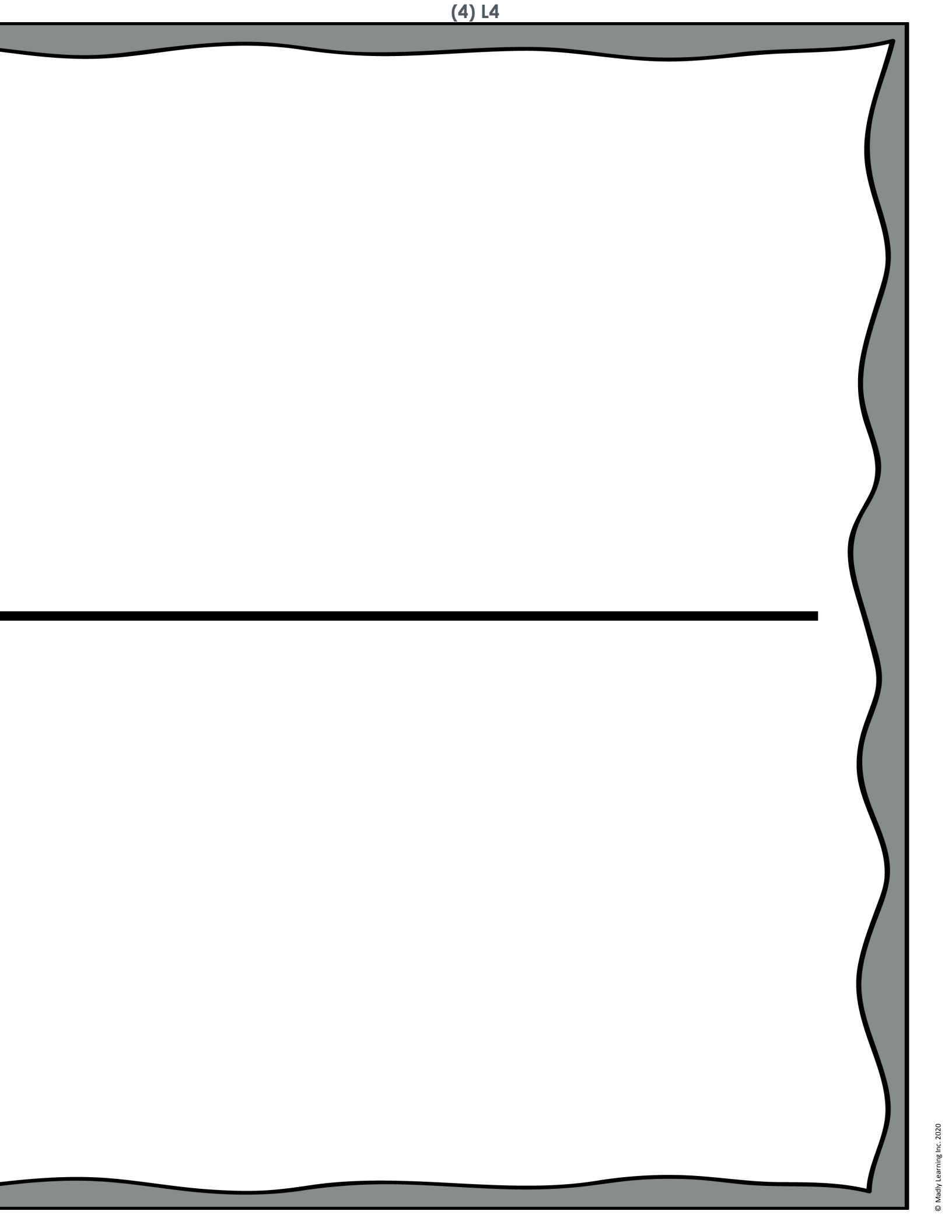
The Ancient Chinese learned how to make bronze and cast iron 1500 years later. Time periods are marked by dynasties each dynasty has a different ruler. Lots of conflict at times as different rulers struggle for control. The Great Wall of China is built to protect its people from invading Mongols. Many great inventions were made during this time including silk weaving techniques, the umbrella, and paper.

Six Nations

1450 CE – 1722 CE

The Six Nations are a group of Iroquois made up of the Mohawk, Onondaga, Oneida, Cayuga, Seneca, and Tuscarora Nations. Before the formation of the Six Nations many of these tribes were fighting with one another. The fighting ended with the Great Law of Peace which helped to form the Six Nations. The Six Nations were a hunter and gatherer culture. They became a large culture and their success with farming allowed them to feed their growing population. The Shaman of the Six Nations also used many herbs to treat illness and ailments. Their religion was strongly based in nature and believed their gods changed the season.





LESSONS #5,6,7

(4) L567

LESSON #5 -7

LG: Can students compare different early societies?

Preparation

Students should have an idea of how to research

Set up a centres activity for each civilization that students have showed interest in from the time line.

Please see the centre set up guide following this lesson plan for ideas on how to create research centres.

Begin by outlining for students how to research about different civilizations.

- 1) Re-read the article [Measuring Time in History](#) from the previous lesson. On page one it gives some idea of the 6 aspects of a civilization. Which include **“These civilizations would have a large settlements or cities, specialized jobs, art, writing, and government.”**
- 2) Show students the [Graphic Organizer](#) that will help them research these six areas of the civilization/society that they would like to learn more about.
- 3) If required, model research skills with students using the [Haudenosaunee](#) community.

Part B

Students will chose 4 societies:

- One Inuit
- One First Nation (Haudenosaunee completed together)
- Two Others

When research centres are set up, students will choose which society to begin with. Ensure that there are only about 5 students at each centre. If you have some societies that are more popular than others, then create two research centre stations for that popular society. (see the [Research Centres Set Up Guide](#) for some ideas how to setup centres.

Assessment

Can students research and extract information?
Can they interpret their research and draw conclusions?
Can students compare different societies?

Accommodations

Model and Shared research skills for students that may not be ready for independent research (see notes below).
Guided research in small group
Partner research.

Notes

Students should have an understanding on how to research. If this is new to students you may choose to model one society with students together and have them research 2 other societies themselves. Using the included research on the Haudenosaunee will help you to explicitly satisfy the curriculum expectations to ensure you are covering first nations societies within this unit.

If you do not have access to tech for students use “Print Friendly PDF” extension on chrome and print the information from the livebinder for students to access offline.

RESEARCH CENTRES

To create a research centre you need the following materials:

- A basket or bucket to store research materials
- Graphic organizers for research
- Print research — textbooks, library books
- Digital research tools — with device and links to the live binder
- QR codes for each society for quick research links

Classroom Organization:

1. Use your professional judgement to decide if students have a solid understanding on how to research independently. If not, use modelled and shared experiences to show them how to do this and reduce the number of societies they research independently.
2. Prior to beginning survey students to know which societies they are interesting in learning more about.
3. If you have some societies that are very popular create multiple research baskets for this society.

In The Basket:

1. Inside each basket and provide access to 5 different sources of information.
2. Place the graphic organizers in an envelope to keep them organized.
3. Provide pencils to record information or link to the organizer on google classroom for students to fill out digitally.

EARLY SOCIETY

*student
research*

MY SOCIETY: _____

HOMES

FOOD

ENTERTAINMENT

CLOTHING

EARLY SOCIETY

student research

MY SOCIETY: _____

GOVERNMENT

BELIEFS

SOCIAL ORGANIZATION

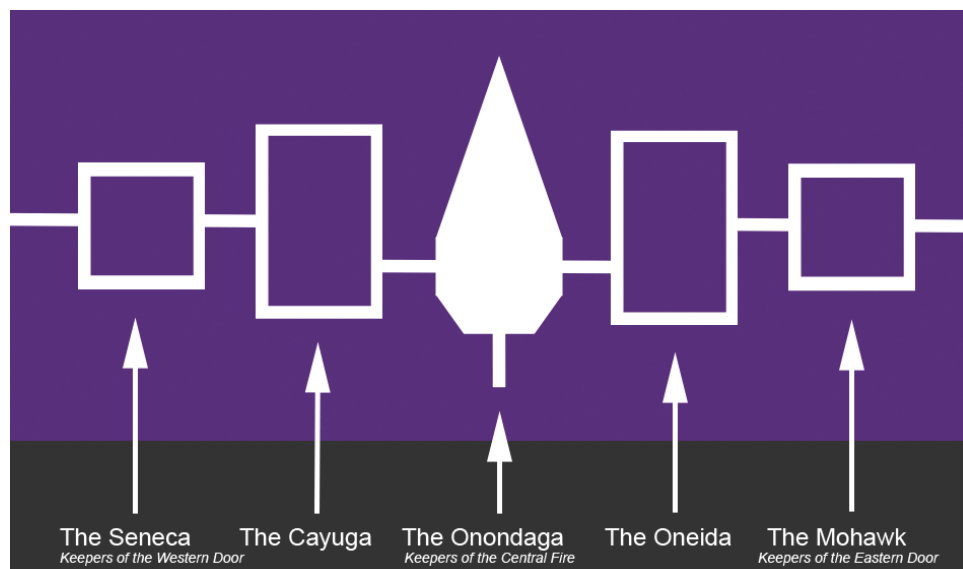
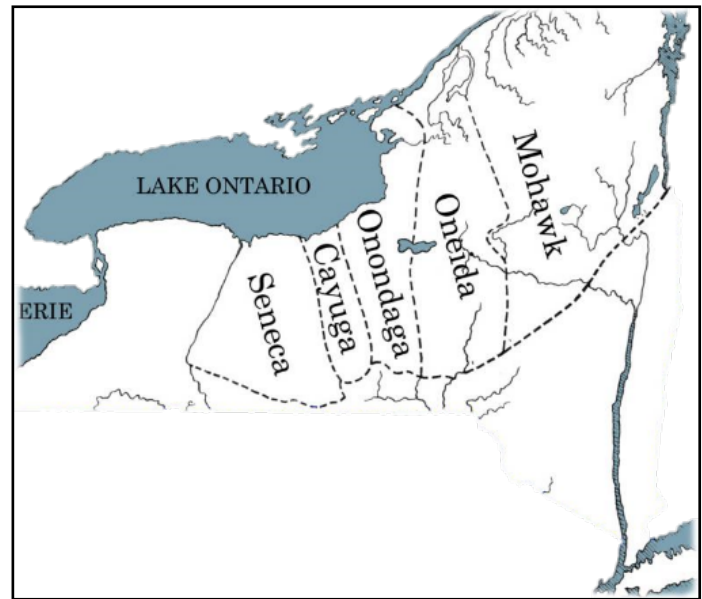
OTHER

The Haudenosaunee

People of the Longhouse

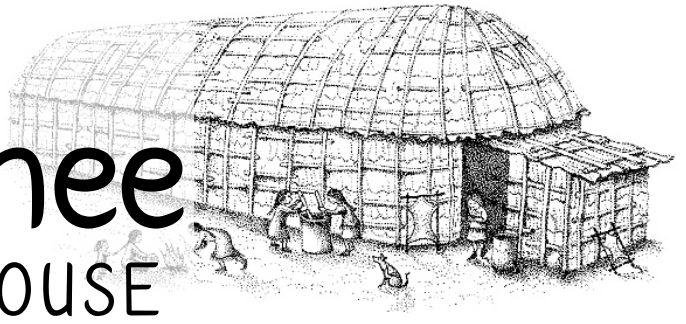
The Haudenosaunee, formerly known as the Iroquois, are groups of first nations people that lived originally in Northern New York State. The Haudenosaunee had 6 Nations: The Mohawk, the Onondaga, the Oneida, the Cayuga, Seneca, and later the Tuscarora.

These Nations formed together and were first known as the Iroquois confederacy and now as the Six Nations. Family and traditions were important to the Haudenosaunee people. They were resourceful Farmers, successful hunters, and were also well organized. The Haudenosaunee people were an important civilization in North America.



THE Haudenosaunee

PEOPLE OF THE LONGHOUSE



Homes

The homes of the Haudenosaunee were important places for the family. They lived in homes called longhouses. They were called this because they were long rectangular homes. Many families would live in the longhouse. These families would be related and share a common female ancestor. Today this would be like living with all of your moms and grandmas family in one long house.

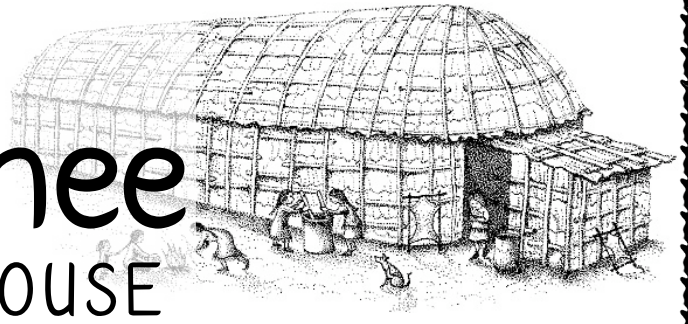


The longhouse was split into sections down each side of the longhouse with fire pits in the middle. Each family would have a section of the longhouse. In their section they would have a platform bed just off of the ground to sleep on. Mom, Dad and the children would all sleep in the same bed. Above the bed would be another platform for belongings and often dug underneath the bed would be an area to store special belongings.

The family would share a fire with the family across the longhouse from them. The longhouse was a very important part of family life for the Haudenosaunee.

THE Haudenosaunee

PEOPLE OF THE LONGHOUSE



Clothing

The Haudenosaunee didn't have shopping malls or the internet to buy their clothing in like we do today. They relied on materials that they could find in nature. Men of the Haudenosaunee would hunt for their food, but they would also use other parts of the animal like the pelts (skin and fur) for clothing. They would take the pelts and turn it into a leather for clothing. The Haudenosaunee would also use beading, feathers, and porcupine quills to decorate their clothing. The clothing between men and women were different.



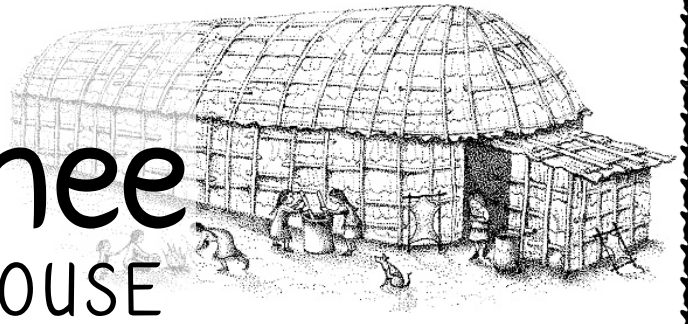
Men would wear a leather loin cloth and in colder weather leather leg coverings. They also wore moccasins which were shoes made of leather. Finally the men would also wear decorated headpieces. These headpieces were called Gustoweh. Each of the six nations had a different looking Gustoweh. These were very important to the Haudenosaunee and were often used in important celebrations.

Women would wear leather tunic dresses. They would also wear moccasins just like the men. Children of the Haudenosaunee would wear similar clothing to their parents.



THE Haudenosaunee

PEOPLE OF THE LONGHOUSE

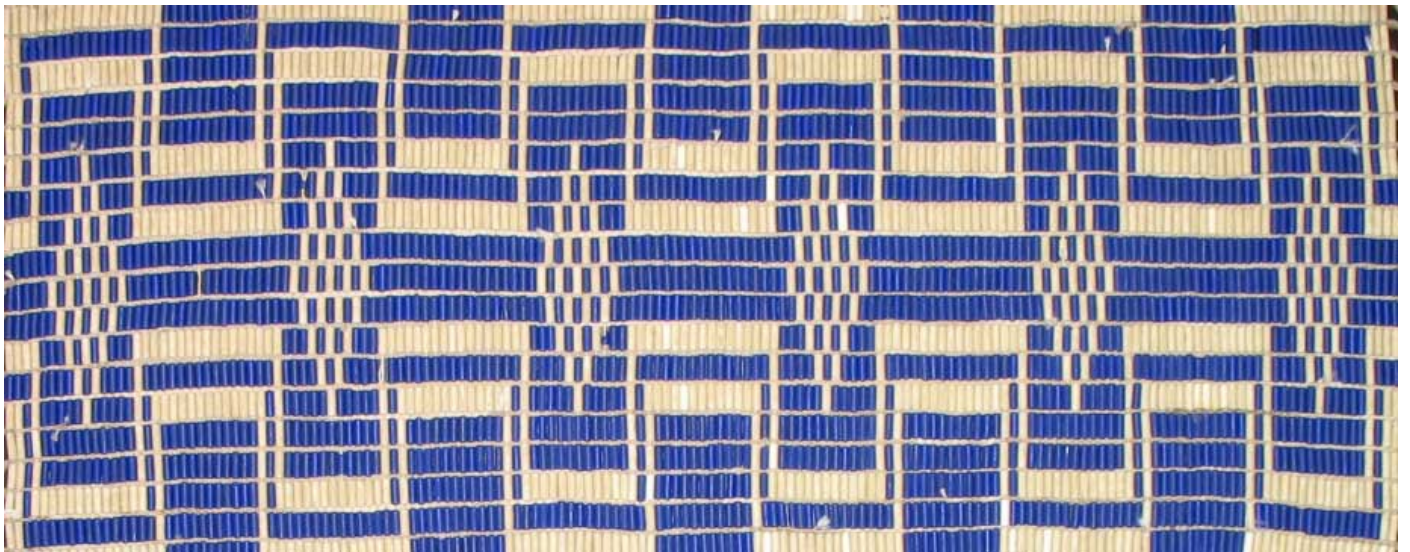


Wampum

Wampum was an important part of Haudenosaunee culture. A Wampum is a bead made by the Haudenosaunee. These beads were used like money and traded between tribes. A Wampum bead was very hard to make and took a great amount of skill and patience.

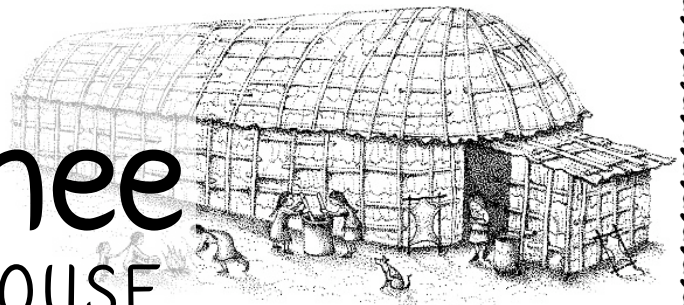


They were made out of shells that were carefully shaped into beads. These Wampum beads were most importantly used by the Haudenosaunee and put on strings. These strings were combined on to what looks like a belt even though they were not ever worn as belts. These Wampum Belts were a way for the Haudenosaunee to record stories, trade deals, and their history. They were also used as a type of business card that gave someone official status such as during a trade negotiation. The Wampum Belts were also used as religious symbols and played an important part in many ceremonies.



THE Haudenosaunee

PEOPLE OF THE LONGHOUSE

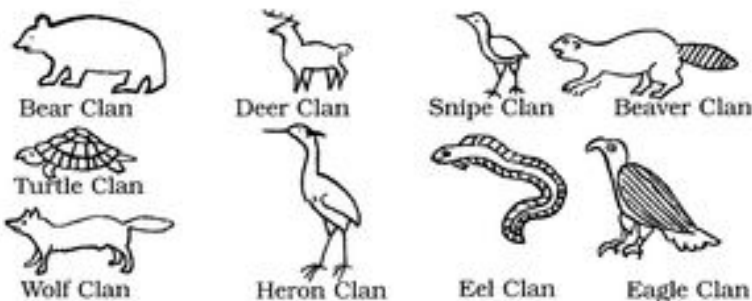


Social Organization and Government

The Haudenosaunee organized and governed themselves in ways that gave important roles to both men and women of their families. Families were at the centre of the Haudenosaunee people. This family was based around a female ancestor. Each family formed a clan. There were a total of 9 clans including the wolf, bear, turtle, sandpiper, deer, beaver, heron, and eel.



Each family clan had a clan mother. This role would be passed down to sisters and daughters of the clan mother. The clan mother held an important role in the family and was well respected by all family members. She would often be responsible for settling village disputes. When the Haudenosaunee people married the husband would go to live with his wife's family.

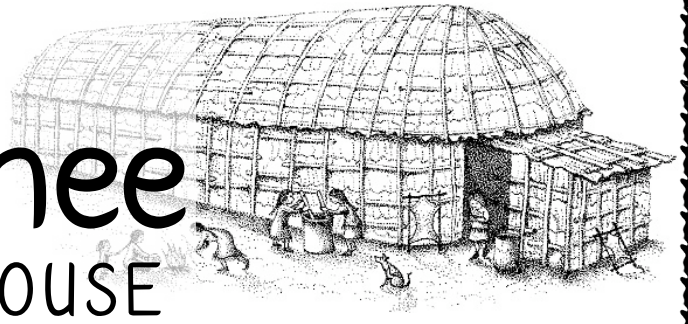


In the Haudenosaunee society elders were well respected. They were considered the wisdom keepers. The Haudenosaunee had a form of government that is known as the clan system. Each clan had a male chief that was chosen by the clan mother. Many would agree that the Haudenosaunee form of government inspired the governments of North America when they were formed.



THE Haudenosaunee

PEOPLE OF THE LONGHOUSE



Beliefs

Nature is at the centre of the beliefs of the Haudenosaunee people. They believe that the earth was created when the Great Spirit sent his daughter down to this world. The great turtle lifted up the land for her to stand on. When she gave birth to twins she became the sun, moon and stars and one twin became the good spirit and the other the evil spirit. The good spirit created man out of red clay but everything the good spirit did the evil spirit would try to undo.

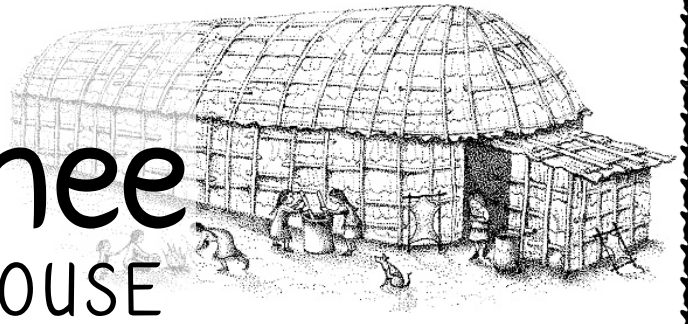


They also believed that the Great Spirit sent a prophet known as the Great Peacemaker. He helped make peace with the warring tribes so that they could join together to form the confederacy.

Throughout the year the Haudenosaunee would have many celebrations. These celebrations were often tied to key events in their relationship with the environment. They would have celebrations that would mark seasonal changes like maple syrup, planting seeds, strawberries, planting, and harvests. The Haudenosaunee people have a strong spiritual belief that is very close to nature.

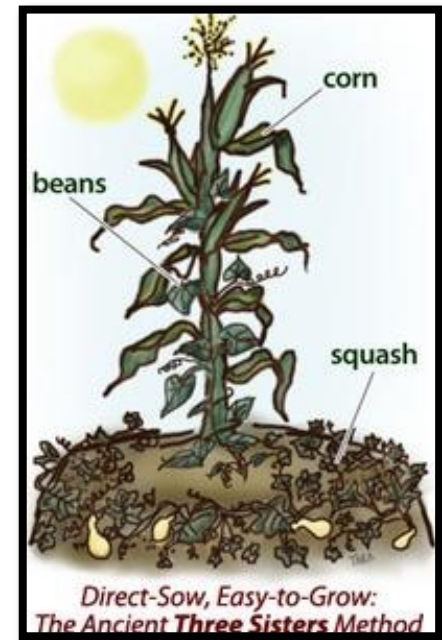
THE Haudenosaunee

PEOPLE OF THE LONGHOUSE



Food

The Haudenosaunee relied on the food that they could grow, hunt or gather to eat. They made some very smart agricultural decisions that helped them to be very good at growing corn, beans, and squash. They called these plants The Three Sisters. The Haudenosaunee would plant the corn which grows very tall. The beans that they would plant would use the tall corn stalks to wrap around for support. Finally the squash would have leaves that would give the soil shade and help to keep the water in the soil. Using this method of planting meant that they could use the good soil of the land year after year for about a decade. They would often use these vegetables to make stews and corn bread.



Everyone in the tribe had a role in farming. Clearing the fields, preparing the seeds, planting the seeds, keeping birds and other animals away were all jobs that the Haudenosaunee took to take care of their harvest. The Haudenosaunee also gathered their food. They gathered berries, seeds, roots and other edible plants. These helped to maintain a healthier diet.

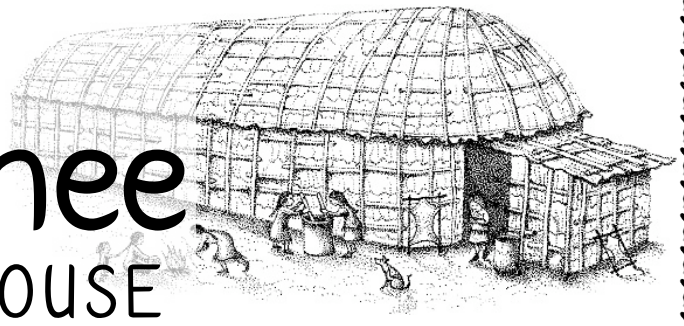


The Haudenosaunee also hunted for their food. The men of the tribe were responsible for hunting. They hunted deer, beaver, rabbits, ducks, geese, owl and fish. Deer were an important animal for the Haudenosaunee and they used the deer not only for food but for clothing, and tools as well. The men of the tribe would hunt with bows and arrows, spears, nets, and traps. They even had some good hunting strategies such as forming a "V" shaped group of hunters and driving the deer towards another group of waiting hunters.

The Haudenosaunee were a cooperative and self-sufficient group of people who had some great strategies for feeding its people.

THE Haudenosaunee

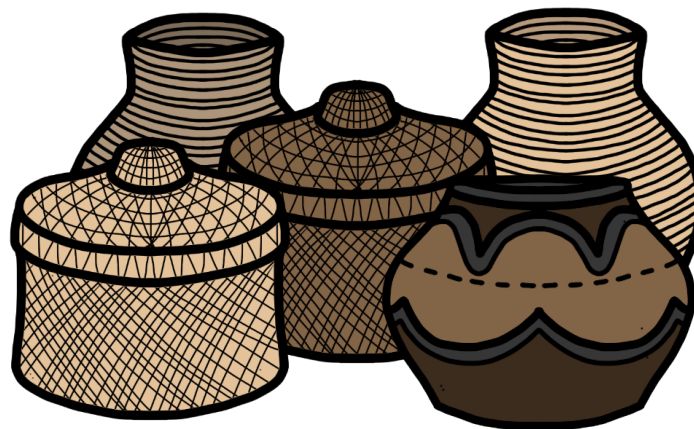
PEOPLE OF THE LONGHOUSE



Entertainment

The Haudenosaunee were a group of people that were not only hard workers but they also knew how to have fun. However even their forms of entertainment had a benefit to their clan. Lacrosse was a popular sport for men and boys to play. Lacrosse also allowed the boys and men to maintain their fitness and train to be better hunters and warriors.

The women of the Haudenosaunee would use leather and plants to weave baskets, make clothing, combs from bone, and beads for clothing. These materials, although fun for the women to create also were very important to the tribe. Even the corn husk dolls that little girls played with were important to the tribe. When little girls played with dolls it helped them to learn how to be good caregivers and mothers. Music and Dance were also very important to the tribe. Many of the ceremonies celebrated throughout the year would include dancing and music. Everything the Haudenosaunee did was to help the tribe; even if it was also fun at the same time.



Resources:

<http://www.haudenosauneeconfederacy.com/>

<http://www.thecanadianencyclopedia.ca/en/article/iroquois/>

<http://en.wikipedia.org/wiki/Iroquois>

<http://nmai.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf>

LESSON #8

(4) L8

LESSON #8

LG: To share and compare different societies.

Preparation

Ensure that students have completed their research on the 3 different societies.

Part A

Have students share what they have learned about their chosen society with a partner who looked at similar societies and have them compare information.

Break this down into three different parts. First they will share their first society, then their second then their third.

Use a think pair share or another teaching strategy found in the two links below. Use one of the strategies for sharing found [here](#).

Part B

Bring students back together and have them share what they learned. Use the knowledge building circle format. More information about this can be found [here](#).

Highlight similarities between different communities.

Talk about their daily life. Help them to compare what they learned about ancient societies and modern day society.

Assessment

Can students research and extract information?
Can they interpret their research and draw conclusions?
Can students compare different societies?

There is an opportunity for more formal assessment. Ask students to [Share What They Learned](#) for each society and hand it in. Students who have learned the content will be able to synthesize this information to share overall what they have learned.

Accommodations

Model and Shared research skills for students that may not be ready for independent research (see notes below).

- Guided research in small group
- Partner research.

Notes

An important aspect of this lesson is having students reflect on what they learned, not having an absolute correct answer.

SHARE WHAT YOU'VE LEARNED

My early society is: _____

Summarize what you have researched about your early society:

My early society is: _____

Summarize what you have researched about your early society:

LESSON #9

(4) L9

LESSON #9

LG: Understanding how environment impacts early society settlements.

Preparation

Use the [Topographic Map](#) provided or use classroom atlases.

Part A

Drawing on their knowledge of the physical regions of Canada, students will look at the [Topographic Map](#) of Canada. Look at the colours and what they mean.

Review how to read Physical Features on a map:

Blue = water

Brown = elevation (hills and mountains — the darker the brown the higher the land is)

White = very high mountains

Green = flat fertile land.

Discuss how these physical features impact how a society works. It impacts the jobs, food, clothing, etc.

Part B

Tell students to choose two of the [Ten Societies](#) they were most interested in during their previous research. Direct them to look at the geography (on a topographical map) of where this society existed. One of the societies should be a first nations group.

Current weather and topography can help you to understand the past.

On a chart paper create a list of criteria that students are to look for when looking at the map:

- Landforms (mountains, islands, valleys)
- Water (river, ocean)
- Biome/Habitat
- Temperature/Weather (information usually found in an atlas)

Students will record this information about these facts in an atlas or in the resources found in the Livebinder.

You are provided a [Teacher Guide](#) to assist with student research.

Assessment

Can students research and extract information?

Can they interpret their research and draw conclusions?

Can students compare different societies?

Accommodations

*Model and Shared research skills for students that may not be ready for independent research (see notes below).
Guided research in small group
Partner research.*

Notes

Students should have an understanding on how to research. If this is new to students, you may choose to model one society with students together and have them research 2 other societies themselves.

If you do not have access to tech for students use "Print Friendly PDF" extension on chrome and print the information from the Livebinder for students to access offline.

Topographic Map of Canada



PHYSICAL FEATURES

of early societies

LANDFORM

WATER

WEATHER/CLIMATE

VEGETATION

HABITAT/BIOME

PHYSICAL FEATURES OF EARLY SOCIETIES

teacher guide and answer page

	Major Landforms	Water	Weather	Vegetation	Habitat / Biome
Ancient Greece	Mt. Olympus Most of Greece covered by Mountains many islands off coast	No major rivers Mediterranean Sea Aegean Sea	Mild weather no extreme temperatures. average temperature was 24 C 508mm of rain/year	Evergreen like pine and cypress fruit trees small shrubs, grasses and herbs	Many islands Peninsula Rocky land
Ancient Egypt	River Delta	Nile River Mediterranean Sea Red Sea	Hot and Humid in the River Delta Hot season May-Oct (37 C) and cool (22C) Oct-May frequent flooding of the Nile River	Evergreen like pine and cypress fruit trees small shrubs, grasses and herbs	Desert
Ancient Rome	Alps to the North	Tiber River Mediterranean Sea	Temperate climate 750mm of rain each year Average temperature is 24C	Olives fruit trees pereea tree, lotus, papyrus date palm, dates, honey, figs, garlic, lentils,	Built cities on hill tops
Indus River Valley	Himalayas	Indus River Indian Ocean/ Arabian Sea	hot and dry Very little rain monsoons	Melons, wheat, peas, dates, sesame seeds, and cotton	Desert
Ancient China	Himalayas	The yellow river and the Yangtze River Pacific Ocean	central china flooding rivers Humid subtropical — hot humid summers and tropical winters 1200mm of rain	Rice sago palm	Desert
Haudenosaunee Six Nations & Huron Wendat	No mountains	St Lawrence River Great Lakes No Oceans	Cold winters and warm summers	Beans corn squash berries mixed forests	Forests Fertile soil
Inuit	Polar Ice Cap Tundra	Arctic Ocean Hudson's Bay	Long Arctic Winters Short Mild Summers	Moss lichens, shrubs,	Arctic Tundra
Mayan Civilization	Greatly varied from mountains in the south to the lowlands in the north.	Many small rivers that flowed to the Pacific Ocean Pacific Ocean Gulf of Mexico	Hot and rainy	Maize (corn) gum tree, Aloe Vera, Ox tree Guarambo Tree Jackfruit	Rain forests
Medieval Europe	Mountains-The Alps	Seine River Danube River Tiber River Atlantic Ocean	Moderate climate with cool winters and warm summers	Mixed forest wheat, beans, barley, peas and oats	Forests Moderate Weather

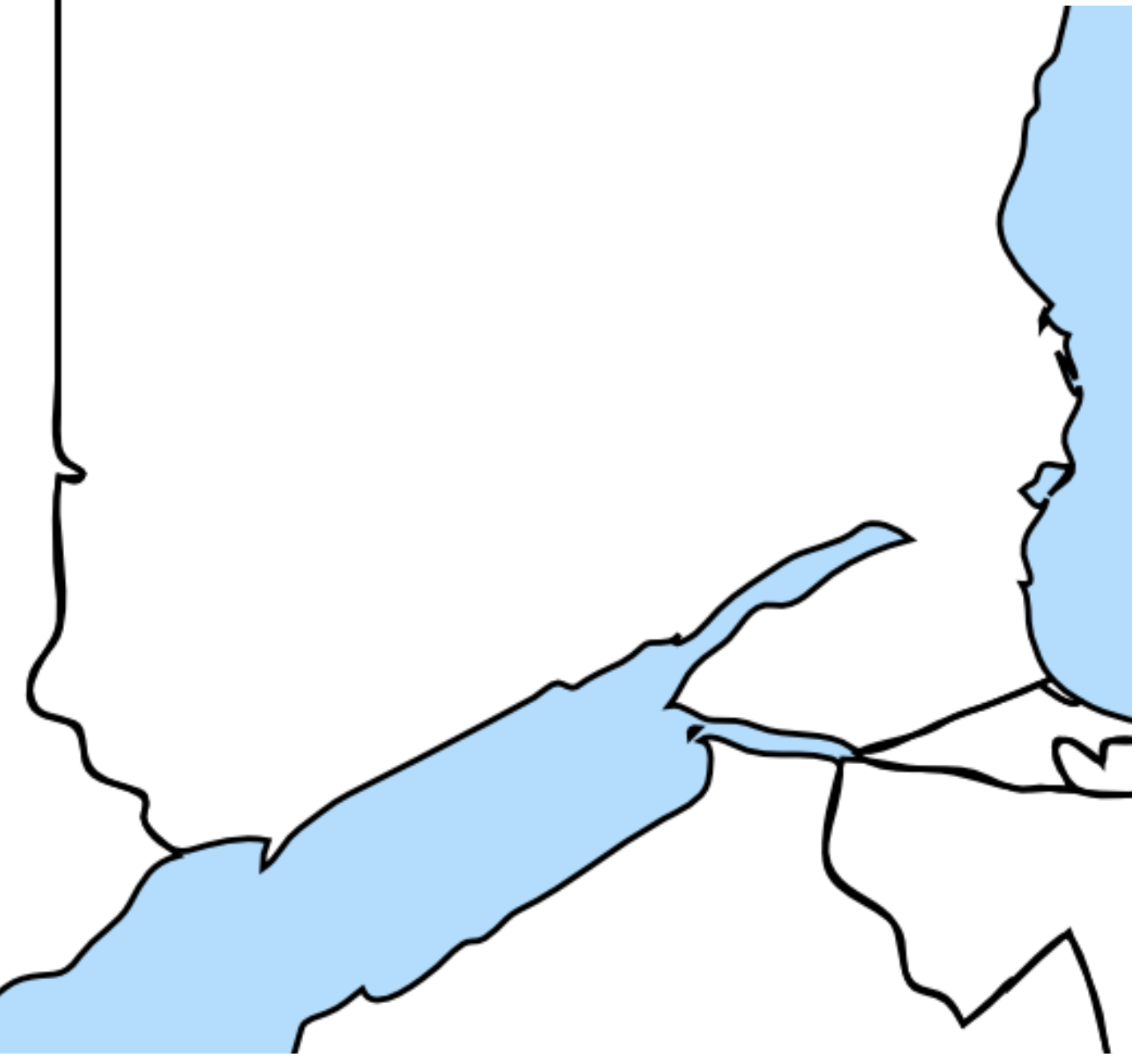
ANCIENT GREECE

- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map



ANCIENT EGYPT

- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map

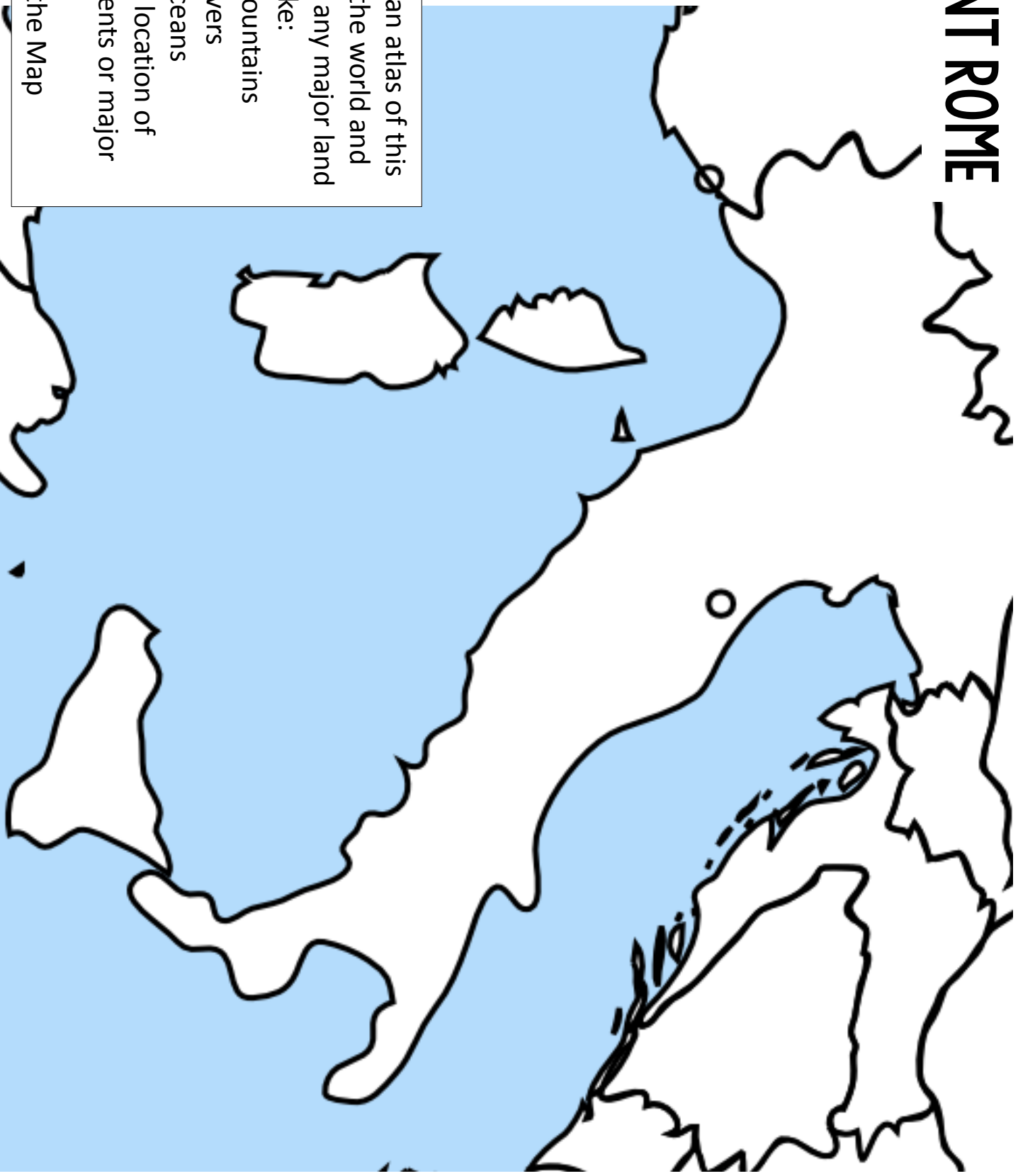


INDUS RIVER VALLEY



- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map

ANCIENT ROME



- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map

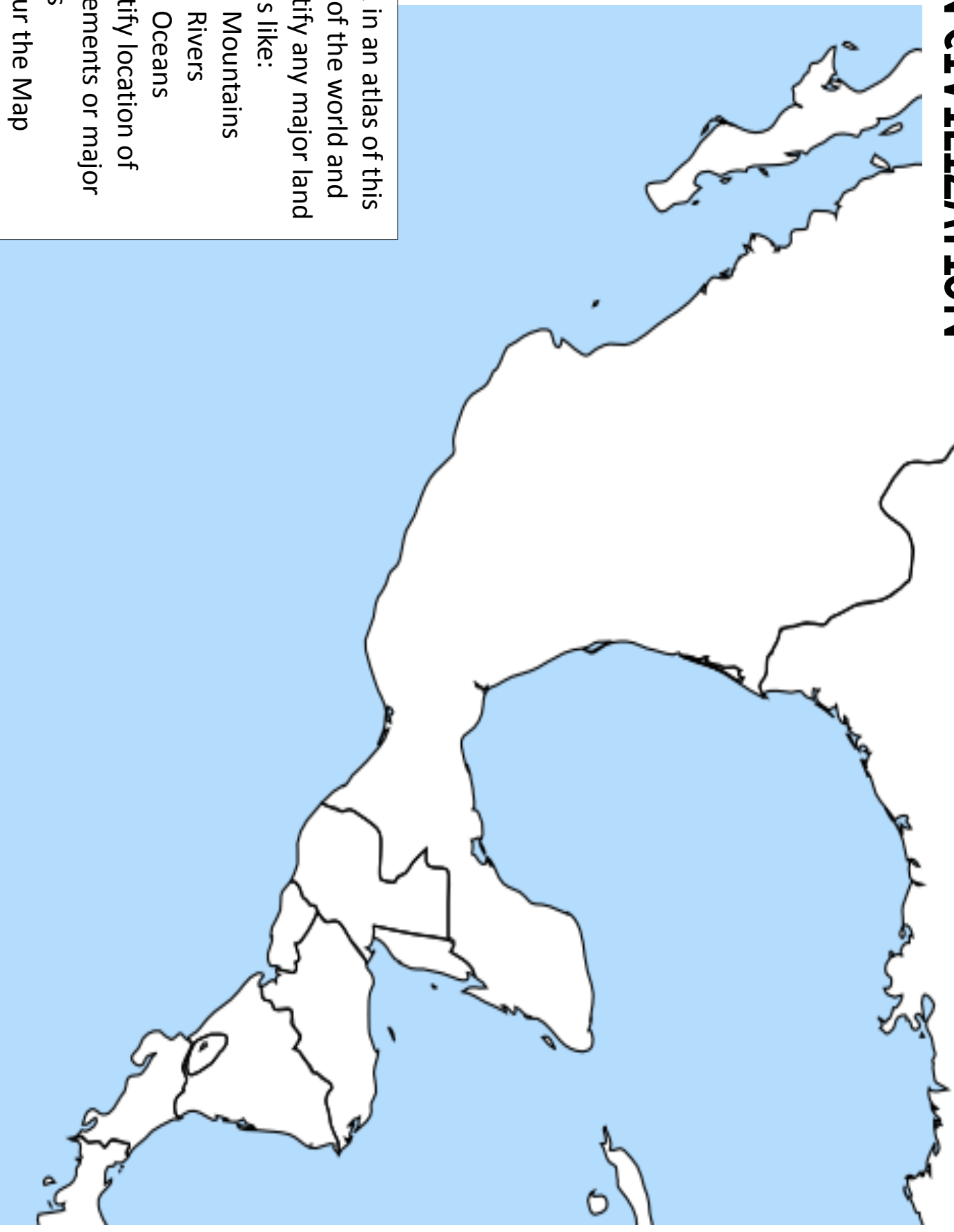
ANCIENT CHINA



- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map

MAYAN CIVILIZATION

- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map



HAUDENOSAUNEE SIX NATIONS



- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map



INUIT

(4) L9

- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map



HURON/WENDAT



(4) L9

- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map

MEDIEVAL EUROPE

(4) L9

- Look in an atlas of this part of the world and identify any major land forms like:
 - Mountains
 - Rivers
 - Oceans
- Identify location of settlements or major cities
- Colour the Map



LESSON #10

(4) L10

LESSON #10

LG: We can explain how the environment shapes the early society.

Preparation

In this lesson students will begin to draw conclusions and put information together to describe how the land and environment impacted each early civilization. They will be looking at the information they collected about the features of their society and the environmental features and drawing conclusions such as: Greece was near water — they ate fish. Mayans used a lot of medicine to heal the sick — they had access to a variety of plants.

Part A

Students will then choose one of their societies (of the three that they have been examining throughout this unit) and they will look at their two organizers (daily life {lesson 8} and environment {lesson 9}).

Pose the question for students
How did the environment impact daily life in the early society?

Set a timer for 15min and have student reflect on this question for 2-3 societies that they researched independently. For your remaining time have students share and compare their reflections to help them clarify their conclusions about what they noticed.

Part B

Conduct a knowledge building circle with students.

Ask students the same question that they were reflecting on.
How did the environment impact daily life in the early society?

Allow students to share their learning and understanding with the rest of the class. Divide a chart paper (or two) into the main societies of focus for your students. As they are discussing their ideas, record their thoughts and answers on a chart in the appropriate columns.

Assessment

Can students research and extract information?
Can they interpret their research and draw conclusions?
Can students compare different societies?

Accommodations

Model and Shared research skills for students that may not be ready for independent research (see notes below)
Guided research in small group
Partner research.

Notes

If you do not have access to tech for students use "Print Friendly PDF" extension on chrome and print the information from the livebinder for students to access offline.

LESSON #11

(4) L11

LESSON #11

LG: Putting it all together

Preparation

Provide students with the materials to create something of their choosing that shows the comparison of two different societies.

Final Task

Students will choose any two societies from different regions of the world and they will create something that shows the similarities and differences between the cultures.

They will use their research from the unit so far to aid in their construction.

Students will create a scene of daily life that compares this even across different societies. Students can show an answer to a common question.

How did people from the _____ society:

- Farm for food
- Celebrate their beliefs
- Govern themselves
- Treat each other (women, children, peasants, slaves)

Their presentation should include:

- People
- Regular daily tasks (agriculture, religious ceremonies etc)
- Physical features

Assessment

see rubric

Accommodations

Work with students to plan out the information for this task.

Notes

Allow students the flexibility to choose their own method of presentation. These could include but are not limited to:

- Video
- Diorama
- Poster
- Dramatic presentation
- Clay Model
- Website

Assessment

	Level 1	Level 2	Level 3	Level 4
<i>Identify the location of early societies on a map</i>	<i>Can identify few consistently</i>	<i>Can identify some consistently</i>	<i>Can identify most consistently</i>	<i>Can identify all consistently</i>
<i>Describe features of daily life of early societies INCLUDING FIRST NATIONS AND INUIT</i>	Describes with limited detail and accuracy the features of daily life.	Describes with some detail and accuracy the features of daily life	Describes with good detail and accuracy the features of daily life	Describes in great detail and accuracy the features of daily life
<i>Compare early societies.</i>	<i>Can rarely compare and contrast the features of two first nations societies</i>	<i>Can inconsistently compare and contrast the features of two first nations societies</i>	<i>Can usually compare and contrast the features of two first nations societies</i>	<i>Can consistently compare and contrast the features of two first nations societies</i>
<i>Identify the environmental features of an early society using a topographical map.</i>	<i>Can identify a limited number of environmental features of an early society using a topographical map.</i>	<i>Can Identify some of the environmental features of an early society using a topographical map.</i>	<i>Can identify most the environmental features of an early society using a topographical map.</i>	<i>Can identify all of the environmental features of an early society in great detail using a topographical map.</i>

Assess the impact of the environment on an Early Societies	<i>Provides an incomplete assessment of the impact of the environment on an early society</i>	<i>Provides a simple assessment of the impact of the environment on an early society</i>	<i>Provides a general assessment of the impact of the environment on an early society</i>	<i>Provides a detailed assessment of the impact of the environment on an early society</i>
Apply knowledge of how the environment impacts societies to Canada, it's physical regions today	<i>Student struggles to apply what they have learned to form conclusions and make connections and supports their ideas with facts and details from their research.</i>	<i>Student applies some of what they have learned to form conclusions and make connections and supports their ideas with facts and details from their research.</i>	<i>Student applies what they have learned to form conclusions and make connections and supports their ideas with facts and details from their research.</i>	<i>Student thoroughly applies what they have learned to form conclusions and make connections and supports their ideas with facts and details from their research.</i>

Inquiry Project

Name:	Level 1	Level 2	Level 3	Level 4
T – Thinking <i>Inquiry is organized By asking good questions and gathering appropriate evidence.</i>	<i>Inquiry is disorganized and rarely follows the inquiry process</i>	<i>Inquiry is somewhat organized and follows the inquiry process with support</i>	<i>Inquiry is well organized and follows the inquiry process</i>	<i>Inquiry is very well organized and strongly follows the inquiry process</i>
<i>Student compares and contrasts multiple societies.</i>	<i>Does not compare societies</i>	<i>Compares and contrasts with some effectiveness</i>	<i>Effectively compares and contrasts</i>	<i>Effectively compares and contrasts showing deep understanding</i>
<i>Interprets and Analyzes data to form conclusions</i>	<i>Simple interpretation and analysis of data</i>	<i>Partially interprets and analyzes data</i>	<i>Accurately interprets and analyzes data</i>	<i>Comprehensively Interprets and analyzes data</i>
A – Application <i>Applies what was learned in the inquiry process to summarize findings and form opinions and express thoughts</i>	<i>Ineffectively applies what was learned to summarize findings and form opinions and express thoughts</i>	<i>Approaching some application of what was learned to summarize findings and form opinions and express thoughts</i>	<i>Applies what was learned effectively to summarize findings and form opinions and express thoughts</i>	<i>Exceptional application of what was learned to summarize findings and form opinions and express thoughts</i>
C – Communication Communicates the results of their inquiry to peers in oral visual and written forms	<i>Unclear communication of inquiry</i>	<i>Adequate communication of inquiry</i>	<i>Clearly communicates inquiry</i>	<i>Articulate communication of inquiry</i>
Uses subject specific vocabulary appropriately	<i>Limited use or misuse of vocabulary</i>	<i>Some accurate use of vocabulary</i>	<i>Appropriate use of vocabulary</i>	<i>Superior use of vocabulary</i>
K – Knowledge Knowledgeable of key facts and terms associated with the topic	<i>Poor understanding of key facts and terms</i>	<i>Developing knowledge of key facts and terms</i>	<i>Good knowledge of key facts and terms</i>	<i>Very good knowledge of key facts and terms</i>
Understands the key concepts, ideas, interrelationships and theories associated with inquiry	<i>Simple understanding of concepts, ideas, and interrelationships</i>	<i>General understanding of concepts, ideas, and interrelationships</i>	<i>Strong understanding of concepts, ideas, and interrelationships</i>	<i>Sophisticated understanding of concepts, ideas, and interrelationships</i>

Final Project

Name:	Level 1	Level 2	Level 3	Level 4
<i>Thinking - Interprets and Analyzes data to draw conclusions about life in an early society</i>	<i>Simple interpretation and analysis of data</i>	<i>Partially interprets and analyzes data</i>	<i>Accurately interprets and analyzes data</i>	<i>Comprehensively Interprets and analyzes data</i>
<i>Thinking - Student is able to compare and contract their society with others by identifying what features makes their society unique.</i>	<i>Does not compare societies</i>	<i>Compares and contrasts with some effectiveness</i>	<i>Effectively compares and contrasts</i>	<i>Effectively compares and contrasts showing deep understanding</i>
A – Application <i>Applies what was learned in the inquiry process to identify</i> <ul style="list-style-type: none"> • Key features of the early society ie: daily life • How feature of the environment impacted 	<i>Ineffectively applies what was learned to summarize findings and form opinions and express thoughts</i>	<i>Approaching some application of what was learned to summarize findings and form opinions and express thoughts</i>	<i>Applies what was learned effectively to summarize findings and form opinions and express thoughts</i>	<i>Exceptional application of what was learned to summarize findings and form opinions and express thoughts</i>
C – Communication Communicates the results of their inquiry/model to others in oral visual and written forms	<i>Unclear communication of inquiry</i>	<i>Adequate communication of inquiry</i>	<i>Clearly communicates inquiry</i>	<i>Articulate communication of inquiry</i>
Uses subject specific vocabulary appropriately	<i>Limited use or misuse of vocabulary</i>	<i>Some accurate use of vocabulary</i>	<i>Appropriate use of vocabulary</i>	<i>Superior use of vocabulary</i>
K – Knowledge Knowledgeable of key facts and terms associated with the topic	<i>Poor understanding of key facts and terms</i>	<i>Developing knowledge of key facts and terms</i>	<i>Good knowledge of key facts and terms</i>	<i>Very good knowledge of key facts and terms</i>
Understands the key concepts, ideas, interrelationships and theories associated with inquiry topic	<i>Simple understanding of concepts, ideas, and interrelationships</i>	<i>General understanding of concepts, ideas, and interrelationships</i>	<i>Strong understanding of concepts, ideas, and interrelationships</i>	<i>Sophisticated understanding of concepts, ideas, and interrelationships</i>

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