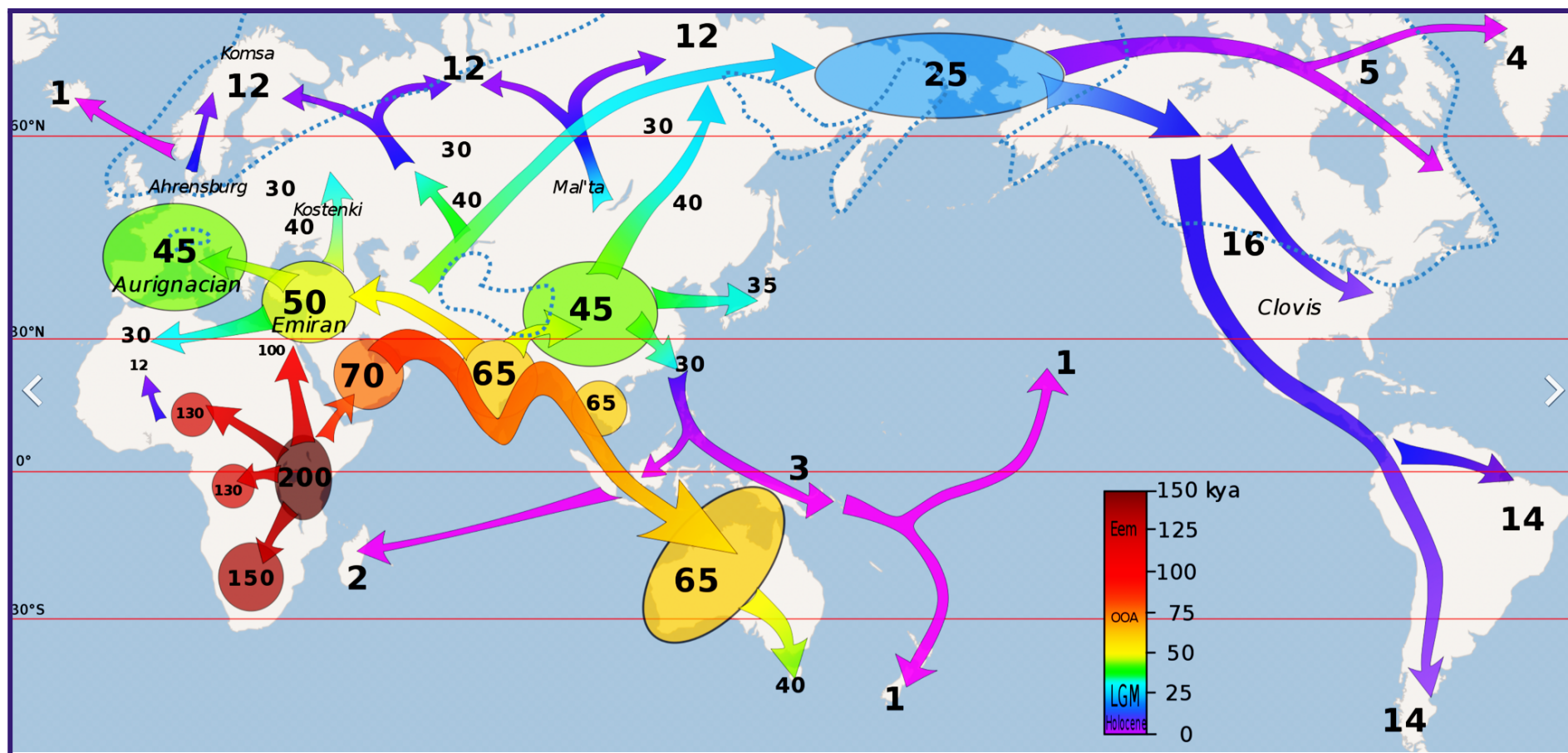




(#1) Asian Migration Theories, Indigenous Territories, Social Structures

Resources used on student site page at [Asian Migration Theories, Indigenous Territories, Social Structures](#)

Why do people move? How does geography affect settlement?



Source: Peopling of the world (recent out of Africa and Upper Paleolithic). Figures are in thousands of years ago (kya).

via [File:Early migrations mercator.svg](#) under a [creativecommons.org/licenses/by-sa](#)

Alternative map at nationalgeographic.org/photo/human-migration/



>> LEARNING INTENTIONS

Learning Intentions	Success Criteria	
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.	☐
Know the different Indigenous groups in the territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.	☐
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.	☐

>> GENERAL INSTRUCTIONS for this document collection

The documents below are collected to support basic learning intentions listed in various colours. These learning intentions are drawn directly from the “historical knowledge” and the specific “knowledge to be acquired” in the Cycle 2 History of Quebec and Canada Sec. 3 & 4 program ([Download](#) ). They are to be covered in one to three class periods including preparatory reading/viewing and follow up exercises. (Note: A flipped-classroom approach could be used here, where the teachers use these materials to prepare a content overview, video, Powerpoint, etc. For practical examples of how to use these types of document collections: [Go to page](#) However, the original idea was that students use these documents as starting points for their research, and that they follow and view the sources critically and compare them with others.)

A few sample learning strategies will be *suggested*. Also, some learning strategies and discussion questions are noted in the specific documents themselves.

>> HISTORY OF QUEBEC AND CANADA PROGRAM - KNOWLEDGE ELEMENTS

First occupants of the territory

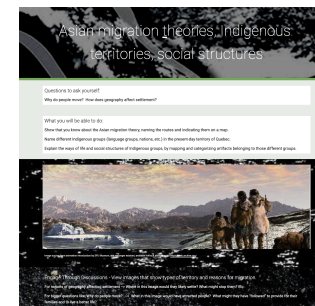
- Migrations that led to the settlement of northeastern America
- Language families
- First Nations and Inuit nation
- Occupied territory
- Ways of life



>> History of Quebec & Canada: An online student resource site

We are now working on ways to display the documents and activities from our collections on a student-friendly platform with public access. Visit this new site at <https://secondaryhistory.learnquebec.ca/> and this specific section at <https://secondaryhistory.learnquebec.ca/Origins-1608/migrations-indigenousterritory-etc>

There you may also find student texts and even images that did not make it into this document collection.



>> Related Practice Evaluations available

[RECITUS Eval - C1 - Indigenous society before 1608 according to the social and cultural aspects](#)

Topic of the description Name of an indigenous society before 1608.	Central element	The name of the social structure
	The way of life	A task done by women
	Central element	The name of a group responsible for the transmission of knowledge
	Method of passing knowledge	The way of educating children

RECITUS Eval - C1 - Indigenous society before 1608 according to the social and cultural aspects



>> ACTIVITY SUGGESTIONS FOR FIRST OCCUPANTS MIGRATION THEORY

Quick links to different documents:

Know the Asian migration theory

Competency 1: Characterizes a period

- Considers geographical reference points & Retraces Events & Establish chronology

[Activity suggestions for “Know the Asian migration theory”](#) (next page)

Know the different Indigenous groups in the territory of Quebec.

Competency 1: Characterizes a period

- Considers geographical reference points & facts like aspects of society

[Activity suggestions for “Know the different Indigenous groups in the territory of Quebec.”](#) (further down in the collection)

Explain the ways of life and social structures of different Indigenous groups.

Competency 1: Characterizes a period

- Considers geographical reference points like natural features and evidence & Facts like aspects of society

[Activity suggestions for “Explain the ways of life and social structures of different Indigenous groups.”](#) (much further down in the collection)



>>ACTIVITY SUGGESTIONS FOR: Know the Asian migration theory

Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

Competency 1: Characterizes a period

- Considers geographical reference points
- Retraces Events & Establish chronology

Intellectual Operations :

- Establish facts
- Situated in Time and Space

Process:

1. Students observe and discuss the documents presented below. Specific questions and strategies for each document are provided to help students consider who, why, when and particularly “where” the earliest migrations into North America occurred.
2. Students could **choose from a set of events**, or designate then describe 4 main events mentioned in the documents. To situate those events as compared to now, students could place and order them **on a timeline**.
3. Students use online tools to draw migration routes and settled areas onto maps, to suggest and explain reasons for why people moved to certain regions and not others.

Technology suggested in document pages below for various mapping and annotation needs:

- Google Drawing. You can copy and paste images/maps into Drawings, and then you can annotate them there.
(See <https://support.google.com/docs/answer/179740?hl=en> and <https://support.google.com/docs/answer/179708?hl=en>)
- Cartograf's built-in image editor. Images placed into points on maps can be edited and annotated.
(See <http://cartograf.learnquebec.ca/> and the help page.)

Note: See other sets of documents way below, for activity suggestions for the other learning intentions!



>> DOCUMENT PAGES

Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

Starting (Hook) Document Activity:

Discuss this image.

Consider image type, source, etc.

Discuss:

Geography affecting settlement -->
Where in this image would they likely settle? What might stop them? Etc.

Why do people move?

--> What in this image would they have "followed"?

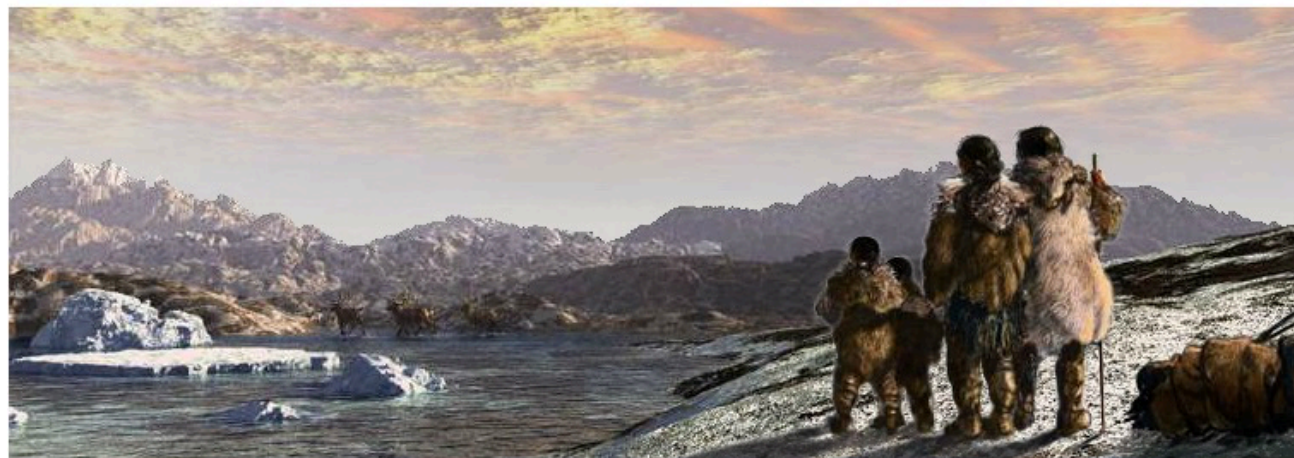


Photo originally from the introduction movie at
<http://www.sfu.museum/journey/an-en/multimedia/videos/intro> (No longer available)

View also various scenes at [A Sunken Bridge the Size of a Continent](#)

Note:

"America's first settlers hunted many species that are now extinct."



Source: Mystery of the Mesa, For the Classroom Resources at <https://www.blm.gov/teachers/>
Also available at <https://web.archive.org>

Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

>> Document:

Bering Strait at 12,000 years before present

“People first arrived in the Americas at least 12,000 years ago. The timing of their arrival and the route by which they travelled are not known. Did they follow an inland ice-free corridor route from Siberia to the unglaciated regions south of the ice sheets? Or did they take a coastal route, travelling by boat down the Pacific Coast? Did people arrive during the ice age, or not until after the glaciers receded?”

Original source: <http://www.sfu.museum/journey/an-en/> from 2005.
Now only at Archive.org [here](#).

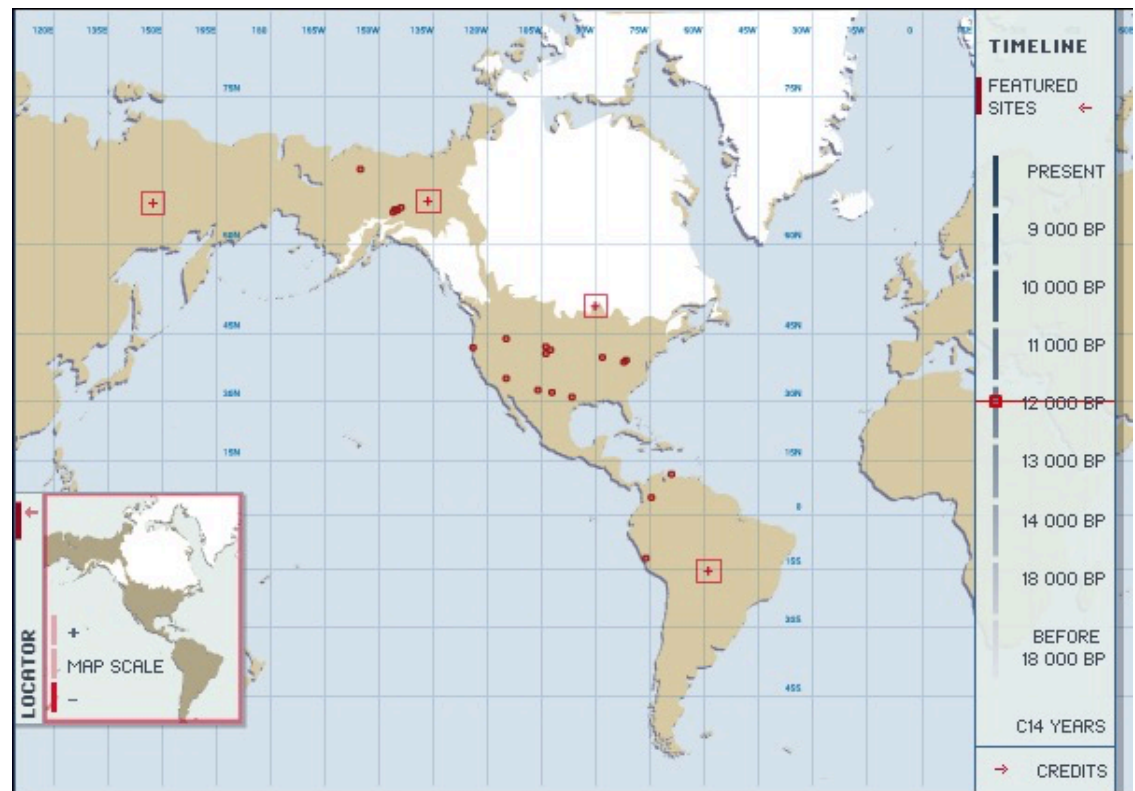
See also other key pages now stored on Archive.org from 2015:

The Ice Free Corridor Route
The Coastal Route
And the two routes compared

Discuss:

Why would people move from Northern Asia areas into present-day North America?

How did geography affect settlement? Where did they end up settling after the first migrations and why?



Screenshot source: Interactive Timeline by SFU Museum originally at http://www.sfu.museum/journey/an-en/multimedia/montage_chronologique-timeline

Note, this site and its content is longer available. SFU has also noted that much of their older content is out of date. If you have an older browser running Flash, you can still view this document [here](#), and potentially still download the SWF file [here](#). You can then use a site like <https://ruffle.rs/demo/> to view it. (Use with care and critically. There are also likely new sites not on this map)



Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

>> Document:

Postglacial Flooding of the Bering Land Bridge blocks migration routes

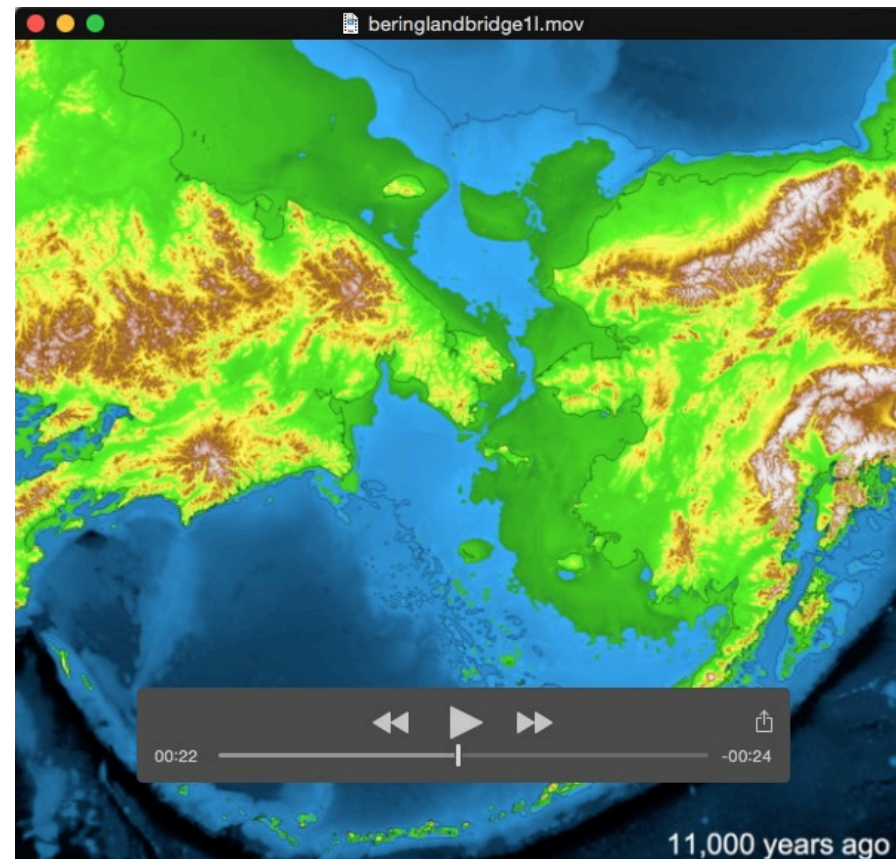
“During the Last Glacial Maximum, about 21,000 years ago, global sea level was approximately 120 m (400 ft) lower than today. The Bering Land Bridge existed as a vast tundra plain connecting Asia and North America. As the world's glaciers and ice sheets melted over the following millennia, rising sea level flooded the land bridge — blocking migration routes for animals and humans.”

Source: Postglacial Flooding of the Bering Land Bridge
http://instaar.colorado.edu/QGISL/bering_land_bridge/

Discuss:

Why couldn't people return to Asia after hunting in North America?

How did changing geography affect where they settled?



Disappearance of the Bering Land Bridge <https://www.youtube.com/watch?v=VYdRzZ0TscM>
Animations of Postglacial Flooding of the Bering Land Bridge also via
http://instaar.colorado.edu/QGISL/bering_land_bridge/

(Note: This film is downloadable for presentations. Credits to: Manley, W.F., 2002, Postglacial Flooding of the Bering Land Bridge: A Geospatial Animation: INSTAAR, University of Colorado, v1)

Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

>> Document:

Why would people migrate from Asia at all?

“Imagine you lived in northeastern Siberia some 30,000 years ago, along the banks of the Yana. Even in the best of times, surviving in this lake-studded tundra requires special skills and relatively complex technology. Your clothing is carefully tailored, much like the parkas and pants of the historical Inuit, whose winter suits were made up of nearly 100 different pieces, including hoods, mittens, boots, and mechanical parts such as drawstrings to tighten things. You construct windproof shelters to keep yourself alive in below-zero temperatures.

...

Lately, though, it's been colder. There are no climate models telling you that the Earth is changing; no maps telling you where to go. Perhaps you edge farther and farther from the ice sheets. Or maybe you follow the herds of caribou, bison, and other big game as they migrate toward food. Perhaps you head eastward, to places no one has ever been.”

Source: [A Sunken Bridge the Size of a Continent](#)

“According to myth, it was from this flooded land that the creator, Crow, made the world we see today. And at the beginning of the world, the Gwitchin culture-hero, Ch'itahuukaii, the Traveller, and the Tutchone hero Soh Jhee or Asuya (Beaver Man), journeyed across the land to change the animals from giants and man-eaters to the familiar species of today. Perhaps these stories recall distant memories of the Ice Age megafauna and giant predators of the Beringian landscape.”

Source: [Beaver Shrinkage | According to myth, it was from this flood...](#)



Illustration by Mark Garrison via [A Sunken Bridge the Size of a Continent](#)



Source: [Beaver Shrinkage photo of painting posted by Flickr user Travis](#) under [by-nc](#)



Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

>> Document: Migration Theories as part of a people's "History"?

It should be noted that many Indigenous cultures do not require the inclusion of this migration theory from the northwest to explain their existence in what is now Canada. Even while recognizing notions of shifting hunting grounds and of changing of territory, for food or other reasons, "Indigenous people throughout the Western Hemisphere talk [instead] of their origins in oral histories, stories, and myths that link them [more] intimately to the places they inhabit. The land, the stories commonly assert, was made for "the people," and they [the people] were made to inhabit the land. Every group has an origin story [...] And these stories are invoked by Aboriginal peoples as sufficient to their needs as regards history."

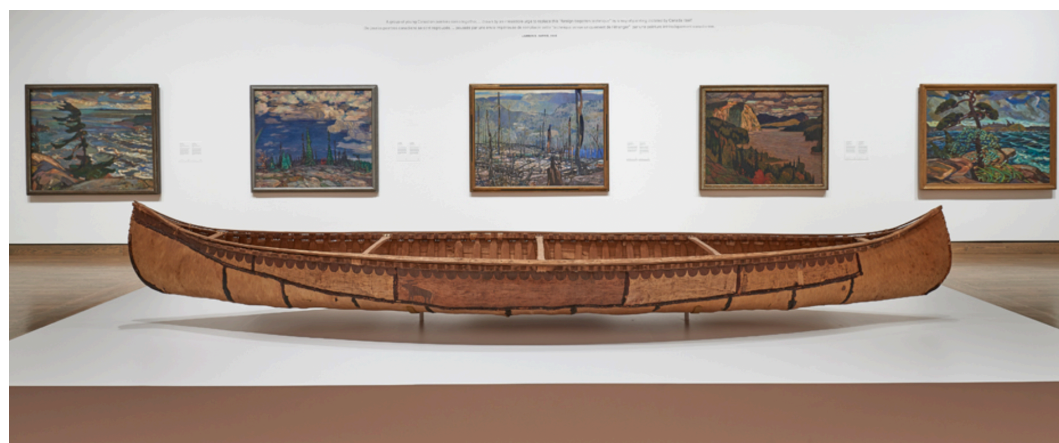
Text by Paul Rombough @ LEARN based on and sourcing information at [2.3 The Aboriginal Americas – Canadian History: Pre-Confederation](#)

Another related consideration might be to wonder why non-Indigenous people tend not to include their own migration experiences, from Africa to Europe let's say, as part of their own *historical* records. While the "expansion of modern human population is thought to have begun 45,000 years ago, and it may have actually taken 15,000–20,000 years for Europe to be colonized."

Text by Paul Rombough @ LEARN considering source information at [Early human migrations - Wikipedia](#)



"Canadian and Indigenous Art: From Time Immemorial to 1967," installation view, June 2017, National Gallery of Canada, Ottawa. Photo: NGC via [An Indigenous Woman's View of the National Gallery of Canada](#) [Primary Document File]



"Canadian and Indigenous Art: From Time Immemorial to 1967," installation view, June 2017, National Gallery of Canada, Ottawa. Photo: NGC via [An Indigenous Woman's View of the National Gallery of Canada](#)



Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

>> Document:

Refined Migration Theory: New Evidence Shows That Humans Migrated to the Americas along the much Coast earlier

“In the last couple decades, new discoveries have put the ice-free corridor theory under scrutiny. Researchers have found several sites of human habitation south of the ice sheets that date well before the gap in the ice opened, including [Monte Verde in far southern Chile](#) which has been dated to between 14,500 and 18,500 years ago, and possibly might even go back 19,000 years. That would mean humans made it south of the ice thousands of years before the crack in the ice along the Rockies ever opened. The most likely alternative is a boat trip along the Pacific coast.”

Source: [New Evidence Shows That Humans Could Have Migrated to the Americas Along the Coast](#)

See also:

-[First Humans Entered the Americas Along the Coast. Not Through the Ice](#)

-[The Bering Land Bridge Theory: Not Dead Yet](#)

See also other alternative (and sometimes much less accepted views) such as:

Ice Bridge episode of Nature of Things

<https://www.cbc.ca/natureofthings/episodes/ice-bridge> and also where the director defends documentary that claims Europeans could have been 1st humans in North America [cbc.ca/radio/asithappens/as-it-happens-friday-edition-1.4484878/](https://www.cbc.ca/radio/asithappens/as-it-happens-friday-edition-1.4484878/)

Could this be related! "wiigwaasabak" and map combination by Eshkwaykeeshik J. Red Sky) <https://t.co/DHLcXqebdh> Describes Odawa/other Anishinaabe peoples original migrations from east coast to central areas! Source: Bringing the world back home at <https://t.co/S83JvKKNuF>

See also other **Pre-Columbian trans-oceanic contact theories** [Pre-Columbian trans-oceanic contact theories](#)



See Science Magazine's video:

**Most archaeologists think the first Americans arrived by boat.
Now, they're beginning to prove it**

Source: <https://www.youtube.com/watch?v=CmxhFgplacI>

See also:

Bering Land Bridge Map of North America showing human migration routes
<https://www.nationalgeographic.org/photo/bering-land-bridge/>

Discuss:

How then did Geography affect the way people moved and settled?



Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

>> Document: New theories also postulate that people actually settled in Beringia, then moved on!

"The "Standstill Hypothesis" theorizes that "Ancient Beringians" lived in isolation on the east Beringian Arctic steppe-tundra during the last glacial maximum (LGM, 36,000 – 12,000 years ago) and are the sole ancestral population of all Native Americans."

Source: [Tracing the Ice Age Beringian Standstill Hypothesis - Beringia \(US National Park Service\)](#)

It's a theory that has supporters, some evidence, but still remains problematic: "About 20,000 years ago, when the Earth was still in the throes of the last major ice age, humans are thought to have inhabited Beringia, which stretched from modern-day Canada to Siberia. The general vicinity includes well-established archeological sites (labeled here) from before and after that ice age. But little evidence supports the presence of humans in Beringia at the right time. Bones at the Bluefish Caves site have been dated to the ice age, but that timing is controversial."

Read more at source: [News Feature: Is theory about peopling of the Americas a bridge too far?](#)

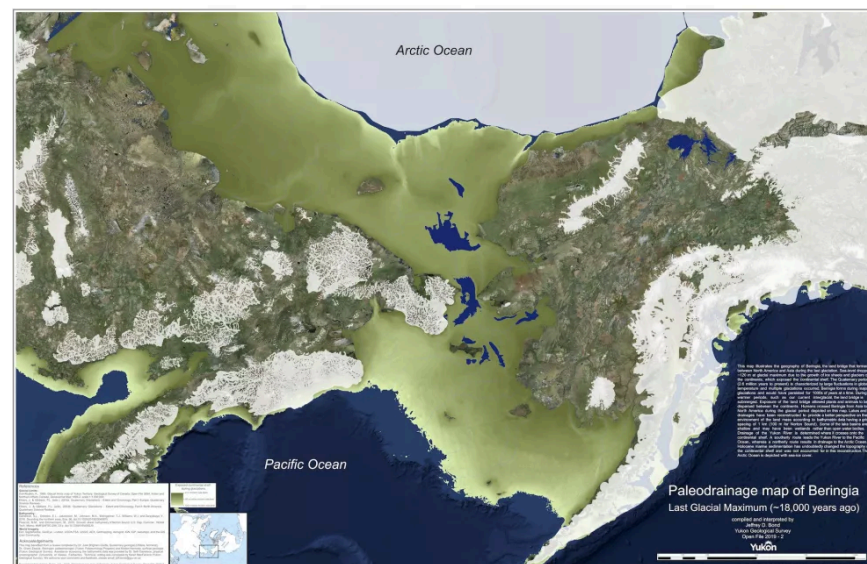


For more about **Beringian Standstill Model** and the **Revised Beringian Standstill Model** see **How the First Americans Got There**

<https://www.youtube.com/watch?v=5dyjZBJt-Yg>

"A Survey of Human Migration in Alaska's National Parks through Time" (Very interesting and specific maps, dates, peoples and site locations on Migrations:

<https://www.nps.gov/articles/aps-17-1-2.htm>



Beringia about 18,000 years ago. (Image credit: Bond, J.D. 2019. Paleodrainage map of Beringia. Yukon Geological Survey, Open File 2019-2) via [Humans Crossed the Bering Land Bridge to People the Americas. Here's What It Looked Like 18,000 Years Ago. By Laura Gegge!](#) ([Click for original large PDF version!](#))

Discuss:

How then did Geography affect the way people settled?



Learning Intention:	Success Criteria
Know the Asian migration theory	I can name the migration route (s) of the First Occupants and indicate it on a map.

>> Document:

Settlements Late Postglacial: 1,000 years ago

“A thousand years ago, North America looked very much as it does today. The land around Hudson Bay, however, continues to rise as it recovers from the weight of the glacier. Coastlines dating to 1,000 years ago are now dozens of kilometres inland. By 1,000 years ago, only the tops of the highest mountains and a few of the coldest, most isolated Arctic Islands remained unoccupied by First Peoples. Indeed, more of North America's land mass was in use then, than now. Areas on the map without dots indicate either a lack of archaeological research, or the absence of suitable material for radiocarbon dating.”

Source: [Civilization.ca](http://civilization.ca) - First Peoples of Canada - Our Origins, Archaeology

Discuss:

Why did people *continue* to move in the 9000 years after the initial migrations?

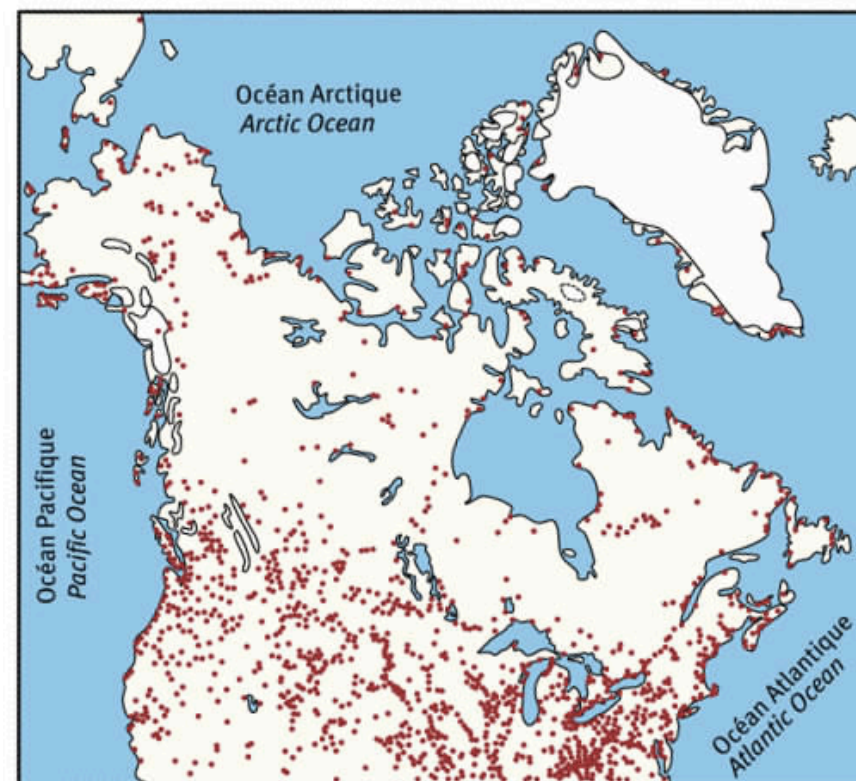
Consider and establish facts about:

How did geography affect where people settled?

Use Technology:

Look closely at this map and others at the historymuseum.ca source site.

Copy this or other images into a [Cartograf](https://www.cartograf.com/) map's point or a Google drawing and use various tools to delineate and explain different geographic zones (climate, terrain, water etc.) which would have affected settlement.



Northern North America, Late Postglacial, 1,000 years ago



Source: [Civilization.ca](http://civilization.ca) - First Peoples of Canada - Our Origins, Archaeology



>> ACTIVITY SUGGESTIONS for DIFFERENT INDIGENOUS GROUPS IN THE TERRITORY OF PRESENT-DAY QUEBEC.

Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

Competency 1: Characterizes a period

- Considers geographical reference points & facts like aspects of society

Intellectual Operations :

- Establish Facts
- Situate in time and space

Process:

1. Students use documents to establish facts about the territories in question (relief, climate, etc.)
2. Students use documents to situate First Nation groups and establish facts about them, their language groups, etc.

Technology available for various mapping and annotation needs:

- Cartograf could be used to present territories and regional differences, etc. <http://cartograf.learnquebec.ca/>
- —Students could also use Cartograf maps in order to denote different nations, groups and locations.
- A draft Cartograf language-group map has been started at <https://cartograf.learnquebec.ca/> (For next intention below it can be duplicated and used by students too)



Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

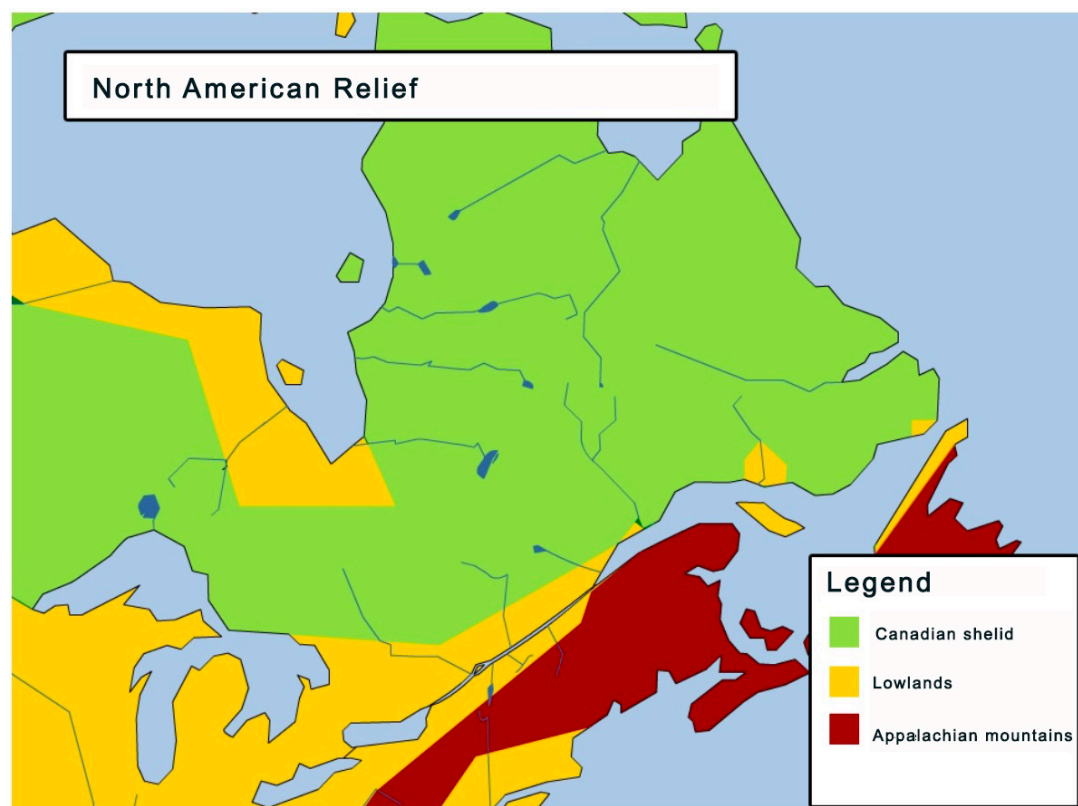
>> Document:

Understand territory types in Quebec

Once the ice age ended in this area, what was the terrain and climate like?

A large area of exposed rock and shallow soils covered most of the north eastern areas of our region. This area was perhaps less welcoming than areas further to the south, but it still provided resources for those who lived there. "Most of the Algonquian speaking peoples lived in the region known as the Canadian Shield. Farming was difficult in this region because it was covered with rock and forests. So the Algonquian people ate *game* animals, which means the animals they hunted, animals such as hare or partridge which is a kind of bird. These they could easily find in the forest. They also ate the fish which filled the many lakes and rivers...."

(Source: [The Algonquian territory](#), A. Lanoix, via RECITUS-LEARN)



Source: [Service national du RÉCIT de l'univers social](#)

Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document:

Understand territory types in Quebec 2

South of the shield area the *lowlands* around the great lakes and along the St. Lawrence river area were warmer, and they also provided a terrain more suited to a more stationary way of life, and eventually even to farming. "The Iroquoian territory was fertile because it was located in the Great Lakes and St. Lawrence Lowlands, and the humid continental climate was good for farming. The Iroquoians mainly grew corn, squash and beans, which they call the three sisters.... There were many rivers on the territory. Getting around by canoe was very convenient. What's more, these rivers were full of fish and turtles. ... They were home to several species of animals such as beavers, deer, bears and wolves.

(Source: [A territory rich in natural resources](#), RECITUS)

"The Iroquoian nations were sedentary, meaning they mostly stayed in one place; unlike the Algonquian people who were constantly moving. The Iroquoian people lived in villages and farmed their food. They stayed in the same place for 10, 15 or even 20 years, as long as the land continued to produce enough food. When the soil became depleted, the entire village had to move to another location on their territory where the soil was fertile. The village also had to be near a source of drinking water and close to a forest for wood supplies."

(Source: [A sedentary way of life](#), RECITUS)



Image source: RECITUS via [Iroquois territory – Societies and Territories](#)

Discuss:

Why do people move?

How did the geography of the Quebec areas affect settlement?



Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document:

Quebec-area First Nations at time of contact

Prior Knowledge:

What First Nations can you identify on this very roughly delineated map at right?

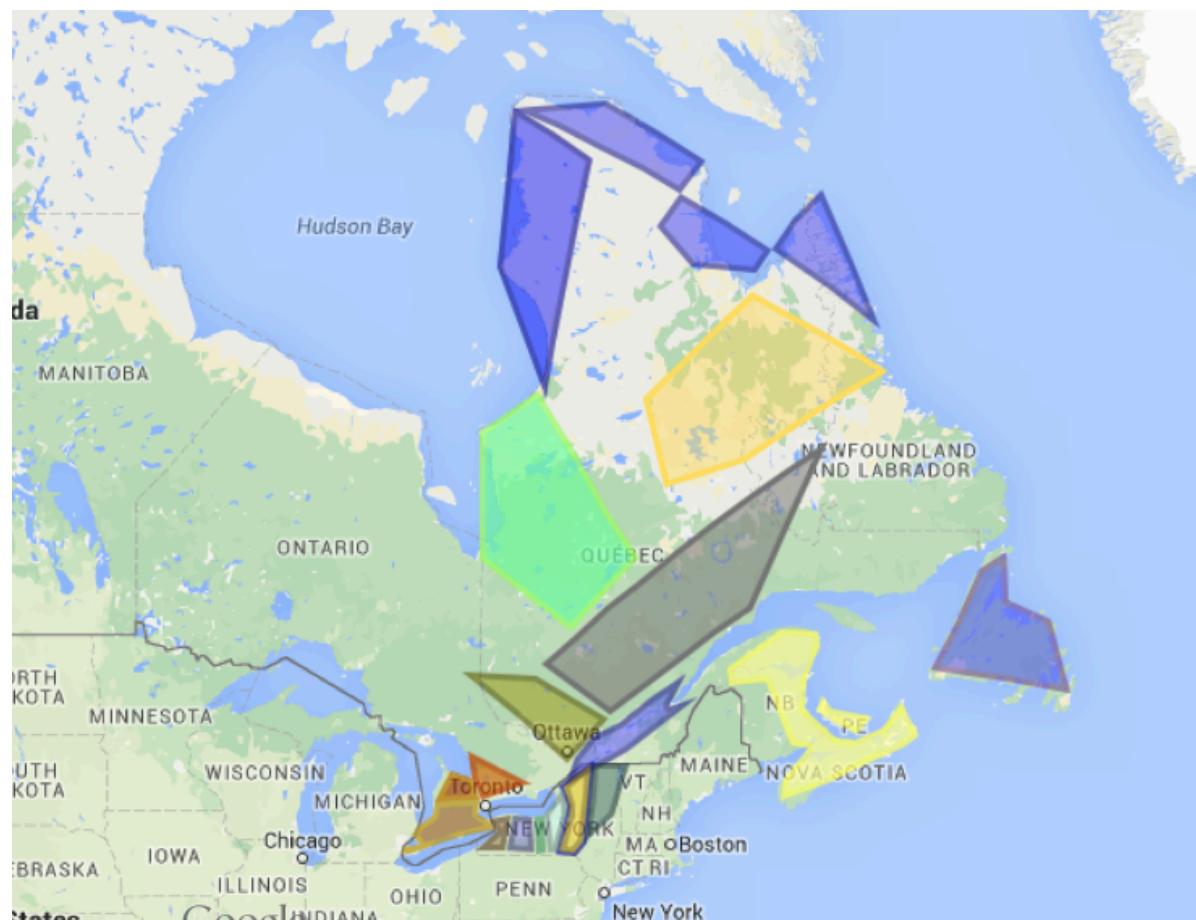
From what you already know, how are the peoples in these areas different, one nation or group from another?

Do you already know anything about their different languages and dialects?

Discuss:

Why did people move into these areas?
(Think about climate and terrain. Think about time periods... Inuit came later than others.)

How does geography affect settlement?



Source: LEARN. See answer key as Google Map at <http://q.co/maps/xphmq>

Teacher could also use a screen shot from <https://native-land.ca>



Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

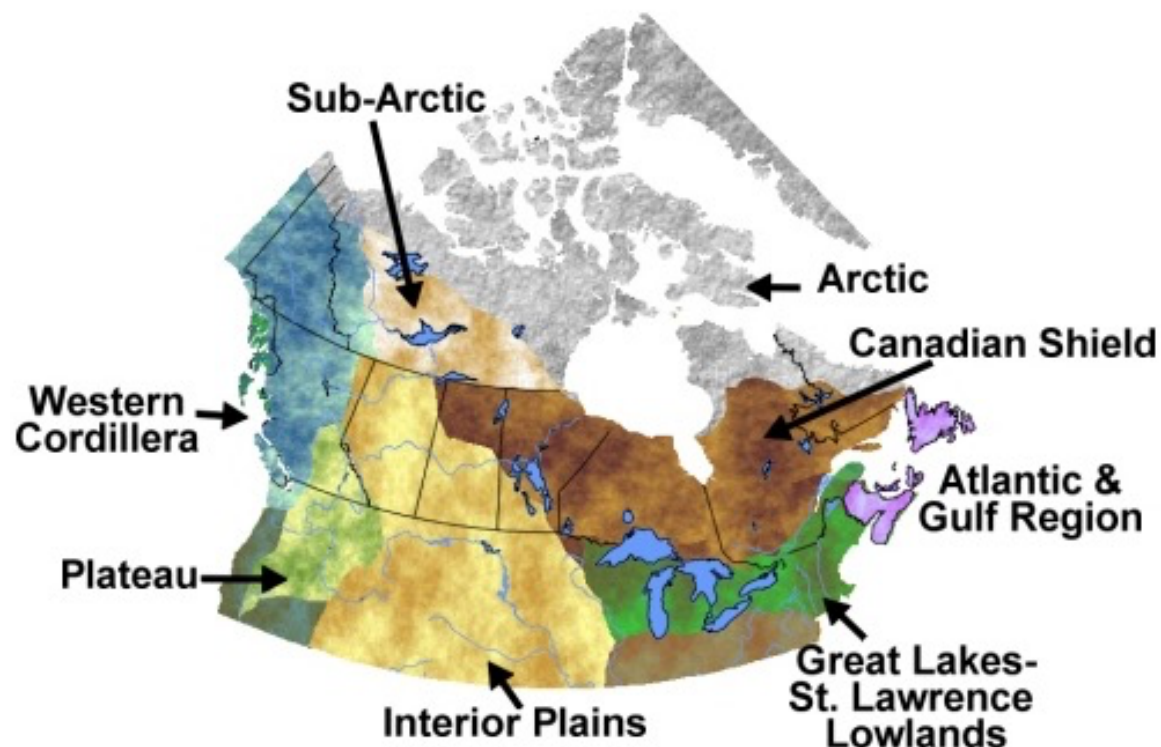
>> Document:

Regional Approach: Remember “why” people live where they do!

“The histories of the First Nations peoples are fundamentally connected to the physical identity of Canada. The vastness and variety of Canada's climates, ecology, vegetation, fauna, and landforms separate, join, and define ancient peoples, as implicitly as cultural or linguistic divisions.

Canada is surrounded north, east, and west with coastline and since the last ice age Canada has consisted of several distinct forest regions. Adaptability is the essential component for survival within these demanding environments. ”

Source: CANADA'S FIRST NATIONS: Native Civilisations
Originally via http://ucalgary.ca/applied_history/tutor/firstnations/civilisations.html
but now only at <https://web.archive.org/>



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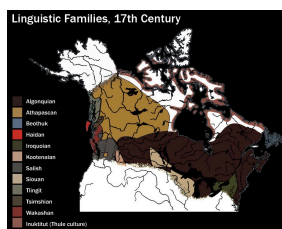
Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document:

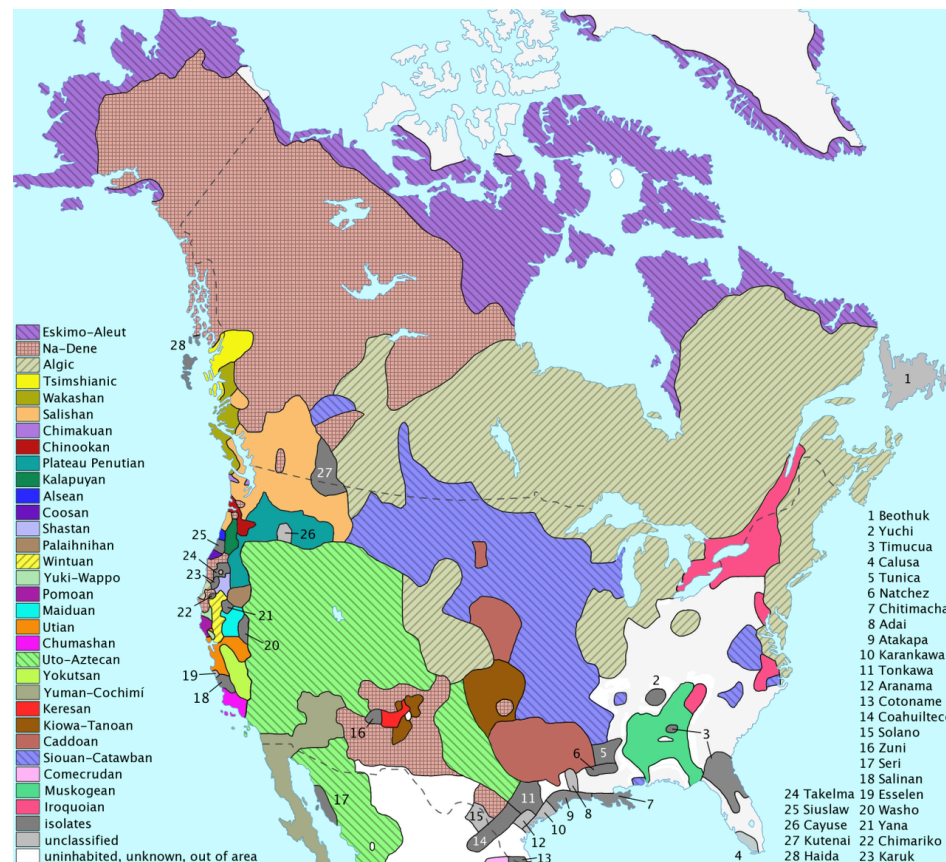
Linguistic Approach: Languages cross borders and even differing geographic regions

Language is at the root of every First Nations culture. The identity of a people is in part created by language because language influences social lifeways and spiritual practices. Linguists have linked language diversity to length of human occupation. For example, Canada's Pacific Coast has the greatest number of languages. Because of this diversity, linguists have concluded that the Pacific Coast peoples have occupied their region longer than other First Nations groups have occupied their own regions. First Nations languages within what is now Canada are classified into twelve separate groups of approximately fifty languages. The language groupings are broken down into different languages and dialects. Historians understand how groups identify themselves and interpret their environment through language. However, the migrations of the past two hundred years - the result of European trade, disease, and resource depletion - have changed the linguistic landscape of Canada. Pre-European contact histories are developed in part by examining historic language relations and the associated cultures."

Source U of Calgary site now only at <https://web.archive.org/>



See also 8th fire CBC - Maps. Ex: Linguistic Families 17th Century
<http://www.cbc.ca/8thfire/map.html> (now only at <https://web.archive.org/>)



Source: [Indigenous languages of the Americas](#)

Note: Algonic = Most Algonic languages belong to the Algonquian family



Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document:

Indigenous Peoples “in Quebec” around 1500

Discussion:

Describe differences between climates and which groups are in which climate.

Resources:

First Nations New France Era

http://www.museedelhistoire.ca/cmc/VMNF/premieres_nations/en/index.shtml

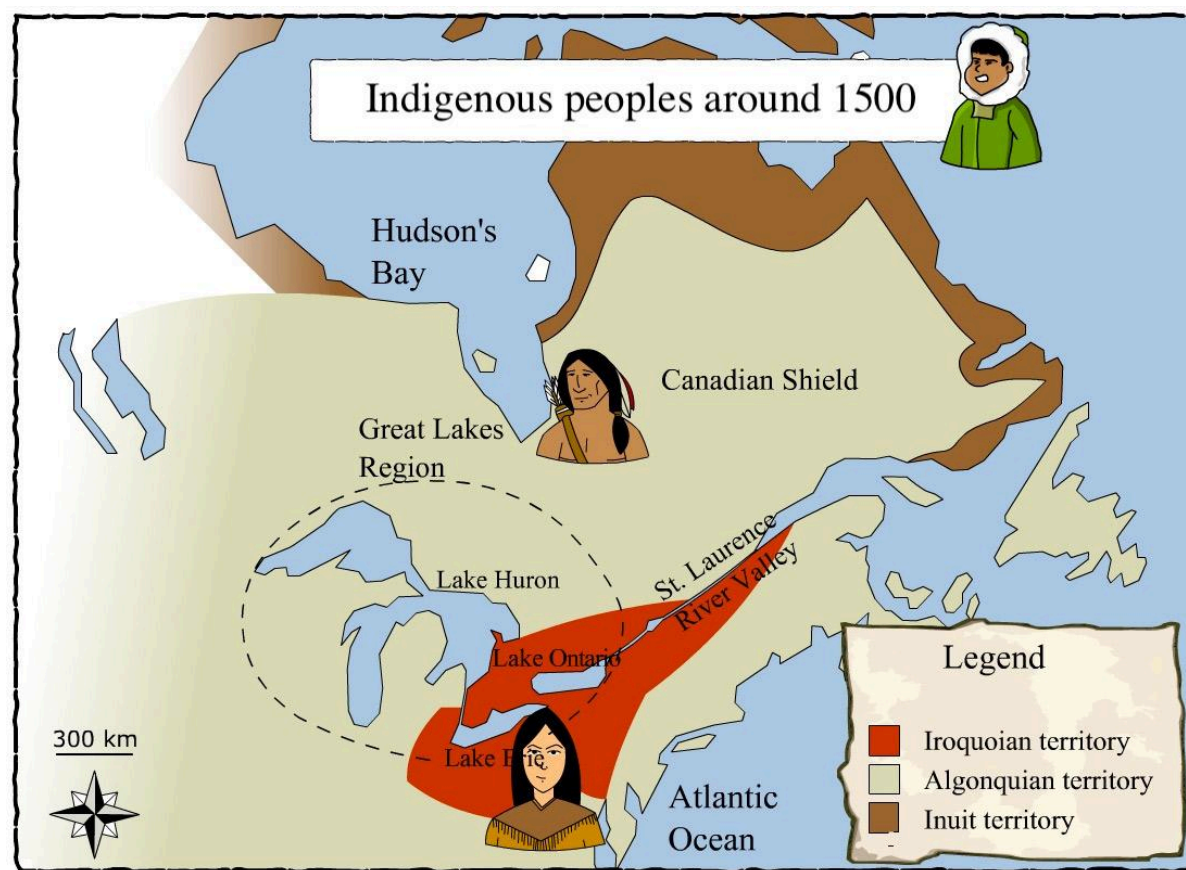
Aboriginal People: Eastern Woodlands

<http://www.thecanadianencyclopedia.com/en/article/aboriginal-people-eastern-woodlands/>

The Nations Map

<http://www.aadnc-aandc.gc.ca/Mobile/Nations/carte1200/carte-eng.html>

Note: The Societies and Territories Toolkit, Journal 1 has a climate exercise. Visit [Societies & Territories Toolkit](#)



Source: [Service national du RÉCIT de l'univers social](#)
[The Algonquian territory – Societies and Territories](#)



Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document:

Algonquians around 1500

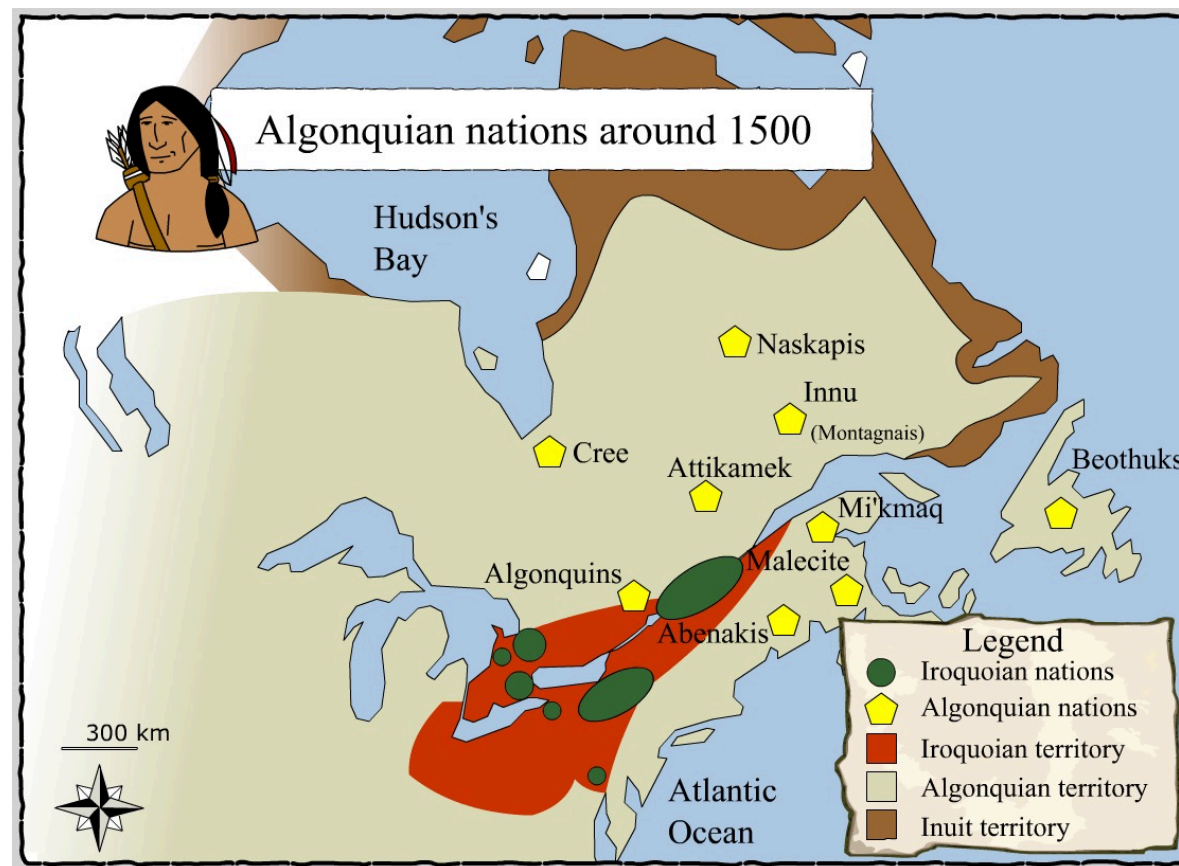
Discussion:

Note the different Algonquian language group nations.

Do you know anything about any of these tribes or nations?

Note that Cree and Mi'kmaq and other groups share terms and some similar language structures, but they might not actually understand one another!

Compare different Algonquian languages and dialects at <http://www.atlas-ling.ca/>



Source: [Service national du RÉCIT de l'univers social](http://www.service-national-du-recit.ca/)

Note: This image only shows the area of what is now Quebec and Ontario
<https://societies.learnquebec.ca/societies/algonquians-around-1500/>



Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document: Algonquian languages varied

“Algonquian was spoken by the Eastern Subarctic groups like the Innu, the Attikamek, the Cree and the Saulteaux.

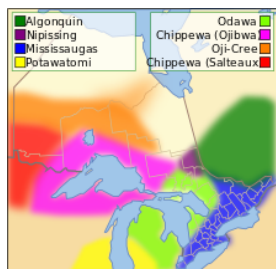
- While their languages were unique, they showed similarities to the Cree language division of Algonquian language.
- The Northern Ojibwa speak Ojibwa, another Algonquian language.

Source: <http://firstpeoplesofcanada.com/>

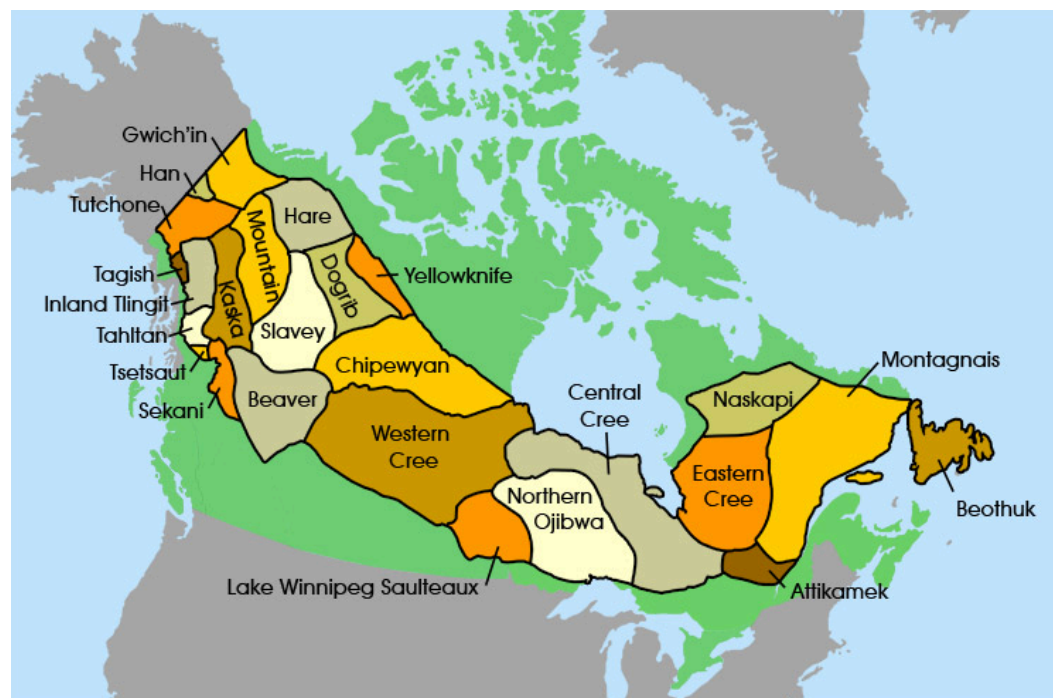
> Document: Algonquian languages varied

“Anishinaabe (Ojibwa and Algonquin) speaking peoples, were part of Algonquian language family, and lived mostly in the Northern Ontario area and into Manitoba.”

Source: <https://en.wikipedia.org/wiki/Anishinaabe>



Note: Map in 1800 ad. For location of Odawa at time of contact see <http://www.thecanadianencyclopedia.ca/en/m/article/odawa/>



Source: http://firstpeoplesofcanada.com/fp_groups/fp_subarctic1.html
but originally from Canadian Encyclopedia and also via <http://taesubarctic.weebly.com/groups.html>



Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document:

Iroquois around 1500

Discuss:

Where in relation to each other are Iroquoian and Algonquian speaking nations? (north, south, etc.)

Thinking in terms of climate, terrain and water access, what are some differences between Algonquian and Iroquoian nations' territories?

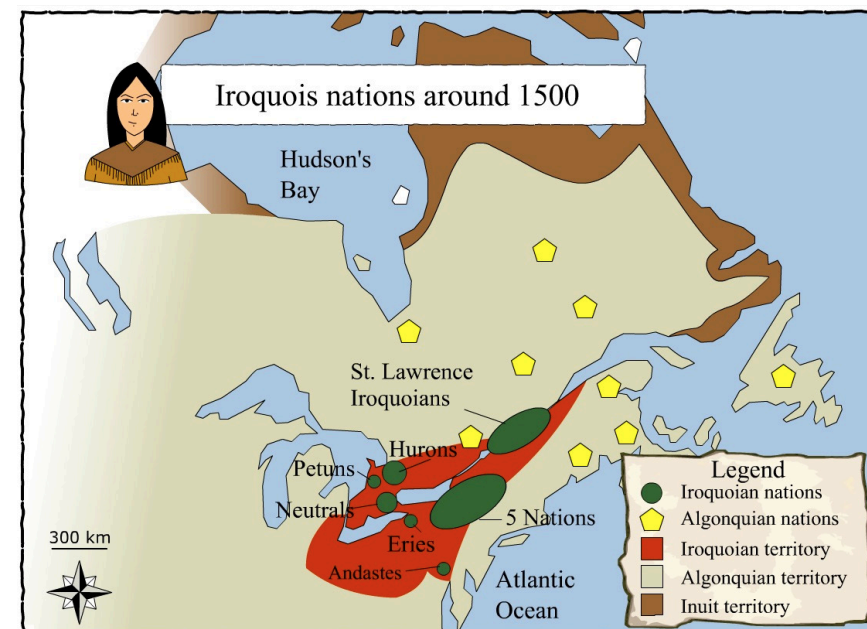
Which Iroquoian speaking nations were in close contact to Algonquian speaking nations?

About language differences within Iroquoian territories:

"What counts as a separate language -- and what counts as "just a dialect" of some language -- usually depends on a variety of things, including historical, cultural, and geographic factors, as well as actual differences in grammar, vocabulary and pronunciation. Depending on how you weigh the different factors, cases could be made for as few as 8 different Iroquoian languages, or as many as 16 or 17. From my own perspective, I usually count 10 "main languages": Cayuga Cherokee Huron Mingo Mohawk Oneida Onondaga Seneca Tuscarora Wyandot

Source: [Iroquoian Languages](#)

See also: [Iroquoian Languages - Mohawk](#)



Source: Service national du RÉCIT de l'univers social via [Iroquoians around 1500 – Societies and Territories](#)

Alternative image for Iroquois, highlighting the five nations confederacy from [Eastern Woodlands Indigenous Peoples in Canada](#)





Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document:

First Nations today

Research an official First Nation in Quebec.

Learn about their particular language or dialect, and share a few words with your classmates!

Consider what would have drawn them there originally, and how their way of life differs from other first nations.

Note:

An activity approach that could work here is outlined in this Orange Shirt Day activity called [Lesson Plan - Acknowledge Traditional Territory](#). You may need to adjust for the Quebec area.



Larger original source: [Quebec Indigenous Community profiles](#)
New version at [Quebec Indigenous Community profiles](#)

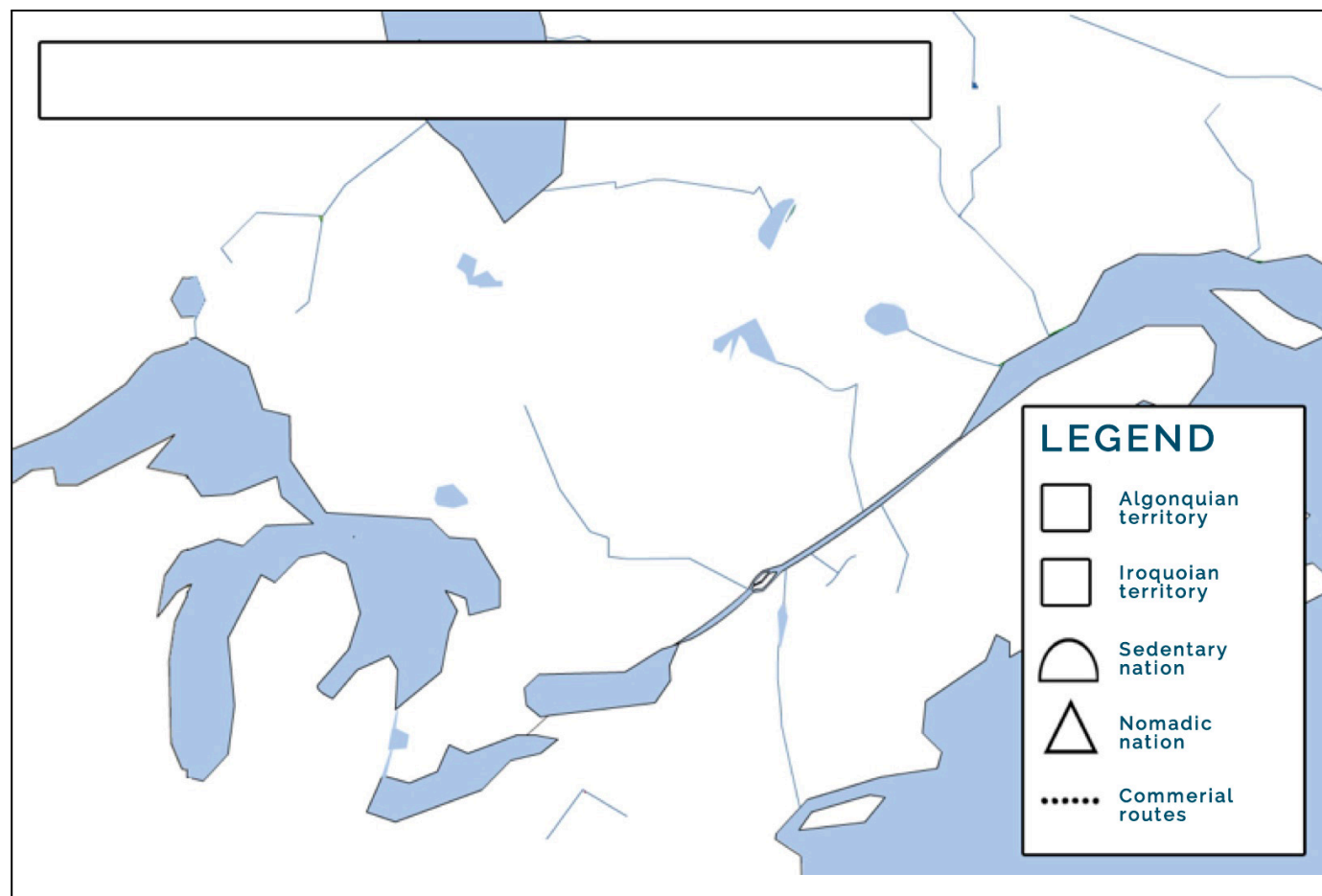


Learning Intention:	Success Criteria
Know the different Indigenous groups in the present-day territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.

>> Document:

Alternative Blank Map Activity idea

Fill in the blank map indicating some nations in different areas of the territory, according to their language group, but also if they were nomadic or not.



>> ACTIVITY SUGGESTIONS (s) FOR SOCIAL STRUCTURES OF Indigenous GROUPS

Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

Competency 1: Characterizes a period

- Considers geographical reference points like natural features and evidence & Facts like aspects of society

Intellectual Operations :

- Establish facts
- Situate in space and time
- Characterize a phenomenon

Process:

i) Examine the objects presented in the curated documents in this collection, and read their corresponding texts.

Optional: Use a simple tool like [Gathering Information from an Artifact 2021](#) to think about certain artifacts.

ii) Categorize and explain the significance of artifacts:

1. Categorize items in a list of suggested artifacts, according to whether the objects come from a society in either Algonquian, Iroquoian or Inuit language groups. View sample items at <http://cartograf.learnquebec.ca/file750?view=browse> or collect appropriate ones from docs below.
2. Explain the choice of object and comment on the region or territory of the First Nation in question.
3. Explain how it is significant to the way of life in that region and/or its social structures.

Technology:

A simple organizer could be used in Google Docs.

Or... A Cartograf map could be organized to identify and delineate different language groups using lines or shapes.

Students could, for example, attach 4 artifact images to each of the shape's description, thus matching it to First Nations in that language group.

- Note A [draft of Cartograf language-group map](#) has been started (It can be duplicated and used by students)



>> ADDITIONAL RESOURCE SITES FOR THIS SECTION

Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

Ways of Life

St. Lawrence Iroquoians www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/iroquoiens-iroquoians/introduction-eng.html

Mohawk Iroquois Village: An Exhibit at the New York State Museum www.nysm.nysed.gov/IroquoisVillage/

Societies and Territories site at <http://societies.learnquebec.ca> then try:

Daily Life of Algonquians around 1500

- [Living in a wigwam](#)
- [Nomads](#)
- [Adapted clothing and objects](#)

Daily life of Iroquoians around 1500

- [Life in a longhouse](#)
- [Fun and games](#)
- [A sedentary way of life](#)
- [Corn porridge on the menu](#)
- [Clothes for every season](#)
- [Objects for every need](#)

Browse also new sections on the [Inuit in 1980](#), which also refer to the areas in which they originally settled.

Artifact and document collections:

McCord Museum Web tours for First Nations themes at

http://www.mccord-museum.qc.ca/en/keys/webtours/groupID/1.6#group_1.6

Canadian Museum of History Searches:

Visit <http://collections.museedelhistoire.ca/public/pages/cmccpublic/alt-emupublic/Query.php?lang=0> then search terms like:

Montagnais, Iroquois, Algonquian, Inuit, etc. Example for Montagnais: <http://bit.ly/montagnaissearch>

BNF site France in America. <http://gallica.bnf.fr/dossiers/html/dossiers/FranceAmerique/changelang.jsp?lang=en&qui=T2-0-Intro.htm>

Use Search tool to search by keyword and century! Example for Iroquois: http://gallica.bnf.fr/Search?ArianeWireIndex=index&lang=EN&q=iroquois&f_century=17



Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

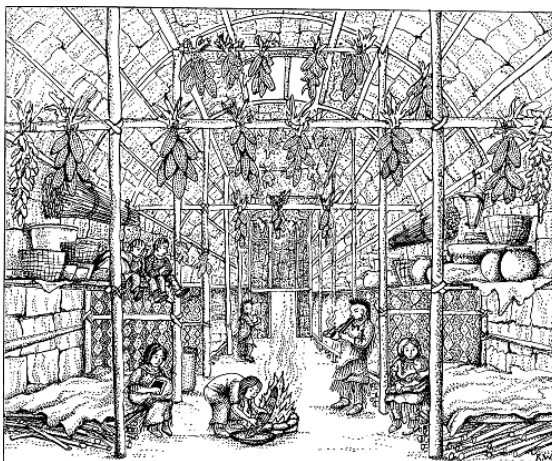
Iroquoian farming and longhouses

Investigate:

<http://theiroquoisstory.weebly.com/iroquois-home-life.html>

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

<http://exhibitions.nysm.nysed.gov/iroquoisvillage/>



Source: Figure 3. Interior of a longhouse. [Mohawk Iroquois Longhouse - Construction](#)



Image source: [Mohawk Iroquois Village circa 1600](#)



Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

Iroquoian Villages, and Palisades

"Four hundred years ago, an Iroquois longhouse village was typically surrounded by a palisade or "stockade." The palisade was built of tall, upright posts set into the ground, with saplings, and sometimes, sheets of bark, interwoven between them. From the inside and outside, the palisade wall resembled a wicker basket. Villages might be protected by one, two, and even three encircling rows of palisades. The palisade protected the villagers from enemy attack, and kept wild animals out, as well. Some researchers think they may have also served as a "snow fence," protecting the longhouses just inside from winter winds and snow."



Source and larger image at: [A Mohawk Iroquois Village](#)

Part of A PALISADED HURON-IROQUOIS VILLAGE

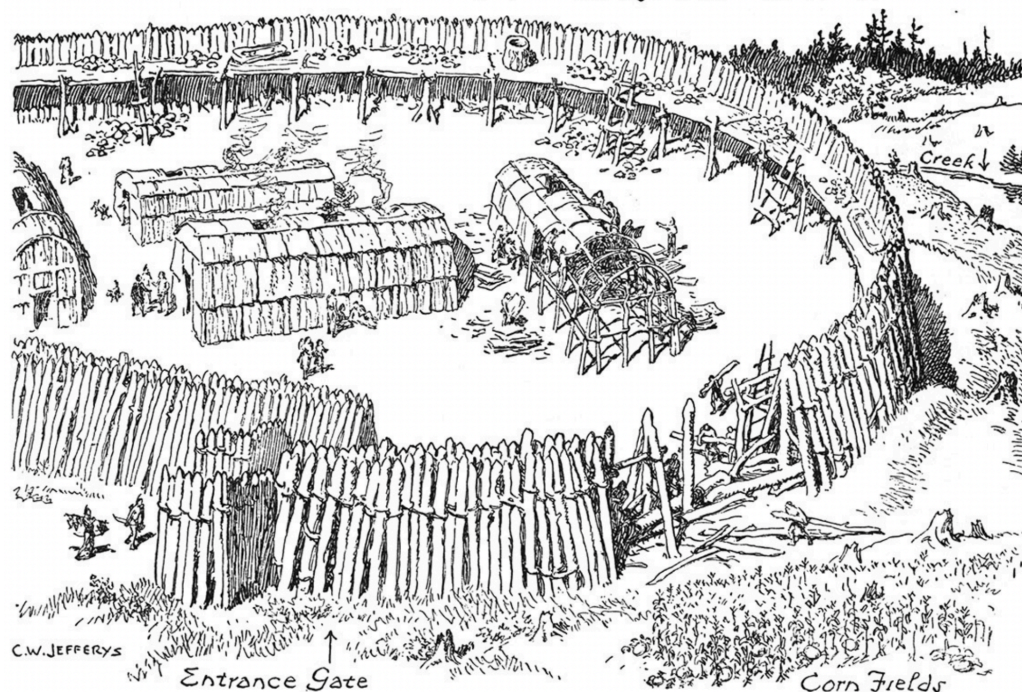


Image source: [Part of a Palisaded Huron Iroquois Village. Jefferys, Charles W. 1942. The Picture Gallery of Canadian History Volume 1. p.16](#) [Primary Document File]

Discuss:

What purpose might the "palisades" serve? (the fences around the villages)?
Where do you think the farming occurs in relation to the houses?
Describe the houses? How many families might live in one house?

Learning Intention:	Success Criteria
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>> Document:

Iroquoian social roles:

"Men were the warriors, tradesmen, and hunters (Kalman 18). From a young age boys were taught to be brave and refuse fear and pain. They were responsible for protecting their families from raiding Indian tribes and from animal attacks."



Image source: The Hunter. Ernie Smith, 1938. Watercolor. RMSC Collections

"Iroquois women, like many Native Americans, were honored in their society. Inheritance fell matrilineally, and clan mothers were given the right to ordain and remove sachems from the Iroquois Confederacy (Doherty 18). Women were listened to. During the day it was a woman's job to take care of the longhouse. They were responsible for tending to the gardens, collecting food, and preparing meals (Kalman 19). They also made many household objects for the longhouses, such as: baskets, pottery, clothing, storage items, and cradleboards (Kalman). It was the woman's job to take care of the children when they were young; and when young girl's were old enough they would work beside their mothers and learn from them how to take care of the longhouse." Source for texts: [Iroquois Social Roles](#)



Iroquois women grinding corn or dried berries; note infant on cradleboard in background (1664 engraving) Source: [Economy of the Iroquois \(Wikipedia\)](#) [Primary Document File]



Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

Iroquoian Tools: Stone Axes and other tools

“For the Iroquoians, farming involved a special organization of their social space and was based on a sexual division of labour. Agricultural activities normally began in April, with the clearing of forested land to prepare it for cultivation. Following the women's directions, the men slashed brush, felled some trees with stone axes and killed off others by removing the bark. The stony soil in the area around the Droulers/Tsiionhiakwatha site meant that rocks had to be removed before crops could be sown. The presence of several heaps of stones near the village is eloquent evidence of this work.”

Source: [Preparing the fields | A Lifestyle Shaped by the Seasons | The St. Lawrence Iroquoians](#)



Reproduction of a stone axe at left from virtualmuseum.ca page with more resources at: [Preparing the fields | A Lifestyle Shaped by the Seasons | The St. Lawrence Iroquoians](#)

Two late prehistoric Iroquois polished stone axes at right.
Source: [A Mohawk Iroquois Village](#) [Primary Document File]



Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document: Iroquoian Women and the land

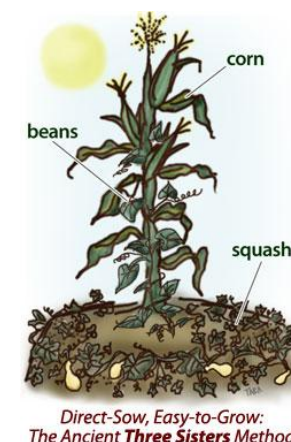
“The women worked the soil by hand using a wooden hoe (ona'rate) or bone spatula with which they lifted and broke up clods of earth to obtain a finer texture. They could then make small mounds of earth, or hills, measuring about a metre in diameter. In each hill, which remained in place from one year to the next, the women planted six to ten grains of corn, using a digging stick to make holes. Before the grain was planted, it was soaked in an herbal decoction that encouraged germination and made it inedible for crows, which could otherwise devastate a cornfield. The women normally planted more corn than was needed for one year, which made it possible to stock surpluses that could last for three or four years in case harvests were poor. A few weeks after the corn was planted, beans and then squash seeds were sown around the emerging corn on the little hills, so that the Three Sisters could grow together.”

Source: [Preparing the fields | A Lifestyle Shaped by the Seasons | The St. Lawrence Iroquoians](#)

Document search activity:

Use the Canadian Museum of History image search at <http://bit.ly/canadianmuseumsearch> to search “Iroquois” and find artifacts that relate to this topic! Share with your classmates.

Visit: **A Mohawk Iroquois Village: An Exhibit at the [New York State Museum](#)**



“Corn, beans and squash, The Three Sisters, were the principal crops of the Iroquois and other Native American groups in the northeastern United States, at the time Europeans arrived here about 1600. By this time, the Iroquois had been planting these three crops together for about 300 years. Corn and beans are not Indigenous to this area; they originated in tropical America where they were cultivated by early peoples, long before these crops were cultivated in the northeastern United States.”

Left image: University of Illinois Extension, via [Plant a Three Sisters Garden: Corn, Beans, and Squash | The Old Farmer's Almanac](#). Right image: Retrieved from [A sedentary way of life – Societies and Territories](#). Larger versions at “A Mohawk Iroquois Village: An Exhibit at the New York State Museum” [Mohawk Iroquois Village: Introduction](#)



Source: <http://bit.ly/iroquoisbasket>



<http://bit.ly/mohawkcorn>



<http://bit.ly/iroquoistray>



<http://bit.ly/iroquoishusker>

Learning Intention:	Success Criteria
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>> Document:

Pipe smoking in Iroquoian society

“On Iroquoian sites, the presence of pipes is one of the most eloquent signs of the Amerindians' tobacco complex. This complex, which can be traced back to the first pipes 3 000 years ago, became particularly important for the St. Lawrence Iroquoians with the appearance of stemmed clay pipes with bowls that were frequently decorated and came in various shapes (trumpet, conical, vasiform, cylindrical, etc.). Certain bowls even bear the effigy of an animal, such as a bird, reptile, dog or wolf, or are shaped into a stylized human head that faces the smoker. The wide variety of shapes and styles shown by these pipes testifies to the significance of tobacco smoking among the St. Lawrence Iroquoians. With respect to pipe production, the clay was mixed with a finer temper than that used for pottery and the outer surface of the bowls seems to have been polished.

The first accounts written by Europeans mention tobacco essentially in association with men, but this does not necessarily imply that the presence of pipes is related exclusively to male activities. It is quite possible that within an egalitarian society women could have smoked as well, especially when smoking became less ceremonial as is thought to be the case among the St. Lawrence Iroquoians.”

Source: [Ceramics | Material Culture | The St. Lawrence Iroquoians](#)



©MUSÉE MCCORD MUSEUM

Eastern Woodlands Aboriginal: St. Lawrence Iroquoian

Image source: McCord Museum under CC BY-NC-ND 2.5 CA

<https://collections.musee-mccord-stewart.ca/en/objects/12567/no-title?ctx=262ddd84325b6d457b0819401288b7bba0ab9946&idx=163> [Primary Document File]

See also: [Storytelling: the Art of Knowledge - Algonquin](#) for resources and larger images of previews below.
[Primary Document File]





Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

Iroquoian Women Potters

“Iroquois potters were women. They frequently decorated the pots around the rim; here we see a simple human face. Detailed view of the intact pot, showing a simplified human face within a decoration of repetitive lines on the rim.”

Source: [Some Iroquois Artifacts](#)

Document search activity:

Use the Canadian Museum of History <http://bit.ly/canadianmuseumsearch> to search “Iroquois” and find artifacts that relate to this topic.



Source: [Slide 22]An intact clay pot is a rare find for archeologists. ... Intact Iroquois clay pot, c.1450-1500, found in a rock shelter. Jefferson County, NY. Height: 14 inches. Visit [Some Iroquois Artifacts](#)



Source: Cropped detail from [Slide 23] Iroquois potters were women. Visit: [Some Iroquois Artifacts](#)

Learning Intention:	Success Criteria
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>> Document:

Iroquoian Tools (Mens')

"Polished stone axes, such as those shown here, once had sturdy wooden handles. They were men's tools, used to cut down trees and in woodworking activities. Mohawk Iroquois polished stone axes, c.1500-1600. "

"As hunters and warriors, Iroquois men also made triangular-shaped arrowpoints and leaf-shaped knives from chert or flint, a hard brittle mineral found in outcrops of local bedrock."

Source: <http://www.nysm.nysed.gov/IroquoisVillage/slidesetwob.html> (page now only available [here](#))



Source: 17. Two late prehistoric Iroquois polished stone axes: the larger one, shown in side view, is about eight inches long; the smaller one shown in edge view, is about five inches long..via [A Mohawk Iroquois Village](#) [Primary Document File]



Source: #18. Arrow Points and knife blades, the small arrow points are about one inch long.via [A Mohawk Iroquois Village](#) [Primary Document File]



Learning Intention:	Success Criteria
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>> Document:

Algonquian dwellings

Discuss:

Would people living in this type of dwelling be nomadic or sedentary?



Three Montagnais, Wigwams, Murray Bay

William Raphael, About 1875, 19th century

Source: [M6016 | Three Montagnais, Wigwams, Murray Bay | Painting | William Raphael | McCord Museum](#) under [by-nc-nd/](#) [Primary Document File]



Mi'kmaq wigwam, NB(?), 1914

Source: [MP-0000.2035 | Mi'kmaq wigwam, NB\(?\), 1914 | Photograph | Anonyme - Anonymous | McCord Museum](#) under [by-nc-nd/](#) [Primary Document File]

Learning Intention:	Success Criteria
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>> Document:

Algonquians' means of transportation

“From the Micmac of the Atlantic Coast to the Woods Cree of northern Alberta, the widespread Algonquian-speaking peoples produced bark canoes in many shapes and sizes. Some of the most obvious formal differences can be seen in the end profiles, which vary in both height and degree of curvature.”

Source: [Civilization.ca](http://civilization.ca) - Native Watercraft - Bark Canoes

“Because the Northern climates made agriculture difficult, the Algonquin were a semi-nomadic people, moving their encampments from one place to the next in search of food, which came from hunting, trapping, fishing and the gathering of various plant roots, seeds, wild rice and berries. They travelled on foot and by birchbark canoe in the summer months, and used toboggans and snowshoes in the winter.”

Source: [The Algonquian Indians at normlev.net](http://TheAlgonquianIndians.atnormlev.net) Now only via archive.org/

See also: From canoe to toboggan at Societies and Territories site at [From canoe to toboggan – Societies and Territories](http://Fromcanoe.toboggan-SocietiesandTerritories)



©MUSÉE McCORD MUSEUM

Source: Model canoe Anonyme - Anonymous Eastern Woodlands Aboriginal: Algonquin 1910-1950, 20th century Birchbark, wood, sinew, resin, nails, cotton thread 20 x 86.5 cm Gift of les Missionnaires Oblats de Marie Immaculée [M2006.48.84](https://creativecommons.org/licenses/by-nc-nd/2.5/ca/) © [McCord Museum](https://creativecommons.org/licenses/by-nc-nd/2.5/ca/), under <https://creativecommons.org/licenses/by-nc-nd/2.5/ca/>



Learning Intention:	Success Criteria
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>> Document:

Algonquians clothing:

“Typical clothing for Eastern Woodlands men were robes, leggings, moccasins, and breechcloths.

For cold weather and special occasions, they wore mittens, special coats and special hats.”

Source: [Eastern Woodland Hunters at firstpeoplesofcanada.com/fp_groups/fp_wh5.html](http://firstpeoplesofcanada.com/fp_groups/fp_wh5.html)

Eastern Subarctic Montagnais (Innu) mittens



Source: Canadian Museum of History III-C-486 a-b at <https://collections.history.museum.ca/>

See also "Adapted clothing and objects Adapted clothing and objects" at [Adapted clothing and objects – Societies and Territories \(LEARN-RÉCIT\)](#) [Primary Document File]



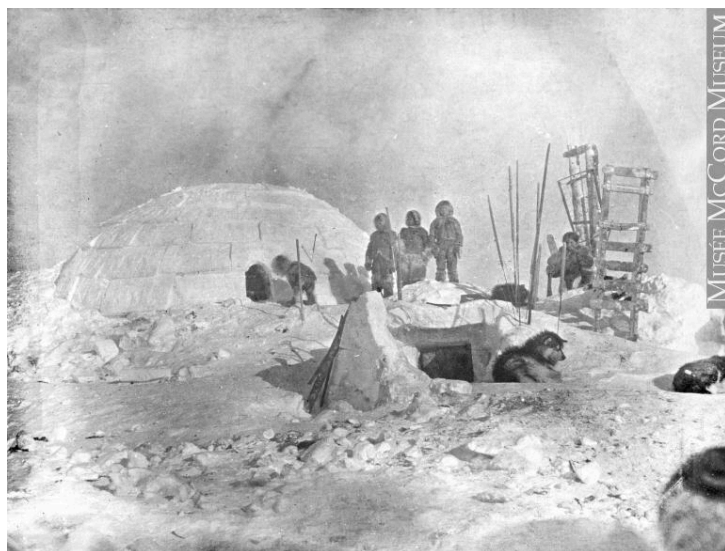
Learning Intention:	Success Criteria
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>> Document:

Inuit were nomadic

Discuss:

What type of dwelling would be used in what season?



Source: [Inuit standing near snow houses, 1920 \(?\) Anonyme - Anonymous 1919-1921...](#) © McCord Museum under [by-nc-nd/](#) [Primary Document File]

Discuss:

What in this picture tells you this is NOT before European contact?!



Kaktoo and family in front of their tent, Craig Harbour, 1922, probably taken by William Harold Grant.
Source: [Photo collections - Project Naming - Library and Archives Canada](#) [Primary Document File]



Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

Inuit were nomadic, during all seasons

“The Inuit had different methods of travel depending on the season. In the winter they traveled across the frozen Arctic either by foot or dog sled. During the summer they took advantage of the open water and traveled by boat.”

Source: [The Inuit at firstpeoplesofcanada.com](http://firstpeoplesofcanada.com)



[Inuit group travelling with dogs and sled. 1920 \(?\) Anonyme - Anonymous 1919-1921... © McCord Museum](#) under [by-nc-nd/](#) [Primary Document File]



Source: [Model sled Anonyme - Anonymous Eastern Arctic Inuit: Nunavimut 1911... © McCord Museum](#) under [by-nc-nd/](#) [Primary Document File]



Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

Inuit family unit was more important

“Family groups were the most important social unit in Inuit culture. They usually lived in family groups of around 5-6 people. Then each family would live and hunt together with 6-10 other families.

Marriage was important for the Inuit people. Some marriages were arranged, but most were by choice.

There was an obvious division of labour in a marriage:

Men: built the houses, hunted, and fished

Women: cooked, dressed the animal skins, made clothing, and looked after the children”

Source: [The Inuit at firstpeoplesofcanada.com](http://TheInuitatfirstpeoplesofcanada.com)



Source: [Culture of Greenland. Wikipedia.com](http://CultureofGreenland.Wikipedia.com)
via Scan of the National Geographic Magazine, Volume 31 (1917) <https://commons.wikimedia.org/> under Public Domain [Primary Document File]



Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

Inuit tools

Inuit stone ulu:

Thule culture (pre modern Inuit)
1000-1700, 11th to 17th century



Source: Ulu. Maker Unknown Markings, 1000-1700, Culture: Inuit, Thule.
<https://collections.musee-mccord-stewart.ca/en/objects/details/98941> Public Domain [Primary Document File]

Ulu, a 'women's knife'

"The 'women's knife' known as the ulu, with its distinctive form, has always been an essential tool for the Inuit. Originally, the blades were made from slate, but after contact with Europeans the Inuit began making the blades from iron files or pieces of steel. Ulus of this size were used for the intricate cutting required during clothing construction. They were also used to cut and trim small skins. Young girls were given small ulus so that they could begin their apprenticeship by imitating their elders."

Source: [ME930.39.15 | Ulu at mccord-museum.qc.ca/ \(Archived here\)](#)



Source: [Ulu. Maker Unknown. Eastern Arctic Inuit: 1900-1909 McCord Museum](#) Public Domain [Primary Document File]



Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

Inuit were sea-going hunters

"Early Inuit were already accomplished whalers when they began moving into Arctic Canada about 1,000 years ago. Like Inuit today, early Inuit depended on a variety of animals for food, including seals, caribou, fish, walrus, and other sea mammals. In areas where whales were abundant, whale hunting provided considerable material prosperity. Whale hunting became the focus of a complex and sophisticated technology, and of spiritual ideas which are among the highest expressions of Inuit culture."

Source: [Civilization.ca](http://civilization.ca) - First Peoples of Canada - Arctic Whalers



Central Arctic or Eastern Arctic Inuit 1890-1935,
19th century or 20th century Seal skin, wood, sinew.
[M2006.48.79 | Model kayak | McCord Museum](#) under [by-nc-nd](#)

A successful sea hunt often required many Inuit to work together:



Greenland 'Eskimo' clans meeting to hunt whales

Information source: [UIRALA - ORIGIN AND MIGRATION OF PREHISTORIC BOAT PEOPLES](#) Image source: enhanced section from Google Books version at [Det gamle Grønlands nye perustration, eller Naturelhistorie, og beskrivelse ... By Hans Egede](#) page 57 [Primary Document File]

See also Inuit Whale Hunt Group preparing for the hunt (by Lewis Parker) and other images and resources at [Arctic Indigenous Peoples in Canada at thecanadianencyclopedia.ca](#) [Primary Document File]

Learning Intention:	Success Criteria
Explain the ways of life and social structures of different Indigenous groups.	I can explain the ways of life and social structures and categorize artifacts belonging to different Indigenous groups.

>> Document:

Inuit were sea-going hunters

Inuit harpooned seals and whales from their kayaks.

“The harpooner singles out a fish [whale], and drives into its flesh this weapon, to which an inflated seal-skin is attached by means of a walrus-hide thong. The wounded fish is then incessantly harassed by men in kayaks with weapons of a similar description, a number of which, when attached to the whale, baffle its efforts to escape, and wear out its strength, until in the course of a day, the whale dies from sheer exhaustion and loss of blood.”

Source: [Civilization.ca](http://civilization.ca) - Inuvialuit of the Western Arctic - Economy

Discuss:

From the images you have seen, who do you think would likely have used the harpoon, men or women?



Source: **Eskimo man seated in a kayak prepares to throw spear.** J299990 U.S. Copyright Office.
Via “Copyright info. No known restrictions on publication” at [Ready for the throw--Nuniyak](https://www.picryl.com/public/domain-search/ready-for-the-throw--nuniyak) - PICRYL Public Domain Search [Primary Document File]



Source: Harpoon, at wikipedia.org/wiki/Harpoon [Primary Document File]



History of Québec and Canada

Digital resources for students and teachers by LEARN & partners
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Annexes



Sample Questions to ask about my own region:

Tool asking questions about my own region ([full version](#))

Name:

Subject:

Date:

SAMPLE QUESTIONS

Sample Questions to ask about my own region ➡

Regarding Migrations and Why People Move?

- Which indigenous group inhabited the territory where I live now?
- What resources in my area would have drawn people here initially?
- What animals would people have hunted here?
- Was the land good for farming?
- What water and land routes lead to my area from other areas?
- Are there any archaeological sites in my area, or any museums who might help?
- Are there any universities in my area who might have programs related to archeology, anthropology, etc who might help?

Use the following tool to develop questions on your own topic:

Empathizing: Working with starter questions about ... Who lives here?

Note: This document can be printed to a 17 x 11 inch ledger-sized paper. Or [copied](#) and edited for better visibility on screens





Tool asking questions about my own region ([full version](#))

Name:

Subject:

Date:

THE 3 QUESTIONS OF INFORMATION GATHERING

Questions about my area ➡

What do I already understand? ↓

Write here:

What more do I need to find out? ↓

Write here:

What sources can I use to find the information? ↓

Write here:

Ask yourself: How did I do in the task above ?

Note: This document can be printed to a 17 x 11 inch ledger-sized paper. Or [copied](#) and edited for better visibility on screens





Gathering Information from an Artifact 2021 tool available [here](#)



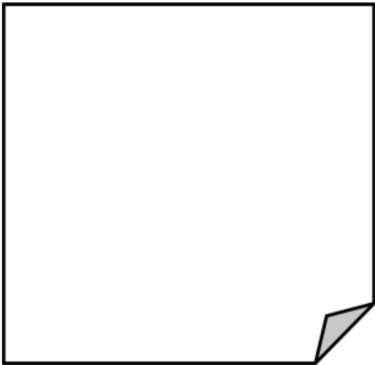
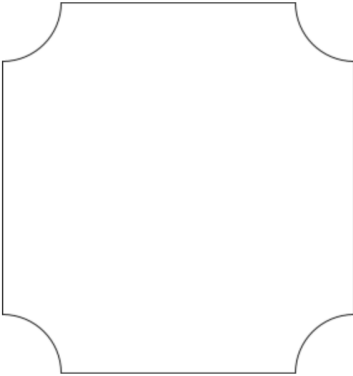
Gathering Information from an Artifact

Name of artifact: _____

The artifact is made of...

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, or other material.

The artifact looks like...



The artifact was used for...

What might it have been used for?	
Who might have used it?	
Where might it have been used?	
When might it have been used?	

The artifact tells us...

What does it tell us about the technology of that time period?	
What does it tell us about the way of life of the people who made it and used it?	