

Making Do With What You Have

Lesson Plan

Grades K-4, Cycles 1-2

Pedagogical Intent

Students learn about the history and cultures of aboriginal peoples by identifying plant and animal materials used to make everyday objects, completing the Match the Object to the Material Activity Sheet, and engaging in a classroom discussion about materials people use to make objects.

Grade: Kindergarten-Grade 4; Quebec Cycle 1-2

Subjects: Social Studies, Geography, History and Citizenship Education, Language Arts, Arts Education

Themes: Aboriginal cultures and history, communities in Canada, diversity, change and continuity, meeting needs, resources, similarities and differences

Objectives and Competencies: Use information, communicate appropriately; observe, describe, summarize, reason, use critical thinking, compare, use creativity, cooperate with others, listen to others, use oral communication

Duration: 120-180 minutes

Web Resources

- Gateway to Aboriginal Heritage web module www.civilization.ca/tresors/ethno/index_e.html
- Match the Object to the Material - [Teacher's Answer Sheet](#)

Optional Technical Equipment

- Computer with Internet access for each pair of students

Student Handouts

One copy per student:

- [Match the Object to the Material Activity Sheet](#)

Teacher Preparation:

1. Ensure students have been introduced to aboriginal history prior to this lesson.
2. Write two headings on a large sheet of paper: Animals and Plants, Not Animals and Not Plants. Leave enough room beneath each to write the names of several objects.
3. If you would like to do the optional computer-based activities, visit the [Gateway to Aboriginal Heritage web module](#). Select the Objects tab, and view the available categories of objects.



Rattle
(VII-X-1276 c)

Procedure

1. Select and sort objects.

Ask students to look around the classroom and choose one object that they see. It can be a piece of furniture, clothing they are wearing, or something on their desk.

Point to the two headings: "Animals and Plants", "Not Animals and Not Plants". Explain that you would like to list the objects under the heading that best describes what the object is made from. One by one, ask students to name the objects they have chosen. Ask them under which heading the object belongs, offering hints if needed, and write the object name under the correct heading.

When you have listed all of the objects, ask the students to tell you what they observe about the two lists. They should notice that there are few objects in the "Animals and Plants" list, and many in the "Not Animals and Not Plants" list.

2. Explore the category of plant and animal materials.

Brainstorm with your class about what is similar about plants and animals: plants and animals are living; they can be grown, or collected or harvested from nature; they are found all around the world.

From the list made by the students, select an object made from an animal. Explore what animal it comes from (for example, yarn from sheep, leather from cow) and what part of the animal was used (yarn from fleece, leather from skin). Repeat this with an object made from plants (wooden furniture/wood/tree trunk, cotton t-shirt/cotton plant/cotton boll on plant).

Ask children where the plants and animals used to make these objects come from. Sheep and cows are raised on farms. Plants come from places like farms, gardens and forests. Explain that people all around the world have always used plants and animals as resources to meet their needs for food, clothing and shelter because they can grow or collect them.

3. Quickly review Canadian aboriginal history.

Remind students that people have been living in Canada for a very long time. The earliest inhabitants were the aboriginals. Aboriginal people lived in all regions of Canada including the Arctic, the coasts, the grasslands of the Prairies, and forested regions. They made the things they needed – their clothes, tools, toys, housing and more – out of the materials that were available to them. Explain that they are now going to look at pictures of objects that were made by aboriginals who lived in Canada many years ago.

4. Introduce the Activity Sheet.

Ask students to work in pairs. Hand out one Match the Object to the Material Activity Sheet to each student. Look at the first object together: a kayak. Ask students to name it and to discuss what they think it was used for. Then ask what they think it was made from. Ask them to draw one or more lines from the object to the materials used to make the object: animals, plants, or neither animals nor plants. Ask them to complete the Activity Sheet.

Optional, if computers with Internet access are available:

Allow students to consult the database themselves so they can see the colour version of the image.

5. Review the Activity Sheet answers.

When students have completed the worksheet, review the answers together as a class; refer to the Teacher's Answer Sheet for correct answers. How many objects were made from plants? How many were made from animals? How many were made from materials other than plants and animals? Refer back to the list of objects and materials the class made in Step 1, showing few classroom objects made from plants and animals. Why is there such a difference?

6. Ask the class to describe the purpose, materials and origin of each object.

For each object, ask students to describe the following, helping them as needed: what it was used for, the materials used to make it, the plant or animal the materials came from, and how the materials were obtained.

Here are the answers:

- **Parka** (artifact IV-C-1745) to wear in cold weather; made from the fur and skin from a seal
- **Spear ornament** (artifact II-A-7): for decoration, made from eagle feathers
- **Moccasins** (artifact V-C-207 a-b): to wear on your feet; made from leather from the skin of a deer
- **Storage box** (artifact VII-B-324 a,b): to hold things; made from wood harvested from a cedar tree
- **Boot** (artifact VI-E-56): to wear on your feet; made from wool shorn from sheep and from the hide of a moose
- **Rattle** (artifact VII-X-1276 c): to shake to accompany music or on its own; made from shells collected from the shore and from cedar bark stripped from a cedar tree

Extension Ideas

How many materials can you find? A Nakoda necklace (artifact 1977-104-682) is made from an unbelievable number of materials. Show your students a picture or projection of the necklace, and ask them to identify all of the materials. Here is information about the necklace: "This necklace is made of fish bones, elk teeth, horse teeth, bear claws, eagle claws, turquoise beads, shells, beaver feet, bird bones, weasel skin and concha shell. It was made in 1966 at the Stony Indian Reserve at Morley, Alberta."

Make Your Own Quiz: Create your own quiz by selecting images from the database and pasting them over the images on the Activity Sheet.

Computer-based Challenges: Ask students to find objects in the database made from specific materials, or from as many materials as possible. Ask students to find objects in the database that are similar to objects used today, but made from different materials.

7. Compare the objects to objects used by students.

Does anyone own something that is similar to any of these objects? Name some similar objects, such as a coat, shoes or rattle. What materials are they made from? Why do we use different materials to make these objects? Why didn't the people who made these objects use the materials we have? Explain that people used materials that were available to them in their environment to make the objects. We now have access to many more materials than people did in the past; as a result, our objects are made from many more materials.

French as a Second Language: Use the French version of the artifact record in the database. Ask students to describe the artifact in French using the information in the database to assist them.

English as a Second Language: Ask students to think about an object they use at home that is similar to one of the artifacts. Ask them to present their object by naming it, naming the similar artifact, describing the object, and talking about what it is used for, how it is used, what it is made from, and who uses it.

Arts Education: What would you use to make various objects if you could only use materials found in your natural environment? For example, how would you make a shirt? A hat? How about a toy? Make a toy or other object from materials available from plant and animal materials you collect. If you could visit the place where one of the objects was made, where would you go? What would you see there? Ask students to select an object, and draw a picture of a person using the object in the place where the object is from.