

## SCHOOL PROGRAM TEACHER OVERVIEW

# TRADITIONS OF THE ANISHINABE (ALGONQUIN)

### PROGRAM DESCRIPTION

Explore the continuity of Anishinabe (Algonquin) culture through their traditions, oral histories, the objects they created, and the knowledge that community members have shared with the Museum. Students will explore objects related to six different traditions in Anishinabe (Algonquin) culture, and use the knowledge they acquire to compare Anishinabe (Algonquin) culture with their own.

### BIG IDEA

The land on which the Canadian Museum of History was built is the traditional territory of the Anishinabe (Algonquin), who have lived, hunted, and thrived here from time immemorial. Anishinabe (Algonquin) cultural traditions have experienced both continuity and change, which can be seen through an exploration of their oral histories, their traditions, and the objects they created, both past and present.

### GRADE LEVELS

**ON** GRADES 2 TO 6

**QC** CYCLE 2 TO CYCLE 3

*Best curriculum link is to Grades 3 to 5/Cycle 2.*

### DURATION AND PROGRAM TIMES

- 45 minutes
- Start times: 10 a.m., 11:15 a.m. and 1 p.m.

### LEARNING OUTCOMES

Your students will gain a deeper understanding of the Anishinabe (Algonquin), their material culture, their oral history, and their traditions. They will explore the continuity of Anishinabe (Algonquin) culture, as well as its similarities and differences to their own culture.

#### THROUGH THIS PROGRAM, YOUR STUDENTS WILL:

- Identify Anishinabe (Algonquin) objects, and the materials used to make them.
- Discuss Anishinabe (Algonquin) traditions, and the continuity of these traditions.
- Explore the traditions and culture of the Anishinabe (Algonquin), in relation to their own traditions and culture.

- Use the historical inquiry process to explore the traditions of the Anishinabe (Algonquin).
- Examine the culture of the Anishinabe (Algonquin) through the historical thinking concept of Continuity and Change.

### DELIVERY APPROACH

The Canadian Museum of History strives to tell the stories of Canadians through collected objects and the information these objects can share. Our school programs aim to foster a creative learning environment for students, through hands-on and minds-on activities in which they feel free to take risks, ask questions and participate without being judged. By facilitating constructive collaboration with their peers, and respect for one another's contributions, we encourage students to make personal connections with the past and develop historical thinking skills, while making learning FUN!

### PREPARING YOUR CLASS

To ensure that your class gets the most out of this unique educational experience, we encourage you to consider the following pre-visit activities below.

- Build Anticipation for Your Visit

Get your students excited about history and museums. Initiate a classroom discussion, and ask a series of questions to spark students' imaginations. This will engage your students in thinking about the Museum, encourage inquiry, and help students to anticipate the field trip in a positive way.



### *Suggested Questions:*

What is a museum?

Why do we have museums?

Why is it important to visit museums?

Where do you think the items in a museum or exhibit come from?

Have you ever been to a museum? Which one? What was your experience like?

Where is the Canadian Museum of History? Can you find it on a map?

- Learn about Canada's First Peoples by visiting the Museum's website at <http://www.historymuseum.ca>.
- Bring an unusual object to class. Ask students to look at it and handle it carefully. Discuss the object as a group. What is it made of? What can it be used for? Who does it belong to? Where it is used? When it is used? How important is it to its user(s)? It will be helpful to use objects related to cultural and family traditions, as your students will be exploring six aspects of Anishinabe (Algonquin) life: the summer gathering, hunting and fishing, clothing, daily life, travel, and toys and games.

## POST-VISIT ACTIVITIES

To help reinforce the lessons your students have learned during their Museum program, you may want to consider some of these follow-up activities:

- The Gateway to Aboriginal Heritage offers great post-visit resources for your Aboriginal school program. [http://www.historymuseum.ca/cmhc/exhibitions/tresors/ethno/index\\_e.shtml](http://www.historymuseum.ca/cmhc/exhibitions/tresors/ethno/index_e.shtml)
- Have students research an object they can't live without in their daily lives. Where do the materials come from? Where is it made?

## RECOMMENDED PAIRINGS

If you are interested in learning more about early Indigenous peoples, consider taking the school programs *An Ancient Bond with the Land* and *History in Your Hands*.

## CURRICULUM CONNECTIONS

In order to support Ontario and Quebec curricula, this program has been tailored to enhance your classroom content.

### **ON** GRADE 2: SOCIAL STUDIES

- Changing Family and Community Traditions

### **ON** GRADE 3: SOCIAL STUDIES

- Communities in Canada, 1780–1850

### **ON** GRADE 4: SOCIAL STUDIES

- Early Societies, 3000 B.C.E. to 1500 C.E.

### **ON** GRADE 5: SOCIAL STUDIES

- First Nations and Europeans in New France and Early Canada

### **QC** CYCLE 2: GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

- Competency 1: To understand the organization of a society in its territory
- Competency 3: To be open to the diversity of societies and their territories

### **QC** CYCLE 3: GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

- Competency 3: To be open to the diversity of societies and their territories

## EVALUATION

To ensure that our programs remain helpful and relevant to your curriculum and to your students, we encourage all teachers to send in a post-program evaluation. Evaluation forms will be provided onsite, and we hope you will take advantage of this opportunity to provide us with valuable feedback on your Museum experience.

## RESERVATIONS

To make a reservation, please call 819-776-7014, or email us at [information@historymuseum.ca](mailto:information@historymuseum.ca).

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