

# Incorporating Archaeology into Lesson Plans: Educational Outcomes from the Saskatchewan Curriculum – Grades Four through Nine



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November 2010



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## **Chapter 1: Introduction**

This document lists the areas of the Saskatchewan Curriculum specifically highlighting the outcomes that can be used to teach students about Saskatchewan archaeology. The subject area of archaeology may seem daunting to those who are not familiar with it, but this guide is designed to better facilitate teachers and other educators as they are incorporating archaeological information and activities into their lesson plans.

The Saskatchewan Curriculum can be accessed online and all outcomes listed in this document have been taken directly from the curriculum (<https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp>).

The remainder of this document is organized according to grade and subject. Each grade, four through nine, is outlined separately in the following chapters. Specific areas in the curriculum that can be linked to archaeological themes and topics have been identified. There is a brief explanation as to how archaeology is associated with the outcomes and these are listed in order, thus making it easier for teachers to see where and how archaeology can fit into the curriculum. After each subject area has been discussed, there is a list of suggested activities and resources that accompany the outlined topics. Some of these activities that are identified by letter, are included in the Archaeology of Saskatchewan document, which have step-by-step instructions. Please use these ideas and any others you have to give your students the opportunity to learn about the archaeology of this province. Use any resources you have available in your community to create links between archaeology and your local history.

## Chapter 2: Grade Four

### 2.1 Introduction

This chapter discusses the areas of the grade four curriculum that can be linked to the study of archaeology, specifically, the archaeology of Saskatchewan. The following charts outline areas in Arts Education, English Language Arts, Mathematics, Science, and Social Studies that can be taught by using archaeological themes. The left-hand side of the charts lists the outcomes and indicators in each subject, while the right-hand side illustrates the archaeological connection. Activity ideas are located after each subject chart.

### 2.2 Arts Education

Outcomes	Archaeology
<p>Unit 1: Learning to See</p> <ul style="list-style-type: none"> <li>• Study the construction of the tipi and its contemporary use (When discussing traditional homes, such as tipis and igloos, be sure to show the diversity of homes of Indigenous peoples. Look at contemporary homes as well as traditional).</li> <li>• Mini-unit: Signs and Symbols - Learn about Indian hide painting and its traditional uses.</li> </ul> <p>Unit 2: Ideas and Inspirations</p> <ul style="list-style-type: none"> <li>• Mini-unit: Nature - Look at art works in which the environment has been influential. (Indian and Métis art work is sometimes strongly influenced by the environment).</li> </ul> <p>Unit 3: Making Sense of Things</p> <ul style="list-style-type: none"> <li>• Mini-unit: Designs from Nature - Study the designs of the Métis and the Plains Cree, focusing on the importance of the environment to the Métis and Cree peoples.</li> <li>• Mini-unit: A Sense of Purpose - Study traditional means of visual storytelling among Indian peoples. For example, traditional hide paintings are a means of passing knowledge about historical information and events from one generation to the next.</li> </ul>	<p>Aboriginal groups in Saskatchewan have lived in tipis for thousands of years. The Oxbow culture (4,700-3,800 BP) is associated with the oldest known tipi rings in the province. Thousands of tipi rings have been documented across the prairies.</p> <p>Buffalo hides, as well as larger animals such as elk and deer, were used as portable art surfaces in southern Saskatchewan. The paintings included images of hunting scenes, animals, and geometric designs.</p> <p>Rock art panels and hide paintings often depict images associated with nature – animals, water, flowers and other plants.</p> <p>Modern Métis and Cree art are great examples of how First Nations artists use nature as</p>

	<p>part of their designs. For example, beaded moccasins and mittens often incorporate floral and leaf motifs. These types of images can also be seen in rock art and hide paintings, as discussed in the previous point.</p>
<p><b>Indicators</b></p>	
<ul style="list-style-type: none"> <li>• Understand that shapes can be geometric or organic</li> <li>• Demonstrate the ability to perceive visual details, and include details to enhance depictions of plants, animals, people, and objects</li> <li>• Understand that ideas can come from sources such as memory, research, observation, feelings, or imagination</li> <li>• Expand skills and abilities using various visual art tools and materials</li> <li>• Explore the contributions of visual artists of various eras, locales, and cultures</li> <li>• Explore the contributions of Saskatchewan and Canadian artists, including First Nation and Métis artists</li> <li>• Begin to articulate the variety of reasons for creating art works</li> <li>• Understand that art tells something about the society in which it was created</li> <li>• View art works with a willingness to try to understand the artist’s intentions</li> <li>• Realize that knowing more about an artist and his/her society can help them understand an art work</li> </ul>	

**Suggested Activities and Resources**

- Invite a resource person to the classroom to talk about hide painting and/or rock art. With the help of their invited guest, have the students do hide painting on cloth or brown paper if hide is not available.
- Create a story about an animal, either in written form, through oral storytelling, or in their visual journals. These short stories can be shared with the rest of the class or in small groups.
- After studying the importance of nature to First Nations people and how this has influenced their art work, have the students create a piece of their own art displaying how

nature or the environment is important to them. Have the students discuss their finished products with the class and describe what the images represent.

- **Activity B: Rock Art Activity**
- **Activity D: Pottery Making**
- **Activity E: Ceramic Challenge**

## 2.3 English Language Arts

Outcomes and Indicators	Archaeology
<p><b>CR4.1</b> <i>Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:</i> • <i>identity (e.g., Expressing Myself)</i> • <i>community (e.g., Building Community)</i> • <i>social responsibility (e.g., Preserving a Habitat)</i> and support response with evidence from text and from own experiences.</p> <ul style="list-style-type: none"> <li>• View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Métis texts.</li> <li>• Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of texts including First Nations and Métis texts.</li> <li>• Identify cultural representations in oral, print, and other media texts from various communities including First Nations and Métis communities.</li> </ul>	<p>Archaeologists use traditional knowledge and oral traditions to better understand archaeological sites that are sacred and historically important to First Nations people.</p>
<p><b>CR4.2</b> <i>View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator’s technique and the impact on viewers.</i></p> <ul style="list-style-type: none"> <li>• Identify, with support, the values and aspects of various cultures underlying visual messages including First Nations and Métis art and other texts.</li> <li>• Understand how a range of visual features (e.g., graphs, images, illustrations, charts, maps, diagrams) can enhance and clarify spoken, written, or silent messages.</li> </ul>	<p>Archaeologists use a variety of sources, including oral traditions and histories, to understand the experiences of people from different points of view.</p>
<p><b>CR4.3</b> <i>Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.</i></p> <ul style="list-style-type: none"> <li>• Listen critically and respond appropriately to a range of oral communications including oral traditions passed on by First Nations Elders and Knowledge Keepers.</li> </ul>	
<p><b>CR4.4</b> <i>Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).</i></p> <ul style="list-style-type: none"> <li>• Read and summarize narrative texts including First Nations and Métis narratives and identify characters’ traits,</li> </ul>	

<p>characters' changes over time, and the theme.</p>	
<p><i>CC4.3 Speak to, present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.</i></p> <ul style="list-style-type: none"> <li>• Make narrative presentations that relate ideas, observations, or recollections about an event or experience, provide a context that enables the listener to imagine the circumstances of the event or experience, and provide insight into why the selected event or experience is memorable.</li> <li>• Make narrative presentations that retell a traditional First Nations and Métis narrative.</li> </ul>	

**Suggested Activities and Resources**

- Take a field trip to the Saskatchewan Indian Cultural Centre and speak to a Knowledge Keeper.
- Introduce the students to an archaeological site or a historically significant location, explaining to them what was found there. Then ask the students to write their own short story about what they think happened at the site to produce the kinds of artefacts or remains found there.
- **Activity L: The Life of an Artefact: A Story**
- **Activity H: Can You Think Like an Archaeologist?**
- **Activity J: What Are These Tools Used For?**



## 2.4 Mathematics

<b>Outcomes and Indicators</b>	<b>Archaeology</b>
<p><i>SS4.2 Demonstrate an understanding of area of regular and irregular 2-D shapes by: recognizing that area is measured in square units; selecting and justifying referents for the units <math>cm^2</math> or <math>m^2</math>; estimating area by using referents for <math>cm^2</math> or <math>m^2</math>; determining and recording area (<math>cm^2</math> or <math>m^2</math>); constructing different rectangles for a given area (<math>cm^2</math> or <math>m^2</math>) in order to demonstrate that many different rectangles may have the same area.</i></p> <ul style="list-style-type: none"> <li>• Describe area as the measure of surface recorded in square units.</li> <li>• Identify and explain why the square is a most efficient unit for measuring area.</li> <li>• Provide a referent for a square metre and explain the choice.</li> </ul>	<p>Archaeologists use a grid system to excavate a site. Usually, 1 x 1 metre square units are excavated. This system is used to keep all information organized and uniform. All of the measurements are made in reference to a datum point (one of the corners of the square).</p>

### Suggested Activities and Resources

- Make your classroom an archaeological site: Get students to map the classroom by laying out a grid system composed of 1 x 1 m units – perhaps by using masking tape on the floor. Have groups of students designated to specific units and ask them to sketch the locations of objects within those units (have the students use forms similar to the Planview Form – section 2.3.3 in the Teaching Guide). Also get the students to list the objects found in the units with their associated measurements.
- **Activity I: Mapping an Archaeological Site and Surface Survey**

## 2.5 Science

<b>Outcomes and Indicators</b>	<b>Archaeology</b>
<p><i>Practice and experience with classifying, observing and describing, hypothesizing, inferring, interpreting data, searching for data and their meaning, respecting logic, confidence, continuous learning, and interest. This activity supports students in interpreting the social and cultural aspects of science. Because of its characteristic properties, flint has been an important material in the development of technology. Early hunters used flint to make knives, spears, axes, and arrows. It was also used to make fires.</i></p> <ul style="list-style-type: none"><li>• Explain how igneous, sedimentary, and metamorphic rocks form.</li><li>• Compare igneous, sedimentary, and metamorphic rocks.</li><li>• Invite an elder or an archaeologist to demonstrate the traditional art of flint-knapping.</li></ul>	<p>Stone tool artefacts were made from many different types of rock. By identifying the type of rock, archaeologists can explain things like where the stone came from and if it might have been traded.</p> <p>Archaeologists use flint-knapping to learn how people made stone tools and projectile points.</p>

### **Suggested Activities and Resources**

- Learn about the different types of stone tools and projectile points found in Saskatchewan. Your local museum may even have a collection to take a look at. See if you can identify which types of rocks were used to make these tools.
- Invite a flint-knapper or archaeologist into the classroom to talk about/demonstrate flint-knapping.
- **Activity G: Archaeology Lab Activity**

## 2.6 Social Studies

<b>Outcomes and Indicators</b>	<b>Archaeology</b>
<p><i>IN4.1 Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.</i></p> <ul style="list-style-type: none"> <li>• Create biographic profiles of a selection of Saskatchewan First Nations and Métis leaders in the time period prior to Saskatchewan joining Confederation (e.g., Poundmaker, Big Bear, Riel, Dumont, Almighty Voice).</li> </ul>	<p>The investigations at historical archaeological sites have greatly added to our understanding of events and episodes that occurred in the past, including the development of the fur trade throughout Saskatchewan, the different waves of European immigrants, the 1885 Resistance, and the homestead era.</p>
<p><i>IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.</i></p> <ul style="list-style-type: none"> <li>• Identify the traditional locations of the various First Nations tribes and language groupings in Saskatchewan prior to European contact.</li> <li>• Detail the ways in which First Nations peoples supported the survival of early European newcomers to Saskatchewan.</li> <li>• Trace and represent the history of European immigration to Saskatchewan including those who came for economic reasons (explorers, fur traders, homestead farmers) and religious reasons (Mennonites, Hutterites, Doukhobors).</li> <li>• Articulate reasons why European immigrants left their homelands and settled in Saskatchewan, with particular emphasis upon the local community and/or the individual student families.</li> <li>• Represent through speaking, writing, drama, multimedia, or other form, the challenges faced, both historically and in the current era, by First Nations people, Métis people, and immigrants to Saskatchewan.</li> <li>• Identify strategies by which diverse cultural communities in Saskatchewan learned to work together for the common good (e.g., agricultural fairs, service organizations, community celebrations, arts groups, barn raising, construction of community facilities).</li> <li>• Compare immigration patterns in Saskatchewan in the 19th and early 20th centuries to immigration patterns in the current era.</li> <li>• Identify the significance of historic buildings and places associated with cultural diversity in the community and province.</li> <li>• Investigate the role of archaeology in understanding the origins of Saskatchewan communities.</li> </ul>	<p>Humans have basic needs, including access to food, water, and shelter. Depending on the preferences of the cultural group, communities/settlements would have been established in different environments. For example, some settlements were situated where the people would have access to limestone for kilns. Some groups are farmers. Some are hunters and gatherers. The settlement choices people made may tell archaeologists about who they were. Prior to European contact, the choices that First Nations people made regarding settlement (temporary, seasonal, etc.) were based primarily on their basic needs. As the province's population grows and transportation methods, access to food and water, and forms of communication improve, settlement patterns are changing, significantly.</p>
<p><i>DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.</i></p>	

<ul style="list-style-type: none"> <li>• Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps (e.g., near waterways, sources of water, rail lines, natural resources, low population density in rural areas).</li> </ul>	<p>Archaeologists use maps to locate sites and also to document the location of sites. They will take into account the landscape and water sources to help interpret sites and their purpose, for example, whether it was a camp site or a butchering site.</p>
<p><b>DR4.2</b> <i>Explain the relationship of First Nations and Métis peoples with the land.</i></p> <ul style="list-style-type: none"> <li>• Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.</li> <li>• Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).</li> <li>• Research the history of the Métis people and their relationship with the land.</li> <li>• Assess the impact of historic loss of land on First Nations and Métis people.</li> <li>• Research the Métis struggle for land, and the displacement of Métis people in the late 19th century.</li> </ul>	<p>When excavating a site, archaeologists can get a sense of the function of the site as well as how long it was occupied for depending on the number of artefacts that are found at it. For short-term occupations or other activity sites the amount and variety of artefacts are likely to be less than those of long-term occupations or other multiple function sites.</p>

### **Suggested Activities and Resources**

- **Activity F: Learning About Language**
- **Activity C: Trading Activity**
- **Activity H: Can You Think Like an Archaeologist?**
- Are there any historical buildings within your community? Choose an historical building near your school or within your community and learn about its history. Take a field trip to the location and have a tour if possible. Use the database of Designated Municipal and Provincial Sites on the Heritage Conservation Branch website to identify historic sites that are now provincially or municipally protected. <http://www.tpcs.gov.sk.ca/designation>

Have students do their own research on this building (or have each student pick a building if possible) and write a report on their findings. Cover areas including: year of construction, initial purpose, what business or homes have occupied the building throughout its life, what is the style of architecture, who owns the building, are there any historic photographs of it, etc.

Talk to people in the community who may remember when it was built or remember it as a child. What are their experiences with the building?

## Chapter 3: Grade Five

### 3.1 Introduction

This chapter discusses the areas of the grade five curriculum that can be linked to the study of archaeology and the archaeology of Saskatchewan. The following charts outline areas in Arts Education, English Language Arts, and Social Studies that can be taught by using archaeological themes. The left-hand side of the charts lists the outcomes and indicators in each subject, while the right-hand side illustrates the archaeological connection. Activity ideas are located after each subject chart.

### 3.2 Arts Education

Indicators and Outcomes	Archaeology
<p><i>Learning about bones and their shapes, learn how bones are preserved in nature, learn what bones look like if they have been preserved in the sun, learn how First Nations people made jewelry out of bones, take a trip to a museum to see different animal bones, see if the provincial museum has information on bones and jewelry, learn about bison kill sites in Saskatchewan, learn about First Nation and Métis art using bones and other natural material (antlers, horns, teeth, etc.)—focus on bison bones and bones of other animals found in Saskatchewan; differences between mammal, bird, and fish bones.</i></p> <ul style="list-style-type: none"> <li>• Explore colour relationships in the environment and in own surroundings; become more aware of real texture through tactile experiences; understand that shapes can be geometric or organic; demonstrate the ability to perceive visual details, and include details to enhance depictions of plants, animals, people, and objects; become increasingly self-aware in decision making about methods and materials, explore the contributions of visual artists eras, locales, and cultures; gain an understanding of the traditional art of a diverse range of cultures; understand that art tells something about the society in which it was created; realize that knowing more about an artist and his/her own society can help them understand an artwork.</li> </ul>	<p>Bones are a type of artefact and ecofact found at many archaeological sites.</p> <p>Ecofact: natural materials that are by-products of human activity (for example animal bones or plant seeds) or that are deposited as a result of human activity (for example rodent remains that are attracted to the site activities but not directly related to the human occupation. These are not modified or used by humans, but rather discarded.</p> <p>Artefact: First Nations people used bones to make different types of tools, utensils, beads and other clothing decorations.</p> <p>Archaeologists also look at the bones to figure out the types of animals people were consuming for food and clothing. Depending on the age and sometimes gender of the animal, they can also infer the time of year that the animal was hunted and make inferences about the time of year that the site was occupied.</p>

## **Suggested Activities and Resources**

- **Activity G: Archaeology Lab Activity – focus this activity on bone artefacts.**
- **Activity D: Pottery Making**
- **Activity B: Rock Art Project**
- **Activity E: Ceramic Challenge**
- Visit a museum and view their collection of animal skeletons or attain a collection of bones. Have the students sketch the bone as they see it. Then have the students incorporate that sketch into a larger piece of personalized art.
- Animal bones and antlers were used to make a variety of tools and luxury items including but not limited to beads, snowshoe needles, bowls, hide scrapers, gaming pieces, and flint-knapping tools. Porcupine quills would also have been used to make beads and sewing needles. Can you think of any other uses for these materials? How would you dye the quills or bones? Experiment with making different colours from berries, ochres, charcoal, roots, onion skins, flower blossoms, and other items that can occur naturally in Saskatchewan. What sorts of natural products would have been used for binding agents in the pigment? (examples: eggs, starches, animal oils, etc.) Have the students research natural dyes and create their own colours from natural products.

### 3.3 English Language Arts

Outcomes and Indicators	Archaeology
<p><b>CR5.1</b> <i>Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:</i> • <i>identity (e.g., Exploring Heritage)</i> • <i>community (e.g., Teamwork)</i> • <i>social responsibility (e.g., What is Fair?).</i></p> <ul style="list-style-type: none"> <li>• View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.</li> <li>• Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of texts including First Nations and Métis texts.</li> <li>• Compare individuals and situations portrayed in various texts (including First Nations and Métis resources) to those encountered in real life.</li> <li>• Draw on oral, print, and other media texts including First Nations and Métis texts to explain personal perspectives on cultural representations.</li> </ul>	<p>Archaeologists consult oral histories or conduct oral interviews with First Nations and Métis people to better understand their ways of living in the past and about historical events.</p>
<p><b>CR5.3</b> <i>Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation.</i></p> <ul style="list-style-type: none"> <li>• Listen purposefully to a range of texts from a variety of cultural traditions including First Nations and Métis and identify and summarize main ideas, supporting details, and opinions heard.</li> <li>• Interpret a speaker’s verbal and non-verbal messages, purposes, and perspectives including First Nations and Métis Elders and Knowledge Keepers.</li> <li>• Draw conclusions about speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation (including First Nations and Métis Elders and Knowledge Keepers).</li> </ul>	

**CR5.4** Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).

- Determine the essential purpose, key ideas, arguments, and perspectives of texts including First Nations and Métis texts.
- Identify, in narrative texts (including First Nations and Métis texts), the main problem or conflict of the plot and the resolution; compare and contrast the actions, motives, and appearances of characters; evaluate the meaning of symbols; and understand that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly).

### **Suggested Activities and Resources**

- **Activity F: Learning About Language**
- **Activity L: Life Of An Artefact: A Story**
- Visit *The Virtual Museum of Métis History and Culture* (<http://www.metismuseum.ca/main.php>) and learn about the various Métis heritage languages (<http://www.metismuseum.ca/exhibits/voices/>). There are many interviews (videos and transcripts) that students can read or listen to.

Have them read two interviews and describe how the lives of these people are similar and different. Choose an interview with someone who is from your area of the province and compare it to an interview with someone who is from another location.

Conduct the same activity, but have the students listen to the interviews. How was their experience different?

There are also learning activities listed among the Michif resources.

- The Alfred Reading Series (<http://www.metismuseum.ca/exhibits/voices/>) is a collection of illustrated stories that are written in Michif, but have the English translation at the bottom of each page. Use these books as a tool for teaching your students about the Michif language and how it is a combination of Cree and French.
- Visit “Through the Eyes of the Cree”, a website exhibiting Allen Sapp and his work (<http://www.virtualmuseum.ca/Exhibitions/allensapp/English/Popup/intro.html>).



Under “videos” there are several clips featuring Allen Sapp and other Cree Elders who talk about Cree people and their history in Saskatchewan.

- Invite an elder to tell a story to the class. Have them pay special attention to how the story is told (descriptive words, repetition, tone of voice). Humor is often a key element in storytelling. Ask the students to recount the story without taking notes. See how much they can remember by simply listening.

### 3.4 Social Studies

Outcomes and Indicators	Archaeology
<p><b>IN5.1</b> <i>Demonstrate an understanding of the Aboriginal heritage of Canada.</i></p> <ul style="list-style-type: none"> <li>• Locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival, including the Northwest Pacific Coast, Interior Plateau, Plains, Eastern Woodland, Sub Arctic, and Arctic.</li> <li>• Research similarities and differences in ways of life among First Nations and Inuit communities prior to European contact (e.g., men’s roles, women’s roles, children’s roles).</li> <li>• Investigate the significant events and principle First Nations and Inuit leaders prior to and during the period of initial contact with Europeans.</li> <li>• Assess the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade on the First Nations and the Métis in early Canada.</li> <li>• Trace the evolution of the Métis in Canada, including their origins, language, and major historical events (e.g., the Métis of Red River, the North West Resistance).</li> </ul>	<p>Archaeologists analyze the materials that have been left behind by First Nations, Métis, and European people to understand how they lived, hunted, gathered plant foods, fished, and built shelters, etc..</p> <p>Fur trading posts are found throughout Saskatchewan. These locations served as the meeting grounds between First Nations people and European traders. Excavations shed light on the types of goods that were traded between the two parties.</p>
<p><b>DR5.1</b> <i>Analyze the historic and contemporary relationship of people to land in Canada.</i></p> <ul style="list-style-type: none"> <li>• Distinguish between physical and political maps and investigate the application of mapping and data management (i.e., geographic information systems) technology.</li> <li>• Outline the predominant physical features of the regions of Canada, including the Western Cordillera, Interior Plains, Canadian Shield, Great Lakes/St. Lawrence Lowlands, Appalachian, and Arctic/Inuitian regions (e.g., vegetation zones, resources, bodies of water, and principal landforms).</li> <li>• Undertake an inquiry investigating the relationship between Canada’s physical geographic features and the population distribution.</li> <li>• Explain the meaning and origin of a variety of Canadian symbols and consider the purposes of such symbols (e.g., coat of arms, motto, flag, beaver, feather, drum, RCMP, national anthem).</li> <li>• Investigate reasons for western expansion of Canada in the 19th and early 20th centuries, and the consequences of the expansion.</li> </ul>	<p>Archaeologists use GIS to organize data, mapping landscapes and the locations of sites within the landscapes. This is useful for learning about why and how people lived in certain places.</p> <p>The creation of farm land has unfortunately destroyed many archaeological sites that were located just under the ground surface.</p> <p>The creation of farm land has also resulted in the identification of several archaeological sites.</p>
<p><b>DR5.2</b> <i>Assess the impact of the environment on the lives of</i></p>	

<p><i>people living in Canada.</i></p> <ul style="list-style-type: none"> <li>• Explain how different traditional worldviews of Earth affect the use of resources in Canada (e.g., Aboriginal and European attitudes toward ownership, Treaties, Crown land, homesteads, and the seigniorial system).</li> <li>• Investigate the relationship of various First Nations peoples with the environment, including economic relationships, migration, and settlement patterns prior to Confederation.</li> </ul>	<p>Sometimes cultivated fields give us a better idea of the size/shape of a site than we would otherwise know.</p>
<p><b><i>DR5.3 Identify the European influence on pre-confederation Canadian society.</i></b></p> <ul style="list-style-type: none"> <li>• Plot the principal voyages and experiences of the first European explorers who came to what is now Canada, and discuss the impact of voyages on the societies encountered (e.g., Cabot, Cartier, Champlain, Hudson, Kelsey, Fraser, Hearne, Mathieu Da Costa).</li> <li>• Determine how the British Empire affected the lives of British settlers, French-Canadians, First Nations, Inuit, and Métis in pre-confederation Canadian society.</li> <li>• Undertake an inquiry to determine how the fur trade affected the peoples of Canada.</li> </ul>	<p>Journals written by western Canadian explorers present one way for archaeologists to learn about the early meetings with First Nations groups.</p>

### **Suggested Activities and Resources**

- Use the maps in the Atlas of Saskatchewan to show how the areas occupied by different First Nations groups changed over time and then once European traders and explorers arrived in western Canada.
- That Atlas of Saskatchewan also contains several maps displaying the routes of early explorers to the area that is now Saskatchewan. Use these maps to illustrate the vast distances travelled on foot, by boat, or by horse (with or without a wagon) during these expeditions. Have students do individual research projects on these explorers.
- **Activity C: Trading Activity**
- To learn about Métis heritage languages see the following website for information and interactive learning activities <http://www.metismuseum.ca/exhibits/voices/index.php>.
- Students can discuss how different world views about land or property ownership can result in conflict (eg. Métis river lots versus the Township and Range (Sections) system, creation of reserves).

## Chapter 4: Grade Six

### 4.1 Introduction

This chapter discusses the areas of the grade six curriculum that can be linked to the study of archaeology and the archaeology of Saskatchewan. The following charts outline areas in Arts Education, Mathematics, and Science that can be taught by using archaeological themes. The left-hand side of the charts lists the outcomes and indicators in each subject, while the right-hand side illustrates the archaeological connection. Activity ideas are located after each subject chart.

### 4.2 Arts Education

Outcomes and Indicators	Archaeology
<p><b>CR6.3</b> <i>Examine arts expressions and artists of various times and places.</i></p> <ul style="list-style-type: none"> <li>• Describe, analyze, interpret, and draw conclusions about the content and aesthetics of various arts expressions.</li> <li>• Interpret and evaluate art works in an informed manner, and expand arts vocabulary.</li> <li>• Support opinions about arts expressions with evidence found in the work and further study.</li> <li>• Describe the many contributions artists make to community life (e.g. research and interview local artists).</li> <li>• Demonstrate open-mindedness when responding to arts expressions.</li> <li>• Consider informed opinions and worldviews that differ from their own.</li> <li>• Discuss personal characteristics and career requirements of professional artists (e.g., self-discipline, passion, post-secondary education, contract and seasonal work, independent learners, entrepreneurial and grant writing abilities).</li> </ul>	<p>Personal artistic impressions can be found on many artefacts such as pottery vessels, beaded clothing, pipes, jewellery, robes and ledgers, tipi hides, shield, rock art (pictographs/petroglyphs), and much more.</p>
<p><b>CH6.1</b> <i>Investigate how personal, cultural, or regional identity may be reflected in arts expressions.</i></p> <ul style="list-style-type: none"> <li>• Apply critical thinking when analyzing and describing how identity is expressed in arts expressions (e.g., hip hop, blues, country music).</li> <li>• Participate, when possible, in partnerships with Saskatchewan artists and arts organizations to increase understanding of arts content and practices, and to understand how identity may be expressed in various art</li> </ul>	<p>Personal, cultural, and regional identity can be seen in many rock art panels. For example, turtle imagery is often associated with Siouan peoples. Animal hoof or paw prints are also often associated with more southern</p>

<p>forms.</p> <ul style="list-style-type: none"> <li>• Use inquiry and share findings about professional artists in Saskatchewan, examining their expressions and various identities.</li> <li>• Describe why personal and cultural identity is often an important influence in the creation of arts expressions.</li> </ul>	
<p><b>CH6.2</b> <i>Investigate and identify ways that the arts can express ideas about identity.</i></p> <ul style="list-style-type: none"> <li>• Formulate questions and conduct an inquiry to discover how the work of various contemporary First Nations, Métis, and Inuit dance, drama, music, and visual artists expresses cultural identity.</li> <li>• Observe, listen to, and inquire about the traditional protocols that may affect contemporary arts expressions (e.g., What do Saulteaux Elders think about the inclusion of sacred aspects of culture such as painting on tipis by contemporary artists?).</li> <li>• Analyze and discuss how artists reflect cultural identity in their work.</li> <li>• Make connections between traditional expressions of cultural identity (e.g., throat singing, quill work) and the ideas of contemporary artists.</li> <li>• Engage in research (e.g., interviewing a group of women contemporary fancy dancers) to deepen understanding of how cultural identity is expressed in contemporary work.</li> </ul>	<p>groups. The images are more likely to represent animals or experiences that the communities/individuals have witnessed themselves – local plants, animals, events. There are, however, many images such as the Thunderbird that are spiritual beings. The age of the rock art can also sometimes be estimated based on the represented images. For example, if horses and guns are in the panels, this suggests a Postcontact drawing. There may be important battles or experiences depicted as well and these may be connected with historical documents or oral traditions.</p>
<p><b>CH6.3</b> <i>Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the work.</i></p> <ul style="list-style-type: none"> <li>• View and listen to a range of traditional and contemporary arts expressions from around the world.</li> <li>• Use the Internet, and other sources such as community resource people, to help identify, discuss, and analyze traditional and contemporary arts expressions from specific cultural groups.</li> <li>• Compare traditional and contemporary arts expressions from specific cultural groups (e.g., traditional Francophone music compared to contemporary Francophone music).</li> </ul>	

## **Suggested Activities and Resources**

- **Activity B: Rock Art Activity**

- Have students interview traditional First Nations dancers in their community to learn how their cultural identity is expressed through their various dance movements, footwork, regalia (cultural dress), and the music they use.
- Attend a Powwow to have students experience first-hand the different types of traditional First Nations and Métis dances.
- Have the students identify similarities and differences between traditional rock art images and hide paintings to more contemporary First Nations and Métis art (such as images painted on tipis, beadwork on moccasins, and even community symbols or signs). Have the students look at work by Allen Sapp, a Cree artist, (<http://www.virtualmuseum.ca/Exhibitions/allensapp/English/index.htm>).

### 4.3 Mathematics

Outcomes and Indicators	Archaeology
<p><i>N6.9 Research and present how First Nations and Métis peoples, past and present, envision, represent, and use quantity in their lifestyles and worldviews.</i></p> <ul style="list-style-type: none"> <li>• Gather and document information regarding the significance and use of quantity for at least one First Nation or Métis peoples from a variety of sources such as Elders and traditional knowledge keepers.</li> <li>• Compare the significance, representation, and use of quantity for different First Nations, Métis peoples, and other cultures.</li> <li>• Communicate to others concretely, pictorially, orally, visually, physically, and/or in writing, what has been learned about the envisioning, representing, and use of quantity by First Nations and Métis peoples and how these understandings parallel, differ from, and enhance one's own mathematical understandings about numbers.</li> </ul>	<p>Before the arrival of Europeans, First Nations people hunted and gathered throughout the year to collect different types of food. First Nations people changed their ways of life by incorporating the European trading system into their food gathering strategies. Hides and meat were not just seen as a necessity for living, but also for trading to obtain different kinds of goods.</p>

#### Suggested Activities and Resources

- Have your students research how First Nations and Métis groups would plan how much food they would need to survive throughout the year. How much meat, vegetables, and herbs would groups of people need to survive? Would this change depending on the season? The population of a group might change depending on the season and this would affect their food intake. Determine how much meat a bison, deer, caribou, rabbit, duck, and grouse each produce. How many of these would be needed to supply a group of 20 people composed of men, women, and children? In the summer, how many fish would need to be caught to maintain a supply throughout the winter? This document ([http://www.virtualmuseum.ca/Exhibitions/Batoche/docs/proof\\_en\\_buffalo\\_hunt.pdf](http://www.virtualmuseum.ca/Exhibitions/Batoche/docs/proof_en_buffalo_hunt.pdf)) may help visualize and explain the amount of bison being hunted in the 1800s.
- First Nations and Métis people depended on the bison for many things besides meat. See the following website for information on how the different parts of the bison were used <http://www.bisoncentral.com/index.php?s=&c=63&d=72&a=1021&w=2&r=Y>.
- Discuss with your students how the trading system worked. The following is a link to a standard of trades list written by Peter Fidler that contains common trade goods and their prices according to how many Made Beavers (B<sup>f</sup>). Made Beavers are the prime winter pelts. [http://furtradestories.ca/details.cfm?content\\_id=244&cat\\_id=2&sub\\_cat\\_id=5](http://furtradestories.ca/details.cfm?content_id=244&cat_id=2&sub_cat_id=5). A transcribed copy of this document can be found in the Handouts and Teaching Documents folder on this CD.
- **Activity C: Trading Activity**

## 4.4 Science

Outcomes and Indicators	Archaeology
<p><b>DL6.1</b> <i>Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.</i></p> <ul style="list-style-type: none"> <li>• State the characteristics that define all living things (e.g., are made up of one or more cells, require energy for life processes, respond to stimuli in their environment, and have the ability to reproduce).</li> <li>• Observe and document the diversity of living things in their local habitat through journaling, a nature walk, sketching, drawing, photographing, video recording, or other means.</li> <li>• Show respect for other people, living things, and the environment when observing ecosystems.</li> <li>• Document the diversity of living things in different terrestrial and aquatic habitats (e.g., grasslands, forests, tundra, deserts, rivers, ponds, and oceans) using print, video, and/or online resources.</li> <li>• Analyze how First Nations and Métis art and storytelling highlight movement and/or behaviour of living things and reflect a worldview that values all living things.</li> <li>• Identify examples of science and technology-related careers and workplaces which require an understanding of the diversity of living things (e.g., naturalist, zoo keeper, palaeontologist, and wildlife biologist).</li> </ul>	<p>Archaeologists collect information such as the types of animals present at a site.</p> <p>Many different disciplines are used in conjunction with archaeology in order to interpret the past. Here are some examples. Palaeobiologists, palynologists (pollen), palaeoethnobotanists, or palaeobotanists can help analyze about diet and the past environment. Palaeoenvironmentists can help to reconstruct the environment, climate and season that the site was occupied during. Geologists/geoarchaeologists can examine the soils and sediments of the site as well as the topography and the known geological history of an area to determine the past environment. Zooarchaeologists study animal bones to determine diet, environment, health, etc. Palaeopathologists study ancient health and disease. Other scientists analyze the remains to determine the age of the site (radiocarbon or AMS, thermoluminescence dating).</p>
<p><b>DL6.2</b> <i>Examine how humans organize understanding of the diversity of living things.</i></p> <ul style="list-style-type: none"> <li>• Construct and use a classification system to organize living things into groups and subgroups according to student-developed criteria.</li> <li>• Consider personal observations and ideas as well as those of others (including differing worldviews) when constructing classification systems by asking questions, sharing stories, and responding to classmates' classification systems.</li> <li>• Demonstrate how different classification systems can be used to classify the same set of objects and explain how humans develop and refine classification systems to meet specific needs.</li> <li>• Explore local First Nations and Métis methods of organizing understanding of living things (e.g., two-leggeds, four-leggeds, winged-ones, swimmers, trees, and grasses) and the criteria underlying that understanding (e.g., where animals are found, how animals move, and the</li> </ul>	<p>Archaeologists use classification systems to organize the artefacts they find. They also use the</p>



<p>uses of plants).</p> <ul style="list-style-type: none"> <li>• Describe how aspects of First Nations and Métis worldviews (e.g., holistic, interconnectedness, valuing of place-based knowledge) shape their systems of organizing understanding of living things.</li> <li>• Illustrate the diversity of living things on Earth by constructing a visual representation (e.g., poster, mobile, slide show, and web page) showing examples from each kingdom of the five kingdom taxonomic model: monera, protists, fungi, plants, and animals.</li> <li>• Use appropriate scientific terminology to communicate ideas about the diversity of living things (e.g., biotic, abiotic, kingdom, phylum, monera, protist, fungi, plant, animal, vertebrate, and invertebrate).</li> <li>• Critique the use of biological classification systems to aid scientific understanding of living things rather than relying on common, local, or personally chosen names.</li> </ul>	<p>biological classification to identify animals and plants.</p>
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### **Suggested Activities and Resources**

- **Activity G: Archaeology Lab Activity**

## Chapter 5: Grade Seven

### 5.1 Introduction

This chapter discusses the areas of the grade seven curriculum that can be linked to the study of archaeology and the archaeology of Saskatchewan. The following charts outline areas in Arts Education, Science, and Social Studies that can be taught by using archaeological themes. The left-hand side of the charts lists the outcomes and indicators in each subject, while the right-hand side illustrates the archaeological connection. Activity ideas are located after each subject chart.

### 5.2 Arts Education

Outcomes and Indicators	Archaeology
<p><i>CH7.2 Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).</i></p> <ul style="list-style-type: none"><li>• Research Indigenous artists from around the world to examine how their work conveys the importance of land, and share these insights with others.</li><li>• Analyze and interpret the work of Indigenous artists within its cultural and contemporary contexts.</li><li>• Examine and compare how the land influences the choices made by Indigenous artists around the world (e.g., choice of medium and subject matter such as Haida totem carving, Dakota pipestone carving, Inca gold engraving).</li><li>• Demonstrate awareness of how contemporary Indigenous artists are influenced by place (e.g., hip hop and graffiti artists who use the urban landscape as a space for expressing ideas).</li></ul>	<p>In Saskatchewan, most of the rock art sites are located in northern areas where the Canadian Shield is present. There are some rock art sites in southern Saskatchewan, but there are considerably less and this is due to limited rock outcrops in this part of the province. Art may be expressed differently but it may therefore be more difficult to see/recover (portable art, temporary canvases such as hides, etc.)</p>

### Suggested Activities and Resources

- **Activity B: Rock Art Activity**
- Use the artwork of Allen Sapp as an example of contemporary Cree artwork from Saskatchewan (<http://www.virtualmuseum.ca/Exhibitions/allensapp/English/index.htm>).

### 5.3 Science

Outcomes and Indicators	Archaeology
<p><b>IE7.1</b> <i>Relate key aspects of Indigenous knowledge to their understanding of ecosystems.</i></p> <ul style="list-style-type: none"> <li>• Gather information about traditional Indigenous practices with respect to the relationships and connections between people and their ecological environment.</li> <li>• Examine key aspects of Indigenous knowledge and First Nations and Métis people’s practices that contribute to understanding of ecosystems and the interactions of their components.</li> <li>• Provide specific examples of Indigenous knowledge in understanding the components of their ecosystems.</li> <li>• Describe the ways that traditional Indigenous knowledge about respect and responsibility for the land, self, and others has been transmitted over many years, including the oral tradition.</li> </ul>	<p>First Nations and Métis people once relied completely on obtaining everything they needed to survive from nature, including animals and plants for food, clothing, shelter, medicine, and transportation.</p>
<ul style="list-style-type: none"> <li>• How Things Fly: Force and Motion</li> </ul>	<p>Early peoples used a variety of tools to provide for themselves and their communities. Some of the technologies used on the Plains include slings, spears, atlatls (spear throwers), and bows and arrows. Each of these tools was designed with careful attention to weight, length, and aerodynamics, etc.</p>

#### **Suggested Activities and Resources**

- Visit a local archery range with the class. Ask if they are able to teach the students using traditional bows.
- Visit the Saskatchewan Archaeological Society, Wanuskewin Heritage Park, or other cultural centre that provides atlatl (spear throwing) activities. Arrangements can also be made with the Saskatchewan Archaeological Society to invite them to your community for a demonstration on these and other activities. Contact the Archaeology Centre for information.
- Invite an elder to tell a creation story – this is the most ideal way to learn about the connectedness First Nations and Métis peoples have with the land, people and the environment.

## 5.4 Social Studies

Outcomes and Indicators	Archaeology
<p><b>DR7.3</b> <i>Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.</i></p> <ul style="list-style-type: none"> <li>• Relate current issues to location by using physical maps, political maps, and population maps of Canada, and a selection of Pacific Rim and circumpolar countries in order to understand the role of geography in shaping political events (e.g., sovereignty over the North-West Passage, Western intervention in other countries, political alliances, adoption of a system of government) and economic activity (e.g., economic alliances, trading partners, exploitation of resources, impact of the reserve system on First Nations populations) in Canada, and a selection of Pacific Rim and circumpolar countries.</li> <li>• Examine the effects of natural or human catastrophes on affected populations, and, by extension, on the history of human habitation of the region.</li> <li>• Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).</li> <li>• Assess the effects of relocations and deportations of affected groups in Canada, and in circumpolar and Pacific Rim countries (e.g., the Acadian deportation, the treatment of European immigrants during WWI, the internment of Japanese-Canadians in WW2, First Nations children in Canada and Australia abducted from their homes to attend residential schools).</li> <li>• Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment.</li> <li>• Investigate relationships within and among select circumpolar and Pacific Rim countries to determine reasons for current political and economic relationships.</li> <li>• Debate the positions of circumpolar and Pacific Rim countries with respect to climate change.</li> </ul>	<p>Archaeologists attempt to better understand the affects of European contact on First Nations people through excavations and historical investigations.</p> <p>During the Protohistoric/Protocontact period, First Nations people were able to access some European goods but European people were not necessarily in the region (some trade goods were accessible such as glass beads, copper pots and kettles, horses, guns.</p> <p>With the appearance of Europeans and European goods came major changes to subsistence and other aspects of daily life. Animals were being hunted en masse for their trade value rather than for the immediate needs of the group. With contact, disease (e.g. small pox) and changes in diet and other health concerns also arrived. Some aspects of contact made life more convenient but other aspects greatly altered and more difficult.</p>
<p><b>RW7.1</b> <i>Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.</i></p> <ul style="list-style-type: none"> <li>• Role play the practices of barter, trade, and sharing used to obtain goods and services.</li> </ul>	

<ul style="list-style-type: none"> <li>• Describe examples of barter, trade, and sharing in the local community.</li> <li>• Present the experiences of Elders and senior citizens in the local community regarding barter, sharing, and trade.</li> <li>• Question whether economies based on barter, trade, and sharing are sustainable.</li> </ul>	<p>The fur trade in Saskatchewan introduced an economic system to First Nations people, which was completely different from their traditional methods of obtaining goods.</p>
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### **Suggested Activities and Resources**

- **Activity C: Trading Activity**

- Learn about the Treaties in Saskatchewan and how they affected First Nations people in the province. The Treaty Education K-12 Website (<http://k-12treatyeducation.gov.sk.ca/Support-Resources/>) lists the treaties in Saskatchewan. These are links to reports, maps, and the transcribed treaties.

## Chapter 6: Grade Eight

### 6.1 Introduction

This chapter discusses the areas of the grade eight curriculum that can be linked to the study of archaeology and the archaeology of Saskatchewan. The following charts outline areas in Science and Social Studies that can be taught by using archaeological themes. The left-hand side of the charts lists the outcomes and indicators in each subject, while the right-hand side illustrates the archaeological connection. Activity ideas are located after each subject chart.

### 6.2 Science

<b>Outcomes and Indicators</b>	<b>Archaeology</b>
<p><i>WS8.3 Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments.</i></p> <ul style="list-style-type: none"><li>• Examine the ways in which First Nations and Métis people traditionally valued, depended upon, and cared for aquatic wildlife and plants in Saskatchewan and Canada.</li></ul>	<p>First Nations people in northern Saskatchewan heavily depended upon fish as a food source. They constructed their own fish nets and weirs to catch enough fish to last through the winter season. Much of this fish was smoked to help with preservation.</p>

### Suggested Activities and Resources

- Learn how First Nations people traditionally manufactured nets and weirs. Have the class construct their own nets and discuss where these would be positioned in rivers and lakes.

### 6.3 Social Studies

Outcomes and Indicators	Archaeology
<p><b>IN8.1</b> <i>Investigate the meaning of culture and the origins of Canadian cultural diversity.</i></p> <ul style="list-style-type: none"> <li>• Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).</li> <li>• Formulate a definition of culture from responses to the question, “What is culture?” (e.g., A group’s beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people).</li> <li>• Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).</li> <li>• Analyze shared characteristics among First Nations, Inuit, and Métis cultures in Canada.</li> <li>• Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.</li> <li>• Describe the purposes and results of heritage languages and bilingualism policies in Canada and Saskatchewan.</li> <li>• Identify questions and issues of importance to Francophone people in Canada and Saskatchewan (e.g., linguistic and educational rights, changing demographics), and assess the impact of language and education laws on the Francophone community.</li> <li>• Analyze the impact of language and education laws on minority groups in Canada.</li> </ul>	<p>Archaeologists identify different groups of people in the past based on their visible cultural characteristics that can be seen in the artefacts and sites that remain – this is based on similarities in the types of tools and hunting equipment, symbolic/artistic images, dwelling style, and pottery style, etc.</p>
<p><b>DR8.1</b> <i>Develop an understanding of the significance of land on the evolution of Canadian identity.</i></p> <ul style="list-style-type: none"> <li>• Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media</li> </ul>	<p>Based on what archaeological research has discovered, aboriginal people have lived in the area that is</p>

<p>presentations, visual art and dance, sport and recreation.</p> <ul style="list-style-type: none"> <li>• Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.</li> <li>• Illustrate on a map various designated lands in Canada (e.g., lands set aside such as reserve lands, settlement lands, heritage sites, homesteads, wildlife refuges, parks, crown land and trans-boundary areas) and explain such designations.</li> <li>• Investigate the importance of the land in the Canadian economy (e.g., agriculture, trapping, hydroelectricity, fishing, mining, forestry, tourism), and speculate about the impact on the identity of Canadians.</li> <li>• Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples.</li> </ul>	<p>now Saskatchewan for many thousands of years (at least 12,000), relying on the land to provide everything essential to their survival and to other aspects enhancing their quality of life.</p> <p>Land may have been divided into river lots for farming. This was done so that all individuals would have had direct access to water for irrigation and in their homes. Technology and modes of transportation as well as social and cultural identity would have had to change in order to adapt to the modern Township and Range sectioning off of the land.</p>
<p><b>DR8.3</b> <i>Assess how historical events in Canada have affected the present Canadian identity.</i></p> <ul style="list-style-type: none"> <li>• Describe Canada’s role in world conflicts since the beginning of the 20th century (e.g., World War I, World War II, the Korean War, the Suez Crisis, the Gulf War, the UN mission in Bosnia, the Afghanistan mission).</li> <li>• Assess the impact of a variety of important historical events in shaping the Canadian identity (e.g., the effect of the Royal Proclamation 1763 on Francophone and Aboriginal peoples; the fur trade economy; Quebec Act 1774; the Acadian deportation; the Loyalist migration; the War of 1812; Canada’s role in World War I; the creation of the health care system; peace-keeping activities; the role of the RCMP in the development of the Canadian West; Canadian Confederation 1867; the building of the national railroad; the Métis resistance 1870 and 1885; John A. Macdonald’s National Policy 1879; October Crisis 1970; the development of the Canadarm; the development of the music and film industry in French and in English in Canada).</li> <li>• Examine the influence of American mass media and popular culture on the Canadian way of life.</li> <li>• Analyse the similarities and differences in the values, beliefs, and ways of life of Canadians and Americans.</li> <li>• Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II).</li> </ul>	<p>The 1885 Resistance influenced the future of Métis people in Saskatchewan.</p> <p>Homesteaders that came to Saskatchewan bought parcels of land that had been divided up into sections in order to transform it into land capable of growing crops. These parcels had been divided into sections by surveyors.</p>



## **Suggested Activities and Resources**

- **Activity F: Learning about Language**

- To learn about Métis heritage languages see the following website for information and interactive learning activities <http://www.metismuseum.ca/exhibits/voices/index.php>. This website also promotes Métis art and heritage.
- Locate areas in Saskatchewan that were divided into river lots. Are there areas of the province that are still farmed this way? An example to study is the Batoche to St. Louis area. This area is very important in the past and today, particularly by Métis people. Discuss why this would be? Study “scrip” with the students.
- Learn about the causes, events, and aftermath of the 1885 Resistance. [http://scaa.sk.ca/ourlegacy/exhibit\\_aftermath](http://scaa.sk.ca/ourlegacy/exhibit_aftermath).
- Learn about homesteads in Saskatchewan ([www.saskhomesteads.com/](http://www.saskhomesteads.com/)). Have students use these online archives to learn about a homestead connected to their family or a homestead in the local area. Students can also use the Saskatchewan Genealogical Society as a supplemental research tool. Present the findings in a poster format. This project could be expanded further by collecting oral histories about homesteads.
- Investigate early surveyors in Saskatchewan (examples include Peter Fidler and David Thompson. Refer to the *Atlas of Saskatchewan* for more surveyor expeditions). What challenges would they have faced during their expeditions? Discuss known and potential relationships with First Nations people during the surveys.

## Chapter 7: Grade Nine

### 7.1 Introduction

This chapter discusses the areas of the grade nine curriculum that can be linked to the study of archaeology and the archaeology of Saskatchewan. The following charts outline areas in Arts Education, Science, and Social Studies that can be taught by using archaeological themes. The left-hand side of the charts lists the outcomes and indicators in each subject, while the right-hand side illustrates the archaeological connection. Activity ideas are located after each subject chart.

### 7.2 Arts Education

Outcomes and Indicators	Archaeology
<p><i>CH9.3 Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.</i></p> <ul style="list-style-type: none"><li>• Demonstrate an awareness of key historical developments in relation to contemporary arts expressions (i.e., the term contemporary typically includes arts expressions of the late 20th and 21st centuries).</li><li>• Research and describe the work of contemporary Saskatchewan and Canadian artists.</li><li>• Extend knowledge of artistic styles across a range of cultural contexts.</li><li>• Investigate how function and purpose influence artistic decision making.</li><li>• Describe how environmental, historical, and social factors influence artists.</li><li>• Research various career avenues in the arts.</li></ul>	<p>Many rock art panels depict events in history – for example, hunting and ceremony scenes.</p>

### Suggested Activities and Resources

- **Activity B: Rock Art Activity**
- Have students research a local Saskatchewan First Nations or Métis artist. Have them specifically focus on how their art depicts or is influenced by historical events.

### 7.3 Science

Outcomes and Indicators	Archaeology
<p><i>EU9.3 Examine how various cultures, past and present, including First Nations and Métis, understand and represent astronomical phenomenon.</i></p> <ul style="list-style-type: none"> <li>• Describe First Nations and Métis perspectives on the origin of the solar system and the universe.</li> <li>• Identify how worldviews related to astronomical phenomenon are expressed through First Nations and Métis stories and oral traditions.</li> <li>• Explain the importance many individuals and cultures place or have placed on the summer and winter solstices and vernal and autumnal equinoxes.</li> <li>• Identify common characteristics of stories, past and present, describing the origin of the world from various cultures and those in fantasy literature.</li> </ul>	<p>Many oral traditions and historical accounts document the cosmologies of First Nations and Métis peoples. Some archaeological sites are believed to have been created in order to symbolize interpretations of this cosmology or to mark important events.</p> <p>The phases of the moon would have been followed in order to mark important planting or picking stages. An important relationship was and is understood between the phases of the moon and the phases of a female’s cycle.</p> <p>Marking the seasons would have also been essential to understanding growing cycles of plants and reproduction and migration cycles of animals.</p> <p>Travel would have been made possible through navigating the stars and other objects in the sky.</p>

#### Suggested Activities and Resources

- Invite an elder to share a creation story.
- Refer to publications on First Nations cosmology as well as archaeological sites/features that are believed to be alignments with important stars, the moon, the sun during solstice or equinox, etc. There are connections between many sites around the world and the sky including the Great Pyramids of Egypt, Mayan ruins, earthen mounds in the United Kingdom, and much more. What are some theories surrounding Medicine Wheels of the Northern Plains. Have any of these been aligned with important objects in our solar system?

## 7.4 Social Studies

Outcomes and Indicators	Archaeology
<p><b>IN9.1</b> <i>Explain what constitutes a society.</i></p> <ul style="list-style-type: none"> <li>• Relate the functions and services of institutions in the community (e.g., schools, churches, local governments, parents, Elders, traditional knowledge keepers) to the needs of the people in that community.</li> <li>• Investigate the roles of individuals in the institutions of the local community, including the expectations attached to those roles (e.g., school: student, principal, teacher, caretaker, secretary; hospital: doctor, nurse, traditional healer, receptionist, paramedic, medical technician, patient).</li> <li>• Research a list of characteristics and attributes that formulate a definition of a society.</li> <li>• Compare two different societies studied including the attributes of leaders, the roles of various individuals, cultural traditions and ceremonies, and means of sustenance.</li> <li>• Apply the definition of society to one of the civilizations studied, and detail ways in which the civilization meets the criteria to be considered a society (e.g., How can Mesopotamia be called a society according to the formulated definition? Would Aboriginal groupings of the plains and woodlands in North America meet the criteria?).</li> <li>• Investigate diverse historical views regarding the terms ‘primitive’ and ‘civilized’, and analyze the effect of the perceptions of the concepts on ethnocentrism in colonizers.</li> <li>• Analyse the effects of ethnocentrism on indigenous peoples.</li> </ul>	<p>Aboriginal people have lived in the area that is now Saskatchewan for thousands of years. Archaeological sites have shown that these groups had different people carrying out specific roles. The groups are also distinguishable based on their cultural characteristics.</p>
<p><b>IN9.3</b> <i>Analyze the ways a worldview is expressed in the daily life of a society.</i></p> <ul style="list-style-type: none"> <li>• Distinguish the worldviews represented in the literature of a society studied.</li> <li>• Identify the architectural features which communicate the worldview of a society studied.</li> <li>• Analyze how works of art of a society studied reveal elements of that society’s worldview.</li> <li>• Examine the role of education in perpetuating the worldview of a society studied.</li> <li>• Investigate the worldview of the local community as represented through features including literature, the arts, cultural celebrations and traditions, education (including Elders’ teachings of indigenous peoples), sports and recreation, and architecture.</li> </ul>	
<p><b>IN9.4</b> <i>Determine the influence of worldview on the choices,</i></p>	

<p><i>decisions, and interactions in a society.</i></p> <ul style="list-style-type: none"> <li>• Explain the influence of worldview on personal choices, decisions, and interactions (e.g., choice of friends, choice of fashion, the significance of education, participation or non-participation in events, choice of pastimes and recreational activities, approaches to nature and ecology, approaches to consumerism).</li> <li>• Analyse the influence of worldviews upon attitudes toward territorial expansion, colonization, or empire-building in the societies studied, and assess the impact of such activities on the indigenous cultures and peoples.</li> <li>• Explain how the worldview of Canadian First Nations, including the value placed on harmony and trust, led to the signing of Treaties.</li> <li>• Judge the influence and impact of worldview on the progress or decline of the societies studied.</li> </ul>	<p>Archaeologists study the interaction of First Nations groups, Métis groups, and Europeans in Saskatchewan, from the very first encounters through the early 1900s.</p>
<p><b>DR9.1</b> <i>Examine the challenges involved in obtaining information about societies of the past.</i></p> <ul style="list-style-type: none"> <li>• Analyze the advantages and disadvantages of oral accounts as sources of information about historical events.</li> <li>• Describe the role of archaeology in obtaining information about societies of the past.</li> <li>• Explain various technologies used in archaeology (e.g., shovels, brushes, carbon dating, GPS, cartography, satellite imagery).</li> <li>• Present results obtained and techniques used in ongoing archaeological digs (e.g., Wanuskewin, Eagle Creek; Point-à-Callières, Montréal; Pompéi, Italy; Dufferine Terrace, Québec City; Fort Temiscaming, Québec; Ahu o rongu, Easter Island).</li> <li>• Investigate the role of literature, visual arts, music, newspapers, photographs, and other artefacts in obtaining information about past societies.</li> <li>• Recognize the dynamic nature of historical knowledge by identifying examples of changes occurring in the interpretation of history as a result of new information uncovered or acknowledged.</li> </ul>	<p>Archaeologists use a variety of resources to learn how people lived in the past. This includes excavations, ground surveys, aerial surveys, historical accounts, scientific dating methods, and oral accounts.</p>
<p><b>DR9.2</b> <i>Synthesize the significance of key historical events in societies studied.</i></p> <ul style="list-style-type: none"> <li>• Represent in a timeline the key historical events in the societies studied.</li> <li>• Relate the origins and the repercussions of an event in the history of the societies studied.</li> <li>• Judge the importance of an event in the history of the</li> </ul>	<p>Archaeologists have created a timeline for people living in Saskatchewan that dates back at least 12,000 years. Refer to the accompanying document</p>

<p>societies studied to the people in the society, in historical context as well as to the current era.</p>	<p>entitled “The Archaeology of Saskatchewan” for details on this timeline.</p>
<p><b>DR9.3</b> <i>Assess the relationship of the natural environment in the development of a society.</i></p> <ul style="list-style-type: none"> <li>• Explain the influence of the major water systems, the topography, and the climate on the ways of life and worldviews in the societies studied.</li> <li>• Connect the characteristics of the natural environment with the settlement and movement of people in the societies studied.</li> <li>• Give examples of ways in which the natural environment influenced technological development in the societies studied.</li> <li>• Give examples of ways in which the development of societies studied impacted the natural environment.</li> <li>• Explain the effect of the natural environment in the progress or decline of the societies studied.</li> <li>• Analyze the influence of the natural environment on the territorial expansion, colonization, or empire-building in the societies studied.</li> <li>• Analyze the effects of colonization, territorial expansion, and empire-building on the natural environment.</li> </ul>	<p>To put the time frame into context, the first metallurgy techniques (using copper) were used approximately 9000 years ago. The Great Pyramid of Giza was built approximately 4500 years ago. The last building phase of Stonehenge was approximately 3600 years ago. The Great Wall of China was built approximately 2200 years ago. Machu Picchu was built approximately 600 years ago.</p> <p>As the natural environment changed, so too did the people living in it. As glaciers retreated and the land warmed, new food resources came available, which required some modification of tools. Abundant year-round resources in one location meant nomadic people could become sedentary. The structure of societies often changed to reflect their lifestyle.</p>
<p><b>DR9.4</b> <i>Determine the influence of societies of the past on contemporary life in Canada.</i></p> <ul style="list-style-type: none"> <li>• Identify ideas, images, and symbols in contemporary life that have their roots in societies of the past (e.g., political, artistic, recreational, technological, mathematical, and scientific).</li> <li>• Analyze the impact of knowledge acquired from historical events on the future of contemporary societies (e.g., the decline of the Roman Empire; the attempted annihilation of indigenous cultures and languages, the power of the church; ethnocentrism; the concentration of power in the organization of large corporations; the contribution of indigenous peoples to the survival of newcomers at the time of contact, and the willingness to share the bounty and abundance of the land, sometimes through sophisticated arrangements known as Treaties).</li> <li>• Construct an inventory of references to traditional oral narratives found in current popular media, and determine the relevance of traditional narratives to contemporary society.</li> </ul>	<p>Did you know that a fur trade company dating back to the 1700s still exists today? The department store that we know as The Bay is still the Hudson’s Bay Company that began as fur trading posts.</p>
<p><b>PA9.2</b> <i>Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the</i></p>	

<p><i>societies studied.</i></p> <ul style="list-style-type: none"> <li>• Research the imperial activities of a society studied, and critique the reasons for imperialism in the context of the time period (e.g., Macedonia, Rome, England, Spain, France, Mongolia).</li> <li>• Assess the treatment of indigenous populations by the imperialists in the societies studied.</li> <li>• Conduct an inquiry regarding the initial interaction of North American Aboriginal peoples with Europeans, comparing the worldviews of the two.</li> <li>• Evaluate the authenticity and validity of information sources used in the inquiry process.</li> </ul>	
<p><b>RW9.2</b> <i>Appraise the significance of trade and transportation in the development of the societies studied.</i></p> <ul style="list-style-type: none"> <li>• Analyse the impact of physical geography on modes of transportation in the societies studied.</li> <li>• Investigate motives for trade, approaches to trade, and trading patterns of societies studied, to assess the effects on the economy and prosperity of that society.</li> <li>• Compare the prosperity of societies studied, and infer reasons for similarities and differences.</li> <li>• Assess the importance of trade relations and transportation systems for prosperity in the societies studied, and make generalizations with reference to contemporary Canada.</li> </ul>	<p>Transportation enabled First Nations and Métis people to expand their trade networks among their own people, as well as Europeans.</p>
<p><b>RW9.3</b> <i>Determine the influence of technologies of past societies studied on contemporary society.</i></p> <ul style="list-style-type: none"> <li>• Illustrate on a timeline the significant scientific, mathematical, technological, artistic, and cultural achievements of past societies.</li> <li>• Explain the impact of tools and other technologies developed in past societies on the economies and lifestyles of those societies.</li> <li>• Discern the influence of the tools and other technologies of one society studied upon another society studied.</li> <li>• Represent achievements and technologies of the contemporary world that have their origins in the achievements and technologies of societies studied (e.g., weapons, dyes, medications, tools, transportation methods, navigation instruments, architecture, printing, mathematics).</li> </ul>	<p>The archaeological timeline in Saskatchewan is partly based on the tool types and projectile types used by different Aboriginal groups. The projectile points changed in size and shape over time as hunting technology changed, and as the subsistence base changed (i.e. animal resources that were available, quantities of animals, etc.).</p>

## **Suggested Activities and Resources**

- **Activity A: Stratigraphy Activity**

- Learn about homesteads in Saskatchewan. Use online archives to learn about a homestead connected to a student's family or a homestead in the local area. Saskatchewan Homesteads website (<http://www.saskhomesteads.com/>). Students will have to know the location (or legal land description) of the homestead or be able to trace the family name. This project may also incorporate the use of the Saskatchewan Genealogical Society as a supplemental research tool to learn more about the family history (<http://www.saskgenealogy.com/> or the teacher's resource link [http://www.saskgenealogy.com/researchtools/Teachers\\_Resource.htm](http://www.saskgenealogy.com/researchtools/Teachers_Resource.htm)). Students can present their findings in a poster format. This project could be expanded even further by collecting oral histories about homesteads.

- Teach your students how to use the Stats Can website for population statistics. You can search the website by First Nation/town/rural municipality.  
<http://www.statcan.gc.ca/edu/index-eng.htm>

- **Activity C: Trading Activity**

- **Activity I: Mapping an Archaeological Site and Surface Survey**

- **Activity J: What Are These Tools Used For?**

- Use the Archaeology of Saskatchewan document on this CD to learn about the different Aboriginal cultural groups that have lived in this province and the different tools they used. Some of the more recent groups also made distinct pottery types. Focus on how hunting technology changed from using spears and large projectile points, to smaller dart points on spears that were thrown using an atlatl, and then finally the change to bow and arrow technology with very small points.

- **Activity K: Music History Seriation Activity** – use this activity to illustrate how the popularity of certain artifacts (or technologies) change over time.