

ONE OF OUR FIRST INHABITANTS: THE IROQUOIS

An Iroquois journey for the grade 3 (C2Y1)
student



Note

The following acronyms/symbols will be used throughout the document

PoL – Progression of Learning

IO – Intellectual Operation

SBI – SMARTBoard[®] Interactions



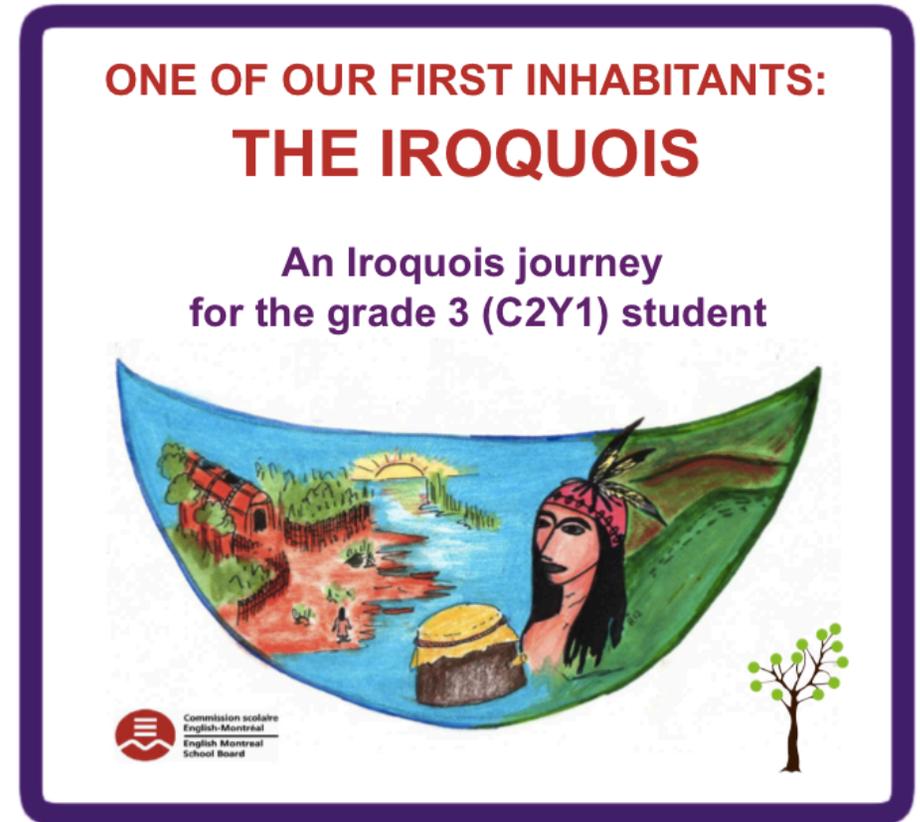
– Oral exercise for student(s)



– Written exercise for student(s)

Possible Uses of This Tool

1. An introduction to the Program of Geography, History and Citizenship Education and Science & Technology
2. A revision tool for themes (ex. everyday life, transportation, dwellings, economic activities and political structures)
3. A general revision tool for the Social Sciences programs as a whole
4. An example of the SMART Notebook technology supporting the teaching of Geography, History & Citizenship and Science & Technology (Several examples are provided connecting the Social Sciences and Science programs)



Section 1 Where in the World Am I?

PoL

1. **Location of society in time and space**
 - a. *Locates on the map the territory occupied by the Iroquois – St. Lawrence River and the Great Lakes lowlands.*

IO

- * Situates in time and place



**WHERE IN
THE WORLD
AM I?**

Section 1 Where in the World Am I?

SBI



Teaching Suggestions

- * Discuss with the students the concepts of:
 1. continents (large masses of land on the planet) and
 2. oceans (large bodies of water on the planet).

Answer Key

1a: What is the name of the planet seen below?

1b: What do the blue patches represent?

1c: Name any of the three blue parts.



1a: Earth

1b: Water / Oceans

1c: Accept any correct water bodies (*Atlantic, Indian, Pacific, Arctic, Antarctic, Great Lakes, Gulf of Mexico etc.*)

Section 1 Where in the World Am I? *(continued)*

SBI



Teaching Suggestions

- * Use the globe to explain at least two simple characteristics of the earth:
 1. Its roundness
 2. Its rotation that gives rise to day and night

Answer Key

1d: What do the white, brown, and green patches represent?

1e: Name any three of the white, brown, and green patches.



1d: white (snow); brown (desert); green (forest / farm)

1e: Accept any correct answer

White: Northern Canada, Arctic, Antarctic regions

Brown: Sahara Desert, Arabian Desert

Green: Southern Canada, Europe, India

Section 1 Where in the World Am I? *(continued)*

SBI

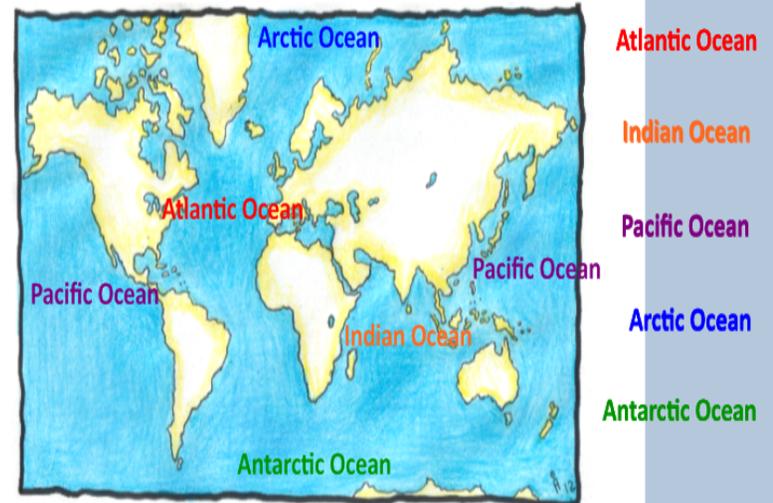


Teaching Suggestion

- * Allow students to interact/practice with the SMARTBoard © (using their own hands, SMARTBoard© pens, eraser etc.) before beginning these activities.

Answer Key

1f: Identify the five oceans on the map by placing their names over their location.



Section 1 Where in the World Am I? *(continued)*

SBI



Teaching Suggestion

- * Allow students to interact / practice with the SMARTBoard © (using their own hands, SMARTBoard © pens, eraser etc.) before beginning these lessons.

Answer Key

1g: Identify the six continents on the map by placing their names over their location.



North America

Africa

South America

Asia

Europe

Oceania

Section 1 Where in the World Am I? *(continued)*

SBI

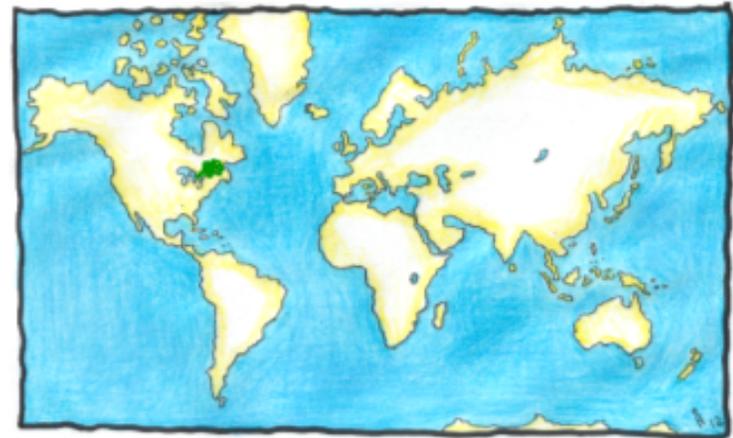


Answer Key

Teaching Suggestion

- * Ask the students:
 1. What is the name of the group of lakes in North America seen on the map? *(The Great Lakes)*
 2. Why are these lakes so important for the people that live in this region? *(They are linked to the Atlantic Ocean by the St. Lawrence River. It makes water transport easy.)*

1i: Now that you know the world map, shade the area where you live (use the green SMART board marker).



1i: See above map

Section 1 Where in the World Am I? *(continued)*

SBI



Answer Key

1h: Where in the world are you?

Planet	Earth
Continent	North America
Country	Canada
Province	Quebec
City / Town	Accept correct answer
School Street	Accept correct answer



Section 1 Where in the World Am I? *(continued)*

SBI



Teaching Suggestion

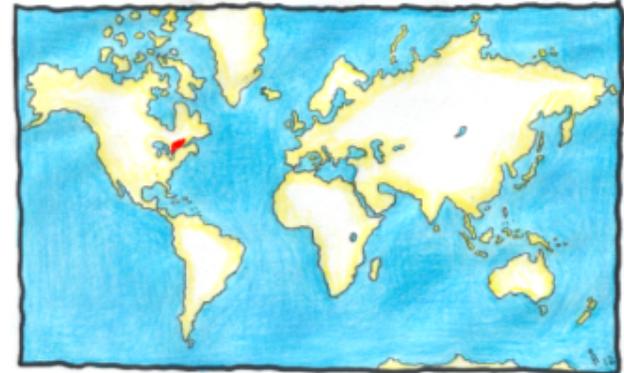
- * Before the students answer this question, discuss with them the location of the Iroquois society in the 16th century (along the shores of the St. Lawrence River)



<http://commons.wikimedia.org/wiki/File:Iroquoiens-St-Laurent.PNG>

Answer Key

1j: Shade the area where the Iroquois lived in the 16th century (use the red SMART board marker).
1k: Did you notice anything particular about this area and the one shaded in green earlier?



1j: See above map
1k: Montreal and its surrounding territory along the St. Lawrence River is situated in much of the ancient Iroquois territory.

Section 2 Housing

PoL

2. Elements of the society that affect the organization of the territory

2.1 Demographic situation

b. Indicates the way of life: sedentary

3. Assets and limitations of the territory

d. Explains why resources were assets (e.g. forests provided construction materials for longhouses)

IO

- * Establishes facts
- * Make comparisons
- * Establishes connections between facts
- * Establishes causal connections



The teacher's role is one of guidance and observation throughout this section.

Section 2 Housing

SBI



Teaching suggestions

- * It is important that students fully grasp the meaning of two new words - **sedentary** (people or animals that live in the same place for a long time) and **nomadic** (people or animals that do not have a fixed home and move around according to the seasons).
- * The use of bees and turtles lends itself to students' comprehension of these concepts which are pivotal to the understanding of First Nation societies.

Answer Key

2a: What are names of the Bees' home and Turtles' home?

2b: What are the similarities and differences between their homes?

2c: Circle in **red** the nomadic animal? How do you know?



Similarities	Differences
hard surface	one hangs from a tree / one crawls on the ground
provide shelter	home stays in the same place / home moves with the animal

Section 2 Housing *(continued)*

SBI

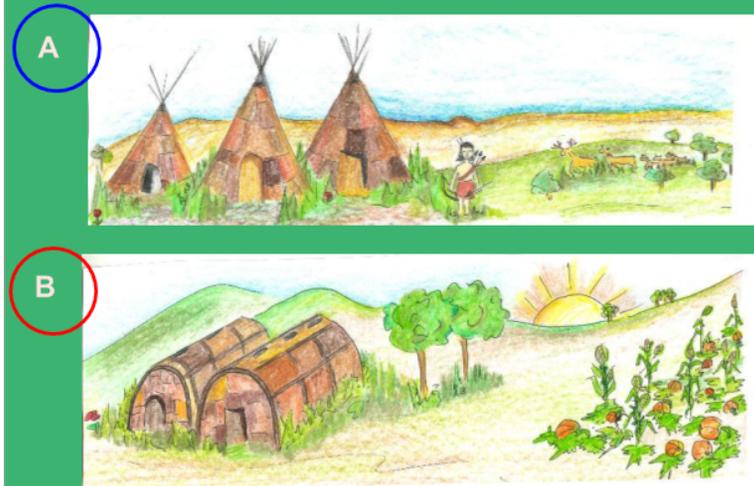


Teaching suggestions

- * Discuss with students why farmers always have to lead a sedentary life. (To tend and plough the land, they had to be sedentary.)
- * The Iroquois were essentially farmers. They also hunted and fished.

Answer Key

2d: One of the two societies seen below is **SEDENTARY** and the other is **NOMADIC**. Circle in **red** the **SEDENTARY** society. Circle in **blue** the **NOMADIC** society. How do you know?



2d. B shows a sedentary society. Longhouses were permanent buildings because the Iroquois were farmers.

Section 2 Housing *(continued)*

SBI



Teaching Suggestion

- * Open a discussion on the choice of materials in the construction of each dwelling and their relation to the territory where these societies live(d).

IGLOO - severe winters of Arctic regions only offer ice and snow as materials for construction

TEEPEE- Algonquin were hunters and used skins to build their homes

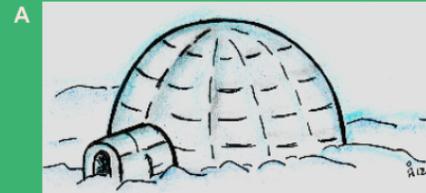
LONGHOUSE - Iroquois were farmers and used tree branches and tree bark. Some pelts too for they were also hunters.

MODERN HOUSE - cement or plasterboard are often used due to modern technology. Here the territory plays a smaller role.

- * By having this discussion, the relation between territory and society begins to be understood by the young ones – a tenet of the Geography, History and Citizenship Education program.

Answer Key

2e. Circle the typical 16th century IROQUOIS house. Give reasons for your choice.



2e. Image B shows a longhouse in the shape of half a cylinder, typical of a Iroquois house

Section 2 Housing *(continued)*

SBI



Teaching Suggestions

- * Call attention to the fact that the crest above the door of the longhouse belonged to (usually) the oldest woman. She then became responsible for all the activities of the longhouse. These **women elders**, as they are known, were leaders of the Iroquois society and enjoyed great political power (see Section 6). The Iroquois is a matrilineal society where the ancestry of all its members is traced through the mother.
- * A **matrilineal** society is different from a **matriarchal society**. The latter is a society governed by a woman or women, while a matrilineal society is governed by men although women have political clout. Among the Iroquois the women elected the men to power.

Answer Key

2f: Who was in charge of the Iroquois longhouse?



2f: The **oldest mother** in the longhouse had the honour of being responsible for the whole longhouse.

Section 2 Housing *(continued)*

SBI



Teaching Suggestions

- * Allow for diversity of answers but insist that whatever the student chooses must be relevant to the Iroquois society, such as any wild animal or plant typical of the region where the Iroquois settled in 16th century. Allow students to navigate the web, if necessary.

Answer Key

2g: In the space provided, draw the crest of your own longhouse.



Section 2 Housing *(continued)*

SBI

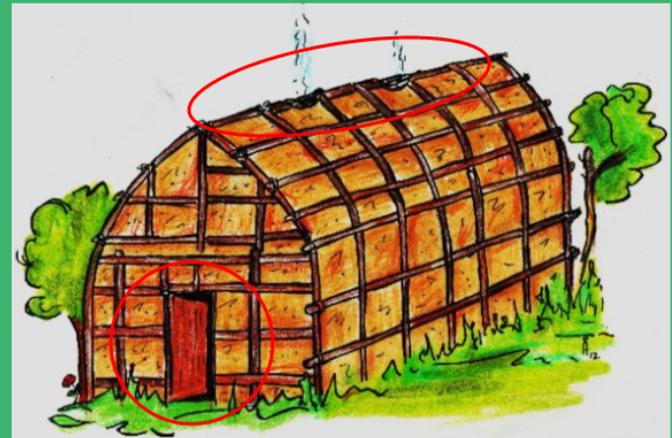


Teaching Suggestions

- * The front door was not built for release of smoke but served this purpose nonetheless.
- * The smoke-holes main purpose was to free the longhouse from smoke caused by cooking. It did provide light, but very little.

Answer Key

2h. Circle the TWO parts of the Iroquois house that allow fresh air to enter the house and smoke from cooking to escape.



Section 2 Housing *(continued)*

SBI



Teaching suggestions

- * Allow the students to discuss amongst themselves the possible answers.
- * Students must give (orally) reasons for their choices.

Answer Key

2i. Draw a line matching the Iroquois LONGHOUSE PART to the MATERIAL USED to make it.

LONGHOUSE PART

Door

Wall frame

Wall

MATERIAL USED

Tree branches

Bark

Animal skin
or wood



Section 2 Housing *(continued)*

SBI



Teaching suggestions

- * The importance of the forest as a resource to the Iroquois cannot be understated.
- * Allow the students to discuss amongst themselves the possible answers.
- * Students must give (orally) reasons for their choice.

Iroquois used wood for heating, canoe building and housing.

Answer Key

2j: Circle the landscape where the Iroquois obtained most of their housing materials. State your reasons.

Name that landscape in the square provided.



Forest

Section 2 Housing *(continued)*

SBI



Answer Key

2k: Science Facts! Name the 4 different habitats.

A) *Forest* B) *Tundra/Arctic* C) *Desert* D) *Ocean/River*

1. Identify at least 1 animal from each habitat.

A) *Squirrel*, B) *Penguin*, C) *Camel*, D) *Fish*

2. Identify at least 1 plant from each habitat.

A) *Trees, birch & maple,*

B) *Lichens, shrubs*

C) *Cactus, grasses*

D) *Seaweed, reeds*

3. Explain how these animals adapt to their habitat?

A. *THE SQUIRREL – Its thick fur keeps it warm. Its good memory helps it to find in winter, the food it collected and hid in spring and summer.*

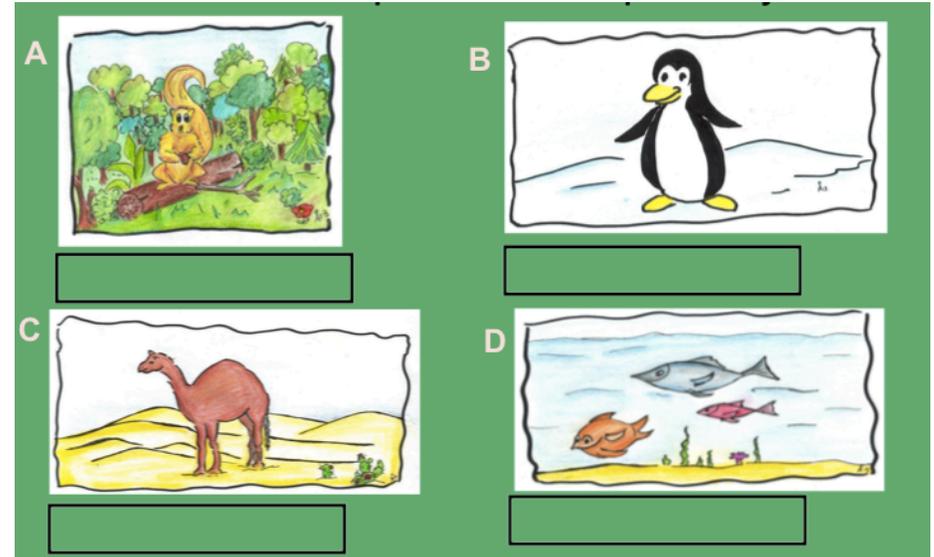
B. *THE PENGUIN – It is kept warm in cold water by the blubber under its skin. Its streamlined body, its webbed feet, and its flippers make the penguin an excellent swimmer.*

C. *THE CAMEL – It can survive without water for a week or more, and without food for several months. The hump is where it stores fat which is transformed into energy. Its long eyelashes act as a protection against sand storms while its wide feet ease its walk on desert sands.*

D. *FISH – Its streamlined body and fins permit it to swim swiftly and continuously in currents. Its color pattern (camouflage) blends itself into its environment. The gills allow fish to absorb oxygen from the water.*

4. Which habitat was important for the Iroquois? Why?

A ... *because of presence of trees and animals and for food and clothing.*



Section 2 Housing *(continued)*

SBI

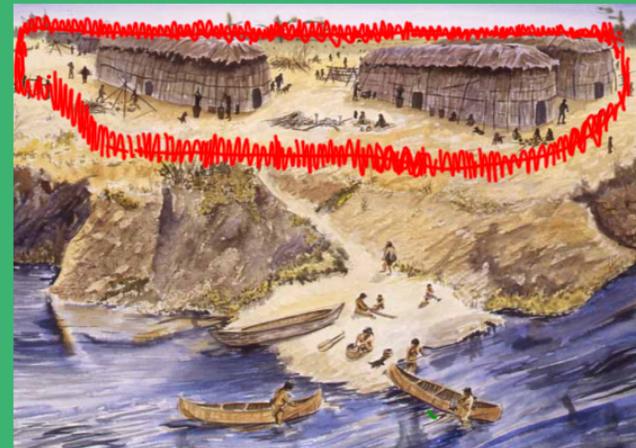


Teaching suggestions

- * The students must draw the palisade as a closed fence right around all the longhouses so that they grasp the importance of it being a structure for protection against animals and enemies.

Answer Key

21. The Iroquois built a structure around their village to protect themselves from wild animals and enemies. Draw that structure on the image below.



Section 2 Housing *(continued)*

SBI



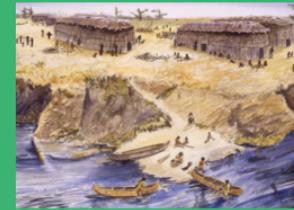
Teaching suggestions

- * Allow for class participation.
- * New words have been introduced such as **Iroquois, longhouse, matrilineal, sedentary and nomadic**. These words can be used to further play the 'hangman' activity on the SMARTboard®. However, each word must be defined by the student that finishes the game.

Answer Key

2m. Let's play "Hangman". What was the name of the structure around the Iroquois village?

P A L I S A D E



Section 2 Housing *(continued)*

SBI



Teaching suggestions

- * Many different answers will be presented but before the activity is initiated, state clearly what are the expectations. For instance:
 1. The student has to prove in written form, that her/his life style is sedentary or nomadic.
 2. A description and image of her/his dwelling has to support the claim (location, and materials).

Answer Key

2n. What are you --- NOMADIC or SEDENTARY?
How do you know?

myPad

Section 3 Eating Habits

PoL

2. Elements of the society that affect the organization of the territory

2.2 Cultural situation

c. Describes elements of everyday life: food

2.3 Economic situation

a. Names economic activity: agriculture



IO

- * Establishes facts
- * Establishes connections between facts

Section 3 Eating Habits *(continued)*

SBI



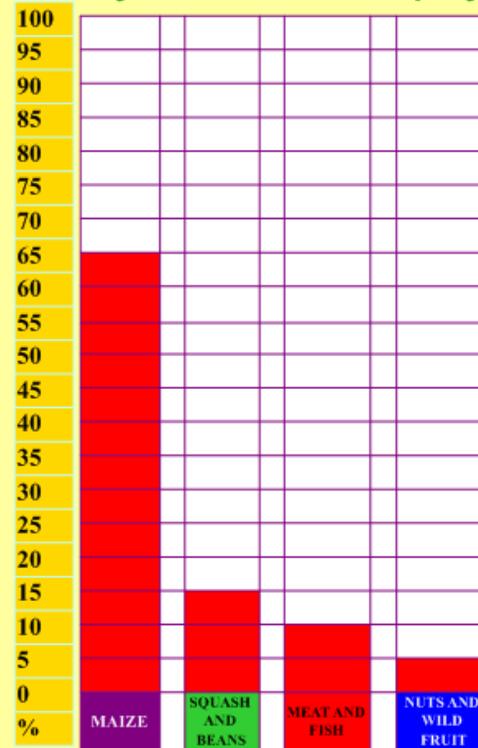
Teaching suggestions

* Pose the following questions before the students start the activity:

1. What did the Iroquois eat the most?
(Maize)
2. What did they eat the least?
(Nuts & wild fruits)
3. Where did they get the fish from?
(The rivers particularly the St. Lawrence River and its tributaries)
4. Where did they get their meat from?
(From the animals of the vast forest in the St. Lawrence Lowlands)

Answer Key

3a. The Iroquois loved their vegetables. Complete the bar graph according to the amounts mentioned and the colors used in the legend. What percentage of their daily diet was taken up by "other" foods?



LEGEND

- maize 65%
- squash & beans 15%
- meat & fish 10%
- nuts & wild fruits 5%

Calculation for "other" foods

$$65 + 15 + 10 + 5 = 95$$

$$100 - 95 = 5$$

$$\text{"Other" foods} = 5\%$$

Section 3 Eating Habits *(continued)*

SBI



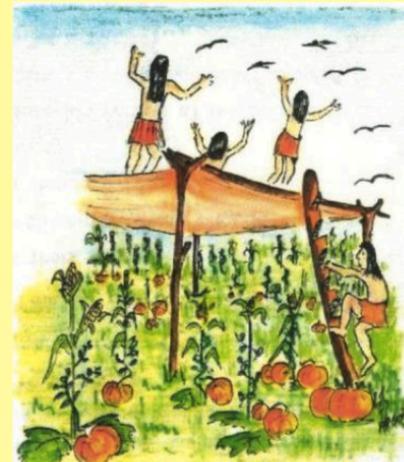
Teaching suggestions

* Open a discussion on what a day in a farm entails. Pose the following :

1. Does the farmer work many hours a day?
(Yes)
2. Can he be absent from his farm for many days? Why? *(No. The crops wilt and die leaving no food to eat or barter)*
3. Do farmers lead a sedentary life? *(Yes, they must live near their farms.)*
4. By looking at the illustration can you say that the Iroquois were farmers? *(Yes. They are working on a farm.)*
5. Why are they waving their arms? *(To shoo away the birds who like to eat what is planted.)*

Answer Key

3b: Using the information, which you yourself completed in 3a, how can you prove that the Iroquois were a sedentary society?



myPad

The image shows that the Iroquois were farmers, and farmers have a sedentary life.

Section 3 Eating Habits *(continued)*

SBI 

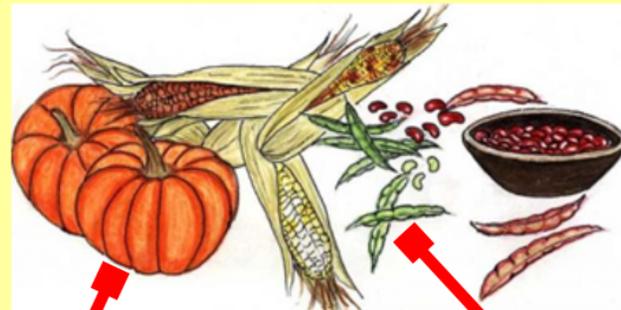
Teaching suggestions

* These three vegetables grow tightly together under the same 'roof' (the same plot of land), hence the name *The Three Sisters*.

Answer Key

3c. Identify the three vegetables represented below.

3d. What did the Iroquois call these three vegetables?



squash

maize

beans

3c. See above

3d. The Three Sisters

Section 3 Eating Habits *(continued)*

SBI  

Teaching suggestions

* Before starting the activity, discuss with the students the difference between horizontal and vertical by giving examples. For example: a human being walking (|) and a snake slithering (—), or an open book on the table (—) and the same book standing on a bookshelf (|).

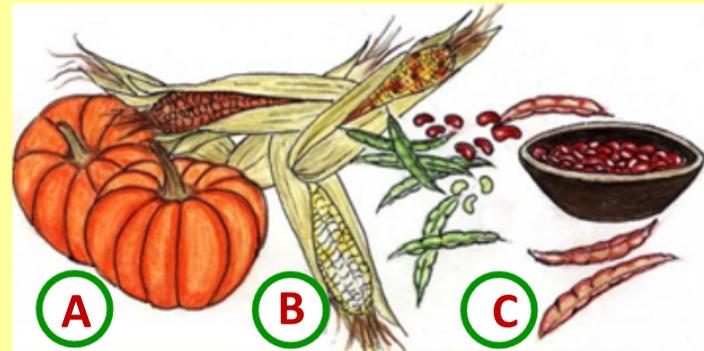
Answer Key

3e. WHO AM I?

A. I am a vegetable that grows horizontally (—).

B. I am a vegetable that grows vertically (|).

C. I am a vegetable and I climb and coil myself around the stem of one of my 'sisters'.



Section 3 Eating Habits *(continued)*

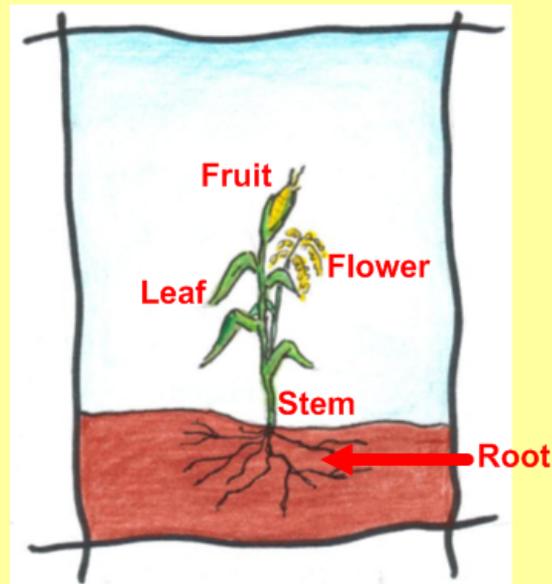
SBI



Answer Key

3f: Corn was a major part of the Iroquois diet. Place the words below over the correct part of the Corn Plant.

Stem Flower Leaf Fruit Root



Section 3 Eating Habits *(continued)*

SBI



Teaching suggestions

- * Concept to be learned: Sunlight is vital for plant growth.
- * An additional activity that can be done in conjunction with this unit is the growing of different seeds.
- * The Scientific Method should be particularly emphasized. Changing one variable (e.g. sunlight) can really demonstrate to the students the importance of sunlight. You may also want to have one control plant, one plant devoid of light, one with less water etc.

Answer Key

3g. Why do weeds find it difficult to grow where squash plants grow?



3g. Because the broad squash leaves cover the ground, weeds (and all other plants) cannot grow where there is no sunlight. Plants need sunlight to grow.

Section 3 Eating Habits *(continued)*

SBI



3h: On the next slide, place the images in the correct spot in the **cycle**.

3i: When all the images are in their correct spot, write the name of the cycle, you have just completed, in the center of the slide.



Section 3 Eating Habits *(continued)*

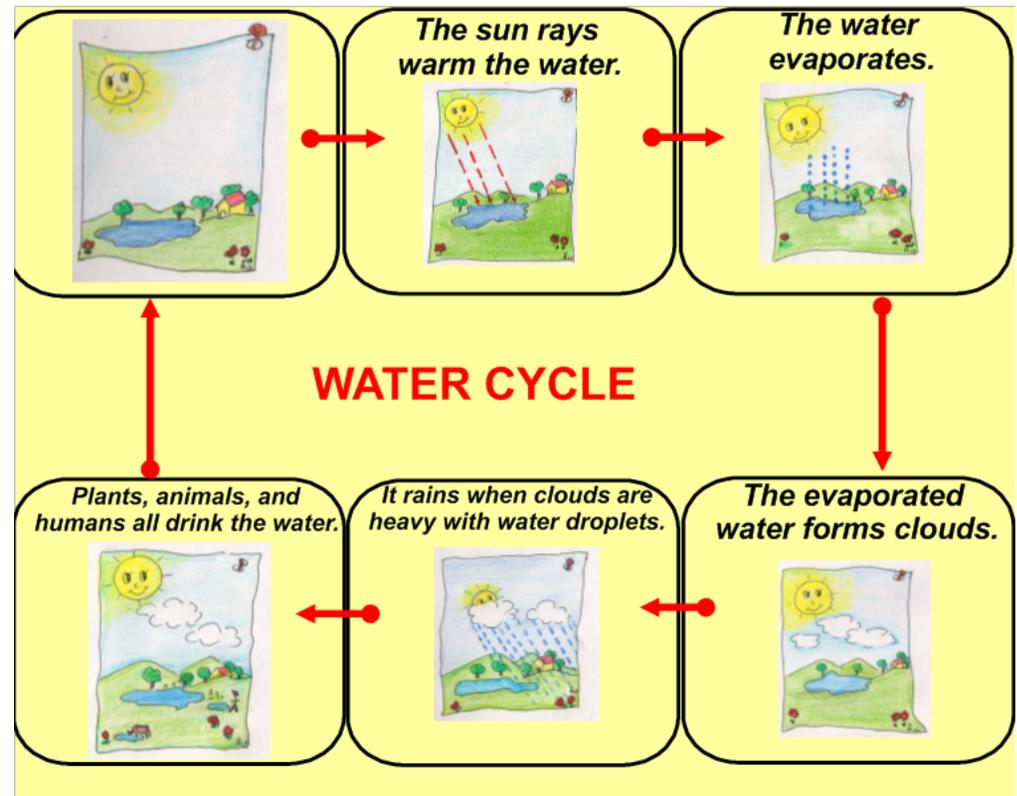
SBI



Teaching suggestions

- * Introduce the students to the logical progression of the images. There is nothing to memorize only to understand.
- * Emphasize the importance of sunlight as well as the importance of water for plants, animals and human beings to live and grow.
- * Link this activity to the growth of the 'Three Sisters' in the Iroquois society. e.g. The broad squash leaves and sunlight.

Answer Key



Section 3 Eating Habits *(continued)*

SBI



Teaching suggestions

* Question the students on what they should be looking for before they give their answers. Some suggestions for this activity.

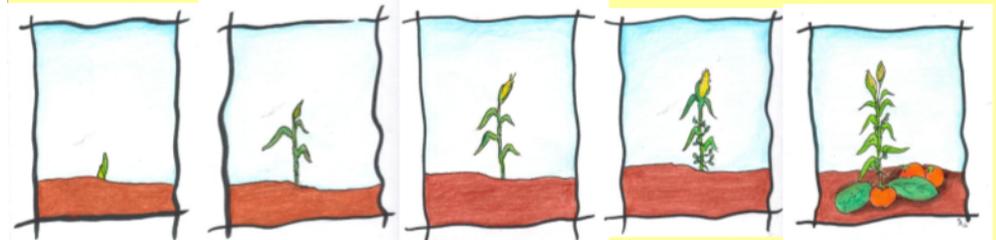
1. The height of the plant
2. The number of leaves
3. The presence of the bean plant
4. The presence of the squash plant

Answer Key

3h. Place the following images in order.



Correct Order:



Section 3 Eating Habits *(continued)*

SBI 

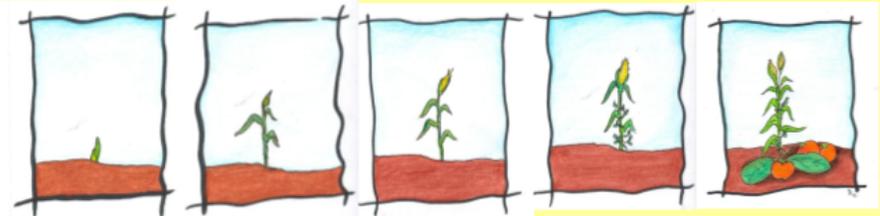
Teaching suggestions

- * Revise the concept of the Three Sisters and ask for the rationale for such a title.
- * Do the students agree to the name, The Three Sisters, or would they prefer a different one? Whatever their choice the students have to back it with evidence.

Answer Key

3i. Now complete the title for these images.

T H E
T H R E E
S I S T E R S



Section 3 Eating Habits *(continued)*

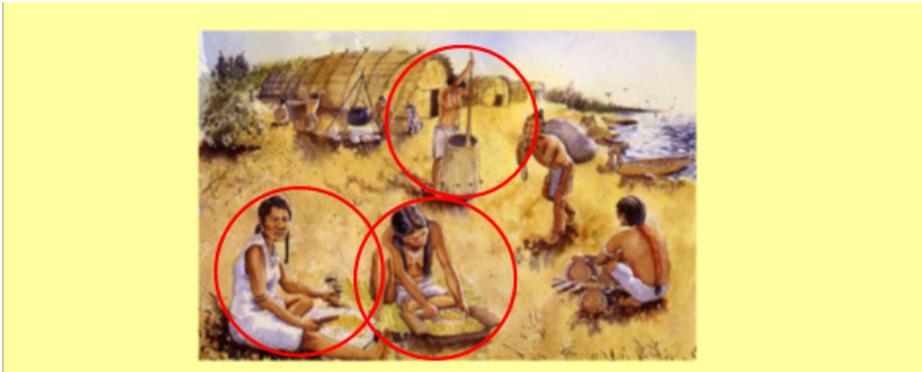
Answer Key

Consider the image below before answering the questions.

3l: Is this an Iroquois village? State your reasons.

3m: Which one of the "three sisters" is present?

3n: Circle the three different activities that deal with the preparation of the "sister" you identified.



7

3j. It appears to be an Iroquois settlement because they live in longhouses. The canoes also can help identify the Iroquois.

3k. Maize

3l. Three different activities are evident: grinding, sorting, and sieving the maize

Section 3 Eating Habits *(continued)*

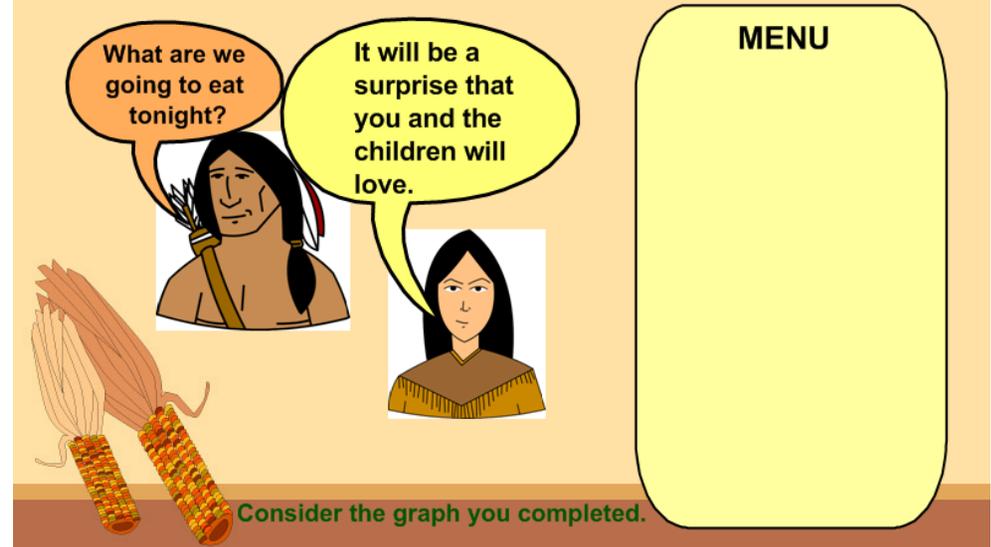
SBI  

Teaching suggestions

* Round off this section with a discussion on who has better Eating Habits, the Iroquois or the students nowadays. Ask for clear examples.

Answer Key

3m. Help the mother to write a menu that will please the whole family (mother, father and two children). It must have only Iroquois ingredients. (3 minutes)



What are we going to eat tonight?

It will be a surprise that you and the children will love.

MENU

Consider the graph you completed.

3m. *Many possible answers.*

*Example: **Main dish:** barbecued fish from the St. Lawrence River with boiled squash and beans (or maize). **Dessert:** fruit salad (wild strawberries and blue berries).*

Section 4 Economic Activities

PoL

2.3 Economic situation

a. *Names economic activities: agriculture, hunting, fishing, gathering and bartering.*

IO

- * Establishes facts
- * Makes comparisons



**ECONOMIC
ACTIVITIES**

Section 4 Economic Activities:

Some Teaching Suggestions

Ensure that the concept of *economic activities* is understood by the students.

A possible definition is: *what is produced, used and/or consumed in a society.*

Therefore, students will have to identify in each slide what is being produced, and how it is going to be consumed or used by the Iroquois society.

The topic of *economic activities* lends itself to interesting class and/or group discussion on a series of societal issues such as :

1. **type of essential economic activities in a society** (*Name the economic activities of the Iroquois society: gathering fruits, hunting, farming, fishing, making clothes*)
2. **gender and economic activities** (*Name activities that were performed by women and those by men: Men are usually occupied with hunting for food and protection due to their physical strength. Women usually cook, make clothes and pottery, and farm.)*
3. **pertinence of the economic activity for the society in question** (*No reason for one activity to be more important than another, they are all needed for the society to function smoothly.*)

Section 4 Economic Activities *(continued)*

SBI



Teaching suggestions

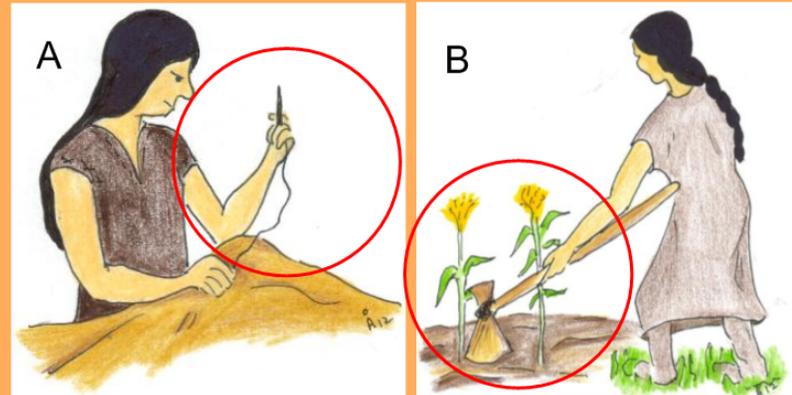
* Possible questions:

1. Do women still do these activities today?
2. Do men nowadays do these activities?
3. Has modern society changed in this respect? Give reasons for your answer.

Answer Key

4a:

1. Identify the activities below.
2. Circle the clues that helped you identify it.
3. Why was this activity important for the tribe?



1. **A. Sewing**
B. Ploughing and Planting
3. **A. Women sew clothes for all adults and children of the society to wear.**
B. They ploughed and planted to obtain grain and vegetables for the whole society to eat.

Section 4 Economic Activities *(continued)*

SBI



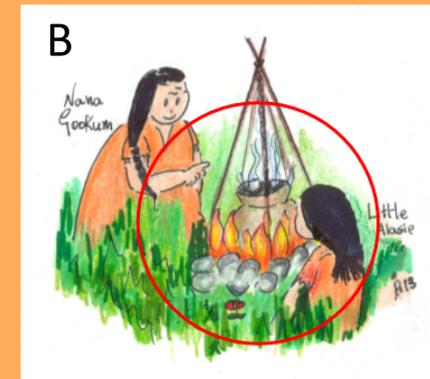
Teaching suggestions

* You may ask the same questions as the ones on the previous slide.

Answer Key

4b:

1. Identify the activities below.
2. Circle the clues that helped you identify it.
3. Why was this activity important for the tribe?



1. **A. Milling the corn**
B. Teaching the young and cooking
3. **A. Every Iroquois ate corn**
B. Grandma is teaching the child what she/he needs to know to become a good member of the Iroquois nation. Cooking might be the topic.

Section 4 Economic Activities *(continued)*

SBI



Teaching suggestions

* Some questions that might be posed:

1. What materials were used in these two activities?

A. Clay B. Straw

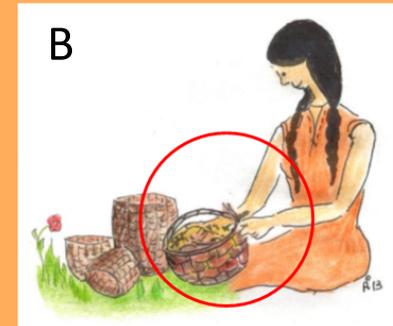
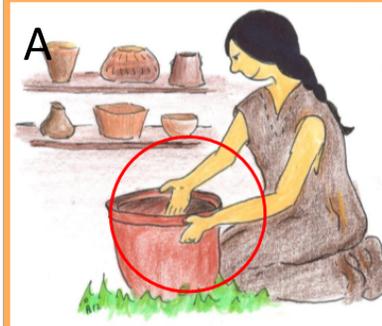
2. Are these activities still present in our modern society? Why?

Although they are still used in our society they are considered more as an art than a necessity. Other materials are more in use today e.g. plastic, wood and metal.

Answer Key

4c:

1. Identify the activities below.
2. Circle the clues that helped you identify it.
3. Why was this activity important for the tribe?



1. **A. Making pottery**
B. Basket weaving
3. **A. The Iroquois cooked in such pots.**
B. Baskets were used for storage of food and clothes of the members of the Iroquois society.

Section 4 Economic Activities *(continued)*

SBI



Teaching suggestions

- * The following question may be posed:
1. Do women in our *modern* society still do activity A? B?

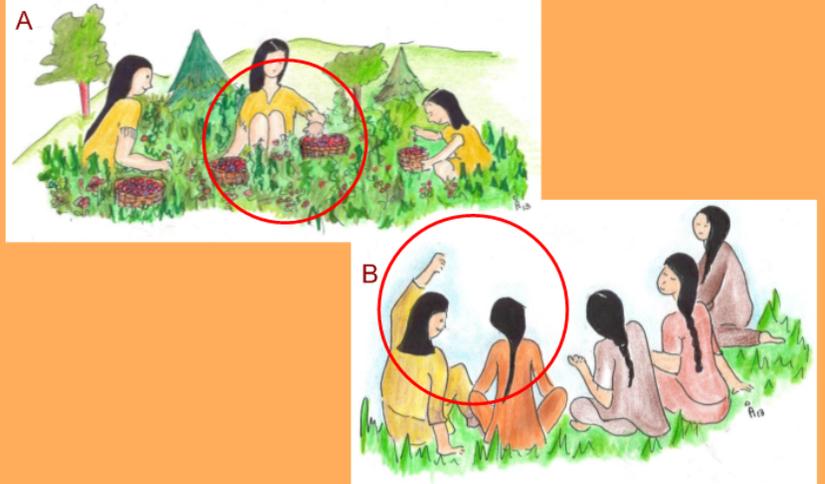
Activity A – Usually not for survival, although they might if they work in the fields. Often performed as a pleasurable outing.

Activity B - The gathering of women is still much alive. Examples include: Women's, political, and cultural associations etc.

Answer Key

4d:

1. Identify the activities below.
2. Circle the clues that helped you identify it.
3. Why was this activity important for the tribe?



1. **A. Gathering wild fruits**
B. Speaking in a women's meeting.
3. **A. Wild fruits were important for the Iroquois meals.**
B. Women sometimes met to discuss longhouses' problems or elect men to council.

Section 4 Economic Activities *(continued)*

SBI



Teaching suggestions

* Pose the following question:

1. Is this activity still used in the same sense in our modern society?

No, in our modern society it has become more of a sport although the concept of obtaining food and defence still exists but other items are used such as rifles.

Answer Key

4e: There are two possible activities you can imagine the Iroquois performing below. Name them.

4f: Why were they both important?



- 4e. **Hunting, and protecting the settlement against animals and enemies.**
- 4f. **Hunting supplied the Iroquois society with food (meat). Protecting against an animal or a human being gave their society security.**

Section 4 Economic Activities *(continued)*

SBI



Teaching suggestions

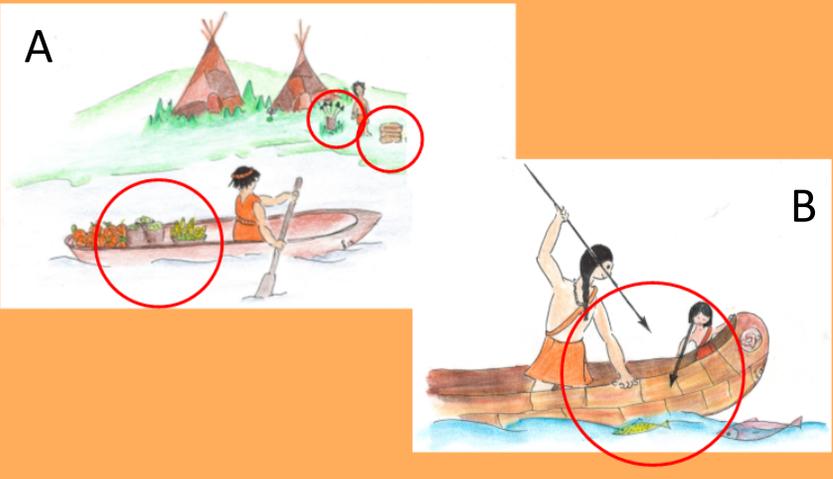
* Exemplify the concept of bartering by referring the students to usual swapping of cards, stamps or post cards. Students can then fully understand how the Iroquois went down the rivers to exchange their goods for others they needed.

* Let the students deduce what was being exchanged. Remember: the Iroquois were farmers while the Algonquin were essentially hunters.

Answer Key

4g:

1. Identify the activities below.
2. Circle the clues that helped you identify it.
3. Why was this activity important for the tribe?



1. **A. Bartering**
B. Fishing and teaching
3. **Bartering allowed for exchange of goods needed by the Iroquois such as pelts from hunters like the Algonquin.**
Fishing gave the Iroquois their much needed fish for their meals. Teaching assured the Iroquois that the next generation would carry their traditions and habits.

Section 4 Economic Activities *(continued)*

SBI



Answer Key

4h:

1. Identify the activities below.
2. Circle the clues that helped you identify it.
3. Why was this activity important for the tribe?



1. **A. Building or mending a longhouse**
B. Throwing tobacco on the fire
3. **A. Men were responsible for building and/or mending all the longhouses.**
B. Men were responsible for maintaining the Iroquois spiritual beliefs. In the image above the man is throwing tobacco on the fire to thank the Great Spirit for the daily blessings.

Section 4 Economic Activities *(continued)*

SBI



Teaching suggestions

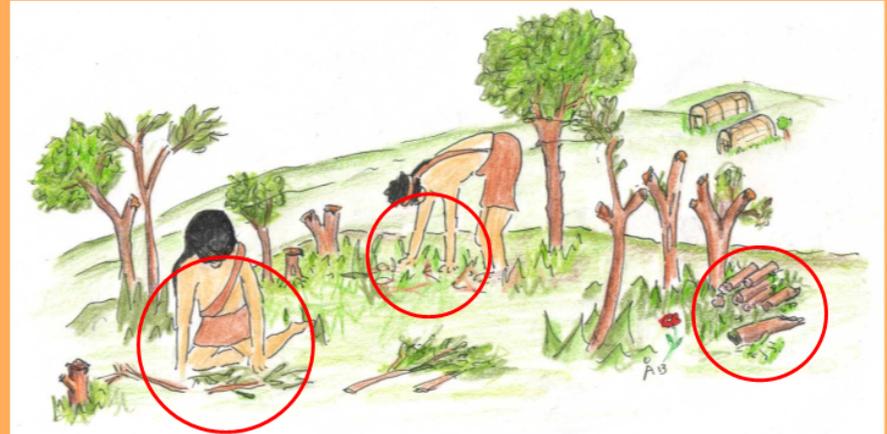
* Discuss with the students the importance of wood for the Iroquois society.

Ex. Housing , cooking, building a palisade, warming in winter, making canoes, making bows, etc.

Answer Key

4i:

1. Identify the activities below.
2. Circle the clues that helped you identify it.
3. Why was this activity important for the tribe?



1. *Men chopped and gathered wood .*
3. *They could be clearing the forest to build new longhouses; gathering wood to mend the old ones seen in the background; and/or collecting wood for the fire (to cook and/or warm the longhouse).*

Section 4 Economic Activities *(continued)*

SBI



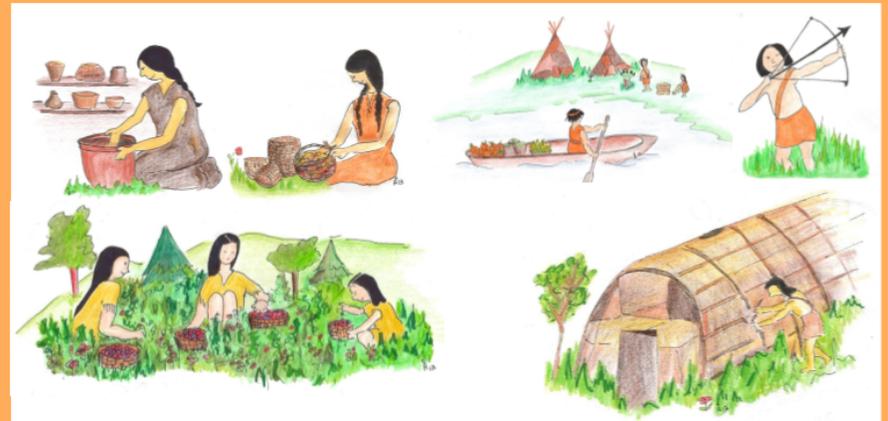
Teaching suggestions

* Lead the students to the conclusion that women's activities were around/in the longhouse whereas the men's activities were essentially further away from the longhouse.

Answer Key

4j: Where did most of the women's activities take place? Give examples.

4k: Where did most of the men's activities take place? Give examples.



4l. Women's duties were inside or nearby the longhouse (pottery, basket weaving, berry picking, ploughing etc.)

4k. Men's duties were outside the longhouse (building and/or repairing) and in the countryside and forest (hunting, defending, bartering, fishing, clearing the forest etc.).

Section 4 Economic Activities *(continued)*

SBI



Teaching suggestions

- * How was each sense used in the various Iroquois economic activities?
 1. Ears: listen to animal sounds – either to hunt them or protect themselves from them.
 2. Hands: Making pottery, sewing clothes made of pelts, hunting with arrows.
 3. Smell: the food, flowers and other plants for the Iroquois loved nature.
 4. Mouth: tasting of food

Answer Key

4I: Below you have drawings of the 5 senses.
1. Match the drawing with the statement.
2. Describe how these senses were used in Iroquois activities.

Without me you'll never enjoy...

... listening to music



... eating the birthday cake



... reading your comics



... smelling a rose



... petting your dog

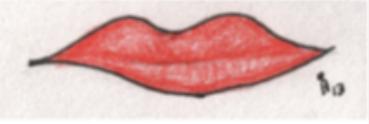
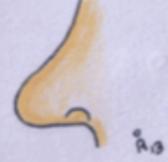


Section 4 Economic Activities *(continued)*

SBI



Answer Key

Section 4 Economic Activities *(continued)*

SBI



Teaching suggestions |

* Start by asking students what is energy. For instance, what does it mean when we say 'I am full of energy today'? *Energy* means one can do things like running, swimming, etc. Then present them with the definition of 'energy' **Energy causes things to happen around us.**

* Compare 'renewable energy' to renewing a book from the library. You continue to have the same book and with energy you also have the same source energy.

* Lead the students to define the source of energy by considering the images: solar (sun), hydro (water) and eolian (wind).

Answer Key

	Solar Energy	Hydro Energy	Eolian Energy
i)			
ii)	Agriculture – plants need sun to grow	Canoeing Fishing	Canoeing

Section 5 Transportation

PoL

2.3 Economic situation

b. Names of means of transport

c. Indicates transportation routes

3. Assets and limitations of the territory

b. Indicates assets and limitations related to climate

IO

- * Establishes facts
- * Establishes connections between facts



TRANSPORTATION

Section 5 Transportation *(continued)*

SBI



Teaching suggestions

* Start by asking what each illustration represents and what the means of transport might have been used for. The season(s) and the transportation routes (rivers, lakes, forest trails) should be part of the discussion.

Note: Images were taken from Wikimedia commons

Answer Key

5a: Place the following Iroquois means of transport below the correct image.

CANOE BABY CARRIER TOBOGGAN SNOWSHOES



TOBOGGAN



CANOE



SNOWSHOES



BABY CARRIER

Section 5 Transportation *(continued)*

SBI



Teaching suggestions

* Students should engage, in groups of three, on a discussion about:

1. The materials used for each means of transport (e.g. light weight materials)
2. Where the materials were obtained (e.g. forest, animals, plants)
3. The importance of shape for each means of transport (e.g. to slide easily, to float and cut the water with ease, to be broad to support human weight and the vagaries of the terrain, etc.)

Answer Key

5b: Match the images with their corresponding description.



I carry heavy weights on snowy grounds.	
I would not play soccer with such shoes.	
I was created to carry a baby comfortably.	
I am the only water transport.	

Section 5 Transportation *(continued)*

SBI



Teaching suggestions

* Students should provide other examples where these means of transport could be used as well as identify their usual routes.

Answer Key

5c: Which Iroquois transport would you use in each situation below? Write your answer in the space provided.

Situation 1:

You have to cross a small forest and the ground is covered in deep snow.

snowshoe

Situation 2:

You are travelling with your uncle up the river to Hochelaga.

canoe

Situation 3:

You are going to the longhouse next to yours with your 3-month-old baby sister.

baby carrier

Situation 4:

You and your older brother are returning to your village with two deer.

toboggan

Section 5 Transportation *(continued)*

SBI



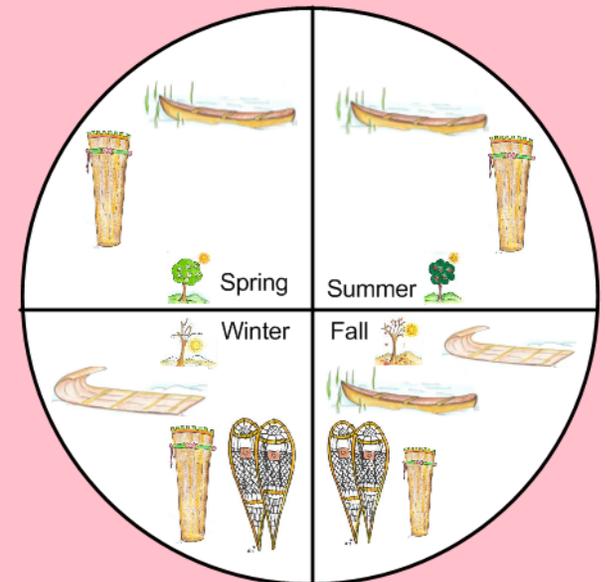
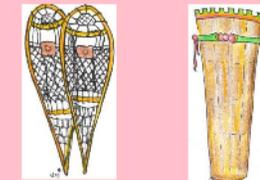
Teaching suggestions

* After the students have filled in the diagram, further their understanding by asking questions such as:

- Which means of transport was used throughout the year? *The Baby Carrier*
- Why? *Students should provide answers that reference the effect the seasons and terrain have on the use of transport methods*

Answer Key

5d: In which season(s) would you use each of the Iroquois transports pictured below.



Section 6 Government

PoL

2.4 Political situation

a. Indicates means of selecting leaders

b. Indicates means of decision making

IO

- * Establishes facts
- * Makes comparisons



GOVERNMENT

Section 6 Government *(continued)*

SBI



Teaching suggestions

- Open a discussion on the concept of government.
 1. Societies need to have a government to pass and implement laws so that an harmonious society is created.
 2. Differences will always exist and must be respected, however, they cannot be harmful or disrespectful to others.
 3. As an example, refer to the election of the class representative. Include its relevance for student views to be heard in an organized manner. Discuss also the principle that one should not vote for an individual because he/she is an acquaintance or a friend but rather because he/she will do what is expected by those who elected them.

Answer Key

6a: Tap the balloon next to the statement(s) that identify the role(s) of the Iroquois government.

** Remember: it consisted only of elected MEN. **



- ✓ Demanded laws be obeyed
- ✗ Educated other tribes
- ✓ Approved laws
- ✗ Decided who built the longhouse
- ✓ Punished those who did not obey the laws
- ✗ Voted for women in government

Section 6 Government *(continued)*

SBI



Teaching suggestions

- * Open a debate on whether women in Iroquois society were politically powerful or not and why.

Answer Key

6b: Which Iroquois women elected the men to government? Circle the correct answer.



- a) The women with the most children.
- b) The women who cooked the best.
- c) The oldest woman of each longhouse.
- d) The women that were the best speakers.

Answer

Answer: C

A SUGGESTION

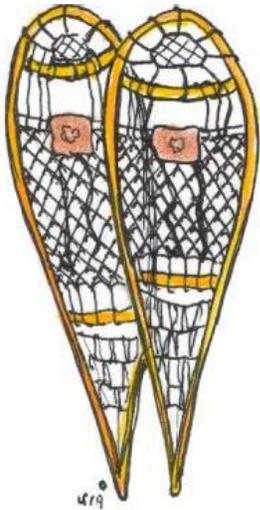
By now the students have acquired sufficient knowledge to embark on a mini-project. However, before the students start their project discuss with them the importance of studying the geography, history, culture and traditions of a people. Only by studying a people can one truly appreciate and understand a society, in this case the Iroquois of the 16th century.

Ask the students to give a “thumbs up” if they feel they now know more about the Iroquois society, then at the beginning of the year.



Mini Project Idea:

1. Divide the class in small groups of 3 or 4.
2. Give each group one of the themes studied (the geographical position of the Iroquois in the 16th century, transportation, housing, education, economic activities and government).
3. Ask students to:



- i. provide an appealing title to their project;
 - ii. present their theme differently from what was offered in the SMARTboard activity logbook;
 - iii. include in their project 4 to 7 different questions and their respective answers on the given theme (N.B. No question should require a simple No or Yes answer);
 - iv. collect the questions before the presentation to the class in order to make certain that questions are historically correct and that there is a proper level of difficulty (levels 1-4)
 - iv. present to the class their project either on the SMARTboard, as a poster, or as a model. Use attached rubric to evaluate.
4. After all the presentations, collect all questions and respective answers. Classify them in order of difficulty (from 1 to 4). Use these questions for further review in subsequent classes.

GENERAL RUBRIC FOR MINI-PROJECT TO BE PRESENTED TO THE CLASS

	1	2	3	4	5
Plans a beginning, a middle and an ending	<u>Still learning</u>	<u>Poor</u> planning	Shows <u>some</u> planning but <u>needs</u> improvement	<u>Well</u> planned	<u>Excellent</u> ly planned
Uses visuals	<u>None or very few</u> visuals and <u>not</u> pertinent	<u>Few</u> visuals; <u>some</u> pertinent	<u>Enough</u> visuals; <u>most</u> are pertinent	<u>Well</u> chosen visuals and <u>most</u> are pertinent	<u>Most original</u> choice of visuals; <u>all</u> pertinent
Faces the audience	<u>Still learning</u>	Shows promise	<u>Promising</u>	<u>With ease</u>	With the <u>greatest</u> of ease
Speaks loudly and clear	<u>Still learning</u>	Shows promise	<u>Promising</u>	<u>With ease</u>	With the <u>greatest</u> of ease
Answers questions from audience	<u>Still learning</u>	Shows promise	<u>Promising</u>	<u>With ease</u>	With the <u>greatest</u> of ease
					Argofe2013

Some pertinent websites

<http://societies.learnquebec.ca>

<http://nativeamericans.mrdonn.org/northeastiroquois.html>

<http://www.kidcybor.com.au/topics/iroquois.htm>

http://www.bigorrin.org/iroquois_kids.htm

<http://www.ducksters.com> - History Native Americans for Kids