**First Nations Contact with Europeans**

1. How do you predict the explorers will interact with the First Nations people?
2. Using proof from what you have learned about First Nations people, what do you think the explorers will learn from the First Nations people when they arrive?
3. What do you think First Nation people will learn from the European explorers?

**Timeline Scavenger Hunt**

Look on the timeline and explain what/ who the following are:

|  |  |  |
| --- | --- | --- |
| **Person/ Thing** | **When** | **Why they are important** |
| Jesuit priests |  |  |
| Jacques Cartier |  |  |
| Small pox |  |  |
| Beaver pelts |  |  |
| John Cabot |  |  |
| Father Jean de Brebeuf |  |  |
| War |  |  |
| Samuel de Champlain |  |  |
| Etienne Brulé |  |  |

**First Nations and Early Explorers Research Project**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Goal**: To examine how First Nations people and the Early Explorers influenced each other and create a 5-8 slide Explain Everything presentation

**Success Criteria**:

* I can use my own knowledge about First Nations people to imagine how they may have helped the explorers or had conflict with them
* I can use my own knowledge about explorers to imagine how they might have helped or had conflict with the First Nations people
* I can do research to find out more about how the two groups influenced each other.
* I can prepare an Explain Everything presentation to show my thinking
* I can find pictures about what the two groups taught each other
* I can write my ideas in my own words with appropriate vocabulary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Expectations | Level 1 | Level 2 | Level 3 | Level 4 |
| A1.1 describe some of the positive and negative consequences of contact between First Nations and Europeans in New France | Student cannot describe positive and negative consequences of contact between the groups. | Student can describe positive and negative consequences of contact between the groups with some difficulty. | Student can describe positive and negative consequences of contact between the groups well. | Student can describe positive and negative consequences of contact between the groups effectively. |
| A1.2 analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited  | Student cannot explain how the two groups benefited from their relationship. | Student can explain how the two groups benefited from their relationship with some difficulty. | Student can explain how the two groups benefited from their relationship well. | Student can explain how the two groups benefited from their relationship effectively. |
| A2.2 gather and organize information on interactions among and between First Nations and Europeans during this period, using a variety of primary and secondary sources that present various perspectives | Student cannot gather and organize information from different sources (own knowledge, guest speaker internet, books, etc.). | Student can gather and organize information from different sources (own knowledge, guest speaker, internet, books, etc.) with some difficulty. | Student can gather and organize information from different sources (own knowledge, guest speaker, internet, books, etc.) well. | Student can gather and organize information from different sources (own knowledge, guest speaker, internet, books, etc.) effectively. |
| A2.6 communicate the results of their inquiries, using appropriate vocabulary | Student cannot communicate results effectively. | Student can communicate results with some difficulty. | Student can communicate results well. | Student can communicate results effectively. |