**Ryan MacKinnon: Grade 3 Social Studies Learning Centre**

**Lesson Title:** New Brunswick before Europeans

**Grade Level:** Grade 3 Social Studies

**Lesson Topic:** The Indigenous People of New Brunswick

Objectives: Students will learn that before the settlers colonized New Brunswick the three main Indigenous people inhabiting the land were: **The Wolastoqiyik, The Mi’Kmaq and the Passamaquoddy.** They were displaced and their traditional lands have been replaced by small reservations. The learning centre will address New Brunswick Social Studies learning outcome 3.2.1: Examine the peoples in their province.

**Materials:**

Multi-Layered Map of New Brunswick

Cue Cards for Students in Grade 3 to read

Language Cards with Pronunciation

Indigenous Language and Art Examples

Timer

**Procedure:** In this learning centre I will:

1. Greet Learners, begin the lesson by introducing yourself as Mr. M (30 seconds)
2. Ask learners what is on the table . What year is this New Brunswick Map from on the table: What do you notice? What languages are the cities labeled? Has the map always looked this way? (1 minute)
3. Remove Top layer of map to show the **Wabanaki Confederacy.** The traditional lands of the **Wolastoqiyik, Mi’kmaq and Passamaquoddy** people. Have a different learner read each card. (1 minute each for 3 minutes total)
4. Remove traditional territory to reveal a map of reservations today. Talk about how each tribe only has a small amount of land left to inhabit. Ask they notice Ask if that is fair? Notice what is missing? Have a quick conversation about what we can do (2 minutes)
5. Recap the activity and discuss rename the three nations who inhabited lands before us now province of New Brunswick. (1 minute)

Bonus : Introduce the way of saying “Hello” in each language.

**Post Learning Centre Extension Ideas**

* After Introducing the Indigenous peoples of New Brunswick we can take a more indepth look at the history of New Brunswick. How the French and English traded with the Wolastoqiyik, Mi’kmaq and Passamaquoddy. What deals or treaties were made? Did we we fairly execute these? Borders? How are they made? why
* Using Indigenous art, explore the culture and their strong connection with nature.
* Explore Reconciliation, What can be done now?