













Can you Connect the Past to the Present?

Grade Level	Grade 1-3	Duration	35 minutes
Overall Goals of the Lesson	Students will draw on their knowledge of First Nation artifacts from the MOA educational program to identify a list of artifacts and to connect them to a modern day example.		
The Ontario Curriculum 2013 Social Studies Grades 1 to 6	Overall Expectations		
	<p>Grade 1 – Strand B B1. Application: Describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs. B2. Inquiry: Use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short and long term effects of this interrelationship.</p> <p>Grade 2 – Strand A A1. Application: Compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations.</p> <p>Grade 2 – Strand B B1. Application: Describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions.</p> <p>Grade 3 – Strand A A1. Application: Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day.</p> <p>Grade 3 – Strand B B1. Application: Demonstrate and understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario.</p>		
Required Materials	<ul style="list-style-type: none"> • Can you Connect the Past to the Present – PowerPoint • Can you Connect the Past to the Present – Student Handout • Can you Connect the Past to the Present – Teacher Handout 		
Prerequisites	Students will have participated in the MOA’s education programs for First Nations artifacts.		

Main Activity	<p>*The teacher may wish to use the ‘Can you Connect the Past to the Present’ PowerPoint presentation during their lesson, but it is not required.</p> <ol style="list-style-type: none"> 1. The teacher will ask the class how we can define what an artifact is. 2. After reviewing that an artifact is “any object that was made by humans, and used by humans,” the teacher will hand each student a worksheet. 3. Drawing on their understanding of First Nation artifacts, students will write the name of each artifact, and their modern day example, in the space provided on their worksheet. <ol style="list-style-type: none"> a. The PowerPoint presentation provides the option of using a word bank. Should students require further direction, one slide offers the choice of having the work bank colour coded (the past artifacts are in red text). 4. The worksheet is complete when students have labelled as many artifacts as they can, and have connected the artifacts to their present day example. <p>The artifacts included in the lesson:</p> <ul style="list-style-type: none"> • Stone Axe Head – the wooden handle no longer exists because that material decays over time. What remains is the stone head of the axe. • Pottery – these pieces were made by hand from clay and fired in a hearth. Archaeologists can learn a lot from pottery because different groups decorated pottery differently. One side of the pottery is dark from the fire. • Grinding Stone and Grinder – a tool that was used for grinding corn, herbs for medicine, and tea. A modern day example is the pestle and mortar. • Gorget and Abrader – the abrader is used to grind the gorget into its desired shape. A gorget is a piece of slate stone drilled with holes to make into personal pendants (a necklace). • Shell – they were used as spoons in the longhouse. It is an example of an artifact that has not been changed from its original design. • Burnt Corn – was uncovered in fire pits. The fire preserved their structure in carbon. They can tell us what people were eating and farming.
Follow up Activities	<p>To ensure connections are made between the past artifacts and modern day examples, the teacher may pose the following question to the class:</p> <ul style="list-style-type: none"> • Which artifacts have undergone a significant change over time? Which artifacts have remained nearly identical to their modern day examples? Why do you think this is?

Can you connect the Past to the Present ?

1. Write the name of each artifact in the space provided on your worksheet.
2. Draw a line to connect the artifacts from the past to their modern day examples.













Past	Present
 <p>Stone Axe Head</p>	 <p>Necklace</p>
 <p>Pottery</p>	 <p>Corn</p>
 <p>Grinder</p>	 <p>Spoon</p>
 <p>Gorget</p>	 <p>Bowl</p>
 <p>Shell</p>	 <p>Pestle and Mortar</p>
 <p>Carbonized Corn</p>	 <p>Axe</p>



Can you connect the Past to the Present ?



1. Write the name of each artifact in the space on your worksheet.
2. Draw a line to connect the artifacts from the past to their modern day examples.

Past	Present
 <p>Name: _____</p>	 <p>Name: _____</p>
 <p>Name: _____</p>	 <p>Name: _____</p>
 <p>Name: _____</p>	 <p>Name: _____</p>
 <p>Name: _____</p>	 <p>Name: _____</p>
 <p>Name: _____</p>	 <p>Name: _____</p>
 <p>Name: _____</p>	 <p>Name: _____</p>

