

Lesson 4.1

(SR pages 82-94)

What was the Iroquois Confederacy?

Curricular Outcomes for Assessment

In this lesson, students have an opportunity to

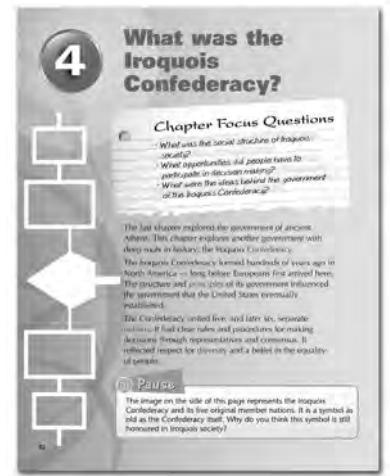
- Formulate questions to be answered through the research process (6.S.7.2)
- Determine the reliability of information (6.S.7.1)
- Include references in an organized manner as part of research (6.S.7.5)
- Present information as oral presentations (6.S.8.1)
- Communicate through appropriate forms such as multimedia presentations (6.S.8.7)
- Use historical and community resources to understand and organize the sequence of historical events (6.S.2.2)
- Explain the historical contexts of key events of a given time period (6.S.2.3)
- Use examples of events to describe cause and effect and change over time (6.S.2.4)
- Interpret historical maps (6.S.3.1)

Ahead of time

- Establish how the students will respond to the performance task (SR pages 84–85).
- Make arrangements for access to necessary equipment, e.g., computers, LCD projectors, memory boards
- Cut metre strips of blank cash register paper for each student

Materials

- Chapter 4: General Assessment Masters
- BLM: 4.1: Chapter 4: Planning Sheet: Creating a Multi-Media Presentation About the Iroquois Confederacy
- BLM: 4.2: Chapter 4: Making Predictions, Verifying Predictions About the Iroquois Society
- counters, atlases, metre strips of cash register paper



Assessment for Learning
6.S.2.2 / 6.S.2.3

Observe the students to ensure they understand the concept of historical context.

- If students are still struggling, work with current examples to help them build an understanding. Students can imagine that they are grandparents living in the future. What would they tell their own grandchildren about what was happening in the world back when their grandparents were in Grade 6?

Introducing the Concepts

Building on Prior Knowledge

- Review with students what they learned about historical context in the activity in Chapter 3.

Activity 1: What is Historical Context?:

Teacher note: This activity will be useful if students appear uncertain about the scope of historical context.

- This can be presented as a 60-second challenge. The example can also be changed. It is important to provide familiar background so that the students recognize the concept readily.
- Tell the students that they need to be familiar with the concept of 'historical context.' They will be using what they know to provide a historical context. The historical context will help them discover the mystery term.
- Write 13 spaces on the board " _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _"
(The missing word is Confederation.)
- Clues can include: Parts of the historical context of the event were the following: a) There was a growing population of Francophones and Anglophones in the north-eastern section of North America. b) The people living in what is now eastern Canada needed to find new markets for their goods. (c) Many Americans wanted to expand their country northwards. (d) The mid 1800s was a time when people were adventurous. (e) Leaders had a vision of a united country. (f) Talks took place in Charlottetown that drew together leaders throughout the area (g) Sir John A. Macdonald was a leader at this time.
- After the students have guessed the mystery word, review with them what historical context involves. (*e.g., knowing what was happening politically and economically at the time; understanding the culture of the time; knowing who the key figures of the time were; what life was like for people in different sectors of society*)
- Discuss what historians a hundred years from now would say about the historical context today.
- Tell the students that they will be learning about the historical context of the Iroquois Confederacy.

Reading and Reflecting

- **Read: page 82.**
- **Read: page 83.**
- Emphasize that the text uses the term 'Iroquois,' as it is the name that was used in historical documents to identify the Confederacy. When students are doing independent research they will need to use both Iroquois and Haudenosaunee.
- **Read: pages 84–85 (Inquiry).**
- Ask the students to **read page 84**. Ask the students to scan the chapter to see where they can obtain information in the text to support their task. They will also need to supplement their information from other sources.
- Remind students that they need to keep in mind the information and understandings needed to complete the chapter performance task. Hand out BLM: 4.1: Chapter 4: Planning sheet: Creating a Multi-Media Presentation About the Iroquois Confederacy.
- Read and review the Chapter 4 Performance Task Rubric (What Was the Iroquois Confederacy?) so that students have a clear understanding of what the task entails, and the criteria for accomplishing the task.
- Some students will prefer to record their references by hand. It can be useful, however, to record them on a computer (e.g., they are easy to find, they can be cut and pasted as needed). They can create a chart in a word-processing program (e.g., Word) or a database in a spreadsheet program (e.g., Excel), sorting the references by task.
- **Read: page 86.**
- Direct students to Skills Centre on p. 312.
- Have the students review the information.
- Discuss the importance of knowing whether a Web site is reliable.
- This is also a good opportunity to reinforce the idea of Web safety.
- **Read: page 87.**

Teacher note:

The task is not to be an extensive exploration that takes a long period of time. It focuses on referencing skills and finding information, and should be finished by the time the chapter is completed.



Note to teachers:

Remind the students that neither Canada nor the USA existed at the time the Iroquois Confederacy was formed.

- Examine the map. Why does the historical map have the Canadian and U.S.A. border depicted? (*to give modern context to the map; to explain why the Confederacy is located in both countries?*)
- **Read: page 88.**
- Look at the timeline. Ask the students to work out how long the Iroquois Confederacy has been in existence. Why might it have lasted this long? (*e.g., the Great Law of Peace recognizes that all people have equal rights, so people haven't tried to change or destroy it; The Iroquois have great respect for the Peace Maker; the form of government was good for the people*)

Activity 2: Creating a Timeline

- Tell the students that they will be constructing an individual timeline of the Haudenosaunee Confederacy. Students might be advised to begin the task with pencil, then make any corrections, and finally use ink when the task is complete.
- Hand out the metre strips to each student or pair of students. Ask the students to carefully fold the strips into 10 cm lengths. Have them open up the strips and then fold the strip in half lengthways. The strip starts at 1100 and each 100 year increment should be marked.
- Ask the students to use their time strip to label significant dates for the Haudenosaunee Confederacy in one colour and other pertinent facts that create a historical context in another colour.
- Teacher Note: Grade 5 Social Studies texts, which deal with Canadian history, are an excellent source of information and dates.
- Add the Iroquois Confederacy to the classroom timeline.
- **Read: page 89.**

Activity 3: How Do We Record History?: Learning About Oral History

- Ask the students to work in pairs to think of ways that people have of recording their past. Give one minute of think time and one minute of talk time. (*e.g., photos, retellings, ornaments, medals, stamps, books, on-line, letters, paintings, recordings, biographies*)

- Review with students what they learned about oral history in Grades 4 and 5. (e.g., *stories and history passed down from speaker to speaker; important in cultures with no written language, such as pre-contact First Nations.*)
- What are characteristics of oral history? (e.g., *oral history preserved traditions and events before there were written records; oral history is a cultural tradition; oral history helps develop memory.*)
- Ask why encouraging the development of memory was important to the Haudenosaunee? (e.g., *without ways of having physical records, hunters used memory to help them safely hunt; memory was necessary to detect patterns in nature, such as knowing where the best berry patches were; memory was used to remember important events and traditions.*)
- Why was oral history important? (e.g., *It was an accurate way to preserve knowledge of the Great Law of Peace; it made a connection to ancestors and past times; it recorded the Haudenosaunee cultural records such as the clans of the Grand Chiefs and important traditions.*)
- Why do we rely less on oral history today? (e.g., *We can record history through visual means such as books, letters, diaries, video, audio tapes.*)
- Stress to students that some people have the opinion that oral memory is prone to inaccuracies, but peoples like the Haudenosaunee were trained in the skills of oral history.
- Extension: students can do a web research on the late Jacob E. Thomas (widely known as Jake Thomas), a memory-keeper of the Cayuga Nation, and present their information to the class. Students searching online for “Jake Thomas” will discover that it is also the name of a popular actor; this provides an opportunity for learning how to refine Internet searches. (e.g., *search for “Jake Thomas” AND Cayuga*) Make students aware that some of the information they find in this search may be biased and/or offensive to non-aboriginal students.



Developing and Applying the Concepts

Activity 4: Learning to be a memory keeper

- Note: the intention of this activity is to help provide a context for facts about the Haudenosaunee Confederacy and help develop an appreciation for the skills of memory keepers, as well as develop the student's own oral skills.
- Have students work in pairs or groups of three. Give each pair/group counters.
- Tell the students that they are going to practise recounting oral history. Without revisiting the text, each student will tell the story of the beginnings of the Haudenosaunee Confederacy to their partner(s). For each fact recounted, the listener(s) will pass the story teller a counter.
- When the groups have finished, tell the students that they will have another chance at the same activity. Ask what they will listen for this time. (*e.g., details such as the number of First Nations at the beginning, dates, details such as names*)
- **Read page 86 aloud again.** Have the students do the same exercise again. Ask the students if they were able to recount more information. Was it easier to remember information when hearing it over again? Was retelling helpful in deciding where gaps in the recounting were?
- When the students have completed the exercise ask the following: How easy was it to remember and retell a) the order in which the Confederacy was formed; b) the details surrounding the Confederacy? Ask why it is seemingly harder to recount history orally today. (*e.g., lack of practice in recall, not everybody's cultural tradition, reliance on visuals such as photographs, print*)
- Make a list of characteristics of a good memory keeper. (*e.g., understands the big picture, has an accurate recall of detail, can present information without personal bias, can keep focused*)

Sensitivity Note to teacher

To compare 'patriarchal' and 'matrilineal' you may wish to use your own personal family tree. First, if possible, trace your relatives through your father's family: father, grandfather, great grandfather. Then trace it through your mother's family: mother, grandmother, great grandmother. It is not advised to request students to do this.

Note to teacher

The students may have many questions about the clans that are not answerable. It is believed that the Peacemaker named the clans after animals that he saw in his travels that were helpful to the people. The reasons behind some of the Peacemaker's decisions are not known. Refer to the background notes at the beginning of the chapter for more information.

Activity 5: Making predictions - verifying predictions: Iroquois Society

- The intention of this activity is to have students become aware of, and question, presumptions that they have made about Iroquois society and government. (*e.g., men choose the leaders, women had no voice in government*)

- Hand out BLM: 4.1: Chapter 4: Planning sheet: Creating a Multi-Media Presentation About the Iroquois Confederacy. Ask students to take a coloured pencil crayon and, using half the space in each cell, write predictions about the Iroquois roles in society, the social status and decision making powers of children, women, and men. This will be added to and reflected on later in the lesson when the students have more information.
- **Read: pages 90–91.** Ask the students to think/pair/share a definition or explanation of a matrilineal society. Ask, If we lived in a matrilineal society how would some names be changed? (*e.g., everybody would be known by their mother's name*)
- **Explore the chart page 91.**

Activity 6: Asking Questions about Clan Identity

- Have the students work with a partner or in a group to write down a list of questions that are connected to this chart. (*e.g., What animal qualities are associated with each clan animal? Are any of the clan animals associated? Are the rules about not marrying a person from your clan still held today?*)
- Note: students can investigate clan symbols as part of an associated Language Arts project.
- **Read: page 89.**
- Direct student attention to the photo. Ask the students to see if they can identify items in the picture. This is a reconstruction of a traditional Seneca longhouse. Ask what would help present day people know what the interior of a longhouse was like. (*e.g., oral tradition information, writing and drawings from Europeans who visited longhouses, visiting a reconstructed longhouse*)
- Ask the students if they think that living in an extended family in a longhouse could affect the way that the people lived as a community. (*e.g., cooperation, respect, and mutual reliance would be necessary to live as a community*)
- **Read: page 93.**
- Ask students to look at the Skills Centre page 290 and discuss how to use a primary source.

- Ask the students to cover the caption on the illustration on page 93. What do they think is authentic in the picture and what is not? (*palm trees, farm house on the left, cattle lower right*) Ask why the skill of determining the reliability of information is important. (*e.g., to stop wrong information or ideas from continuing to be spread and believed, to develop an accurate historical context*) Answer the Skills at Work questions.

Summarizing the Main Ideas

- How was the Haudenosaunee Confederacy structured?
- What is the meaning of historical context?