The Amazing Race

Lesson Overview
Students will investigate, debate, and generate different hypotheses about how North America's First Peoples originally travelled there.

Grade Level
Grade 9-12 (secondary school)

Time Required
Three 40-minute periods or two 75-minute periods

Curriculum Connection
PEI social studies courses 421, 521, 621, and grade nine social studies.

Link to Canadian National Geography Standards

Essential Element #1 (Grade 9-12) - The World in Spatial Terms
- Map, globe, and atlas use (e.g. observing and analyzing relationships)

Essential Element #2 (Grade 9-12) - Places and Regions
- Political and historical characteristics of regions
- Regional analysis of geographic issues and questions

Essential Element #4 (Grade 9-12) - Human Systems
- Impact of human migration
- Convergence and divergence of cultures

Essential Element #6 (Grade 9-12) - The Use of Geography
- Influence of geographical features on the evolution of significant historic events and movements

Geographic Skill #1 (Grade 9-12) - Asking Geographic Questions
- Plan and organize a geographic research project (e.g. specify a problem, pose a research question or hypothesis and identify data sources)

Geographic Skill #2 (Grade 9-12) - Acquiring Geographic Information
- Systematically locate and gather geographic information from a variety of primary and secondary sources.
- Systematically assess the value and use of geographic information.

Geographic Skill #3 (Grade 9-12) - Organizing Geographic Information
- Use a variety of media to develop and organize integrated summaries of geographic information.

Geographic Skill #4 (Grade 9-12) - Analyzing Geographic Information
- Make inferences and draw conclusions from maps and other geographic representations.
- Use the processes of analysis, synthesis, evaluation and explanation to interpret geographic information from a variety of sources.

Geographic Skill #5 (Grade 9-12) - Answering Geographic Questions
- Formulate valid generalizations from the results of various kinds of geographic inquiry.
- Evaluate the answers to geographic questions.
• Apply geographic models, generalizations and theories to the analysis, interpretation and presentation of geographic information.

The Canadian Atlas
The Canadian Atlas, 75th Anniversary Edition, pages 30 and 31, or visit the related web pages online at www.canadiangeographic.ca/atlas.

Additional Resources, Materials and Equipment Required
• Print sources and the Internet for research
• Overhead copy of the map from the top corner of page 30 in the atlas.

Main Objective
Students investigate for themselves the question of how North America’s First Peoples got there; to investigate and debate existing hypotheses, and to form a new hypothesis of their own.

Learning Outcomes
By the end of the lesson, students will be able to:
• investigate existing hypotheses and form their own conclusions
• debate a given topic based on their own research
• work within a group to form generally agreed upon conclusions, and then attempt persuade others to agree to them
• Create a hypothesis of their own, rooted in existing information

The Lesson

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
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| **Introduction** | • To open the lesson, ask the students for any existing ideas they may have on how North America’s First Peoples arrived here, and how long ago that may have been.  
• After fielding a few guesses, look at page 30 (or visit the web page at (www.canadiangeographic.ca/atlas) of the atlas with them. On overhead, show them the map that outlines possible paths of arrival for North America’s First Peoples. Read them the existing hypotheses, as well as introducing the First Nations’ belief that our nation’s First Peoples have always been here.  
• Have each student pick a hypothesis that they think is the most possible. An alternate way of doing this may be to split the class evenly into four groups, one for each hypothesis. | • Students identify when and how they think North America’s First Peoples arrived here.  
• Students will view a map of possible routes and read or listen to four existing hypotheses. They will then pick, or have assigned to them, a given hypothesis to research. |
**Lesson Development**

- Ask students to look at the text for the peoples of each region on pages 30 and 31. Also, if they can, ask them to find pictures of people from these areas.
- Ask students to research the cultures and peoples of the area(s) in Canada and the area(s) of origin of the First Nations that are relevant to their assigned hypothesis.
- Have students research their assigned hypothesis. Be sure that they find evidence in support of, and evidence against, the hypothesis.
- Individually, in a paper, ask students to discuss which arrival hypothesis is most probable, given the available evidence. Give them writing prompts such as: any common physical features between a region’s people here and where the people living from may have come from, cultural commonalities, the lack of any apparent similarities, etc.
- At the end of the paper, have students create their own hypothesis, based on their own research. Regardless of what they have found out about their research on their existing hypothesis, what is their own probable explanation?
- Explain to students, from the rubric, what they will be graded on in terms of their paper.

**Conclusion**

- Have students get together with classmates whose hypothesis was the same as their own. Have them discuss in a group what their general conclusion(s) may be.
- Once student groups for all four hypotheses have had time to discuss in small groups, have them stage a class debate, to see what the winning hypothesis will be.
- Students will research information for and against their hypothesis. Students will also read information on the different cultural regions of Canada, as well as research the peoples and cultures of the area(s) of origin, according to the assigned hypothesis, of Canada’s First Nations.

**Assessment of Student Learning**

- Students will compose a discussion paper on whether their arrival hypothesis seems likely or not. Also, they will create a hypothesis of their own.
- Students will discuss their topic with others who have researched the same one. They will come to a general conclusion.
- Students will then debate, in class, which hypothesis is the most likely.

- Papers can be graded according to the attached rubric.
- Also, the debate can be graded on participation and professionalism.
Lesson Extension

First Nations beliefs say that migration theories are incorrect and that they have always been here. Have students contact a representative of the First Nations to discuss this. The person might be invited to speak to the class on the topic of the origins of First Nations peoples.
### Evaluation Rubric

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<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>Amount of information</strong></td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed, and most questions answered with 1 sentence about each.</td>
<td>One or more topics were not addressed.</td>
</tr>
<tr>
<td><strong>Quality of information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>All sources (information and graphics) are accurately documented in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>Some sources are not accurately documented.</td>
</tr>
<tr>
<td><strong>Hypothesis / Conclusion</strong></td>
<td>The hypothesis and conclusion about it are very well researched and thought out. The research / evidence makes the conclusion an obvious choice.</td>
<td>The hypothesis and conclusion about it are well researched and thought out. The conclusion sounds mostly reasonable.</td>
<td>The conclusion, or the information it is based on does not seem totally possible or realistic. There are apparent holes in reasoning.</td>
<td>The evidence and conclusion have little or no link. The evidence supports the conclusion very little or not at all.</td>
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# Debate Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Respect for Other Team</td>
<td>All statements, body language, and responses were respectful and were in appropriate language.</td>
<td>Statements and responses were respectful and used appropriate language, but once or twice body language was not.</td>
<td>Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.</td>
<td>Statements, responses and/or body language were consistently not respectful.</td>
</tr>
<tr>
<td>Information</td>
<td>All information presented in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate was clear and accurate, but was not usually thorough.</td>
<td>Information had several inaccuracies OR was usually not clear.</td>
</tr>
<tr>
<td>Rebuttal</td>
<td>All counter-arguments were accurate, relevant and strong.</td>
<td>Most counter-arguments were accurate, relevant, and strong.</td>
<td>Most counter-arguments were accurate and relevant, but several were weak.</td>
<td>Counter-arguments were not accurate and/or relevant</td>
</tr>
<tr>
<td>Organization</td>
<td>All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.</td>
<td>Arguments were not clearly tied to an idea (premise).</td>
</tr>
<tr>
<td>Understanding of Topic</td>
<td>The team clearly understood the topic in-depth and presented their information forcefully and convincingly.</td>
<td>The team clearly understood the topic in-depth and presented their information with ease.</td>
<td>The team seemed to understand the main points of the topic and presented those with ease.</td>
<td>The team did not show an adequate understanding of the topic.</td>
</tr>
<tr>
<td>Use of Facts/Statistics</td>
<td>Every major point was well supported with several relevant facts, statistics and/or examples.</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples.</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</td>
<td>Every point was not supported.</td>
</tr>
<tr>
<td>Presentation Style</td>
<td>Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>One or more members of the team had a presentation style that did not keep the attention of the audience.</td>
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