



Instructional Activities for Treaties Recognition Week

***Educator's Guide for History and
Civics and Citizenship, Grade 10***

2020

Including accommodations for the virtual classroom

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Note to Educators: Supporting a Caring and Respectful Learning Environment

It is important to create a learning environment that is welcoming and respectful, and that makes students feel safe and comfortable not only physically, socially, and emotionally but also in terms of their cultural heritage and community connections. A culturally safe, trauma-sensitive approach creates a learning environment in which students feel welcomed, respected, and comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics, that may be sensitive based on past histories and/or current realities. Teachers should be aware that both Indigenous and non-Indigenous students may experience emotional reactions when learning about issues that have affected their own lives, their family, and/or their community, such as the intergenerational legacy of colonialism, the impact of treaty making in Canada, and conflicts over land and resources. Before addressing such topics in the classroom, teachers need to consider how to prepare and debrief students, and they need to ensure that resources are available to support students both inside and outside the classroom. For further information, please connect with your board's Indigenous Education Lead who may be able to detail what further learning strategies and emotional supports are available for creating a more supportive learning environment.

Educator's Guide for Canadian History since World War 1, Grade 10, Academic (CHC2D): SPEAKERS

Living Library Discussion Guide – IAO Treaty

[Link: Accommodations for the virtual classroom](#)

Pre-Activity: Key Court Cases related to Indigenous Rights since 1982

In this activity, students will use an interactive map to discover some of the languages and treaties that are associated with their community and two other communities in Canada. They will apply the concept of *Continuity and Change* as they investigate key treaty legislation that has occurred in Canada since 1982. They will use that information to practise writing a supported paragraph answering the question, *Why might these cases be seen as turning points in Indigenous rights?*

Learning Goals/Success Criteria

We are learning to use the concept of ***Continuity and Change*** as we learn about key court cases related to Indigenous rights, since 1982.

Success Criteria:

- I can explain why some things have stayed the same and why some things have changed over time.
- I can determine which things have stayed the same or changed over time for different people, using sound inferences based on multiple sources.

We are learning to gather and organize data, evidence, and information as a focus for historical inquiry.

Success Criteria:

- I can collect relevant information from a variety of primary and secondary sources.
- I can organize information from sources using a variety of graphic organizers.

We are learning to interpret and analyse data, evidence, and information as a focus for

historical inquiry.

Success Criteria:

- I can identify the key points or ideas in an issue.
- I can use different types of graphic organizers to help me interpret and analyse my evidence, data, and/or information.

We are learning to evaluate information and evidence to draw conclusions.

Success Criteria:

- I can make a decision about an issue and defend it with logical arguments.

We are learning to communicate judgements, decisions, conclusions, and action plans clearly and logically.

Success Criteria:

- I can sequence my ideas to build an argument, plan of action, or judgement.
- I can use historical terms and concepts correctly and effectively.

Learning Skills

Independent Work: uses class time appropriately to complete task; independently monitors, assesses, and revises plans to complete tasks and meet goals.

Ask yourself: Did I feel rushed to complete this task? Did I have enough time to read over my work before I shared it with the class?

Collaboration: responds positively to the ideas, opinions, and values and traditions of others.

Ask yourself: Did I respond in a good way to other people's ideas and suggestions?

Expectations

Overall Expectations:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
- E2. Communities, Conflict, and Cooperation:** analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: *Continuity and Change; Historical Perspective*)

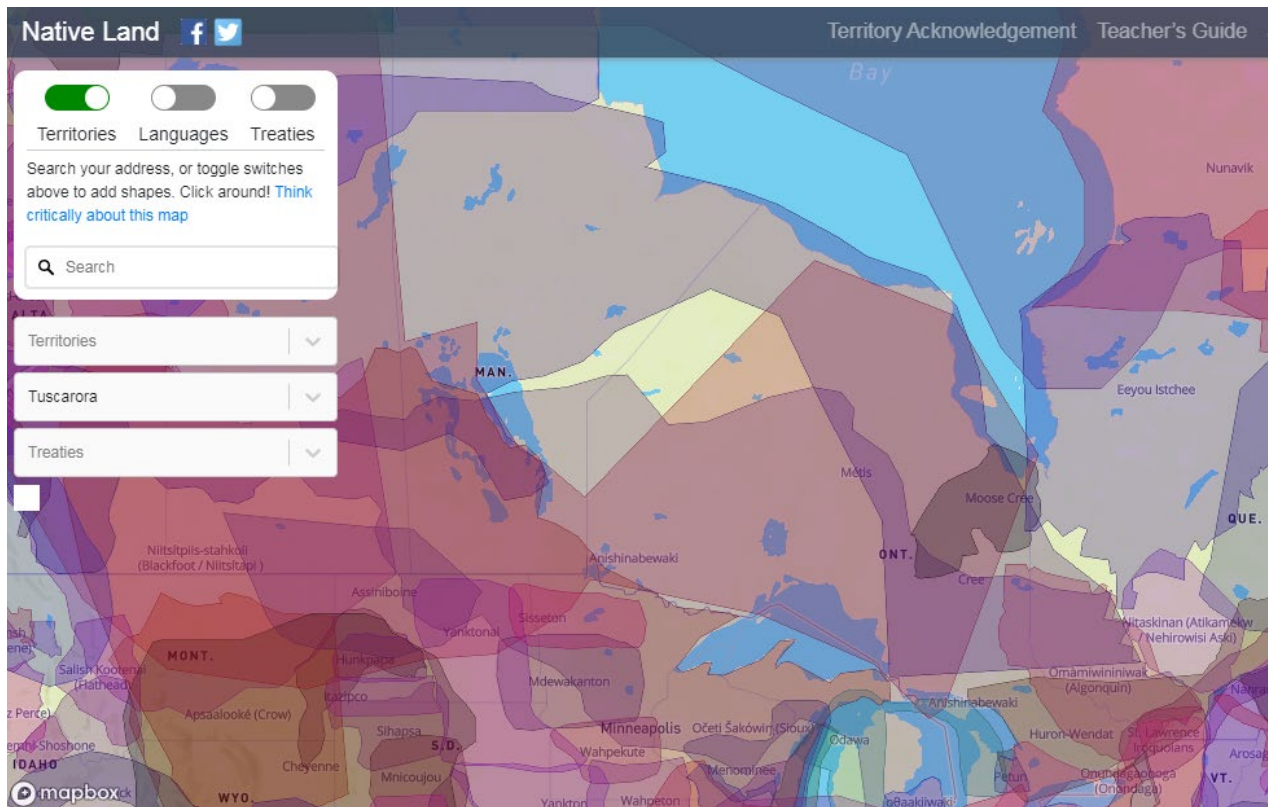
Specific Expectations:

- A1.2** select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives
- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry
- A1.5** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914
- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating
- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose
- E2.3** identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 and analyse them from various perspectives

Minds On: Territories, Languages, and Treaties

Whole Class: Reading a Map for Information

Students will be directed to go to the [Native Land](#) website to do some preliminary investigation about their own community/region. When students arrive at the site's landing page, make sure to have them turn on "All territories".



Allow students time to investigate the map on their own. This will also give you time to check that all students have arrived at the correct website.

1. Have students enter their own town in the search window and then have them answer the following question:
 - *What indigenous territories, languages, and treaties are associated with your town?*
2. Have students select two other cities from anywhere in Canada and then have them answer the following question:
 - *What indigenous territories, languages, and treaties are associated with these towns?*

Class Discussion

You can lead a class discussion by having students respond to the questions listed below.

Guiding Questions:

- How is this information different from what is often found on maps of Ontario and Canada?
- Why might it be difficult to map Indigenous territories?

Action: Investigating Key Court Cases

Student Action

Students will select two key cases from the list below. For each case, sources of information are identified for students to use to complete the **5W-1H organizer** (Appendix A).

Key Cases since 1982

The Case	Information
The Sparrow Case, 1990	Online info Newspaper articles
The Van der Peet Case, 1996	Text page 176 Online info
The Delgamuukw Case, 1997	Text page 176 Gitxsan - webpage
The Powley Case, 2003	Text page 177 Video Métis Nation of Ontario
The Haida First Nation and the Taku River First Nation Cases, 2004	Text page 179 Guide to the decision

Source: K. Reed, M.J. Elijah, and K. Lickers, *Aboriginal Peoples in Canada* (Toronto: Pearson Education and GoodMinds.com, 2011).

Group Share

Once all students have completed their 5W-1H organizer, provide time for them to get organized in small groups to share their learning. Students may want to add additional information about the two cases they read about, as well as add information about the new cases their peers have shared.

Consolidation: Supported Paragraph

Students will be writing a paragraph to answer this question: *Why might these cases be seen as turning points in Indigenous rights?* The paragraph will be based on the information students have collected and entered in their 5W-1H organizer. In this paragraph, students will need to explain their opinion on the topic and support it with information they have gathered. Students can use the outline and the checklist below to guide their response. Later, they will use the feedback provided to guide the supported paragraph they will write *after* the guest speaker has presented to the class.

Paragraph Outline

- Sentence 1** This sentence introduces the topic, often by rewording the question.
- Sentence 2–4** One sentence for each piece of evidence that supports your opinion.
- Sentence 5** This is your concluding sentence; it needs to connect with the first sentence.

Student Self-Assessment: Paragraph Checklist

Topic Sentence

My topic sentence clearly states the main idea of the paragraph.

Yes _____ No _____

Supporting Points

My paragraph has a number of clear and specific supporting points (3–4).

Yes _____ No _____

Conventions

My paragraph is grammatically correct (sentence structure, spelling, and punctuation).

Yes _____ No _____

Closing Sentence

My closing sentence connects back to the topic sentence.

Yes _____ No _____

Speaker Activity: Question Prompts for Students

In this activity, students will have the opportunity to hear a guest speaker discuss the importance of treaties, with a particular focus on more recent treaties and land claims. Upon completion of and/or during the presentation, students should be processing the information being discussed and thinking about questions to reflect on and/or pose when the opportunity arises.

Expectations

Overall Expectations:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
- E2. Communities, Conflict, and Cooperation:** analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (Focus on: *Continuity and Change; Historical Perspective*)

Specific Expectations:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914
- E2.3** identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 and analyse them from various perspectives

Minds On

Students will have the opportunity to brainstorm to create a list of questions pertaining to treaties and land claims. This brainstorm can be done in small groups or as a class. Some of these questions might include:

- What treaties cover the area I live in?
- What rights and responsibilities are detailed in the treaty that covers my area?
- Are there any land claims in my area?
- As an individual, what are my treaty responsibilities?
- What actions can I take to ensure that I am upholding my treaty responsibilities?
- What role does the government play as a treaty signatory and in land claims?
- How can I create awareness of treaties and/or land claims in my area?

Action

The speaker will present for 30–60 minutes on the topic of treaties and land claims.

Consolidation

During the presentation, students should be actively listening to the speaker and reflecting on the information being presented. When the presentation is complete, students will have the opportunity to pose questions. Please refer to the Minds On activity (detailed above) for a list of potential questions that students might pose.

Post-Activity: Writing a Supported Paragraph

In this post-activity, students will be using the concept of Continuity and Change when they write a supported paragraph answering the question: *What have been some of the key changes to Indigenous rights since 1982?* Students will use the information they learned in the pre-activity and from the guest speaker to support their ideas. Students will also use the feedback they received on their supported paragraph in the pre-activity to guide their response.

Learning Goals/Success Criteria

We are learning to use the concept of **Continuity and Change** as we learn about key court cases related to Indigenous rights, since 1982.

Success Criteria:

- I can explain why some things have stayed the same and why some things have changed over time.
- I can determine which things have stayed the same or changed over time for different people, using sound inferences based on multiple sources.

We are learning to gather and organize data, evidence, and information as a focus for historical inquiry.

Success Criteria:

- I can collect relevant information from a variety of primary and secondary sources.
- I can organize information from sources using a variety of graphic organizers.

We are learning to interpret and analyse data, evidence, and information as a focus for historical inquiry.

Success Criteria:

- I can identify the key points or ideas in an issue.
- I can use different types of graphic organizers to help me interpret and analyse my evidence, data, and /or information.

We are learning to evaluate information and evidence to draw conclusions.

Success Criteria:

- I can make a decision about an issue and defend it with logical arguments.

We are learning to communicate judgements, decisions, conclusions, and action plans clearly and logically.

Success Criteria:

- I can sequence my ideas to build an argument, plan of action or judgement.
- I can use historical terms and concepts correctly and effectively.

Learning Skills

Collaboration: responds positively to the ideas, opinions, and values and traditions of others.

Ask yourself: Did I respond in a good way to other people's ideas and suggestions?

Collaboration: shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Ask yourself: Was I able to use the information that I gathered to support my ideas on changes to Indigenous rights?

Independent Work: uses class time appropriately to complete task; independently monitors, assesses, and revises plans to complete tasks and meet goals.

Ask yourself: Did I feel rushed to complete this task? Did I have enough time to read over my work before I submitted it to my teacher? Did I use the **Supported Paragraph Rubric** (Appendix B) to guide my paragraph?

Expectations

Overall Expectations:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
- E2. Communities, Conflict, and Cooperation:** analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: *Continuity and Change; Historical Perspective*)

Specific Expectations:

- A1.2** select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources ensuring that their sources reflect multiple perspectives

- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry
- A1.5** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914
- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating
- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose
- E2.3** identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982 and analyse them from various perspectives.

Minds On: Collaborative Brainstorming

After the students have listened to the speaker, they will work in small groups to brainstorm some of the key ideas and points they heard. This is a good activity to show how it is important to listen to what other people heard during a presentation. It means that as a group, students record a bigger picture of the presentation.

After all groups have had time to brainstorm, allow time for all students to walk around the room and read the collaborative brainstorms. Students may then choose to add more detail to their own group's brainstorm sheet. Keep all sheets posted around the room so that students can refer to them when they begin to plan a course of action.

Action: Writing and Providing Feedback

Student Work: Writing a Rough Draft

Students will write a supported paragraph that answers this question: *What have been some of the key changes to Indigenous rights since 1982?*

They will use the information they have learned in class as well as from the guest speaker to support their opinion. Students can use the outline below as well as the Supported Paragraph Rubric (Appendix B) to guide their work.

Paragraph Outline

- Sentence 1** This sentence introduces the topic, often by rewording the question.
- Sentence 2- 4** One sentence for each of piece of evidence that supports your opinion
- Sentence 5** This is your concluding sentence; it needs to connect with the first sentence.

Peer Assessment/Feedback

Students will provide feedback on a classmate's supported paragraph. Students will use the Supported Paragraph Rubric but must also provide 2 or 3 written comments on what the writer could do to improve their work.

Consolidation: Final Copy

Students will have time to apply the feedback to revise their supported paragraph.

Students will hand in their final supported paragraph along with the feedback they received from their classmate.

Educator's Guide for Civics and Citizenship, Grade 10, Open (CHV2O): SPEAKERS

Living Library Discussion Guide – MIRR Treaty

[Link: Accommodations for the virtual classroom](#)

Pre-Activity: Land Claims and Treaties

This activity can be done early in the semester as a way to introduce students to the concept of political perspective. Even if the speaker does not come to the school until later in the semester, students can apply this learning to the post-activity. It would be best if the treaty speaker could speak more on contemporary land claims and their relationship to treaties.

In this pre-activity, students will be learning about the concept of *political perspective* and applying it as they investigate a local, regional, or national land claim issue that the students and educator choose. Students will learn how to use a Two-Column Note organizer to jot down key ideas from an article and or a news video. Students will use the information from this organizer to write a supported paragraph that answers the question, *Why do different individuals and groups have different perspectives on this land claim issue?*

Learning Goals/Success Criteria

We are learning to use the concept of *political perspective* as we learn about a local/regional/national land claim issue.

Success Criteria:

- I can identify the influence of beliefs/values on peoples' political viewpoints and actions.
- I can analyse the factors that influence how and why people push for political change.
- I can compare and contrast how different groups respond to the same political issue.

We are learning to gather and organize data, evidence, and information as a focus for political inquiry.

Success Criteria:

- I can collect relevant information from a variety of primary and secondary sources.
- I can organize information from sources using a variety of graphic organizers.

We are learning to interpret and analyse data, evidence, and information as a focus for political inquiry.

Success Criteria:

- I can identify the key points or ideas in an issue.
- I can use different types of graphic organizers to help me interpret and analyse my evidence, data, and /or information.

We are learning to communicate ideas, arguments, and conclusions clearly and logically.

Success Criteria:

- I can sequence my ideas to build an argument, prediction, or conclusion.
- I can use economic terms and principles correctly and effectively.

Learning Skills

Independent Work: independently monitors, assesses, and revises plans to complete tasks and meet goals.

Ask yourself: How successful was I in applying the new strategy of using a Two-Column Note organizer? Did I find this strategy helpful?

Independent Work: uses class time appropriately to complete task; independently monitors, assesses, and revises plans to complete tasks and meet goals.

Ask yourself: Did I feel rushed to complete this task? Did I have enough time to read over my work before I submitted it to my teacher? Did I use the supported opinion checklist to guide my paragraph?

Responsibility: completes and submits class work according to agreed-upon timelines

Ask yourself: Was I able to monitor my time and complete the Two-Column Note organizer?

Expectations

Overall Expectations:

- A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance
- B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action

and to one's position on civic issues (FOCUS ON: *Political Significance; Political Perspective*)

Specific Expectations:

- A1.2** select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources ensuring that their sources reflect multiple perspectives
- A1.4** interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry
- A1.5** use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgements about issues, events, and/or developments of civic importance
- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose
- B1.1** describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues

Minds On: Gaining a New Perspective

Learning Goal

To gain a better understanding of the meaning of “perspective” in a personal, societal, and global context. To identify and reflect on the importance of understanding different topics, ideas, or challenges from multiple perspectives.

Class Discussion

Look at the pictures below, what do you see? Does the dandelion plant have any significance for you?



Source: <https://pixabay.com/photos/dandelion-meadow-dandelion-meadow-4146783/> <https://pixabay.com/photos/flowers-dandelion-nature-plant-4157481/>

How would you see this plant differently if you were a landscaper, a developer, a naturopath (or someone who practises natural medicine), a young child? In groups, discuss and fill in the chart.

A landscaper, or someone who maintains a yard	A developer	A naturopath (or someone who practises natural medicine)	A child who has experienced dandelions as part of their landscape

Teacher Notes

Some highlights to add to student examples:

- A landscaper or someone who maintains a yard (homeowner/renter) might see dandelions as weeds and try to pull or dig them out. Homeowners may use lawn sprays to rid their grass of them or pay lawn companies to come in and treat their lawns to get rid of dandelions and other weeds. There are even special lawn tools you can buy at garden stores to assist in the removal of dandelions.

- Developers look at land to see how it can best be developed for residential or commercial use. They might not notice the dandelions and other weeds at all. In fact, they would have to clear the area of all plants and trees (possibly affecting the natural habitats of birds, animals, insects, and amphibians).
- A person who practises natural medicine (i.e., a naturopath) sees the whole dandelion plant and understands that it can be used to treat various ailments and that its health benefits vary depending on which part of the plant is used. If plants grow naturally and are untreated and chemical-free, they can be used to:
 - support liver health;
 - help balance blood sugar;
 - assist in digestion;
 - help to lower cholesterol levels.

As well, leaves can be dried and used in a tea; young fresh leaves can be used as greens in a salad; older leaves can be sautéed and used in a soup or stew; and the roots can be roasted and brewed as a caffeine-free coffee substitute.

- Children who have experienced dandelions as part of their landscape have been known to pick the flowers when they are yellow, sometimes making stem bracelets. When the plants have gone to seed, they pick them to blow the spores into the wind. These spores will continue to seed and spread the dandelion plants for the next season.

Follow-up questions:

Explain why different people might look at and think about these photos in different ways. What other groups could we add to this list – possibly a chef or an entomologist (someone who studies insects)?

Why might it be important to approach the way we see things from different points of view?

When you look at and think about things in a number of different ways, how does your interpretation change?

Consolidation

Here are some questions for class or group discussion:

- From this short activity, how would you define *perspective*? (Come up with a class definition that students agree upon)
- How is your perspective shaped or formed? [e.g., through life experience and extent of knowledge]
- How might seeing things from multiple perspectives create a different kind of understanding, or empathy?
- How can a “fact” have different meanings for different people? Provide examples of facts that are interpreted differently, depending on perspective

Explain the following quote, using your understanding of *perspective*:

“There are three sides to every story: your side, my side, and the truth. And no one is lying.” –Robert Evans

Here are some ideas to help in understanding the above quote:

- Discuss a disagreement/argument with friend or peer.
- Consider how different countries describe their participation in war, including their perception of who won the war.
- How might two teams playing for a championship describe the events that led to the outcome.

Political issues can work in a similar way: Many different people will have different perspectives on various issues. Individual political perspectives often depend on how people relate to an issue or how that issue affects or will affect their lives.

When reading or listening to the news about a current political issue, or one from the past, it is important to try to figure out all the possible viewpoints before making your own judgement. When you do this, you are applying *political perspective*.

Action: Guided Inquiry

Different Perspectives on a Local, Regional, or National Land Claim Issue

Question for discussion: *Why might different individuals and groups have different perspectives on this land claim issue?*

Teacher Notes

- First Nations, Métis, and Inuit communities have a long history with the French and English settler communities and, subsequently, with the government of Canada. This history ties these groups together in ways that are distinct from the connections between other groups in Canada. Indigenous peoples hold Aboriginal and treaty rights that are protected by Section 35 of the Constitution Act, 1982. Although nations are diverse, they share common historical experiences in their nation-to-nation dealings with the Crown over time.
- The relationship between land-based issues, Indigenous rights, and self-determination encompasses not just legal issues, but also social, political, cultural, economic, and environmental ones.
- It is important to create a learning environment that is welcoming and respectful, and that makes students feel safe and comfortable not only physically, socially, and emotionally but also in terms of their cultural heritage and community connections. A culturally safe, trauma-sensitive approach creates a learning environment in which students feel welcomed, respected, and comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be sensitive based on past histories and/or current realities.
- Teachers should be aware that both Indigenous and non-Indigenous students may experience emotional reactions when learning about issues that have affected their own lives, their family, and/or their community, such as the intergenerational legacy of colonialism, the impact of treaty making in Canada, and conflicts over land and resources. Before addressing such topics in the classroom, teachers need to consider how to prepare and debrief students, and they need to ensure that resources are available to support students both inside and outside the classroom.
- It is important for teachers to be aware of local historical and current land claims in their specific region to support discussions with their class. For further information, please connect with your board's Indigenous Education Lead who may be able to detail what further learning strategies, resources and supports available for creating a more supportive learning environment around these potentially sensitive topics.

Things to remind students of:

- When using political perspective to analyse a political decision, issue, or policy, it is important to gather information from a variety of sources so that you can begin to see the bigger picture.
- Use the idea of multiple perspectives to see the whole picture from different points of view.

Students and the teacher select a specific local, regional, or national land claim issue for students to investigate (e.g., Caledonia, Oka, Ipperwash, Grassy Narrows, Supreme Court B.C. land-claim decision with Tsilhqot'in Nation, Algonquin land claim).

Teachers will need to ensure that students can access at least two different articles or news stories/videos) to collect information. Teachers also need to ensure that different stakeholder points of view are represented in the two (or more) articles or news stories/videos.

Student Action

Students will be introduced to a strategy – the use of Two-Column Notes – which will help them construct their understanding of what they are reading. This strategy can be used throughout their learning, not just in this activity.

Two-Column Notes

The purpose of this strategy is to capture one's thinking while reading, viewing, or listening. Students can also use this note-taking strategy to collect and organize relevant information in answer to an inquiry question.

Students will use the **Two-Column Note organizer** (Appendix C) to jot down some of their ideas and reactions as they read and/or view information about the land claim issue. The organizer already has some information to help students with this strategy.

Consolidation

Students will be writing a paragraph to answer this question: *What are the different perspectives on this land claim issue?* This paragraph will be based on the information they have collected and recorded on the Two-Column Note organizer. In this paragraph, students will need to explain the specific land claim issue and the differing points of view on it.

Paragraph Outline

- Sentence 1** This sentence introduces the topic, often by rewording the question.
- Sentence 2** This sentence outlines the land claim issue being discussed.
- Sentence 3–5** One sentence explaining each of the different points of view related to this land claim issue
- Sentence 6** This is your concluding sentence; it needs to connect with the first sentence.

The first time students submit their paragraph, the teacher will be providing feedback to them and will not be evaluating their work. Students will continue to build their skills for writing a paragraph in response to a question, and this will provide them with additional practice for the written component of the OSSLT.

Checklist

Topic Sentence

My topic sentence clearly states the main idea of the paragraph.

Yes _____

No _____

Supporting Points

My paragraph has a number of clear and specific supporting points (3–4).

Yes _____

No _____

Conventions

My paragraph is grammatically correct (sentence structure, spelling, and punctuation).

Yes _____

No _____

Closing Sentence

My closing sentence connects back to the topic sentence.

Yes _____

No _____

Speaker Activity: Question Prompts for Students

In this activity, students will have the opportunity to hear a guest speaker discuss the importance of treaties, with a particular focus on local treaties and land claims. Upon completion of and/or during the presentation, students should be processing the information being discussed and should be thinking about questions to reflect on and/or pose when the opportunity arises.

Expectations

Overall Expectations:

- A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance
- B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: *Political Significance; Political Perspective*)

Specific Expectations:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance
- B1.1** describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues

Minds On

Students will have the opportunity to brainstorm to create a list of questions pertaining to treaties and land claims. This brainstorm can be done in small groups, or as a class. Some of these questions might include:

- What treaties cover the area I live in?
- What rights and responsibilities are detailed in the treaty that covers my area?
- Are there any land claims in my area?
- As an individual, what are my treaty responsibilities?
- What actions can I take to ensure that I am upholding my treaty responsibilities?
- What role does the government play as a treaty signatory and in land claims?
- How can I create awareness of treaties and/or land claims in my area?

Action

The speaker will present for 30–60 minutes on the topic of treaties and land claims.

Consolidation

During the presentation, students should be actively listening to the speaker and reflecting on the information being presented. When the presentation is complete, students will have the opportunity to pose questions. Please refer to the Minds On activity (detailed above) for a list of possible questions that students might pose.

Post-Activity: Active Citizenship

In this post-activity, students will use the concept of Political Significance when they propose a course of action to draw attention to land claim issues and treaties. Students will consider who their audience is and the format that is best suited to that audience. It is important for students to know from the start that this activity is about planning a course of action for a specific audience.

Learning Goals/Success Criteria

We are learning to understand the concept of ***Political Significance*** as we think about how we can draw attention to land claim issues and treaties.

Success Criteria:

- I can explain how people, ideas, and events contribute to political change in society.
- I can evaluate how the importance of political actions/decisions may shift for various people and over time.

We are learning to evaluate and synthesize information and evidence to make judgements and conclusions.

Success Criteria:

- I can make a decision about an issue and defend it with logical arguments.
- I can support my opinions with data, evidence, and/or information.
- I can make predictions based on my data, evidence, and/or information.

We are learning to communicate judgements, decisions, conclusions, and action plans clearly and logically.

Success Criteria:

- I can identify the audience and purpose for communicating my work.
- I can choose an appropriate form for communicating to a particular audience for a particular purpose.
- I can sequence my ideas to build an argument, plan of action, or judgement.
- I can use political terms and concepts correctly and effectively.

Expectations

Overall Expectations:

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

- C3. Personal Action on Civic Issues:** analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: *Political Significance; Objectives and Results*)

Specific Expectations:

- A1.5** use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgements about issues, events, and/or developments of civic importance
- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating
- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose
- C3.2** propose different courses of action that could be used to address a specific civic issue and assess their merits
- C3.5** develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan

Learning Skills

Collaboration: responds positively to the ideas, opinions, and values and traditions of others.

Ask yourself: Did I respond in a good way to other people's ideas and suggestions?

Collaboration: shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Ask yourself: Was I able to use the information that I gathered to support my own plan of action?

Independent Work: uses class time appropriately to complete task; independently monitors, assesses, and revises plans to complete tasks and meet goals.

Ask yourself: Did I feel rushed to complete this task? Did I have enough time to read over my work before I submitted it to my teacher? Did I use the Supported Paragraph Rubric (Appendix B) to guide my paragraph?

Minds On

Collaborative Brainstorming

After the students have listened to the speaker, they will work in small groups to brainstorm some of the key ideas and points they heard. This is a good activity to show how important it is to listen to what other people heard during a presentation. It means that as a group, students are able to record a bigger picture of the presentation

After all groups have had time to brainstorm, allow time for all students to walk around the room and read the collaborative brainstorms. Students may then choose to add more detail to their own group's brainstorm sheet. Keep all sheets posted around the room so students can refer to them when they begin to plan a course of action.

Action

Class Discussion

1. What have we learned about land claim issues in Canada?
Have a class discussion that answers this question and allow students to reflect back on their learning from the pre-activity, as well as on what they heard from the speaker.
2. How would you choose to share your learning with others?
Have a class discussion in which the students think aloud about all the various forms of sharing their learning (*e.g., software or apps for sharing ideas and learning; a video, poster, infographic, power point, or speech*) It would be best for the teacher to jot down all of the ideas so that students can refer to the list later.

Group Work

Working in groups, students will use an **Audience/Format** organizer (see below) to begin to think about which forms of presentation are suited to each audience. In the third column, students need to justify why they believe the form of presentation is well suited to that audience.

Audience	Format	Justification
Grade 5 students at feeder school	Student using and app for sharing ideas	Students can watch it independently and replay it if they missed some information. It can be more engaging than a speech, because it could include pictures as well as oral text.

Each student in the group should have their own copy of the organizer completed so that they can refer to it on their own.

Independent Work

Students will create a plan to increase public awareness about land claim issues. To prepare, they will read over the information they gathered in the pre-activity.

Before they begin, students will need to decide on two things: audience and format.

Audience: Who is the intended audience for your public awareness plan?

Is it for students your age or for younger kids in elementary school, or is it for parents or other adults in your community?

Take your time and decide on your audience.

Format: Choose how you want to present your information, thinking about what format is best suited for your intended audience.

Consolidation: Supported Paragraph

Students will write a paragraph to answer this question: *How will my plan of action increase public awareness about land claim issues?* In this paragraph, they will need to explain what their chosen plan of action is and why they believe that it will increase public awareness about land claim issues?

Paragraph Outline

Sentence 1 This sentence will introduce the topic, often by rewording the question.

Sentence 2 This sentence outlines your chosen audience and format.

Sentence 3–5 One sentence for each of the reasons why you believe this plan of action will increase public awareness.

Sentence 6 This is the concluding sentence; it needs to connect with the first sentence.

Checklist

Topic Sentence

My topic sentence clearly states the main idea of the paragraph.

Yes _____ No _____

Supporting Points

My paragraph has a number of clear and specific supporting points (3–4).

Yes _____ No _____

Conventions

My paragraph is grammatically correct (sentence structure, spelling, and punctuation).

Yes _____ No _____

Closing Sentence

My closing sentence connects back to the topic sentence.

Yes _____ No _____

Appendix A: 5W-1H Organizer – Key Court Cases on Indigenous Rights since 1982

Question	Court Case 1	Court Case 2
Who is involved in the case?		
To what place/region in Canada does this case relate?		
When did this case occur? (time period)		
What were the final decisions in the case?		
How did this case impact other legislation regarding Indigenous rights?		
Why might this case be seen as a turning point for Indigenous rights?		

Group Share: What information have you learned about the other court cases?

Appendix B: Supported Paragraph Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - understanding of changes in Indigenous rights is evidenced through supported information and explanation; - paragraph is complete and detailed	- demonstrates limited understanding of changes in Indigenous rights through weak support and explanation; - components of the assignment are not complete	- demonstrates some understanding of changes in Indigenous rights through some support and explanation; - components of the assignment are complete but lack detail	- demonstrates understanding of changes in Indigenous rights through ample support and explanation; - components of the assignment are complete and detailed	- demonstrates thorough understanding of changes in Indigenous rights through strong and detailed support and explanation; - all elements of the assignment are complete and show attention to detail
Thinking - uses critical thinking and decision-making skills; - uses data and research to support ideas; - historical reasoning is evident in analysis	- shows limited critical thinking and decision-making skills; - limited evidence of data and research to support ideas; - limited historical reasoning in analysis	- shows some critical thinking and decision-making skills; - evidence of some data and research to support ideas; - some historical reasoning in analysis	- shows critical thinking and decision-making skills; - ample evidence of data and research to support ideas; - clear historical reasoning in analysis	- shows sophisticated critical thinking and decision-making skills; - strong and detailed data and research to support ideas; - clear and thoughtful historical reasoning in analysis

Communication - response is organized and sequenced to build an argument; - specific arguments are clear; - accurate use of written conventions	- response shows limited organization and sequencing and does not build a comprehensive argument; - ideas are expressed with limited clarity; - rules of written convention are often not observed accurately.	- response is somewhat organized, and sequencing is beginning to lead to an argument; - ideas are expressed with some clarity; - rules of written convention are sometimes observed accurately.	- response is well organized and sequenced to build a solid argument; - ideas are expressed with considerable clarity; - rules of written convention are observed accurately.	- response is skillfully organized and sequenced to build a convincing argument; - ideas are expressed with great clarity; - rules of written convention are always observed accurately.
Application - evaluates and synthesizes information and evidence to make judgements and conclusions	- shows limited evaluation of information to make informed conclusions about changes to Indigenous rights in Canada.	- shows some evaluation of information to make informed conclusions about changes to Indigenous rights in Canada.	- shows considerable evaluation of information to make informed conclusions about changes to Indigenous rights in Canada.	- shows highly insightful evaluation of information to make informed conclusions about changes to Indigenous rights in Canada.

Appendix C: Two-Column Note Organizer

What are the different perspectives on the land claim issue?

Name:		
Article/News Video #1:		
Article/News Video #2:		
Article	Stakeholder(s)	Stakeholder's Perspective
1		
2		