

Living Library Discussion Guide –IAO Treaty Speakers Educator Guide for Civics and Citizenship, Grade 10

Pre-Activity - Land Claims and Treaties

This activity can be done early in the semester as a way to introduce students to *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

- 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 when applying the new strategy, Two-Column Notes? 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-Note Column 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 judgments 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:

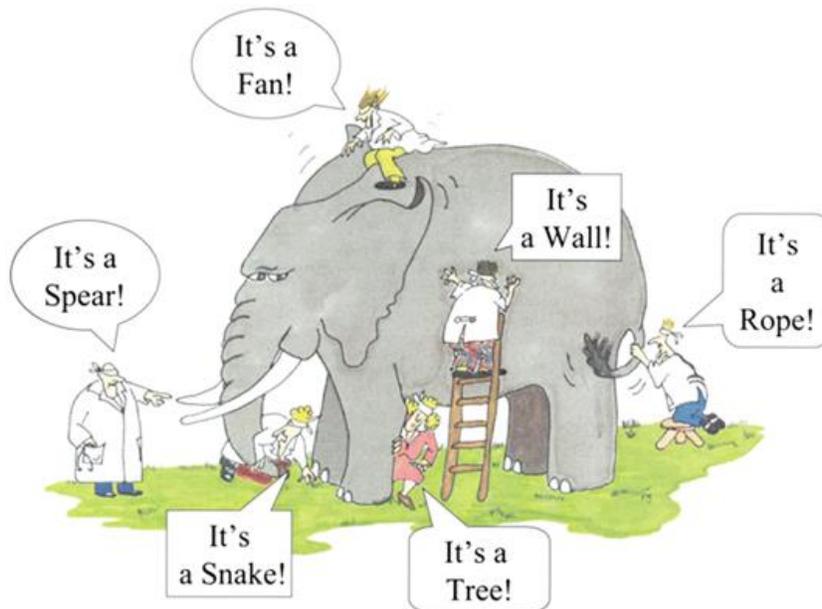
Seeing the Whole Picture

Watch and listen attentively to the poem, [The Blind Men and the Elephant](#), being read in this video.

Note – If educators are unable to share the video they can read the poem aloud.

It was written by John Godfrey Saxe and is based on a well-known Indian fable. If you want students to read along, provide them with the words to the poem.

Now have students read the cartoon below based on the same fable.



Class Discussion

Why did each man have his own specific opinion of the elephant?

Teacher Notes – make sure to highlight that:

- By themselves, each of the men had an incomplete understanding of the whole elephant.
- It is only when you take the perspective of all six of the blind men into account, that you get a complete understanding of what a whole elephant is like.
- Political Issues can be very similar to the elephant – in that many different people will have different perspectives on the issue. Individual political perspective often depends on how a person relates to an issue or how that issue affects or will affect their life.
- When reading or listening to the news about a current political issue, or one from the past, it is important to try and figure out all of the viewpoints before making your own judgement. When you are doing this you are applying political perspective.

Action:

Guided Inquiry: Different Perspectives on a local/regional or national land claim issue

Question - Why might different individuals and groups have different perspectives on this land claim issue?

Teacher Notes:

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.
- Remember back to the elephant - you want to consider all of the blind men's perspectives so you can understand what the whole elephant is like.

Students and the teacher at this point will need to select a specific local, regional or national land claim issue to have students 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 to have at least two different articles/ news videos for students to read/view to collect information. Teachers also need to ensure that there are different stakeholder points of view represented in the news stories/articles.

Student Action:

Students will be introduced to a strategy, 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 course/activity.

Two-Column Notes

The purpose of this strategy is to capture a person's thinking while reading, viewing, or listening. This note taking strategy can also be used to collect and organize relevant information to help students answer an inquiry question.

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

CONSOLIDATION

What are the different perspectives on this land claim issue?

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

Paragraph Outline

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

Sentence 2 Outline the land claim issue being discussed

Sentence 3-5 Think about having 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.

As this is the first time submitting a paragraph, the teacher will be providing feedback for the students and not evaluating their work. Students will continue to build their skills for writing a response as this will help them with 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 the completion of and/or during the presentation, students should be processing the information being discussed and should be thinking about questions to reflect upon 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 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 I am upholding my treaty responsibilities?
- What role does the government play as treaty signatories and in land claims?
- How can I create awareness of treaties and/or land claims in my area?

Action:

Speaker will present for 30-60min 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 - 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 for that audience. It is important for students to know from the start that this activity is about the planning of a course of action for a specific audience.

Learning Goals/Success Criteria

We are learning to understand **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 a purpose for communicating my work
- I can choose an appropriate form of communicating for a particular audience and 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 judgments 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 checklist 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 it is important to listen to what other people heard during a presentation. It means that as a group a bigger picture of the presentation is recorded.

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 groups brainstorm sheet. Keep all sheets posted around the room so students have the ability to 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 that has the students think about all the various forms of sharing their learning (e.g., *Telegami*, *Explain Everything*, a video, poster, infographic, power point, speech) It would be best if the teacher would jot down all of the ideas so that students can refer to it later.

Group Work

In groups students will use an **Audience Format** organiser to begin to think about which forms of presentation are suited for each audience. In the third column students need to justify why they believe that form of presentation is suited for that audience.

Audience	Format	Justification
Grade 5 Students at feeder school	Telegami or Explain Everything video	Students can watch it independently and replay it if they missed some information. It is more engaging than a speech as it includes pictures as well as oral text.

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

Independent Work:

Students will read over the information they have gathered and create a plan to increase public awareness on land claim issues.

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

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

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

Take your time and choose your audience.

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

Consolidation

Supported Paragraph:

How will this plan of action increase public awareness on land claim issues?

Students will be writing a paragraph to answer this question. In this paragraph, they will need to explain what their chosen plan of action is and why they believe that will increase public awareness on land claim issues?

Paragraph Outline

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

Sentence 2 Outline their chosen audience and format

Sentence 3-5 One sentence for each of the reasons why they 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 _____