

# Living Library Discussion Guide –IAO Treaty Speakers Educator Guide for Grade 10 Canadian History Since World War 1 (CHC2D)

## 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 practice writing a supported paragraph answering: *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 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 from 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 Historic 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 in order to do some preliminary investigation on their own community/region. Once students have arrived at the sites landing page make sure to have them turn “All territories” on. See image below.

Native-Land.ca is a resource to help North Americans learn more about their local history. [Read more...](#)

Enter a town or address

Results are shown from within a radius of approximately 10km from the search point.

Submit collection of comments

Satellite Map Remove borders

Map Legend  
Load polygons and mouse over them or click to see more.

ON All territories  
OFF All languages  
OFF All treaties

Languages  
Select a language  
Territories  
Select a territory  
Treaties (may not be cession of lands)  
Select a treaty

Reset map

Instructions  
Use the switches to add polygons to the map. Clicking on individual shapes will show more information.

Allow students time to investigate the map on their own as this will allow you time to ensure that all students have arrived at the correct website.

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

- *What indigenous territories, languages and treaties are associated with your town?*

### **Class Discussion**

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

#### **Guiding Questions:**

- How is this information different than 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 of the key cases that are listed below. Each case has sources for information listed that students will use to complete the **5W-1H organizer** (Appendix A).

#### **Key Cases since 1982**

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

Text – Aboriginal Peoples In Canada

#### **Group Share:**

Once all students have completed their 5W-1H organizer provide time for students to get 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:

#### Why might these cases be seen as turning points in indigenous rights?

Students will be writing a paragraph to answer this question. This paragraph will be based on the information they have collected on the 5W-1H organizer. In this paragraph, students will need to explain what their opinion is on the topic and support it with information they have collected. Students can use the outline and the checklist below to guide their response. Students 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 will introduce the topic, often by rewording the question.
- Sentence 2- 4** One sentence for each of your pieces of evidence that support 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 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:

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#### 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 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 – Writing a Supported Paragraph**

In this post-activity students will use the concept **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**

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**Success Criteria:**

- I can sequence my ideas to build an argument, plan of action or judgement;
- I can use Historic 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 idea 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 to guide my paragraph?

**Expectations**

**Overall Expectations:**

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## **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: 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 will introduce the topic, often by rewording the question.

**Sentence 2- 4** One sentence for each of your pieces of evidence that support 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 one of their classmates supported paragraphs.

Students will use the Supported Paragraph Rubric but must also provide 2 or 3 written comments as to what the writer could do to improve their work.

**Consolidation: Final Copy**

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

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