Learning Circles

Grades 3 - 6

Curriculum Links for Ontario Teachers
Additional support for teachers in integrating Aboriginal Education in the curriculum and meeting Ontario Ministry of Education curriculum learning expectations…

The Elementary Teachers’ Federation of Ontario has created curriculum support resource material, “Learning Circles – Grades 3-6, Curriculum Links for Ontario Teachers”. This resource material was developed in partnership with the Indian and Northern Affairs Canada (INAC). ETFO developed its curriculum support resource material as a companion document to INAC’s teacher resource package, “The Learning Circle, Classroom Activities on First Nations in Canada – Ages 8-11”. Both documents must be used together. In so doing teachers and their students will maximize their experience using the tools, techniques and strategies outlined within an Ontario context.

While the target group for these resources is Grades 3-6 Ontario teachers, these materials can be adapted to suit students in other grades, as well as classrooms beyond the province of Ontario. By using these resources, all students will benefit from participating in meaningful experiences that broaden their knowledge and understanding of First Nations in Canada.

Activities in all the grades will challenge stereotypes often associated with Aboriginal peoples. Teachers are encouraged to explore students’ prior knowledge as they begin to use these activities. Awareness raising is a long process. The activities are designed to be used throughout the year. Teachers will find numerous opportunities to observe students’ progress and increased understanding of First Nations people with ongoing use of this curriculum support resource.

The Federation realizes that one of the many roles and responsibilities of ETFO members is to implement the Ontario curriculum through innovative, challenging and dynamic daily programming. “Learning Circles – Grades 3-6, Curriculum Links for Ontario Teachers” makes INAC’s publication more relevant to Ontario teachers.

To obtain a free downloadable copy of these resources, visit the ETFO and INAC websites.
How to use “Learning Circles – Grades 3-6, Curriculum Links for Ontario Teachers”…

Teachers must first obtain a copy of “The Learning Circle, Classroom Activities on First Nations in Canada – Ages 8-11”. This can be downloaded at no cost from the Indian and Northern Affairs Canada (INAC) website: http://www.ainc-inac.gc.ca/ks/english/12010_e.html. This resource can also be ordered by mail at no cost: Publications and Public Enquiries, Room 1415, 10 Wellington Street, Ottawa, Ontario, K1A 0H4. The order number for the English document is QS-6127-001-EE-A1.

“Learning Circles – Grades 3-6, Curriculum Links for Ontario Teachers” has been organized by grade. Within each grade, units and activities have been aligned with INAC’s “The Learning Circle…”. For example, if Grade 3 teachers want to use ETFO’s “Learning Circles…” material for Unit 1, Activity 5, they must first refer to INAC’s “The Learning Circle…” Unit 1, Activity 5.

Each activity in “Learning Circles – Grades 3-6, Curriculum Links for Ontario Teachers” includes: an activity synopsis; a number of relevant, grade specific Ontario Ministry of Education curriculum learning expectations; required materials/equipment; a time frame to observe; a methodology to follow; adaptations and extensions to consider; and assessment and evaluation strategies to implement.

Teachers will also find included in ETFO’s resource material: additional resources; a chart of grade specific Ontario curriculum learning expectations that apply; and a feedback form. Teachers are reminded that any of the ETFO “Learning Circles…” material can be freely reproduced with acknowledgement to the Elementary Teachers’ Federation of Ontario.
The summary of Ontario Curriculum Learning Expectations used in the “Learning Circles — Grades 3-6, Curriculum Links for Ontario Teachers”.

Within each activity, in the “Expectations” section, an asterisk can be found beside certain expectations. The asterisk indicates that an assessment or evaluation tool for the expectation is included with the activity.
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Ontario Curriculum Learning Expectations

Grade 3

The Arts
Visual Arts:
3a22 produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences
3a23 identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art
3a32 use art tools, materials, and techniques correctly to create different effects

Language
Oral and Visual Communication:
3e50 communicate messages, and follow and give directions for a variety of activities and events
3e51 listen to discussions and ask questions to clarify meaning
3e52 retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending
3e54 apply the rules for working with others
3e55 view, read, and listen to media works that convey messages or information and talk about what they have learned
3e57 use the conventions (e.g. sentence structure) of oral language, and of the various media, that are appropriate to the grade
3e63 contribute ideas appropriate to the topic in group discussions and listen to the ideas of others

Reading:
3e29 read a variety of fiction and non-fiction materials for different purposes
3e31 read independently, using a variety of reading strategies
3e33 select material that they need from a variety of sources
3e34 understand the vocabulary and language structures appropriate for this grade level
3e35 use conventions of written materials to help them understand and use the materials
3e46 use a variety of strategies to determine the meaning of unfamiliar words
3e47 understand frequently used specialized terms in different subject areas

Writing:
3e1 communicate ideas and information for specific purposes and to specific audiences
3e2 write materials that show a growing ability to express their points of view and to reflect on their own experiences
3e3 organize information into short paragraphs that contain a main idea and related details
3e4 begin to use compound sentences and use sentences of varying length
3e5 produce pieces of writing using a variety of forms
3e6 use materials from other media to enhance their writing
3e7 revise and edit their work, using feedback from the teacher and their peers
3e8 proofread and correct their final drafts
3e9 use and spell correctly the vocabulary appropriate for this grade level
3e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
3e25 accurately use titles and subheadings as organizers
3e26 use visual material to reinforce a message
3e27 select and correctly use the format suited to their purpose for writing
3e28 print legibly and begin to use cursive writing

Science and Technology
Energy and Control:
3s50 identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us
3s59 use appropriate vocabulary in describing their investigations, explorations, and observations
3s60 record relevant observations, findings, and measurements, using written language, drawings, charts, and graphs

Life Systems:
3s10 describe, using their observations, how the growth of plants is affected by changes in environmental conditions
3s12 design and conduct a hands-on inquiry into seed germination or plant growth
3s13 ask questions about and identify some needs of plants, and explore possible answers to these questions and ways of meeting these needs
3s14 plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved
3s16 record relevant observations, findings, and measurements, using written language, drawings, charts, and graphs
3s25 demonstrate awareness of ways of caring for plants properly

Structures and Mechanisms:
3s68 demonstrate an understanding of the factors that affect the stability of objects
3s72 describe ways in which forces alter the shape or strength of different structures
3s83 design and make a stable structure that will support a given mass and perform a specific function

Social Studies
Heritage and Citizenship:
3z3 describe changes that have occurred in their communities since the time of the early settlers
3z12 describe Aboriginal communities prior to pioneer settlement
3z15 use appropriate vocabulary to describe their inquiries and observations
# Ontario Curriculum Learning Expectations

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### Language

**Oral and Visual Communication:**
- 4e54 communicate a main idea about a topic and describe a short sequence of events
- 4e65 present information to their peers in a focused and organized form on a topic of mutual interest

**Writing:**
- 4e25 label and use pictures and diagrams appropriately
- 4e26 print legibly and use cursive writing

### Mathematics

**Data Management and Probability:**
- 4m101 collect and organize data and identify their use
- 4m103 interpret display of data and present the information using mathematical terms
- 4m108 conduct surveys and record data on tally charts
- 4m109 display data by hand and by using computer applications on horizontal and vertical bar graphs and on pictographs using many-to-one correspondence
- 4m110 explain how data were collected and describe the results of a survey
- 4m111 use conventional symbols, titles, and labels when displaying data
- 4m113 recognize the purposes of different parts of a graph: title, labels, axes
- 4m114 construct labelled graphs both by hand and by using computer applications, and create intervals suited to the range and distributions of the data gathered
- 4m115 read and interpret data presented on tables, charts, and graphs

### Science and Technology

**Life Systems:**
- 4s4 identify, through observation, various factors that affect plants and animals in a specific habitat
- 4s5 classify organisms according to their role in a food chain
- 4s11 plan investigations for some of these answers and solutions identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions
- 4s13 compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer
- 4s14 communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentation, written notes and descriptions, drawing, and charts
- 4s19 investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans
## Grade 5

### Language

**Oral and Visual Communication:**
- 5e45, 5e47 communicate information, explain a variety of ideas and procedures, and follow the teacher’s instruction
- 5e47 communicate a main idea about a topic and describe a sequence of events

**Writing:**
- 5e1 communicate ideas and information for a variety of purposes
- 5e3 organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details

### Mathematics

**Data Management and Probability:**
- 5m109 interpret displays of data and present the information using mathematical terms
- 5m113 design surveys, collect data, and record the results on given spreadsheets or tally charts
- 5m114 display data on graphs by hand and by using computer applications
- 5m115 analyse how data were collected and discuss the reasonableness of the results
- 5m116 explain the choice of intervals used to construct a bar graph or the choice of symbols on a pictograph
- 5m120 evaluate data presented on tables, charts, and graphs and use the information in discussion

### Science and Technology

**Structures and Mechanisms:**
- 5s77 demonstrate an understanding of the effect of forces acting on different structures and mechanisms
- 5s78 design and build load-bearing structures and different mechanisms, and investigate the forces acting on them
- 5s79 evaluate the design of systems that include structures and mechanisms, and identify modifications to improve their effectiveness
- 5s80 identify and measure forces acting on a structure
- 5s81 identify the parts of a structure that are under tension and those that are under compression when subjected to a load
- 5s91 design and make a frame structure that can support a load
- 5s95 identify specific considerations in the actual manufacture of a product that they have designed and made
- 5s96 identify problems that arose in the designing and making of a product and indicate how these could have been avoided or how they were solved
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Ontario Curriculum Learning Expectations

Grade 6

The Arts

Drama and Dance:
6a45 demonstrate an understanding of the principles involved in the structuring of works in drama and dance
6a46 interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques and evaluate the effectiveness of the techniques
6a51 demonstrate understanding of ways of sustaining the appropriate voice of character when speaking or writing in role for different purposes
6a63 create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures

Visual Arts:
6a25 produce two- and three-dimensional works of art that communicate a range of ideas for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques
6a26 identify the elements of design (colour, line, shape, form, space, texture), and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art
6a30 describe how line can be used to direct the viewer’s attention
6a36 identify the most appropriate tools, materials, and techniques for the size and scope of the work and use them correctly
6a37 solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade
6a38 produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences
6a39 describe, in their plan for a work of art, how they will research their subject matter, select their media, and use the elements and principles of design in solving the artistic problems in the work
6a40 identify strengths and areas for improvement in their own work and that of others
6a42 demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions

Language

Oral and Visual Communication:
6e47 make reports, describe and explain a course of action
6e48 ask and answer questions to obtain and clarify information
6e49 communicate a main idea about a topic and describe a sequence of events
6e50 express and respond to a range of ideas and opinions concisely, clearly, and appropriately
6e51 contribute and work constructively in groups
6e52 demonstrate the ability to concentrate by identifying main points and staying on topic
6e54 analyse media works
6e56 use the conventions (e.g. sentence structure) of oral language, and of the various media, that are appropriate to the grade
6e60 use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations
6e61 use constructive strategies in small-group discussions
6e62 follow up on others’ ideas and recognize the validity of different points of view in group discussions or problem-solving activities

Reading:
6e23 read a variety of fiction and non-fiction material for different purposes
6e25 read independently, selecting appropriate reading strategies
6e26 explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience
6e27 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources
6e28 understand the vocabulary and language structures appropriate for this grade level
6e29 use conventions of written materials to help them understand and use the materials
6e32 summarize and explain the main ideas in information materials (e.g. textbooks), and cite details that support the main ideas
6e33 make judgments and draw conclusions about ideas in written materials on the basis of evidence
6e35 select appropriate reading strategies (e.g. adjust reading speed as necessary; take notes and use diagrams to organize them
6e39 use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read
6e42 consult a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words
6e44 understand specialized words or terms, as necessary
Writing:
6e1 communicate ideas and information for a variety of purposes and to specific audiences using forms appropriate for their purpose and features appropriate to the form
6e2 use writing for various purposes and in a range of contexts, including schoolwork
6e3 organize information to convey a central idea, using well-linked paragraphs
6e4 produce pieces of writing using a variety of forms (e.g. newspaper articles, lyrics, summaries of information), techniques and resources (e.g. library resources) appropriate to the form and purpose, and materials from other media (e.g. film clips)
6e5 produce media texts using writing and materials from other media (e.g. create a web page publicizing a cycling club)
6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience
6e8 proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style
6e9 use and spell correctly the vocabulary appropriate for this grade level
6e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
6e18 select words and expressions to create specific effects
6e19 frequently introduce vocabulary from other subject areas into their writing
6e22 integrate media materials into their writing to enhance their message

Mathematics

Data Management and Probability:
6m106 systematically collect, organise, and analyse data
6m109 interpret displays of data and present the information using mathematical terms
6m110 evaluate data and make conclusions from the analysis of data
6m116 evaluate and explore how data were collected and how the results represent the population
6m118 calculate the median of a set of data
6m119 recognize that different types of graphs can present the same data differently
6m121 make inferences and convincing arguments based on the analysis of tables, charts, and graphs

Science and Technology

Structures and Mechanisms:
6s95 write a plan outlining the different materials and processes involved in producing a product

Social Studies

Heritage and Citizenship:
6z3 analyse, classify, and interpret information (e.g. about the concerns of Aboriginal people in contemporary Canada)
6z4 demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g. migration and settlement)
6z5 describe the relationship between Aboriginal peoples and their environment
6z8 identify technological developments and cultural factors that led to the exploration of North America
6z9 identify some of the consequences of Aboriginal and European interactions
6z10 use appropriate vocabulary to describe their inquiries and observations
6z11 formulate questions to serve as a guide to gathering information (e.g. about European diseases and their impact on Aboriginal peoples)
6z12 locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources and secondary sources
6z13 analyse, classify, and interpret information
6z14 construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes
6z15 communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs
6z16 describe early explorers’ perceptions of Aboriginal peoples’ way of life
6z17 identify current concerns of Aboriginal peoples (e.g. self-government, land claims)
6z18 describe the current relationship between the government of Canada and the Aboriginal peoples
6z19 identify the contributions of Aboriginal peoples to the political and social life of Canada
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<td>Activity 1</td>
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<td>Activity 2</td>
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<td>Activity 3</td>
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</tbody>
</table>
Activity 5: Toboggans

Activity Synopsis

In this activity, students will compare traditional First Nations toboggans with contemporary ones through labeled illustrations and Venn diagrams. They will then participate in experiments that demonstrate the importance of load distribution and how this principle applies to First Nations hunters and travelers using toboggans.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
3e50 communicate messages, and follow and give directions for a variety of activities and events

Writing:
*3e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level

*3e27 select and correctly use the format suited to their purpose for writing
TRANSPORTATION AND TRAVEL
Activity 5: Toboggans

**Time Frame**
- 55 minutes - toboggan sketching and Venn diagram
- 30 minutes - toboggan experiment

**Materials/Equipment**
- example of a standard contemporary toboggan (real-life or picture)
- overhead transparency/chart paper copy of Traditional Toboggan Description (included)
- description of toboggan (The Learning Circle, p. 4)
- paper/Social Studies notebooks
- pencils
- description of experiment (The Learning Circle, p. 7)
- snow
- weight (2 – 4 kilograms)
- flat wood board or stiff plastic (if toboggan is not available)
- sled with runners (optional)
- Research Organizer Marking Scale (included)

**Expectations**
(The Ontario Curriculum)

**Science and Technology**

*Energy and Control:*

*3s50* identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us

*3s59* use appropriate vocabulary in describing their investigations, explorations, and observations

*3s60* record relevant observations, findings, and measurements, using written language, drawings, charts, and graphs

**Methodology**

- Display a standard contemporary toboggan to students. Have them draw a sketch of it in their notebooks. Discuss the components of the toboggan, i.e., runners, crosspieces, etc., and have the students label their diagrams accordingly.

- Display Unit 1 - Activity 5, Traditional Toboggan Description on an overhead projector or on chart paper. Read through the description, stopping where necessary to clarify and ensure student comprehension.

- As a class, reread the toboggan description and stop, where appropriate, to draw a sketch of a traditional toboggan. Use the text’s information for guidance. Ensure students label different aspects of their sketch, including runners, crossboards, etc.

- Underneath the two sketches, have students create a Venn diagram showing the similarities and differences between the two modes of transportation.

- Discuss the importance of load distribution with students. Be sure to mention that the more a load’s weight can be distributed over a large surface area, the less the load will sink into the snow.

- To demonstrate the principle of load distribution, follow instructions listed in The Learning Circle, p. 7. This demonstration can be repeated.
in different ways to show the advantages of the traditional First Nations toboggan:
   1. weight on a toboggan or flat piece of wood
   2. weight on a sled with thin runners (used for travel on ice) or a piece of wood placed on its edge
   3. weight placed directly on the snow

• Have students write a journal detailing their observations of the various experiments. Encourage students to use new vocabulary and drawings to explain their observations. Be sure students include a section stating why the First Nations’ toboggans are well suited to their environment and are useful for travel and hunting.

Adaptations/Extensions

• teacher provides student with pre-made sketches of contemporary and traditional toboggans
• small groups create Venn diagrams
• teacher scribes for student who has difficulty writing
• allow student to write point form notes of observations

Assessment/Evaluation

• Assessment is based on completion of student Venn diagram and journal using the Research Organizer Marking Scale, Unit 1 - Activity 5.

Traditional Toboggan Description
Unit 1 - Activity 5

A toboggan is a sled used by INUIT, Eastern Woodlands, and Sub Arctic Native peoples for transporting small loads or people over snow. Toboggans were made of two or more thin boards of Birchwood, held together by crossboards, with the boards turned up in front and sometimes at the back as well. These runners were shaped either by steaming or by tying the wood in position when it was green. Toboggans were pulled by people or by dogs. Today tobogganing is a popular winter activity across Canada.

Author RENÉ R. GADACZ

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## Research Organizer Marking Scale

**Unit 1 - Activity 5**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>correctly uses the format suited to the purpose for writing (Venn diagram) (3e27)</th>
<th>records relevant observations using written language &amp; drawings (3s60)</th>
<th>uses appropriate vocabulary in describing observations (3s59)</th>
<th>identifies objects and explains in what ways they are useful (3s50)</th>
<th>correctly uses the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (3e10)</th>
</tr>
</thead>
</table>

**Level 1** - several major errors and/or omissions, demonstrates limited ability to meet stated grade level expectations

**Level 2** - demonstrates some ability to meet stated grade level expectations

**Level 3** - demonstrates a high level of achievement of the stated grade level expectations

**Level 4** - demonstrates ability to meet stated expectations beyond the provincial standard

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**TRANSPORTATION AND TRAVEL**

Activity 5: Toboggans

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**UNIT 1**
Activity 4: Language

Activity Synopsis

In this activity, students will explore the traditional First Nations words for dwelling. They will record their findings on a chart using descriptive words and sketches.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*3e63 contribute ideas appropriate to the topic in group discussion and listen to the ideas of others

Reading:
3e47 understand frequently used specialized terms in different subject areas

Writing:
*3e26 use visual material to reinforce a message

Social Studies
Heritage and Citizenship:
*3z15 use appropriate vocabulary to describe their inquiries and observations
GRADE 3

Time Frame

50 minutes

Methodology

- As a class, discuss words used to describe homes, i.e., house, apartment, condo, cottage, etc. Encourage children to understand that while each of these words describes a home, each word refers to a different type of structure.

- Explain to the students that there are many words used by First Nations people to describe their dwellings. Each word refers to a different type of structure used as a home.

- Ensure that students understand that often there are two words to describe the same dwelling. There is the original word in the First Nations’ language and there is the English word given to the structure by someone outside the cultural group.

- Invite children to explore available resources to find examples of First Nations homes. Students should record their findings on the sheet provided (Unit 2 - Activity 4, Research Organizer).

- Students may wish to use a key to differentiate between original First Nations words and English words.

Adaptations/Extensions

- teacher or peers scribe for students who have difficulty writing

- teacher provides information sheets to eliminate need for research

- teacher provides specific page numbers and/or keywords to simplify research

- teacher provides a photocopy of information material to allow students to highlight information

- students work with a partner who can assist in reading the information material

- teacher creates recording sheet with extra columns for recording additional information (materials used in construction, region of dwelling)

- teacher creates a Venn diagram showing the similarities and differences among First Nations’ dwellings

- students create mural displaying various First Nations homes and exhibit in classroom, on door or in the hallway.

Assessment/Evaluation

- Assessment is based on completion of student work (Research Organizer, Unit 2 - Activity 4) using the marking scale (Research Organizer Marking Scale, Unit 2 - Activity 4).

Materials/Equipment

- pencils
- Research Organizer (included)
- Research Organizer Marking Scale (included)
- The Learning Circle
# Research Organizer

**Unit 2 - Activity 4**

<table>
<thead>
<tr>
<th>Word Found and Description of Dwelling</th>
<th>Sketch of Dwelling</th>
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</table>
## Research Organizer Marking Scale

### Unit 2 - Activity 4

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Contributes ideas appropriate to the topic in group discussion, listens to the ideas of others (3e63)</th>
<th>Uses appropriate vocabulary to describe findings (3z15)</th>
<th>Visual material reinforces message (3e26)</th>
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**Level 1** - several major errors and/or omissions, demonstrates limited ability to meet stated grade level expectations  
**Level 2** - demonstrates some ability to meet stated grade level expectations  
**Level 3** - demonstrates a high level of achievement of the stated grade level expectations  
**Level 4** - demonstrates ability to meet stated expectations beyond the provincial standard
Activity 2: Bending Wood

Activity Synopsis

The students will attempt to bend strips of wood soaked in water and to use these strips to construct a tool that holds a cooking pot up over ground level.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:

*3e50 communicate messages, and follow and give directions for a variety of activities and events

*3e51 listen to discussions and ask questions to clarify meaning

*3e54 apply the rules for working with others

*3e63 contribute ideas appropriate to the topic in group discussions and listen to the ideas of others
**Time Frame**
- soaking wood - two or three days
- bending wood, small group discussion, note writing and drawing the designs - 45 minutes
- making constructions - 25 minutes
- sharing results - 45 minutes

**Expectations**  
(The Ontario Curriculum)

**Science and Technology**  
**Structures and Mechanisms:**
*3s68 demonstrate an understanding of the factors that affect the stability of objects
*3s72 describe ways in which forces alter the shape or strength of different structures
*3s83 design and make a stable structure that will support a given mass and perform a specific function

**Methodology**

- Follow the procedure for bending wood as described in “The Learning Circle”, Unit 3 - Activity 2. After the wood has been completely immersed in water for two or three days, it will be quite pliable. Show the students how to carefully bend the wood. Show them how pieces bent into a bow shape can be tied to hold their shape. Show them how an arch can be formed and tied to hold this shape.

- Discuss the nature of stability with students. (What is stability? What makes a structure unstable? For example, what forces make a meter stick standing perpendicular to the floor fall down? How can a structure become stable?)

- Put the students into groups of 4 and have them discuss how they could use the strips of wood to construct a tool that would support a cooking pot. The tool may be constructed so that a pot is hung from an arch. Tell the students that they may need to use more than one piece of wood to construct a stable arch.

- Try to ensure that the work is distributed evenly within each group by assigning specific tasks to individual group members.

- Have each group prepare a sketch of their tool and a list of materials they will need on large chart paper. One or two recorders may need to be assigned to each group.

**Materials/Equipment**
- pails of water
- strips of wood - approximately 1 m long, 3 cm wide and 5 mm thick, or about 5 mm in diameter
- twine or light rope
- large chart paper
- Observation Checklist (included)
- Rubric for Tool Construction (included)
- The Learning Circle
**WATER: ITS MANY USES**

**Activity 2: Bending Wood**

- Provide the groups with their required materials and have them build their tool.
- Have each group choose one or two presenters and explain to the rest of the class how they made their tool and demonstrate how their tool works and how it maintains stability.
- Have each group explain what they might change to make their tool work better.

**Adaptations/Extensions**

- assign roles within the group to fit the abilities of each student
- provide groups with ideas for tool design and materials needed
- vary the size of the groups
- prepare questions for groups
- allow students to choose the function for the tool they will make
- let students discuss ideas for improvement and then make a second tool to show the changes

**Assessment/Evaluation**

- Observation checklist for group discussion and participation - Observation Checklist, Unit 3 - Activity 2
- Assessing tool construction - Rubric for Tool Construction, Unit 3 - Activity 2
# Observation Checklist

## Unit 3 - Activity 2

Use this checklist for each group as students discuss plans for their tool, participate in its construction, present it to class and/or describe possible improvements.

<table>
<thead>
<tr>
<th>Group Number</th>
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<tbody>
<tr>
<td>Student Name</td>
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Choose an appropriate rating scale. Rating may involve check marks indicating the behaviour has been seen. Alternatively, it may consist of comments (i.e., always, usually, sometimes, not at all).
## Rubric for Tool Construction

Unit 3 - Activity 2  
(Use this rubric to assess the tool constructed by each group)  
Expectations: 3s68, 3s72, 3s83

<table>
<thead>
<tr>
<th>Group Number</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</table>
Use with Rubric for Tool Construction at previous page.

Level 1
– The tool is not stable, or it loses stability when a load is placed on it. The students give limited and confused explanations of the factors that affect stability.

Level 2
– The tool is stable and stays stable with some load. The students are able to give some explanation of why their tool is stable, and they can give some examples of how force can alter the strength or shape of their tool.

Level 3
– The tool is stable and stays stable with a full pot of water. The students are able to explain why their tool is stable and can discuss how they made it that way. They can explain how different forces could alter the strength or shape of their tool and how they would allow for this.

Level 4
– The tool is stable and stays stable with a full pot of water. The students are able to explain why their tool is stable, including how they made it and how modifications might affect its stability. They can name different forces acting on the stability of their tool, and discuss other models of potholders, comparing and contrasting them to their own.
Activity 3:
Importance of Water to Living Things

Activity Synopsis
The students will conduct a plant experiment to show the effect of water on living things. They will keep a written account of their observations.

Expectations
(The Ontario Curriculum)

Language
Writing:
*3e2 write materials that show a growing ability to express their points of view and to reflect on their own experiences
3e6 use materials from other media to enhance their writing
*3e25 accurately use titles and subheadings as organizers
*3e26 use visual material to reinforce a message
*3e28 print legibly and begin to use cursive writing
**WATER: ITS MANY USES**

**Activity 3: Importance of Water to Living Things**

**UNIT 3**

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**Time Frame**

- **Initial Class**
  - 45 minutes

- **Experiment and Journals**
  - 20 days, a few minutes each day

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**Expectations**

*(The Ontario Curriculum)*

**Science and Technology**

**Life Systems:**

- *3s10* describe, using their observations, how the growth of plants is affected by changes in environmental conditions

- 3s12 design and conduct a hands-on inquiry into seed germination or plant growth

- *3s13* ask questions about and identify some needs of plants, and explore possible answers to these questions and ways of meeting these needs

- *3s14* plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved

- *3s16* record relevant observations, findings, and measurements, using written language, drawings, charts, and graphs

- *3s25* demonstrate awareness of ways of caring for plants properly

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**Methodology**

- Initiate a class discussion about what we, as living things, need in order to survive. Then discuss the needs of plants as living things. Make a list of the needs of plants on chart paper. Post this in the room.

- Tell the students that they are going to do an experiment to see what happens if one of a plant’s basic needs (water) is not met. Ask them for ideas about how they might investigate this.

- As a class, discuss and decide how to conduct the experiment. Include the length of time, frequency and amount of watering, and ways to observe changes.

- Discuss the proper format for conducting experiments. (Prediction, materials, method, observation, conclusion, application)
Activity 3: Importance of Water to Living Things

• Ask the students to predict what is going to happen in the experiment.

• Tell the students they will each record their observations and predictions in a daily journal. Discuss some of the things they might look for. Make sure students understand what will be expected in their journals. This could be listed on chart paper or recorded in the journal. Encourage them to use titles and drawings in their journals.

• When the experiment is over, students discuss with partners whether their predictions prior to the experiment were correct.

• Working in pairs, students write in their journals as many ideas as they can think of for caring for plants. Tell the students that this is one of the ways they are going to show what they know.

Adaptations/Extensions

• have information available that lists the needs of living things

• provide students with a design, a method to follow and/or a chart with specifics for recording observations

• allow students to work in pairs for journal keeping

• allow teacher or student scribing for students who have difficulty writing

• assist students with ideas for how to care for plants

• record ideas in each journal

• use more than two plants, and vary the amounts of water given

• use more than two plants, and vary other conditions (light, air, warmth, soil)

• ask students to develop their own charts to show what they have observed

• have students report on the accuracy of their predictions

Assessment/Evaluation

• Assess journals based on the points listed in class. Use the list on the chart paper to make up a checklist format to assess completeness.

• Check the journal entry for ideas on caring for plants. (Checklist for Ideas for Care of Plants, Unit 3 - Activity 3)
## Checklist for Ideas for Care of Plants

**Unit 3 - Activity 3**  
**Expectations:** 3e2, 3e25, 3e26, 3e28, 3s10, 3s13, 3s14, 3s16, 3s25

<table>
<thead>
<tr>
<th>Criteria</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ideas for care of living things (water)</td>
<td></td>
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<tr>
<td>ideas for care of living things (other basic needs)</td>
<td></td>
<td></td>
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<tr>
<td>neatly printed or written work</td>
<td></td>
<td></td>
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<tr>
<td>diagrams or pictures included</td>
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<td></td>
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<tr>
<td>titles and subtitles used</td>
<td></td>
<td></td>
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<tr>
<td>organized work</td>
<td></td>
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<tr>
<td>complete sentences</td>
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<tr>
<td>proper experiment format (e.g. predictions, observations, etc.)</td>
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<tr>
<td>other criteria (optional)</td>
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</tbody>
</table>
Activity 1: Our Elders and Grandparents

Have students complete Unit 7 - Activity 1, Our Elders and Grandparents.

Activity Synopsis

In this activity, students will be gathering pictures of their elders to create a photo wall in the classroom. Students will be writing a short piece about the Elder.
ELDERS
Activity 1: Our Elders and Grandparents

Time Frame
60 minutes

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*3e52 retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending

*3e54 apply the rules for working with others

*3e57 use the conventions (e.g. sentence structure) of oral language, and of the various media, that are appropriate to the grade

Writing:
*3e1 communicate ideas and information for specific purposes and to specific audiences

*3e3 organize information into short paragraphs that contain a main idea and related details

*3e4 begin to use compound sentences and use sentences of varying length

*3e5 produce pieces of writing using a variety of forms

*3e7 revise and edit their work, using feedback from the teacher and their peers

*3e8 proofread and correct their final drafts

*3e9 use and spell correctly the vocabulary appropriate for this grade level

*3e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level

Materials/Equipment
– bulletin board
– construction paper to be used as backing for photographs
– writing paper
– pencils
– draft writing books
– Group Observation Checklist (included)
– Editing Checklist (included)
– Narrative Writing Evaluation Checklist - Grade 3 (included)
– The Learning Circle
Methodology

- As a class, compose a letter informing parents about the unit and asking them to help students find photos to bring in for the Photo Wall.

- Students show their photos to the rest of the class, briefly describing who is in the photo and their relationship to that person.

- Students spend some time preparing their photos and mounting them on the bulletin board.

- In small groups, students discuss the type of information that should be included in a short piece of writing about their elder, e.g. name, birth date, place of birth, relationship to student, other family members, and important details of the person’s life. (see Group Observation Checklist)

- Have a class discussion and agree on the list of information to be obtained from the elder.

- This should be recorded in students’ draft writing books so that they know what information to get when they talk to their elder.

- Review with students the Narrative Writing Evaluation Checklist, discussing each heading and level so they understand how their writing will be evaluated.

- Students begin to draft their written piece about their elder.

- Once a first draft is complete, students ask a peer to edit it for them, focusing on spelling, punctuation and grammar. (see Editing Checklist)

- When peer editing is complete, the teacher does final editing. (see Editing Checklist)

- Students proofread the final copy before it is mounted on the photo wall.

- The teacher evaluates the finished piece. (see Narrative Writing Evaluation Checklist)
Activity 1: Our Elders and Grandparents

Adaptations/Extensions

- provide a written outline of questions for students who have difficulty with written work
- provide graphic organizers to help organize writing
- allow use of computers with spelling and grammar checks for draft writing
- encourage use of pencils instead of pens, and double-space handwritten work to allow for easier editing and correction
- model ways of adding description to written work
- research more than one elder or grandparent
- peer or teacher can scribe for a student
- allow oral presentation of interview recorded on tape
- allow students to use jot points instead of paragraphs
- allow use of thesaurus to get descriptive words
- provide mini-lessons on grammar and punctuation

Assessment/Evaluation

- Group Observation Assessment Scale
- Editing Checklist
- Narrative Writing Evaluation Checklist - Grade 3
- Completed written piece
Editing Checklist
Unit 7 - Activity 1, Unit 7 - Activity 2,
Unit 7 - Optional Activity and Unit 8 - Activity 2

Student
☐ Have I checked all the words that I’m not sure how to spell?
☐ Have I used capitals, periods, and question marks?
☐ Have I used paragraphs?
☐ Does my written work make sense?
☐ Have I checked my grammar?
☐ Are my ideas in the correct order?

Peer
☐ Have I underlined all words where spelling should be checked?
☐ Do all sentences start with capitals?
☐ Do all sentences end with correct punctuation?
☐ Has the student used correct grammar?
☐ Does the student’s writing make sense?
☐ Does the student write in paragraphs?
☐ Has the student used good description?

Teacher
☐ Has all editing been completed?
☐ Have all words been checked for spelling?
☐ Is the writing in paragraph form?
☐ Does the written work make sense?
☐ Has all necessary information been included?
☐ Does the student use a variety of sentence types?
☐ Has she/he provided good description?
# Narrative Writing Evaluation Checklist - Grade 3

Unit 7 - Activities 1, 2, 4 and Optional Activity

<table>
<thead>
<tr>
<th>Knowledge/Skills</th>
<th>Level 1 with assistance</th>
<th>Level 2 limited assistance</th>
<th>Level 3 independently, clearly and concisely, few errors or omissions</th>
<th>Level 4 independently with complexity, no errors</th>
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<tbody>
<tr>
<td><strong>Reasoning</strong></td>
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<td>- demonstrates understanding of ideas</td>
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<td><strong>Communication</strong></td>
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<td>- communicates ideas and information for a variety of purposes and to specific audiences</td>
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<td><strong>Organization of Ideas</strong></td>
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<td>- organizes information into short paragraphs that contain a main idea and related details</td>
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<td>- produces pieces of writing using a variety of forms</td>
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<td><strong>Application of Conventions</strong></td>
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<td>- begins to use compound sentences and use sentences of varying length</td>
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<td>- revises and edits work, using feedback from the teacher and peers</td>
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<td>- proofreads and corrects final drafts</td>
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<td>- correctly uses and spells vocabulary appropriate for grade level</td>
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<td>- correctly uses the conventions, e.g. spelling, grammar, punctuation</td>
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# Group Observation Assessment Scale

**Unit 7 - Activities 1 and 4, Unit 8 - Activity 2 and Unit 9 - Activity 1**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>participates actively in discussion and stays on topic</th>
<th>works with others cooperatively</th>
<th>uses appropriate conventions for speaking</th>
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*Level 1 - does not demonstrate this behaviour*  
*Level 2 - sometimes demonstrates this behaviour*  
*Level 3 - often demonstrates this behaviour*  
*Level 4 - consistently demonstrates this behaviour*
Activity 2: Dear Grandma and Grandpa

Activity Synopsis

Have students complete Unit 7 - Activity 2, “Dear Grandma and Grandpa” in The Learning Circle. For this activity, students will write a letter to one of their grandparents.

Expectations
(The Ontario Curriculum)

Language

Writing:

*3e1 communicate ideas and information for specific purposes and to specific audiences

*3e3 organize information into short paragraphs that contain a main idea and related details

*3e4 begin to use compound sentences and use sentences of varying length

*3e5 produce pieces of writing using a variety of forms (e.g. simple research reports letters, stories, poems)

*3e7 revise and edit their work, using feedback from the teacher and their peers

*3e8 proofread and correct their final drafts

*3e9 use and spell correctly the vocabulary appropriate for this grade level

*3e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
**Methodology**

- The teacher can model letter writing by writing a letter to his/her own grandparent on an overhead transparency, using the appropriate content and letter-writing format.
- Project on the overhead for the class to read.
- Point out the essential parts of the letter, e.g. date, salutation, introductory paragraph, body of letter, concluding paragraph, closing.
- In pairs, have students discuss types of information they want to include in their letters to their grandparents, e.g. what they are studying in school, what they have learned about their families, activities they enjoy doing with grandparents, etc.
- Students record point form-notes outlining types of information they want to include in their letters.
- Students’ letters should include an invitation to come in and talk to the class. During this visit, the grandparent(s) could talk about themselves, tell favourite stories, and possibly be interviewed by the class.
- Students draft their letter to their grandparent(s).
- Each student has a classmate peer edit his/her letter. (see Editing Checklist)
- Students ask the teacher to edit their letters. (see Editing Checklist)
- Students finalize their letters on letter paper and deliver/mail to grandparents.

**Adaptations/Extensions**

- students may do their letters on computers
- provide a written outline of topics for students who have difficulty with written work
- peer or teacher can scribe for students who have difficulty writing
- provide graphic organizers to help organize letter writing
- provide mini-lessons on grammar and punctuation topics

**Assessment/Evaluation**

- Editing Checklist
- Completed Letter
- Narrative Writing Evaluation Checklist

**Materials/Equipment**

- overhead transparency
- draft writing books
- good letter writing paper
- pencils
- Editing Checklist (see Unit 7 - Activity 1)
- Narrative Writing Evaluation Checklist - Grade 6 (see Unit 7 - Activity 1)
- The Learning Circle

**Time Frame**

60 minutes
Activity 3: Elders’ Stories

Activity Synopsis

Students invite grandparents in to share their knowledge and experience with the class.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
3e51 listen to discussions on familiar topics and ask relevant questions
3e52 retell stories and recount personal experiences, presenting events in a coherent sequence

Writing:
*3e2 write materials that show a growing ability to express their points of view and to reflect on their own experiences
Methodology

- Introduce the idea of conducting an interview by showing students a video of an interview from a children’s programme, such as TV Ontario’s Reading Rainbow. Follow up with a discussion of how the interview was conducted.

- Using the results of Unit 7 - Activity 2, “Dear Grandma and Grandpa”, develop a list of grandparents who are willing to talk to the class.

- Have students call to arrange a time for grandparents to come and talk to class.

- An option is to ask the elder’s permission to tape the presentation and/or take photos for the Photo Wall.

- After the grandparent has finished his/her presentation, you may choose to complete Activity 4, Interview a Grandparent or Elder, while the elder is still at the school.

- After the grandparent has left, debrief the visit with students by recording on chart paper key topics, stories and/or advice shared with the class.

- Students record their reflections on the presentation in their journals.

- Post several reflections on the Photo Wall of Elders.

Adaptations/Extensions

- students who have non-English speaking grandparents can translate grandparent’s presentation

- provide web graphic organizer to help students organize information to be included in letters to elders

- students can write a Thank You card to grandparents

- students can write an account of a grandparent’s visit for the Photo Wall

- students can tape record the presentation and listen to it later to get key points for journal writing

- peers and/or teachers can scribe for students

Assessment/Evaluation

- Reflection Journal

- Reflection Assessment Scale

Materials/Equipment

- chart paper
- markers
- tape recorder (optional)
- camera (optional)
- Reflection Journal
- Reflection Assessment Scale (see Unit 7 - Optional Introductory Activity
- The Learning Circle
Activity 4: Interview a Grandparent or Elder

Activity Synopsis
In this activity, students will interview elders.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:

*3e51 listen to discussions and ask questions to clarify meaning

*3e54 apply the rules for working with others

*3e57 use the conventions (e.g. sentence structure) of oral language, and of the various media, that are appropriate to the grade
ELDERS  
Activity 4: Interview a Grandparent or Elders

**Methodology**

- The teacher contacts a local Native Friendship Centre or First Nation to try to arrange to have an Aboriginal elder as one of the people to be interviewed.

- In small groups, students brainstorm questions that would be appropriate to ask in order to get key information about the elder’s life. When was the elder born? Where was she/he born? Where has the elder lived? What types of jobs has the elder had? What are the biggest changes the elder has witnessed in his or her lifetime? Does the elder have family? What advice would the elder give?

- In the same small groups, students can categorize the kinds of questions they wish to ask, e.g. childhood, youth, adulthood, personal, career, family, etc.

- Assign a category of question to each group of students so that each has an opportunity to do part of the interview.

- Interviews can be taped and/or photographed with the elder’s permission.

- Students can take jot notes summarizing information presented in the interview.

- Students prepare a written summary of the interview.

**Adaptations/Extensions**

- encourage cooperative learning strategies to promote peer interaction for writing activities

- accept alternate forms of information presentation, e.g. taped assignments, oral presentation

- allow students to work with a partner to complete their portion of a written assignment

- encourage use of a variety of visual learning materials, e.g. computers

- reinforce all oral directions with visual and written cues

**Materials/Equipment**

- tape recorder
- note book
- pencils
- draft writing books
- Group Observation Assessment Scale (see Unit 7 - Activity 1)
- Narrative Writing Evaluation Checklist (see Unit 7 - Activity 1)
- The Learning Circle

**Assessment/Evaluation**

- Group Observation Assessment Scale
- List of questions developed by small groups
- Written summary of interview
- Narrative Writing Evaluation Checklist

**Time Frame**

45 minutes per elder
Activity 5: Elders’ Teachings

Activity Synopsis

This activity is self-explanatory. Students are posting teachings they have learned from elders and grandparents around their classroom. Complete as outlined in The Learning Circle, page 39.

Activity 6: Senior Citizens’ Centre

Activity Synopsis

This activity is self-explanatory. Students are visiting a senior citizens’ centre to establish a relationship with elders living there. Complete the activity as outlined on page 39. An option would be to conduct Activity 4 (Interview a Grandparent or Elder) while visiting the centre. Alternatively, students could give a presentation or perform a concert.
Activity 7: Our Land

Activity Synopsis
In this activity, an Aboriginal elder is invited into the classroom to describe the history of his/her traditional territory and the stories of his/her life and people.

Expectations
(The Ontario Curriculum)

Language
Writing:
*3e2 write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g. journal notes)

Social Studies
Heritage and Citizenship:
*3z3 describe changes that have occurred in their communities since the time of the early settlers
**Methodology**

- The teacher contacts a local Native Friendship Centre or First Nation to arrange a presentation by an Aboriginal elder who is knowledgeable about the history of traditional lands and the stories of his or her culture.

- Before the elder comes to the class, have the students develop questions that could be asked to help them understand the changes in their communities since the time of the early settlers.

- After the presentation, which may be taped with the elder’s permission, allow the students to ask questions to further their understanding.

- As a class, summarize key points of the elder’s presentation on chart paper.

- Students write a reflection on what they have heard from the elder.

**Adaptations/Extensions**

- allow use of recorded presentation for note taking

- provide various origin stories from Aboriginal peoples in the classroom for students to read and have them do book talks or dramatic presentations of these stories

- write a letter thanking the elder for sharing her/his wisdom

**Assessment/Evaluation**

- Reflection Journal entry

- Reflection Assessment Scale
Activity 9: One Day...

Activity Synopsis

Students will write a reflection about what they will be like as elders in the future.

Expectations
(The Ontario Curriculum)

Language
Writing:
*3e2 write materials that show a growing ability to express their points of view and to reflect on their own experiences
Methodology

- Have a class discussion about elders and grandparents. Discuss their roles, their behaviour, their feelings and their relationship to various members of the family.

- After this discussion, ask the students to write a reflection about themselves as elders one day. Students should consider their role, their behaviour, their feelings, their relationship to family and how they will ensure that their knowledge is passed on.

Adaptations/Extensions

- allow students to work with a partner to complete their reflection

- have students tell in their own words what they understand or think

- students write a narrative about themselves as elders

- students plan and perform a skit

Assessment/Evaluation

- Reflection Journal entry

- Reflection Assessment Scale

Materials/Equipment

- Reflection Journals
- pencils
- Reflection Assessment Scale (see Unit 7 - Optional Introductory Activity)
- The Learning Circle
Activity 1: Take Me Out to the Ball Game?

Activity Synopsis

Students have a discussion about the stereotypes of Aboriginal peoples perpetuated by sports teams.
Activity 1: Take Me Out to the Ball Game?

Expectations
(The Ontario Curriculum)

Language

Oral and Visual:
*3e51 listen to discussions and ask questions to clarify meaning

Writing:
*3e1 communicate ideas and information for specific purposes and to specific audiences
*3e2 write materials that show a growing ability to express their points of view and to reflect on their own experiences
*3e5 produce pieces of writing using a variety of forms
*3e7 revise and edit their work, using feedback from the teacher and their peers
*3e8 proofread and correct their final drafts
*3e9 use and spell correctly the vocabulary appropriate for this grade level
*3e10 use correctly the conventions

Time Frame
45 minutes

Materials/Equipment

– pencils
– draft writing books
– pictures of logos of various sports teams such as Cleveland Indians, Atlanta Braves, Washington Redskins, Chicago Blackhawks, Kansas City Chiefs (see Additional Resources list at end of Unit 8 - Activity 3)
– Exposition Graphic Organizer – Two Points of View (included)
– Exposition Writing Checklist (included)
– The Learning Circle

Methodology

• Show students the logos from various sports teams. These can be obtained from the Internet.

• Do Activity 1, “Take Me Out to the Ball Game?” as outlined in The Learning Circle, Unit 8, page 42.

• Have students fill in the Unit 8 - Activity 1, Exposition Graphic Organizer – Two Points of View by stating the problem: Should caricatures of Aboriginal people be used as logos for sports teams?
Activity 1: Take Me Out to the Ball Game?

- List arguments in favour. Use supporting evidence.
- List arguments against. Use supporting evidence.
- Give a conclusion based on the arguments.
- Students write an exposition expanding on the ideas outlined in the Exposition Graphic Organizer.

**Adaptations/Extensions**

- find other examples of stereotyping
- write a persuasive essay about the harm done by stereotyping people
- have a debate about this issue
- allow students to work with a partner to complete the graphic organizer
- assign buddies to help in specific areas
- write a letter to a sports team outlining concerns regarding the use of caricatures of Aboriginal people in team logos

**Assessment/Evaluation**

- Unit 8 - Activity 1, Exposition Graphic Organizer – Two Points of View
- Exposition Writing Checklist
# Exposition Graphic Organizer – Two Points of View

**Unit 8 - Activity 1**

Student Name ____________________________

## Problem

## Arguments For

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## Supporting Evidence

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## Arguments Against

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## Supporting Evidence

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## Conclusion or Summary

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## UNIT 8

### Exposition Writing Checklist

<table>
<thead>
<tr>
<th>Knowledge/Skills</th>
<th>Not Yet</th>
<th>Sometimes with help</th>
<th>Sometimes independently</th>
<th>Always</th>
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<tr>
<td>uses writing to persuade others</td>
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<td>effectively organizes relevant information in exposition format</td>
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<td>writes an opening paragraph giving personal point of view</td>
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<td>provides good supporting evidence to support arguments</td>
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<td>follows a logical sequence in developing arguments</td>
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<td>uses a new paragraph for each new argument and its supporting evidence</td>
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<td>each paragraph has a good topic sentence and concluding sentence</td>
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<td>writes a good concluding paragraph restating main points and position taken on problem</td>
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<td>spelling is accurate</td>
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<td>grammar is accurate</td>
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Activity 2: At the Movies

Activity Synopsis

In this activity, students will be reviewing a movie to
develop a point of view on whether or not the portrayal
of Aboriginal people is stereotypical.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*3e53 talk about characters and situations in stories, and
information and ideas in non-fiction materials

*3e54 apply the rules for working with others

*3e55 view, read, and listen to media works that convey
messages or information and talk about what they
have learned

*3e57 use the conventions of oral language, and of the
various media, that are appropriate to the grade
**Expectations**
(The Ontario Curriculum)

**Language**

- **Writing:**
  - *3e1* communicate ideas and information for specific purposes and to specific audiences
  - *3e2* write materials that show a growing ability to express their points of view and to reflect on their own experiences
  - *3e5* produce pieces of writing using a variety of forms
  - *3e7* revise and edit their work, using feedback from the teacher and their peers
  - *3e8* proofread and correct their final drafts
  - *3e9* use and spell correctly the vocabulary appropriate for this grade level
  - *3e10* use correctly the conventions

**Methodology**

- Introduce the activity by talking about stereotypes of Aboriginal people. Explain that a stereotype is an oversimplified generalization of a particular group, race or sex, which usually has derogatory or negative implications for that group.

- Ask students to give some examples of stereotypes that they have seen or heard.

- Divide students into equal sized groups depending on how many movies you have available for them to review.

- Choose an appropriate 30 minute segment of the film to be reviewed.
• Tell students that they will be asked to take a point of view about the film and support their arguments with specific examples from the film segment viewed.

• Students view the segment and discuss in groups whether the portrayal of Aboriginal people in the film was positive and accurate, recording their ideas and examples (supporting evidence) on chart paper.

• Students then complete the Exposition Writing Graphic Organizer – One Point of View.

• Using their completed Graphic Organizer, students write an exposition stating their point of view, outlining their assertions, providing supporting evidence and a summary or conclusion.

Adaptations/Extensions

• assign buddies to help in specific areas

• peer or teacher can scribe for student who has difficulty writing

• allow student to work with a partner to complete exposition

• offer a variety of visual learning materials, e.g. computers

• allow use of chart paper when completing Graphic Organizer for exposition

• ask students to outline how they would change the scene to remove stereotypes; have them act out their revised version

Assessment/Evaluation

• Group Observation Assessment Scale

• Unit 8 - Activity 2, Exposition Graphic Organizer – One Point of View

• Exposition Writing Checklist

• Editing Checklist
Exposition Writing Graphic Organizer – One Point of View

Unit 8 - Activity 2

State Problem and Your Point of View

Student Name _________________________________

Assertions or Arguments
1.
2.
3.

Supporting Evidence or Examples
1.
2.
3.

Conclusion or Summary
Activity 3: 
The Original Environmentalist

Activity Synopsis

This activity is self-explanatory. The class has a discussion about the positive stereotype of the “noble savage” and considers whether or not this stereotype of First Nations people is true. Complete this activity as outlined in “The Learning Circle” on page 43.
Optional Activity: Positively Native

Activity Synopsis

Students may view a segment of the Many Voices video, “Positively Native”.

The story is about Martin, an Aboriginal boy, who decides to make a video about Native people after he is teased for being an “Indian”. This can be followed by a discussion of the video and completion of one or more activities as outlined in the Teacher’s Guide for the series.

Methodology

Follow the methodology as outlined in the Teacher’s Guide.

Additional Resources for Unit 8

Arnold, Julia, Jan Beaver, and Lillian Blakey. Aboriginal Voices – Then and Now (Curriculum Connections Unit, Elementary Teachers’ Federation of Ontario, 2000)

The National Film Board of Canada
First Nations: The Circle Unbroken, Videos 1-4 and 5-8, 1998. (Phone: 1-800-267-7710)

TV Ontario
Many Voices: Positively Native - 1991. (Positively Native is one program in a series. Video series is available with Teacher’s Guide. Phone (416) 484-2612)

Spirit Bay Series - 1986 (Series of half hour dramas set in Spirit Bay, a Native community in northwestern Ontario.)

Websites of Sports Teams
Atlanta Braves www.atlantabraves.com
Chicago Black Hawks www.sportserver.com
www.nhl.com
Washington Redskins www.nfl.com
Cleveland Indians www.indians.com
Kansas City Chiefs www.nfl.com or www.kcchiefs.com
Activity 1:  
What is a Hero?

Activity Synopsis

In this activity, students will be exploring and defining the terms “hero” and “role model”.

Expectations  
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*3e54 apply the rules for working with others

*3e63 contribute ideas appropriate to the topic in group discussion and listen to the ideas of others

Reading:
*3e46 use a variety of strategies to determine the meaning of unfamiliar words

Writing:
*3e27 select and correctly use the format suited to their purpose for writing

*3e28 print legibly and begin to use cursive writing
**Methodology**

- Complete Unit 9 - Activity 1, What is a Hero? in the “Learning Circle”.

- As a class, discuss pictures of various heroes and role models that students might know.

- In large or small groups, students describe and define heroes and role models through discussion, using dictionaries, etc.

- As a class, share ideas and come up with class definitions for heroes and role models.

- Students individually record the similarities and differences between heroes and role models in chart form, Venn diagram or any other appropriate format.

**Materials/Equipment**

- chart paper
- markers
- photos of heroes/role models
- dictionaries
- Group Observation Assessment Scale (see Unit 7 - Activity 1)
- Writing Forms Assessment Scale (included)
- The Learning Circle

**Adaptations/Extensions**

- teacher or peers scribe for students who have difficulty writing

- provide definitions in written form to some students

- allow for verbal input from students who have difficulty writing

- students may provide their written information in more than one form

- students may provide additional examples of heroes and role models with pictures that they find or draw

- ESL students can copy and learn adjectives describing heroes and role models

**Assessment/Evaluation**

- Group Observation Assessment Scale

- Writing Forms Assessment Scale
## Writing Forms Assessment Scale

*Unit 9 - Activity 1*

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<tr>
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**Level 1** – demonstrates little or no ability to select and correctly use an appropriate format

**Level 2** – demonstrates some ability to select and correctly use an appropriate format

**Level 3** – demonstrates ability to select and correctly use an appropriate format

**Level 4** – demonstrates ability to select and correctly use an appropriate format beyond grade level expectations
Activity 2: Famous First Nations Heroes

Activity Synopsis

Students will research a First Nations Hero including biographical information about the person. They may choose to write a research report, biography, poem or a personal reflection to present their research information.
FIRST NATIONS HEROES
Activity 2: Famous First Nations Heroes

Expectations
(The Ontario Curriculum)

Language
Reading:
*3e29 read a variety of fiction and non-fiction materials for different purposes
*3e31 read independently, using a variety of reading strategies
*3e33 select material that they need from a variety of sources
*3e34 understand the vocabulary and language structures appropriate for this grade level
*3e35 use conventions of written materials to help them understand and use the materials

Writing:
*3e1 communicate ideas and information for specific purposes and to specific audiences
*3e5 produce pieces of writing using a variety of forms
*3e7 revise and edit their work, using feedback from the teacher and their peers
*3e8 proofread and correct their final drafts
*3e9 use and spell correctly the vocabulary appropriate for this grade level
*3e10 use correctly the conventions

Time Frame
150 minutes

Materials/Equipment
- non-fiction books containing biographical information on Aboriginal heroes or role models
- draft writing books
- Courageous Spirits: Aboriginal Heroes of Our Children
- Courageous Spirits Teacher’s Guide (see Additional Resources list at end of Unit 9 - Activity 3)
- Local Heroes/Role Models Research Plan (included)
- Research Project Assessment Scale (included)
- The Learning Circle
Methodology

- Begin the activity by reading some passages from “Courageous Spirits: Aboriginal Heroes of Our Children”.

- Discuss why the students who selected these Aboriginal heroes might have chosen them.

- Have a number of resources in the classroom that contain information on some of the Aboriginal heroes listed in “The Learning Circle” Unit 9 - Activity 2. The Native Role Models Program and the National Aboriginal Achievement Awards may also provide further information about Aboriginal role models.

- Brainstorm and show examples of components of effective research reports and biographies.

- Students begin to focus their thoughts by completing a Research Plan about their First Nations hero and answering key questions about their hero.

- Review with students the Research Project Assessment Scale. Discuss each heading and level so they know how their writing will be evaluated.

- Students begin to draft a biography of the First Nations hero.

- When a first draft is complete, students ask a peer to edit it for them, focusing on spelling, punctuation and grammar. (Editing Checklist)

- Once peer editing is complete, student has teacher do final editing. (Editing Checklist)

- The final copy of the written piece is then completed and proofread by student and mounted on the photo wall.

- The teacher uses the Research Project Assessment Scale to evaluate the piece.

- When students have completed their research project, have them present their finished work to the class.
FIRST NATIONS HEROES
Activity 2: Famous First Nations Heroes

UNIT 9

Adaptations/Extensions

• adapt work to student’s ability and ensure student is able to comprehend task

• set goals for learning together with student

• provide a checklist for gathering appropriate materials

• provide photocopied outlines of information for students to use

• allow highlighting of information

• scribe for students who have difficulty writing

• allow students to do an oral report

• students create a multi-disciplinary presentation, i.e., sketch, poem, song, biography

• research more than one hero and compare them

• allow students to work with partner to complete their portion of research assignment

• provide appropriate books on topic with high interest and low vocabulary

• allow students to make a multimedia presentation using computer technology, slide shows, photos etc.

Assessment/Evaluation

• Unit 9 - Activity 2, Local Heroes/Role Models Research Plan

• Research Project Assessment Scale
Local Heroes / Role Models Research Plan  
Unit 9 - Activity 2

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Title</th>
<th>Date</th>
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</table>

- **When was this person born?**
- **What were the important events in this person’s life?**
- **Why did you choose to write about this person?**
- **Where was this person born?**
- **Why is this person a hero?**
- **What did this person do to make him/her a hero?**
- **Where is this person now?**
- **How does this person represent First Nations cultural values?**
# Research Project Assessment Scale

**Unit 9 - Activity 2**

<table>
<thead>
<tr>
<th>Knowledge/Skills</th>
<th>Level 1</th>
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<td><strong>Reasoning</strong></td>
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<td>- reads non-fiction material for research purposes</td>
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<td>- uses understanding of the conventions of writing to comprehend reading materials</td>
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<td><strong>Communication</strong></td>
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<td><strong>Organization of Ideas</strong></td>
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<td>- uses research plan to organize ideas</td>
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<td>- organizes ideas in logical way</td>
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<td><strong>Application of Conventions</strong></td>
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<td>- reads non-fiction materials and understands the vocabulary and language structures</td>
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<td>- understands the vocabulary and language structures</td>
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<td>- produces pieces of writing using a variety of forms</td>
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<td>- revises and edits work, using feedback from the teacher and peers</td>
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<td>- proofreads and corrects final drafts</td>
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<td>- uses correct spelling, grammar and punctuation</td>
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**Level 1** – with assistance, not yet at grade level  
**Level 2** – with limited assistance, not quite at grade level  
**Level 3** – independently, with few minor errors and/or omissions at grade level  
**Level 4** – independently, with clarity, precision and complexity above grade level
Activity 3:  
Local Heroes / Role Models

Activity Synopsis

Students select and interview a local First Nations hero/role model.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*3e51 listen to discussions and ask questions to clarify meaning
*3e54 apply the rules for working with others
*3e57 use the conventions (e.g. sentence structure) of oral language, and of the various media, that are appropriate to the grade
Learning Circles — Grades 3-6, Curriculum Links for Ontario Teachers

FIRST NATIONS HEROES
Activity 3: Local Heroes/Role Models

GRADE 3

UNIT 9

Expectations
(The Ontario Curriculum)

Language
Writing:
*3e1 communicate ideas and information for specific purposes and to specific audiences
*3e3 organize information into short paragraphs that contain a main idea and related details
*3e5 produce pieces of writing using a variety of forms
*3e7 revise and edit their work, using feedback from the teacher and their peers
*3e8 proofread and correct their final drafts
*3e9 use and spell correctly the vocabulary appropriate for this grade level
*3e10 use correctly the conventions

Time Frame
45 minutes per hero

Materials/Equipment
– tape recorder
– note book
– pencils
– draft writing books
– Group Observation Assessment Scale (see Unit 7 - Activity 1)
– Narrative Writing Evaluation Checklist (see Unit 7 - Activity 1)
– The Learning Circle

Methodology

• The teacher should contact a local Native Friendship Centre or First Nation in order to arrange an interview with an Aboriginal hero.

• Show students a video of someone conducting an interview from a program such as “Reading Rainbow” or TV Ontario. Discuss how the interview was conducted and what kinds of questions were asked.

• In small groups, students brainstorm questions that would be appropriate to ask the hero. Questions should focus on key information about the person’s life:
  When was the hero born?
  Where was the hero born?
FIRST NATIONS HEROES
Activity 3: Local Heroes/Role Models

Where has the hero lived?
What types of jobs has the hero had?
What are the biggest changes the hero has witnessed in his or her lifetime?
Does the hero have family?
What advice would the hero give to young people?
How did the hero become interested in what she/he does?
What made him or her choose this path?
What difficulties has this person encountered in life?
How did she/he overcome these difficulties?
What does the hero think his or her contribution has been?
What personal dreams and goals does this person have?

- In the same small groups, students can categorize their list of questions, e.g. childhood, youth, adulthood, personal, career, family, etc.
- Each student or group of students chooses a category of questions to ask so that everyone has a chance to do part of the interview.
- The interview can be taped and/or photographed with the hero’s permission.
- Students can take jot notes summarizing information presented in the interview.
- Students prepare a written biography after completing the interview.

Adaptations/Extensions

- model cooperative learning strategies to promote peer interaction for writing activities
- accept alternate forms of information presentation, e.g. taped assignments, oral presentations
- allow students to work with partner to complete their portion of biography
- encourage use of a variety of visual learning materials, e.g. computers
- reinforce all oral directions with visual and written cues
Assessment/Evaluation

- Group Observation Assessment Scale
- Biography
- Narrative Writing Evaluation Checklist

Additional Resources for Unit 9


Activity 3:
Importance of Water to Living Things

Activity Synopsis

The students will design an experiment to show the effects of different amounts of water on plants. They will write up their experiment, including a hypothesis, a list of materials, their procedure, observations, conclusions and applications.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*4e54 communicate a main idea about a topic and describe a short sequence of events

*4e65 present information to their peers in a focussed and organized form on a topic of mutual interest

Writing:
*4e25 label and use pictures and diagrams appropriately

*4e26 print legibly and use cursive writing
GRADE 4

WATER: ITS MANY USES
Activity 3: Importance of Water to Living Things

Expectations
(The Ontario Curriculum)

Science and Technology

Life Systems:

*4s4 identify, through observation, various factors that affect plants and animals in a specific habitat

*4s11 plan investigations for some of these answers and solutions identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions

*4s13 compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer

*4s14 communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentation, written notes and descriptions, drawing, and charts

Materials/Equipment

– three or more similar plants, in varying states of health
– Checklist for Written Report (included)
– Oral Presentation Rubric (included)
– The Learning Circle

Methodology

• Prepare the plants a week or two before teaching the lesson.

Day 1

• Choose three or more similar plants and vary the nutrients they receive. For example, you could give one plant all it needs to be healthy, give a second plant less water, a third, less light, a fourth, less air and a fifth, poorer quality soil.

• Display the plants, and ask students how they think the plants came to be in their present condition.

• List ideas on the board.

Time Frame

Initial class
45 minutes

Project planning class
45 minutes

Presentations
5-10 minutes per student
In small groups, have the students discuss the likely causes of the plants’ conditions.

Based on this discussion, ask each group to list the needs of plants.

Tell the students that they will be designing and carrying out an experiment at home. They will design this experiment to show at least one of the needs of plants.

Give the students some opportunity to discuss what materials they may need.

Tell the students that in the next class, they will be preparing and handing in their project plan.

Day 2

- Remind students of the focus of their experiment, needs of plants.

Introduce (or review) the terms:
- hypotheses - what I think will happen
- procedure - what I am going to do
- materials - what I will need
- observations - what I saw happen
- conclusions - what I found out
- applications - how I can use my conclusions

Tell the students that they need to use these terms when writing their experiments. Give them time to record this in their notebooks.

Ask the students to write out and hand in a plan for their experiment. Encourage them to write in full sentences and to make sure their work is logical and organized.

Assign a due date for the experiment results. Tell the students they will be required to hand in a written report and to give a class presentation.
Activity 3: Importance of Water to Living Things

**Adaptations/Extensions**

- allow students to work in pairs
- allow students to do their work orally
- provide students with a handout outlining the experiment format
- provide plants for the students
- allow the students to do their experiment at school
- provide an outline for recording observations
- provide a list of questions to guide student observations and conclusions
- have students manipulate another variable in a second experiment
- have students carry out their experiment from seed germination
- have students carry out experiments with different plant food products and compare the effects

**Assessment/Evaluation**

- Checklist for Written Report, Unit 3 - Activity 3
- Oral Presentation Rubric, Unit 3 - Activity 3
Checklist for Written Report
Unit 3 - Activity 3
Expectations: 4e25, 4e26, 4s4, 4s11, 4s13, 4s14

Student Name _______________________

Written plan is logical.

YES  NO

Observations are recorded systematically.

YES  NO

Correct terms are used.
(i.e., hypotheses, materials, procedure, observation, conclusions, applications)

YES  NO

Hypothesis is clearly stated.

YES  NO

Titles and labels are used correctly.

YES  NO

Logical conclusions are included.

YES  NO

Practical applications are included.

YES  NO

Procedure is outlined.

YES  NO

Materials are listed.

YES  NO

Report is written neatly.

YES  NO

Diagrams are used.

YES  NO

other criteria (optional)

YES  NO
### Oral Presentation Rubric

Unit 3 - Activity 3  
Expectations: 4e54, 4e65

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Used with Oral Presentation Rubric
Unit 3 - Activity 3

Level 1
– the student is able to present his/her results, but cannot explain them logically
– some of the main components (observation, conclusion) are missing
– the student is not able to answer class or teacher questions completely
– the student cannot explain why the results occurred

Level 2
– the student is able to present his/her results and give some explanation of the process she/he used
– one of the components is missing, or the correct terminology is not used
– the student shows a limited ability to answer questions
– the student only gives partial explanations for the results

Level 3
– the student presents his/her results clearly and explains the process used
– all the components are included and the correct terminology is used
– the student is able to answer most or all of the class questions
– the student gives complete observations and is able to explain his/her conclusions

Level 4
– the student presents her/his results clearly, explains the process used and is able to discuss adaptations she/he made or could make
– all the components are included, the correct terminology is used and the relationship of observation to conclusion to application is explained
– the student is able to answer class and teacher questions and expand on the ideas
– the student gives complete observations, explains his/her conclusions fully and gives one or more logical applications
Activity 4: Chores and Responsibilities

Activity Synopsis

In this activity, the students will discuss the responsibilities they have in their homes. They will do a survey to compare their responsibilities to the responsibilities of their classmates and record their findings on a tally chart and a bar graph.
THE FAMILY
Activity 4: Chores and Responsibilities

Time Frame
Class Discussion
30 minutes
Data Collection and Graphing
45 minutes

Materials/Equipment
– grid paper for graphing
– Tally Chart-Graph Checklist (included)
– The Learning Circle

Expectations
(The Ontario Curriculum)

Mathematics
Data Management and Probability:
*4m101 collect and organize data and identify their use
4m103 interpret display of data and present the information using mathematical terms
4m108 conduct surveys and record data on tally charts
*4m111 use conventional symbols, titles, and labels when displaying data
4m113 recognize the purposes of different parts of a graph: title, labels, axes
*4m114 construct labelled graphs both by hand and by using computer applications, and create intervals suited to the range and distributions of the data gathered
4m115 read and interpret data presented on tables, charts, and graphs

Methodology

• Have the class brainstorm to create a “job description” for a Grade 4 student. List the ideas on the board.

• Ask what would happen if a student were to stop carrying out some of his or her responsibilities.

• Have each student list some of the things she/he is responsible for at home.
**Activity 4: Chores and Responsibilities**

- Tell the students they are going to survey each other to find out the chores each one is expected to do at home.

- Remind the students how a tally chart is done. Tell them they are to collect their data by taking a tally of the chores other students do.

- Each student needs to decide which chores they will include in their tally chart.

- Give the students time to construct their tally charts and then allow them to collect their data from their classmates.

- Review the rules for making a bar graph, i.e., title, labels, neatness, even intervals. Decide whether you will ask the students to use a horizontal or a vertical bar graph.

- Give the students time to construct their graphs on grid paper.

**Adaptations/Extensions**

- provide students with the data instead of having them collect it

- give students a list of chores to be included in their graphs

- allow students to work in pairs

- give students sheets with the labels or intervals already marked

- ask students to compare their graphs and look for similarities and differences

- have students discuss how the same information can be presented differently in bar graphs

- ask students to show their data in more than one type of graph

**Assessment/Evaluation**

- Tally Chart-Graph Checklist, Unit 5 - Activity 4
Tally Chart-Graph Checklist
Unit 5 - Activity 4
Expectations: 4m101, 4m111, 4m114

Student Name _______________________

Tally chart is titled and labelled.

Tally chart is complete.
(chores listed, tally marks)

Data from tally chart is correctly represented.

Bar graph is titled.

Axes are labelled.

Interval values are even.
Activity 1: Circle of Life

Activity Synopsis

This activity will explore the interconnections between all living things. The students will learn about the delicate balance within natural communities and food webs by listening to the story of “Wolf Island”. They will then create a game board to simulate the effects of losing biodiversity.

Expectations
(The Ontario Curriculum)

Science and Technology

Life Systems:

*4s4 identify, through observation, various factors that affect plants and animals in a specific habitat (e.g. availability of water, food sources, light; ground features; weather conditions)

*4s5 classify organisms according to their role in a food chain (e.g. producer, consumer)

*4s19 investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans (e.g. chart the distribution of wolves on a world map and predict the effects if wolves were to become extinct; use a software program that simulates a specific environment to track the effects of the loss of a plant species)
FIRST NATIONS & THE ENVIRONMENT
Activity 1: Circle of Life

**Methodology**

- Use “The Learning Circle”, Unit 6 - Activity 1 to introduce the concept of food webs.

- Read the beautifully illustrated picture book, Wolf Island to the class.

- As a large group, discuss and record a list of the species mentioned in the story’s food web.

- In small groups, the class will record the species in a circular fashion around a large sheet of paper.

- They will draw arrows to indicate which species eats what and link the various species together in a web.

- In small groups, they will create a game board showing how the elimination or the overpopulation of a single species can affect an entire ecosystem.

- Students will copy the names of three categories of species onto cards, resulting in 6 predator, 12 herbivore and 24 plant cards. (All of the species should be appropriate for the habitat referred to in “Wolf Island”.)

- Note: Individual cards do not all have to represent a different species; however, a wide variety of species is desirable.

- The object of the game is to go around the board and collect as many complete sets of cards as possible. A complete set consists of 3 cards: one predator, one herbivore and one plant.

- The board itself will be constructed by drawing an array of approximately 50 squares on a large sheet of grid paper. About half of these squares require an action, as described below.

- Various action squares on the board represent either a “bonus” or an “eco-disaster”.

- When a player lands on a bonus square, she/he will pick up a species card. When she/he lands on an eco-disaster square, she/he must give up the appropriate species card if she/he is in possession of it.

**Time Frame**

180 minutes

**Materials/Equipment**

- picture book “Wolf Island” by Celia Godkin, Markham, Ontario: Fitzhenry & Whiteside
- 10-12 blank cards (or material to make such cards) for each student
- about 15 sheets of large chart-sized grid paper markers
- books of animal habitats for generating ideas
- Rubric for Unit 6 - Activity 1 (included)
- The Learning Circle
Activity 1: Circle of Life

• The eco-disaster squares can paraphrase incidents that occur in the story, e.g. “A wolf disappears and the deer become over-populated – pick up another herbivore card; if you already hold a wolf or any other predator card, put it back under the pile.”

• Each bonus or eco-disaster square must contain vignettes explaining something that happens. For example, a bonus square might state that an area has been declared as a nature reserve. An eco-disaster square might describe an area where an airport was built, and certain animals (either predators or herbivores) were frightened away.

• The students can copy incidents from the “Wolf Island” story, or they can make up their own.

• Teachers and students can vary the rules, i.e., how many cards each player has at the beginning of the game. (It is suggested that each player starts with one herbivore and two plant cards.)

• Have students explain how picking and losing cards illustrates the delicate balance of ecosystems.

• Alternatively, have each student record on a separate piece of paper which cards they made up in the group effort. This allows for assessment of their individual ideas.

Extensions/Adaptations

• The game can be made more complicated and more reflective of the inter-relationship between species by varying the rules for picking up and discarding species cards. Try the following:
  – if another predator card is picked up, one of the herbivore cards must be put back into the pile as a result of adding another consumer
  – if an herbivore is picked up, one of the plant cards can or must be put back as a result of adding another consumer
  – if the player does not possess the relevant card, nothing needs to be put back
  – landing on certain bonus squares can mean that the player is allowed to discard a card or pick one up, depending on the circumstances described by the square
• have students do research on real ecological disasters and integrate them into their game boards

• have students create and write out their own “Wolf Island-type” story and create a game board out of it

• specify that a certain number of squares must show the negative and/or positive activities of humans on the availability of water, food sources, light, ground features and weather conditions in a certain region and ecosystem

• students can make up and write out their own set of rules explaining not only how the game is played, but also why and how different incidents will lead to a disaster

• have students explain orally their understanding of different parts of the activity, including the identification of what each organism eats

• students who have difficulty writing can copy out some of the food webs and/or retell the “Wolf Island” story in their own words

• copy out the organisms in food webs and have the students make their own connections by drawing arrows to show what each organism eats

### Assessment/Evaluation

• Read and assess students’ explanations about how picking and losing cards helps to illustrate the delicate balance of ecosystems.

**Note:** The complex nature of this project may require modifications of assessment depending on adaptations for individual students. Therefore, the rubric used to assess a Level 1 response may be an evaluation of oral explanations. Likewise, the rubric used to assess a Level 4 response will take into consideration suggested or independent embellishments.
# Rubric for Unit 6

**Unit 6 - Activities 1**

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Used with Rubric for Unit 6 - Activity 1

Level 1
– is able to indicate what each organism eats when presented with a series of living things
– there is confusion when attempting to make food chains independently, i.e., herbivores may mistakenly be shown eating other herbivores
– oral retelling of the “Wolf Island” story indicates gaps in understanding, e.g. does not know why the disappearance of wolves led to an overpopulation of deer, or why the latter overpopulation led to food shortages for other creatures

Level 2
– is able to record some food chains without assistance
– can name only a few species that live in certain habitats and has difficulties sorting out the inappropriate species, e.g. mistakes horses as living in forests
– the understanding of food chains is linear and one-way, i.e., the student understands that predators need herbivores, but does not see why the population of herbivores needs to be controlled by predators
– the student can explain why the shortage of certain species, such as grass, can be disastrous, but not why the overpopulation of a species can be harmful
– cannot identify factors affecting organisms other than food shortage, i.e., cannot name factors such as weather, loss of habitat etc.

Level 3
– is able to record a sufficient number of food chains without assistance
– can explain how the extinction of a plant or animal species affects the rest of the natural community
– can identify factors affecting organisms other than food shortage, such as types of pollution, climate change, etc.
– shows a good understanding of the boundaries of specific habitats and the species that live there
– there are good attempts to show how factors that are outside of a natural community can affect the community itself, such as pollution coming from far away

Level 4
– is able to record an exhaustive number of food chains that include a range of species and kingdoms, e.g. mammals, birds, insects, invertebrates, etc.
– understands that the extinction of individual species not only affects life within a natural community, but also life outside the community, e.g. the loss of trees affects the air around the globe
– can identify some human impact on abiotic factors affecting organisms, such as precipitation, aural ambience, etc.
– suggests ways of controlling the harmful effects of factors that are outside of a natural community, such as using alternative raw materials, safeguarding migration routes, etc.
– the student may integrate new factors into the work, such as the effects of introducing non-indigenous species to a natural community
Activity 2: Bending Wood

Activity Synopsis

The students will attempt to bend strips of wood soaked in water and to use these strips to construct a frame for a tent.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*5e45 communicate information, explain a variety of ideas and procedures, and follow the teacher’s instruction
*5e47 communicate a main idea about a topic and describe a sequence of events

Writing:
*5e1 communicate ideas and information for a variety of purposes
*5e3 organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details
WATER: ITS MANY USES
Activity 2: Bending Wood

**Time Frame**

**In-Class Discussion and Planning**
30 minutes

**Tool Building and Sharing**
wood soaking, work at home plus 60 minutes

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**Expectations**

(The Ontario Curriculum)

**Science and Technology**

**Structures and Mechanisms:**

- **5s77** demonstrate an understanding of the effect of forces acting on different structures and mechanisms
- **5s78** design and build load-bearing structures and different mechanisms, and investigate the forces acting on them
- **5s79** evaluate the design of systems that include structures and mechanisms, and identify modifications to improve their effectiveness
- **5s80** identify and measure forces acting on a structure
- **5s81** identify the parts of a structure that are under tension and those that are under compression when subjected to a load
- **5s91** design and make a frame structure that can support a load
- **5s95** identify specific considerations in the actual manufacture of a product that they have designed and made
- **5s96** identify problems that arose in the designing and making of a product and indicate how these could have been avoided or how they were solved

---

**Materials/Equipment**

- several pieces of soaked wood ready for bending
- a pre-constructed arch built from bent wood
- Newton spring scales
- Report Requirements List (included)
- Report Rubric (included)
- Tool Checklist (included)
- The Learning Circle

---

**Methodology**

- Discuss with the students how stability and the forces of gravity, compression and tension act on a structure.

- Show the class several strips of soaked wood. (See method in The Learning Circle, Activity 2, pg. 14.) Demonstrate how these strips can be bent and bound to hold a new shape.

- Brainstorm for ideas regarding how these strips could be used to construct a tent frame.
Tell the students that they will be making a frame. Give them time to make suggestions, draw diagrams and share ideas for this assignment.

Use a pre-constructed arch to show a load, such as snow or a blanket, on top of a structure. Show how the load (weight) can exert compression force on the structure. Attach a Newton spring scale to the centre of the arching frame and pull down on it to measure the amount of force pressing down on the structure. With more compression acting on top of the structure, there is more tension produced along the bent sticks. This in turn will force the bent sticks to straighten out.

Give the students the list of requirements for this assignment and go over it with them. (Report Requirements List - Unit 3, Activity 2, Bending Wood)

Once students are clear about how to construct a stable frame, assign the project as homework.

Have the students bring in their construction and their written reports to class in order to share with the class.

### Adaptations/Extensions

- allow students to do their entire report and presentation orally
- allow students to present to smaller groups
- have students work in groups of two or three
- provide students with strips of wood and/or let them make their tool in class
- modify the list of assignment requirements to be met at home
- have students use different materials to make more than one model of their tool, and compare and contrast their results
- have students modify tools to make them travel faster, farther or carry heavier loads

### Assessment/Evaluation

- Rubric for assessing written report (Report Rubric, Unit 3 - Activity 2)
- Checklist for assessing tool construction (Tool Checklist, Unit 3 - Activity 2)
Report Requirements List
Unit 3 - Activity 2

Give this information to students after their first planning discussion. You may wish to add other requirements to this list as well.

Each report should include:

- a written plan and accurate sketch of the frame (before building)
- the steps taken to construct the tool
- the forces acting on the stability and strength of the frame (gravity, compression, tension)
- a method of measuring the amount of force acting on the tool (e.g. using a spring scale)
- a description of any problems encountered and a proposal to overcome these problems
- organized paragraphs that follow a logical sequence

Use with Report Rubric

Level 1 – the student meets few of the requirements given for the report (work is incomplete, the student does not explain his/her work, there is no clear plan, the suggestions for improvement are missing)

Level 2 – the student meets some of the requirements given for the report (the plan or work is complete but not organized, the information is not in paragraphs or is not in sequence, the suggestions for improvement are not explained)

Level 3 – the student meets most of the requirements given for the report (all work is complete, clear, and organized; difficulties encountered in construction are discussed)

Level 4 – the student meets all of the requirements given for the report and uses his/her experience to make applications (plan and work are complete, clear and organized; difficulties and suggestions for improvement are discussed, and some of these suggestions have been tried and implemented in the tool construction)
Report Rubric

Unit 3 - Activity 2
Expectations: 5e1, 5e3, 5e45, 5e47, 5s77, 5s79, 5s81, 5s95, 5s96

Use this format to assess the written report that each student hands in.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
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</table>
**Tool Checklist**

**Unit 3 - Activity 2**

**Expectations:** 5e1, 5e3, 5e45, 5e47, 5s77, 5s79, 5s81, 5s95, 5s96

Use this checklist during the student’s class presentation to assess the tool she/he has made.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>purpose for tool is obvious, practical</th>
<th>tool functions and is stable</th>
<th>at least one force acting on tool is discussed</th>
<th>building procedure is explained</th>
<th>building problems are discussed</th>
<th>plans for changes are suggested</th>
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</table>

Choose an appropriate rating scale. Rating may involve check marks to indicate behaviour has been seen, or it may consist of comments (i.e., always, usually, sometimes, not at all).
Activity 4:  
Chores and Responsibilities

Activity Synopsis

In this activity, students will discuss the responsibilities they have in their homes. They will do a survey to compare their responsibilities to the responsibilities of their classmates. They will record their findings on a tally chart and on graphs. They will find the mean and the mode of a set of numbers.
THE FAMILY
Activity 4: Chores and Responsibilities

GRADE 5

Time Frame
90 minutes

Methodology

• Ask each student to list the various tasks that students do to help the classroom run smoothly.

• Then ask them to check off the tasks that they take responsibility for personally.

• Ask the class to share ideas about accepting a fair amount of the work to be done and what happens when one or more individuals do not do their fair share.

• Have the students brainstorm a list of tasks that they are responsible for at home.

• Create a class list of chores done at home.

• Each student creates a tally sheet for recording data.

• Students interview each other and record the data they collect on their tally sheets.

Expectations
(The Ontario Curriculum)

Mathematics

Data Management and Probability:

5m109 interpret displays of data and present the information using mathematical terms

*5m113 design surveys, collect data, and record the results on given spreadsheets or tally charts

*5m114 display data on graphs by hand and by using computer applications

5m115 analyse how data were collected and discuss the reasonableness of the results

5m116 explain the choice of intervals used to construct a bar graph or the choice of symbols on a pictograph

*5m120 evaluate data presented on tables, charts, and graphs and use the information in discussion

Materials/Equipment

– grid paper for graphing
– Checklist for Assessing Graphs (included)
– The Learning Circle
THE FAMILY
Activity 4: Chores and Responsibilities

UNIT 5

• Review the types of graphs that can be used to display data, i.e., circle, bar-horizontal and vertical, line-broken and solid, pictograph.

• Tell the students to choose one type of graph that best displays their data and construct it in their books. They must include a reason for their choice.

• Students share their work with one or more classmates. Each student records information from other students in their math books.

**Adaptations/Extensions**

• provide students with data instead of having them collect it

• give students a list of chores to be included in their graphs

• allow students to work in pairs

• give students sheets with labels or intervals already marked

• have students use different intervals to show data in one type of graph

• ask students to discuss how bias can exist in different data representations

• ask students to show data in more than one type of graph

• ask students to find and discuss examples of graphs in print (newspapers, textbooks)

• ask students to give examples of situations where some types of graphs would not work

• ask students to use computer applications to construct graphs

• have students produce graphs on chart paper and post in the room for further discussion

• have students record data on spreadsheet instead of tally chart

• have students collect data from other students and find the mode, mean and median of the data

**Assessment/Evaluation**

• Checklist for Assessing Graphs, Unit 5 - Activity 4
# Checklist for Assessing Graphs

Unit 5 - Activity 4  
Expectations: 5m113, 5m114, 5m120

<table>
<thead>
<tr>
<th>Expectation</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graph is titled.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interval values are even.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Axes are labelled.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Logical type of graph is chosen, and reason is given.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Data from tally chart is correctly represented.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Comment on other graphs is complete and useful.</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
Activity 1: Canoe Designs

Activity Synopsis

In this activity, students will research various traditional First Nations canoe designs. They will use this information to create a work of art. Knowledge of elements and principles of design will be necessary in order to complete this activity.

Expectations
(The Ontario Curriculum)

Language
Reading: 6e27 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources

Writing: *6e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
TRANSPORTATION AND TRAVEL
Activity 1: Canoe Designs

UNIT 1

Time Frame
Research and plan
60 minutes
Artwork
60 minutes

Materials/Equipment
- Ontario Curriculum: Art
- several examples of paintings that have an object as a focal point
- pencils
- Art or Social Studies notebook
- Artistic Plan (included)
- large paper suitable for painting
- various art media (paint, markers, crayons, pastels, bark, yarn, etc.)
- accompanying materials (paint brushes, glue, etc.)
- Art Work Rubric (included)
- The Learning Circle

Expectations
(The Ontario Curriculum)

The Arts
Visual Art:
*6a25 produce two- and three-dimensional works of art that communicate a range of ideas for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques

*6a30 describe how line can be used to direct the viewer’s attention

6a39 describe, in their plan for a work of art, how they will research their subject matter, select their media, and use the elements and principles of design in solving the artistic problems in the work

*6a40 identify strengths and areas for improvement in their own work and that of others

Methodology

- Show the students a number of paintings that highlight/feature an object, e.g. a seascape with an iceberg as its main focal point.

- Discuss each work of art. Which elements and principles of design did the artist use to draw attention to the focal point? (Is the iceberg in the foreground? Is the iceberg the largest object in the artwork?)

- Refer to the glossary in The Ontario Curriculum: The Arts for further definitions and examples of principles and elements of design.

- Explain to students that there are a variety of styles of First Nations canoes.

- Invite children to explore available resources.

- Students should search for a canoe design that is pleasing and interesting to them. Once this is found, students should look carefully at the canoe’s design and note its distinguishing features.
TRANSPORTATION AND TRAVEL
Activity 1: Canoe Designs

• Students should also be aware of the appropriate landscape for their canoe style. For example, a painting of a large dugout canoe would generally include the Pacific Coast as a background.

• Students should record their observations in their notebook. Their notes may be written or sketched.

• Students will use their research notes to produce a piece of artwork in which the unique features of their chosen canoe style are a focal point.

• Have students plan their artwork by completing the first sections of Artistic Plan, Unit 1 - Activity 1.

• Provide an assortment of media for students to produce their artwork, i.e., markers, paints, crayons, pastels, yarn, bark, etc. Encourage students to be creative and to make use of several different media.

• Have students complete the final sections of Artistic Plan, Unit 1 - Activity 1.

Adaptations/Extensions

• provide information sheets to eliminate need for research

• provide specific page numbers and/or keywords to simplify research

• provide examples of different canoe styles to eliminate need for research

• work with a partner who can assist in reading the information material

• teacher scribes for students who have difficulty writing

• allow students to complete Artistic Plan orally in a conference to eliminate need for written work

• encourage students to complete peer evaluations of one another’s work
Activity 1: Canoe Designs

- allow students to write a brief history of their canoe style and its distinguishing features
- encourage students to divide their canvass in two sections to permit illustrative comparison of two different canoe styles

Assessment/Evaluation

- Assessment is based on completion of student work (art work and Artistic Plan) using the Art Work Rubric, Unit 1 - Activity 1.
Artistic Plan
Unit 1 - Activity 1

**Subject** (Record the type of canoe you will use in your art work.)

**Research** (Briefly list what you learned about your subject via your research.)

**Materials** (List the materials/media you will use in your work of art.)

**Line** (Briefly describe how/where you will use line to direct the viewer’s attention.)

**Sketch** (Use this space to draw a preliminary sketch of your work of art. Be sure to include an appropriate landscape as a background.)

**Principles** (Check off the key principles you will use in your art work.)

- [ ] emphasis
- [ ] balance
- [ ] rhythm
- [ ] unity
- [ ] variety
- [ ] proportion

**Elements** (Check off the key elements you will use in your art work.)

- [ ] colour
- [ ] line
- [ ] shape
- [ ] form
- [ ] space
- [ ] texture

Complete this section when you have finished your artwork.

**Strengths** (What aspects of your art work make you particularly proud?)

**Improvements** (What areas would you like to improve upon in your next piece of artwork? How do you plan to improve?)
# Art Work Rubric

**Unit 1 - Activity 1**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>produce works of art that communicate ideas for specific purposes and to specific audiences (6a25)</td>
<td>creates only in limited ways</td>
<td>occasionally creates in well developed ways</td>
<td>usually creates in well developed ways</td>
<td>consistently creates in well developed ways</td>
</tr>
<tr>
<td>use a variety of familiar art tools, materials, and techniques (6a25)</td>
<td>uses tools, equipment and materials correctly only with assistance</td>
<td>uses tools, equipment and materials correctly with frequent assistance</td>
<td>uses tools, equipment and materials with occasional assistance</td>
<td>uses tools, equipment and materials correctly with little or no assistance</td>
</tr>
<tr>
<td>describe, in a plan, how they will research subject matter, select media, and use the elements and principles of design (6a39)</td>
<td>rarely gives explanations that show understanding of the concepts</td>
<td>sometimes gives complete explanations</td>
<td>usually gives complete or nearly complete explanations</td>
<td>consistently gives complete explanations</td>
</tr>
<tr>
<td>describe how line can be used to direct the viewer’s attention (6a30)</td>
<td>shows little understanding of the concept</td>
<td>shows some understanding of the concept</td>
<td>shows understanding of the concept</td>
<td>shows a solid understanding of the concept</td>
</tr>
<tr>
<td>identify strengths and areas for improvement in their own work and that of others (6a40)</td>
<td>provides analysis that shows limited understanding and does not give evidence to support opinions</td>
<td>provides partial analysis and gives some evidence to support opinions</td>
<td>provides complete analysis and gives sufficient evidence to support opinions</td>
<td>provides complete analysis and gives well considered evidence to support opinions</td>
</tr>
<tr>
<td>use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (6e10)</td>
<td>uses grammar, punctuation and spelling with many grade level errors</td>
<td>uses grammar, punctuation and spelling with several grade level errors</td>
<td>uses grammar, punctuation and spelling with occasional grade level errors</td>
<td>uses grammar, punctuation and spelling with very few or no grade level errors</td>
</tr>
</tbody>
</table>
Activity 2: Canoe Construction

Activity Synopsis

In this activity, students will research the two principal methods of canoe construction among First Nations: The dugout and the bark covered frame. They will use this knowledge to publish assembly instructions.

Expectations
(The Ontario Curriculum)

Science and Technology
Structures:
*6s95 write a plan outlining the different materials and processes involved in producing a product

Social Studies
Heritage and Citizenship:
6z8 identify technological developments and cultural factors that led to the exploration of North America
TRANSPORTATION AND TRAVEL
Activity 2: Canoe Construction

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
6e47 make reports, describe and explain a course of action

Reading:
*6e27 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources
6e32 summarize and explain the main ideas in information materials, and cite details that support the main ideas

Writing:
6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences
*6e8 proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style
*6e19 frequently introduce vocabulary from other subject areas into their writing
*6e22 integrate media materials into their writing to enhance their message

Methodology

• As a class, create assembly instructions for making a peanut butter and jelly sandwich. Be sure students are specific in their instructions and that they cover all the required steps. Where necessary, include diagrams to make the meaning clear.

• Explain to the students that they will be researching the construction of two traditional canoe styles: The dugout and the bark covered frame.

• Invite children to explore available resources.

• Students should search for the materials and steps required to construct traditional First Nations canoes.

Materials/Equipment
– pencils
– markers
– chart paper
– Social Studies notebook or paper
– computers (optional)
– Assembly Instructions Rubric (included)
– The Learning Circle, p.p. 4-5

Time Frame
Research
60 minutes
Assembly Instructions
60-90 minutes
TRANSPORTATION AND TRAVEL
Activity 2: Canoe Construction

UNIT 1

- Students should make point form notes of their findings in their notebooks.
- Have students use their knowledge of canoe construction to create assembly instructions for making these two types of canoes. Encourage students to be specific in their instructions, and have them include diagrams where necessary to ensure their meaning is clear.
- Have students follow classroom rules of editing and proofreading their final drafts.
- Students can publish their instructions either by hand or on the computer. Students should consider the layout of their final product, e.g. pamphlet, double-sided, with or without columns, diagram placement, etc.
- Be sure students include a list of resources used to gather their information.

Adaptations/Extensions

- Provide information sheets to eliminate need for research
- Provide specific page numbers and/or keywords to simplify research
- Provide photocopied materials to allow students to highlight or cut out information
- Allow students to cut out and paste instructions in correct order
- Have students research only one type of canoe
- Students with reading difficulties work with a partner who can assist in reading the information
- Teacher scribes for students who have difficulty writing
- Provide an example of completed assembly instructions to assist in layout decisions
- Allow students to build models of canoes

Assessment/Evaluation

- Assessment is based on completion of student work using the Assembly Instructions Rubric, Unit 1 - Activity 2.
## Assembly Instructions Rubric
### Unit 1 - Activity 2

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>write a plan outlining the different materials and processes involved in producing a product (6s95)</td>
<td>assembly instructions are not clear and/or incomplete</td>
<td>assembly instructions display some evidence of clarity and completeness</td>
<td>assembly instructions are clear and complete</td>
<td>assembly instructions are clear and complete; additional information or comparisons may be included</td>
</tr>
<tr>
<td>integrate media materials into writing to enhance message (6e22)</td>
<td>rarely uses diagrams where necessary to clarify instructions</td>
<td>occasionally uses diagrams to clarify instructions</td>
<td>uses diagrams where necessary to clarify instructions</td>
<td>uses detailed diagrams where necessary to clarify instructions</td>
</tr>
<tr>
<td>frequently introduce vocabulary from other subject areas into writing (6e19)</td>
<td>seldom uses new vocabulary in instructions</td>
<td>uses new vocabulary inconsistently throughout instructions</td>
<td>uses new vocabulary correctly and consistently throughout instructions</td>
<td>uses many new vocabulary words correctly and consistently throughout instructions</td>
</tr>
<tr>
<td>proofread and correct final drafts, focusing on grammar, punctuation, spelling, and conventions of style (6e8)</td>
<td>uses grammar, punctuation and spelling with many grade level errors</td>
<td>uses grammar, punctuation and spelling with several grade level errors</td>
<td>uses grammar, punctuation and spelling with few grade level errors</td>
<td>uses grammar, punctuation and spelling with very few or no grade level errors</td>
</tr>
<tr>
<td>decide on a specific purpose for reading and select the necessary material from a variety of appropriate sources (6e27)</td>
<td>uses a very limited number of resources to gather information</td>
<td>uses only some resources to gather information</td>
<td>uses a variety of resources to gather information</td>
<td>uses a wide variety of resources to gather information</td>
</tr>
</tbody>
</table>
Activity 2: Economy

Activity Synopsis

Students will learn how hunting and fishing on the Pacific Coast and on the Plains affected the lifestyles and dwellings of the First Nations people. They will write a report from the perspective of a European explorer experiencing these communities for the first time.

Expectations
(The Ontario Curriculum)

Social Studies
Heritage and Citizenship:

*6z5 describe the relationship between Aboriginal peoples and their environment

*6z16 describe early explorers’ perceptions of Aboriginal peoples’ way of life
TRADITIONAL DWELLINGS
Activity 2: Economy

Materials/Equipment

- pencils
- markers
- paper/Social Studies notebooks
- chart paper
- computers (optional)
- atlases
- Marking Scale (included)
- The Learning Circle – Introduction to Unit 2, p.p. 8-10

Methodology

- In small groups, have students list animals and fish of the Pacific Coast of Canada and the Plains of Canada. Students list as many animals as possible and record on a T-chart in their notebooks.

- Students may complete their T-chart using atlases, encyclopedias, library books, the Internet, CDs and The Learning Circle - Introduction to Unit 2.

- As a class, amalgamate children’s information about wildlife. Record their answers on two large pieces of chart paper, using one piece for each region’s list of animals.

Time Frame

- 40 minutes animal research
- 45 minutes dwelling research and discussion
- 90 minutes written report

Expectations
(The Ontario Curriculum)

<table>
<thead>
<tr>
<th>Language</th>
<th>Reading:</th>
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<tbody>
<tr>
<td>6e27</td>
<td>decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources</td>
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</table>

<table>
<thead>
<tr>
<th>Writing:</th>
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<tbody>
<tr>
<td>6e1</td>
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</table>

*6e3 organize information to convey a central idea, using well-linked paragraphs

*6e8 proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style

*6e19 frequently introduce vocabulary from other subject areas into their writing
• Have students find descriptions of the construction of First Nations’ houses (before European contact) on the Pacific Coast and on the Plains. What materials were used? How were they built? How permanent/mobile were the homes?

• Allow students to complete their point form notes, using atlases, encyclopedias, library books, CDs, the Internet and the introduction to Unit 2 in The Learning Circle.

• Students should keep their point form notes in their notebooks.

• Remind students that there are many individual communities within both the Pacific and the Plains regions. Where possible, students should identify these specific communities in their research.

• Conduct a class discussion on the types of food available to the First Nations living on the Pacific Coast. How would this affect the lifestyle and architecture of these communities? Be sure that students understand that an abundance of fish allowed people to live a relatively permanent lifestyle that was reflected in the stability of their houses.

• Conduct a class discussion on the types of food available to the First Nations living on the Plains. Discuss how this affected lifestyle and architecture. Explain that in these communities, people had to live a fairly portable lifestyle owing to the mobility of their food, and that this fact was reflected in the transportability of their houses.

• Explain to the students that they will be using their knowledge of wildlife and dwelling styles to write a report. They should imagine themselves as explorers who have just experienced the Pacific Coast and Plains communities for the first time. Their report should describe the wildlife of these regions and how/why the First Nations people adapted their homes and lifestyles accordingly.

• Students’ writing can take the form of a report, a newspaper article, a letter to someone back home or a diary.
Adaptations/Extensions

- teacher or peers scribe for students who have difficulty writing
- provide information sheets to eliminate need for research
- provide specific page numbers and/or keywords to simplify research
- work with a partner who can assist in reading the information material
- provide a photocopy of information material to allow students to highlight information
- allow students to research only one region (Pacific Coast or Plains)
- provide a photocopy of amalgamated information on wildlife
- have a follow-up discussion with student to ensure she/he understands the reasons for different types of dwellings in the two regions
- allow student to present an oral report (live, tape-recorded or video recorded) instead of a written report
- encourage students to expand their report to include other regions of Canada and the adaptations of human communities to local wildlife

Assessment/Evaluation

- Assessment is based on completion of student work using the Unit 2 - Activity 2, Marking Scale.
### Marking Scale

**Unit 1 - Activity 2**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>communicate ideas and information to a specific audience, for a variety of purposes, i.e., to inform, to explain (6e1) <em>(Does student effectively choose and use a style of writing, i.e., report, letter, diary?)</em></td>
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<tr>
<td>describe early explorers’ perceptions of Aboriginal peoples’ way of life (6z16) <em>(Does the writer stay “in character” throughout?)</em></td>
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<tr>
<td>describe the relationship between Aboriginal people and their environment (6z5) <em>(Does student understand and explain that mobile food requires a mobile dwelling?)</em></td>
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<tr>
<td>organize information to convey a central idea, using well-linked paragraphs (6e3)</td>
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<tr>
<td>proofread and correct final draft, focusing on grammar, punctuation, spelling, and conventions of style (6e8)</td>
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<tr>
<td>frequently introduce vocabulary from other subject areas into writing (6e19)</td>
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</table>

**Level 1** – several major errors and/or omissions, demonstrates limited ability to meet stated grade level expectations

**Level 2** – demonstrates some ability to meet stated grade level expectations

**Level 3** – demonstrates a high level of achievement of the stated grade level expectations

**Level 4** – demonstrates ability to meet stated expectations beyond the provincial standard
Activity 3: Coverings

Activity Synopsis

In this activity, students will classify the types of materials used to cover traditional First Nations dwellings. Students will create a poster to display their findings and present it to the class.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*6e60 use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations
TRADITIONAL DWELLINGS
Activity 3: Coverings

Time Frame

50 minutes research

50 minutes poster creation

90 minutes presentations

Expectations
(The Ontario Curriculum)

Social Studies
Heritage and Citizenship:

*6z12 locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources and secondary sources

*6z13 analyse, classify, and interpret information

6z14 construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes

*6z15 communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs

Materials/Equipment

– markers
– bristol board
– glue and glue guns
– samples of various plant life (birch bark, cedar bark, etc.)
– Research Organizer (included)
– Poster Display and Presentation Rubric (included)
– The Learning Circle

Methodology

• As a class, discuss materials used to cover the exterior of homes, i.e., bricks, concrete, wood, etc.

• Explain that before European contact, there were a variety of materials used for the exteriors of traditional First Nations’ dwellings.

• Invite children to explore available resources and to create an inventory of the materials required to cover traditional First Nations homes.

• Information to be gathered should include the region of the dwelling, i.e., the Pacific Coast, Plains, Arctic, etc. As well, children should research the name of the dwelling and materials required to cover it.

• Students should record their findings in their notebook, or they may use the sheet provided. (Unit 2 - Activity 3, Research Organizer)
• Students will use their research notes to prepare a poster display of their findings.

• Encourage children to find as many examples as possible of the materials used on the exterior of traditional First Nations’ dwellings. These would include birch bark, cedar bark, etc. Examples can be affixed to their poster display.

• Have students prepare a short presentation to share their poster displays with the class.

Adaptations/Extensions

• teacher or peers scribe for students who have difficulty writing

• provide information sheets to eliminate need for research

• provide specific page numbers and/ or keywords to simplify research

• provide a photocopy of information material to allow students to highlight information

• allow student to research only one type of dwelling

• work with a partner who can assist in reading the information material

• create recording sheet with extra columns for recording additional information (size of dwelling, etc.)

• create a Venn diagram showing the similarities and differences among First Nations’ dwellings

• create dioramas of a First Nations’ home and display in classroom

Assessment/Evaluation

• Assessment is based on completion of student work using the Unit 2 - Activity 3, Poster Display and Presentation Rubric.
## Research Organizer

**Unit 2 - Activity 3**

<table>
<thead>
<tr>
<th>Region of Dwelling</th>
<th>Type of Dwelling</th>
<th>Materials Used to Cover Dwelling</th>
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</thead>
<tbody>
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</table>
# Poster Display and Presentation Rubric

## Unit 2 - Activity 3

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>locate relevant information about the relationship between the environment</td>
<td>poster display contains inadequate and/or incomplete information about</td>
<td>poster display contains information about a few (2-3) types of coverings</td>
<td>poster display contains information about several (4-5) types of coverings</td>
<td>poster display contains information about many (6+) types of coverings</td>
</tr>
<tr>
<td>and Aboriginal lifestyles (6z12)</td>
<td>types of coverings</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>communicate information, using media works (6z15)</td>
<td>poster display contains scarce examples of coverings</td>
<td>poster display contains some examples of coverings</td>
<td>poster display contains several examples of coverings</td>
<td>poster display contains many examples of coverings</td>
</tr>
<tr>
<td>analyse, classify, and interpret information (6z13)</td>
<td>poster display shows limited organization and information is difficult to find</td>
<td>poster display is somewhat organized and information is found with some difficulty</td>
<td>poster display is organized and information is easily found</td>
<td>poster display is very well organized and information is easily found</td>
</tr>
<tr>
<td>use gestures to enhance the message in presentations (6e60)</td>
<td>student rarely refers to poster display during presentation</td>
<td>student occasionally refers to poster display during presentation</td>
<td>student refers to poster display during presentation to make message clear</td>
<td>student often refers to poster display during presentation to make message clear</td>
</tr>
<tr>
<td>use tone of voice to enhance the message in presentations (6e60)</td>
<td>student is heard and understood with difficulty during presentation</td>
<td>student is heard and understood with some difficulty during presentation</td>
<td>student is generally heard and understood during presentation</td>
<td>student is easily heard and understood during presentation</td>
</tr>
</tbody>
</table>
Activity 4: Language

Activity Synopsis

In this activity, students will explore the traditional First Nations words for dwelling. They will record their findings on chart paper using descriptive words and sketches.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*6e51 contribute and work constructively in groups

Reading:
6e44 understand specialized words or terms, as necessary

Writing:
*6e22 integrate media materials into their writing to enhance their message

Social Studies
Heritage and Citizenship:
*6z10 use appropriate vocabulary to describe their inquiries and observations
**Methodology**

- As a class, discuss words used to describe homes, i.e., house, apartment, condo, cottage, etc. Encourage children to understand that while each of these words describes a home, each refers to a different type of structure.

- Explain that there are many words used by First Nations people to describe their dwellings. Each word refers to a different type of structure used as a home.

- Ensure that students understand that often there are two words to describe the same dwelling. There is the original word in the First Nations’ language and there is the English word given to the structure by someone outside the cultural group.

- Invite children to explore available resources to find examples of First Nations homes. Students should record their findings on the sheet provided. (Unit 2 - Activity 4, Research Organizer)

- Students may wish to use a key to differentiate between original First Nations words and English words.

**Adaptations/Extensions**

- teacher or peers scribe for students who have difficulty writing

- provide information sheets to eliminate need for research

- provide specific page numbers and/or keywords to simplify research

- provide a photocopy of information material and allow students to highlight information

- work with a partner who can assist in reading the information material

- create recording sheet with extra columns for recording additional information, i.e., size of dwelling, region of dwelling

- create a Venn diagram showing the similarities and differences among First Nations’ dwellings

- create mural displaying various First Nations homes and exhibit in classroom, on door or in the hallway
Assessment/Evaluation

- Assessment is based on completion of student work (Research Organizer, Unit 2 - Activity 4) using the marking scale (Research Organizer Marking Scale, Unit 2 - Activity 4).

Research Organizer
Unit 2 - Activity 4
### Research Organizer Marking Scale
**Unit 2 - Activity 4**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>contributes/works constructively in groups (6e51)</td>
<td></td>
<td></td>
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<tr>
<td>uses appropriate vocabulary to describe findings (6z10)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>integrates media materials into writing to enhance message (6e22)</td>
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</tbody>
</table>

**Level 1** – several major errors and/or omissions, demonstrates limited ability to meet stated grade level expectations

**Level 2** – demonstrates some ability to meet stated grade level expectations

**Level 3** – demonstrates a high level of achievement of the stated grade level expectations

**Level 4** – demonstrates ability to meet stated expectations beyond the provincial standard
Introductory (New) Activity: What are Treaties?

Part A - Learning New Vocabulary

Activity Synopsis

In this activity, students will learn about the historical roots of reserves in Southern Ontario by exploring some treaties that created them. It is important for people to read about real historical circumstances. However, in order to compress the immense detail and complexity of treaties, this unit will focus on a specific period, i.e., the pre-confederation settlements that took place in southern Ontario. The students will carry out this activity in two stages and will demonstrate their reading skills according to different criteria. In Part A, they will perform a vocabulary exercise. In Part B, they will make a timeline.
**GRADE 6**

**FIRST NATIONS COMMUNITIES - RESERVES**

Introductory (New) Activity: What Are Treaties? (Part A)

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**Time Frame**

90 minutes

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**Expectations**

(The Ontario Curriculum)

**Language**

**Reading:**

- **6e25** read independently, selecting appropriate reading strategies
- **6e39** use their knowledge of the elements of grammar and the structure of words and sentences to understand what they read
- **6e42** consult a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words
- **6e44** understand specialized words or terms, as necessary (e.g. medieval in a historical novel)

**Social Studies**

**Heritage and Citizenship:**

- **6z3** analyse, classify, and interpret information (e.g. about the concerns of Aboriginal people in contemporary Canada)
- **6z5** describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, shelter, cultural practices)
- **6z9** identify some of the consequences of Aboriginal and European interactions
- **6z19** identify the contributions of Aboriginal peoples to the political and social life of Canada

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**Materials/Equipment**

- student copies of A History of Early Treaties in Ontario (included)
- atlases showing the population density in Ontario
- map showing the location of reserves in Ontario
- www.inac.gc.ca
- TV Ontario’s video about Tecumseh entitled “War of 1812”, (Gala Film Production, Part II, “Or Leave Our Bones Upon Them...
- dictionaries, thesauruses, word processors
- Question Sheet for A History of Early Treaties of Ontario (included)
- maps and pictures [see “References” on page 7 of Grade 6 - Unit 4, Introductory (New) Activity: What are Treaties? (Part B)]
- Vocabulary Development Rubric (Included)
- The Learning Circle
Methodology

- Make sure that the class is aware of the historical locations of the relevant First Nations, including the Anishinabe and the Six Nations Confederacy.

- Show the video about Tecumseh “Or Leave Our Bones Upon Them...” to review the historical period introduced in the reading A History of Early Treaties in Ontario. The video is part of a series entitled “War of 1812” (Gala Film Production, Part II). Distribute copies of A History of Early Treaties in Ontario and read as an individual or large group activity.

- Use the bullet points about reserves, listed on page 16 of The Learning Circle, in a brainstorming session. List these points along with a synopsis of the glossary (page 17) on a chart or on the blackboard.

- Use a map showing the location of reserves, and use atlases showing the population density of Ontario to activate previous knowledge regarding distinctions between reserves and other communities.

- Use some or all of the questions provided as a structure for discussions.

- In large or small groups, have students create and discuss answers to questions such as: Why are First Nations located on these reserves? Why are there more First Nations people living in rural areas than in urban areas?

- Using dictionaries, thesauruses and/or word processors, find and record the meanings of the bold print words in the text.
  
  • Explain that many words have two or three very different meanings, and students must write down the meaning of each word as it is used in the context of the written work.

  • Have students write out simple sentences, and in their own words, explain the meaning of the bold print words as they are used in the context of A History of Early Treaties in Ontario.
FIRST NATIONS COMMUNITIES - RESERVES
Introductory (New) Activity: What Are Treaties? (Part A)

- In order to assess students’ abilities to interpret meaning from context, begin by having them write definitions without using dictionaries.

- Later, have them record the meanings with the assistance of peer conferencing and dictionaries.

Adaptations/Extensions

- use some or all of the questions provided for small group work

- use some or all of the questions provided to promote note-taking to be taken up and studied later

- answer some or all questions as a test

- instruct advanced students to record meanings of bold-print words without the use of resources other than the context of the text itself

- teacher or peers scribe for students who have difficulty writing

- provide definitions in written form and have students create sentences using new vocabulary

- conference with students who have difficulty writing so that they can express their understanding through discussions

- ESL students copy maps of reserves onto black line maps of Ontario and note what years general parts of Ontario were surrendered

- use the reading to develop drama activities, e.g. show Sir Francis Bond Head speaking to a group of skeptical First Nations representatives; show the reaction of Joshua Wawanosh and the Saugeen nations when told they must vacate their cultivated fields
• assuming the role of Anishinabe bands affected by treaties, write letters of protest and appeal
• write sympathetic letters of protest and appeal in the role of the historical “Aborigines Protection Societies” in existence during the 19th century (this will help to dispel the notion that all White people were acting in bad faith)
• create a mural to illustrate land surrenders
• use the song by Tamarack, “We Will Give You Our White Man’s Word,” to dynamically illustrate the treaty process

**Assessment/Evaluation**

• Vocabulary Development Rubric
Vocabulary Development Rubric

Activity (New) What are Treaties?
(Part A, Learning New Vocabulary)
Expectations: 6e39, 6e42, 6e44

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Level 1</th>
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FIRST NATIONS COMMUNITIES - RESERVES

Introductory (New) Activity: What Are Treaties? (Part A)

Use with Vocabulary Development Rubric

Level 1
– is able record a few of the meanings from dictionaries and there are some attempts to write in the student’s own words
– many definitions may be vague and/or inappropriately recorded
– is unable to use peer editing and conferencing appropriately

Level 2
– demonstrates an ability to record the definitions from dictionaries and there are good attempts to write in the student’s own words
– some of the definitions may not be recorded appropriately, e.g. the student chooses and records the wrong definition of the word instead of the actual meaning as it is used in the original text
– there is some confusion about the meaning of the ideas even after peer editing and conferencing
– shows fair control over the usage of proper grammar, but some of the work is confused and inappropriately spelled

Level 3
– demonstrates an ability to record the definitions in the student’s own words
– the student is able to use peer editing to correct vague and or inappropriate detail
– there is very little confusion about the meaning of the main ideas
– the work is very neat, and there are very few grammar and spelling mistakes

Level 4
– demonstrates ability to interpret the meaning of bold print vocabulary from context alone, without reference to dictionaries
– demonstrates ability to record clear definitions while using synonyms and the student’s own words
– the student is able to edit his/her own work independently
– there is no confusion over the meaning of the main ideas
– the work is very neat, and there are no grammar or spelling mistakes
What is a treaty? A treaty is a legal agreement signed by the government and the First Nations. The purpose of a treaty is to allow the government to take possession of Native lands. The process of giving the land away is called a surrender. In return, the government promises to give compensation. If you were to surrender your home, what would you want in return? In the following pages, you will learn about what the First Nations received in return for their homes. You will also learn about why people, such as the Anishinabe, sometimes wanted to and at other times were forced to sell their lands. The following pages will focus on the treaties of Upper Canada (southern Ontario) because this is where the first treaties took place. We will also focus almost entirely on the experiences of the Anishinabe. These were the main First Nations who lived in southern Ontario and were therefore the people who the government dealt with in the early treaties.

In order to understand the treaty agreements, we have to go back to the mid 1700’s. At that time, Britain claimed to rule all of the land that we now call Canada and the United States. However, there was a conflict: the First Nations were upset because American settlers were illegally taking their land. In response to this, the Anishinabe First Nations fought a war against the American settlers and the British army. During this war, the Natives destroyed many American settlements and many British army forts. In order to stop the fighting, the British government created a truce by signing a deal called the Royal Proclamation of 1763. In this deal, the British proclaimed that no land could be taken from the First Nations without a lawful exchange of payment between the government and the First Nations.

In 1777 many American settlers decided to get rid of the British government. The American settlers wanted to expel the British government because they felt that they needed Native land for their farms. This meant that once again the Anishinabe were at war with the Americans. However, now the British government and the Natives were both on the same side fighting against the American settlers. This time, the Americans were much stronger, and as a result, the British army and many Native people fled north to Canada. As well, those Americans who remained loyal to the British also had to leave the United States. All of these people were now in need of a place to live. Therefore, in 1781, the British government purchased land from the Ontario Anishinabe First Nations in order to provide new homes for the White Americans and Native Americans who had fought on Britain’s side.
A History of Early Treaties in Ontario

(Continued)

During the period of 1781 to 1806, the contracts between the Anishinabe and the British government were very generous. The First Nations surrendered large amounts of land, including the land surrounding the St. Lawrence River, Lake Ontario, Lake Erie, Lake St. Clair and the Detroit, the Grand, the Niagara and the St. Clair Rivers. There were many reasons why the Anishinabe were willing to give up such a huge amount of land.

First, the Natives needed the military allegiance of the British. The First Nations were still fighting against American Settlers who were constantly threatening to take over Native Territory. Secondly, the Natives were willing to surrender the land because they did not know that they would lose the land forever. Britain promised that even after the treaties, the Anishinabe could continue to use the land whenever they wanted to hunt and fish. Thirdly, the First Nations were told that the land would be kept primarily for their own use. The government said that the surrenders were only a way of guaranteeing that the British army would defend the land against any future American invasion and takeover. Much of the land surrendered at this time, including all of the Grand River plus the Bay of Quinte, was actually given to the American First Nations (the Six Nations) who helped to fight against the American army. The Anishinabe in Upper Canada (Ontario) felt that they were strengthening their position by adding a bigger population of Aboriginal peoples around their own territories.

There were many reasons why the British government was relatively generous with their part of these land deals. On top of allowing the Natives to continue using the land, they also promised to give annual payments and to distribute new farming technology to the Native people. First, the British were willing to be generous because they also needed a military alliance with the Natives. Like the Native people, the British were aware of the need to guard against a possible American invasion. Secondly, the British government had no idea how much land they would need for themselves because they did not anticipate the large numbers of immigrants who would eventually move to Canada in the 1800’s.

The first surrenders of land, which lasted from 1781 until 1806, were generally friendly gestures. They were very similar to the mutual recognition and respect that different Native bands and nations offered each other before Europeans came to Canada. Dividing up large amounts of land was a common practice. This tradition was maintained because different groups would help each other in times of need and in times of war. Before Europeans came, the populations of the different First Nations in Canada were well spread out. Therefore, there was little need for Native people to take the land of their neighbours. Unlike the wars that often continued to rage across Europe for hundreds of years, the wars amongst Natives were very limited in duration and in location. In fact, archeologists have found relatively little evidence of warfare between the First Nations in southern Ontario before Europeans came.
A History of Early Treaties in Ontario
(Continued)

Land was abundant, so it was easy to keep the friendly promises offered during land surrenders.

In 1812, war between Canada and the United States broke out. During the next few years, thousands more White Settlers and First Nations fled the United States and came north to Canada. In response, the Anishinabe of Upper Canada gave up more land to the British government as an additional gesture of friendship to their military allies.

It is important to note that for a long time, the British government treated the Native Peoples as sovereign nations on their own land. The laws of the British government had absolutely no effect on the First Nations as long as they were on their own territory. Governor John Grave Simcoe repeated this assurance of mutual respect to the Native people in 1793. He said, “(No) king of Great Britain ever claimed absolute power or Sovereignty over any of your Lands or Territories that were not fairly sold or bestowed by your ancestors at Public Treaties.”

However, by 1830, the relationship between the First Nations and the government had changed dramatically. By this time, the threat of American invasion was long gone. The population of Natives in Ontario had also drastically diminished as a result of the previous wars. As well, the increased contact with Europeans had led to the spread of European diseases and the death of thousands of Native people. The wide distribution of alcohol, especially to Native soldiers and traders, had also led to mass addiction and innumerable deaths. On the other hand, the population of White settlers was now more than 10 times the size of the Aboriginal population. With these changes, the White population no longer needed the First Nations’ military assistance. As a result, the First Nations were no longer respected and seen as a sovereign and independent people.

After the War of 1812, the White settlers in Canada became dissatisfied with the British government. The White population of Upper Canada was growing, and more farmland was needed. Many people in Canada, including a newly formed political group called the Reform party, started to spread the idea that First Nations had no right to own any of their remaining territories. The belief that Natives were not really using the land properly became increasingly popular. Many people were convinced that the only people who really needed land were those who farmed it. The Reform party gathered greater and greater opposition to the First Nations. The British government was afraid of being expelled from Canada, like they had been from the United States, for protecting the remaining Native territories. This led to the last surrenders of Native lands.

From about 1830 to 1890, the First Nations of southern Ontario gave up practically all of their land. The government kept only tiny areas in reserve for them.
A History of Early Treaties in Ontario
(Continued)

There were many reasons why the Natives were not able to hold onto their lands and to develop them into farms. One reason was that the British government broke treaty agreements and did not support the Native farmers with the same technology and mills that they gave to the White settlers. Another reason was that while the White settlers were developing their farms, almost all of the Native men were employed as soldiers to fight against the American invasion. Many Native men became addicted to the alcohol that was widely distributed among the soldiers who fought against the Americans. Finally, those fertile areas such as Coldwater, the Credit River and Colpoy’s Bay, where First Nations experienced success in farming, were later confiscated in order to provide good land for European pioneers.

The British government offered to settle the remaining First Nations of southern Ontario in lands far away from White settlers. Many Native bands saw this as a way of keeping their people away from the supply of alcohol that was so common around the Europeans. Also, there were many church organizations that were offering to support Native agriculture, even when the government would not do so.

The most significant of the last land surrenders occurred in 1836. This treaty is important to study because of the size of the land that was surrendered. Also, it is important to understand the method used to take over the Aboriginal land. Many historians call this a forced and illegal takeover of Native land. This marks the beginning of a period when the treaties no longer followed the normal legal process. Until this point, First Nations who were about to sell their lands were supposed to be represented by their chiefs at the meetings and the deals. Also, treaties were supposed to be carried out in public meetings that everyone could attend. The two sides that met in such meetings had the opportunity to negotiate what they wanted.

In 1836, Sir Francis Bond Head acted on behalf of the British government and established a new process for dealing with Native people. Many historians call this new process coercion. He threatened the First Nations by telling them that the White settlers would take their land by violence. The Natives were told that the government would not protect them and that they would be left with nothing in return for their land if they did not give it up immediately. Bond Head was supposed to be obligated by law to protect the First Nations from those who trespassed on their land. Also, according to the law, the majority of each Native band had to agree to a transfer of land to the government.

However, Bond Head ignored the law and used the pioneers’ wish for more land to threaten and to coerce the Native landowners. He then selected a small minority of Native leaders and forced them to sign away all of the land. This even included the areas that did not belong to the chiefs’ own bands. Once this was done, all of the Native inhabitants on the 1.5 million acres of land surrounding the Saugeen River were compelled to leave their homes and farms. These Native people were
A History of Early Treaties in Ontario
(Continued)

first given land on the Bruce Peninsula and on Manitoulin Island as compensation. However, as European Canadians needed more farmland, the First Nations in these areas were later forced to move again into smaller and less arable reserve lands. These last surrenders were very different from the cooperative and mutually beneficial land grants that took place before the 1830’s. By 1836, when Native military assistance was no longer needed, the First Nations were being denied the most basic rights, including the right to deal fairly and legally with their own property.

In the mid 1800’s, Britain was experiencing a population boom. Also, in Ireland, most of the farms were being vacated because of a disease that was killing all of the crops. As a result, thousands of British immigrants moved to Canada with the hope of starting new farms. This meant that those areas where First Nations had been farming successfully now became the target of the pioneers’ desires. After 1836, many Native bands had to give up their first farms and start new ones in such areas as what is now Owen Sound and Orillia. However, in 1857, the growing White population in Upper Canada forced the government to remove the First Nations from their last territory. Almost half a million acres of land were taken over. The remaining Native people were forced to move farther north and live on infertile reserves such as Cape Croker and the northern shores of Georgian Bay.

During the mid 1800’s, there was pressure to remove every single Native from the last areas of land reserved for them in southern Ontario. However, Native leaders such as Joseph Sawyer, of Credit River, George Copway, of Rice Lake, Joshua Wawanosh, a head chief of the Saugeen Ojibwa nations, and the Native missionary, Peter Jones, campaigned in Canada and in England to persuade the government to live up to its legal obligations. Finally, the government was embarrassed into protecting the last territories from trespassers and land-hungry squatters. The Native reserves in existence today are these last remnants of land that Native people were able to keep.
Question Sheet for A History of Early Treaties in Ontario

Answer the following questions. Underline the passage in the text that supports your answer and number it with the same number as the question.

1) Why do you think the First Nations wanted to fight against the American settlers before the Royal Proclamation was declared?

2) Why do you think the American settlers wanted to take the Natives’ land?

3) Why might the First Nations have felt better about giving away some of their land after the Royal Proclamation?

4) Why do you think the Americans did not like the Royal Proclamation?

5) After the Royal Proclamation became law, what did the Americans have to do, that they did not have to do before?

6) Why do you think the Americans did not like the British government’s laws?

7) Why did Americans who were loyal to the British Government have to leave the United States?

8) Why do you think the First Nations wanted to be allied with the British?

9) Why do you think the First Nations were willing to give away some of their land when the British were fighting against the Americans?

10) The British told the First Nations that they could continue to use the land that they surrendered. Why didn’t the British realize that this would be a problem?
Question Sheet for A History of Early Treaties in Ontario

(Continued)

11) Why do you think the British were willing to give away so many things for the land that was sold to them?

12) Why do you think it was easy to share land with different people before the Europeans came to Canada?

13) Why do you think the British treated the First Nations with a great deal of respect during the early 1800’s?

14) Why do you think Governor Simcoe reassured the First Nations that British laws did not apply to Natives?

15) Why would the chiefs of the First Nations want such reassurance?

16) Why do you think the new settlers in Canada wanted the British government to stop protecting Native land?

17) Why do you think the Reform party was popular with the settlers?

18) What do you think would have happened if the British government had ignored the wishes of the Reform party?

19) Why do you think the settlers wanted the land around Colpoy’s Bay, Coldwater and the Credit River?

20) Why do you think the First Nations wanted to get away from the White settlers?

21) How do you think the First Nations felt when they heard the message from Sir Francis Bond Head?

22) Why do you think the First Nations were treated with less respect after 1830?

23) Why do you think the British government wanted to send many British and Irish people to Canada in the mid 1800’s?

24) Why do you think the people in Canada left the First Nations alone after they finally moved to such places as Cape Croker and the northern shores of Georgian Bay?
Introductory (New) Activity:
What are Treaties?

Part B - Making a Timeline

Activity Synopsis

In Part B, students will use their understanding of events studied in Part A to develop an historical timeline.
GRADE 6

FIRST NATIONS COMMUNITIES - RESERVES
Introductory (New) Activity: What Are Treaties? (Part B)

Expectations
(The Ontario Curriculum)

Language
Reading:
6e28 understand the vocabulary and language structures appropriate for this grade level
*6e32 summarize and explain the main ideas in information materials (e.g. textbooks), and cite details that support the main ideas
*6e35 select appropriate reading strategies (e.g. adjust reading speed as necessary; take notes and use diagrams to organize them)

Writing:
6e4 produce pieces of writing using a variety of forms (e.g. newspaper articles, lyrics, summaries of information), techniques and resources (e.g. library resources) appropriate to the form and purpose, and materials from other media (e.g. film clips)
6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience

Materials/Equipment
– student copies of A History of Early Treaties in Ontario (see Part A)
– atlases showing the population density of Ontario
– map showing the location of reserves in Ontario www.inac.gc.ca
– maps and pictures [see “References” on page 7 of Grade 6 - Unit 4, Introductory (New) Activity: What are Treaties? (Part B)]
– Reading Assessment Rubric (included)
– The Learning Circle

Social Studies
Heritage and Citizenship:
6z3 analyse, classify, and interpret information (e.g. about the concerns of Aboriginal people in contemporary Canada)
6z5 describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, shelter, cultural practices)
*6z15 communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs

Time Frame
60 minutes
FIRST NATIONS COMMUNITIES - RESERVES
Introductory (New) Activity: What Are Treaties? (Part B)

Methodology

- Show a variety of timelines available in Mathematics and Social Studies textbooks.

- Demonstrate and model to the class a timeline, such as the personal history of a student or his/her family.

- Explain to the class that they will each make a timeline about treaties.

- Model a timeline that may be appropriate for the period of history covered in the reading piece, A History of Early Treaties in Ontario.

- Discuss with students where the timeline should begin and where it might end.

- Demonstrate how some of the events from the reading can be located on the timeline, including the events leading up to 1781.

- Demonstrate how the periods of events that do not have a clear year of reference, such as the population boom in Britain during the mid 1800’s, can be recorded on the timeline by the use of color-coding.

- Have students highlight or underline the years and periods mentioned in the text.

- Have students create their own timelines by assigning them to plot an appropriate number of events. Encourage them to describe events in their own words.

Adaptations/Extensions

- students work in small groups and share ideas while they are recording

- underline some of the main events in the text that need to be recorded

- draw out a timeline with some years plotted on it and have students search out and record the corresponding events
• ESL students record their own personal history on a timeline

• have ESL students copy some of the work from other student(s) and assign the ESL student the task of translating portions of the work

• higher functioning students record events that take place in periods, rather than specific years, and show these periods on the timeline with the use of color-coding and a legend

• students design timelines using various computer applications, including “Hyperstudio” to integrate animation, graphics, etc.

**Assessment/Evaluation**

• Reading Assessment Rubric

• Activity (New) What are Treaties? (Part B, Making a Timeline)
# Reading Assessment Rubric

Introductory (New) Activity: What are Treaties?
(Part B, Making a Timeline)
Expectations: 6e33, 6e35, 6z15

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FIRST NATIONS COMMUNITIES - RESERVES
Introductory (New) Activity: What Are Treaties? (Part B)

Use with Reading Assessment Rubric

Level 1
- can make a timeline and can copy a few events from the text
- there is little interpretation of the original ideas
- parts of passages are copied, ideas are incomplete
- student appears confused about the meaning of the text and many events in the timeline are misplaced
- the cause of events is frequently misunderstood

Level 2
- demonstrates an ability to select and correctly record some of the events
- there may be confusion about some ideas and their sequence, but the main ideas are understood, i.e., who is giving and who is receiving the land
- almost all of the information is copied verbatim
- some of the new vocabulary is inappropriately spelled and misused
- there are many gaps and missing events

Level 3
- demonstrates an ability to select and correctly record all of the events that are associated with specific years
- there is very little confusion about the meaning of the main ideas
- the student is able to record all of the important information
- much of the information is summarized and interpreted
- the work is very neat, but some information may be crowded
- there are very few spelling mistakes

Level 4
- demonstrates an ability to select and correctly record all of the events
- the student is able to record events that take place in periods and in specific years
- time periods are shown through use of color-coding and legends
- the information is summarized and interpreted correctly
- the work is very neat, appropriately written and well planned, so that all of the information can be clearly accessed
References

Rogers, Edward S. and Donald B. Smith, ed. Aboriginal Ontario (Dundurn Press Ltd., Toronto, 1995)
Pictures:
  p. 137 & p. 143, Credit River
  p. 147, Manitoulin
  p. 175, Grand River
  p. 208, Six Nations community poster, 1875
Maps:
  p. 95, Eastern Canada and United States, 1763
  p. 103, dated Land Cessions

Schmalz, Peter S. The Ojibwa of Southern Ontario (Toronto, 1991)
Pictures:
  following p. 62, George Copway
  following p. 226, band office sign at Nawash, Peter Jones
Maps:
  p. xvi, Native Reserves 1991

Additional Sources

Benn, Carl. Iroquois in the War of 1812 (University of Toronto Press, Toronto, 1998)


Smith, Donald B. Sacred Feathers: The Reverend Peter Jones (Kahkewaquonaby) and the Mississauga First Nations (University of Toronto Press, Toronto, 1987)

Trigger, Bruce G. Natives and Newcomers: Canada’s Heroic Age Reconsidered (McGill-Queens University Press, Montreal, 1985)
Activity 1:  
Are All First Nations Communities the Same?

Activity 2:  
Reserve Reporters

Activity Synopsis

In this activity, students will use a variety of sources, including the text How First Nations Became Poor on Reserves to research and compare different Native Reserves. They will record their findings in note form and present the outcome of their research as an editorial piece.
UNIT 4

FIRST NATIONS COMMUNITIES - RESERVES
Activity 1 and Activity 2

**Expectations**
(The Ontario Curriculum)

**Language**

**Reading:**
6e26 explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience

*6e33 make judgments and draw conclusions about ideas in written materials on the basis of evidence

**Writing:**

*6e4 produce pieces of writing using a variety of forms (e.g. newspaper articles, lyrics, summaries of information), techniques and resources (e.g. library resources) appropriate to the form and purpose, and materials from other media (e.g. film clips)

6e5 produce media texts using writing and materials from other media (e.g. create a web page publicizing a cycling club)

**Time Frame**

Extended Project
(reading and discussing the history of reserves)
- 45 min.

The rest of the project to be one as an on-line project at school or at home.

**Social Studies**

Heritage and Citizenship:

6z3 analyse, classify, and interpret information (e.g. about the concerns of Aboriginal people in contemporary Canada)

6z5 describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, shelter, cultural practices)

6z11 formulate questions to serve as a guide to gathering information (e.g. about European diseases and their impact on Aboriginal peoples)

6z12 locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g. interviews, field trips) and secondary sources (e.g. maps, illustrations, print materials, videos, CD-ROMs)

6z16 describe early explorers’ perceptions of Aboriginal peoples’ way of life

6z17 identify current concerns of Aboriginal peoples (e.g. self-government, land claims)

6z18 describe the current relationship between the government of Canada and the Aboriginal peoples

**Materials/Equipment**

- student copies of How First Nations Became Poor on Reserves (included)
- maps showing the location of reserves in Ontario and Canada
- Question Sheet for How First Nations Became Poor on Reserves (included)
- Feature Editorial Report Project Student Planning Sheet (included)
- maps and pictures [see “References” on page 7 of Grade 6 - Unit 4, Introductory (New) Activity: What are Treaties? (Part B)]
- Rubric for Unit 4 (included)
- The Learning Circle
Methodology

• Distribute and read How First Nations Became Poor on Reserves in order to develop an understanding of the historical roots of poverty.

• Use the questions provided to develop an understanding of the historical conditions of reserve life.

• Hand out the Feature Editorial Report Project Student-Planning Sheet to the class and inform the students that they will research and write a report about reserves.

• Ask students to have their parents sign the Planning Sheet so that caregivers understand the scope and nature of the research and the use of the Internet.

• Select a feature report from a newspaper in order to model its format and elements, including a headline, subheadings, graphics, timelines, quotes and editorial comments.

• Alternatively, select and model an article from the travel section or the Internet that describes a place and some controversy about that place, such as captive sea mammals in an aquarium.

• Discuss and clarify the categories under which information is to be gathered.

• This list should include: the locations, the larger nation to which the reserve belongs, historical roots of the location, the treaty that created the reserve, the types of services offered, the economic conditions, including the main sources of income for the inhabitants, future economic development and plans, controversial issues such as land claims, resource rights, poverty, etc.

• Discuss the need to balance the report with an account of positive and negative aspects of reserves. Include descriptions of fun opportunities for children, i.e., outdoor activities. Also include comments on how life could be improved through a greater recognition of treaty rights and by economic development.

List of Websites:
- aboriginalcollections.ic.gc.ca
- bmts.com/~dibaudjimoh/
- webgate.net~rama/history.htm
- aldervillefirstnation.ca
- geocities.com/chriskarkare/
- mnjikaning.ca

Topics of Search:
- temiskaning first nations
- chippewas of kettle and stoney point
- temagami first nations
• Narrow the field of research to include no more than two different reserves.

• Locate and provide a few Internet sites for the students to get them started. (Screen the sites to make sure that they still exist.)

• Have the class research the Internet and other sources.

Adaptations/Extensions

• ensure students who do not have internet at home have opportunities to use school computers

• to eliminate need for research, select and print some pages off the web and provide to students

• if student has difficulties finishing projects, have him/her record facts under selected headings in the Feature Editorial Report Project Student Planning Sheet and submit with a “letter to the editor”

• for students with writing difficulties, allow oral reports, scribing

• create a media work by integrating text and graphics from the Internet

• use questions on How First Nations Became Poor on Reserves to test reading comprehension

• or ESL students, select information regarding 1 or 2 reserves; students copy and learn vocabulary

Assessment/Evaluation

• Use the test that is provided to assess students’ ability to read and to comprehend written materials.

• Be sure to have students quote directly from the text to support their answers.

• Use the Rubric for Unit 4 - Activities 1 and 2 to assess students’ abilities to perform the activity and/or some of the adaptations.
**Note:** The complex nature of this project may require modifications of assessment, depending on the adaptations given to the individual student. Therefore, the rubric used to assess a Level 1 response may consist of an evaluation of a “letter to the editor” and oral explanations given through conferencing. Likewise, the rubric used to assess the Level 4 response will take into consideration suggested or independent embellishments.

## Use with Rubric for Unit 4 - Activity 1 and 2

### Level 1
- student is able to retell some parts of the reading material supplied to the student
- the details are very confused and inappropriately recorded
- there are some attempts to write a brief and coherent letter to the editor

### Level 2
- student is able to understand and retell parts of the reading material in writing, but is confused about some of the details
- a brief report is written, but some statements are sketchy owing to some misunderstanding of How First Nations Became Poor on Reserves and other reading material found on the Internet
- student’s attempt to write a feature report appears more like a short compilation of facts

### Level 3
- demonstrates an ability to gather and to understand written materials by writing a feature report
- is able to include most of the proper elements, including a headline, subheadings, graphics, timelines, quotes (from written information), and editorial comments that are supported by research information
- student appears to comprehend the main ideas
- the work is very neat and there are very few grammar and spelling mistakes

### Level 4
- demonstrates an ability to gather and to understand written materials by writing a feature report
- is able to include all of the proper elements, including a headline, subheadings, graphics, timelines, quotes (from written information), and editorial comments that are supported by research information
- there is evidence of a comprehensive and critical understanding of all of the information, including commentaries that consider a range of perspectives
- there is also evidence of extensive research that was carried out independently
- the work is very neat and uniquely presented
Rubric for Unit 4
Unit 4 - Activities 1 and 2
Expectations: 6e4, 6e33

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How First Nations Became Poor on Reserves

(Article to be used with Unit 4 - Activities 1 & 2)

Following the 1850s, life became very difficult on the First Nations reserves in Upper Canada (Ontario). There were two main reasons for this hardship. In the first place, the treaties made it almost impossible for Native People to farm. Secondly, the government controlled practically every aspect of Native Peoples’ lives. This prevented them from starting their own businesses and harvesting their own natural resources, such as trees and fish.

How did the government prevent Native People from farming? We have already learned how it evicted them from the fertile farmland of Southern Ontario. After this happened, people were forced to move up around the northern shore of Georgian Bay and the Canadian Shield. These lands were reserved for Native People in the treaties, and they were generally very rocky. For this reason, they were not very suitable for agriculture. The land could be used for pasturing cattle, but it was not practical for growing crops. In fact, white pioneers had already tried farming in this region, but conditions were so unfavourable that many gave up and moved west. (The mass migration of those early white settlers eventually led to the seizure of Native lands in Western Canada in the late 1800’s.) However, First Nations people in Ontario did not have a choice as to where they could live. Instead, they had to go to reserves chosen by the government. In reality, this meant moving to the places that no one else wanted. As a minister at the time said, “There is not enough [good] land to tempt the white man; therefore, it is a suitable reserve.”

When the First Nations moved to their new reserves, they worked hard to develop farms. However, the rocky soil was soon exhausted of nutrients. For example, around Cape Croker, the grain harvest went from approximately 30,000 bushels annually to none at all. Similar events occurred at other reserves around Kettle Point, Alderville, Hiawatha Curve Lake, Stoney Point and Chippewa Hill.

Another problem Native People had concerned the power to make their own decisions. From around 1850 to the middle of the twentieth century, the government hired special officials, known as Indian Agents, to supervise the reserves. These Agents had tremendous control over Native Peoples’ lives. The agents told Native people how
How First Nations Became Poor on Reserves

(Continued)

they could or could not earn their living. They also told them how they had to spend their own money. Sometimes they invited white farmers to graze their cattle on reserve lands; at the same time, they often refused to let Native People keep any cattle of their own.

The agents made it very difficult for Native residents to start their own businesses. For example, agents would invite white-owned lumber companies to come and harvest trees on the reserve. Native people were permitted to work for these companies, but they could not use reserve money to purchase the equipment needed to set up their own mills. Historians have found evidence that some Indian Agents received bribes for giving non-Native outsiders the exclusive right to open businesses on reserves. In this way, many white settlers made a fortune at the expense of First Nations people on reserves.

Starting a business, such as a cattle farm or a lumber mill, required large sums of money. White farmers could earn such money by selling timber from the farms they cleared. However, First Nations people could not save in this way. Even when Natives were allowed to harvest their own trees, the government took half the money they earned. In fact, the government often used reserve money to build roads for the surrounding non-Native communities. Records also show that reserve money was used to create universities for people who lived far from the reserves. Ironically, the law did not permit status Indians to attend university.

For thousands of years, the most important livelihood of Native peoples in Southern Ontario, other than farming, was fishing. In fact, the name of an Anishinabe reserve, Mnjikaning (Rama), refers to the fishing weirs at the Narrows between Lake Simcoe and Lake Couchiching. At one time, giant muskies and sturgeons, many of them well over 200 pounds, lived in Ontario’s lakes. Catching a single fish would provide as much meat and nourishment as one to three deer. Moreover, fishing was a much more reliable way of obtaining food than hunting. Consequently, trading and selling fish was a traditional part of life among the First Nations in Ontario. Therefore, it is not surprising that during the treaty and land surrender negotiations, the First Nations were very careful about keeping their rights to fish in all of the rivers and lakes.

If fishing was so important to First Nations people, why didn’t they make and save money this way? First of all, in the 1800s, many rivers were destroyed as settlers cut down entire forests. European immigrants cut trees as quickly as possible in order to clear land for farms and sell timber to the United States. Deforestation of the land severely affected fish populations. Along riverbanks, the removal of trees caused erosion; as mud seeped into the water, fish habitats
How First Nations Became Poor on Reserves
(Continued)

were ruined.

Toward the end of the Nineteenth Century, the construction of canals added to this destruction. Moreover, commercial fishing by white Canadians removed millions of pounds of fish from the lakes every year. By the early twentieth century, there were hardly enough fish left for people who wanted to start a fishing business.

During the time that the fish were disappearing, the First Nations were supposed to be able to fish wherever and whenever they wanted. This was an important part of the treaty agreements. However, many non-Natives did not want to compete with First Nations over fewer and fewer fish. Therefore, they asked the government to keep the First Nations away. As a result, officials often confiscated Native boats and nets when they tried to fish. As well, Indian agents prevented First Nations from spending their own money to build docks in the waters of their own reserves. At the same time, the government helped non-Native communities build wharfs and even permitted outsiders to fish in areas within the First Nations’ own reserves. It was not until the middle of the twentieth century that the laws were finally changed to give First Nations the same basic human rights as everyone else. However, by that time, the fishing industry was practically destroyed.

Today, the situation in Southern Ontario is very different from a century ago. Modern techniques in agriculture have made it possible to farm in areas with relatively poor soil. Also, the government spends millions of dollars every year restocking rivers and lakes to maintain fish populations. Moreover, the laws that once stopped First Nations from starting a business have been eliminated.

However, because reserve communities were not allowed to make and accumulate money in the past, most residents of reserves still do not have the millions of dollars needed to buy licenses and equipment to start a business today. Furthermore, even today, unlike other Canadians, Natives on reserves are still unable to use their properties as collateral for borrowing money. It will require a great deal of effort and time to untangle all the laws that have contributed to poverty among the First Nations in Canada.
Questions for How First Nations Became Poor on Reserves

Answer the questions. Underline the passage in the text that supports your answer, and number it with the same number as the question.

1) Give one reason for the seizure of land in Western Canada.

2) What is the time period for the events in the article, How the First Nations Became Poor on Reserves? (When do these events take place?)

3) Who told the First Nations where they could live?

4) Why did a minister say that the Bruce Peninsula was a good place for a Native reserve? Explain in your own words.

5) What did the Native people do when they first moved to their new reserves?

6) Give two reasons why the inhabitants of the reserves could not continue to farm for very long.

7) List some of the things that Native people were not allowed to do on their reserves.

8) Explain why Native people could not start businesses on the reserves.

9) Why were European settlers in a better position to save money than First Nations people?

10) How did the government misuse some of the money that belonged to the Native reserves?

11) Before the Europeans came to Canada, what was the most important means of maintaining a livelihood for the Anishinabe?

12) What were some of the things that destroyed the old ways of gathering food?

13) According to the treaties, where were Native people allowed to fish?

14) Identify at least two or three things that prevented the First Nations people from fishing for a living.
Feature Editorial Report Project
Student Planning Sheet

First Nations Reserve Project:
Research and Write a Feature Editorial Report on Reserves

What is a Feature Editorial Report? It is an extended article that includes information about a subject and some opinions about that subject. A reporter usually has to do some research in order to find background information. The subject of these articles is often controversial, meaning that the report informs people about disturbing facts.

Take, for example, an article about a tourist aquarium in the travel section of the newspaper. The reporter would describe the place and inform the reader about the problems with such tourist attractions. The reporter may also draw conclusions about whether or not such places should exist or how they can be improved.

Your task is to be a reporter who is about to write a Feature Editorial Report on Reserves.

First, you must read and take notes on the handout, How First Nations Became Poor on Reserves. Then you must “go on the Net” to do some more research on First Nations reserves. Use the list of websites to get you started. When you have found and chosen one or two reserves, make notes under the following headings:

- Name of Reserve, including the meaning of the name
- Location and Description of what the reserve area looks like
- The Larger Nation to which the reserve belongs
- Historical Roots of the location, i.e., why did people move there?
- The Treaty that created the reserve
- Types of Services offered on the reserve
- Description of Fun Opportunities, including outdoor activities for children and adults
- Economic Conditions, including the main sources of income for the inhabitants
- Future Economic Development and Plans
- Controversial Issues, including land claims, resource rights, poverty, substance abuse, etc.
Feature Editorial Report Project
Student Planning Sheet (Continued)

Your research can include interviews with anyone who has some information about reserves or has visited a reserve. You may even want to interview an ordinary person, such as a parent, in order to write a paragraph about what ordinary people know or do not know about reserves. Such a paragraph may begin, “Many people think that reserves are ... Ms. (name) says...” Make a list of whom you might want to interview and what questions you would ask.

Try to write at least one paragraph about each of the subjects listed above. However, you may not be able to find information on all of the subjects. You may wish to compare two reserves when writing about one or two subjects. For example, “Unlike the Chippewas of Sarnia, who have a good source of income, the people at * * * have very few industries and few jobs...” In all, you should write about twelve paragraphs, or approximately 500 to 700 words.

Students may have the option of working with a partner. In that case, each student must research one reserve on his or her own. After this, the partners can compare and use each other’s information. However, each student must then write her or his own report.

The article must draw conclusions and state the writer’s opinions based on an analysis of researched facts. You could draw the reader’s attention to controversial issues and state what appears to be the cause of these issues. You should also suggest possible solutions to certain problems.

This project will be evaluated in accordance with the expectations of the Ontario Ministry of Education (6e26, 6e33, 6e4, 6e5).
Activity 4: Chores and Responsibilities

Activity Synopsis

In this activity, the students will discuss the responsibilities they have in their homes. They will do a survey to compare their responsibilities to the responsibilities of their classmates and record their findings on tally charts, spreadsheets, and graphs. They will be finding the mean and mode of a set of numbers.
THE FAMILY
Activity 4: Chores and Responsibilities

Time Frame
60 minutes

Expectations
(The Ontario Curriculum)

Mathematics

Data Management and Probability:

*6m106 systematically collect, organise, and analyse data

6m109 interpret displays of data and present the information using mathematical terms

*6m110 evaluate data and make conclusions from the analysis of data

6m116 evaluate and explore how data were collected and how the results represent the population

*6m118 calculate the median of a set of data

6m119 recognize that different types of graphs can present the same data differently

*6m121 make inferences and convincing arguments based on the analysis of tables, charts, and graphs

Materials/Equipment

– grid paper for graphing
– chart paper
– markers
– Scale for Assessing Notebook Work (included)
– Review sheet for Mean, Median and Mode (included)
– The Learning Circle

Methodology

• Ask the class what chores students are responsible for at home. Write a list of chores on the board.

• Have students copy the list down in their books.

• Then ask them to check off the tasks that they take responsibility for personally.

• Create a tally chart on the board and ask students to fill it in with their own data.
UNIT 5
GRADE 6

Activity 4: Chores and Responsibilities

- Review the types of graphs that can be used to display data, (e.g. circle, bar-horizontal and vertical, line - broken and solid, pictograph).

- Students choose one type of graph that best displays the data and construct it in their books. They must write a reason for their choice.

- Students share their work with classmates. You may allow the students to get up and interview each other, or put them in groups to share their work.

- Students record the information they gather in their math books.

- The teacher reviews the method for finding the mean (average), the median (middle number) and the mode (most frequently occurring number).

- Give the students several lists of numbers to practice the skill of finding the mean, median and mode.

- Ask the students to find the mean, median and mode of the total number of students responsible for each chore and record these in their books.

- Hand out the Review Sheet for the Mean, Median and Mode and ask students to complete and hand in.

Adaptations/Extensions

- provide students with the data instead of having them brainstorm for it

- allow students to work in pairs

- students discuss how bias can exist in different data representations

- students show their data in different types of graph

- students find and discuss examples of graphs in print, (e.g. newspapers, textbooks)
• students give examples of situations where some types of graphs would not work

• students construct graphs using computers

• students record data on a spreadsheet instead of a tally chart

• students record data from newspapers on graphs, finding the mean, median and mode

Assessment/Evaluation

• Evaluate notebooks using the Scale for Assessing Notebook Work, Unit 5 - Activity 4

• Assess students’ ability to find the Mean, Median and Mode with the Review Sheet for Mean, Median and Mode, Unit 5 - Activity 4.
Scale for Assessing Notebook Work

Unit 5 - Activity 4
Expectations: 6m106, 6m110, 6m118, 6m121

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Required Information:
- graph of chores
- statements - “I found out”
- the mean, median, mode of students responsible for each chore

Level 1 – most or all of the major components are missing from information required of students
Level 2 – some of the major components of required information have been gathered
Level 3 – most or all of the required information is completed neatly
Level 4 – all of the required information is completed neatly with detailed explanations
Review Sheet for the Mean, Median and Mode

Unit 5 - Activity 4
Expectations: 6m110, 6m118

For each of the following list of numbers, find the mean, median and mode. Remember sure to show all your work.

1. The high temperatures (in degrees Celsius) for the first two weeks in September are:
   
   15  17  14  14  16  19  18  13  13  13
   19  17  20  20  18  15  16  21  21  21

2. The response times (in minutes) of the ambulance to the 18 most recent calls are:
   
   04  11  18  12  12  12  07  05  18  13
   13  10  17  13  11  11  06

3. The heights of the students in the grade 6 classroom (in cm.) are:
   
   160  152  150  150  114  170  160  160  144  143
Activities 9-12: The Family Picnic
Parts I-IV

Activity Synopsis
In this activity, the students will be planning and taking part in a picnic for a special event.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
6e47 make reports, describe and explain a course of action, and follow detailed instructions
6e48 ask and answer questions to obtain and clarify information
6e49 communicate a main idea about a topic and describe a sequence of events
*6e51 contribute and work constructively in groups
*6e61 use constructive strategies in small-group discussions
6e62 follow up on others’ ideas and recognize that validity of different points of view in group discussions or problem-solving activities

Writing:
6e1 communicate ideas and information for a variety of purposes and to specific audiences using forms appropriate for their purpose and features appropriate to the form
**Expectations**
(The Ontario Curriculum)

**The Arts**

*Drama and Dance*:

*6a45* demonstrate an understanding of the principles involved in the structuring of works in drama and dance

*6a46* interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques and evaluate the effectiveness of the techniques

*6a51* demonstrate understanding of ways of sustaining the appropriate voice of character when speaking or writing in role for different purposes

*6a63* create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures

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**Time Frame**

- **Planning the picnic**
  30 minutes a day for five days

- **Skit writing and rehearsing**
  60 minutes

- **The picnic**
  120-150 minutes

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**Materials/Equipment**

- Ideas for Gifts (included)
- Checklist for Skits (included)
- The Learning Circle

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**Methodology**

- Use this activity to correspond to a special event in your classroom or school (e.g. winter wake up, Thanksgiving, the end of a special theme).

- Students will be planning and holding a class picnic or special lunch.

- Brainstorm together about the different aspects of planning a picnic. (See “The Learning Circle”, Activity 9, p.p. 26-27.) List the tasks that need to be done.

- Tasks include getting permission, preparation, holding the picnic and cleaning up.

- The teacher may need to suggest appropriate gifts for the guests. These may be Native crafts.
Students will also be responsible for entertaining their guests with a short skit. Skits may be based on a Native legend. In that case, the teacher can present one/some of the many examples of Native stories.

*Note: Mythology develops in the context of specific historical and cultural circumstances. Teachers are advised to develop a thorough understanding of those circumstances before they attempt to use legends to teach about cultures other than their own.*

Alternatively, students may choose to write their own stories and act them out as skits.

In groups of 4-6, students plan and rehearse their skits.

On the day of the picnic, teacher supervises preparations to ensure that everything is in place on time.

Have the students discuss the questions listed in “The Learning Circle”, Unit 5 - Activity 12.

**Adaptations/Extensions**

- assign tasks to students
- assign roles to students
- put the students in groups to plan specific parts of the picnic
- choose only some aspects of the outlined activities
- allow students to work with little teacher direction
- have the students prepare food at school instead of bringing from home
- combine project with other classes or students from another school
- have students produce pieces of creative writing, based on the picnic
- have students produce pieces of artwork to display at the picnic
• provide students with music, and invite them to create and perform dances

• incorporate games and activities into the day

• ask students to do an evaluation of each group’s skit

**Assessment/Evaluation**

• Assessment is based on the questions in “The Learning Circle”, Unit 5 - Activity 12, p. 28.

• How well did students participate in discussions?

• Assessment of skits is based on Skit Assessment Checklist, Unit 5 - Activities 9, 10, 11 and 12.
Ideas for Gifts

Unit 5 - Activities 9-12

1. **Corn Husk Dolls**
   Obtain cornhusks and soak them in water. Form them into balls, fold them in half, braid them, or twist them together to make the different parts of the doll’s body. Fasten the parts together with straight pins. Use corn silk or yarn for hair.

2. **Clan Necklaces**
   Make emblems for the necklaces out of play dough or clay. Poke a hole through each emblem to make a bead. The students can decide on the shapes of their beads. Once the beads have hardened, they may be painted and strung on twine, heavy wool or plastic lacing.

3. **Dream Catchers**
   These are decorated, web-filled hoops with an open circle at the centre of the webbing. Traditionally, the outer circle is made from bent willow and the web is fashioned out of thong or sinew. Some natural object, like a feather or stone, decorates the centre. You may use the outer edge of a plastic lid (from a sour cream or cottage cheese container) for your outer circle. The web can be created by criss-crossing thread or fishing line through the centre. Beads can be added as the web is made. Wrap the outer edge with leather lacing or wool. Hang feathers from the bottom.

4. **Watchful Eye**
   These are often made for young Native children. You will need two straight twigs about 10 cm. long. Popsicle sticks will work as well. You will also need a selection of different coloured yarn. Cross the two sticks and tie them together. Wrap a piece of yarn around the centre several times, both ways, to create the ‘eye’. Start wrapping a piece of wool in and out of the spokes of the sticks. Wrap the yarn completely around each spoke. Do this in a clockwise direction, each spoke in turn. Change colour as often as you wish. Continue until the entire length of the sticks is covered.

Other ideas might include burlap wall hangings, weaving, clay pots or other objects.
Checklist for Skits
Unit 5 - Activities 9, 10, 11, 12
Expectations: 6e51, 6e61, 6a45, 6a46, 6a51, 6a63

Student Name ________________________________

☐ Student takes an active part in planning a skit.
☐ Student co-operates in group discussions.
☐ Student takes an active role in performing a skit.
☐ Skit is based on a Native story or student creative writing.
☐ Student knows his/her lines and the actions required.
☐ Student uses appropriate sound effects, props, backgrounds, etc.
☐ Student uses appropriate voice and gestures.
☐ Skit is interesting to the audience.
Activity 4: Giving Thanks

Activity Synopsis

In this activity, students will explore “giving thanks” to the environment by producing a theme painting in the style of Morriseau.

Expectations
(The Ontario Curriculum)

Social Studies
Heritage and Citizenship:
6z5 describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, shelter, cultural practices)
6z19 identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g. in music, art, politics, literature, science)
FIRST NATIONS AND THE ENVIRONMENT

Activity 4: Giving Thanks

GRADE 6

UNIT 6

Time Frame
120 minutes

Materials/Equipment
- photocopies of Morriseau paintings
- full color samples from books or websites (www.coghlanart.com) showing Morriseau’s works
- tempera paints
- brushes in assorted sizes
- cartridge paper 18” X 24”
- paper for drawing drafts 6” X 6”
- Visual Art / Creative Work Assessment Scale (included)
- The Learning Circle

Expectations
(The Ontario Curriculum)

The Arts
Visual Arts:
*6a30 describe how line can be used to direct the viewer’s attention (e.g. the eye is drawn along the line of an outstretched arm to other areas of the work)

*6a37 solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade (e.g. create a work depicting a local historical event, using line and colour as means of emphasis to highlight the most important aspect of the picture)

*6a38 produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g. create a sculpture out of clay that shows a figure engaged in a typical pioneer activity)

*6a42 demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g. explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground and using bold, diagonal lines to define it)
Methodology

- Discuss the main ideas of “giving thanks” as presented in “The Learning Circle” Unit 6 - Activity 4.

- Brainstorm and list on chart or board things (gifts) that come from planet Earth for which we can be thankful.

- Make a chart and link those things (gifts) that we appreciate and the parts of our bodies that receive the gifts, e.g. stomachs receive food, ears appreciate the songs of birds, eyes feast on landscapes, etc.

- In a large group format, ask for suggestions and record the connections in front of the class.

- Show a number of paintings by Norval Morriseau.

- Direct the students’ attention to how Morriseau draws connections between different pictorial elements by painting one image inside another and by connecting separate images with “squiggly” lines.

- Ask questions and draw attention to Morriseau’s compositions. How are the positions of the images whimsical? Where are the creatures looking? Why are certain images under or on top of others?

- Have students create their own “Morriseau-like” paintings that show an appreciation for Nature’s gifts.

- Students will first draw drafts of one or two things (gifts) that they appreciate on 6” x 6” paper.

- They will then draw an image of a person receiving the gift(s) by drawing those gifts inside the body or by connecting them with squiggly lines to the person. For example, an image of a singing bird could be drawn inside the person’s head or connected to the person’s ear. An image of a planted tree seedling could be connected to a person’s open hand.

- If these images of the gifts and the person are drawn on separate pieces of 6” x 6” paper, they can be manipulated and arranged on a larger background sheet of paper until a satisfactory composition is created.
After the images are properly arranged, a final draft of the picture can be drawn on 18” x 18” cartridge paper and painted with tempera paints.

Make sure that the entire sheet of paper, including the background, is painted.

Refer to Morriseau’s work for suggestions of color and the use of negative space.

**Adaptations/Extensions**

- if class has not yet done much work designing compositions using negative space, have students sketch a few copies of work by Morriseau in order to experiment with his style and motifs
- students who are not experienced with painting may need suggestions for filling in the background with interesting objects (observe how Morriseau fills his background)
- show simple graphics representing things we get from Nature, i.e., a wheat sheaf representing food, clouds representing air, etc.
- students can copy a Morriseau painting, changing one part of it in order to represent something they appreciate in Nature
- students may need help arranging images to achieve balance and a sense of impact
- have ESL students copy and translate some of the ideas listed on the chart from the brainstorm session
- have students describe in own words interpretations of Morriseau and the aspects of his paintings they find interesting
- discuss why a viewer might be interested in looking at some Morriseau paintings and not others

**Assessment/Evaluation**

- Visual Art/Creative Work Assessment Scale
# Visual Art/Creative Work Assessment Scale

**Unit 6 - Activity 4**  
**Expectations: The Arts - 6a30, 6a37, 6a38, 6a42**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>uses overt lines to direct the viewer’s attention and to draw connections between different components of the work (6a30)</th>
<th>uses subtle and imaginary lines, such as a pointing hand or the direction of a gaze (6a30)</th>
<th>is able to solve problems of empty space with interesting shapes &amp; colors; uses negative space as part of design (6a37)</th>
<th>is able to convey a message and elicit a response from viewers by the use of powerful images and colors (6a38)</th>
<th>can explain choice of spatial composition, colors, images and other elements as having specific symbolic meanings (6a42)</th>
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Activity 5: Animal Poetry

Activity Synopsis

In this activity, students will develop a perspective on animals that encompasses respect for them. They will write a poem showing this perspective.

Expectations
(The Ontario Curriculum)

Language
Writing:
*6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g. write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology)

*6e4 use a variety of sentence types (e.g. questions, statements) and sentence structures (e.g. complex sentences) appropriate for their purposes

*6e18 select words and expressions to create specific effects (e.g. to distinguish speakers in dialogue)

Social Studies
Heritage and Citizenship
6z5 describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, shelter, cultural practices)
UNIT 6

Activity 5: Animal Poetry

Methodology

- The teacher may wish to skim through *When Elephants Weep* by Jeffery Masson, to become familiar with research that dispels mainstream, culturally biased ideas about other animals being less sentient than humans.

- Use the ideas in Unit 6 - Activity 5 to start a discussion on recognizing and appreciating the qualities of animals.

- List the following categories of animal characteristics on a chart: sensual prowess, strength, speed, types of mobility (flight), knowledge (often dismissed as instinct), sixth senses (echo vision, electric impulse communication), sense of cooperation, sense of devotion and sacrifice, ability to live in extreme environments, ability to construct structures, freedom and independence, etc.

- As a large group activity, brainstorm and add to the above qualities that animals possess.

- In large or small groups, jot down instances of how certain species exemplify some of the characteristics, e.g. parent robins show their devotion by acting as decoys to lure predators away from their nests.

- Create a flow chart or web connecting some of the categories to the specific animal.

- Fill in the chart/web with imagery and similes that describe each characteristic, e.g. “your keen senses are like outstretched fingers mapping out every nook of your surroundings, you give your heart to your children by sacrificing your life to those who prey on them.”

- The students write poetry that shows respect (and envy) towards animals.

- As a large group, brainstorm and list some phrases that can begin a poem of respect, e.g. “If I can be like you ..., Eagle, you are..., Wisdom is your name....,” etc.

Materials/Equipment

- books or prints showing the paintings of Robert Bateman
- “When Elephants Weep” by Jeffery Masson
- Animal Poetry Writing Assessment Rubric (included)
- The Learning Circle

Time Frame

120 minutes
UNIT 6

FIRST NATIONS AND THE ENVIRONMENT
Activity 5: Animal Poetry

- Read poems from Voices From the Wild: An Animal Sensagoria. This collection provides good models of proper presentation, including the organization of verses, length of descriptions, use of sensual language, etc.

- Have each student choose a species and write a poem about it.

Extensions/Adaptations

- show and display animal pictures by Robert Bateman

- brainstorm and compose phrases that describe the sensual images of animals in Bateman’s compositions

- introduce and explain literary concepts such as metaphors, similes

- brainstorm and list adjectives that describe animals and animal actions, e.g. piercing glare, thundering hooves

- create a “sensual web” by associating a sensual statement with each of the senses, e.g. gentle eyes, majestic voice, soft fur, sharpness of smell, taste for adventure, etc.

- ask students who have difficulty composing lengthy prose to write a form of haiku

- ESL students can copy and translate adjectives, names of animals and/or compose short sentences to describe animals

Assessment/Evaluation

- Animal Poetry Writing Assessment
  Rubric
## Animal Poetry Writing Assessment Rubric

**Unit 6 - Activity 4**  
Expectations: 6e1, 6e4, 6e18

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
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Used with Animal Poetry Writing

Assessment Rubric

Level 1
- is able to use some of the descriptive words and write one or two short poems
- the attempts to write longer poems of 5 or 6 verses resemble prose and short sentences instead of poetry verses
- some ideas may be disjointed

Level 2
- is able use some of the ideas provided in the group work
- is able to employ some of the conventional physical forms of poetry, such as verses separated by lines
- there is some usage of adjectives and adverbs, but generally, the language is plain and evokes little emotional response in the reader
- the poems appear to be rushed and the message is not unified and may be unclear

Level 3
- demonstrates an ability to use most of the conventions of poetry
- there are good attempts to employ interesting imagery and adjectival phrases
- the poem is coherent and shows evidence of planning, reworking of ideas and some care in the choice of images
- there are good attempts to use similes
- there is an attempt to address the audience with a definite message

Level 4
- demonstrates an ability to write poetry with a unified theme
- the student is able to create original similes, metaphors and imagery
- there is a strong message that is apparent to the reader
- the work evokes a strong, emotional response from the reader and may even provoke a new perspective
- there may also be an allusion to universals, such as “the Earth will be empty without you”
Optional Introductory Activity: The Medicine Wheel

Activity Synopsis

In this activity, students will be learning about the Medicine Wheel teachings of Aboriginal people.

Expectations
(The Ontario Curriculum)

Language
Writing:
*6e1 communicate ideas and information for a variety of purposes and to specific audiences
*6e2 use writing for various purposes and in a range of contexts, including schoolwork

Social Studies
Heritage and Citizenship:
*6z5 describe the relationship between Aboriginal peoples and their environment
Methodology

- Introduce the teachings of the Medicine Wheel to the class. (Unit 7 Optional Introductory Activity Medicine Wheel Teachings - Teacher Background Information Sheet)

- Draw a large circle on the chart paper and label it Medicine Wheel.

- Divide the wheel into fourths so that 1/4 of the circle is at the top, 1/4 is at the bottom, 1/4 is on the right and 1/4 is on the left.

- Label the top “North” and have the students identify the other 3 directions.

- Introduce the teachings of the eastern direction to give the students the idea about how the Medicine Wheel works. Outline this section in yellow.

- Ask questions to have the students come up with some of the information for the other areas of the Medicine Wheel.

- When the Medicine Wheel is complete, talk about the elders. Discuss what the elders have learned in life after they have journeyed around the Medicine Wheel.

- Discuss the qualities an elder has that are valuable to the rest of us.

- Review with students the checklist that will be used for evaluating reflection journals.

- Students complete the black line master of the Medicine Wheel to put in their reflection journals.

- Students write a reflection in their journals about the Medicine Wheel teachings and the relationship between Aboriginal people and their environment.
**Adaptations/Extensions**

- allow students to use the chart paper information to do their reflection
- students could draw pictures of things that represent each of the four directions
- students could write a poem about an animal from the Medicine Wheel or something meaningful they learned from the Medicine Wheel teachings

**Assessment/Evaluation**

- Medicine Wheel
- Reflection Journals
- Reflection Assessment Scale
Medicine Wheel Teachings
Teacher Background Information

Many Aboriginal people believe that life is circular and cyclical. This is reflected in many things, e.g. the sun, the moon, birds’ nests, the seasons, daily cycles, moon cycles, etc. People talk about this as being a Medicine Wheel. Medicine in this instance refers to anything that we learn from our daily living and our interactions with others. In our lives, we move through the Medicine Wheel, learning different things in each of the four directions. Each direction signifies a time of day, a season, a time of life, a colour, an animal and a sacred medicine.

The four sacred medicines are used in different ways. Tobacco is held when prayers are being offered. The tobacco is then put in the sacred fire and the smoke from it carries our prayers to the Creator. Cedar is a medicine that is used in many ceremonies. Tea can also be made from it and this tea is very rich in vitamins. Sage leaves are dried and then lit so that the smoke can be used to cleanse us. This is called smudging. Sweetgrass is believed to be the first plant that ever grew on the Earth. It is Mother Earth’s hair and it is picked, braided and used for smudging, like sage.

In the box to the left of this page following is a summary of the teachings of the four directions of the Medicine Wheel as understood by many Anishnawbe people. There are many variations of these teachings from area to area and from nation to nation. This is just one version of the Medicine Wheel teachings.
Optional Introductory Activity: The Medicine Wheel

---

**The Medicine Wheel**

Student Name: ________________________

---

**North**
- Time of day - night
- Season - winter
- Time of life - elder
- Colour - white
- Animal - bear
- Sacred Medicine - sweetgrass

**West**
- Time of day - sunset
- Season - fall
- Time of life - adult
- Colour - black
- Animal - buffalo
- Sacred Medicine - sage

**East**
- Time of day - dawn
- Season - spring
- Time of life - baby
- Colour - yellow
- Animal - eagle
- Sacred Medicine - tobacco

**South**
- Time of day - midday
- Season - summer
- Time of life - youth
- Colour - red
- Animal - deer
- Sacred Medicine - cedar
Blackline Master:

The Medicine Wheel

Student Name: __________________________
# Reflection Assessment Scale

**Unit 7 – Optional Introductory Activity and Activities 3, 7, and 9**

<table>
<thead>
<tr>
<th>Student Name</th>
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**Level 1** – communicates some ideas and personal reflections as isolated pieces in a random way

**Level 2** – communicates main ideas and a few personal reflections with no clear theme or overall structure

**Level 3** – clearly communicates main ideas and several personal reflections with suitable support and detail

**Level 4** – clearly and effectively communicates main ideas and detailed personal reflections and provides support that contains detail and insight
Activity 1: Our Elders and Grandparents

Have students complete Unit 7 - Activity 1, Our Elders and Grandparents.

Activity Synopsis

In this activity, students will be gathering pictures of their elders to create a photo wall in the classroom. Students will be writing a short piece about the Elder.

Expectations (The Ontario Curriculum)

Language

Oral and Visual Communication:

*6e49 communicate a main idea about a topic and describe a sequence of events

*6e51 contribute and work constructively in groups

*6e52 demonstrate the ability to concentrate by identifying main points and staying on topic
ELDERS
Activity 1: Our Elders and Grandparents

Expectations
(The Ontario Curriculum)

Language
Writing:

*6e1 communicate ideas and information for a variety of purposes and to specific audiences

*6e3 organize information to convey a central idea, using well-linked paragraphs

*6e4 use a variety of sentence types (e.g. questions, statements) and sentence structures appropriate for their purposes

*6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization and appropriateness of vocabulary for audience

*6e8 proofread and correct their final drafts, focussing on grammar, punctuation, spelling and conventions of style

*6e9 use and spell correctly the vocabulary appropriate for this grade level

*6e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level

Methodology

• Students bring in photos and show them to the rest of the class, briefly describing the people in the pictures and their relationship to them.

• Students spend some time preparing their photos and mounting them on the bulletin board.

• In small groups, students discuss the types of information that should be included in a short writing piece about their elder, e.g. name, birth date, place of birth, relationship to family members and any other important details of the person’s life.

• Have a class discussion and agree on the list of information to be obtained from the elder.

Time Frame
60 minutes

Materials/Equipment

- bulletin board
- construction paper for backing for photographs
- writing paper
- pencils
- draft writing books
- Group Observation Assessment Scale (included)
- Editing Checklist (included)
- Narrative Writing Evaluation Checklist - Grade 6 (included)
- The Learning Circle
• This information should be recorded in students’ draft-writing books so that they know what information to get when they talk to their elder.

• Students then begin drafting their written piece about their elder.

• Once the first draft is complete, students ask a peer to edit it for them, focusing on spelling, punctuation and grammar. (see Unit 7 - Activity 1, Editing Checklist)

• When peer editing is complete, the teacher edits the final piece. (see Unit 7 - Activity 1, Editing Checklist)

• The student completes and proofreads the final copy of the written piece so that it can be mounted on the photo wall.

• The teacher evaluates the finished piece. (see Unit 7 - Activity 1, Writing Evaluation Checklist)

Adaptations/Extensions

• provide a written outline of questions for students who have difficulty with written work

• provide graphic organizers to help organize writing

• allow use of computers with spell check for draft writing

• encourage use of pencils instead of pens and double-space handwritten work to allow for easier editing and correction

• model ways of adding description to written work

• research more than one elder or grandparent

• peer or teacher can scribe for a student who has difficulty writing

• allow oral presentation of interview, record on tape

• allow students to use jot points instead of paragraphs

• allow use of thesaurus to get descriptive words

• provide mini-lessons on grammar and punctuation

Assessment/Evaluation

• Editing Checklist

• Narrative Writing Evaluation Checklist - Grade 6

• Completed written piece
**Editing Checklist**

**Unit 7 - Activity 1, 2 and Optional Activity “Voices of Our Ancestors”, and Unit 8 - Activity 2**

**Student**
- [ ] Have I checked all the words that I’m not sure how to spell?
- [ ] Have I used capitals, periods, and question marks?
- [ ] Have I used paragraphs?
- [ ] Does my written work make sense?
- [ ] Have I checked my grammar?
- [ ] Are my ideas in the correct order?

**Peer**
- [ ] Have I underlined all words where spelling should be checked?
- [ ] Do all sentences start with capitals?
- [ ] Do all sentences end with correct punctuation?
- [ ] Has the student used correct grammar?
- [ ] Does the student’s writing make sense?
- [ ] Does the student write in paragraphs?
- [ ] Has the student used good description?

**Teacher**
- [ ] Has all editing been completed?
- [ ] Have all words been checked for spelling?
- [ ] Are paragraphs constructed correctly?
- [ ] Does the written work make sense?
- [ ] Has all necessary information been included?
- [ ] Does the student use a variety of sentence types?
- [ ] Has she/he provided good description?
# Narrative Writing Evaluation Checklist - Grade 6

Unit 7 - Activities 1, 2, 4 and Optional Activity “Voices of Our Ancestors”

<table>
<thead>
<tr>
<th>Student</th>
<th>Knowledge/Skills</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td></td>
<td>with assistance</td>
<td>limited assistance</td>
<td>independently, clearly and concisely, few errors or omissions</td>
<td>independently, with complexity, no errors</td>
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<tr>
<td>Reasoning</td>
<td>demonstrates understanding of ideas</td>
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<tr>
<td>Communication</td>
<td>communicates ideas and information for a variety of purposes and to specific audiences</td>
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<tr>
<td>Organization of Ideas</td>
<td>organizes information to convey a central ideas, using well-linked paragraphs</td>
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<td></td>
<td>produces pieces of writing using a variety of resources</td>
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<tr>
<td>Application of Conventions</td>
<td>uses a variety of appropriate sentence types (e.g. questions, statements) and sentence structures</td>
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<td></td>
<td>collaborates with others to revise and edit work, focusing on content, organization and appropriateness of vocabulary for audience</td>
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<td>uses the vocabulary appropriate for this grade level</td>
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<td>correctly uses the conventions (spelling, grammar, punctuation, etc.) specified for this grade level</td>
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<td>proofreads and corrects final draft, focusing on spelling, grammar, punctuation, etc.</td>
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## Group Observation Assessment Scale

Unit 7 - Activities 1 and 4, Unit 8 - Activity 2, Unit 9 - Activity 1

<table>
<thead>
<tr>
<th>Student Name</th>
<th>participates actively in discussion and stays on topic</th>
<th>works with others cooperatively</th>
<th>uses appropriate conventions for speaking</th>
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**Level 1** - does not demonstrate this behaviour
**Level 2** - sometimes demonstrates this behaviour
**Level 3** - often demonstrates this behaviour
**Level 4** - consistently demonstrates this behaviour
Activity 2:
Dear Grandma and Grandpa

Activity Synopsis
Have students complete Unit 7 - Activity 2, “Dear Grandma and Grandpa” in The Learning Circle.

Students will write a letter to one of their grandparents.
ELDERS
Activity 2: Dear Grandma and Grandpa

GRADe 6

Time Frame
60 minutes

Materials/Equipment
- overhead transparency
- draft writing books
- good letter writing paper
- pencils
- Editing Checklist (see Unit 7 - Activity 1)
- Narrative Writing Evaluation Checklist - Grade 6 (see Unit 7 - Activity 1)
- The Learning Circle

Expectations
(The Ontario Curriculum)

Language Writing:
*6e1 communicate ideas and information for a variety of purposes and to specific audiences
*6e3 organize information to convey a central idea, using well-linked paragraphs
*6e4 use a variety of sentence types (e.g. questions, statements) and sentence structures appropriate for their purposes
*6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization and appropriateness of vocabulary for audience
*6e8 proofread and correct their final drafts, focussing on grammar, punctuation, spelling and conventions of style
*6e9 use and spell correctly the vocabulary appropriate for this grade level
*6e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level

Methodology

• The teacher can model letter writing by writing a letter to his or her own grandparent. Write on an overhead transparency to demonstrate the appropriate content and format; project on an overhead for the class to read.

• Point out essential parts of the letter, e.g. the date, the salutation, the introductory paragraph, the body, the concluding paragraph and the closing.
Activity 2: Dear Grandma and Grandpa

- With partners, have students discuss types of information they want to include in their letters, i.e., what they are studying in school, what they have learned about their families, activities they enjoy doing with grandparents, etc.

- Students record point form notes outlining types of information they want to include in their letters.

- Students’ letters should include an invitation to come in and talk to the class. During this visit, the grandparent(s) could talk about themselves, tell some favourite stories and possibly be interviewed by the class.

- Students draft their letter to their grandparent.

- Students peer edit one another’s writing. (see Editing Checklist)

- The teacher edits students’ letters.

- Students finalize their letter on letter paper and deliver/mail it to their grandparents.

**Adaptations/Extensions**

- students may write their letters on computers

- peers or teacher can scribe for students who have difficulty writing

- provide a written outline of topics for students who have difficulty with written work

- provide graphic organizers to help organize letter writing

- provide mini-lessons on grammar and punctuation

**Assessment/Evaluation**

- Completed Letter

- Editing Checklist

- Narrative Writing Evaluation Checklist
Activity 3:
Elders’ Stories

Activity Synopsis
Students invite grandparents in to share their knowledge and experience with the class.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
6e48 ask and answer questions to obtain and clarify information
6e50 express and respond to a range of ideas and opinions concisely, clearly, and appropriately

Writing:
*6e2 use writing for various purposes and in a range of contexts, including schoolwork
ELDERS
Activity 3: Elders’ Stories

Methodology

• Introduce the idea of conducting an interview by showing students a video of an interview from a programme on YTV or TV Ontario, such as Reading Rainbow. Follow up with a discussion of how the interview was conducted.

• Using the results of Unit 7 - Activity 2, Dear Grandma and Grandpa, develop a list of grandparents who are willing to talk to the class.

• Have students call to arrange a time for grandparents to come and talk to the class.

• An option is to ask the elder’s permission to tape the presentation and/or take photos for the Photo Wall.

• After the grandparent has finished his/her presentation, you may choose to complete Activity 4, Interview a Grandparent or Elder, while the elder is still at the school.

• After the grandparent has left, debrief the visit with students by recording on chart paper key topics, stories and/or advice the grandparent shared with the class.

• Students record their reflections on the presentation in their Reflection Journals.

• Post this information on the Photo Wall of Elders.

Adaptations/Extensions

• have students write a Thank You card to grandparents

• students can write an account of a grandparent’s visit for the Photo Wall

• students can tape record the presentation and listen to it afterwards to get key points for journal writing

• peers and/or teacher can scribe for students

Assessment/Evaluation

• Reflection Journal

• Reflection Assessment Scale

Materials/Equipment

– chart paper
– markers
– tape recorder (optional)
– camera (optional)
– Reflection Journal
– Reflection Assessment Scale (see Unit 7 - Optional Introductory Activity - The Medicine Wheel)
– The Learning Circle

Time Frame
45 minutes per elder
Activity 4: Interview a Grandparent or Elder

Activity Synopsis

In this activity, students will interview elders. If the class plans to complete the optional bookmaking activity “Voices of Our Ancestors” (outlined at the end of this unit), each student must interview an elder or grandparent. Students will then write a narrative story of their elder’s life. If a student doesn’t have a grandparent, they can interview a parent or guardian for this activity.
GRADE 6

Activity 4: Interview a Grandparent or Elder

**Time Frame**

- **Interview**
  - 45 minutes per elder

- **Written Story**
  - 150 minutes

**Expectations**

(The Ontario Curriculum)

**Language**

**Oral and Visual Communication**:

- *6e48* ask and answer questions on a variety of topics to obtain and clarify information
- *6e51* contribute and work constructively in groups
- *6e56* use the conventions (e.g. sentence structure) of oral language, and of the various media, that are appropriate to the grade

**Writing**:

- *6e1* communicate ideas and information for a variety of purposes and to specific audiences
- *6e3* organize information to convey a central idea, using well-linked paragraphs
- *6e4* use a variety of sentence types (e.g. questions, statements) and sentence structures appropriate for their purposes
- *6e7* revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization and appropriateness of vocabulary for audience
- *6e8* proofread and correct their final drafts, focussing on grammar, punctuation, spelling and conventions of style
- *6e9* use and spell correctly the vocabulary appropriate for this grade level
- *6e10* use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level

**Materials/Equipment**

- tape recorder
- note book
- pencils
- draft writing books
- Group Observation Assessment Scale (see Unit 7 - Activity 1)
- Narrative Writing Evaluation Checklist (see Unit 7 - Activity 1)
- The Learning Circle
Methodology

- Send a letter home to inform parents that the students have been asked to conduct an interview with an elder in their family. If planning the optional bookmaking activity, Voices of our Ancestors, include this information as well.

- The interview list should include an Aboriginal elder. The teacher can contact a local Native Friendship Centre or First Nation to arrange an in-class interview with an Aboriginal elder.

- In small groups, students brainstorm regarding questions that they might ask. When was the elder born? Where was the elder born? Where has the elder lived? What types of jobs has the elder had? What are the biggest changes the elder has witnessed in his or her lifetime? Does the elder have family? What advice does the elder have to give?

- In the same small groups, students categorize their list of questions, e.g. childhood, youth, adulthood or personal, career, family, etc.

- Develop a class list of questions in their categories that individual students can use for interviewing the elder in their family.

- In class, interview the Aboriginal elder together. Assign groups of students to different categories of questions to ensure that every student has an opportunity to conduct part of the interview.

- The interview can be taped and/or photographed with the elder’s permission.

- Students can take jot notes, summarizing information presented during the interview.

- On chart paper, summarize the key information gathered during the interview with the Aboriginal elder.

- Students then go home and conduct an interview with their elder, using the categories of questions developed in class as well as any other questions they would like to ask.
ELDERS
Activity 4: Interview a Grandparent or Elder

- Students draft the story of their elder’s life based on their interview.
- Students, peers and teacher edit the draft.
- The story is finalized on a computer. If the story is to be used for the optional bookmaking activity, Voices of Our Ancestors, use a large font, i.e., size 24.
- The teacher evaluates finished work. (Narrative Writing Evaluation Checklist - Grade 6)

Adaptations/Extensions

- model cooperative learning strategies to promote peer interaction for writing activities
- allow students to work with partner to complete their portion of a written assignment
- encourage use of a variety of visual learning materials, e.g. computers, pictures, etc.
- reinforce all oral directions with visual and written cues

Assessment/Evaluation

- List of questions developed by small groups
- Story of elder
- Group Observation Assessment Scale
- Narrative Writing Evaluation Checklist
Activity 5: Elders’ Teachings

Activity Synopsis

This activity is self-explanatory. Students are posting teachings they have learned from elders and grandparents around their classroom. Complete the activity as outlined in “The Learning Circle” page 39.

Activity 6: Senior Citizens’ Centre

Activity Synopsis

This activity is self-explanatory. Students are visiting a local senior citizens’ centre to establish a relationship with elders living there. Complete the activity as outlined in The Learning Circle. An option would be to conduct Activity 4, (Interview a Grandparent or Elder) while visiting the centre. Alternatively, students could give a presentation or perform a concert.
Activity 7: Our Land

Activity Synopsis

In this activity, an Aboriginal elder is invited into the classroom to describe the traditional territory, stories, and life of his/her people.

Expectations
(The Ontario Curriculum)

Language

Writing:
*6e2 use writing for various purposes and in a range of contexts, including schoolwork (e.g. to develop and clarify ideas, to express thoughts and opinions)

Social Studies

Heritage and Citizenship:
6z4 demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g. migration and settlement)
6z5 describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, shelter, cultural practices)
ELDERS
Activity 7: Our Land

GRADE 6

UNIT 7

Methodology

• The teacher contacts a local Native Friendship Centre or First Nation to arrange a presentation by an Aboriginal elder who is knowledgeable about the history of traditional lands and the stories of his/her culture.

• Before the elder comes to the class, have the students develop questions to help them understand:
  - Aboriginal perspectives regarding the origins of Native people in the region
  - the relationship between Aboriginal people and their environment (e.g. with respect to food, shelter, cultural practices)

• Tape the presentation if the elder does not object. After the presentation, allow the students to ask questions to further their understanding.

• As a class, summarize the key points of the presentation on chart paper.

• Students write a reflection on what they have heard.

Adaptations/Extensions

• allow use of recorded presentation for note taking

• research various Aboriginal origin stories and follow up with book talks or dramatic presentations of these stories

• write a letter thanking the elder for sharing his/her wisdom

Assessment/Evaluation

• Reflection Journal entry

• Reflection Assessment Scale

Time Frame
60 minutes

Materials/Equipment

- chart paper
- markers
- pencils
- tape recorder (optional)
- Reflection Journals
- Reflection Assessment Scale (see Unit 7 - Optional Introductory Activity – The Medicine Wheel)
- The Learning Circle
Activity 9: One Day...

Activity Synopsis

Students write a reflection about what they will be like as elders in the future.

Expectations
(The Ontario Curriculum)

Language
Writing: *6e2  use writing for various purposes and in a range of contexts, including school work (e.g. to develop and clarify ideas, to express thoughts and opinions)
**Methodology**

- Have a class discussion about elders and grandparents. Discuss roles, behavior, feelings and relationships with various family members.

- After this discussion, ask the students to write a reflection about themselves as elders one day. Students should consider their role, behaviour, feelings, relationship to family and how they will ensure that their knowledge is passed on.

**Materials/Equipment**

- Reflection Journals
- pencils
- Reflection Assessment Scale (see Unit 7 - Optional Introductory Activity - The Medicine Wheel)
- The Learning Circle

**Adaptations/Extensions**

- allow students to work with a partner to complete their reflection

- have students tell in their own words what they understand or think

- students write a narrative about themselves as elders; narrative can be performed as a skit

**Assessment/Evaluation**

- Reflection Journal entry

- Reflection Assessment Scale
Optional Concluding Activity: 
Voices of Our Ancestors - 
Bookmaking Project

Activity Synopsis

Students use the information acquired during Activity 4, Interview a Grandparent or Elder to create a book that tells their elder’s story.
ELDERS
Optional Concluding Activity

UNIT 7
GRADE 6

Expectations
(The Ontario Curriculum)

The Arts
Visual Arts:
*6a25 produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences using a variety of familiar art tools, materials, and techniques

*6a26 identify the elements of design (colour, line, shape, form, space, texture), and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art

*6a36 identify the most appropriate tools, materials, and techniques for the size and scope of the work and use them correctly

Language
Writing:
6e1 communicate ideas and information for a variety of purposes and to specific audiences

6e3 organize information to convey a central idea, using well-linked paragraphs

6e4 use a variety of sentence types (e.g. questions, statements) and sentence structures appropriate for their purposes

6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization and appropriateness of vocabulary for audience

6e8 proofread and correct their final drafts, focusing on grammar, punctuation, spelling and conventions of style

6e9 use and spell correctly the vocabulary appropriate for this grade level

6e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level

Time Frame
200 minutes

Materials/Equipment
- art portfolio
- white cartridge paper 12” X 18” (about 8 sheets per student)
- coloured construction paper 18” X 24” cut to size of approximately 13” X 19”
- tempera paint
- sponges cut into 3-4 cm pieces
- squares of corrugated cardboard cut into 10 cm squares
- glue sticks
- scissors
- assorted patterned wrapping paper
- skin tone paper
- Editing Checklist (see Unit 7 - Activity 1)
- Narrative Writing Evaluation Checklist (see Unit 7 - Activity 1)
- Visual Arts Rubric (included)
- The Learning Circle
Methodology

• If a letter has not already gone home to parents introducing the bookmaking project, ensure that this is done.

• Ask parents to send in photos (to be photocopied or scanned and returned) for students to use for their page of the book.

• Students must have already completed Activity 4, “Interview a Grandparent or Elder” as well as the final copy of their elder’s biography.

• Discuss the bookmaking project with students and if possible, show an example of a book completed by a student.

• Outline the criteria for evaluating the artwork on each page. (see Visual Arts Rubric)

• Demonstrate the techniques of sponging and using the edges of cardboard squares to create textured patterns on the background sheets for the book.

• Each pair of students will have a paper plate with 3 colors of tempera paint on it; students will create about 8 to 10 background sheets for their book.

• Students put their names in pencil on the back of each of their sheets before they start to paint.

• Students begin to paint the background sheets. Allow only 1 minute for each sheet. Otherwise, students will put on too much paint, and the colours will become muddy.

• For sponging, students dip a small piece of sponge into their paints. More than 1 colour should be on the sponge.

• Paint should not be too thick on the sponge or the background sheet.

• Students sponge colors onto 12” X 18” cartridge paper to create random patterns.
Students may also use the edge of a small square of corrugated cardboard to create line patterns. Alternatively, cardboard can be dragged across the page to create broad bands of colour.

As they finish, students take sheets to an area for drying. Sheets can be placed along the edge of corridors provided this is done during a time when other students are not using the corridors heavily. Parent helpers are a definite asset during this activity, assisting with supervision, the neat placement of sheets, paint handling and cleanup.

Once background sheets are completely dry, students fold them exactly in half for storage in their art portfolio. Folding is very important in order to properly glue pages together during the final stages of this activity.

Students can now begin deciding how to cut up the text of their story into 4 or 5 logical pieces.

Each text piece should be glued immediately onto the textured background sheet they have chosen for that page. Try to avoid gluing anything across the centerfold.

Once the text has been glued onto each page, students should write the page number on the back of the sheet.

Students can begin to create the artwork that goes with the part of the story on each page.

When all the pages are complete, the students can create their title page. The title page will include the title and the author’s name. Print in a large font.

An option is to have a page about the author. This page can be located after the title page, or it can be placed at the end of the book.

When all pages are completed, students will glue the folded pages together in the following sequence:

- right side of title page glued to left side of page 1
- right side of page 1 glued to left side of page 2, etc.

Students now create the cover by cutting one of their remaining textured pages in half and attaching it to the coloured 13” x 19” construction paper, which is folded in half.
• When the book covers are completed, the teacher can have them laminated. This will protect the artwork and increase the books’ durability.

• Book pages can then be glued inside the laminated cover. Glue the left side of the title page to left side of the open cover. Glue the right side of the “About the Author” page to the right side of open cover. When gluing together, make certain to place the book contents snugly down into the fold of the book cover to ensure a good seal.

Adaptations/Extensions

• allow students to complete book in their first language (include translation if there is someone who is able to do this)

• students may tape interview and get help from someone to transcribe information from tape for student

• encourage use of computers for drafting stories

Assessment/Evaluation

• Editing Checklist

• Writing Evaluation Checklist

• Visual Arts Rubric - Grade 6
Visual Arts Rubric - Grade 6
Unit 7 - Optional Activity “Voices of Our Ancestors”

<table>
<thead>
<tr>
<th>Knowledge/Skills</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences using a variety of familiar art tools, materials, and techniques (6a25)</td>
<td>creates in limited ways</td>
<td>occasionally creates in well developed ways</td>
<td>usually creates in well developed ways</td>
<td>consistently creates in well developed ways</td>
</tr>
<tr>
<td>identify the elements of design (colour, line, shape, form, space, texture), and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art (6a26)</td>
<td>identifies and uses some elements of design with assistance</td>
<td>identifies and uses a variety of elements of design with limited assistance</td>
<td>identifies and uses many elements of design effectively with only occasional assistance</td>
<td>identifies and uses many elements of design creatively and effectively without assistance</td>
</tr>
<tr>
<td>identify the most appropriate tools, materials, and techniques for the size and scope of the work and use them correctly (6a36)</td>
<td>uses tools, equipment and materials correctly only with assistance</td>
<td>uses tools, equipment and materials correctly with frequent assistance</td>
<td>uses tools, equipment and materials correctly with occasional assistance</td>
<td>uses tools, equipment and materials correctly and effectively with little or no assistance</td>
</tr>
</tbody>
</table>

Additional Resources for Unit 7


Activity 1:  
Take Me Out to the Ball Game?

Activity Synopsis

Students have a discussion about the stereotypes of Aboriginal peoples perpetuated by sports teams.
Activity 1: Take Me Out to the Ball Game?

Expectations
(The Ontario Curriculum)

Language
Oral and Visual:
*6e50 express and respond to a range of ideas and opinions concisely, clearly, and appropriately

Writing:
*6e1 communicate ideas and information for a variety of purposes and to specific audiences using forms appropriate for their purpose and features appropriate to the form
*6e2 use writing for various purposes and in a range of contexts, including school work
*6e3 organize information to convey a central idea, using well-linked paragraphs
6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience
6e8 proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style
6e9 use and spell correctly the vocabulary appropriate for this grade level
*6e10 use correctly the conventions specified for this grade

Time Frame
45 minutes

Materials/Equipment
- draft writing books
- pencils
- pictures of logos of various sports teams such as Cleveland Indians, Atlanta Braves, Washington Redskins, Chicago Blackhawks
- Exposition Graphic Organizer – Two Points of View (included)
- Exposition Writing Evaluation Checklist (included)
- The Learning Circle

Methodology

- Show students the logos from various sports teams. These can be obtained from the Internet.
- Do Activity 1, “Take Me Out to the Ball Game?” as outlined in “The Learning Circle”, Unit 8, page 42.
- Have students fill in the Exposition Graphic Organizer by stating a problem: Should caricatures of Aboriginal people be used as logos for sports teams?
Activity 1: Take Me Out to the Ball Game?

UNIT 8

GRADE 6

- List arguments in favour. Give supporting evidence.
- List arguments against. Use supporting evidence.
- Students give a conclusion based on the arguments.
- Students write an exposition expanding on the ideas outlined in the Exposition Graphic Organizer.
- Students, peers and the teacher edit the exposition. (see Editing Checklist)
- The teacher evaluates the final exposition. (see Exposition Writing Checklist)

Adaptations/Extensions

- find other examples of stereotyping
- write a persuasive essay about the harm done by stereotyping people
- have a debate about this issue
- allow students to work with a partner to complete the graphic organizer
- assign buddies to help in specific areas
- write a letter to a sports team outlining concerns regarding the use of caricatures of Aboriginal people in team logos

Assessment/Evaluation

- Unit 8 - Activity 1, Exposition Graphic Organizer – Two Points of View
- Exposition Writing Checklist
- Editing Checklist
# Exposition Graphic Organizer – Two Points of View

## Unit 8 - Activity 1

**Problem**

<table>
<thead>
<tr>
<th>Arguments For</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th>Arguments Against</th>
<th>Supporting Evidence</th>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

**Conclusion or Summary**

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**Student Name _____________________________**
## Exposition Writing Checklist

**Unit 8 - Activities 1 and 2**

<table>
<thead>
<tr>
<th>Knowledge/Skill</th>
<th>Not Yet</th>
<th>Sometimes with help</th>
<th>Sometimes independently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>uses writing to persuade others</td>
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<tr>
<td>effectively organizes relevant information using exposition format</td>
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<tr>
<td>writes an opening paragraph giving personal point of view</td>
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<tr>
<td>provides good supporting evidence to support arguments</td>
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<tr>
<td>follows a logical sequence in developing arguments</td>
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<tr>
<td>uses a new paragraph for each new argument and its supporting evidence</td>
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<tr>
<td>each paragraph has a good topic sentence and concluding sentence</td>
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<tr>
<td>writes a good concluding paragraph restating main points and position taken on problem</td>
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<tr>
<td>spelling is accurate</td>
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<tr>
<td>punctuation is accurate</td>
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<tr>
<td>grammar is accurate</td>
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</table>
Activity 2: At the Movies

Activity Synopsis

In this activity, students will be reviewing a movie to develop a point of view on whether or not the portrayal of Aboriginal people is stereotypical.
GRADE 6

THE IMAGINARY INDIAN
Activity 2: At the Movies

Time Frame
45 minutes plus viewing time of 30 minutes

Materials/Equipment
- Movies: Indian in the Cupboard (Gr. 3 or 6), Pocahontas (Gr. 3 or 6), Peter Pan (Gr. 3 or 6), Thunderheart (Gr. 6 only), Dances with Wolves (Gr. 6 only)
- VCR
- Exposition Writing Graphic Organizer – One Point of View (included)
- Exposition Writing Checklist (see Unit 8 - Activity 1)
- Group Work Observation Checklist (see Unit 7 - Activity 1)
- Editing Checklist (see Unit 7 - Activity 1)
- Draft Writing Books
- The Learning Circle

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*6e51 contribute and work constructively in groups
*6e54 analyse media works
*6e56 use the conventions of oral language, and of the various media, that are appropriate to the grade

Writing:
*6e1 communicate ideas and information for a variety of purposes and to specific audiences using forms appropriate for their purpose and features appropriate to the form
*6e2 use writing for various purposes and in a range of contexts, including schoolwork
*6e5 produce pieces of writing using a variety of forms, techniques and resources appropriate to the form and purpose, and materials from other media (e.g. film clips)
*6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization and appropriateness of vocabulary for audience
*6e8 proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style
*6e9 use and spell correctly the vocabulary appropriate for this grade level
*6e10 use correctly the conventions specified for this grade level
Methodology

• Introduce the activity by talking about stereotypes of Aboriginal people. Explain that a stereotype is an oversimplified generalization of a particular group, race or sex, which usually has derogatory or negative implications for that group.

• Students can give examples of some stereotypes that they have seen or heard.

• Depending on how many movies you have available for them to review, divide students into equal sized groups.

• Choose an appropriate 30-minute segment of the film for class viewing. Teachers please note: “Dances with Wolves” contains certain scenes that are inappropriate for Grade 6 due to violence or sexual content. Accordingly, teachers are advised to pre-select specific segments.

• Tell students that they will be asked to take a point of view about the film and support their arguments with specific examples from the film segment.

• Students view the film segment and then discuss it in groups. Students consider whether the portrayal of Aboriginal people in the film was positive and accurate, and record their ideas and supporting evidence on chart paper.

• Students then complete the Exposition Writing Graphic Organizer – One Point of View.

• Using their completed Graphic Organizer, students write an exposition stating their point of view, outlining their assertions, providing supporting evidence and a summary or conclusion.
**Adaptations/Extensions**

- assign buddies to help in specific areas
- allow students to work with partners to complete their portion of the exposition
- encourage use of various visual learning materials, e.g. computers
- allow use of chart paper when completing Graphic Organizer for exposition
- ask students to outline how they would change the scene to remove stereotypes; have them act out their revised version
- peer or teacher can scribe for student who has difficulty writing

**Assessment/Evaluation**

- Unit 8 - Activity 2, Exposition Graphic Organizer – One Point of View
- Exposition Writing Checklist
- Group Work Observation Checklist
- Editing Checklist
Exposition Writing Graphic Organizer – One Point of View

Unit 8, Activity 2

Student Name ________________________________

State Problem and Your Point of View

 Assertions or Arguments
1. 
2. 
3. 

 Supporting Evidence or Examples
1. 
2. 
3. 

Conclusion or Summary


Activity 3:
The Original Environmentalist

Activity Synopsis

This activity is self-explanatory. The class has a discussion about the positive stereotype of the “noble savage” and considers whether or not this stereotype is true. Complete this activity as outlined in “The Learning Circle” on page 43.
Optional Activity

View the video segment “For Angela” from the National Film Board series, First Nations: Circle Unbroken.

Activity Synopsis

Students may view a segment of “For Angela”. This is a true story about an Aboriginal girl named Angela, who is subjected to verbal racial abuse from high school students for being an “Indian”. This can be followed by a discussion of the video and completion of one or more activities as outlined in the Teacher’s Guide for the series.

Additional Resources for Unit 8

Arnold, J., Beaver, J., and Blakey, L. Aboriginal Voices – Then and Now (Curriculum Connections Unit, Elementary Teachers’ Federation of Ontario, 2000)

The National Film Board of Canada
First Nations: The Circle Unbroken, Videos 1-4 and 5-8, 1998. (Phone: 1-800-267-7710)

TV Ontario
Many Voices: Positively Native - 1991. (Positively Native is one program in a series. Video series is available with Teacher’s Guide. (Phone: 416-484-2612)

Spirit Bay Series - 1986 (Series of half hour dramas set in Spirit Bay, a Native community in northwestern Ontario)

Websites of Sports Teams
Atlanta Braves www.atlantabraves.com
Chicago Black Hawks www.sportserver.com
www.nhl.com
Washington Redskins www.nfl.com
Cleveland Indians www.indians.com
Kansas City Chiefs www.nfl.com or www.kcchiefs.com
Activity 1:
What is a Hero?

Activity Synopsis

In this activity, students will be exploring the terms “hero” and “role model”.

Expectations
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*6e50 express and respond to a range of ideas and opinions concisely, clearly, and appropriately
*6e51 contribute and work constructively in groups

Reading:
6e27 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources

Writing:
*6e5 produce pieces of writing using a variety of forms, techniques, and resources appropriate to the form and purpose, and materials from other media
Methodology

- Complete “The Learning Circle”, Activity 1, What is a Hero? on page 45.

- As a class, discuss pictures of various heroes and role models that students might know.

- In large or small groups, students describe and define the terms “hero” and “role model” using discussion, dictionaries, etc.

- As a class, share ideas and come up with definitions for these terms.

- Students individually record the similarities and differences between heroes and role models in chart form, Venn diagram or any other appropriate format.

Adaptations/Extensions

- teacher or peers scribe for students who have difficulty writing

- provide definitions in written form to some students

- allow for verbal input from students who have difficulty writing

- students may provide their written information in more than one form

- students may provide additional examples of heroes and role models with pictures that they find or draw

- ESL students can copy and learn adjectives describing heroes and role models

Assessment/Evaluation

- Group Observation Assessment Scale

- Writing Forms Assessment Scale

Materials/Equipment

- chart paper
- markers
- photos of heroes/role models
- dictionaries
- Group Observation Assessment Scale (see Unit 7 - Activity 1)
- Writing Forms Assessment Scale (included)
- The Learning Circle
# Writing Assessment Scale – Grade 6

Unit 9 - Activity 1

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
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</table>

**Level 1** – demonstrates little or no ability to select and correctly use an appropriate format

**Level 2** – demonstrates some ability to select and correctly use an appropriate format

**Level 3** – demonstrates ability to select and correctly use an appropriate format

**Level 4** – demonstrates ability to select and correctly use an appropriate format beyond grade level expectations
Activity 2: Famous First Nations Heroes

Activity Synopsis

Students will research a First Nations hero, including biographical information about the person. They may choose to write a research report, biography, poem or a personal reflection to present their research information.

Expectations
(The Ontario Curriculum)

**Language Reading:**
- *6e23* read a variety of fiction and non-fiction material for different purposes
- 6e25 read independently, selecting appropriate reading strategies
- *6e27* decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources
- 6e28 understand the vocabulary and language structures appropriate for this grade level
- *6e29* use conventions of written materials to help them understand and use the materials

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**Activity 2: Famous First Nations Heroes**

**Time Frame**
120 minutes

**Materials/Equipment**
- draft writing books
- pencils
- various books about First Nations heroes
- Courageous Spirits: Aboriginal Heroes of our Children
- Courageous Spirits Teacher’s Guide (see Additional Resources list at end of Unit 9 - Activity 3)
- First Nations Heroes/Role Models Research Plan (included)
- Research Project Assessment (included)
- The Learning Circle

**Expectations**
(The Ontario Curriculum)

**Language Writing:**
- *6e1 communicate ideas and information for a variety of purposes and to specific audiences
- 6e2 use writing for various purposes and in a range of contexts, including schoolwork
- *6e3 organize information to convey a central idea, using well-linked paragraphs
- *6e5 produce pieces of writing using a variety of forms, techniques and resources appropriate to the form and purpose, and materials from other media
- *6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience
- *6e8 proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style
- 6e9 use and spell correctly the vocabulary appropriate for this grade level
- *6e10 use correctly the conventions specified for this grade level

**Methodology**

- Begin the activity by reading some passages from “Courageous Spirits: Aboriginal Heroes of Our Children”.
- Discuss why the students who selected these Aboriginal heroes might have chosen to write about them.
Have a number of classroom resources that contain information on some of the Aboriginal heroes listed in “The Learning Circle”, Unit 9 - Activity 2 on page 46. The Native Role Models Program and National Aboriginal Achievement Awards may also have information about Aboriginal role models.

Brainstorm and show examples of components of effective research reports and biographies.

Students begin to focus their thoughts by completing a research plan about their First Nations hero and answering key questions about their hero.

Review with students the Research Project Assessment Scale. Discuss each heading and level so they know how their writing will be evaluated.

Students begin to draft a biography of the First Nations hero.

Once a first draft is complete, students ask a peer to edit it for them, focusing on spelling, punctuation and grammar. (see Editing Checklist)

When peer editing is complete, the student has the teacher do final editing. (see Editing Checklist)

The student completes and proofreads the final copy of the written piece before it is mounted on the photo wall.

The teacher evaluates the piece. (see Research Project Assessment Scale)

When students have completed their research project, they give a presentation of their finished work to the class.

**Adaptations/Extensions**

- adapt work to student’s ability and ensure student is able to comprehend task
- provide photocopied outlines of information for students to use
• allow highlighting of information
• scribe for students who have difficulty writing
• allow students to do an oral report
• students create a multi-disciplinary presentation, i.e., sketch, poem, song, biography
• research more than one hero and compare them
• set goals for learning together with student
• provide a checklist for gathering appropriate materials
• allow students to work with partner to complete their portion of a research assignment
• provide appropriate books on topic with high interest and low vocabulary
• allow students to make a multimedia presentation using computer technology, slide shows, photos, etc.

**Assessment/Evaluation**

• Unit 9 - Activity 2, First Nations Heroes/Role Models Research Plan

• Research Project Evaluation Checklist
Famous First Nations Heroes - Research Plan
Unit 9 - Activity 2

Student Name ____________________________

Title ____________________________ Date ____________________________

When was this person born?

What were the important events in this person’s life?

Why did you choose to write about this person?

Who is/was this person?

Why is this person a hero?

What did this person do to make him/her a hero?

Where is this person now?

How does this person represent First Nations cultural values?
# Research Project Assessment Scale - Grade 6

## Unit 9 - Activity 2

<table>
<thead>
<tr>
<th>Knowledge/Skills</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Reasoning</strong></td>
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<tr>
<td>- selects appropriate material for research</td>
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<tr>
<td>- reads non-fiction material for research purposes</td>
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<tr>
<td>- uses understanding of the conventions of writing to comprehend reading materials</td>
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<tr>
<td><strong>Communication</strong></td>
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<tr>
<td>- communicates ideas and information for specific purposes and to specific audiences</td>
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<tr>
<td><strong>Organization of Ideas</strong></td>
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<tr>
<td>- uses research plan to organize ideas using well-linked paragraphs</td>
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<tr>
<td>- organizes ideas in logical way</td>
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<tr>
<td><strong>Application of Conventions</strong></td>
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<tr>
<td>- reads non-fiction materials and understands the vocabulary and language structures</td>
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<tr>
<td>- produces pieces of writing using a variety of forms</td>
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<tr>
<td>- revises and edits work, using feedback from the teacher and peers</td>
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<td>- proofreads and corrects final drafts</td>
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<tr>
<td>- uses correct spelling, grammar and punctuation</td>
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</tbody>
</table>

**Level 1** – with assistance, not yet at grade level

**Level 2** – with limited assistance, not quite at grade level

**Level 3** – independently, with few minor errors and/or omissions at grade level

**Level 4** – independently, with clarity, precision and complexity above grade level
Activity 3: 
Local Heroes / Role Models

Activity Synopsis

Students select and interview a local First Nations hero/role model.

Expectations 
(The Ontario Curriculum)

Language
Oral and Visual Communication:
*6e48 ask and answer questions on a variety of topics to obtain and clarify information
*6e51 contribute and work constructively in groups
*6e56 use the conventions (e.g. sentence structure) of oral language, and of the various media, that are appropriate to the grade
**Materials/Equipment**
- tape recorder
- note book
- pencils
- draft writing books
- Group Observation Assessment Scale (see Unit 7 - Activity 1)
- Narrative Writing Evaluation Checklist (see Unit 7 - Activity 1)
- The Learning Circle

**Methodology**

- The teacher should contact a local Native Friendship Centre or First Nation to arrange an interview with an Aboriginal hero.

- In small groups, students brainstorm questions that would be appropriate to ask the hero, for example:
  - When was the hero born?
  - Where was the hero born?
  - Where has the hero lived?

**Expectations**

*(The Ontario Curriculum)*

**Language Writing:**

- *6e1* communicate ideas and information for a variety of purposes and to specific audiences
- *6e2* use writing for various purposes and in a range of contexts, including school work
- *6e3* organize information to convey a central idea, using well-linked paragraphs
- *6e5* produce pieces of writing using a variety of forms, techniques and resources appropriate to the form and purpose, and materials from other media
- *6e7* revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience
- *6e8* proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style
- *6e9* use and spell correctly the vocabulary appropriate for this grade level
- *6e10* use correctly the conventions specified for this grade level

**Time Frame**

45 minutes per hero
What types of jobs has the hero had?  
What are the biggest changes the hero has witnessed in his or her lifetime?  
Does the hero have family?  
What advice would the hero give to young people?  
How did the hero become interested in what she/he does?  
What made her/him choose this path?  
What difficulties has she/he encountered in life?  
How did she/he overcome these difficulties?  
What does the hero think his/her contribution has been?  
What personal dreams and goals does the hero have?

- In the same small groups, students can categorize their list of questions (e.g. childhood, youth, adulthood, personal, career, family, etc.)

- Each student chooses a category of questions to ask the hero so that everyone has a chance to do part of the interview.

- If the hero permits, the interview can be taped and/or photographed.

- Students can take jot notes summarizing information presented in the interview.

- Students prepare a written biography after completing the interview.

**Adaptations/Extensions**

- model cooperative learning strategies to promote peer interaction for writing activities

- accept alternate forms of information presentation (e.g. taped assignments, oral presentation

- allow students to work with partner to complete their portion of a written assignment

- encourage use of a variety of visual learning materials (e.g. computer

- reinforce all oral directions with visual and written cues
Assessment/Evaluation

- Group Observation Assessment Scale
- Biography
- Narrative Writing Evaluation Checklist

Additional Resources for Unit 9


Additional Resources

Units 1 & 3


Leitch, Adelaide.  The Great Canoe (MacMillan of Canada, Toronto, 1964)

Unit 6

Rainy Lake Ojibwa Education Authority (now known as Seven Generations Education Institute).  Animals and Their Habitats:  A Primary Unit for Winter (Fort Frances, Ontario)

Rainy Lake Ojibwa Education Authority (now known as Seven Generations Education Institute).  Fall/Wild Rice:  An Integrated Unit of Study for Grades 4-6 (Fort Frances, Ontario)


Unit 7


CANADA’S ABORIGINAL PEOPLES STORYBOOKS


Caduto, Michael J. and Joseph Bruchac.  The Native Stories from Keepers of the Earth (Fifth House Publishers, Saskatoon, Saskatchewan, 1991) ISBN 0-920079-76-8


Campbell, Maria.  Little Badger and the Fire Spirit (McClelland and Stewart, Toronto, Ontario, 1980)
Chatfield, Bill. Mikinok and Waboozoons (Minneapolis Public Schools, Minneapolis, Minnesota, 1978)


Corbiere, Melvina et al. Aansookaan: Mkwa e nii bookwaanwet (Ojibwe Cultural Foundation, Manitoulin Island, Ontario, 1989)


Cutfeet, Henry and John James Stewart. Cheecheeshkishee (Legends, Sioux Lookout, Ontario, 1993)


Dalby, Lois and Jeanette McCrie. Mother’s Helper (Peguis, Winnipeg, Manitoba, 1972)

Ense, Ken et al. Why The Moose Has Antlers / Mooz gaa-nii-debnaat eshknan (Ojibwe Cultural Foundation, Manitoulin Island, Ontario, 1990)


Additional Resources

Fox, Mary Lou.  How Bees Got Their Stingers (Ojibwe Cultural Foundation, Manitoulin Island, Ontario, 1977)

Fox, Mary Lou.  The Way It Was (Ojibwe Cultural Foundation, Manitoulin Island, Ontario, 1979)

Fox, Mary Lou.  Why the Beaver has a Broad Tail.  Amok Gazhi Debinung We Zawonugom (Highway Book Shop, Cobalt, Ontario, 1974)  ISBN 0-88954-049-7

Fulfill Your Dreams (Employment and Immigration Canada, Ottawa, Ontario, 1993)  
ISBN 0-662-59583-1


George, Chief Dan.  My Heart Soars (Hancock House, Surrey, British Columbia, 1989)  
ISBN 0-888392-31-1


Guebert, Linda.  Mittens for Tony (Fitzhenry and Whiteside, Markham, Ontario, 1985)


Johns, George (Agecoutay).  Survival (Saskatchewan Indian cultural College, Saskatoon, Saskatchewan, 1979)


Keeper, Violet.  Solvent Abuse: Ann and Bill (Addictions and Community Funded Programs, Medical Services Branch, Ottawa, Ontario, 1981)


King, Thomas.  A Coyote Columbus Story (Douglas and McIntyre, Toronto, Ontario, 1992)  

Lazarus, Sandus.  Wesakaychak and the Beaver (Highway Book Shop, Cobalt, Ontario, 1993)  
ISBN 0-88954-377-1

LeGarde, Amelia.  Aseban: The Ojibwa Word for Raccoon (Anishinabe Reading Materials, Duluth, Minnesota, 1978)
Additional Resources

Littlechild, George. This Land is My Land (Children’s Book Press, Emeryville, California, 1993) ISBN 0-89239-119-7


Loewen, Iris. My Mom is So Unusual (Peguis, Winnipeg, Manitoba) ISBN 0-919143-37-7

Manitoba Keewatinowi Okimakanak Inc. The Story of John Otter (Coloring Book) (Manitoba Keewatinowi Okimakanak Inc., Winnipeg, Manitoba, 1999)


Martinson, David. Cheer Up Old Man (Duluth Indian Advisory Committee, Duluth, Minnesota, 1975)

Martinson, David. Nanabozho and the Bulrushes (Duluth Indian Advisory Committee, Duluth, Minnesota, 1976)

Martinson, David. Real Wild Rice (Anishinabe Reading Duluth, Minnesota, 1975)

Martinson, David. Shemay, The Bird in the Sugarbush (Duluth Indian Education Advisory Committee, Reading Materials, Duluth, Minnesota, 1975)


Miles, Miska. Annie and the Old One (Little, Brown and Company, Boston, Massachusetts, 1971)


Neff, Stella Cook. This is Hunting (Cree and Ojibway Versions) (Manitoba Education and Training, Winnipeg, Manitoba)


Additional Resources


The Day Fox Shut Down The School (Employment and Immigration Canada, Ottawa, Ontario, 1993)


Truss, Jan. Peter’s Birthday (Reidmore Pocol Enterprises, Edmonton, Alberta, 1987)


**Rainy Lake Ojibway Education Authority. Animals and their Habitats: A Primary Unit for Winter (Fort Frances, Ontario, 1998)**

**Rainy Lake Ojibway Education Authority. Brother Eagle, Sister Sky: A Message from Chief Seattle: Integrated Unit for Grades 4, 5 and 6 (Fort Frances, Ontario 1991)**

**Rainy Lake Ojibway Education Authority. Fall/Wild Rice: An Integrated Unit of Study for Grades 4-6 (Fort Frances, Ontario, 1997)**

**Rainy Lake Ojibway Education Authority. Mino Bimaadiziwin: A Good Life: An Integrated Unit of Study for Grades 7, 8, and 9 (Fort Frances, Ontario 1996)**

**Rainy Lake Ojibway Education Authority. Trees: Their Importance in Anishinaabe Culture: A Unit of Study for Intermediate Grades (Fort Frances, Ontario, 1996)**


Grade 6 Resource List Compiled by Bernadette Wabie (Woodland Cultural Centre, August 1999)

Library Bibliography Compiled by Bernadette Wabie (Woodland Cultural Centre, August, 1999)
**HISTORY BOOKS**


**STUDENT NOVELS**


Benton-Benai, E. *Generation to Generation* (Indian Country Communications, Hayward, Wisconsin, 1991)

Blakey, Sherry and Edward Benton-Benai. *The Sounding Voice* (Indian Country Communications, Hayward, Wisconsin)


James, Janet Craig.  My Name is Louis (Penumbra, Kapuskasing, Ontario, 1966)  ISBN 0-921254-60-7

John, Maureen.  Roses, Potato Salad and Bologna Sandwiches (Saskatchewan Indian Cultural Centre, Saskatoon, Saskatchewan, 1984)


BOOKS OF VERSES


NEWSPAPERS / FILMS / VIDEOS / CD ROMS

Anishinabek News Newspaper published by Union of Ontario Indians, Box 711, North Bay, Ontario, P1B 8J8. Phone 705-497-9127


Kanehsatake: 270 Years of Resistance National Film Board of Canada, Montreal, Quebec, 1993


Wawatay News Newspaper from Northern Ontario published by Wawatay Native Communications Society, 16-5th Avenue North, P.O.Box 1180, Sioux Lookout, Ontario, P8T 1B7. Phone 807-243-9059, email editor@wawatay.on.ca or sales@wawatay.on.ca.

Who We Are: A Celebration of Native Youth Video by Employment and Immigration Canada, Hull, Quebec, 1992.
WEB SITES

Aboriginal Stories and More:  www.nald.ca/CLR/aborigin.htm

Aboriginal Times:  www.aboriginaltimes.com
   Phone 403-265-9811

Anishinabek News:  www.anishinabek.ca

Assembly of First Nations:  www.afn.ca
   Phone 613-241-6789

Cradleboard Project of of Buffy Ste. Marie:  www.cradleboard.org

Elementary Teachers’ Federation of Ontario:  www.etfo.ca

First Nation Tyendinaga:  www.tyendinaga.net/

First Nation Wikwemikong Unceded Indian Reserve:  www.wiky.net

First Nations Education Centre:  www.cmsd.bc.ca/schools/fnec/main.html

First Nations Issues:  www.firstnations.com/welcome/htm

First People’s Curriculum Resources on SchoolNet:  www.schoolnet.ca/aboriginal/

Goodminds Native Resources:  www.goodminds.com/homepage.htm

Indian and Northern Affairs Canada:  www.inac.gc.ca
   Learning Circles:  www.ainc-inac.gc.ca/ks/english/12010_e.html
   Phone 819-997-0380

Iroquois Studies Association:  www.tier.net/isa/

Iroquois Creation (stories curriculum and lesson plans):  www.angelfire.com/ok/IroquoisStories/

Kay Nah Chi Wah Nung Historical Centre:  www.longsaullt.com

Lake of the Woods Cultural Centre:  www.schoolnet.ca/aboriginal/kenora/index-e.html

Leo Ussak School:  www.arctic.ca
Museum of Civilization : www.civilization.ca

National Archives of Canada: www.archives.ca/08/0804_e.html

Native Canadian Centre of Toronto: www.offc.org
   Phone 416-964-9087

Ontario Metis Aboriginal Association: www.omaa.org
   Phone 1-800-423-3361

Ontario Native Affairs Secretariat: www.nativeaffairs.jus.gov.on.ca

Royal Commission on Aboriginal People: www.ainc-inac.gc.ca/ch/rcap/index_e.html

Seven Generations Education Institute: www.7generations.org
   Phone 807-274-2796

Sweet Grass Music: www.sweetgrassrecords.com
   Phone 1-877-755-1727

This Week in North American Indian History: www.members.tripod.com/~PHILKON/index.html

Turtle Island Native Network: www.turtleisland.org/front/front.htm

Walpole Island First nation: www.bkejwanong.com

Wawatay Native Communications: www.wawatay.on.ca
   Phone 807-243-9059

Woodland Cultural Centre: www.woodland-centre.on.ca
   Phone 519-759-2650
   Contact person: Bernie Wabie
Learning Circles – Grades 3-6  
Curriculum Links for Ontario Teachers

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