



# **Instructional Activities for Treaties Recognition Week**

*Educator's Guide for History,  
Grades 7 and 8*

**2020**  
*Including accommodations for the virtual classroom*

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## **Note to Educators: Supporting a Caring and Respectful Learning Environment**

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

# Educator's Guide for History, Grade 7: SPEAKERS

## Living Library Discussion Guide – IAO Treaty

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

### Pre-Activity – Treaty Timeline

In this pre-activity students will develop an understanding of what Treaties are by using a Frayer Model to guide a group discussion. After viewing a video on treaties in Canada, students will participate in a class discussion around this question: *Do you think that the Canadian government has lived up to its Treaty agreements?* Students will then investigate some of the early nation to nation treaties from pre-Confederation Canada.

### Learning Goals/Success Criteria

We are learning to use the concept of **Historical Significance** as we learn about early nation to nation treaties from pre-Confederation Canada.

#### Success Criteria:

- I can determine the importance of people, events/developments or ideas using credible primary and secondary sources as evidence;
- I can explain how various people, events/developments or ideas help us understand the past and present.

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

#### Success Criteria:

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

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

#### Success Criteria:

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

### Learning Skills and Global Competencies

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

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

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

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

## **Expectations:**

### **Overall Expectations:**

- A2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: *Historical Significance; Historical Perspective*)
- A3. Understanding Historical Context:** describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

### **Specific Expectations:**

- A2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources
- A2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools
- A3.2** identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada

## **Minds on: What is a treaty?**

### **Treaty - Frayer Model**

In groups students will use a Frayer Model graphic organizer to build their understanding of the word treaty. If this is the first time an educator is introducing a

Framer Model then this activity should be done with the whole class to model how to use a Framer Model.

- The word Treaty goes in the centre.
- Characteristics – What are the key features that a treaty would have?
- Definitions – A student friendly description of what a treaty is.
- Examples – What are some concrete examples of treaties that you know of?
- Non-examples – These are things that are opposite to the term treaty, things that do not fit the characteristics of a treaty listed above.

## **Gallery Walk**

In this gallery walk students take the time to read other group's Treaty - Framer Model in order to use what they have read to add or change their own groups Treaty-Framer Model.

## **Action: Treaty Timeline**

### **Whole Class:**

Watch this video on treaties from [Kairos Canada](#). In this video Elder Tax Bouchier speaks about Treaties in Canada. "The original treaties were intended to build a common relationship between two sovereign nations, and to create a relationship where you worked in harmony and consulted with each other on what would work best for all nations."

### **Class Discussion:**

Lead a class discussion on this question: *Do you think that the Canadian government has lived up to its Treaty agreements?*

Make sure you tell students that they will be answering this question again once they have done some research and listened to a guest speaker who will be speaking on Treaties.

### **Group Work:**

In groups students will investigate one set of treaties that are listed on the timeline below. Groups will organize their information on a 5W 1H Graphic Organizer.

<b>Treaty</b>	<b>Time Period</b>
Treaties of Peace and Neutrality	1701-1760
Peace and Friendship Treaties	1725-1779
Royal Proclamation and the Treaty of Niagara	1763 and 1764
Upper Canada Land Surrenders	1781- 1862

Information for these treaties can be found at the following websites:

- Indigenous and Northern Affairs Canada website:
  - [Summaries of Pre-1975 Treaties](#)
  - [250th Anniversary of the Royal Proclamation of 1763](#)
- For the actual text of the treaties students can go to this specific page - [Treaty Text](#)

### **Consolidation: Share Back**

Once all groups have completed their 5W 1H Graphic Organizer students will participate in a share back, this can be done either in new groups or back to the whole class.

## Speaker Activity – Question Prompts for Students

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

### Expectations:

#### Overall Expectations:

**A2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: *Historical Significance; Historical Perspective*)

#### Specific Expectations:

**A2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain

### Minds on:

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

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

### Action:

Speaker will present for 30-60min on the topic of treaties and land claims.

### Consolidation:

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

## Post-Activity – Persuasive Paragraph

In this post-activity students will use the concept of Historical Significance when they write a persuasive paragraph answering the focus question: *Do you think that the Canadian government has lived up to its Treaty agreements?* Students will use the 4C Graphic Organiser to jot down the ideas that support their opinion. Students will use the information they learned in the pre-activity and from the guest speaker to support their ideas.

### Learning Goals/Success Criteria

We are learning to apply **Historical Significance** as we write a persuasive paragraph on the Canadian government and Treaty agreements.

#### Success Criteria:

- I can determine the importance of people, events/developments or ideas using credible primary and secondary sources as evidence
- I can explain how various people, events/developments or ideas help us understand the past and present
- I can assess the impact of people, events/developments or ideas in the past and on the present
- I can evaluate how the importance of people, events/developments or ideas may shift for various people and over time

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

#### Success Criteria:

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

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

#### Success Criteria:

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

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

#### Success Criteria:

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

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

### **Success Criteria:**

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

### **Learning Skills and Global Competencies**

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

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

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

*Ask yourself:* Did I feel rushed to complete this task? Did I have enough time to read over my work before I submitted it?

### **Expectations:**

#### **Overall Expectations:**

- A2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: *Historical Significance; Historical Perspective*)
- A3. Understanding Historical Context:** describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

#### **Specific Expectations:**

- A2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources
- A2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools

- A2.6** evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nation, Métis, and/or Inuit communities, on some significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain
- A2.7** communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences
- A3.2** identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada

## **Minds On:**

### **Collaborative Brainstorming**

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

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

### **Action: Persuasive Writing**

#### **Class Discussion**

1. What have we learned about Treaties?  
Have a class discussion that answers this question and allow students to reflect back on their learning from the pre-activity as well as on what they heard from the speaker.
2. Do you think that the Canadian government has lived up to its Treaty agreements?  
This is the same question they discussed in the Pre-Activity. Now you are asking them to use the information they have gathered from the pre-activity as well as from the guest speaker to support their answers. Make sure that students know that they will be writing their own persuasive paragraph answering this question.

#### **Writing a Persuasive Paragraph – Using the 4C's**

Students will write a persuasive paragraph that presents their opinion on this question:  
*Do you think that the Canadian government has lived up to its Treaty agreements?*

They will use the information they have learned in class as well as from the guest speaker to support their opinion.

Students will use a 4C Graphic Organizer, see Appendix A, to jot down their ideas for the paragraph. If this is the first time students have written a persuasive paragraph you may want them to just fill out the organizer so that you can provide them with feedback. If they have written persuasive paragraphs and used the 4C Graphic Organizer before you can ask for both the paragraph and the organizer.

**Consolidation:**

Students will hand in their persuasive paragraph or the 4C Graphic Organizer. If this is the first time students have used this form of writing please provide them with feedback on how they used information to support their ideas.

# Educator's Guide for History, Grade 8: SPEAKERS

## Living Library Discussion Guide – IAO Treaty

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

### Pre-Activity – The Numbered Treaties

In this activity students will develop their understanding of the expansion of Canada, between 1867 and 1906. Students will read a series of maps that show territorial expansion and a map that shows the Numbered Treaties. Students will review how to read a map and then answer some guiding questions to help them gain an understanding of Canada's territorial growth. Students will also conduct an investigation into a specific Numbered Treaty and through a group share back make some comparisons between the treaties.

### Learning Goals/Success Criteria

We are learning to use the concept of *Historical Significance* as we learn about the Numbered Treaties and Canada's expansion.

#### Success Criteria:

- I can determine the importance of people, events/developments or ideas using credible primary and secondary sources as evidence;
- I can explain how various people, events/developments or ideas help us understand the past and present.

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

#### Success Criteria:

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

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

#### Success Criteria:

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

## Learning Skills and Global Competencies

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

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

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

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

## Expectations:

### Overall Expectations:

- A2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 (FOCUS ON: Historical Significance; Historical Perspective)
- A3. Understanding Historical Context:** describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

### Specific Expectations:

- A2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources;
- A2.4** analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries Canada
- A2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools;
- A3.2** describe key political and legal developments that affected First Nations, Métis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation and explain some of their short- and long-term consequences

## Minds on: Reading Maps

### Whole Class – Reading Maps to make Inferences

Students will have a collection of maps that show the growth of Canada from 1867 to 1905. Maps can be found at:

- [Library and Archives Canada](#)
- [The Atlas of Canada](#)

**Note:** If this is one of the first times that your students are reading maps in your class it may be helpful to model how to use the Reading Maps Strategy, see Appendix B, and lead a guided reading of this collection of maps.

You can lead a class discussion by having students respond to the questions, that are listed below, as a class or you may want to have these questions on the board and have students in groups answer the questions first. Then have a whole class discussion based on the groups' responses.

Questions to Guide Reading of Maps:

- What pattern do you observe as you read these maps?
- What might be the reasons behind this pattern?
- Who is leading this change?
- What groups may be impacted by this change?
- Are there any groups of people who are being affected by this change and are not part of the discussion around these changes?
- How might you feel if this was happening and you were not being consulted?

### Action: The Numbered Treaties

#### Group Work: Reading the Numbered Treaties Map

Students will be given a copy of a map that shows the Numbered Treaties.

A Numbered Treaties [map](#) can be found at Indigenous and Northern Affairs

In small groups students will read this map and write down some observations and comparisons to the expansion maps they have read. Some guiding questions for students are:

- What pattern do you observe as you read this map?
- How does this pattern compare to the expansion maps you read?
- Why might the government have felt that it was so important to secure this land?

## Group Work: Investigation

In groups students will investigate one of the Numbered Treaties that are listed on the timeline below. Students will read the actual text of the treaty and then organize their information on a 5W 1H Graphic Organizer.

Treaty	Date
No. 1	1871
No. 2	1871
No. 3	1873
No. 4	1874
No. 5	1875
No. 6	1876
No. 7	1877
No. 8	1899
No. 9	1905/06
No. 10	1906

Students will find transcribed copies of the treaties at Indigenous and Northern Affairs on the [Treaty Text](#) page.

## Whole Class: Share Back

Once all groups have completed their 5W 1H Graphic Organizer students will participate in a share back, this can be done either in new groups or back to the whole class.

## Consolidation: Similarities/Differences

Students will take the information they have learned about the Numbered Treaties and fill out a “3 2 1 Exit Card”.

<b>3 2 1 Exit Card</b>	
<b>3</b>	Similarities
<b>2</b>	Differences
<b>1</b>	Important thing you learned

## **Speaker Activity – Question Prompts for Students**

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

### **Expectations:**

#### **Overall Expectations:**

**A2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 (FOCUS ON: Historical Significance; Historical Perspective)

#### **Specific Expectations:**

**A2.1** formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 .

### **Minds on:**

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

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

### **Action:**

Speaker will present for 30-60min on the topic of treaties and land claims.

### **Consolidation:**

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

## Post-Activity– Persuasive Paragraph

In this post-activity students will use the concept of Historical Significance when they write a persuasive paragraph answering the focus question: *In what ways have governments in Canada, since 1867, not lived up to the spirit and intent of the Treaties?* Students will use the 4C Graphic Organiser to jot down the ideas that support their opinion. Students will use the information they learned in the pre-activity and from the guest speaker to support their ideas.

### Learning Goals/Success Criteria

We are learning to apply **Historical Significance** as we write a persuasive paragraph on the spirit and intent of treaties.

#### Success Criteria:

- I can determine the importance of people, events/developments or ideas using credible primary and secondary sources as evidence
- I can explain how various people, events/developments or ideas help us understand the past and present
- I can assess the impact of people, events/developments or ideas in the past and on the present
- I can evaluate how the importance of people, events/developments or ideas may shift for various people and over time

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

#### Success Criteria:

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

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

#### Success Criteria:

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

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

#### Success Criteria:

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

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

clearly and logically.

### **Success Criteria:**

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

### **Learning Skills and Global Competencies**

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

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

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

*Ask yourself:* Did I feel rushed to complete this task? Did I have enough time to read over my work before I submitted it?

### **Expectations:**

#### **Overall Expectations:**

- A2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 (FOCUS ON: Historical Significance; Historical Perspective)
- A3. Understanding Historical Context:** describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

#### **Specific Expectations:**

- A2.2** gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources;

- A2.4** analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries;
- A2.5** interpret and analyse information and evidence relevant to their investigations, using a variety of tools;
- A2.6** evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues in Canada during this period
- A2.7** communicate the results of their inquiries using appropriate vocabulary
- A3.1** identify factors contributing to some key events or developments that occurred in and/or affected Canada between 1850 and 1890 and explain the historical significance of some of these events for different individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities;
- A3.2** describe key political and legal developments that affected First Nations, Métis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation and explain some of their short- and long-term consequences

## **Minds On:**

### **Collaborative Brainstorming**

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

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

## Action - Guided Discussion

### Class Discussion: Spirit and Intent of Treaties

Have the class watch this video of AFN National [Chief Phil Fontaine](#):

In this video Chief Fontaine speaks on the spirit and intent of the treaties that were between First Nations and the Crown/Canadian government:

Lead a class discussion around these questions:

- What do you think Chief Fontaine means when he shares his thoughts on the spirit and intent of the treaties?
- How is it possible to have different interpretations of these treaties?

### Consolidation: Persuasive Paragraph

Students will write a persuasive paragraph that presents their opinion on this question: *In what ways have governments in Canada, since 1867, not lived up to the spirit and intent of the Treaties?* They will use the information they have learned in class as well as from the guest speaker to support their opinion.

Students will use a 4C Graphic Organizer, see Appendix B, to jot down their ideas for the paragraph. If this is the first time students have written a persuasive paragraph you may want them to just fill out the organizer so that you can provide them with feedback. If they have written persuasive paragraphs and used the 4C Graphic Organizer before you can ask for both the paragraph and the organizer.

Students will hand in their persuasive paragraph or the 4C Graphic Organizer. If this is the first time students have used this form of writing please provide them with feedback on how they used information to support their ideas.



## Appendix B: Reading Maps Strategy

*Consider the following when you are given the task of reading a map:*

### 1. Looking the map over

Preview the map

- What is the title? What and where is being mapped?
- Is this a large or small scale map?
- Which way is up? (Where is north?)
- What is in the legend/key?
  - How is colour used?
  - What symbols are used?
  - If the legend uses a measured unit, what is the unit of measurement?
- What information can you get from the caption below or beside the map?
- What type of map are you reading?
- Is the source or the date of the map identified? (Is it a reliable or useful source?)

### 2. What is the purpose of the map?

When determining the purpose of the map, look for clues:

- larger or bold fonts
- the frequency and size of symbols
- the use of colour

Summarize the main idea of the map in your own words. Restate one or two specific things the map shows.

### 3. A closer look

Take time to study the map more carefully.

- What is included in the map and what is left out?
- What patterns are evident? Are there any anomalies?
- What does this pattern tell you about the meaning of the map's subject?
- Use the figure number or title and key words to find and read related information in written text.
- Identify the relationships among the visuals and written information presented.

#### **4. What is my personal connection to this map?**

How can you connect your personal experiences to the data on the map?

- “Where do I live on the map?”
- “I heard about this in the news”
- “Where have I visited on the map?”
- “I am surprised/never knew that...”

#### **5. What is the significance?**

Ask yourself why this information might be important to your current studies or to you personally.

#### **6. “I’ve got it!”**

- Rephrase the information orally or in writing. Imagine that you are explaining the map to someone who has not read it.
- Sketch the pattern shown on the map, without looking at the map.
- Explain the pattern/information based on your studies /prior knowledge and what you can infer from the map.