

TREATY LESSON PLANS



Kwayaciiwin

INTEGRATED CURRICULUM LESSONS

Grade 5, 6 and 8



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TREATY LESSON PLANS

Grade 5, 6 and 8



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GRADE 5

Treaty Rights

LESSON PLAN

SUBJECT(S):

Social Studies



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GRADE 5

Treaty Rights

LESSON PLAN



Curriculum Expectations

Social Studies:

A1.3 explain some of the ways in which interactions among Indigenous peoples, among European explorers and settlers, and between Indigenous and European people in what would eventually become Canada are connected to issues in present-day Canada with reference to land claims; treaty rights and responsibilities; treaty- making processes and people excluded from these processes; environmental stewardship and relationships with the land; resource ownership, extraction, and use

Learning Goals

Learners will review the history and features of various Ontario treaties as well as understand how they are in effect today.



Material Resources

Computer, laptops or chromebooks

ONTARIO FIRST NATIONS MAPS

How to locate First Nation reserves, Tribal Councils, political organizations and land covered by treaties.

<https://www.ontario.ca/page/ontario-first-nations-maps#section-3>

TREATIES IN ONTARIO

More than 40 treaties and other land agreements cover Ontario. Treaties are legal agreements that set out the rights and responsibilities of First Nations and the provincial and federal governments.

Here is a link that describes briefly all 40 Ontario Treaties:

<https://www.ontario.ca/page/map-ontario-treaties-and-reserves>

Assessment/Evaluation

ASSESSMENT OF LEARNING

During whole class discussions, ensure students are understanding the main features of treaties (they are agreements between two or more parties).

Accommodations

- Work in pairs or small groups
- Use of technology
- Allow extra time to complete activity

Teaching/ Learning Strategies

INTRODUCTION 10 MINUTES

(minds on/activate prior knowledge)

Layout the ground work by explaining pre contact foundations. This can be done verbally or written out on the board or on chart paper.

Review the following Traditional Foundations:

- First Peoples were sovereign and self-governing before contact and before treaties.
- First Nations are made up of diverse societies that are distinct from each other.
- First Nations made agreements and treaties with each other prior to European contact.

Next, If you haven't discussed it earlier, ask students if they know what a treaty is. If they have, ask students to recall what they know about treaties.

NEW LEARNING 15 MINUTES

(give/demonstrate new information)

Have students examine an example of a treaty to try to determine what some of the features of a treaty are. They can find out who the parties were that made the treaty, why the treaty was signed, and what each side agreed to do. Students can do so individually or in pairs with a laptop, Chromebook or on the computer. If there is limited access to this form of technology, print out as many examples from the following resource as needed.

Here is a link that describes briefly all 40 Ontario Treaties: <https://www.ontario.ca/page/map-ontario-treaties-and-reserves>

GUIDED PRACTICE 15 MINUTES - THIS COULD TAKE ANOTHER PERIOD TO COMPLETE

(checking for student understanding)

Lastly, once students are done reviewing treaties, ask the whole class what agreements were made in them? What was promised in these treaties? (for example, education, healthcare, money, resources, tools)

APPLICATION 15 MINUTES

(activity to reinforce/demonstrate learning)

Remind students that...

We are all Treaty People

National Responsibility

- Canadians have a responsibility to respect and uphold treaties between First Nations and the Crown.
- Canada would have no legitimacy without treaties

Essential question: Why are we all considered treaty people? How do treaties affect us today?

Reflections

(WHAT DID/DIDN'T WORK)

Next Steps

(WHAT DID/DIDN'T WORK)





GRADE 5

Treaty Rights **Comparing the Perspectives** LESSON PLAN

SUBJECT(S):

Social Studies



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GRADE 5

Treaty Rights

Comparing the Perspectives

LESSON PLAN



Curriculum Expectations

Social Studies:

SS A2.2 gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives

SS A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., assess evidence to ensure that its voice is authentic and the information it provides is accurate; use a graphic organizer to help them compare the views of First Nations, Métis, and European settlers on nature and resource use; examine the content of journals or diaries to determine how European settlers and explorers reacted when meeting and working with First Nations peoples; use oral histories to develop their understanding of how one or more First Nations reacted to meeting and guiding settlers; use a comparison chart to help them analyse different perspectives on the fur trade or the establishment of Christian missions).

Learning Goals

Learners will compare Treaty perspectives between oral and written agreements and will reflect on concepts such as broken promises and mistrust.

Material Resources

Journals or a piece of paper for students to write their reflections

Copy of lesson plan as reference for discussions



Assessment/Evaluation

ASSESSMENT OF LEARNING

Personal reflection write up.

Accommodations

- Provide sentence starts
 - Students can use spell checking technologies
 - Allow students to ask a classmate to proofread their work
-

Teaching/ Learning Strategies

INTRODUCTION 10 MINUTES

(minds on/activate prior knowledge)

What is an Agreement?

- Ask students where they might hear someone say, “I agree.”
- Ask students to suggest other words that start with “agree.”

Ask students to use the word “agreement” in a sentence. ° Use students’ responses to assess their understanding of the concept of an agreement. • Have students consider how an agreement and a promise are the same and how they are different.

NEW LEARNING 15 MINUTES

(give/demonstrate new information)

Now talk about the concept of a written agreement and an oral agreement. Tell the whole class that in a moment they will get up and go into a section of the classroom to vote.

Tell the students that if they think an oral agreement means MORE than a verbal agreement go to one corner of the classroom (choose a corner based on the layout of the room you’re working in), and if students think a written agreement means MORE than an oral agreement go into the opposite corner of the classroom. Lastly, if you believe BOTH an oral and a written agreement are equally important than be in the centre of the classroom.

Depending on the results you may have a slightly different conversation but explain that how the class voted parallels the variety of perspectives when it came to Treaties between the European colonizers and the First Nations people. You could always ask students first how this activity reflects the different perspectives before explaining it yourself. Otherwise, explain how there were both written and oral agreements, and how what was oral agreement upon was not always what was written. Also, explain how Europeans thought written agreements were more important however, First Nations thought oral agreements were more important.

GUIDED PRACTICE 15 MINUTES - THIS COULD TAKE ANOTHER PERIOD TO COMPLETE

(checking for student understanding)

Think-Pair-Share a moment when you had an agreement with someone (either orally or in written form), and that agreement was broken (for example was promised extra recess time from a teacher but it never happened). First THINK about a moment this happened, then PAIR up with a classmate to talk about it, then SHARE what was discussed with the class. During the SHARE part, try to mention concepts such as how broken promises can lead to mistrust (which is what happened between First Nations people and European Colonizers).

APPLICATION 15 MINUTES

(activity to reinforce/demonstrate learning)

Have students write a personal reflection on: how they voted in the treaty perspectives activity and why, what they discussed during Think-Pair-Share and how it reflects what happened during Treaty agreements. Encourage them to explore matters of broken promises and honouring all types of agreements.

Reflections

(WHAT DID/DIDN'T WORK)



Next Steps

(WHAT DID/DIDN'T WORK)



GRADE 6

Traditional Indigenous and Treaty Territory

LESSON PLAN

SUBJECT(S):

Social Studies



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GRADE 6

Traditional Indigenous

and Treaty Territory

LESSON PLAN

Curriculum Expectations

Social Studies:

A3.1 identify the traditional Indigenous and treaty territory or territories on which their community is located (e.g., Orillia is located on the traditional territory of the Ojibwe/Chippewa and Anishinaabe and is within the boundaries set by the Williams Treaties; Sault Ste Marie is located on the traditional territory of the Métis, Cree, Ojibwe/Chippewa, and Anishinaabe and is within the boundaries set by the Robinson-Huron Treaty; Red Lake is located on the traditional territory of the Métis and the Ojibwe/Chippewa and is within the boundaries set by Treaty 3)

Learning Goals

Learners will explore their own treaty number and the history behind it.



Material Resources

Infographic examples:

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-TAG/STAGING/texte-text/treatyMaking-infopic-pdf_1380133996417_eng.pdf

https://files.ontario.ca/treaties_in_ontario_infographic_en.pdf

Information:

<https://www.ontario.ca/page/treaties>

Assessment/Evaluation

ASSESSMENT AS LEARNING

Peer assessment incorporated into the Gallery Walk

Accommodations

- Chunking of information
- Have student restate information
- Provide notes or outlines



Teaching/ Learning Strategies

INTRODUCTION 10 MINUTES

(minds on/activate prior knowledge)

Introduce to the class that they will be learning about treaty numbers and their history. Start off by asking students the following questions:

- Where might you look for information on the traditional territory or the treaty territory on which your commlesony stands?
- Band office?
- Elder?
- Why might this information not be in an atlas in the classroom?
- Why is it important to be aware of this information?

NEW LEARNING 10 MINUTES

(give/demonstrate new information)

Explain to students they will be creating an Infographic

An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic. As in the example below, infographics use striking, engaging visuals to communicate information quickly and clearly.

Show the two examples and read them with the students not only as examples but also to absorb their content.

Examples are provided at the end of the lesson.

GUIDED PRACTICE 30 MINUTES - THIS COULD TAKE ANOTHER PERIOD TO COMPLETE

(checking for student understanding)

Students are expected to learn about their treaty numbers and history of their commlesony. Students can ask family, elders, other commlesony members, chief and council, books, websites and other resources. As a class create a list of questions students will take home to ask. Make sure students have written down the questions or a printed version is made available.

APPLICATION 15 MINUTES

(activity to reinforce/demonstrate learning)

Students will then participate in a Gallery Walk where everyone infographic will be displayed around the classroom. Once all infographics are up, students circulate around the classroom looking at each infographic. It is also recommended to attach a blank piece of paper next to each infographic to encourage students to write feedback (both positive and constructive feedback) as a form of peer assessment.

Reflections

(WHAT DID/DIDN'T WORK)

Next Steps

(WHAT DID/DIDN'T WORK)

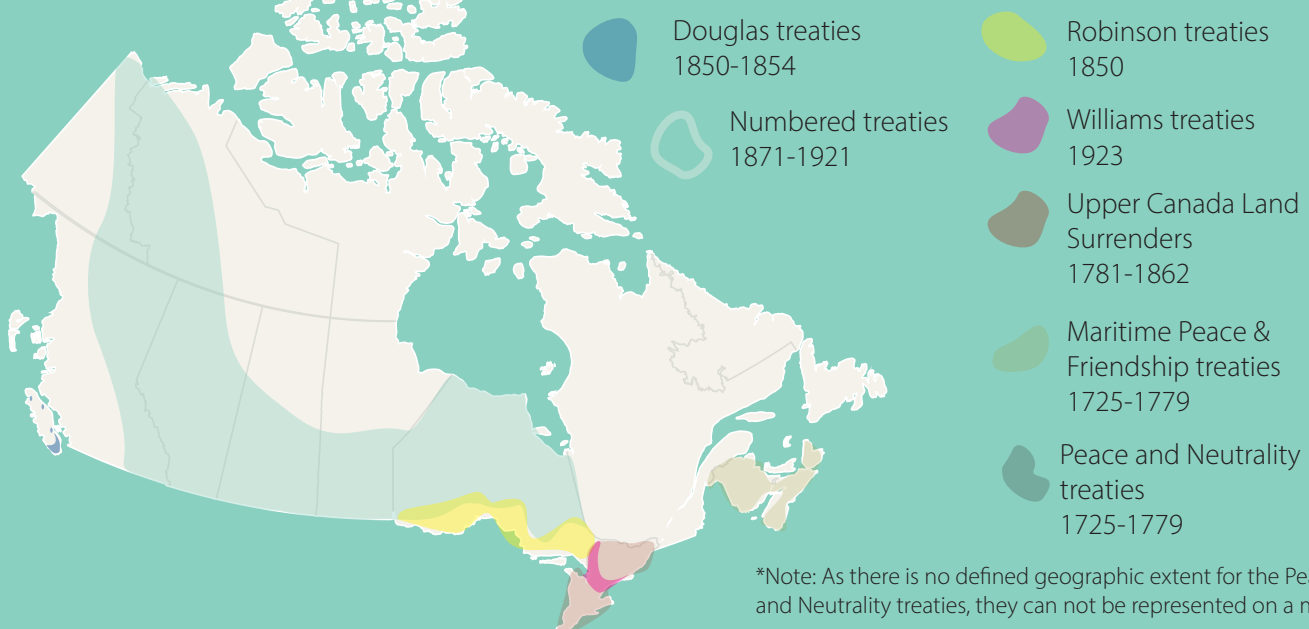


HISTORIC TREATIES & **Treaty First Nations** in Canada

316 of 617

FIRST NATIONS ARE TREATY FIRST NATIONS

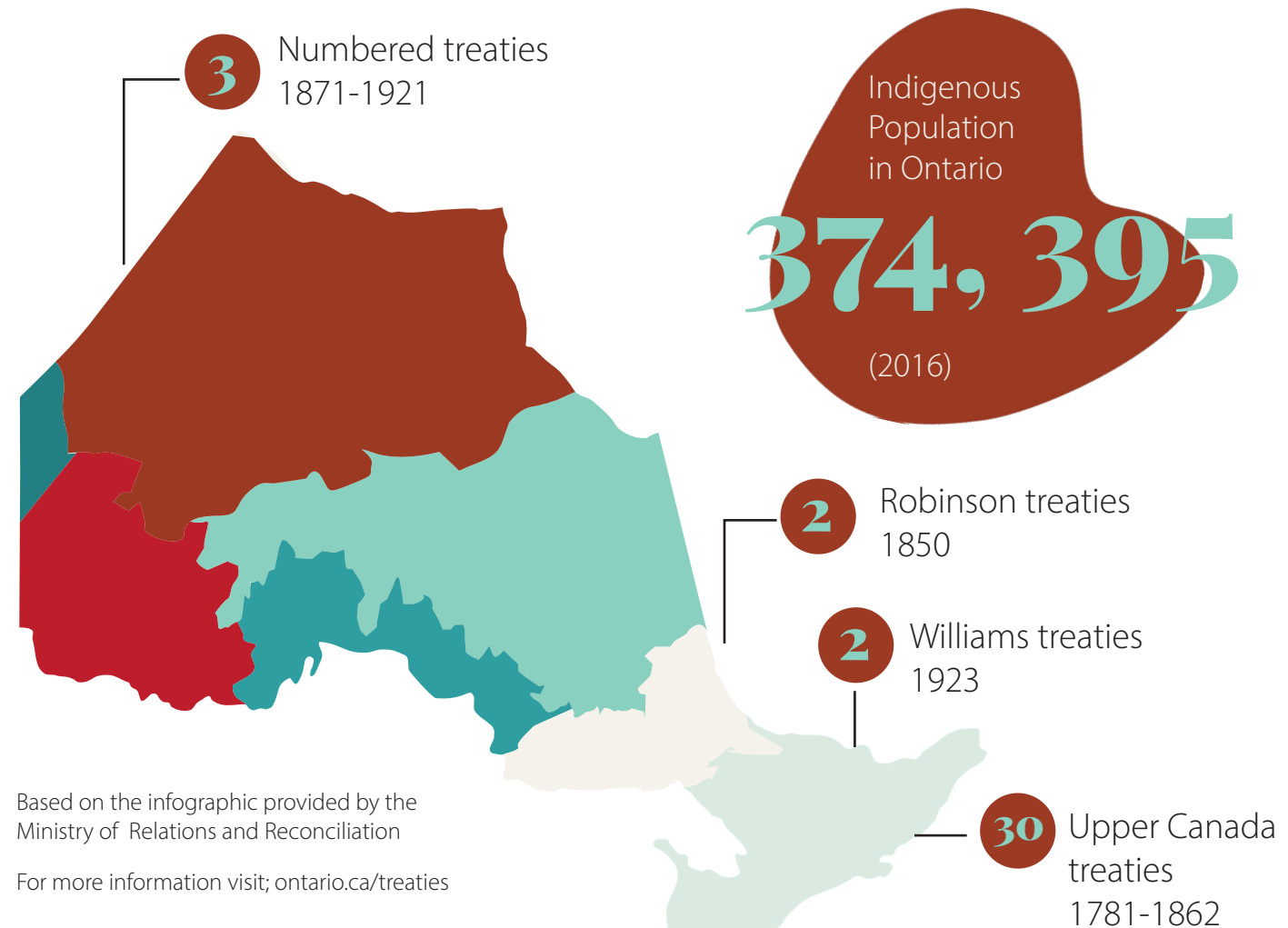
Historic Treaties
are located in 9
Provinces and
3 Territories,
covering nearly
50% of Canada's
land mass.



*Note: As there is no defined geographic extent for the Peace and Neutrality treaties, they can not be represented on a map

Treaties in Ontario

Ontario is covered by more than 40 treaties, purchases, and land surrenders. Treaties were signed in Ontario before and after Confederation. These treaties include:



Based on the infographic provided by the Ministry of Relations and Reconciliation

For more information visit; ontario.ca/treaties

Approximately

92%

of people in Ontario live in the Upper Canada treaties area.

Over

1/2

a million people live in six treaty areas in Northern Ontario.

About

3.7

million people live in the area covered by the Toronto purchase.



GRADE 6

Indigenous People's Respect of Sharing the Land

LESSON PLAN

SUBJECT(S):

Social Studies



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GRADE 6

Indigenous People's **Respect of Sharing the Land**

LESSON PLAN



Curriculum Expectations

Social Studies:

A3.4 identify various types of communities in Canada and some ways in which they have contributed to the development of the country

Learning Goals

Learners will learn more about Indigenous values of the land, sharing the land and how these values impacted the rest of Canada.

Material Resources

Two Row Wampum

<https://www.onondaganation.org/culture/wampum/two-row-wampum-belt-guswenta/>

Supplies to create Two Row Wampum

Assessment/Evaluation

ASSESSMENT OF LEARNING

Informal observations during whole class discussion

Accommodations

- Provide concrete examples
 - Use adaptive writing utensils
 - Allow movement breaks during the instruction
-



Teaching/ Learning Strategies

INTRODUCTION 10 MINUTES

(minds on/activate prior knowledge)

Start off by asking students what their relationship to the land is? Ask them what it means to take care of the land?

Next, ask students how has Indigenous values of land impacted the rest of Canadian society?

For example:

There are more and more articles in the news about the value of Indigenous traditional knowledge being taken into account in climate change studies, environmental assessments, wildlife management, plant species' studies.

NEW LEARNING 10 MINUTES

(give/demonstrate new information)

Explain to students about the Two Row Wampum in brief. Then, project the reading to the class and ask volunteers to read out the passage. If technology is an issue, print out the article

and distribute one for each student. Ask students to discuss how the example of the Two Row Wampum is an example of Indigenous Peoples sharing the land.

GUIDED PRACTICE 30 MINUTES - THIS COULD TAKE ANOTHER PERIOD TO COMPLETE

(checking for student understanding)

Have students create their own Two Row Wampum. Either students can use various classroom art supplies to make it, colour one, or ask someone to come into the class and teach beading. Students are expected to come up with a detailed back story to their Wampum (this can be linked to the previous lesson about the commlesony's treaty number and history). Students should also be prepared to explain the choices behind their artistic choices (such as why did they choose certain material to create the Wampum, why the colours they chose...)

APPLICATION 15 MINUTES

(activity to reinforce/demonstrate learning)

Invite students to get into small groups of 4-5 students and have them share their Wampums. Students are expected to share the origin story behind their Wampum.

Reflections

(WHAT DID/DIDN'T WORK)

Next Steps

(WHAT DID/DIDN'T WORK)



Material Resources - Appendix

Two Row Wampum

In 1613, the Mohawks noticed people coming into their territory unannounced. The visitors had begun to cut trees and clear land for their homes and farms. They had entered the lands of the Haudenosaunee and were now occupying some of their empty rooms (land). The newcomers dressed oddly and had hair on their faces. They had iron pots and pans and had their families with them. These people needed a place to live. The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee.

At the meeting it was discussed that a delegation must travel to where these people had settled to determine their intentions. It was difficult for the delegation. The people they met spoke in a language they hadn't heard before. It took much time and patience for the two people to begin to communicate.

After many discussions, it was decided that the Haudenosaunee and the Europeans must have a way to greet each other when they meet. The settlers with their large sailed boat thought that they should be called "Father" and the Haudenosaunee "Son." The Haudenosaunee said that this would not do. "We shall address each other as 'Brothers.' This shows that we are equal to each other."

As the Haudenosaunee and Dutch discovered much about each other, an agreement was made as to how they were to treat each other and live together. Each of their ways would be shown in the purple rows running the length of a wampum belt. "In one row is a ship with our White Brothers' ways; in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other's vessel."

The Haudenosaunee and the Dutch agreed on three principles to make this treaty last. The first was friendship; the Haudenosaunee and their white brothers will live in friendship. The second principle is peace; there will be peace between their two people. The final principle is forever; that this agreement will last forever.

The Dutch recorded this agreement on paper with three silver chains. Iron chains would not do because iron rusts and breaks over time. Silver, on the other hand, can be polished and renewed when the brothers meet. The Haudenosaunee and the Dutch agreed to call this the Silver Covenant Chain of Friendship.

The Haudenosaunee explained to the Dutch that they did not use paper to record their history. They would make belts made of white and purple wampum shells. The Haudenosaunee made a belt to record this agreement. The belt has two purple rows running alongside each other representing two boats. One boat is the canoe with the Haudenosaunee way of life, laws, and people. The other is the Dutch ship with their laws, religion, and people in it. The boats will travel side by side down the river of life. Each nation will respect the ways of each other and will not interfere with the other. "Together we will travel in Friendship and in Peace Forever;

as long as the grass is green, as long as the water runs downhill, as long as the sun rises in the East and sets in the West, and as long as our Mother Earth will last."

Importance of Gusweñta today

The Haudenosaunee see the Two Row Wampum as a living treaty; a way that they have established for their people to live together in peace; that each nation will respect the ways of the other as they meet to discuss solutions to the issues that come before them.

Excerpt taken from:

<https://www.onondaganation.org/culture/wampum/two-row-wampum-belt-guswentala/>



GRADE 6

Traplines and Traditional Hunting Territories

LESSON PLAN

SUBJECT(S):

Social Studies



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GRADE 6

Treaty Rights

LESSON PLAN



Curriculum Expectations

Social Studies:

A3.8 identify key differences, including social, cultural, and/or economic differences, between a few historical and/or contemporary communities, including at least one First Nations, Métis, or Inuit community, in Canada

Learning Goals

Learners will learn local hunting territories and traplines.

Material Resources

Source:

https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach_lr_ks_lc1214_1331134340172_eng.pdf

Various art supplies, pencil crayons, markers, poster paper

Assessment/Evaluation

ASSESSMENT OF LEARNING

Review student's work to ensure their comprehension of the lesson

Accommodations

- Assess content, not based on spelling or handwriting skills
 - Provide personalized examples
 - Allow additional time for students if needed
-

Teaching/ Learning Strategies

INTRODUCTION 10 MINUTES

(minds on/activate prior knowledge)

The trapline and traditional hunting territories are unique to Indigenous people. Hunting and trapping are essential to the way of life of many Indigenous people. Issues such as resource development, land claims, furs for clothing and sport hunting have profound effects on Indigenous people who pursue traditional lifestyles. Ask students to share their experiences with hunting or trapping.

NEW LEARNING 15 MINUTES

(give/demonstrate new information)

Invite a local hunter or trapper to speak to the class about the role of hunting and trapping. Be sure that students prepare some questions in advance. Some talking points are: what kind of animal do they hunt? Where are the best hunting spots in the community? What animals do they trap? When is the best time (seasonally and time in the day/night) for hunting and trapping?

GUIDED PRACTICE 35 MINUTES - THIS COULD TAKE ANOTHER PERIOD TO COMPLETE

(checking for student understanding)

Students will be creating a wall display that shows the students' hunting and trapping knowledge. They are to choose at least three of the following items in the display could include:

- a map by the students showing their families' traditional hunting territories;
- a display of animal pelts, with a description of the animal and its characteristics;
- photos and drawings of hunting trips (that either they went on or heard of);
- stories and poems about the students' experiences in the bush;
- descriptions of methods of snaring or trapping particular animals; e.g., a step-by-step account of how to set a rabbit snare;
- recipes for the preparation of traditional foods.

*If you only want to spend one period to complete activity, have students only choose one items to demonstrate on their wall display

APPLICATION - THIS COULD TAKE ANOTHER PERIOD TO COMPLETE

(activity to reinforce/demonstrate learning)

Invite students to present and share their wall display to their classmates or a younger grade.

Reflections

(WHAT DID/DIDN'T WORK)

Next Steps

(WHAT DID/DIDN'T WORK)





GRADE 8

Self Awareness **and Sense of Identity**

LESSON PLAN

SUBJECT(S):

Health



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GRADE 8

Self Awareness **and Sense of Identity**

LESSON PLAN



Curriculum Expectations

Health:

A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others

A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity

A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.

Learning Goals

Learners will learn about their local reserve history, and history of their people.

Material Resources

Google Maps

Paper/Pencil

Assessment/Evaluation

ASSESSMENT FOR LEARNING

Assess students progress as they work on their commlessony maps

ASSESSMENT OF LEARNING

Exit ticket

Accommodations

- Chunk new learning into smaller parts
- Student can work with teacher assistant/tutor escort
- Allow students to use assistive technology



Teaching/ Learning Strategies

INTRODUCTION 10 MINUTES

(minds-on/activate prior knowledge)

Direct students in creating a map of their commlessony on a sheet of 11x17 paper. Ask them to include all the areas that they think are important in their commlessony.

NEW LEARNING 40 MINUTES

(give/demonstrate new information)

Take students on a commlessony walk, ask them to think of any additional items that they could add to the map

Examples:

- Commlessony spaces
- Nursing station
- Police
- Housing
- Stores

GUIDED PRACTICE 10 MINUTES

(checking for student understanding)

When returning to the class have students continue their work on the commlessony maps.

APPLICATION 5 MINUTES

(activity to reinforce/demonstrate learning)

Exit ticket - What are three things the students would like to see in their commlessony when they are adults?

Reflections

(WHAT DID/DIDN'T WORK)

Next Steps

(WHAT DID/DIDN'T WORK)

For the next lesson students will be using a book from iBooks. Make sure that students have access to iPads with content loaded.





GRADE 8

Treaties and their Reserves

LESSON PLAN

SUBJECT(S):

Geography



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GRADE 8

Treaties and their reserves

LESSON PLAN



Curriculum Expectations

Geography:

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

A3.5 identify key social and economic changes that occurred in and/or affected Canada during this period

Learning Goals

Learners will learn about land treaties and why they are important.

Material Resources

Youtube video: <https://www.youtube.com/watch?v=TePIVr2bgCY>

Assembly of First Nations. "Treaties." Assembly of First Nations, 2018. Apple Books. <https://books.apple.com/ca/book/treaties/id1375367296>

Web resource: http://www.otc.ca/public/uploads/resource_photo/treaty-timeline.pdf

Laptops for every student

Paper, pencil

Assessment/Evaluation

ASSESSMENT FOR LEARNING

Students will learn to differentiate "good" work with weak work as the groups present their important findings of the timeline.

ASSESSMENT AS LEARNING

Students will assess their learning as the class takes up the timelines. Students can add to their timelines with things they have missed during classroom discussions.

Accommodations

- Provide one-on-one or small group instruction
- Highlight key information for students
- Student can work with teacher assistant/tutor escort



Teaching/ Learning Strategies

INTRODUCTION 10 MINUTES

(minds-on/activate prior knowledge)

Introduction to treaties using youtube video

<https://www.youtube.com/watch?v=TePIVr2bgCY>

Watch the video as a whole class. Once the video is over, take some time to ask questions about the video and leave room for students to ask questions too.

NEW LEARNING 10 MINUTES

((give/demonstrate new information)

On the Smartboard/whiteboard work with the students to build a comprehensive timeline of significant treaty events. Demonstrate the given example to the class. Highlight key components that make it a timeline (it is read from left to right, the first point is the beginning, there can be images/dates associated with a fact...) You could even start off by asking students what they notice about what's on the timeline first, then prompt them if needed.

Teacher guiding document

http://www.otc.ca/public/uploads/resource_photo/treaty-timeline.pdf

GUIDED PRACTICE 25 MINUTES - THIS COULD TAKE ANOTHER PERIOD TO COMPLETE

(checking for student understanding)

Students can work in small groups to create a timeline with significant events that happened with the signing of the treaties. To gather the resources, students can either use laptops or provide books about Treaties for the class. Tell students they will be creating the timeline using a pencil and paper.

APPLICATION 15 MINUTES

(activity to reinforce/demonstrate learning)

Once students have created timelines, allow students to present them to the rest of the class. Tell students that if someone has presented a point that you missed on your timeline, then they should add it to their timeline.

Reflections

(WHAT DID/DIDN'T WORK)

Next Steps

(WHAT DID/DIDN'T WORK)





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