

Make 'n Take

Name of Make 'n Take: Saskatchewan First Nations People: A Timeline

Theme and Topic: Treaties- Treaties in Saskatchewan Are Recognized and Affirmed, and Must Be Honoured and Implemented

Name of Teacher: Ramona Stillar

Name of School: Notre Dame, Light of Christ Catholic School Division

Grade: 6

Date: March 12, 2010

Materials:

1. Legacy: Indian Treaty Relationships; Richard T. Price; University of Alberta, 1991
2. maskeko-sakahikanihk: 100 years for a Saskatchewan First Nation; M.E. Turpel-Lafond; Houghton Boston, 2004
3. Allen Sapp's Art: Through the Eyes of the Cree and Beyond: A Teacher Resource Guide; Office of the Treaty Commissioner, 2005
4. First Nations History, An Online Document <http://www.fnmr.gov.sk.ca/community/fn-history/> (Accessed 05/08/01)
5. Dates in History, Indian and Northern Affairs <http://www.ainc-inac.gc.ca/ach/lr/ks/hst/index-eng.asp> (Accessed 05/08/01)

Additional Resources:

1. Grade 6 Treaty Resource Guide - Office of the Treaty Commissioner
2. CG Kids Atlas Online Time Machine <http://www.canadiangeographic.ca/cgKidsAtlas/time.asp> (Accessed 05/08/01)
3. Elder Speak Cree <http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/tales/Cree.htm> (Accessed 05/08/01)
4. The Plains Cree, The Kid's Site of Canadian Settlement, Collections Canada <http://www.collectionscanada.gc.ca/settlement/kids/021013-2161-e.html> (Accessed 05/08/01)

Procedure:

1. Teacher should preview and review the key resources prior to beginning this lesson.
2. Introduce and discuss the contents of each resource. It may be helpful to develop a student summary sheet or outline.

3. Divide students into pairs or small groups.
4. Assign each pair or group a time span prior to discovery of Canada (time immemorial) – present time (the Indian and Northern Affairs timelines begin in 1492 with the voyages of Columbus). Each pair or group would be responsible for developing a timeline for the Saskatchewan Cree. Key elements or questions to represent on their timeline would include:
 - a. Date
 - b. Event
 - c. People or persons involved
 - d. Historical & cultural context (with particular attention to what would have been happening in Aboriginal communities and in Canadian & British history)
5. Students present their timelines and paste them together.

Assessment:

1. Summative Assessment: A rubric can be used for each of:
 - a. The cooperative learning task/skills
 - b. the content of their timeline
 - c. the oral presentations
2. Formative Assessment: A teacher created test based on the timeline content.