Overall Objective
The web site that accompanies the book entitled Native Leaders of Canada provides a historical focus on Aboriginal peoples. Your students will learn about First Nations, Inuit and Métis leaders through a thematically based exploration of the biographies of Canadian Aboriginal leaders.

Grade Level
4-6

Content Areas
Native Studies
Social Studies
Media Awareness
English Language Arts

Materials Required
An Internet connection to access: http://www.newfederation.org/Native_Leaders/Index.htm
Drawing paper and pencils
Chart paper, poster boards or whiteboard
Map depicting major aboriginal groups across Canada; Political map of Canada

Optional: web camera, data projector

Summary
The Aboriginal leaders featured in The Native Leaders of Canada reflect the diversity of Aboriginal cultures of Canada from the Innu, the Mi’kmaq and the Maliseet in the East; the Huron-Wendat, Mohawk, Abenaki and Ojibway in the South, the Cree, the Blackfoot, and the Métis in the Centre; the Haida, and Nisga’a in the West; and the Dene and Inuit in the North. The following activities web-based activities are designed around the “Profiles” section of the web site and help develop an awareness of the common struggles these leaders faced throughout the country since the time of Confederation.

WARM-UP ACTIVITY (10 minutes)
Ask your students to draw a picture of the first thing that comes to mind when they hear the words Native or Aboriginal. Allow 5 minutes for this activity, and another 5 minutes for students to share their images.

What common images emerged from their drawing? Did the students have any misconceptions about Aboriginal Peoples? Ask your students to do some library research on the representation of Native people in popular media.
ACTIVITY 1: Profiles: Times (30 minutes)

Step 1: Make a general timeline that covers the seven ten-year periods since Confederation.

- Ask your students to form seven groups, one for each period, and research the major events that took place during their period.
- Ask each group to list events that relate to Aboriginal people in their period.

Step 2: Ask each group of students to read the short biographies of the Aboriginal leaders in their period.

Step 3: Your students can visit the (http://web site) to gather information on the time period they have been assigned. Allow time for students to share their information.

Step 4: Ask your students to plot and label the leaders from their period on the general timeline.

Step 5 (extension activity): The federal government sponsors a program to help students to connect via the Internet and to participate in webcasts. Native communities represented on the timeline can be contacted for a live video stream for two-way, real-time communication.

ACTIVITY 2: Profiles: Places (30 minutes)

Step 1: Display a map depicting major aboriginal groups across Canada.

- Use the map to make students aware of the Aboriginal people who live in the North, South, East, West, and Centre of Canada.
- Ask your students to find as many Aboriginal communities as they can in each area.

Step 2: Ask each group of students to read the short biographies of the Aboriginal leaders in each area.

Step 3: Ask your students to use the “Community Links” section of the web site to gather information on the Aboriginal people live in these areas. Allow time for students to share their information.

Step 4: Ask your students plot and label on a political map of Canada where the contemporary populations of Aboriginal people live.

Step 5 (extension activity): The federal government sponsors a program to help students to connect via the Internet and to participate in webcasts. Native communities can be contacted for a live video stream for two-way, real-time communication.

You or your students may find the Sample Project Evaluation in Appendix 3 to be a useful tool for comparing the projects completed by different groups of students.
**ACTIVITY 3: Profiles: Topics** (30 minutes)

**Step 1:** Distribute copies of the **Research/Project Plan** found in Appendix 1.
- Ask your students to form eight groups, one for each topic, and ask them to research the major events that are related to their topic.
- Ask each group of students to read the short biographies of the Aboriginal leaders in their topic.
- Generate a list of possible sub-topics under the following categories:
  - Human rights
  - Assemblies and associations
  - Cultural expression
  - Development

The **Project Organizer** in Appendix 2 may be helpful for your students.

**Step 2:** Encourage students to explore the Internet and the school library as a starting point for their project. After the information gathering phase of the activity, students will need to decide on the format for presenting their findings.

**Step 3:** Students can share with one another their research findings in the format they have selected. Some form of hard copy of the research may also be submitted as part of the evaluation (research outline, poster, essay, etc.).

**ACTIVITY 4: Profiles: Peoples** (30 minutes)

**Step 1:** Copy and distribute copies of the **Research/Project Plan** found in Appendix 1.
- Generate a list of possible research topics under the following categories:
  - First Nations of Canada (Huron, Mi'kmaq, Cree, Haida, Inuit, etc.)
  - First Contact—(treaties, colonialism, missionaries, the fur trade, etc.)
  - The Métis Experience (history, important figures, culture, etc.)
  - Contemporary Issues (land claims, self government, urbanization)

**Step 2:** Invite your students to explore the Aboriginal Canada Portal site as a starting point for their project. After the information gathering phase of the activity, students will need to decide on the format for presenting their findings.

The **Project Organizer** in Appendix 2 may be helpful for your students.

**Step 3:** Students can share with one another their research findings in the format they have selected. Some form of hard copy of the research may also be submitted as part of the evaluation (research outline, poster, essay, etc.).

**CLOSING ACTIVITY** (10 minutes)

Ask the students to look at the drawings they made during the warm-up activity. Have them draw another image of what they think of when they hear the words *Native* or *Aboriginal*. Have the images changed? What contributed to their shift in perception?

**Check for Understanding**

Ask students to share their drawings from the warm-up and closing activities. Leave the class with the question: What is the origin of the word *Indian*, and how did it come to be applied to Canada’s Native Peoples?
APPENDIX 1

Research/Project Plan

Student/Group Name: ___________________________ Date: ____________

1. Project Topic
   - What is my topic?
   - What do I already know about this topic?
   - What do I want to find out?

2. Research
   - I will check the following for information:
     
     | databases | encyclopaedias | school library |
     | parents, relatives, neighbours | fellow students | Internet |
     | magazines/journals | atlases/maps | newspapers |
     | museums | films, videos, audiotapes | government offices |
     | Public Archives picture files | Tribal/Band Councils | Friendship Centre |

   - When my research involved traditional resources, did I consider the following points?
     - Do I know when certain activities should not be recorded?
     - Can I gain understanding through listening, observing and participating?
     - Do I explore what I hear, see, and do for underlying meaning?
     - Do I take time to consider and internalize what I learn, recognizing that individual perspective is an important part of any conclusion I may reach?
     - Did I complete my bibliography? Where did I find this information?

3. Plan for Presentation
   - How will I make my presentation? Please check box
     
     | maps | demonstration | booklet | video |
     | drawings | radio/TV talk show | song | slide presentation |
     | mural | interview | letter | tape recording |
     | poster | written report | poems | photographs |
     | chart or graph | speech | diorama | models |
     | cartoons | journal | transparency |

   - What arrangements/equipment will I need for my presentation?
   - After I finish my preparations, but before I make my presentation, I should ask:
     - Is my material comprehensive and accurate?
     - Did I use a variety of sources?
     - Did I complete my bibliography?
     - Is my material well organized?
     - Will my presentation be interesting?
     - Is my written presentation neat, attractive, informative and clear?
     - Have I practised my oral presentation? Is it appropriate in length?

4. Time to Reflect: How do I feel about my project?
   - What part of the report did I most enjoy?
   - What was the most interesting thing I learned about the topic?
   - What part did I find most difficult?
   - What would I do differently next time?
APPENDIX 2

Project Organizer

<table>
<thead>
<tr>
<th>Project</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What will my project be about?)</td>
<td>(What steps will I follow to do it?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What Materials will I need?)</td>
<td>(What problems will I run into?)</td>
</tr>
</tbody>
</table>
APPENDIX 3

Sample Project Evaluation

Evaluation of a Visual Display

Student group members________________________________________

_____Rough draft
- sketched layout plans
- notes for sentences, paragraphs, articles or labels

_____Visual information

_____Design, Organization, Format
- spacing (well balanced)
- labels, headings (adequate number & size)
- general impression (neat, eye catching)

_____Graphics, Pictures, Illustrations
- enhances written information
- appropriate for the topic
- original (made your own) or copied (from sources)

_____Colour (effective use, clear)

_____Written Information Supporting the Visuals (developed from notes)

_____Mechanics
- neatness
- paragraphs/sentences/point form (correct structure)
- perfect spelling, grammar, capitalization
- use of labels, graphs, charts, tables, maps

_____Written Information (meets the objectives of project)
- enough facts & details
- suitable & correct facts & details

_____Listed sources used

_____Use of class time/work habits
- good use of time, stayed on task
- followed directions
- completed project on time
- positive attitude, desire to improve skills, made corrections
- cooperated with student(s) and teacher(s)
- cleaned up work areas

_____Total

Comments: ____________________________________________________

_________________________________________________________________

_________________________________________________________________