

**21<sup>st</sup> Century Action Plan - 2014-15**  
**Canadian Treaties - Collaborative Project**  
**Social Studies Grades 6 and 8**  
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**Task:**

The Grade 6 and 8 Social Studies classes will collaboratively create a display demonstrating Canadian treaties. This will provide the students with an opportunity to be engaged in a high-level task, discussing, making shared decisions, and designing a product that demonstrates deeper learning.

**Outcomes:**

<b>Grade 6 Curriculum</b>	<b>Grade 8 Curriculum</b>
DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.	DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.
DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	DR8.2 Describe the influence of the treaty relationship on Canadian identity.
DR6.4 Relate contemporary issues to their historical origins in Canada	DR8.3 Assess how historical events in Canada have affected the present Canadian identity
PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.	PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.
PA6.2 Analyze the distribution of power and privilege in Canada	PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.

Activity:

Create a visual and informative display representing one of the major treaties in Canada.

Groups:

Treaty 10	Treaty 8	Treaty 2
Treaty 4	Treaty 6	Treaty 5

Components:

1. Visual Display

- a. Name of treaty
- b. Who was involved
- c. A labeled map
- d. What was exactly agreed upon (both sides)
- e. How this looks at present time
  - have the conditions been met
  - what do both sides have today

2. Information for your audience

- this will be in the form of a Powerpoint
- summarize all the information you have used in your visual display
- integrate visuals

### 3. Artifacts

- real life representation
- Examples: models of totem poles, tee pees, recipes, rules to a game, etc. (you are only limited by your imagination)

#### Procedure:

1. A treaty will be assigned to your group.
2. Research and record your information from above. Save it on One Drive so your entire group may access it at any time.
3. Create an attractive and creative visual display (a purchased backboard or backboard made out of a cardboard box, will be best).
4. Create a Powerpoint that will run as people view your display.
5. Remember to include actual artifacts.

## Canadian Treaties - Collaborative Project

### Grades 6 and 8

	5	4	3	2	1
Information	The information is well researched and contains all the requested components. Additional relevant and creative information has been added.	The information is well researched and contains all the requested components. Some additional information has been added.	The information is well researched and contains most of the requested components.	The information is poor and some components are missing..	The information is poor and most components are missing.
Visual Display	The display is extremely attractive with no grammar mistakes. All items are neatly coloured, cut out and glued.	The display is very good with no grammar mistakes. Most items are neatly coloured, cut out and glued.	The display is pretty to look at, with no grammar mistakes. Some items are neatly coloured, cut out and glued.	The display is plain and contains grammar mistakes. Few items are neatly coloured, cut out and glued.	The display is messy with several grammar mistakes. Few items are neatly coloured, cut out and glued.
Artifacts	The artifacts are creative, attractive and creates an interesting display.	The artifacts are attractive and creates an interesting display.	The artifacts are somewhat creative and add to the display.	The artifacts lack effort and creativity.	The artifacts are missing or poorly constructed.
Overall Appearance	The display is creative, attractive and draws the audience's attention.	The display is attractive and draws the audience's attention.	The display is neat and draws the audience's attention.	The display is neat, but does not draw the audience's attention.	The display is messy and fails to impress the audience.
Knowledge	Students have an excellent understanding of the treaty and how it impacted both groups involved.	Students have a good understanding of the treaty and how it impacted both groups involved.	Students understand the treaty and have some idea of how it impacted both groups involved.	Students somewhat understand the treaty, but lack a true idea of how it impacted both groups involved.	Students did not understand the treaty or its impact on the parties involved.





