

# LIVING LIBRARY

## Post Video Worksheet

### MAURICE SWITZER

1. What is another word for treaty?
2. Was it important to use colour and black and white photos to make sense of the story? Give evidence to explain your answer.
3. Describe the relationship from the story between the people who came here from faraway places and the Indigenous peoples who lived here.
4. What are some of the changes that Migizi Eagle observes when he flies over the settlers?
5. Phoenix, the child in the story, talks about some of the promises and agreements she has at home. Can you think of some examples in your own life?
6. What does it look like to be inclusive and respectful in your daily life?
7. Migizi Eagle is an important part of Phoenix's life. Can you think of some important people in your own life? What kinds of things do they do for you?
8. Do you think it was important to First Nations communities to enter into an agreement with the settlers to share the land and take care of it? Give evidence to explain your answer

**This video and lesson focuses on the SOCIAL STUDIES CURRICULUM GRADES 1-6, specific to the following grades:**

#### GRADE 1

##### Overview

Students will be introduced to the social studies inquiry process, and will use this process when conducting investigations related to roles, relationships, and responsibilities, and to their local community.

##### Overall Expectations

- A1.** Describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self.
- A2.** Use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in.
- A3.** Demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities.



## GRADE 3

### Overview

In Grade 3 social studies, students are introduced to some of the diverse communities that existed in Canada between approximately 1780 and 1850. Students will explore what life was like for different groups of people during that time period and will compare the lives of these people to those of present-day Canadians.

### Overall Expectations (with SEs)

- A3.** Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other (FOCUS ON: Interrelationships)
- A3.7.** Describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation (e.g., cooperation between First Nations and settler communities with respect to the sharing of medicines and technologies; intermarriage between First Nations women and European men; cooperative efforts to establish farms and villages; conflict as settlers impinged on First Nations lands; conflicts between different religious or ethnic groups)

## GRADE 5

### Overview

In Grade 5 social studies, students will learn about key characteristics of various Indigenous nations and European settler communities prior to 1713, in what would eventually become Canada. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate, from a variety of perspectives, relationships within and interactions between these communities as well as the impact of colonialism.

### Overall Expectations (with SEs)

- A1.** Application: analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada
- 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 (e.g., 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)



## GRADE 6

### Overview

In Grade 6 social studies, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of identities in Canada.

### Overall Expectations (with SEs)

- A2.** Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada
- A2.2.** Gather and organize information from a variety of primary and secondary sources (e.g., photographs; letters and diaries; oral stories; maps; songs; paintings; newspaper reports; interviews with Elders, knowledge keepers, and/or community members at friendship centres or cultural centres; books written on the experiences of new settlers in a community; books written about a specific community; online databases and archival collections; treaties and wampum belts) that present different perspectives on the historical and/or contemporary experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada