

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	4
Main Subject:	Social Studies
Big Idea:	The Land: People and Places; Citizenship; Power and Authority; Economics and Resources; Historical Connections; Identity, Culture and Community
Title:	ALL ABOUT TREATIES
Cluster:	Living in Manitoba, History of Manitoba
Duration:	2 weeks
Materials:	May require: paper, markers
Short Description:	Through a variety of activities, students will gain knowledge and understanding of the Treaties and the Treaty relationship. Research information on the Treaties. Communicate what they think citizens should about the importance of Treaties. Appreciate the significance of the Treaties in their lives past and present, and how "We are all Treaty People." This project is a combination of both synchronous and asynchronous learning experiences.

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr4/index.html

4-KI-007, 4-KI-007A, 4-KI-009, 4-KI-009A, 4-VI-003, 4-KL-026, 4-KH-034, 4-KH-033, 4-VH-008
4-KI-011, 4-KI-011A, 4-KH-035, 4-VH-009

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Language as Sense Making, Language as System, Language as Power and Agency, Language as Exploration and Design

Arts Education: www.edu.gov.mb.ca/k12/cur/arts/index.html

3-4 A-U1.3

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X							X	X	X

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LEARNING EXPERIENCES AND ASSESSMENT

Question: How does the Treaty Relationship apply to you?

Teacher's instructions

Beyond citizenship, the General Learning Outcomes for this assignment include: The Land: People and Places; Citizenship; Power and Authority; Economics and Resources; Historical Connections; Identity, Culture and Community. The assignment targets the outcomes for Grade 4 Social Studies Cluster 3 and Cluster 4. The project could be done online or as a hands-on project. Students can work on this project independently with teacher check-ins.

Note: See **Appendix** for PowerPoint for the following learning experiences.

The parts below are recommended learning experiences.

Part 1: What is a Treaty? KWL

- Complete Parts 1 and 2 (What I know, what I wonder) from the "All About Treaties KWL," **BLM #1**.
- Ask Questions: Do you know what a treaty is? What would you like to learn about treaties?
- Discuss what Treaties are about: A Treaty is an agreement between two or more nations. Treaties are about friendship, sharing, and keeping promises.

Part 2: Act it out!

- Have students act out the Treaty statement: Treaties exist "as long sun shines, the grass grows, and the waters flow."
- As a class, choose a movement for each part of the statement.
- All Together Now! Student act out the Treaty statement (Act and Speak exercise)

Part 3: Learn About the Treaties

- **Recommended Reading:** *Treaty Tales* is a trilogy (see title below) of children's books written by Betty Lynxleg and illustrated by Don Monkman, Amber Green, and Scott B. Henderson.
 - *The Handshake and the Pipe*
 - *The Friendship*
 - *We Are All Treaty People*
- Watch the *Treaty Tales* Trailer (MFNERC) (www.youtube.com/watch?v=KZa0whBdX_A)
- Read one of the books online—Treaty Tales Free Online Reading Resource (MFNERC) <https://mfnerc.org/2020/04/treaty-tales-free-online-reading-resource/>

Part 4: Map Exercise

- Display Treaty Map: Ask students what they see?
(www.trcm.ca/treaties/treaties-in-manitoba/view-pdf-interactive-map-of-numbered-treaties-trcm-july-20-entry/)
- Discuss: In What Treaty Area Am I? (see link below) This activity was created by the Treaty Relations Commission of Manitoba.
- Draw and colour the treaty area on a map of Manitoba. Use the template from the Treaty Relations Commission of Manitoba.
(www.trcm.ca/wp-content/uploads/In-What-Treaty-Area-Am-I.pdf)

Part 5: Research about the Treaties

- Pick one of the five Treaty areas to research (see link below) and answer the following questions: **Who** is part of this treaty? **When** and **where** was this treaty negotiated? **What** was negotiated in this treaty? (www.trcm.ca/treaties/numbered-treaties/)
- Use **BLM #2** to record the findings from the research activity.

Part 6: Treaty ABC's: Treaty Vocabulary

- Display the Alphabet and have each student pick one letter. This activity was created by the Treaty Relations Commission of Manitoba (see below).
- Using the template below, have students look at the word that explains the meaning of *What is a Treaty?*
- Have students draw a picture to go with the word using the template.
- Have students share their letter and picture with the class.
(www.trcm.ca/wp-content/uploads/26891-TR-Treaty-ABCs-book-web.pdf)

Part 7: Kinikinik: A Treaty Play

- This play was commissioned by the Treaty Relations Commission of Manitoba and was created by Governor General Award winning playwright Ian Ross. (www.trcm.ca/multimedia/theatre/)
- **Read** the script as a class. There are three roles (turtle, beaver, and wolf); and 20 pages. Assign parts for students to read. For example, one student can be the turtle from pages 1–5, etc. Encourage students to practice reading their lines before the class reading.
- **Watch** the puppet version of the play.
- **Reflect and discuss** as a class the study questions at the end of the script.

Part 8: Treaty Medal

- View Treaty Medal. (see link below) What do you see?
- Complete the Treaty Medal colouring page and/or design your own Treaty Medal.
(www.trcm.ca/wp-content/uploads/Treaty-Medal-Colouring-Page-.pdf)
- Use **BLM #3** to design your own Treaty Medal.
- Learn some more about the Treaty Medals! (www.trcm.ca/about-us/trcm-medal/)

Part 9: Vignettes

- Watch the two vignettes more than once. You can watch, pause, and discuss.
- Use **BLM #4** to guide Before, During and After viewing of the vignettes.
- *Share the Land* (www.youtube.com/watch?v=Yg6KDZTDxfo&feature=emb_logo)
- *Treaties in the Modern Context* (www.youtube.com/watch?v=pQbKUv4ibjg&feature=emb_logo)
- There is also a video gallery on the Treaty Relations Commission of Manitoba's website.
- Teachers can also request a virtual visit from the Treaty Relations Commission Speakers Bureau.
(www.trcm.ca/public-education/speakers-bureau/)

Part 10: Final Project: Raise Awareness

- Students adopt the role of the **communications coordinator** for the Treaty Relations Commission of Manitoba. Their task is to come up with a campaign to educate the public on the Treaties.
- Identify the main message. Think about target audience. Choose a format (poster, video, radio script, billboard, speech, series of tweets, etc.) Share the project with the class.
- Examples of messages include: “We are all treaty people” “Everyone benefits from the treaties” “Treaties are to last as long as the sun shines, grass grows, waters flow” “Treaties are the foundation of a relationship” “Treaties and Reconciliation go hand in hand” “Treaties are about friendship, sharing, and keeping promises.”
- Use **BLM #5** as a guide for the project.
- Check out the Treaty Relations Commission of Manitoba website for ideas.
(www.trcm.ca/multimedia/)

Part 11: Reflection

- Think back to the inquiry question, “How does the Treaty Relationship apply to you?”
- Use **BLM #6** to answer the following questions:
 - What learning has taken place? Refer back to **BLM #1** and complete the KWL.
 - How have your thoughts changed about Treaties? Refer back to **BLM #1** and reflect on your answers for the Know and Wonder sections of the KWL.
 - How would you answer the inquiry question? How does the Treaty Relationship apply to you?

Step-by-step instructions for students:

Follow PowerPoint and BLMs.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 4: PowerPoint Presentation, All about Treaties.pptx

Grade 4: Rubric for Presentation.docx

Grade 4: BLMs

Grade 4 All about Treaties Rubric

How does the Treaty relationship apply to you?

Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)	Not demonstrated (ND)
Social Studies— Knowledge and Understanding	Student skillfully and objectively synthesizes, organizes, and represents the important and significant vocabulary and information about past and present Treaties in Manitoba, making connections across historical, cultural, and geographical contexts.	Student accurately synthesizes, organizes, and represents important vocabulary and information about past and present Treaties in Manitoba, making a few connections across historical, cultural, and geographical contexts.	Student requires occasional teacher or peer support to determine relevant information, accurately synthesize, organize and represent appropriate information about past and present Treaties in Manitoba and/or make connections across historical, cultural, and geographical contexts.	Student requires considerable, ongoing teacher support to determine relevant information, accurately synthesize, organize and represent appropriate information about past and present Treaties in Manitoba and/or make connections across historical, cultural, and geographical contexts.	Does not yet demonstrate the required understanding and application of concepts and skills.
Social Studies— Research and Communication	Student generates clear thought-provoking questions, collects relevant and important information from various sources, accurately & comprehensively records, organizes and innovatively communicates information and ideas about past and present Treaties in Manitoba.	Student generates relevant questions, collects relevant information, accurately records, organizes and communicates information and ideas about past and present Treaties in Manitoba.	Student requires occasional teacher or peer support to collect, record and/or communicate appropriate information about past and present Treaties in Manitoba.	Student requires considerable, ongoing teacher support to collect, record and/or communicate appropriate information about past and present Treaties in Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.
Social Studies— Critical Thinking and Citizenship	Student thoughtfully responds to, generates and expresses critical analysis and opinions about social issues, fairness, and human rights related to Treaties in Manitoba.	Student generates some opinions, recognizes and responds to critical analysis and opinions about social issues, fairness, and human rights related to Treaties in Manitoba.	Student requires occasional teacher or peer support to generate opinions, recognize and respond to critical analysis and opinions about social issues, fairness, and human rights related to Treaties in Manitoba.	Student requires considerable, ongoing teacher support to generate opinions, recognize and respond to critical analysis and opinions about social issues, fairness, and human rights related to Treaties in Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMP. Reading	Student uses strategies and cues before, during, and after reading to develop understanding of past and present Treaties in Manitoba.	Student uses strategies and cues with some prompting before, during, and after reading to develop understanding of past and present Treaties in Manitoba.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after reading to develop understanding of past and present Treaties in Manitoba.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after reading to develop understanding of past and present Treaties in Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMP. Listening and Viewing	Student uses strategies and cues before, during, and after listening & viewing to develop understanding of past and present Treaties in Manitoba.	Student uses strategies and cues with some prompting before, during, and after listening & viewing to develop understanding of past and present Treaties in Manitoba.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after listening & viewing to develop understanding of past and present Treaties in Manitoba.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after listening & viewing to develop understanding of past and present Treaties in Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.

Language Arts— COMM. Writing	Student uses strategies and cues to generate, communicate, revise, and organize thinking, ideas , and information about past and present Treaties in Manitoba with very few convention errors.	Student uses strategies and cues with occasional prompting to generate, communicate, revise, and organize thinking, ideas , and information about past and present Treaties in Manitoba with some convention errors.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas , and information about past and present Treaties in Manitoba and correct convention errors.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas , and information about past and present Treaties in Manitoba and correct convention errors.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMM Speaking and Representing	Student uses strategies and cues to generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information when speaking and presenting about past and present Treaties in Manitoba.	Student uses strategies and cues with occasional prompting to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about past and present Treaties in Manitoba.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about past and present Treaties in Manitoba.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about past and present Treaties in Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— Critical Thinking	Student insightfully interprets facts, analyzes viewpoints, and can draw a conclusion about past and present Treaties in Manitoba.	Student interprets evidence, analyzes viewpoints, and can draw a conclusion with occasional prompting about past and present Treaties in Manitoba.	Student requires occasional teacher or peer support to interpret evidence, analyze viewpoints, and/or draw a conclusion about past and present Treaties in Manitoba.	Student requires considerable, ongoing teacher support to interpret evidence, analyze viewpoints, and draw a conclusion about past and present Treaties in Manitoba.	Does not yet demonstrate the required understanding and application of concepts and skills.
Arts Education— Visual Arts	Student designs and creates original, neat, Treaty ABCs and Treaty Medal that include important and relevant historical, cultural, and geographical details.	Student designs and creates Treaty ABCs and Treaty Medal that include important and relevant historical, cultural, and geographical details.	Requires occasional teacher or peer support to design and create Treaty ABCs and Treaty Medal that include important and relevant historical, cultural, and geographical details.	Requires considerable, ongoing teacher support to design and create Treaty ABCs and Treaty Medal that include important and relevant historical, cultural, and geographical details.	Does not yet demonstrate the required understanding and application of concepts and skills.
Arts Education— Drama	Student uses voice, dialogue, body, gesture, and/or movement selectively to establish characters, roles and/or to express feelings in the Act it out Treaty wording and Treaty Play.	Student with prompting uses voice, dialogue, body, gesture, and/or movement selectively to establish characters, roles and/or to express feelings in the Act it out Treaty wording and Treaty Play.	Student requires occasional teacher or peer support to use voice, dialogue, body, gesture, and/or movement selectively to establish characters, roles and/or to express feelings in the Act it out Treaty wording and Treaty Play.	Student requires considerable, ongoing teacher support to use voice, dialogue, body, gesture, and/or movement selectively to establish characters, roles and/or to express feelings in the Act it out Treaty wording and Treaty Play.	Does not yet demonstrate the required understanding and application of concepts and skills.

All about Treaties KWL

BLM #1

K

- What I know
-

W

- What I wonder
-

L

- What I learned
-

Research about the Treaties

BLM #2

Information on the Numbered Treaties can be found here:

www.trcm.ca/treaties/numbered-treaties/

1. Which Treaty did you choose to research? _____

2. **Who** is part of this treaty?

3. **When** was this Treaty negotiated?

Month: _____

Day: _____

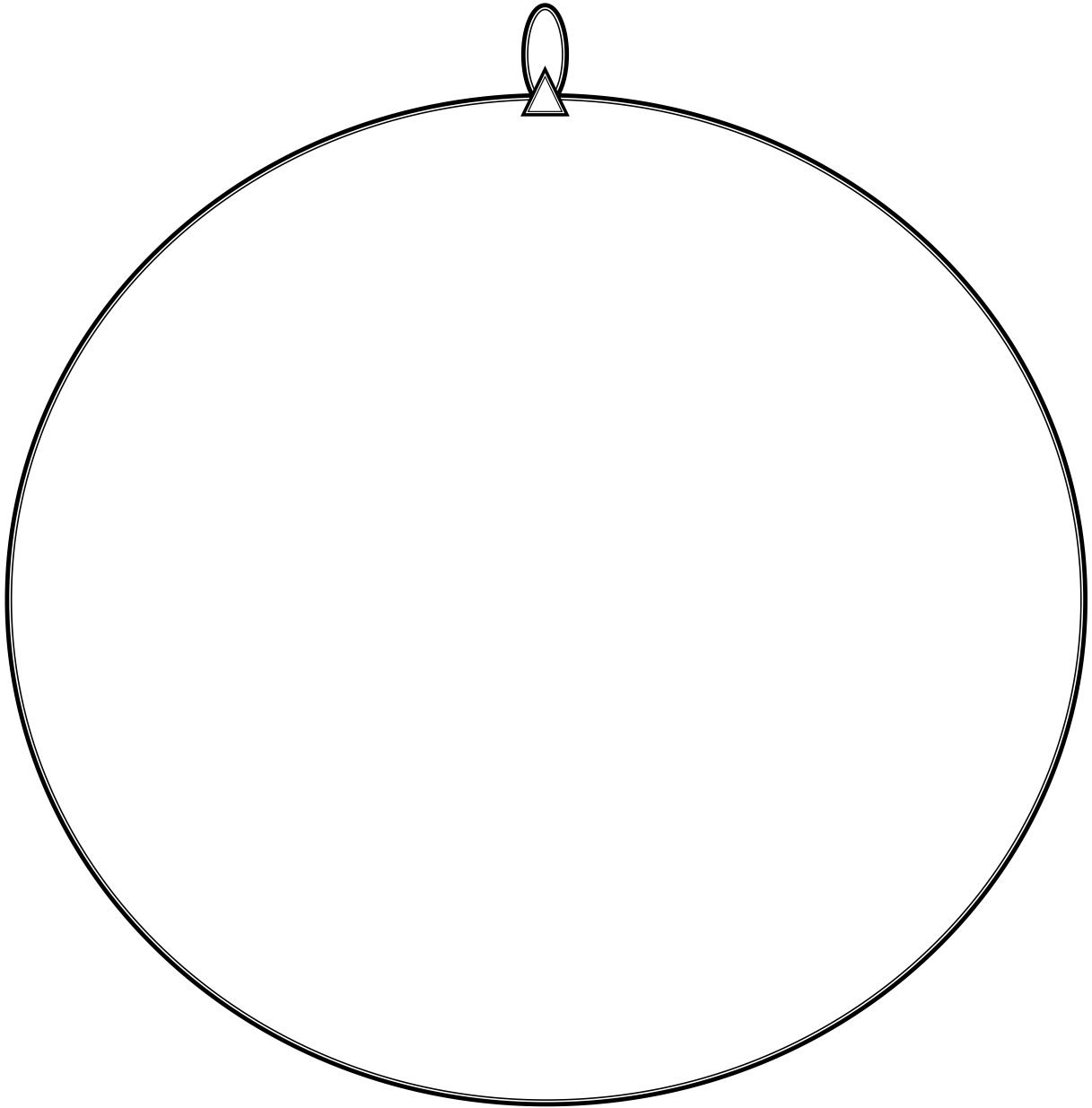
Year: _____

4. **Where** was this Treaty negotiated?

5. **What** was negotiated in this Treaty?

Design your own Treaty Medal

BLM # 3



Describe the symbols in your Treaty Medal

Treaty Vignettes

BLM #4

Share the Land: www.youtube.com/watch?v=Yg6KDZTDxfo&feature=emb_logo

Treaties in the Modern Context:

www.youtube.com/watch?v=pQbKUv4jbjg&feature=emb_logo

Instructions		Student Responses
Before	Looking at the title, what do you think it will be about?	
During	First Viewing	What do you see?
	Second Viewing	What do you hear?
	Third Viewing	What do you feel?
	Fourth Viewing	What do you think?
After	What do you think is the main message? What are some questions you may have now?	

Final Project

BLM #5

Congratulations on your new position as the **Communications Coordinator** for the Treaties Relations Commission of Manitoba. www.trcm.ca

Task: your job is to create a campaign to educate the public on the Treaties.

Check List:

1. Identify the message you would like to portray.

Below are some example messages. You can also create your own message.

- We are all Treaty people
- Everyone benefits from the Treaties
- Treaties are to last as long as the sun shines, grass grows, waters flow
- Treaties are the foundation of a relationship
- Treaties and Reconciliation go hand in hand
- Treaties are about: friendship, sharing, and keeping promises

2. Think about your target audience.

Since the target audience is the general public, try and reach people of all ages, backgrounds, urban, rural, remote, etc.

3. Choose a format.

Below are some example formats. Feel free to choose alternate formats as well.

- Poster
- Brochure
- Radio script
- TV commercial
- YouTube video
- Speech
- Series of tweets
- Billboard

4. Share your project with the class.

Below are some tips and strategies:

- Think about and organize what you're going to say ahead of time
- Practice and rehearse the presentation
- Be clear when speaking
- Communicate the main message and important details

Reflection

BLM #6

Think back to the inquiry question, “How does the Treaty Relationship apply to you?”

Answer the following questions:

1. What learning has taken place?
 - Refer back to BLM #1 and complete your KWL
2. How have your thoughts changed?
 - Refer back to BLM #1 and reflect on your answers for the Know and Wonder sections of the KWL

How have your thoughts changed about Treaties?

3. How would you answer the inquiry question?

How does the Treaty Relationship apply to you?

Treaty Relations Commission of Manitoba BLMS

Map Exercise	www.trcm.ca/wp-content/uploads/In-What-Treaty-Area-Am-I.pdf
Treaty ABCs	www.trcm.ca/wp-content/uploads/26891-TR-Treaty-ABCs-book-web.pdf
Kinikinik A Treaty Play	www.trcm.ca/multimedia/theatre/
Treaty Medal	www.trcm.ca/wp-content/uploads/Treaty-Medal-Colouring-Page-.pdf

Websites

Treaty Tales Trailer (MFNERC)
www.youtube.com/watch?v=KZa0whBdX_A

Treaty Tales Free Online Reading Resource (MFNERC)
<https://mfnerc.org/2020/04/treaty-ales-free-online-reading-resource/>

Treaty Map of Manitoba (TRCM)
www.trcm.ca/treaties/treaties-in-manitoba/view-pdf-interactive-map-of-numbered-treaties-trcm-july-20-entry/