

**1. Students will complete a webquest researching the contributions of FNMI veterans in Canada and the US.**

Site Link	Identify 2 key events, ideas, people, issues and new learning/s from this site (include dates if available.	How does this knowledge contribute to an enhanced understanding of FNMI peoples? 1 point only here.
<b>Canada</b>		
<a href="http://avavets.com/">http://avavets.com/</a>		
<a href="http://www.pch.gc.ca/eng/1380733173915">http://www.pch.gc.ca/eng/1380733173915</a>		
<a href="http://www.thememoryproject.com/image-gallery/aboriginal-veterans">http://www.thememoryproject.com/image-gallery/aboriginal-veterans</a>		
<a href="http://nationtalk.ca/story/remembrance-day-and-aboriginal-veterans-day-nov-8">http://nationtalk.ca/story/remembrance-day-and-aboriginal-veterans-day-nov-8</a>		
<a href="http://library.ucalgary.ca/military-museums/suggested-resources">http://library.ucalgary.ca/military-museums/suggested-resources</a>		
<b>USA</b>		
<a href="https://www.youtube.com/watch?v=udUm_u2g_zs">https://www.youtube.com/watch?v=udUm_u2g_zs</a>		
<a href="http://www.acf.hhs.gov/programs/ana/resource/native-american-veterans-storytelling-for-healing-0?page=all">http://www.acf.hhs.gov/programs/ana/resource/native-american-veterans-storytelling-for-healing-0?page=all</a>		
<a href="http://www.healingcombattrama.com/2010/08/native-americans-and-the-warrior-spirit-storytelling-for-healing.html">http://www.healingcombattrama.com/2010/08/native-americans-and-the-warrior-spirit-storytelling-for-healing.html</a>		

2. Students will view the ONECA FNMI veterans' contributions video and develop a storyboard of key moments from it.

Example of Potential Storyboard:

# Macbeth Example

By bbisbee, Updated February 8, 2013, 3:25:02 PM EST



Source: <http://www.storyboardthat.com/userboards/bbisbee/macbeth-example>

**YOUR STORYBOARD HERE:**


3. Students will work in pairs and triads and capture their key learning/s at this stage with the creation of a timeline from 1914 to 1929.

Key Learning/s - FNMI Veterans	
1929	•
	•
	•
	•
	•
	•
	•
	•
1914	•

**4. Students will participate in a R.A.F.T. activity that focuses on FNMI veterans.**

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>FNMI Veteran</b>	Citizens in Canada	Article	Select an issue that has emerged from your research and key learning/s to date.
<b>Non-FNMI Veteran</b>	Citizens in the US	Song	
<b>Enemy</b>	An FNMI Community	Letter	Select a person that has emerged from your research and key learning/s to date.
<b>Rebel</b>	Readers of a Major Newspaper	Video	
<b>Writer</b>	Viewers of CTV	Cartoon	
<b>Elder/Metis Senator</b>	High School Students	Biography	Select an event that has emerged from your research and key learning/s to date.
<b>Historian</b>	Politicians	Interview	
<b>Reporter</b>	Your Peers	Blog	
<b>Adventurer</b>	Your Parents	Photo Montage	
<b>You</b>	Your Choice	Poem	
<b>Your Choice</b>		Your Choice	

**Your Role:**

**Your Audience:**

**Your Format:**

**Your Topic:**

**YOUR R.A.F.T. ACTIVITY HERE:**

**5. Students will engage in an inquiry project with their current content as the springboard.**

**“A Good Question”:**

- has more than one answer
- has a very deep meaning
- gives you lots of information
- doesn't have a yes or no answer
- is hard to answer and takes a lot of thinking to understand the question
- contains exciting words that make you want to look for an answer
- is about something you can research
- takes a long time to figure out
- makes you think, know, and wonder
- (adapted from Barell, John. *Why are school buses always yellow?*)

Source: [http://www.scholastic.ca/education/teaching\\_tip/march2013.html](http://www.scholastic.ca/education/teaching_tip/march2013.html)

**Examples of Inquiry Questions:**

- How do you know if a law or rule is just?
- How is a FNMI veteran different from a non-FNMI veteran?
- Which country treated their FNMI veterans best?

<b>Our Potential Questions:</b>	
<b>Here is the question we will further investigate:</b>	
<b>What makes this a good inquiry question?</b>	
<b>Our plan for this inquiry project:</b>	

**6. Students will evaluate their in-class activities with a concentration on historical perspective and continuity/change.**

What is meant by historical perspective?

What is meant by continuity and change?

In the six boxes below, record your key insights gained about FNMI veterans, events, issues and other acquired knowledge.

1

2

3

4

5

6

**How do these key insights relate to (or not) to your understanding of historical perspective?**

**How do these key insights connect (or not) to your understanding of continuity and change?**



**7. Students will assess their newly acquired knowledge using the citizenship education framework.**

