

1. Students will use a graphic organizer to investigate the contributions of FNMI veterans at Canadian and US websites.

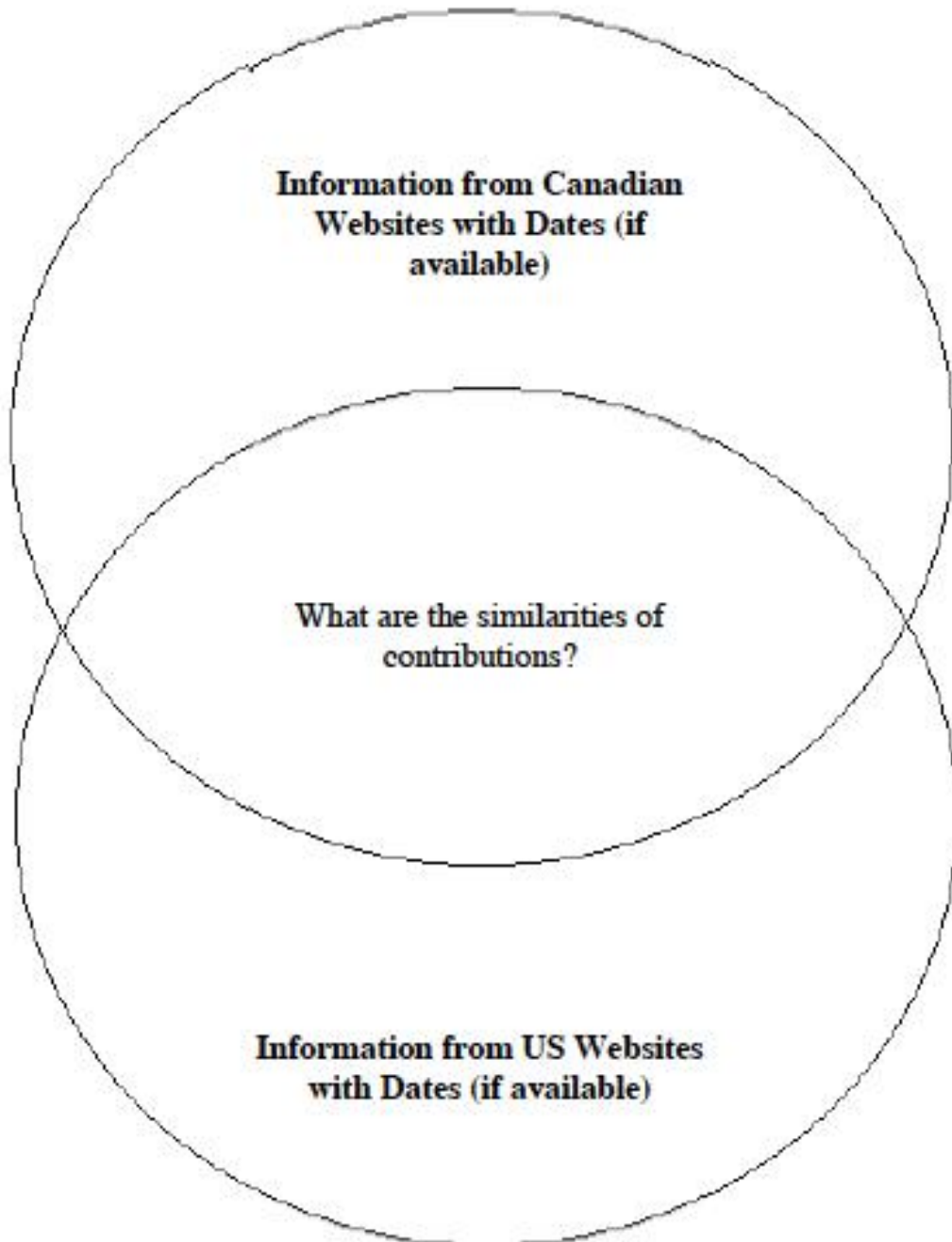
Name \_\_\_\_\_

Subject: CHC2P

Teacher: ONECA

Date: \_\_\_\_\_

## Investigating Contributions of FNMI Veterans



## **Canada**

<http://www.veterans.gc.ca/eng/remembrance/those-who-served/aboriginal-veterans>

<http://canadianaboriginalveterans.ca/introduction/>

<http://www.vcn.bc.ca/~jeffrey1/tribute.htm>

<http://www.warmuseum.ca/firstworldwar/history/people/in-uniform/first-nations-soldiers/>

<http://www.cbc.ca/news/aboriginal/new-medallions-honour-aboriginal-veterans-1.3308627>

## **USA**

<http://www.navavets.com/>

<http://indiancountrytodaymedianetwork.com/department/veterans>

<http://www.ncai.org/news/articles/2012/11/12/honoring-remembering-and-serving-native-american-veterans>

2. Students will view the ONECA FNMI veterans' contributions video and share their key learning/s with the class.

Name: \_\_\_\_\_

Subject: CHC2P

Teacher Name: ONECA

Date: \_\_\_\_\_

## ONECA Veterans Video and Key Learning/s

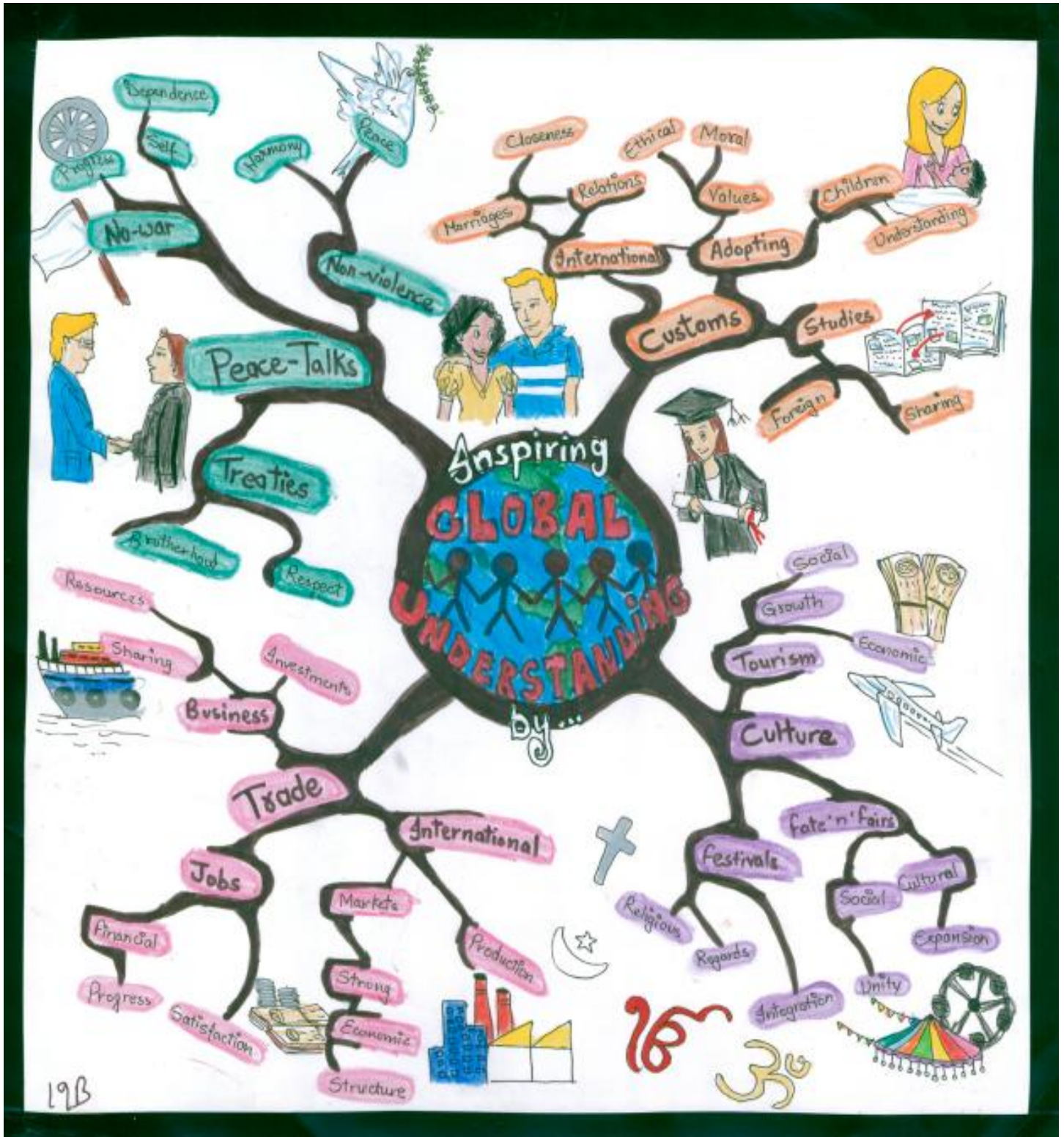


3. Students will work in small groups and summarize their knowledge at this stage with the creation of timelines from 1914 to 1929.

FNMI Veterans Contributions	
1929	● Event Description:
Date Below:	● Event Description:
Date Below:	● Event Description:
Date Below:	● Event Description:
Date Below:	● Event Description:
Date Below:	● Event Description:
Date Below:	● Event Description:
1914	● Event Description:

4. Students will create a mind map that focuses on how FNMI veterans' contributions affected Canadians.

Example of Potential Mind Map:



Source: <http://www.mindwrx.com/mex/mind-map/hand-drawn/6642/dibjot-global-understanding>

**YOUR MIND MAP 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?”

### **Our Potential Questions:**

**Here is the question we will further investigate:**

**What makes this a good inquiry question?**

**Our plan for this inquiry project:**

**6. Students will work in pairs or triads and evaluate the historical significance and perspectives that defined their in-class activities related to these themes.**

<b>Define significance:</b>	
<b>Define perspective:</b>	
<b>Define historical:</b>	
<b>Activity Name:</b>	What is the historical significance and/or historical perspective of the knowledge gained from this activity?
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<b>Additional comments or questions from peers:</b>	



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

Active Participation:  
How do FNMI peoples work for the common good?

Identity: What characteristics of FNMI identity connect to your own?

Citizenship  
Education  
Framework

Attributes: Does this new knowledge create respect and empathy for FNMI peoples?

Structures: What are examples of rules and laws that have affected FNMI peoples?