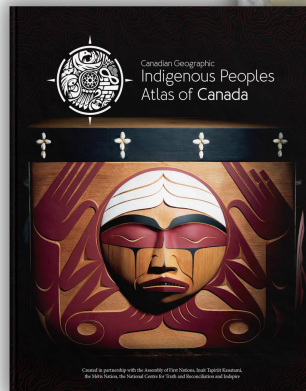


THE
INDIGENOUS
EDUCATION
DEPARTMENT
PRESENTS



INDIGENOUS PEOPLES ATLAS OF CANADA

Mini Map Extensions

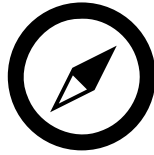
The Canadian Geographic Indigenous Peoples Atlas of Canada (IPAC) Giant Floor Map and resource collection was created by the Royal Canadian Geographical Society in collaboration with Indigenous and ally educators and organizations. It is intended to be a starting point in the ongoing journey of reconciliation.

The Giant Floor Map is bookable through the Indigenous Education Department by emailing Nerine Graham at nerine_graham@d33.bc.ca.

Check out the bolded **links** throughout the kit!



PURPOSE



The “Mini” map offers engaging and interactive opportunities for students to learn about the past, present, and future stories of the Indigenous Peoples of Canada. The “mini” version is a 3m x 3m replica created using the **downloadable tiles** available from Canadian Geographic. This is possible thanks to the generosity of the RCGS and partners in making the lessons and materials openly available online.

THEMES



The IPAC is divided into fifteen themes. We have included ideas for how you can adapt the inquiry activities on the “mini” map. Most IPAC Giant Floor Map activities can be done directly on the “mini” version! Each title is a link to information and activities from the original resource.

HOW TO ACCESS



Mini-maps are available for purchase or to borrow from the Indigenous Education Department. Please email nerine_graham@sd33.bc.ca.

The Giant Floor Map is also bookable through the Indigenous Education Department.

Check out the bolded links throughout the kit! 

MINI-MAP KIT IDEAS

Mini-Map Adaptable Kits are available to borrow (limited quantities available), or teachers can use the following purchase links to create their own. The kit includes props and books for students to interact with on the map.

PROPS:

1. **Coloured String**
2. **Measuring Tapes**
3. Animals of the **Forest**, **Arctic**, and **Ocean**
4. **Mini Pylons**
5. Blank Cards (laminated for whiteboard markers)
6. **Halq'eméylem Simon Says** Game



BOOKS:

Hiawatha and the Peacemaker (Governance)

We Are Water Protectors (Human Rights)

A Dance Through the Seasons (Housing; Movement of People)

Sharing Circle (Cree; Core Competencies)

The Origin of Day and Night (Inuit; Animals; Traditions)

The Red Sash (Métis; Trade Routes)

Taan's Moons (Seasonal Cycles; Migration Patterns)

These are only suggestions!



Check out the bolded links throughout the kit!



CLIMATE CHANGE

Explore the effects of climate change across Canada and the impact on Indigenous and non-Indigenous peoples. Activity suggestions can be done directly on the “mini” map using the string, animals, and stories from the kit.

CONNECTION TO THE LAND AND DEMOGRAPHICS

Explore how connection to land influences the way people live and their worldviews. Use the 2016 Census Data and Métis Homeland Map as well as the pylons, string, and blank cards from the kit to map out and discuss the data. Examine what makes somewhere a place and consider personal connections to the land.

Attention Math teachers! There are many ways to connect language and math suggested in this section, including mapping traditional Métis trading territory and comparing it with current Métis Settlement areas.

INDIGENOUS GOVERNANCE

There are many models of governance across Canada! Explore ways Indigenous groups are governed and compare traditional and current models of governance. Read Hiawatha and the Peacemaker to learn about the Haudenosaunee confederacy. Use pylons or sticky notes to mark national, provincial, and municipal governing entities across Canada. Discuss Indigenous representation using the markers as conversation starters. Look to the North to consider land mass and representation.

Check out the bolded **links** throughout the kit!



HOUSING

Identify the main landform regions of Canada and explore how that influenced the traditional **housing** of the Indigenous peoples in that area. Read the story **A Dance Through the Seasons** and consider how housing and movement of Indigenous peoples was influenced by the seasons. Older students can engage in a discussion around the current housing crisis for Indigenous peoples in Canada. Classes can use the animals, string, and blank cards in the kit to engage in the experiential learning activities from the original resource.

HUMAN RIGHTS

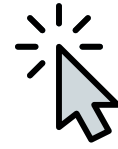
The original resource has excellent conversation starters and information to inform discussions around **Human Rights** and Indigenous peoples. Engage students in an interactive reading of **The Water Walker** or **We are the Water Protectors** to connect current events and activism. Use **Spirit Bear's Guide** to introduce the TRC's Calls to Action to younger audiences.

INDIGENOUS LANGUAGES

Link language, culture, and identity through inquiry and discussion. Don't forget to acknowledge the land and languages spoken where you are! The **Halq'eméylem Simon Says** game, included in the kit, is a fun and familiar way introduce students to the language of the Stó:lō people.

Attention Math teachers! There are many ways to connect language and math suggested in this section of the original resource.

Check out the bolded links throughout the kit!



MOVEMENT OF PEOPLE

Read the story **A Dance Through the Seasons**, included in the kit. Consider how housing and **movement of Indigenous peoples** was influenced by the seasons. Use the animals, string, and blank cards provided in the kit as well as the **Animal Migration** cards from the original resource to engage students in the application and experiential learning activities.

NOTABLE PEOPLE

The cards and activities from the original resource work well with on the “mini” map. This is a great opportunity to consider what makes people notable and reflect on **notable people** within our communities.

Read a story about a notable Indigenous person. Why are their contributions so important? Some excellent books include **Go Show the World, Notable Native People, Indigenous Peoples Contributions to Canada**, or **Hidden in Plain Sight: Contributions of Aboriginal Peoples to Canadian Culture, and Identity**.

ORIGINAL PLACE NAMES

Maps tell a story and transmit the knowledges and intent of their authors. Many **place names** on the map will be unfamiliar to students. Use the mini pylons in the kit or sticky notes to engage students in any of the inquiries from the original resource.

Consider booking the Sto:lo Place Names Tour through **Sto:lo Nation** for an introduction to original place names in our community. The Indigenous Education Department can help coordinate the booking process!

Check out the bolded links throughout the kit!



RESIDENTIAL SCHOOLS

IPAC offers students an opportunity to learn about the **residential school system** visually and kinesthetically. Residential school sites are named and labelled. See the IPAC resource for POI and activations. There is also an **interactive app** available for older audiences.

SEASONAL CYCLES AND MIGRATION PATTERNS

Use the animals, string, and blank cards provided in the kit, as well as the **Animal Migration cards** from the **original resource**, to engage students in the application and experiential learning activities.

Read, **Taan's Moons**, included in the kit, to introduce students to the Haida moon cycle, language, and traditional knowledges. Explore the different understandings of the seasons across North America and consider why this diversity exists. Books to check out:

- **Coyote Places the Stars** by Harriet Peck Taylor
- **A Dance Through the Seasons** by Leona Prince
- **The Sun and the Moon** (Strong Stories collection) by Celestine Aleck
- **The Great Blanket of Moss** (Strong Stories collection) by Celestine Aleck

Use the blank cards to draw animal tracks and match them to the animals included in the kit or the Animal Migration cards.

Check out the bolded **links** throughout the kit!



TRADE ROUTES AND TRAPLINES

Trade existed on Turtle Island long before European colonists arrived. All the activities from the **original resource** can be done with the “mini” map including researching the different animals of Canada, mapping their territory and significance to Indigenous peoples, relating the experience of hunting and trapping to student’s own lives, and discussing the evolution of trade on turtle island.

Read **The Red Sash** and find the places in the story on the map. Research the original trading post in the story.

TREATIES, LAND DISPUTES, AGREEMENTS AND RIGHTS

Examine words commonly used during the **treaty process** such as “agreed upon” and “negotiate”. How are these processes impacted by power and privilege? IPAC has powerful inquiry suggestions for diving into this topic with your class. The book, **A Promise is a Promise**, by Robert Munsch is a great introduction for younger audiences.



INTRODUCING THE MAP: SAMPLE LESSON

GOAL

- Students will recognize the different elements (datasets, symbols, etc.) on the map and what they mean.
- Students will be able to make personal connections to the places and dates presented on the map.
- Students will be able to navigate the map as they would other maps of Canada.

CONNECT

Activation Ideas: Choose 1+ activities most suitable for your class and age group.

- Do a land acknowledgement. For smaller classes, gather around the territory on the map. Make notes of place names, symbols, colour, and scale.
- Ask students what they already know about maps. What is the purpose of maps? What information do they include? What information would student predict to be included on this map? Explore the map to find differences between this map and maps that students are already familiar with.
- Find a date on the outer timeline (white border) that you have a connection to. This could be your birthday, a family member's birthday, or the anniversary of important event. What happened in your life? What does it say happened on the timeline? Make a point of introducing the different colours of the map and the Indigenous group they refer to. First Nations=Purple, Métis=Blue, Inuit=Pink.

CONNECT CONT...

- Place a cone on a city or part of Canada where you have a personal connection. This could be where your family is from, a place where your friends or family live, a place you have visited, or a place you have heard about. Take time to reflect on the process of finding these locations. Were they easy to find or more difficult? Why? What information do students see around their place of connection?
- Seek and find different symbols, colours, land features, oceans, etc. These could include the compasses of the map, the different oceans surrounding Canada, the legend, First Nations communities, Inuit territory, Métis Settlement areas, residential schools. The options are endless! Take time to reflect on the location of these places and features. This could be as simple as asking students to look up and take note of where their classmates are on the map.

PROCESS // TRANSFORM // REFLECT

Use the inquiry opportunities from the **original resource** or the adaption ideas from the mini map extension resource to engage your class in an interactive lesson. Make sure to allow for time to reflect on the experience.

