Attawapiskat: People of the Parting of the Rocks

1. Looking at the picture of Attawapiskat, the “Where is Attawapiskat” section and the “Land” section, describe what you think the living conditions are like there.
2. Knowing what you know about First Nations people and their relationship to nature and the land, does the Treaty seem fair that is described in the History section. Remember that they gave up rights to 207 000 square km so each family could have 1 square km and some farm equipment and animals.
3. Why do you think that the people in Attawapiskat don’t want to leave and they continue to choose to live there?
4. Compare how the group of people you chose to do your research on (ex. Italians, Irish, French, etc.) have different and similar lives to the people in Attawapiskat. Find images of both groups and their living conditions on the internet and make at least 4 slides in Explain Everything to compare the differences and similarities of how they live.

**Canadian Cultural Comparison Explain Everything Rubric**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Goal**: To compare the culture of a group of immigrants to Canada with the culture of our First Nations people and create a 5-8 slide Explain Everything presentation about it.

**Success Criteria**:

* I can find information about how a group of immigrant Canadians lives in Canada today.
* I can find information about how First Nations people live in Canada today
* I can compare the two cultures with strong criteria that I choose (ex. Clothing, food, living conditions, languages, cultural celebrations, beliefs, etc.)
* I can find relevant photos of the two groups
* I can create an effective Explain Everything presentation that shows the differences and similarities between the two groups.
* I can use appropriate vocabulary

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| Expectations | Level 1 | Level 2 | Level 3 | Level 4 |
| A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada | Student cannot evaluate evidence or draw conclusions about similarities and differences between two communities. | Student can evaluate evidence and draw conclusions about similarities and differences between two communities with some difficulty. | Student can evaluate evidence and draw conclusions about similarities and differences between two communities well. | Student can evaluate evidence and draw conclusions about similarities and differences between two communities effectively. |
| A3.3 identify various types of communities that have contributed to the development of Canada | Student cannot explain how two communities have contributed to development of Canada. | Student can explain how two communities have contributed to development of Canada with some difficulty. | Student can explain how two communities have contributed to development of Canada well. | Student can explain how two communities have contributed to development of Canada effectively. |
| A3.6 identify key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada | Student cannot identify key differences between two communities in Canada. | Student can identify key differences between two communities in Canada with some difficulty. | Student can identify key differences between two communities in Canada well. | Student can identify key differences between two communities in Canada effectively. |
| B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools | Student cannot use a variety of tools to conduct research. | Student can use a variety of tools to conduct research with some difficulty. | Student can use a variety of tools to conduct research well. | Student can use a variety of tools to conduct research effectively. |