

















Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	National Indigenous Peoples Day On June 21, 2020 Canada celebrates National Indigenous Peoples Day. What do you know about this day? Click here to read more. Then, click on the image below to find a learning activity. 	Songs from Algonquin Cultural Advisor Click here to watch a video of Danka Brewer, one of UCDSB's cultural advisors. As you watch and listen carefully, fill in the template found by clicking on the image below. 	Young, Indigenous Activist An activist is an individual who feels so passionately about a topic, they just can't help doing something to learn more, to raise awareness among others, and to bring about change. Click on image to learn more. 	Inuit Poetry Click here to read a poem by Alootook Ipellie, an Inuk poet who gives us a feel for the Inuit land and culture. Complete the learning activity here . Click on the image below to learn about more Inuit culture. 	The Métis Sash  The Métis sash is one of the most prominent symbols of the Métis Nation. What do you know about the sash? What do you wonder? Click here to learn more. Listen to some traditional Métis music here . 
	Take a look at the "Savais-tu que...?" collection on the government of Canada site to explore the many inventions by Indigenous Peoples. Click image for activity  	Have you ever wondered how your life would differ if you lived in the Northern parts of Canada? Thankfully, the Virtual Museum of Canada has a virtual exhibit for us to discover. Click image to begin your virtual tour of an Inuit community.  	Watch and listen to the video « Liliann Elias: l'histoire d'une survivante des pensionnats indiens » to learn about her experience in the residential school system. Click image for activity  	Watch the short « Ça Bouge Canada » video to learn about a community in Haida-Gwaii, British Columbia. Click image for activity  	Learn about Turtle Island by playing a game and exploring this Government of Canada website. Click image for activity  

Literacy Additional Resources

ENGLISH

For your grade 6 – 9 children, you might want to check out Scholastic Learn at Home: Gr. 6 – 9.

<https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html>

You may also wish to have your child check out the learning at the Gr. 3 – 5 level if that suits their needs or interests better.

<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

FRENCH

Here are some additional French resources that are good for Grade 7-8 children to expose them to oral French language on a daily basis.

<https://www.tfo.org/fr/videos/series>

<https://www.idello.org/fr>

<https://www.onf.ca/>



Please click on this Icon, wherever you see it, to access Indigenous content.

Choice Board Background Information:

- ✓ Choice boards were created to provide flexibility in learning at home;
- ✓ Boards were planned for divisions: K-3, 4-6, 7-8 for open, individualized learning;
- ✓ Planned with recognition that parents may currently hold various roles at home;
- ✓ Designed to enhance the materials provided by the Ministry;
- ✓ Experiential learning focus with accessible materials at home;
- ✓ Low/No tech options;
- ✓ Accessible on mobile devices.

Choice Boards- Parents Can:

- ✓ Choose as many or as few learning opportunities as desired;
- ✓ Follow the days of the week or be flexible in using the choice boards;
- ✓ Be confident that the learning is based in curriculum;
- ✓ Engage other children in the home in common experiential learning (i.e. baking, reading, playing math games, being active together);
- ✓ Click on the links provided for further learning and sample questions to ask;
- ✓ Have fun!

Explanatory Notes: LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS



Choice Board Activities Provide:

- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
- ✓ French learning opportunities;
- ✓ Health and Physical Well-Being ;
- ✓ Opportunities to foster connections within the household;
- ✓ Focus on conversation and thinking.

Choice Boards- Teachers Can:

- ✓ Create classroom-based choice boards for students while they are learning at home;
- ✓ Incorporate ideas from the choice boards into teaching practices, daily and weekly planning;
- ✓ Explore and incorporate new resources into classroom learning;
- ✓ Engage students and families in virtually sharing learning with one another;
- ✓ Expand on activities in order to provide individualized learning opportunities;
- ✓ Incorporate other UCDSB resources (i.e. Math Tool, VLC, links) to extend student learning.



Come Celebrate National Indigenous Peoples Day!

On June 21, you and all your friends are invited to a very special celebration! That date, the first day of summer, has been chosen as **National Indigenous Peoples Day**!

In 1996, the Governor General of Canada, Roméo LeBlanc, proclaimed it National Aboriginal Day! It's an opportunity for everyone to celebrate the cultural richness and contributions of **First Nations, Inuit, and Métis** peoples. In 2017, the Prime Minister announced the day would be renamed **National Indigenous Peoples Day**.

Why June 21? For centuries, many of the first inhabitants would celebrate the arrival of the warm weather and the pleasures of the summer solstice. The summer solstice is

the day of the year with the longest light. It is a day with spiritual significance for many people and is a good time to celebrate Indigenous people and cultures.

Activities for **National Indigenous Peoples Day** are organized across Canada every year. You can take part by getting in touch with an Indigenous community or a local Indigenous organization, or by organizing your own activities with your relatives and friends. For more information about the day's activities, you can visit Canada.ca/national-indigenous-peoples-day.

National Indigenous Peoples Day is for all Canadians, so share in the celebration.





National Indigenous Peoples Day

June 21, 2020

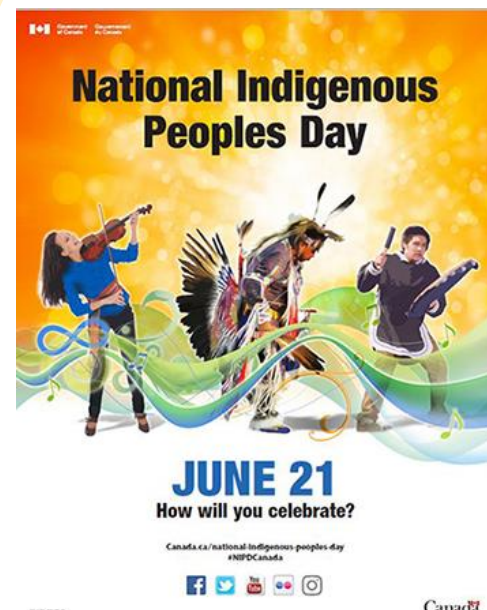
Jot down things you learned from reading the text....

What questions or wonderings do you have after reading....

Why do you think it says National Indigenous Peoples Day is for all Canadians? Explain.



Upper Canada District School Board





The Wind Song, Wichita Do Ya, the Frog Song, and the Travelling Song

Danka Brewer, Algonquin cultural advisor

	The Wind Song	Wichita Do Ya	The Frog Song	The Travelling Song
What did you learn from the introduction of the song?				
What did you hear as you listened to the song?				
What or how did you feel while listening?				
Often when we listen to music we see images in our heads. We imagine an image as we listen. What images did you imagine as you listened?				

Which of these songs appealed to you most? Why? Explain.



Young, Indigenous Activist Autumn Peltier



1. Who are some activists you know? What is it that they are passionate about?
2. Click [here](#) to read about Autumn Peltier, a 15 year old currently living in Ottawa, who is a activist who has already made her passion and thoughts known to leaders in Canada and around the world. **Be sure to watch the video of her speech embedded in the article.**
3. What is Autumn's cause that she is trying to change? Had you heard of this problem? What are your thoughts on this issue?
4. What led to Autumn's support for this cause? How can you tell that she is truly passionate about helping with this issue?
5. Is there a cause that you or your family feel strongly about? What can you do to support and encourage others to support your cause? If you don't have a cause, what is something you could do to support the cause of others (e.g. food for less fortunate people, protecting wildlife etc.)?

Click to continue

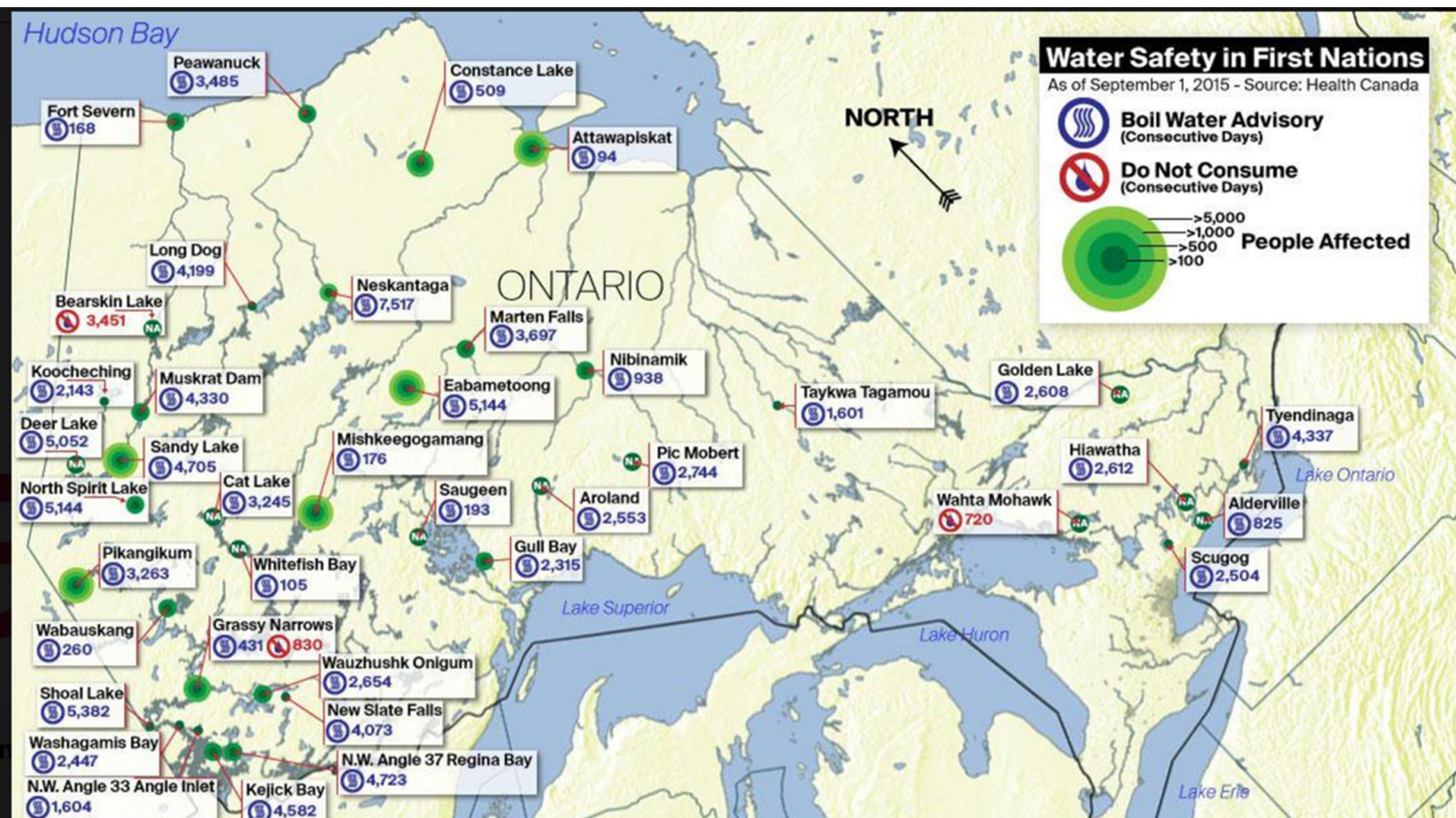


Young, Indigenous Activist Autumn Peltier



Look at the Map below showing the Water Safety Issues in First Nations in September 2015.

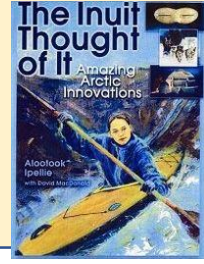
- What information can you get from this map?
- What surprised you most when looking at the information on this map?
- How do you think the information presented in the map might have affected Autumn Peltier's work and determination to carry on with her cause?





Inuit Poetry

By Alootook Ipellie



Alootook Ipellie (1951 – 2007) was born on Baffin Island in what we now call Nunavut. He later settled in Ottawa, Ontario. He was an author, poet, editor, artist, and cartoonist. His works celebrated Inuit culture and dealt with contemporary issues faced by the Inuit.



Read the poem below. Then go to the [next page](#) for reflection questions.

How Noisy They Seem

I saw a picture today, in the pages of a book.
It spoke of many memories of when I was still a child:
Snow covered the ground,
And the rocky hills were cold and gray with frost.
The sun was shining from the west,
And the shadows were dark against the whiteness of the
hardened snow.

My body felt a chill
Looking at two Inuit boys playing with their sleigh,
For the fur of their hoods was frosted under their chins,
From their breathing.
In the distance, I could see at least three dog teams going away,
But I didn't know where they were going,
For it was only a photo,
I thought to myself that they were probably going hunting,
To where they would surely find some seals basking on the ice.
Seeing these things make me feel good inside,
And I was happy that I could still see the hidden beauty of the
land,
And know the feeling of silence.

By Alootook Ipellie

Source:

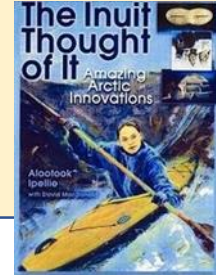
<https://www.inuitartofcanada.com/english/legends/poemtwo.htm>

[Click for activity](#)



Inuit Poetry

By Alootook Ipellie



Poem by Alootook Ipellie

How Noisy They Seem

Poetry often creates **pictures in our minds**. What images were you seeing in your head as you read the poem?

What details about the **land** and the **culture** of the Inuit people are provided in the poem?

How is the author **feeling** as he remembers things from his childhood? How do you know? What memories from your childhood bring this same feeling?

What contrast (difference) from the past to the present is the author trying to point out?



The Métis Sash



1. Fill in the first two columns of the KWL chart below with what you **KNOW** about the Métis sash and what you **WANT** to know (or what you **WONDER**) about the sash.
2. Read the text found [here](#). After reading the text, fill in the last column with what you **LEARNED**.

K

What I know

W

What I wonder or what I
want to know...
(Often in the form of a
question)

L

What I learned...



The Métis Sash

The distinct Red Voyageur Sash pattern is easily recognized as Métis. It has been a symbol of the Métis since the time of the fur traders. Today, sashes are worn as a symbol of pride and celebration, but during the fur trade, a sash was daily worn for the Métis. Men often wore their sashes folded in half and tied around the waist creating a pocket for tobacco, medicines, and fire starters. The sash had many practical uses; often worn as a belt for tying a Capote closed, or used as a washcloth and towel, or thread for sewing. The sash was also commonly used as a rope or as back support while carrying furs.

The sash has been worn since the late 1700s. Traditionally, Métis sashes were handmade and finger weaving. Each sash would have between 32 and 42 strands and would take 70 to 300 hours to complete, depending on the pattern and experience of the weaver. This method was adapted from the First Nations practice of finger braiding, with nettle fibre, buffalo hair and hemp, the French Canadian practice of making braided woollen garters and the Norwegian finger weaving styles. You could often identify a Métis family or their origin based on the pattern of their sash.

Due to the time and skill required for handmade sashes, not everyone had access to them.

To solve this L'Assomption Quebec started to mass-produce the Voyageur sashes we recognize today. As early as 1800, they began making sashes on looms. This made sashes affordable and accessible to everyone. Sashes were then sold in varying qualities and price ranges. The most expensive sashes were made of thin wool strands dipped in wax. Dipping the fibres in wax made a waterproof sash that could be used as a cup on the trail or to carry small amounts of water in.

Meaning of its colours:

- *Red - is for the blood of the Métis that was shed*
- *Blue - is for the depth of spirit*
- *Green - is for the fertility of our Nation*
- *White - is for our connection to God and our creator*
- *Yellow - is for prosperity*
- *Black - is for the dark period of the suppression and the dispossession of Métis people*

This text is from <https://www.mnbc.ca/directory/view/341-ministry-of-culture-heritage>.



Clique sur l'image ci-dessous pour accéder la collection « Savais-tu que...? » du gouvernement du Canada. Là tu vas voir des images de choses qui ont été inventées ou d'abord découvertes par les Premières nations, les Métis et les Inuit. Sous chaque image, tu vas lire plus d'information sur ces découvertes et contributions étonnantes.



Activité -

Choisis un objet ou un produit créé à l'origine par les Premières nations, les Métis ou les Inuit et réponds aux questions suivantes : Partage ton travail avec un adulte lorsque tu as fini.

1. Quel objet ou produit as-tu choisi? Décris-le et explique à quoi il servait à l'origine.
2. Comment l'objet ou le produit a-t-il changé au fil du temps? (Est-il fait de matières différentes? Est-il préparé autrement? A-t-il une nouvelle utilité?)
3. Comment utilise-t-on l'objet ou le produit aujourd'hui? (Où et quand s'en sert-on? Qui s'en sert? Pourquoi l'utilise-t-on?)
4. Dans quel(s) livre(s) / site(s) web(s) as-tu trouvé cette information?

FSL – Activity B



Aimerais-tu vivre en milieu isolé et demeurer au centre du monde? Adamie Philie est Inuit et il est né et habite Kangiqsujaq, « la grande baie ».

- Où est Kangiqsujaq? Trouve-le sur [Google Maps](#).
- Commence ton tour virtuelle de Kangiqsujaq en regardant la vidéo de Adamie Philie qui nous présente sa communauté.
(Assure-toi de mettre les sous-titre en français car il est difficile à entendre dans une section)



- Fais un tableau comme celui-ci-dessous. Demande à tes parents le cout des produits et remplis la colonne « Le prix où j’habite ».
- Ensuite, clique [ici pour voir un diapositif](#) des mêmes produits et leur prix dans un magasin à Kangiqsujaq. – Remplis la troisième colonne de ton tableau.

Le produit	Le prix où j’habite	Le prix à Kangiqsujaq
Une boîte de céréals Froot Loops		
Nescafé – le café instantané		
Un pot de Kraft Cheez Whiz		
Du beurre salé		
Du papier de toilettes (24-30 rouleaux)		
Du savon pour la machine lave-vaisselle		
12 cannettes de A&W Root beer		

Clique ici pour la
continuation de
l’activité

FSL – Activity B

Continued ...



Questions de réflexion après avoir fini le tableau des prix des produits:

- Pourquoi y a-t-il une différence de prix à ton avis? Fais une liste de raison.
- Quand tu as fini, montre ce tableau et partage ta liste avec tes parents. Demande-leur s'ils connaissent d'autres raisons pour cette différence.
- Comment te sens-tu après avoir appris cette information? Écris tes pensées dans un journal intime ou parles-en avec quelqu'un.

Richard Mollen habite la réserve Unamen-Shipu. C'est un endroit isolé, sans route d'accès aux autres parties du Canada.

- Où est Unamen-Shipu? Trouve-le sur [Google Maps](https://www.google.com/maps).
- À ton avis, quels sont les avantages et inconvénients de vivre dans une région géographiquement isolée? Discute avec quelqu'un.
- Si on proposait de construire une route d'accès pour lier Unamen-Shipu aux autres parties du Canada, quels seraient les avantages et inconvénients? Fais un tableau et écris tes idées.

La création d'une route d'accès	
Les Avantages	Les Inconvénients

Maintenant regarde la vidéo de Richard Mollen « Où la route mènerait-elle ». Dans la vidéo il explique son opinion des avantages et inconvénients d'une route d'accès dans sa communauté.



Est-ce qu'il présente les mêmes idées que toi? Ajoute les avantages et inconvénients qu'il mentionne dans ton tableau.



Avant d'écouter l'histoire de Lillian Elias et son expérience dans un pensionnat indien, fais un tableau S-V-A comme celui-ci-dessous et remplis les deux premières colonnes.

Tableau S-V-A

Sujet: Les pensionnats indiens

S – Ce que je sais	V – Ce que je veux savoir	A – Ce que j'ai appris

Maintenant clique l'image pour regarder et écouter l'histoire de Lillian Elias – survivante des pensionnats indiens. Écoute plusieurs fois pour bien remplir la troisième colonne de ton tableau S-V-A.

Partage ce que tu as appris avec un adulte. Parle avec lui pour voir ce qu'il sait au sujet.





- Clique sur l'image pour regarder la vidéo. ***NOTE** - Le lien va automatiquement à la vidéo principale de l'île de Vancouver. Il faut choisir la 4^e vidéo nommé « La communauté d'Haida-Gwaii en Colombie-Britannique ».



- En regardant la vidéo, réponds aux questions suivantes:
1. Où habite les Haidas?
 2. Quand est-ce que le musée d'héritage d'Haida a-t-il été inauguré?
 3. Quelle était la population du peuple Haida-Gwaii avant l'arrivée des européens? Et après?
 4. Quelle est la population à l'heure actuel?
 5. Explique, dans tes propres mots, ce que Monique Lusignan Brown nous dit au sujet du musée et/ou du peuple Haida.
 6. Qui est Marcel Russ?
 7. Qui est Bill Reid? Pourquoi est-il fameux?
 8. Comment dit-on « merci » dans la langue Haida?



Clique sur l'image pour accéder le site web du gouvernement du Canada pour jouer au jeu « l'Île de la Tortue. »



Instructions

- Tu peux jouer le jeu en ligne sur le site web ou [Imprime les jeux-questionnaires](#)
- Chaque article sur l'Île de la Tortue comporte une description qui t'aidera à répondre aux questions. Clique sur le nom de l'article (p. ex. sirop d'érable) pour lire la description.
- Tu peux également [imprimer les descriptions](#) séparément
- **Les réponses se trouvent sur le site web ou tu peux les télécharger ici: [Téléchargez le PDF des réponses](#)**

Après avoir joué à l'Île de la Tortue, tu connais maintenant 20 articles et pratiques associés aux cultures des Premières Nations, des Métis et des Inuit, et tu as une connaissance sur l'importance de chacun de ces éléments.

Maintenant fais des recherches sur un des thèmes suivants et illustre tes découvertes sur une affiche :

- Les séances de purification
- Les cérémonies de la suerie
- Les pratiques traditionnelles de chasse et de pêche
- La roue médicinale

Ton affiche doit représenter

- a) les diverses composantes de la pratique ou de l'élément choisi et
- b) son importance pour le groupe culturel concerné



Grades 1 to 8 Overall Expectations in Language	
ORAL COMMUNICATION	<ol style="list-style-type: none"> 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
READING	<ol style="list-style-type: none"> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently; 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
WRITING	<ol style="list-style-type: none"> 1. generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
MEDIA LITERACY	<ol style="list-style-type: none"> 1. demonstrate an understanding of a variety of media texts; 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Grades 1 to 8 Overall Expectations in French as a Second Language - Immersion	
LISTENING	<p>A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies.</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
SPEAKING	<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences.</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>
READING	<p>C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies.</p> <p>C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
WRITING	<p>D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively.</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively.</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>