

EDUC 460

Ideas for using Indigenous Atlas of Canada Giant Floor Map

Distribution of:

- population (pre/post contact, settlement patterns post contact)
- art e.g. traditional art forms, use examples
- artists (with samples)
- food (maybe combine with resources and animals)
- buildings/homes and technology, use examples (pics)
- contemporary writers with writing samples
- notable indigenous soldiers (pick a war, e.g. WWI), soldier biographies
- trade routes and trade goods Distance from home villages/territories/reserves to residential schools
- vegetation (by zones) and physiographic features, wildlife
- historical events, stand-offs, incidents, gatherings, newsworthy items

Activities

- follow routes of explorers (e.g. rivers) and survey what they might have seen, including an inventory of cultures
- regions: Climate zones, natural resources, language families
- using blocks or objects to visualize changes, e.g. epidemics, residential schools, sixties scoop, children in care
- Royal Commissions and Inquiries - locations and significance
- approaching the map -- e.g. starting with the timeline. Strings from events on timeline to map.
- use real-time deployment of objects or movement to show timeline for x (e.g. contact, treaties, etc.)
- local timelines for our location but also for others
- starting point for inquiry, use activities as lead-in, could be used for presentation
- students find, present, read from, show, explain the samples or examples
- ask students what they would do with the map

Discussions:

- why no provincial boundaries? what about other cartographic choices?
- what's missing from the timeline (e.g. seemed to be missing info on women)?
- the knowledge/information on the map -- how was it gathered? what difficulties would they have had? what's missing? is some of the knowledge sacred or special, and should not be shown on the map?

