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<tr>
<th>Author: Aaron Fitchett</th>
<th>Intended Audience: Middle School Grades (6-8)</th>
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<tbody>
<tr>
<td>Created: Fall 2011</td>
<td>Length: Approx. 43.00 minutes</td>
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<tr>
<td>Topic: Remembering Aboriginal Heroes</td>
<td>Subject: Social Studies</td>
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<td>Key Words: Aboriginal, War, First Nations, Soldier, Twitter, Remembrance Day, Veterans' Week</td>
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**Related Resource Links:**
- [http://www.veterans.gc.ca/eng/history/other/native/](http://www.veterans.gc.ca/eng/history/other/native/)

**Materials:** Computer lab (or access to mobile computers with the ability to print), Teacher-generated information packages based on twitter subjects chosen, SmartBoard for demonstration, access to the internet for research, Teacher-generated twitter profile templates

**Lesson Objectives**

*NOTE: This lesson will fit within most middle school Social Studies instruction especially as an FNMI complement to Veterans' Week and Remembrance Day awareness. Included are possible GLO and SLO connections based on the Grade 7 Alberta Social Studies Curriculum (these are only meant as examples; please align this lesson to your own outcomes, within Skills & Processes, or specifically as FNMI instruction).*

- **General Outcome 7.2:** Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.
- **Specific Outcome 7.2.3 – Students will appreciate the challenges that individuals and communities face when confronted with rapid change.**

**Introduction/Set**

5 minutes

- Remind students of the timeframe of World Wars I & II
- Introduce the some basic issues related to Aboriginal Peoples and the many wartime events in Canada’s past
- Remind students that Twitter is a social networking site that allows brief informational updates to a maximum of 140 characters per update
- Remind students they can highlight text within a Word Document and click *review and word count* to see how many characters they have used

**Body**

25 – 30 minutes

- Introduce the objective of the lesson:
  - Students will understand and appreciate a key issue in relation to the history of Aboriginal Peoples' service to Canada during times of war
  - Students will create an informational twitter profile that demonstrates their understanding of Aboriginal Peoples' involvement in Canadian wartime expeditions both at home and overseas
- Travel to computer lab or set-up mobile lab; ask students to log-on
- Divide the students into groups based on both class size and the number of topics to be covered. OR, use this as an individual assessment based on speed of student work.

Using the Veterans Affairs Canada publication (*Native Soldiers – Foreign Battlefields*) as a guideline, the following topics may be most appropriate:

- The life and accomplishments of Francis Pegahmagabow: [http://www.veterans.gc.ca/eng/history/other/native/peaceful](http://www.veterans.gc.ca/eng/history/other/native/peaceful)
- The life and accomplishments of Tom Longboat: [http://www.veterans.gc.ca/eng/history/other/native/longboat](http://www.veterans.gc.ca/eng/history/other/native/longboat)
- The life and accomplishments of Dr. Gilbert Monture: [http://www.veterans.gc.ca/eng/history/other/native/feather](http://www.veterans.gc.ca/eng/history/other/native/feather)
The life and accomplishments of David Greyeyes: [http://www.veterans.gc.ca/eng/history/other/native/greyeyes](http://www.veterans.gc.ca/eng/history/other/native/greyeyes)
The life and accomplishments of Edith Anderson: [http://www.veterans.gc.ca/eng/history/other/native/nurse](http://www.veterans.gc.ca/eng/history/other/native/nurse)

**Of course**, there are several more possible biographies, themes, or information sets that could be sourced through the *Native Soldiers – Foreign Battlefields* website (also available as a PDF or monograph). I would encourage any teacher to use this lesson plan year after year (varying the student research topics) in order to develop a wealth of student-generated informational twitter profiles examining the contributions of FNMI individuals to Canada’s war effort.

- Students will create a twitter profile for either a subject, topic, or person they research on the Veterans Affairs website
- Students will find related (appropriate) images online for the profile pictures, and will create tweets (140 characters or less) related to the information they research... much the same as creating a fact sheet or taking point notes in class
- Circulate and monitor student progress; check for understanding and pose critical inquiry questions to the small groups while students work

### Conclusion

3 – 8 minutes

- Ensure there is enough time for students to at least introduce their topic to the other groups, if not present their findings to the rest of the class
- Allow time for students to undertake a gallery walk of their classmates’ completed twitter profiles
- Allow time for students to print and hang twitter profiles around the school

### Adaptations

As it stands, this lesson is quite condensed and requires more in terms of teacher preparation as opposed to student-directed investigation. Time permitting, this lesson could be extended to a set of multiple lessons which require students to: identify their own critical thinking research questions related to Aboriginal Peoples’ involvement in historic Canadian wartime conflicts; conduct their own independent (group) research of both primary and secondary online documents; and generate an original twitter profile (and series of tweets) that demonstrates their learning while extending the knowledge of their peers on this underrepresented topic for Canadian students.

The intention will still be for the twitter profiles to be mounted around the school in order to raise awareness of First Nations, Métis, and Inuit peoples’ involvement in Canada’s military history.

### Assessment

Assessment for this project may be formative or summative based on teachers’ overall objectives and based on the outcomes chosen. It is likely, since this lesson may not link directly to Values and Attitudes outcomes or Knowledge-based outcomes, that the teacher will select Skills and Processes outcomes in order to link the assignment to an assessment.

### Lesson Reflection

Please reflect on this lesson plan individually, and if you use it please take the time to complete a review of its effectiveness on the [FNMI Curriculum Collection](http://www.fnmicollection.ca) database.