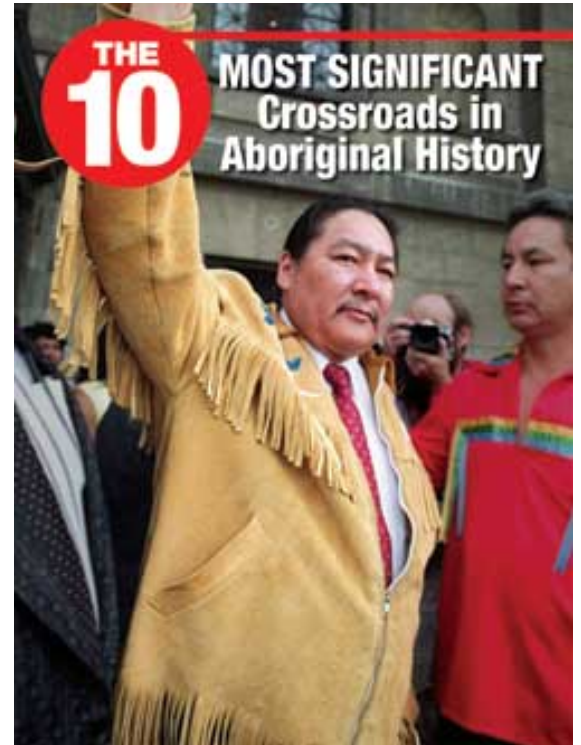


Book Title: *10 Most Significant Crossroads in Aboriginal History*

Author and Illustrator: Jan Beaver

Annotation: This book is one of the 10 series, geared towards grades 6-12. It uses multiple textual forms and visual images to present various viewpoints related to each of the cross roads highlighted in the books. The cross roads include:

- Meech Lake Accord
- Northwest rebellion
- Confederacy of Five Nations and the Peacemaker
- Creation of Nunavut
- Mi'kmaq war
- Iroquois war
- The numbered treaties
- Indian Act
- Residential schools
- Arrival of the Europeans



Multiple Text Sets could be made, using each of the crossroads listed above.

Uses in the classroom

1. Guided reading lessons on:
 - a. Reading non-fiction material
 - b. Using archival material-how to read archival photographs
 - c. Using key words, glossaries, headlines for decoding materials
 - d. Decoding unfamiliar words
 - e. Dictionary skills
 - f. Map reading
2. Writing lessons on:
 - a. Using quotations (embedded in writing of b and c)
 - b. Newspaper articles (one event=multiple articles, different times, people etc)
 - c. Point of view (rewrite one of the events from a different point of view)
 - d. Timelines (-plot the events mentioned in the book on a timeline)
3. Oral skills focused on:
 - a. **Presenting** on one of the topics
 - b. **Debating** which order the crossroads should be listed
 - c. **Listening** and **asking questions** of a presenter.

10 most Significant Crossroads-Curricular Links

Social Studies 7. Canada: Origins, Histories and Movement of Peoples

7.1 Toward Confederation



Confederation: Canadian Expansions

7.2 Following

Social Studies 9. Canada: Opportunities and Challenges








Canadians: Governance and Rights



9.1 Issues for

English Language Arts



2.1 Use strategies and Cues

-  (6) Apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning
-  (7) Adjust reading rate and strategies to account for changes in structural features of texts and complexity of content
-  (8) Take notes, make outlines and use strategies as read, recite, review to comprehend and remember ideas and information
-  (6-9) Use text features, visual and textual cues.....
-  (7) skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words


2.4 Create Original Text

-  (7) Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes
-  (8) Choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes




3.3 Organize, Record and Evaluate

-  (7-9) Make notes, using headings and subheadings or graphic organizers appropriate...
-  (6-8) Reflect on ideas and information to form own opinions with evidence to support them

3.3 Share and Review

-  (6-9) Communicate ideas and information in a variety of oral, print and other media texts, such as multi-paragraph reports, question and answer formats and graphs

4.3 Present and Share

-  (7) Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions
-  (8) plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications
-  (9) provide feedback that encourages the presenter and audience to consider other ideas and additional information.