

USING THE TIMELINE

PRE-TEACH/PRE-ACTIVITY

Discuss with students what a timeline is and what its purpose is by using the timelines around the outside of the Giant Floor Map. Once you have created a working definition of a timeline with your class, have students define what a historical event is, and how events are selected to be included on timelines. Have students complete a sequencing activity to ensure they understand the concept of a timeline. Have them determine 10 milestone dates from their family history. Examples can include: my dad/mom/brother/sister was born, I was born, I started school, I broke my arm, etc. Have students illustrate each event on their timeline, ensuring that they are recording the events in proper historical order. Ask students to reflect on how these past events affect their lives, focusing especially on the present and future. For example, a student might say:

PAST: "When we moved here I couldn't play with my friend anymore because we didn't live near one another anymore."

PRESENT: "The arm I broke hurts when I sleep on my side."

FUTURE: "I get to see my grandparents only at Christmas, so I am looking forward to seeing them then."

Explain that this type of timeline is linear, showing events in sequential order, which is traditionally a European concept. Traditionally, Indigenous Peoples had timelines that were non-linear, which is reflected in their storytelling. It is also in keeping with the time immemorial aspect of Indigenous Peoples living in North America. A circular, non-linear, Indigenous way of knowing time is at odds with the European view of time as "progress." Discuss the difference between these points of view with your class. Next, discuss oral and written history. Indigenous Peoples traditionally pass knowledge and stories through oral stories and traditions.

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LEARNING OUTCOMES:

- Students will understand that the Giant Floor Map timeline highlights some of the milestones of each Indigenous group, not all events.
- Students will recognize that historical events continue to affect the Indigenous group for whom it is important.
- Students will recognize that the timelines do not define any Indigenous group, nor do they adequately cover any group's history. The timelines are meant to be a starting point for further exploration.
- Students will learn to recognize and identify milestones in their lives and communities.
- Students will learn that Indigenous Peoples have called North America home for millennia and have developed distinct and sophisticated nations representing different cultural worldviews, spiritual practices, languages and histories.
- Students will learn that despite the historical and present-day impacts of colonization and colonial policies, First Nations, Métis and Inuit peoples, through resilience and resistance, continue to strengthen their communities by reclaiming their languages, reconnecting with the land and ceremonial practices, and challenging policies and practices.
- Students will see that the objectives of colonization were assimilation and annihilation and determine how those objectives were implemented through the Indian Act and residential schools.

USING THE TIMELINE

Points of inquiry and activation related to the Giant Floor Map



- **Once students have created their own personal timeline, have them examine the timeline on the Giant Floor Map.** Discuss the challenges, strengths and limitations of the timeline around the border of the map. Whose story is told, and what may be missing? How does perspective of the writer affect the events that are included as notable or important? Ask them what similarities and differences they see between their timeline and the one on the map. Have your students create a KWL (already know, want to know, learn) chart of the history of Indigenous Peoples in Canada.
- **Look at the solid line on the outermost part of the map's border.** Ask students to determine what this line is. Explain that this line represents the actual time shown on the timeline. Discuss with your students how long the solid line is in comparison to the dotted line.
- **Discuss how the 150th anniversary of Confederation may have been perceived by different groups of people in Canada, specifically Indigenous Peoples.** Look at the events on the timeline that happened 150 years ago and discuss their impact on Indigenous Peoples in Canada.
- **Walk to the northwest corner of the map and look at the portion of the solid line that turns into dots.** Discuss with students the event written there — first European contact. Ask students how this event changed or affected Canada and the people(s) who lived there.
- **Have students identify the points on the timeline they feel they can relate to most, which events they consider to be most important and which they want to learn more about.** Next, have students place pylons on the map in places that correspond to the events on the timeline they have identified.
- **Ask students to stand on an event that continues to affect Indigenous Peoples today.** Have each student identify whether their event is affecting Indigenous Peoples in a positive or negative way.
- **Have students reflect on the residential schools timeline, included with the Giant Floor Map.** Ask them to identify when these events took place with respect to the timelines printed on the map and discuss the impact that was had in such a short time.

USING THE TIMELINE

Age appropriate application and experiential learning

ELEMENTARY

K-6

- **Lead your students on a walk around the map**, pointing out as many individual events as you can. Be sure to highlight the consequences of each event you discuss. Ask students to stand by the event that they feel the most connected to on the timeline. Have each student explain which group(s) of peoples their point references, why they selected it, and how they feel connected to that event. Once everyone has shared their connection, discuss any patterns and trends that emerged from the student connections.
- **Give students a copy of the Timeline Template** card representing the scaled version of the 150 years of Canada's existence. Have students fill out the card and leave time to discuss with your students their reflections on the exercise. Ask them how they feel about the short time that Confederation has existed when compared to how long Indigenous Peoples have lived on this land.

INTERMEDIATE

7-9

- **Have students work in teams** to teach their classmates about a section of the timeline displayed on the Giant Floor Map, touching on all three groups of Indigenous Peoples in Canada. As a class, discuss the entire timeline to ensure that everyone has a full understanding of the history of Indigenous Peoples in Canada.
- **Have students research a milestone event** (from the Giant Floor Map timeline, or specifically from the Métis Nation History card provided) and explain the event to their classmates using the map to illustrate their presentation as much as possible.
- **After having studied the timeline, discuss with students** what the Truth and Reconciliation Commission's calls to action are and why they exist. Discuss what your class can do to fulfill the calls to action in your community.
- **Once students have studied the timelines and the key events labelled on it**, have them research and locate on the map where some of these events took place. For example, when and where was the Indian Act signed? When and where were the treaties established? Ask students to discuss the patterns and trends they see.
- **Have students find the GPS coordinates of places they visited** and research places that are important to them or to their families. Have students identify the traditional territory for each place and make online maps showing their history and story.

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SECONDARY

10-12

- **Using the print and online version of the Indigenous Peoples Atlas of Canada**, have students research each of the milestones in greater detail. Have students present a more detailed description of the event to the class and explain why it was included on the timeline.
- **Work with students to determine** the best format for them to present a synopsis of one portion of the timeline of their choosing.
- **Using the Indigenous Land Distribution card, compare the total land mass of Canada to the amount of land currently designated for First Nations, Métis and Inuit people, per group and in total.** Referring to the timeline on the Giant Floor Map, discuss how the amount of land has changed over time and the events that have led to the current state of land rights.
- **Have students look for areas** currently showing low or non-existent Indigenous populations and research the history of the area to determine why that is.

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DEMONSTRATION OF LEARNING

- **Have students show their understanding** of specific events (e.g., treaties, residential schools, formation of organizations) and the long-lasting impacts of those events in a format of their choice.
- **Ask students to create** their own plan for reconciliation and to make a timeline for how they would implement it. How would they get involved in reconciliation?



LEARNING TO ACTION

- **Have students identify** some of the Truth and Reconciliation Commission calls to action and make and implement a plan to support them.
- **Connect with local Indigenous communities** to learn more about Indigenous events and stories first-hand. Create a timeline of events in your local area, and arrange to have it displayed in your local town hall or community centre.