



Connect & Wonder

What topic are you exploring?
 What interests you about this topic?
 What would you like to learn more about?
 How does this topic affect you personally? How does it relate to your experiences, your values or your opinions?
 Create your question – **How can I raise awareness about..**

Investigate

Choose your resources.
 Take notes.
 Arrange your research and create an outline to address your question.

Find good quality websites through the North Surrey Library Catalog:
 Start here:
 Go to library.sd36.bc.ca
 Click on **North Surrey Secondary**
 Click on **Catalog**
 In the search box type in your topic
 Click on **Websites** (top right corner of results page)

Take notes using **Inspiration**



Construct

How are you going to bring awareness?

What new conclusions have you created?

What is unique about your approach or insight?

Express

Create a product to be able to share your insights with others.

Your presentation should be 5-8 minutes in length.

Reflect

Reflect on both the research process and on your project.

What did you learn?

What did you do well?

What would you do differently next time?



Using the Library Catalog to find Books and Websites

1. Go to library.sd36.bc.ca and click on **North Surrey Secondary**.
2. Click on **Catalog** and in the search box type **First Nations Canada**. Click on **Subject**.

Find [Reset All](#)

Keyword
 Title
 Author
 Subject
 Series

Narrow your search to... [Show More](#)

3. The books the library holds on that subject will be listed. Locate the book on the shelf using the **Call Number**.

Searched for (first nations canada). [Printable](#)

[Not what you're looking for? [Refine your search?](#) [Browse Subjects?](#)] Selected List: My List [Add Page](#)

Titles: 1 - 25 of 100 Sort By: [Relevance](#) [Go!](#) 1 2 3 4 5 7 [Show All](#)

Before Canada : First Nations and first contacts, prehistory-1523 [Details](#)

Call #: 971.01 NEL Nelson, Sheila.

Series: How Canada became Canada

Published 2006

Interest Level: Young Adult

2 of 2 available [Add to this List](#)

4. As well, website recommendations are listed when you click on the **Websites** tab.

WebPath Express results for (First nations canada) [Refine your search?](#) [Additional filters](#) [Printable](#)

Topic: [All topics](#) Grade level: [All grades](#) Domain: [All domains](#) [Go!](#)

Format: [All format types](#) Lexile: [All lexile measures](#) Source: [All source types](#) Language: [All languages](#)

Selected List: My List [Add Page](#)

Displaying: 1 - 25 of 1,000 1 2 3 4 14 27 40 [Show All](#)

[First Nations Community Optimistic as New Reserve Opens](#) [Add to this List](#)

Grade Level:

The Ojibway of northern Ontario finally have a place that they can call home. For more than a century, the Ojibway sought their own reserve in Canada. In 2008, they received The Lake Nipigon Reserve. In building a First Nation community from scratch, they hope to avoid the poor living conditions and economic hardships that exist on many Canadian Indian reserves. As many First Nations people are choosing to live off reserve, it is unusual for a new reserve to be established in the 21st century.

Topic: Native American--Reservations--Canada, Ojibwa Indians Language: English Lexile: 930 [Add to this List](#)

URL: <http://www.cbc.ca>

[Nothing Is as Certain as Change: A Photographic Display on the Changing Lives of Yukon's First Nations People](#) [Add to this List](#)

Grade Level:



In the rugged Rocky Mountain foothills of southern Alberta and the remote interior of central B.C., a once hardy and abundant band of wild horses now faces an uncertain future. Their ancient ancestors once roamed the Canadian plains, sharing the terrain with the giant woolly mammoth. But the North American horse was eventually driven to extinction. Eleven thousand years later, Spanish conquistadors returned the horses to the West, where they re-settled into their original range. By the end of the 19th century, 50,000 grazed Alberta and B.C.'s grasslands, but now, only a few hundred wander the forested foothills. With their territory being scarred by clear-cuts and crisscrossed by pipelines, and their very existence being challenged by some who see them as rogue trespassers, many are worried the wild mustangs may once again become extinct.

"The Last Wild Mustangs : Canadian Geographic Presents Episode Description." *The Last Wild Mustangs : Canadian Geographic Presents Episode Description*. Canadian Geographic, n.d. Web. 04 Mar. 2015.

Paraphrase – recording the main ideas, with supporting details, into your own words

1. **Read and understand** original passage
2. Write a **keywords or phrases** from the source
Rocky Mountain foothills, wild horses, uncertain future, ancient ancestors, woolly mammoth, Spanish conquistadors, resettled, trespassers, extinct
3. **Reproduce** what you have learned **in your own words** – main ideas and supporting detail
4. **Check** that your version accurately represents the original passage
5. Use **quotation marks** if you are using unique terms or phrases as part of your paraphrase
6. **Record your source** including page number

In ancient times, wild horses roamed the Canadian Plains with the woolly mammoth. These horses became extinct, however they were reintroduced by the Spanish conquistadors eleven thousand later. They settled back into their original territory, and by the 19th century there were 50,000 wild horses in B.C. and Alberta. Now, because of clear-cuts, pipelines and other human activity, these wild horses are dwindling and may again become extinct.

Summarize – record the main ideas, succinctly and briefly

1. **Read and understand** the original passage
2. Identify the **main point(s)** of the source
wild horses, became extinct, reintroduced, at peril again
3. In a few sentences, **recount** the gist of the material – main ideas only, no detail
4. **Check** that your version accurately represents the original
5. **Record your source** including page number

In ancient times wild horses roamed B.C. and Alberta. They became extinct but were reintroduced and thrived. Now, they are threatened again.

Paraphrase and Summarize Practice

Caribou herds are shrinking across the North, and that's especially worrying for Indigenous communities where they're a historically important source of food. One caribou population, called the Bathurst herd, which ranges across the southern Northwest Territories, western Nunavut and northern Saskatchewan, has dropped 96 per cent in 30 years — from 450,000 animals down to about 20,000. Determined to see the herd recover, Indigenous communities in the area have stopped hunting the animals, and have been working with governments and scientists on a plan to protect their habitat.

"The Plan To Save The N.W.T.'S Dwindling Bathurst Caribou Herd". *Canadian Geographic*, 2018, <https://www.canadiangeographic.ca/article/plan-save-nwts-dwindling-bathurst-caribou-herd>. Accessed 2 Oct 2018.

Paraphrase – recording the main ideas, with supporting details, into your own words

1. **Read and understand** original passage
2. Write a **keywords or phrases** from the source

3. **Reproduce** what you have learned **in your own words** – *main ideas & supporting detail*
4. **Check** that your version accurately represents the original passage
5. Use **quotation marks** if you are using unique terms or phrases as part of your paraphrase
6. **Record your source** including page number

Summarize – record the main ideas, succinctly and briefly

1. **Read and understand** the original passage
2. Identify the **main ideas** of the source

3. In a few sentences, **recount** the gist of the material – *main ideas, no detail*
4. **Check** that your version accurately represents the original
5. **Record your source** including page number



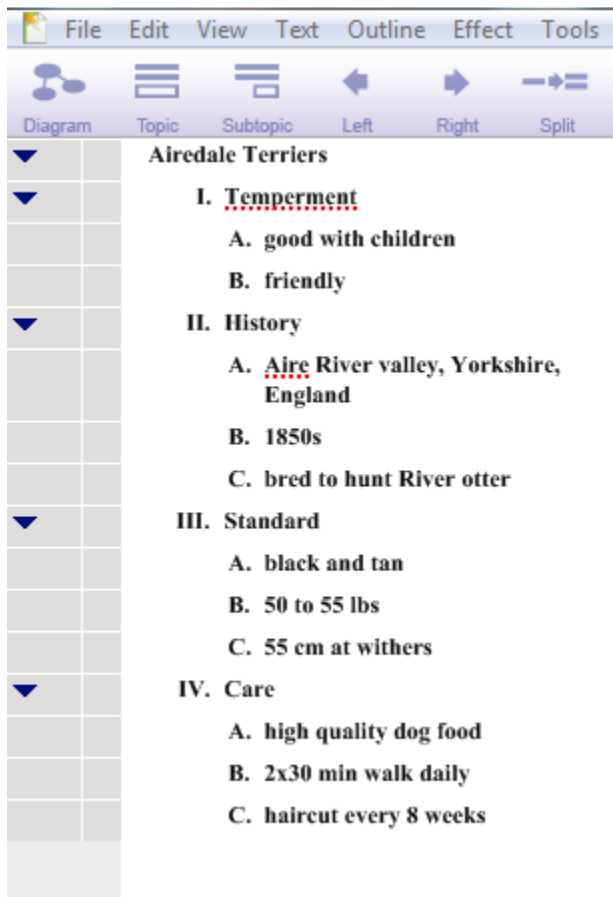
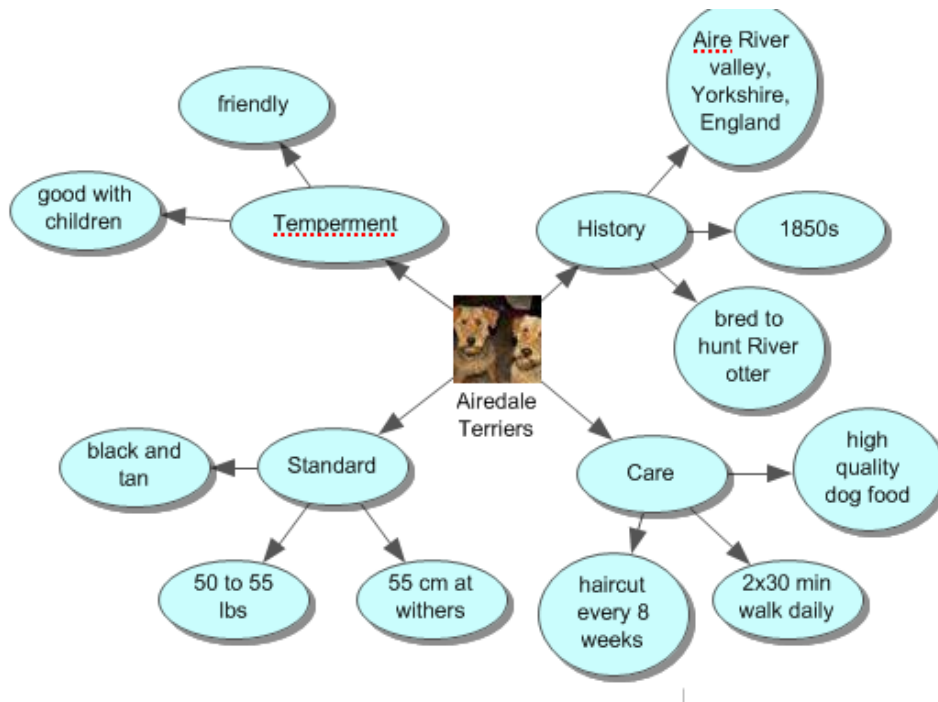
Inspiration



Inspiration is a great software application that allows you to:

- Create a web of your research
- Illustrate and add notes to the web
- Connect aspects of the web together
- Convert the web to an outline (for easy essay writing)

1. Search for **Inspiration** in the *search programs and files* menu of your computer.
2. Open the program and click on **Diagram** to begin.
3. In the **Main Idea** bubble, type your subject term or research topic/question.
4. Now start building the spokes of your web. With the Main Idea bubble highlighted, click on the **Create** icon (top left) to connect a bubble to the Main Idea. This becomes a sub-topic of the Main Idea. Add as many sub-topics as you need, remembering to always have the Main Idea bubble highlighted as you create them.
5. You can click on and move the bubbles around if needed.
6. Now with the sub-topic bubble highlighted, create details bubbles with your research information.
7. Keep building your web as you do your research.
8. From the symbols box on the left, you can add/use images instead of bubbles. Click on Basic, then pick your topic and, with the bubble highlighted, add your image.
9. Or, you can use images from the internet. Go to Google Images, find images selecting icon (on the left) for size, copy and paste the image in the appropriate spot.
10. Once your web is complete, click **Outline**, at the top left, for your web in outline format,





Your Presentation

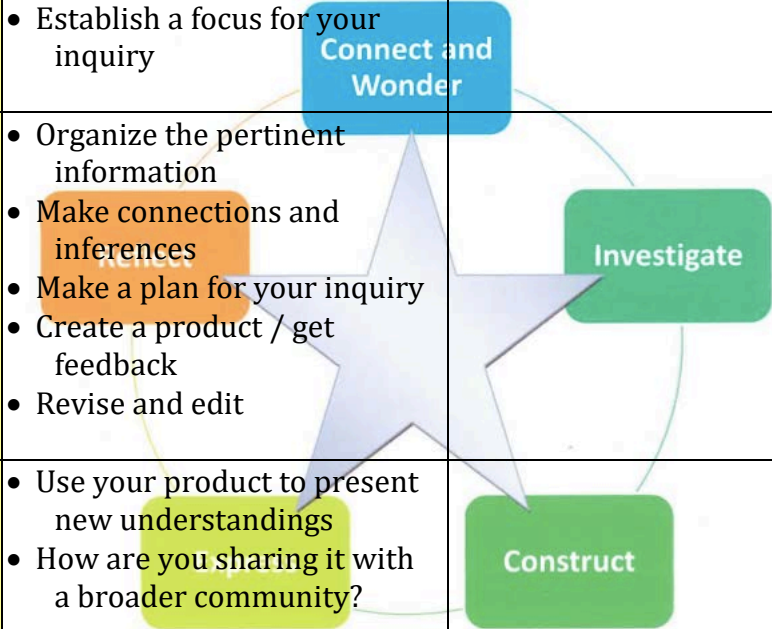
1. Before you begin, ask yourself;
 - What is the purpose of your presentation
 - What does the audience expect
 - What do you want the audience to take away
 - How long is your presentation
2. The Audience
 - Who is your audience
 - Why have you been asked to speak to them
3. Know your topic
 - The best presentations happen when you thoroughly know and understand your topic
4. Keep it Simple
 - Your audience should come away with just a few main points
 - Keep your presentation simple; don't kill the audience with detail
 - Have a well-organized, clear structure to your presentation
 - Make sure the audience knows what is important and why
 - Tell it like a story
 - Personalize your presentation
5. Design
 - If your presentation involves some form of slideshow, don't put too much text on the slides
 - Vary the slides – some text, some graphics etc.
 - Limit the fancy transitions – they can feel inappropriate and will deter from your presentation
 - Have a theme – use the same colours or graphics to build in consistency
 - Choose graphics and fonts well
6. Deliver
 - Be passionate
 - Start with a catchy hook
 - Don't go on and on
 - Move around physically
 - Make eye contact with the audience
 - PRACTICE ~ PRACTICE ~ PRACTICE

Adapted from:

Reynolds, Garr. "Presentation Tips." *Garr Reynolds Official Site*. N.p., 2016. Web. 27 Apr. 2016.

INQUIRY BASED LEARNING

SD62, Adapted from BCTLA (last updated Jan. 10, 2017)

Connect and Wonder	<ul style="list-style-type: none"> • What do you already know? • What do you wonder? • How will you gather information? • How will you share what you have learned? 	
Investigate	<ul style="list-style-type: none"> • Locate and collect information (is it reliable?) • Select and evaluate relevant information • Establish a focus for your inquiry 	
Construct	<ul style="list-style-type: none"> • Organize the pertinent information • Make connections and inferences • Make a plan for your inquiry • Create a product / get feedback • Revise and edit 	
Express	<ul style="list-style-type: none"> • Use your product to present new understandings • How are you sharing it with a broader community? 	
Assess	<ul style="list-style-type: none"> • What worked? • What would you do differently next time? 	
Reflect	<ul style="list-style-type: none"> • Reflect on the inquiry process • How can you transfer your learning to new situations? • What are your new questions? 	