



MUSEUMS
ASSOCIATION OF
SASKATCHEWAN
MUSEUMS ARE MORE...

Making the Connection between Museums and Education:

A living document for educators to help guide a museum visit



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Acknowledgments

Making the Connection between Museums and Education was developed to help museums and educators to connect between the curriculum and social justice issues that are affecting your world today. This workbook was created to connect museums with educators through fun, engaging activities discussion and resources that link the two entities together to help education and inform today's youth.

Making the Connection between Museums and Education workbook for Saskatchewan Museums was written by Christie Schafer. Kathleen Watkin, MAS Advisor, facilitated the project on behalf of MAS with the guidance of Wendy Fitch, Executive Director. Graphic Design work was completed by Michelle Brownridge, MAS Community Engagement Coordinator.

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CHAPTER 1 - Purpose of Museums

The traditional role of a museum has been the collecting, preserving, and sharing of collections¹². More recently museums are focusing on the stories that objects tell (or do not tell). Museums can help to “shape the community identity and to bring different community groups together”.¹³ At the same time, museums can address the “social issues”¹⁴ of today by exploring the social issues of the past.

Indeed, Arinze has described museums as the “cultural soul of the nation”¹⁵. At the same time, museums “need to become agents of change by calling attention to actions and events that encourage development”¹⁶. He argues that education is the fundamental objective of museums and that they “should be fully integrated into the education system”¹⁷. “Active participation [of students] is key to their engagement”¹⁸. In our digital, fast-paced world, museums can be another form of ‘edutainment’ to interest and inspire students in their learning. Museums also serve as an excellent source to demonstrate the value of seeing and using primary resources in education.

Traditionally in Saskatchewan, museums have been curators of our colonial past – a homage to the pioneer spirit of determination and hard work that helped to shape the land and its history. It is a story of homesteaders who, through pure grit and resolve, have been successful in spite of the harsh conditions of the climate and land. While this is a relevant story to tell, this narrative can also act as a starting point for exploring the untold stories of Saskatchewan.

To illustrate this point, small towns in Saskatchewan generally have a main street with a Chinese restaurant. It would be worthwhile to explore these stories within the context of the building of the railroad. Once the railroad was completed, where did the Chinese workers eventually settle? What sort of jobs were they able to get? And how were they treated by their Canadian counterparts?

The purpose of this handbook is to draw on the experience of what we have become accustomed to seeing in museums and then to start to ask questions like “what is not seen in museums?” For example, there are numerous museums in Saskatchewan dedicated to the one-room school house (a complete list can be found on page 43). While this is an important aspect of our shared history, it is equally important to inquire if there are any museums depicting the residential school experience.

“Objects are the focal point of museums”¹⁹. This focal point then becomes a students’ “starting point for investigation”²⁰. The investigation can lead to inquiry which in turn leads to a better understanding of our collective history. A starting point for all investigations can be to first ask the question of whose story is being told. Once students understand the point of view, they can place themselves within that context: is this a representation of my story? Whose story is not being told?

The following activity can done before a museum visit and can be adapted for all grade levels. It will encourage the students to start thinking about what types of objects they might see in a museum and whose stories are told through the representation of these objects. Students are also asked to think about whose story is not being told.

12 Museums Association, “Communities...Love Museums (n.d).

13 Museums Association, (n.d.).

14 Museums Association, (n.d.).

15 Emmanuel Arinze, “The Role of Museum in Society” (Guyana: Public Lecture at the National Museum, 1999), p. 1.

16 Emmanuel Arinze, (1999), p. 2.

17 Emmanuel Arinze, (1999), p. 3.

18 Christine Ovendon, “What are Museums for?” (United Kingdom: Conference Essay for A Cumberland Lodge Conference, 2004), p. 11.

19 Kelley Jo Burke, “Getting the Most out of Museums: a Teacher’s Guide to Rewarding, Stress-Free Museum Visits” (Saskatchewan: Museums Association, 1999), p. 2.

20 Kelley Jo Burke, (1999), p. 2.

Activity: Whose Story?

Tell the students that they are going to the _____ Museum on a field trip. Give them a brief description of the museum and what kind of a collection it is. In the first column, have them brainstorm what kinds of objects they might see at the museum. For example, a one-room schoolhouse might have wooden desks, a blackboard, a teacher desk, and a pot-bellied stove.

In the second column, have them write who might have used these objects and what they might have been used for. For example, students would sit at the desks and the teacher would write on the blackboard.

In the third column, have students write down whose story is being told. For example, it might be a rural school in a farming community. This is an opportunity for students to make connections to their past. How many students live on a farm? How many students have family that live on farms? How many students have grandparents that may have attended a school like this one?

It also may create an opportunity for a conversation around which students do not make a connection to this heritage. Maybe an urban school with a high EAL population would have a different story about their family's schooling. Many First Nation students have parents who attended residential schools. What was their educational experience like?

Based on the conversation around educational experiences, students should be able to fill in the final two columns: whose story does a one-room classroom not tell? What objects might you not see at this museum?

An extension to this activity may be to have students compare their school experience with that of a one-room school house or to their parents' school experience.

Whose Story?

Artefacts We Might See During a Museum Visit	Who might have used these objects? What might they have been used for?	Whose story is told by the artefacts?	Whose story is not told by the artefacts?

CHAPTER 2 - Planning a Museum Visit¹²

Before a Visit

- Discuss and pre-teach with students the purpose of the museum visit and how it relates to what they are currently learning.
- Discuss what students can expect during a museum visit.
- Discuss appropriate behaviours during a museum visit. Emphasize that they are not to touch anything unless invited to do so.
- Contact the museum guide outlining how the visit connects to the curriculum, what the focus of the visit will be, and expectations for student learnings.
- If appropriate, have students generate questions they may have for the museum guide during the visit.
- Provide students with a specific task to do during a museum visit to improve student engagement. For example, they may have to do a scavenger hunt, looking for or taking pictures of, specific items/artefacts or story starting points.

During a Visit

- Ensure that students are focused, respectful, and on-task.
- Deal with student behaviours quickly and appropriately.
- Ensure that students are completing any pre-assigned tasks.
- Support students to generate interesting and focused questions for the museum staff.

After a Visit

- Do follow-up discussions or activities (see suggested activities in chapter 3) to reinforce curricular connections and student learning.
- If appropriate, have students write a thank you card for the museum volunteer.
- Provide feedback to the museum guide on the museum visit.

12 Adapted From: Kelley Jo Burke (1999), pp. 25 – 27.

Pre-Visit Activity: What does a Museum Collect?¹²

Some museums collect specimens like fossils, dinosaur bones, and ancient rock. Some collect objects made or used by people: armour, plows, paintings, or musical instruments. But museums can collect almost anything: sea shells, grass, jewelry, statues, or safety pins. The artefacts in a museum collection determines the kind of museum it is. The following chart lists some different kinds of museums. Fill in the chart with all the things that your think the museum might collect.

Type of Museum	Possible Artefacts in the Collection
Art Gallery	
Battlefield	
Science Centre	
Historic House	
Natural Park	
Zoo	
Community Museum	
Botanical Garden	
Natural History Museum	

¹² Kelley Jo Burke (1999), p. 31

CHAPTER 3 - Museums Across the Curriculum:

Links to curricular outcomes

This chapter provides an overview of how museums can be used to meet curricular outcomes in all subject areas for grades 1 through 9. The suggested activities relate specifically to the indicators for the given outcomes in each subject area¹².

Grade 2 Arts Education

Outcomes	Sample Activities
CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work.	Visit an art gallery and search for patterns in the artwork. Discuss how the artist created the patterns.
CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.	View art at a gallery with curiosity. Discuss how art can show feelings. Ask students to think about how the artwork makes them feel.
CR1.2 Investigate and describe various reasons for creating arts expressions.	Use proper art terminology (colour, line, bright, dark, etc.) when viewing art.
CH1.1 Describe the arts and cultural traditions found in own home and school community.	Before an art gallery visit, ask students to come up with questions they have about the artwork or artist. Students try to answer their questions when visiting the gallery.
CH1.2 Identify traditional arts expressions of First Nations and Métis artists.	Discuss how artists live in our community. Visit an artist's work space or gallery. Have students draw a response to the art viewed. Visit an art gallery that depicts the work of First Nations/Métis artists. Do the same activities above. Discuss the importance of nature in First Nation/Métis art. See: <i>Aboriginal Leisure in Saskatchewan Focusing on Toys, Games and Pastimes</i> ¹³ .

¹² Saskatchewan Ministry of Education, Saskatchewan Curriculum Guide grade 1 – 9. Retrieved from: <https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumHome?id=8>.

¹³ Duane Turner, *Aboriginal Leisure in Saskatchewan Focusing on Toys, Games, and Pastimes* (Saskatchewan: Western Development Museum and the Saskatchewan Indian Cultural Centre, 2003).

Outcomes	Sample Activities
<p>CP2.1 Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage).</p> <p>CP2.3 Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).</p> <p>CP2.4. Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.</p> <p>CP2.5 Create sound compositions using communities as inspiration.</p> <p>CP2.7 Create visual art works that draw on observations and express ideas about own communities.</p> <p>CR2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.</p> <p>CR2.2 Use inquiry and technology to investigate a variety of arts expressions.</p> <p>CH2.1 Identify key features of arts and cultural traditions in own community.</p> <p>CH2.2 Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists.</p>	<p>Use a museum visit as stimuli to create a dance, drama, sound, or art composition.</p> <p>Role play a situation that may have occurred during the time period depicted in a museum.</p> <p>After a museum or art gallery visit, have students create visual art that express the ideas they learned about during the visit.</p> <p>During a museum visit, look for art examples from the time period. Discuss why the art was created and what it tells about the culture during that time.</p> <p>Visit a local art gallery. Have students respond to the art either orally, visually, or in writing.</p> <p>Invite a community artist into the classroom to discuss his/her artwork and inspiration. Before the visit, brainstorm with students some questions they might have for the artist.</p> <p>Explore how art tells stories about the culture of a community. For example, types of community events such as dances or homecomings.</p> <p>Visit an art gallery that features Saskatchewan First Nation/Métis artists. Explore how the art depicts the relationship between the people, the land, and the environment.</p> <p>Attend a powwow. Discuss the difference in the dance styles performed. Discuss with students how such events were historically banned. See: <i>Aboriginal Leisure in Saskatchewan Focusing on Toys, Games and Pastimes</i>¹⁴.</p>

14 Duane Turner, (2003).

Outcomes	Sample Activities
<p>CP3.1 Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.</p> <p>CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.</p> <p>CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.</p> <p>CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.</p> <p>CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).</p> <p>CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.</p>	<p>Use a museum visit as stimuli to create a dance, drama, or art composition.</p> <p>Role play a situation that may have occurred during the time period depicted in a museum.</p> <p>After a museum or art gallery visit, have students create visual art that express the ideas they learned about during the visit.</p> <p>Visit a local art gallery. Have students respond to the art either orally, visually, or in writing.</p> <p>Invite a community artist into the classroom to discuss his/her artwork and inspiration.</p> <p>Explore how art tells stories about the culture of a community. For example, types of community events such as dances or homecomings.</p> <p>Visit an art gallery that features Saskatchewan First Nation/Métis artists. Explore how the art depicts the relationship between the people, the land, and the environment.</p> <p>Perform traditional First Nation/Métis songs, music, and dances as appropriate. See: <i>Aboriginal Leisure in Saskatchewan Focusing on Toys, Games and Pastimes</i>¹⁵.</p>

15 Duane Turner, (2003).

Outcomes	Sample Activities
<p>CP4.1 Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.</p> <p>CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.</p> <p>CP4.5 Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.</p> <p>CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.</p> <p>CR4.2 Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.</p> <p>CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.</p> <p>CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.</p>	<p>Use a Saskatchewan museum visit as stimuli to create a dance, drama, sound, or art composition.</p> <p>Role play a situation that may have occurred during the time period depicted in a museum.</p> <p>After a museum or art gallery visit, have students create visual art that express the ideas they learned about during the visit.</p> <p>Explore art works of the past and have students use some of the techniques in their own artwork.</p> <p>During a museum visit, look for art examples from the time period. Discuss why the art was created and what it tells about the culture during that time.</p> <p>Visit a local art gallery. Have students respond to the art either orally, visually, or in writing.</p> <p>Invite a community artist into the classroom to discuss his/her artwork and inspiration. Discuss how a local artist influences the community.</p> <p>Visit a museum that depicts a minority cultural group (such as Ukrainian). Learn some traditional dances and songs of the culture.</p> <p>Visit an art gallery that features Saskatchewan First Nation/Métis artists. Explore how the art depicts the relationship between the people, the land, and the environment.</p> <p>Discuss how First Nation arts expressions reflect traditional lifestyles and worldviews. For example, birch bark biting and beadwork came about because of materials in the natural environment. Storytelling occurred during long, cold winters to pass the time and to pass on traditional beliefs and values. See: <i>Aboriginal Leisure in Saskatchewan Focusing on Toys, Games and Pastimes</i>¹⁶.</p>

16 Duane Turner, (2003).

Grade 5 Arts Education

Outcomes	Sample Activities
CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.	<p>Explore historical First Nation/Métis art through a visit to an art gallery or museum that depicts First Nation/Métis heritage. Compare how traditional drumming and powwow dances are incorporated into contemporary First Nation/Métis artists' work.</p> <p>Visit the Saskatchewan Music Collection to listen to examples of First Nation/Métis music. http://smc.usask.ca/aboriginal</p> <p>A list of contemporary First Nation/Métis music artists in Canada can be found here: http://www.aboriginalmusicweek.ca/artist-directory/complete-directory</p>

Grade 6 Arts Education

Outcomes	Sample Activities
<p>CP6.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CP6.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CR6.3 Examine arts expressions and artists of various times and places.</p> <p>CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.</p> <p>CH6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.</p>	<p>Use a museum visit to express cultural ideas through dance, drama, sound, or visual art.</p> <p>Visit a community art gallery or local artist. Have students examine how local artists contribute to the community. Have students compile questions for the art gallery or artist about how artists came into their careers.</p> <p>Collaborate with local artists or art galleries to explore how artists use their art to express their identity.</p> <p>Conduct an inquiry into professional artists in Saskatchewan.</p> <p>Visit a gallery that features First Nation/Métis art. Explore how cultural identity is expressed through their art.</p>

Outcomes	Sample Activities
<p>CP7.1 Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments).</p> <p>CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.</p> <p>CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).</p> <p>CP7.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about place.</p> <p>CR7.2 Investigate and identify ways that the arts can communicate a sense of place.</p> <p>CR7.3 Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.</p> <p>CH7.1 Investigate how artists' relationship to place may be reflected in their work.</p> <p>CH7.2 Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).</p> <p>CH7.3 Investigate and identify a variety of factors that influence artists, their work, and careers.</p>	<p>Visit a museum that depicts pioneer life. Explore how the land was important to pioneers in their success. Use the inquiry process to create dances, dramas, or art that recognizes the historical importance of the land in Saskatchewan.</p> <p>During a museum visit, note any artistic expressions. Make connections to how artistic expressions reflect the importance of the land. For example, a dance held at the end of harvest.</p> <p>Visit or invite a local artist into the classroom. Ask questions about where they came from and how their roots have influenced their art.</p> <p>Visit an art gallery that displays Aboriginal artwork. Note how land is reflected in artwork.</p> <p>See: <i>Aboriginal Leisure in Saskatchewan Focusing on Toys, Games and Pastimes</i>¹⁷.</p>

17 Duane Turner, (2003).

Outcomes	Sample Activities
<p>CR1.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</p> <ul style="list-style-type: none"> • identity (e.g., All About Me) • community (e.g., Friends and Family) • social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences. <p>CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</p> <ul style="list-style-type: none"> • identity (e.g., Just Watch Me) • community (e.g., People and Places) • social responsibility (e.g., Friendship) and make connections to prior learning and experiences. <p>CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</p> <ul style="list-style-type: none"> • identity (e.g., Spreading My Wings) • community (e.g., Hand in Hand) • social responsibility (e.g., All Together) and make comparison with personal experiences. 	<p>Before a museum visit, discuss appropriate behaviours when visiting a museum. For example, do not touch anything unless invited to do so. Discuss how to show respect even when learning something that is very different from what they are familiar with.</p> <p>Tour a museum that shows First Nation and Métis artefacts. Discuss how the artefacts were gathered (this could be a question for the museum contact).</p> <p>After a museum visit, have students compare some of the traditions they learned about with their family traditions.</p> <p>Read a variety of texts about First Nations and Métis cultures. Compare what was read in the texts with what is seen in a museum and what is seen in society today.</p>

Grade 1 - 3 Language Arts

Outcomes	Sample Activities
<p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p> <p>CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.</p> <p>CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.</p>	<p>Discuss with students the difference between a primary resource and a secondary resource. Almost all museum artefacts are primary resources. Primary resources are more likely to be factual as opposed to an opinion.</p> <p>All viewing outcomes relate directly to how to respond to a museum visit. Students can respond orally, pictorially, or in written format to demonstrate an understanding of the viewing process.</p> <p>Teach students how to correctly identify and name items in a museum. If appropriate, teach them the name of the item in its applicable language.</p> <p>Visit the Consul Museum, the first museum in Saskatchewan that is entirely online. Students can view videos of the stories of settlers in the region in the Pioneer Voices section. Discuss whose viewpoint is heard in the videos and whose viewpoint is not heard. As an extension, students can make notes on one section and summarize what they learned.</p>

Grade 1 - 3 Language Arts

Outcomes	Sample Activities
<p>CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).</p> <p>CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</p> <p>CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</p>	<p>During and after a museum visit, have students demonstrate listening and comprehension by describing what they learned either orally, pictorially, or in written format.</p> <p>Before a museum visit, discuss what it looks like to be an attentive listener. During the visit, note students that demonstrate attentive listening skills by focusing on the speaker and being quiet. Also note students that ask relevant questions to the topic.</p> <p>Have students take jot notes on exhibits in the museum.</p> <p>Invite an Elder into the classroom. Discuss appropriate protocol for an Elder visit. See: <i>Elder Protocols and Guidelines for School District No. 58</i>¹⁸. Have students write a journal response about the experience.</p>

¹⁸ Nicola Similkameen, *Elder Protocols and Guidelines for School District No. 58* (British Columbia: Aboriginal Advisory Council, 2017).

Grade 1 - 3 Language Arts

Outcomes	Sample Activities
<p>CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:</p> <ul style="list-style-type: none"> • identity (e.g., Feelings) • community (e.g., Neighbourhood) •social responsibility (e.g., Plants and Trees). <p>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> • identity (e.g., My Family and Friends) • community (e.g., Our Community) •social responsibility (e.g., TV Ads for Children) and make connections to own life. <p>CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> • identity (e.g., Spreading My Wings) • community (e.g., Helping Others) •social responsibility (e.g., Communities Around the World) and make connections across areas of study. 	<p>Have students complete an inquiry project to demonstrate their learning. Discuss the theme of the museum that they will be visiting. Have them come up with questions they have about the museum. On the day of the visit, students try to have their questions answered over the course of the visit. Students then create a project that demonstrates their learning. This could take many formats including, but not limited to: a diorama, a poster, a photo collage (of pictures taken at the museum), a drama, a dance, or a basic PowerPoint. Students present their projects and respond to peer questions or comments.</p> <p>Timeline: Have students create a timeline of the time period represented in the museum.</p>

Grade 1 - 3 Language Arts

Outcomes	Sample Activities
<p>CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).</p> <p>CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.</p> <p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p>	<p>See CC1.1 for inquiry project activity</p>

Grade 1 - 3 Language Arts

Outcomes	Sample Activities
CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.	See CC.1 for inquiry project activity. Students orally present their representation of learning. After presenting, they respond to questions and comments from the class.
CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.	See CC.1 for timeline activity. Students need to use benchmarks to identify the beginning, middle, and end of a timeline, noting significant events in between.
CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.	

Grade 1 - 3 Language Arts

Outcomes	Sample Activities
CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.	CC1.4 Using either a simplified version of the writing process or a shared writing process, students write 5 sentences describing their visit to the museum.
CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.	CC2.4 Using the writing process, students write a 6 sentence paragraph describing their visit to the museum.
CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.	Using the writing process, students write a 3 paragraph recount describing their visit to the museum.

Outcomes	Sample Activities
<p>CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Expressing Myself)</p> <ul style="list-style-type: none"> • community (e.g., Building Community) • social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences. <p>CR5.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Exploring Heritage)</p> <ul style="list-style-type: none"> • community (e.g., Teamwork) • social responsibility (e.g., What is Fair?). <p>CR6.1 CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).</p>	<p>Read a variety of texts about First Nations and Métis cultures. Compare what was read in the texts with what is seen in a museum and what is seen in society today.</p> <p>Compare schools of today with schools of the past.</p> <p>Compare the challenges faced by the period portrayed in the museum with the challenges faced today.</p> <p>Ask students to imagine that the museum is a portrayal of their cultural period. Discuss how they might feel about the portrayal.</p> <p>Tour a museum that shows First Nation and Métis artefacts. Discuss how the artefacts were gathered (this could be a question for the museum contact).</p> <p>Visit the Consul Museum, the first museum in Saskatchewan that is entirely online. Students can view videos of the stories of settlers in the region in the Pioneer Voices section. Discuss whose viewpoint is heard in the videos and whose viewpoint is not heard.</p>

Outcomes	Sample Activities
<p>CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.</p> <p>CR5.2 View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.</p> <p>CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.</p>	<p>Discuss with students the difference between a primary resource and a secondary resource. Almost all museum artefacts are primary resources. Primary resources are more likely to be factual as opposed to an opinion.</p> <p>All viewing outcomes relate directly to how to respond to a museum visit. Students can respond orally, pictorially, or in written format to demonstrate an understanding of the viewing process.</p> <p>Teach students how to correctly identify and name items in a museum. If appropriate, teach them the name of the item in its applicable language.</p> <p>Visit the Consul Museum, the first museum in Saskatchewan that is entirely online. Students can view videos of the stories of settlers in the region in the Pioneer Voices section. Discuss whose viewpoint is heard in the videos and whose viewpoint is not heard. As an extension, students can make notes on one section and summarize what they learned.</p> <p>Before a museum visit, have students think about what they might see at the museum (see Whose story? P. 4). Have students generate questions about what they might like to learn during their museum visit.</p> <p>During a museum visit, students try to find answers to their questions.</p> <p>After a museum visit, students can summarize their learning using a variety of formats (orally, pictorially, digitally, or written).</p> <p>Discuss the values portrayed through the artefacts chosen for display.</p>

Outcomes	Sample Activities
<p>CR4.3 Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.</p> <p>CR5.3 Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker's verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation.</p> <p>CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/ morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.</p>	<p>Invite an Elder into the classroom. Discuss appropriate protocol for an Elder visit. See: Elder Protocols and Guidelines for School District No. 58¹⁹. Have students write a journal response about the experience.</p> <p>View statements made about the residential school experience here: http://www.trc.ca/websites/trcinstitution/index.php?p=807</p> <p>Before the visit, discuss with students the purpose and content of the Elder visit. Students will identify possible questions they might have for the Elder.</p> <p>Discuss what was learned during the Elder visit. Can the information be taken as fact or opinion? Discuss how to know the difference depending on purpose. For example, is a legend fact or opinion? Vs. Is an Elder's recollection of the residential school experience fact or opinion?</p>

19 Nicola Similkameen, (2017).

Grades 4 – 6 Language Arts

Outcomes	Sample Activities
<p>CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> •identity (e.g., Expressing Myself) •community (e.g., Celebrating and Honouring Others) •social responsibility (e.g., Within My Circle) through personal experiences and inquiry. <p>CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</p> <ul style="list-style-type: none"> •identity (e.g., What Should I Do) •community (e.g., This is Our Planet) •social responsibility (e.g., Teamwork) and express personal thoughts shaped through inquiry. <p>CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).</p>	<p>Have students complete an inquiry project to demonstrate their learning. Discuss the theme of the museum that they will be visiting. Have them come up with questions they have about the museum. On the day of the visit, students try to have their questions answered over the course of the visit. Students then create a project that demonstrates their learning. This could take many formats including, but not limited to: a diorama, a poster, a photo collage (of pictures taken at the museum), a drama, a dance, or a basic PowerPoint. Students present their projects and respond to peer questions or comments.</p> <p>Timeline: Have students create a timeline of the time period represented in the museum.</p>

Grades 4 – 6 Language Arts

Outcomes	Sample Activities
<p>CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.</p> <p>CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.</p> <p>CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.</p>	<p>See CC.1 for inquiry project activity</p> <p>See CC.1 for timeline activity.</p>

Grades 4 – 6 Language Arts

Outcomes	Sample Activities
<p>CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.</p> <p>CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, and working in groups) for particular audiences and purposes.</p> <p>CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.</p>	<p>See CC.1 for inquiry project activity. Students orally present their representation of learning. After presenting, they respond to questions and comments from the class.</p> <p>See CC.1 for timeline activity. Students need to use benchmarks to identify the beginning, middle, and end of a timeline, noting significant events in between.</p>

Grades 4 – 6 Language Arts

Outcomes	Sample Activities
<p>CC4.4 Use the writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.</p> <p>CC5.4 Use the writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.</p> <p>CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.</p>	<p>See CC.1 for inquiry project activity. Students orally present their representation of learning. After presenting, they respond to questions and comments from the class.</p> <p>See CC.1 for timeline activity. Students need to use benchmarks to identify the beginning, middle, and end of a timeline, noting significant events in between.</p>

Outcomes	Sample Activities
<p>CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).</p> <p>CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).</p> <p>CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).</p>	<p>Read a variety of texts about First Nations and Métis cultures. Compare what was read in the texts with what is seen in a museum and what is seen in society today.</p> <p>Explore the narratives that a museum tells. Whose story is told and from what point of view? Is this a narrative a representation of all people or just a select group?</p> <p>Ask students to imagine that the museum is a portrayal of their cultural period. Discuss how they might feel about the portrayal.</p> <p>Tour a museum that shows First Nation and Métis artefacts. Discuss how the artefacts were gathered (this could be a question for the museum contact). Were they gathered in consultation with First Nations groups or appropriated as part of a personal collection?</p> <p>Visit the Consul Museum, the first museum in Saskatchewan that is entirely online. Students can view videos of the stories of settlers in the region in the <i>Pioneer Voices</i> section. Discuss whose viewpoint is heard in the videos and whose viewpoint is not heard.</p>

Outcomes	Sample Activities
<p>CR7.2 Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making judgements supported by evidence) viewing, listening, and reading.</p> <p>CR8.2 Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.</p> <p>CR9.2a and CR9.2b Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.</p>	<p>Discuss with students the difference between a primary resource and a secondary resource. Almost all museum artefacts are primary resources. Primary resources are more likely to be factual as opposed to an opinion.</p> <p>Teach students how to correctly identify and name items in a museum. If appropriate, teach them the name of the item in its applicable language.</p> <p>Before a museum visit, have students think about what they might see at the museum (see Whose story? P. 4). Have students generate questions about what they might like to learn during their museum visit.</p> <p>During a museum visit, students try to find answers to their questions.</p> <p>After a museum visit, students can summarize their learning using a variety of formats (orally, pictorially, digitally, or written). Students can make connections to what they already knew before the museum visit and what they learned that was new.</p> <p>Discuss the values portrayed through the artefacts chosen for display.</p>

Grades 7 – 9 Language Arts

Outcomes	Sample Activities
<p>CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).</p> <p>CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.</p> <p>CR9.5a Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.</p>	<p>Invite an Elder into the classroom. Discuss appropriate protocol for an Elder visit. See: Elder Protocols and Guidelines for School District No. 58²⁰. Have students write a journal response about the experience.</p> <p>View statements made about the residential school experience here: http://www.trc.ca/websites/trcinstitution/index.php?p=807</p> <p>Before the visit, discuss with students the purpose and content of the Elder visit. Students will identify possible questions they might have for the Elder.</p> <p>Discuss what was learned during the Elder visit. Can the information be taken as fact or opinion? Discuss how to know the difference depending on purpose. For example, is a legend fact or opinion? Vs. Is an Elder's recollection of the residential school experience fact or opinion?</p>

Grades 7 – 9 Language Arts

Outcomes	Sample Activities
<p>CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).</p> <p>CC8.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One's Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).</p> <p>CC9.1a Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).</p>	<p>Have students complete an inquiry project to demonstrate their learning. Discuss the theme of the museum that they will be visiting. Have them come up with questions they have about the museum. On the day of the visit, students try to have their questions answered over the course of the visit. Students then create a project that demonstrates their learning. This could take many formats including, but not limited to: a diorama, a poster, a photo collage (of pictures taken at the museum), a drama, a dance, a Prezi, or a PowerPoint. Students present their projects and respond to peer questions or comments.</p> <p>Timeline: Have students create a timeline of the time period represented in the museum.</p>

20 Nicola Similkameen, (2017).

Grades 7 – 9 Language Arts

Outcomes	Sample Activities
<p>CC7.2 Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC9.2a and CC9.2b Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.</p>	<p>See CC.1 for inquiry project activity</p> <p>See CC.1 for timeline activity.</p>

Grades 7 – 9 Language Arts

Outcomes	Sample Activities
<p>CC7.3 Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.</p> <p>CC8.3 Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.</p> <p>CC9.3.a and CC9.3b Select and use appropriate strategies to communicate meaning before (e.g., considering and valuing own observations, experiences, ideas, and opinions as sources for ideas), during (e.g., shaping and reshaping drafts with audience and purpose in mind), and after (e.g., ensuring that all parts support the main idea or thesis) speaking, writing, and other representing activities.</p>	<p>Students can use the writing process for a variety of activities related to a museum visit including, but not limited to: blogging, writing a letter, or writing a recount of the museum visit.</p>

Grade	Outcome	Suggested Activities
3	SP3.1 Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs, and line plots (abstract pictographs), through: <ul style="list-style-type: none"> •collecting, organizing, and representing •solving situational questions. 	Have students answer questions about the bar graph on page 43 (Themes in Museums in Saskatchewan).
4	SS4.1 Demonstrate an understanding of time.	Timeline: Students create a timeline of the time period represented in the museum. Students can write the dates using a variety of formats.
4	N4.2 Demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals).	Students use subtraction strategies to find out the elapsed time between dates on the timeline.
4	SP4.1 Demonstrate an understanding of many-to-one correspondence <ul style="list-style-type: none"> •comparing correspondences on graphs •justifying the use of many-to-one correspondences •interpreting data shown using a many-to-one correspondence •creating data graphs (bar and pictographs) using many-to-one Correspondence. 	Have students answer questions about the bar graph on page 43 (Themes in Museums in Saskatchewan).
5	SP5.1 Differentiate between first-hand and second-hand data.	Make the connection between first-hand and second-hand data and primary and secondary resources. Discuss how museum artefacts could represent first-hand data about cultural time periods.

Grade	Outcome	Suggested Activities
6	N6.9 Research and present how First Nations and Métis peoples, past and present, envision, represent, and use quantity in their lifestyles and worldviews.	<p>Invite an Elder into the classroom to discuss First Nation interpretation of quantity. See: <i>Elder Protocols and Guidelines for School District No. 58</i>²¹.</p> <p>If the fur trade is a part of the museum, discuss how quantity (height of beaver pelts) was used to determine its trade value.</p> <p>Discuss the interpretation of time in the treaties (for as long as the sun shines...). How does this compare with the European interpretation of time in the treaties?</p> <p>Discuss how quantity needed to be used to determine how much food was needed to last the winter. For example, First Nations would have needed to account for the number of people in the camp and the expected severity of the winter.</p>
7	SP7.1 Demonstrate an understanding of the measures of central tendency and range for sets of data.	Use the bar graph on page 43 (Themes in Museums in Saskatchewan) to find the mean, range, median, and mode for the sets of data.
8	SS8.4 Demonstrate an understanding of tessellation by: identifying tessellations in the environment.	During an art gallery visit, have students identify tessellations in the art viewed.
9	SP9.1 Demonstrate understanding of the effect of: <ul style="list-style-type: none"> •bias •use of language •ethics •cost •time and timing •privacy •cultural sensitivity and •population or sample on data collection. 	Discuss how the graphs on page 43 (Themes in Museums in Saskatchewan) may demonstrate bias.
9	SP9.4 Research and present how First Nations and Métis peoples, past and present, envision, represent, and make use of probability and statistics.	<p>Teach students First Nations games of chance. See: http://mathcentral.uregina.ca/rr/database/rr.09.00/treptau1/</p> <p>During a museum visit, have students search for artefacts that may have been game pieces.</p> <p>See: <i>Aboriginal Leisure in Saskatchewan Focusing on Toys, Games and Pastimes</i>²²</p>

21 Nicola Similkameen, (2017).

22 Duane Turner, (2003).

Science

Grade 1 Science

Outcomes	Sample Activities
LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour.	Visit a natural science museum that depicts animals in their natural habitats (for example, the Royal Saskatchewan Museum in Regina).
LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs.	Explore the characteristics of the natural environment of animals (either through dioramas or a nature walk). Discuss how animals meet their basic needs in the environment.
DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording.	View First Nation/Métis art that depicts the environment. Discuss how daily/seasonal changes are represented.
DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location.	Invite an Elder into the classroom to share oral stories of daily/seasonal changes. See: <i>Elder Protocols and Guidelines for School District No. 58</i> ²³ Explore how animals adapt to seasonal changes in the natural environment (either through dioramas or a nature walk).

Grade 2 Science

Outcomes	Sample Activities
AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles.	Access community resources such as an Elder or a naturalist to find information about the life cycle of animals.
AN2.2 Compare the growth and development of humans with that of familiar animals.	Visit a natural science museum or a nature reserve to observe animals in their natural environment. Discuss the features of the natural environment.
AN2.3 Assess the interdependence of humans and animals in natural and constructed environments.	Do a nature walk around the school yard to compare the natural environment (nature reserve or natural science museum) with the constructed environment (soccer field or playground). Make observations of animals in both environments.

Grade 3 Science

Outcomes	Sample Activities
PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.	Visit a nature reserve to observe plants in their natural habitat. Explore the types of plants and their traditional uses for medicine. Visit a museum that portrays the importance of agriculture in Saskatchewan.

Grade 4 Science

Outcomes	Sample Activities
HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.	Visit a natural science museum that depicts animals in their natural habitats (for example, the Royal Saskatchewan Museum in Regina).
HC4.2 Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	Explore the characteristics of the natural environment of animals (either through dioramas or a nature walk). Observe how habitats meet the needs of animals.
HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.	Visit a natural science museum that depicts land forms in Saskatchewan. Explore the diverse landforms found in Saskatchewan.
RM4.3 Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth.	Visit an agriculture museum that explores how improved farming techniques control erosion. Visit a museum that displays fossils found in Saskatchewan.

Grade 5 Science

Outcomes	Sample Activities
FM5.3 Assess how natural and man-made forces and simple machines affect individuals, society, and the environment.	During a museum visit, identify examples of simple machines. Compare the impact of machines on past lifestyles with present day lifestyles.

Grade 6 Science

Outcomes	Sample Activities
<p>DL6.1 Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.</p> <p>DL6.4 Examine and describe structures and behaviours that help:</p> <ul style="list-style-type: none"> • individual living organisms survive in their environments in the short term • species of living organisms adapt to their environments in the long term. 	<p>Visit a nature reserve to observe animals in their natural environment. Note the diversity of animals as well as animal adaptations that help them to meet their needs for survival.</p>

Grade 7 Science

Outcomes	Sample Activities
<p>IE7.1 Relate key aspects of Indigenous knowledge to their understanding of ecosystems.</p> <p>IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.</p> <p>IE7.4 Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.</p> <p>HT7.1 Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment.</p> <p>EC7.3 Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses.</p>	<p>Visit a museum that depicts traditional Aboriginal practices. Assess how their practices relate to their relationship with the environment.</p> <p>Observe biotic and abiotic components at a nature reserve.</p> <p>Visit a museum that depicts a pioneer community. Assess how agriculture in Saskatchewan has impacted our ecosystems by comparing agriculture in the past with agriculture in the present.</p> <p>During a museum visit, note heating and cooling technologies of the past. Compare them with heating and cooling technologies of today.</p> <p>Visit a nature reserve that shows the geological layers in Saskatchewan.</p>

Social Studies

Grade 1 Social Studies

Outcomes	Sample Activities
<p>IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.</p> <p>N1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</p> <p>DR1.1 Relate family events and stories of the recent or distant past to the student's place in present day family life.</p> <p>DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings).</p> <p>DR1.3 Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants</p> <p>DR1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.</p> <p>PA1.2 Analyze the causes of disharmony and ways of returning to harmony.</p> <p>RW1.1 Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.</p>	<p>Spend time in the classroom exploring family traditions and the traditions of other students in the classroom before a museum visit.</p> <p>Discuss how students may have different traditions, all cultures share some common attributes: foods, arts, festivals, leisure, and celebrations before a museum visit.</p> <p>Visit a museum that shows an historical time period. Students will look for examples of the common attributes present in the past: foods, arts, festivals, leisure, and celebrations.</p> <p>Spend time in the classroom discussing how students' families are structured. During a museum visit, have students look for similar or different family structures.</p> <p>Discuss the Medicine Wheel teachings of the life cycles: south (infancy/childhood), west (adolescence), north (adulthood), and east (old age/death).</p> <p>Have students create a family tree that focuses on where their relatives came from or are presently living. For example, a grandparent may have been born in Ontario and moved to Saskatchewan to teach. Explore why families have settled where they are. Are they from different countries, different provinces, or different places in Saskatchewan?</p> <p>Compare how pioneers met their needs (dietary, shelter) and wants (toys, games) to how our needs are met today. Where did their food come from? (I.e. General store or farm to table). Vs. where does our food come from? (Grocery store sourced from where?)</p> <p>See Family Tree activity from DR1.2.</p> <p>Visit a war memorial and discuss why we remember veterans on Remembrance Day. How has their contribution contributed to harmony in our lives today?</p> <p>Discuss the well-being aspects of the Medicine Wheel: spiritual, emotional, physical, and intellectual.</p>

Outcomes	Sample Activities
<p>IN2.2 Create a representation of the diversity of cultural groups in the local community.</p> <p>DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.</p> <p>DR2.2 Analyze the influence of the natural environment on the local community.</p> <p>DR2.3 Identify physical representations as constructed models of real things.</p> <p>DR2.4 Describe the influence of Treaty and First Nations people on the local community.</p> <p>RW2.2 Analyze various worldviews regarding the natural environment.</p>	<p>Discuss similarities and differences in the community. Invite various speakers into the class to discuss their role in the community and how they came to live in the community. Have them also describe their traditions, festivals, and celebrations.</p> <p>Visit a local museum and have students identify significant and people(s) represented in the museum. Students can take pictures of artefacts/representations and create a visual that show past contributions to the community.</p> <p>Do an environment walk. Have students take note of geographic features, flora, and fauna that they notice. Discuss how our environment influences how we use the land (i.e. The significance of agriculture in a prairie community).</p> <p>Visit or invite a local artist into the classroom. Explore how the environment influences their artistic work.</p> <p>Invite First Nation and Métis community members into the classroom. Ask them to share stories of their role in the community and how they came to live in the community.</p> <p>Explore the following worldviews in relationship to humanity and the environment: First Nation: See http://dragonflycanada.ca/resources/aboriginal-worldviews/ Métis: See http://digital.scaa.sk.ca/ourlegacy/exhibit_metisculture Western European: See http://schools.cbe.ab.ca/b690/Curriculum/socialstudies/ourworldview-8/ss_ourwvs8/Attachments/a_student_text/SS8SB002.pdf</p> <p>Plan visit to an historic site or museum. Have students note whose worldview is represented in the museum. For example, are there a collection of objects that represent wealth or spirituality?</p>

Outcomes	Sample Activities
<p>IN3.1 Analyze daily life in a diversity of communities.</p> <p>IN 3.2 Analyze the cultures and traditions in communities studied.</p> <p>DR 3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.</p> <p>DR 3.3 Compare the beliefs of various communities around the world regarding living on and with the land.</p> <p>PA 3.2 Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution.</p> <p>RW 3.1 Appraise the ways communities meet their members' needs and wants.</p> <p>RW 3.3 Evaluate the ways in which technologies have impacted daily life.</p>	<p>Explore the daily life of students in the classroom. Make connections with other classrooms (in SK, in Canada, or in the world) to make comparisons of daily life in other communities.</p> <p>Visit a museum that depicts daily life during a different time period. Search for common themes: traditions and practices that have endured over time (i.e. going to school, playing games, celebrations).</p> <p>Use the bar graph on page 43 to find out how many museums in Saskatchewan have a railway theme (or are housed in an old railway building). If possible, visit the site. Discuss the significance of the railway for transporting goods in the past. Discuss the effects of the railway not running due to inclement weather. Compare it to how we are affected by the railway today.</p> <p>Explore different worldviews related to the land. For example, what is the difference between stewardship (First Nation) and ownership (Western European)? Go on a nature walk and discuss how students treat and view the land.</p> <p>Visit a museum that depicts early pioneer life. Discuss how the police stations of that time period are different from the police stations of today.</p> <p>Compare how pioneers met their needs (dietary, shelter) and wants (toys, games) to how our needs are met today. Where did their food come from? (I.e. General store or farm to table). Vs. where does our food come from? (Grocery store sourced from where?)</p> <p>Discuss the different forms of technology (communication, transportation, housing, agriculture). Visit a museum that depicts a pioneer time period and compare how the technology of the past compares with the technology we use today (telephones, cars, homes, farm equipment).</p>

Outcomes	Sample Activities
<p>IN4.1 Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.</p> <p>IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.</p> <p>DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.</p> <p>DR4.2 Explain the relationship of First Nations and Métis peoples with the land.</p> <p>DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.</p> <p>RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.</p> <p>RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.</p>	<p>Visit the Gabriel Dumont Institute's virtual museum at http://www.metismuseum.ca/. Visit the collection of resources including Métis leaders, Métis dance and culture, and Métis stories.</p> <p>Investigate the significance of historic buildings in the community. For example, many museums are housed in the former railway station. Explore the significance of the railway in the past to its significance today.</p> <p>Do a community walk and find the cornerstones of historic buildings that identify the date the building was established.</p> <p>Visit a museum and identify the challenges faced by early settlers, First Nation, and Métis. Explore why early settlers chose to leave their country and settle in Saskatchewan.</p> <p>Visit the Royal Saskatchewan Museum in Regina to explore the treaty relationships.</p> <p>Invite an Elder (see <i>Elder Protocols and Guidelines for School District No. 58²⁴</i>) or a senior into the classroom to share stories of surviving weather extremes in Saskatchewan (i.e. the Dirty Thirties).</p> <p>Visit a museum that shows farm equipment and practices of the past (for example the Western Development Museums in Yorkton, Saskatoon, and Moose Jaw). Compare agricultural practices of the past with agricultural practices of today. Explore the impact the climate has had on agricultural practices in Saskatchewan.</p>

Grade 5 Social Studies

Outcomes	Sample Activities
<p>IN5.1 Demonstrate an understanding of the Aboriginal heritage of Canada.</p> <p>IN5.2 Analyze the evolution of Canada as a multicultural nation.</p> <p>DR5.1 Analyze the historic and contemporary relationship of people to land in Canada.</p> <p>PA5.1 Describe Canada's political evolution.</p>	<p>Visit the Gabriel Dumont Institute's virtual museum at http://www.metismuseum.ca/. Visit the archival collection to learn about Métis history.</p> <p>Visit a museum that depicts a pioneer era. Explore the time period of Western Canadian expansion. Inquire into the significance of the railroad and why immigrants would choose to come to Saskatchewan (for example, fleeing persecution or the prospect of free land).</p>

Grade 6 Social Studies

Outcomes	Sample Activities
<p>IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them.</p> <p>IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>IN6.4 Explore aspects of cultural change over time, including:</p> <ul style="list-style-type: none"> • reasons for cultural change • examples of cultural change • how cultural change affects youth • how youth respond to cultural change. <p>DR6.1 Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.</p> <p>DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.</p>	<p>Explore a museum within the context of whose culture and values is depicted. For example, how has agriculture in Saskatchewan influenced the relationship with the land? How does this compare with First Nation's and Métis relationship with the land? Have students identify possible conflicts with the different relationships.</p> <p>Identify social and cultural diversity that exists in the community. Have students explore, either through interviews, museum visits, or Elder visits, how the different groups came to settle in the region. Explore the relationship between the different cultural groups.</p> <p>Inquire into how European contact with the First Nations changed the way of life for First Nations forever. Explore the precipitation of change from the depletion of the buffalo which led to the signing of the treaties, to the continuing impact of residential schools.</p> <p>Explore how land impacts the way of life in Saskatchewan, including the reasons for the settlement and expansion in the local community.</p> <p>Explore the ongoing effects of the residential school experience. View statements made about the residential school experience here: http://www.trc.ca/websites/trcinstitution/index.php?p=807</p>

Outcomes	Sample Activities
<p>IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.</p> <p>DR7.2 Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.</p> <p>DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.</p> <p>RW7.1 Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries.</p>	<p>Before a museum visit, discuss what globalization means. During a visit, students look for evidence of how globalization affects their lives today compared to how it did in the past. For example, where did most of the food come from? What would be considered a long way to travel in the past vs. today?</p> <p>Explore how land impacts the way of life in Saskatchewan, including the reasons for the settlement and expansion in the local community. Discuss the importance of the treaties in allowing agricultural expansion in the west.</p> <p>During a museum visit, have students look for European influences in First Nation/Métis culture and First Nation/Métis influences in European culture.</p> <p>Explore how the building of the railroad allowed for western expansion in Canada. Discuss why groups chose to move to Western Canada (i.e. agriculture, the promise of free land).</p> <p>During a museum visit, look for examples of barter, trade, and sharing, particularly among the First Nations and Europeans.</p>

Outcomes	Sample Activities
<p>IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.</p> <p>IN8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.</p> <p>DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.</p> <p>DR8.2 Describe the influence of the treaty relationship on Canadian identity.</p> <p>DR8.3 Assess how historical events in Canada have affected the present Canadian identity.</p>	<p>After a museum visit, have students create a timeline of immigration in Western Canada, incorporating the historical period depicted in the museum.</p> <p>During a museum visit, have students look for evidence that the land has influenced the way of life during the depicted time period.</p> <p>Discuss what a heritage site is and how a museum space can be a heritage site (for example, a museum housed in an old railway station).</p> <p>Discuss how the land in Western Canada contributed to the Canadian economy in the past.</p> <p>Explore how land impacts the way of life in Saskatchewan, including the reasons for the settlement and expansion in the local community.</p> <p>Discuss the importance of the treaties in allowing agricultural expansion in the west.</p> <p>Visit a museum that depicts Canada's role in world conflicts such as WWI and WWII.</p> <p>Explore how the building of the railroad allowed for western expansion in Canada. Discuss why groups chose to move to Western Canada (i.e. agriculture, the promise of free land).</p> <p>Explore how the RCMP contributed to the development of Western Canada.</p>

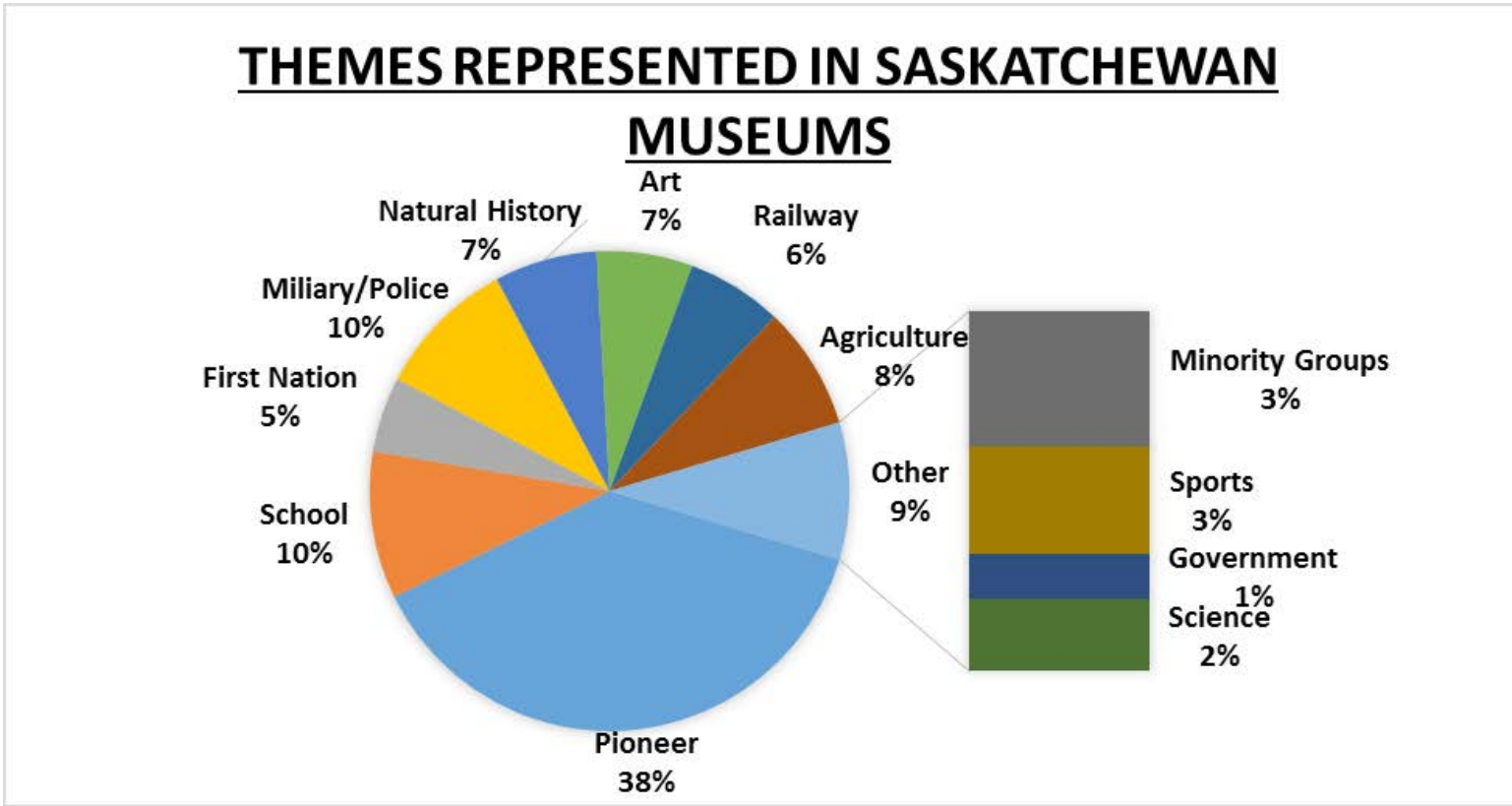
Outcomes	Sample Activities
<p>IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.</p> <p>IN8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.</p> <p>DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.</p> <p>DR8.2 Describe the influence of the treaty relationship on Canadian identity.</p> <p>DR8.3 Assess how historical events in Canada have affected the present Canadian identity.</p>	<p>During a museum visit, students study how the needs and wants of people were met in the past. For example, where did food come from? What did people do if they were sick? What is the significance of the religion in the past?</p> <p>Explore how worldviews of the past are represented in a museum.</p> <p>Visit an art gallery that features local artists. Explore how the art represents the worldview of the artist. Inquire into what types of artefacts are displayed in a museum. How do the choices of artefacts represent the worldview of a society? Do the artefacts chosen show ethnocentrism?</p> <p>Visit the Consul Museum, the first museum in Saskatchewan that is entirely online. Students can view videos of the stories of settlers in the region in the Pioneer Voices section. Invite an Elder into the classroom. Discuss appropriate protocol for an Elder visit. See: Elder Protocols and Guidelines for School District No. 58 . Through listening to the stories, have students inquire into the advantages, disadvantages, and relevance of oral accounts.</p> <p>After a museum visit, students create a timeline of key historical events that were depicted in the museum. As an extension, students can continue to explore the significance of the historical events in the development of Western Canadian society.</p> <p>Visit a museum that displays agricultural machinery of the past. Students can inquire into how the natural environment has shaped the evolution of farm machinery. For example, the Dirty Thirties led to summer fallow. Direct seeding technologies developed in Saskatchewan allowed farmers to once again seed all of their land.</p>

	Sample Activities Continued...
	<p>Explore the impact of knowledge about the residential school experience on our society today. View statements made about the residential school experience here: http://www.trc.ca/websites/trcinstitution/index.php?p=807</p> <p>Explore how a museum depicts territorial expansion.</p> <p>Explore how a museum depicts trade and transportation practices in the past.</p> <p>After a museum visit, have students create a timeline of achievements depicted in the museum.</p>

CHAPTER 4 - Museums as a Starting Point for Inquiry

There are currently 223 museums in Saskatchewan. Most of them are located in smaller centres and run by a small staff or by volunteers. Researching the types of museums in Saskatchewan and where they are located can provide students with a rich inquiry experience that directly relates to understanding the history of Saskatchewan and students' place within that context.

The two graphs below outline the same information but show them in different formats. Educators are invited to use the graphs as starting points for discussion around whose history has been remembered in Saskatchewan. The circle graph shows the percentage of museums that focus on each theme. The bar graph breaks it down into numbers (note that numbers will not add up to 223 because some museums have more than one theme). Depending on personal and/or student preference, the graphs can be used as a comparison. From there, students can find more information about what specific museums in Saskatchewan offer in terms of understanding our shared history.

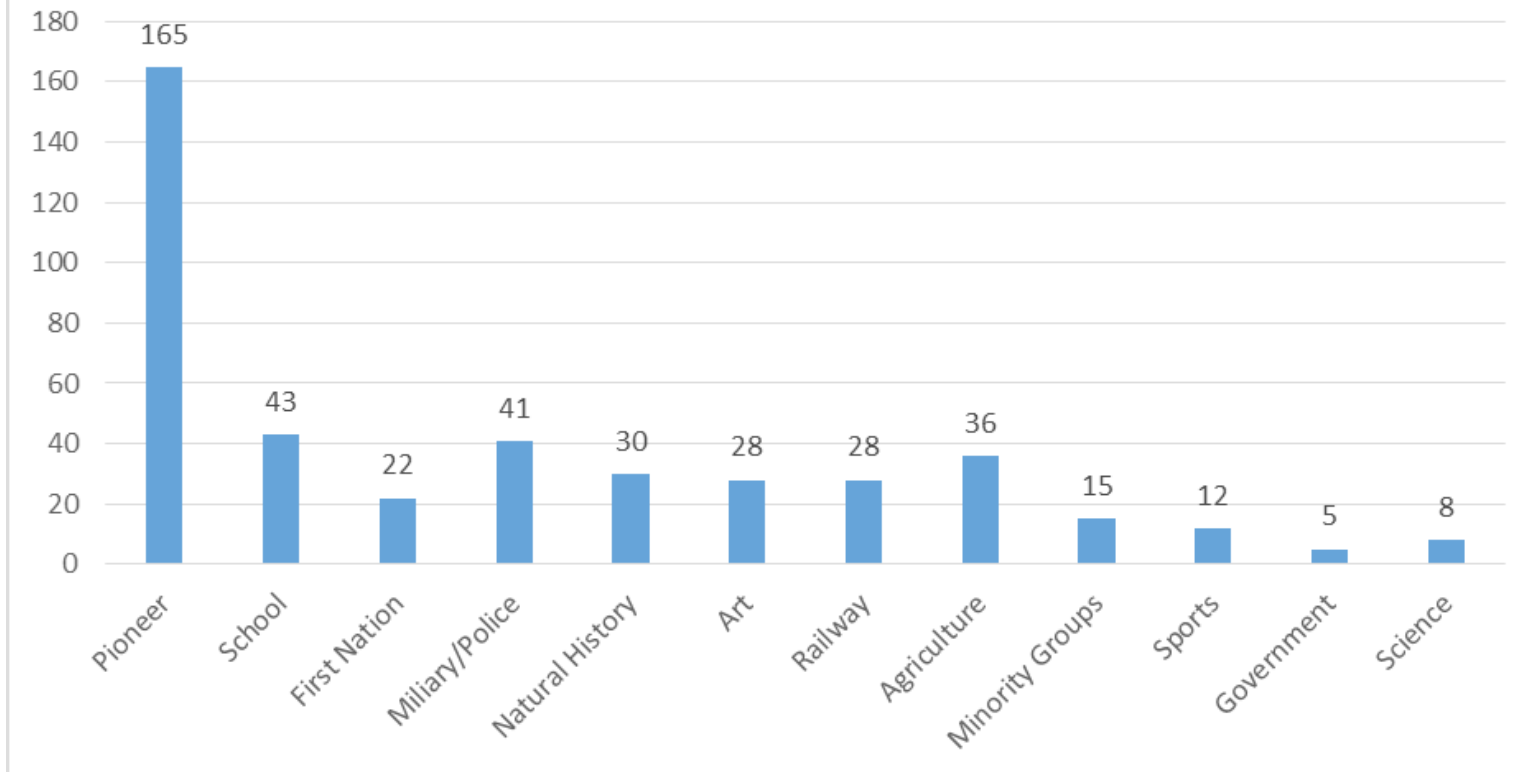


Suggested Questions for Graph Discussion

- Whose history is represented in Saskatchewan museums?
- Where are some possible gaps in museum themes?
- Taking into account that Aboriginal peoples account for 16% of the population of Saskatchewan²⁶, do you think that having 10% of Saskatchewan's museums portray First Nation/Métis history is an adequate amount? Why or why not?
- Around 7% of museums represent minority groups? Which minorities do you think might be represented? Why do you think this?

²⁶ Statistics Canada, Aboriginal Peoples: Fact Sheet for Saskatchewan (Canada: Government of Canada, 2016). Retrieved from: <http://www.statcan.gc.ca/pub/89-656-x/89-656-x2016009-eng.htm>.

THEMES IN MUSEUMS IN SASKATCHEWAN



From here, students could brainstorm some of their own questions they have about museums in Saskatchewan. A complete list of museum with a map and with a brief description of their collections can be found at the Museums Association of Saskatchewan website (<http://saskmuseums.org/museums>). Students can access this website to view the distributions of museums in Saskatchewan and to find answers to some of the questions they have generated about museums in Saskatchewan. Many of the museums have a dedicated website and they will all have contact information. Students could contact museum members, through either email or letter, to find answers to their questions or get more information about the museum.

This activity will get students to start thinking about who takes responsibility for museums, whether it be paid curators or volunteer staff. As well, students can begin to learn about what is involved in caring for a collection and how decisions about artefacts displayed. Students can start to explore whether or not their personal history is represented in Saskatchewan museums. An extension to this activity would be to have students plan a museum exhibit that would fill in some of the gaps in Saskatchewan museums. For example, students could plan a display that shows the history of LGBTQ2+ rights in Saskatchewan or create a site that commemorates a residential school.

CHAPTER 5 - Museums and Social Justice

Museums support the development of communities and help shape community identity²⁷. Within that sphere, they also have a responsibility to address social issues²⁸. Educators also share in this responsibility. It is not enough just to teach terms like ethnocentrism, racism, discrimination, stereotypes, assimilation, and colonialism. These terms need to be addressed from a critical perspective that explores the short-term and long-term effects of the belief of ethnocentrism and the actions of colonialism.

Recognizing and accounting for diversity and inclusion has been validated by numerous organizations and is in a number of documents: the United Nations Declaration on the Rights of Indigenous Peoples²⁹, The Truth and Reconciliation Commission of Canada Calls to Action³⁰, and the Saskatchewan Ministry of Education Curriculum³¹. Articles have also addressed the need for diversity and inclusion from a lesbian, gay, bisexual, transgender, queer, two-spirit (LGBTQ2) perspective: "LGBTQ2 & Inclusion in Canadian Museums"³², and "Deepening the Discussion: Gender and Sexual Diversity"³³.

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

UNDRIP³⁴ affirms:

- That Indigenous peoples are equal to all other peoples.
- The right of all peoples to be different.
- The right of all peoples to be considered as different.
- The right of all peoples to be respected as such.

Further to this, "doctrines, policies, and practices advocating superiority are racist, scientifically false, legally invalid, morally condemnable, and socially unjust"³⁵. Societies "need to promote and respect the rights of Indigenous peoples affirmed in treaties"³⁶. This includes an understanding that "respect for Indigenous knowledge, cultures, and traditional practices contributes to sustainable and equitable development and proper management of the environment"³⁷.

Article 12 of UNDRIP states that Indigenous peoples have the "right to practice and revitalize their cultural traditions and customs [and to] maintain and develop past, present, and future manifestations of their culture...including archeological and historical sites, artefacts, ceremonies, and the arts"³⁸. For museums, this means ensuring that "Indigenous voices are authentically represented inside museum spaces"³⁹.

27 Museums Association, (n.d.).

28 Museums Association, (n.d.).

29 United Nations. The United Nations Declaration on the Rights of Indigenous Peoples. (New York: United Nations, 2009).

30 Truth and Reconciliation Commission of Canada. Calls to Action. (Manitoba: 2015). Retrieved from: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.

31 Saskatchewan Ministry of Education, (n.d.)

32 Canadian Museums Association. LGBTQ2+ Inclusion in Canadian Museums. (Canada: 2018).

33 Saskatchewan Ministry of Education. Deepening the Discussion: Gender and Sexual Diversity. (Saskatchewan: 2015).

34 United Nations, (2009), p. 2

35 United Nations, (2009), p. 2

36 United Nations, (2009), p. 2

37 United Nations, (2009), p. 2

38 United Nations, (2009), p. 2

39 Laura Phillips, Responsible Exhibition and Interpretation of Indigenous Artefacts (Saskatchewan: Museums Association of Saskatchewan, 2017), p. 1.

Museums also have a responsibility to “promote reconciliation and decolonization, even if this presents uncomfortable truths for the dominant (settler) communities”⁴⁰. “Historical events need to be presented from different points of view using authentic Indigenous primary sources”⁴¹.

Educators also have a responsibility “to include Indigenous perspectives and world views, to use relevant Indigenous language when referring to objects, and to use Elders as [educational] partners”. They also need to discuss the “colonial impacts of the Indian Act, residential schools, and social issues”⁴³. This relates directly to Article 15 of UNDRIP which states that “Indigenous peoples have the right to dignity and diversity of their cultures [and this should] be appropriately reflected in education and public information”⁴⁴.

Truth and Reconciliation Commission of Canada (TRC)

The TRC has made several calls to action that relate to both museums and education. It also supports the premises of UNDRIP. The following calls to actions that directly relate to education are summed up below. Educators can play a role in bringing them to fruition.

10. Development of culturally appropriate curriculum⁴⁵.

43. Use UNDRIP as a framework for reconciliation⁴⁶.

62. Develop age-appropriate curriculum on residential schools and the historical contributions of Indigenous peoples in Canada⁴⁷.

63. Build student capacity for student understanding, empathy, and mutual respect⁴⁸.

79. Develop and implement a strategy and heritage plan for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada’s history⁴⁹.

Saskatchewan Ministry of Education Curriculum⁵⁰

The social studies curriculum states that:

*Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout social studies curricula and enable students to develop an awareness of differing understandings and worldviews. As students think critically about contemporary and historical ideas, events, and issues from diverse perspectives, students gain a richer understanding of themselves and of the complexity of cultures, communities, and societies. This understanding enables students to interact with others with sensitivity and open-mindedness, and to respect their own and others’ ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society*⁵¹.

40 Laura Phillips, (2017), p. 1.

41 Laura Phillips, (2017), p. 1.

42 Laura Phillips, (2017), pp. 5 – 6.

43 Laura Phillips, (2017), pp. 5 – 6.

44 United Nations, (2009).

45 TRC, (2015), p. 2.

46 TRC, (2015), p. 4.

47 TRC, (2015), p. 7.

48 TRC, (2015), p. 7.

49 TRC, (2015), p. 9.

50 Saskatchewan Ministry of Education, (n.d.).

51 Western and Northern Canadian Protocol (WNCP), WNCP for Collaboration in Basic Education (Manitoba: Manitoba Education Training and Youth, 2002), p. 2.

This idea is reflected in the aims and goals of the curriculum. Interdependence involves an understanding of the relationship between individuals, societies, cultures, and nations⁵². Dynamic Relationships addresses the significance of the land, environment, and events and ideas of the past, present, and future⁵³. Citizenship includes an understanding of and appreciation for the unique nature of Canada, its land, its history, its complexities, and its current issues⁵⁴. This includes an appreciation of and respect for diverse Canadian cultural perspectives⁵⁵. Students are expected to begin to understand Canadian history and to critically consider historic issues⁵⁶.

These documents can serve as a framework for making the intent of the foundational beliefs come alive in the classroom. Educators and museum volunteers/curators can work together to ensure that the ideals are respected in the classroom and during museum visits. Sometimes it might mean having a conversation about the appropriateness of certain artefacts and how they were acquired. Other times, it may involve working to remove culturally inappropriate artefacts.

Suggested Activities: UNDRIP and the TRC

The following is a list of ideas for educators on how they can incorporate the premises of UNDRIP, the TRC, and the social studies curriculum in their classroom.

- Share the principles of UNDRIP with your class as appropriate.
- Include authentic Indigenous perspectives in teachings.
- Make an effort to invite an Elder into the classroom at least once per year.
- Discuss colonialism and its effects as appropriate.
- Explore the Calls to Action of the TRC with students as appropriate.
- Inquire into how a class can address one of the Calls to Action.
- Develop inquiry units on residential schools and the contributions of Indigenous peoples in Saskatchewan.
- Plan with students how residential schools can be commemorated in the community
 - Bulletin board display
 - Heritage Fair project
 - Monument or display at the site of a residential school or its burial grounds
 - School-wide assembly planned by the class
- Invite a facilitator in to do KAIROS Blanket Exercise with the class or school.
- Commemorate Orange Shirt Day on September 30.
- Celebrate National Aboriginal Day on June 21.
- Access the many resources that are available. A more complete resource list can be found in Appendix A

Addressing Indigenous perspectives has been embedded in Saskatchewan curriculum and can also be found in many museums in Saskatchewan. Educators are invited to use the resources that are available to have meaningful and thoughtful discussions with students so that they become more accepting and engaged members of society.

52 Saskatchewan Ministry of Education Social Studies Curriculum, (Saskatchewan: Saskatchewan Ministry of Education, 2010), p. 6.

53 Saskatchewan Ministry of Education, (2010), p. 6.

54 Saskatchewan Ministry of Education, (2010), p. 8.

55 Saskatchewan Ministry of Education, (2010), p. 8.

56 Saskatchewan Ministry of Education, (2010), p. 8.

Gender and Sexual Diversity

The Saskatchewan Ministry of Education has a goal of “safe and respectful learning environments for all students, including students who are gender and/or sexually diverse”⁵⁷. The ministry contends that effective policies lead to higher quality teaching and learning, creating healthier physical and social environments. This includes family and community engagement. Involvement with museums can help to build community engagement. Educators and community members need to first “recognize that even though an LGBTQ2+ population is not visible, it still exists in a community”⁵⁸. Their stories still “exist outside the ‘official’ histories that museums have previously focused on... [Their] objects have not been collected and histories have not been recorded”⁵⁹.

This matters to the education and museum sector because all parties have a vested interest in education. It matters because of student safety, school culture, student physical and emotional health, student engagement and academic success, and diversity and equity need to be at the forefront to create an effective education system.

This matters to the education and museum sector because all parties have a vested interest in education. It matters because of student safety, school culture, student physical and emotional health, student engagement and academic success, and diversity and equity need to be at the forefront to create an effective education system⁶⁰.

*Background Information: a brief history of LGBTQ2+ Rights in Canada*⁶¹

- Pre-colonization – most Indigenous nations across Turtle Island embodied people who were male and female spirits (third gender). They were highly regarded in their community and considered bridge-makers between male and female. Their roles were teachers, keepers of tribal knowledge, healers, herbalists, child caregivers, spiritual leaders, interpreters, mediators, and artists⁶²
- European Colonialism – non-binary gender roles and identities were systematically destroyed.
- 1892 *Gross Indecency Law* – homosexual male activity was made illegal in Canada.
- 1950s and 60s *Cold War Era* – homosexuals were suspected to be communists. The RCMP compiled lists of suspected homosexuals to prevent them from being employed by the government. The “fruit machine” was used to eliminate gay men from civil service, the RCMP, and the military.
- 1969 *Bill C-150* – homosexuality is decriminalized in Canada.
- 1971 *We Demand!* – Canada’s first large-scale gay rights protest on Parliament Hill.
- 1980s – Early 2000s *Police Raids* – Police raid gay bathhouses and bars and arrest patrons, sometimes resulting in brutal police assaults.
- 1990 *Two Spirit* – the term is established at the third Native American/First Nation Gay and Lesbian conference in Winnipeg.
- 2005 *Bill C-38* – Marriage rights are granted to same-sex couples.
- 2017 *Bill C-16* – The Human Rights act is amended to add gender identity and gender expression to the list of prohibited grounds for discrimination.
- 2017 *Formal Apology* – Prime Minister Justin Trudeau formally apologizes for the historic and systemic discrimination of LGBTQ2+ people in Canada.

57 Saskatchewan Ministry of Education, (2015), p. 3.

58 Museums Association of Canada, (2018), p. 17.

59 Museums Association of Canada, (2018), p. 19.

60 Saskatchewan Ministry of Education, (2015).

61 Museums Association of Canada, (2018), p. 2.

62 Saskatchewan Ministry of Education, (2015), p. 11.

The Ministry of Education has suggestions for how educators can better inform themselves about these issues to improve their teaching practices ⁶³.

- Learn about contemporary LGBTQ2+ issues
- Question and discuss gendered teaching practices
- Ensure school and community based supports are in place
-

Suggested Activities: Gender and Sexual Diversity

The following is a list of activity suggestions for how LGBTQ2+ perspectives can be incorporated into classroom curriculum and museum visits:

- Invite an Elder into the classroom to share traditional knowledge about two spirit people ⁶⁴
- Conduct an inquiry into identity. Use a museum visit as a starting point for discussing and reflecting critically on community values. Encourage discussions around identity and social constructions of the past and present. Ask questions about how social norms and cultural contexts of the past and present affect identities ⁶⁵. For example, ask students to talk about the family constructs of a pioneer museum visit (mom, dad, and children all working together on the farm). How would it feel if you did not identify with that construct during the time period? How has it changed today? How has it stayed the same?
- Have students contact family and community members to donate artefacts that would contribute to an LGBTQ2+ display at a museum or in the school.
- Discuss how museums and schools could become more inclusive. For example, changing signage on bathrooms.
- Conduct an inquiry into how the Moose Jaw Museum and Art Gallery created a permanent exhibit that focuses on gender and sexual diversity. See the press release here: <https://www.discovermoosejaw.com/local/43141-new-exhibit-comes-to-the-moose-jaw-museum-and-art-gallery>

63 Saskatchewan Ministry of Education, (2015), p. 13.

64 Saskatchewan Ministry of Education, (2015), p. 13.

65 Saskatchewan Ministry of Education, (2015), pp. 23 -24.

CHAPTER 6 - Museums, Education, and the Future

While museums are primarily focused on preserving the past, it is important to discuss what kind of role they will have in the future. Already, we can see a glimpse of the future of museums with the creation of 'virtual' museums that are partially or entirely online. Certainly, museums and education cannot look toward the future without thinking about digitalization and the influence that technology will have.

Kratz and Merritt recognize that the future of education will focus on the development of a core set of skills: critical thinking, synthesizing information, innovative and creative thinking, and collaboration, the so-called 21st Century Skills. They contend that museums can help to make the link between the skills needed and what the skill looks like in practice⁶⁶. For example during a museum visit, students can explore how innovations in the past developed and contributed to our life today (advancements in agriculture or food preservation). It can also be discussed how collaboration was sometimes needed in order to prosper and survive (brandings, threshing groups, barn raisings etc.).

Kratz and Merritt also contend that museums can serve to provide access to all students through the creation of online resources. Museums and communities should work together directly to create and provide relevant resources to students⁶⁷. This collaboration would inspire people to learn more⁶⁸.

Educators and museums can also incorporate technology into a museum visit to help students to better engage in the museum. Museums provide multi-sensory experiences⁶⁹.

Allowing students to bring their own device is a way to enhance the experience⁷⁰. Digital learning and collaborative technologies would make it easier for museums and educators to collaborate on learning resources for students⁷¹. Murawski believes in the importance of investing in supporting and managing partnerships between the museum and education sector. Strong ties will create a stronger learning environment and ensure the continued relevance of museums.

Suggested Activities: Museums, Education, and the Future

The following are some suggested activities to have students think about the future of museums and their role in society:

- Bring Your Own Device – allow students to bring a device to document their museum visit. Use the documentation for post activities in the classroom (digital portfolio or PowerPoint).
- Conduct an inquiry into how 21st Century skills were needed in the past as well as the future.
- Have students help to preserve artefacts in a digital format by sharing their digital work with the museum for either display or for digital conservation.
- Access online museums and resources to complement what was learned during a museum visit. A more complete list of resources can be found in APPENDIX A.

66 Scott Kratz and Elizabeth Merritt, "Museums and the Future of Education," *On the Horizon*, (2011) 19 no. 3.

67 Scott Kratz and Elizabeth Merritt, (2011).

68 Scott Kratz and Elizabeth Merritt, (2011).

69 Mike Murawski, "Meeting the Future Head On: Future Reports, Trends, and Next Practices", *Art Museum Teaching*, (2014).

Retrieved from: <https://artmuseumteaching.com/2014/05/16/meeting-the-future-head-on/>.

70 Mike Murawski, (2014).

71 Mike Murawski, (2014).

Conclusion

The purpose of this manual is to provide teachers with a hands-on, relevant resource that they can use to help plan a museum visit. It is meant to be a living document subject to change as educational policies change. The resources listed can be used and added to as needed. The goal is to help teachers use museums to deliver a quality education program that effectively meets curricular outcomes.

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Appendix A: Resource List

Aboriginal Music in Saskatchewan: <http://smc.usask.ca/aboriginal>

Sākihiwē Festival: <http://www.aboriginalmusicweek.ca/artist-directory/complete-directory>

Truth and Reconciliation Commission of Canada: <http://www.trc.ca/websites/trcinstitution/index.php?p=807>

The following resources have been taken from “Responsible Exhibition and Interpretation of Indigenous Artefacts” by the Museums Association of Saskatchewan (2017)

100 Years of Loss: <http://100yearsofloss.ca/en/>

Forgotten Métis: <http://forgottenMétis.ca/en>

Interactive Online Map of treaties, groups, and languages: <https://native-land.ca/>

Massive Open Online Courses (MOOCS) about Indigenous topics: www.sicc.sk.ca

Kent Monkman: history painting for a colonized Canada: <https://canadianart.ca/features/kent-monkman-critiques-canada-150/>

The Red Dress Project: <http://www.thereddressproject.org/>

Walking With Our Sisters: <http://walkingwithoursisters.ca/>

We Were So Far Away: <http://weweresofaraway.ca>

Where are the Children?: <http://wherearethechildren.ca/en/>

Witness Blanket: <http://witnessblanket.ca/>

APPENDIX B: Themed Resource Listⁱ

Grades 1 - 3

Title	Author	Themes
<i>Shin-chi's Canoe</i>	Nicola Campbell	First Nation/Métis Residential Schools
<i>Shi-shi-et-ko</i>	Nicola Campbell	First Nation/Métis Residential Schools
<i>Turtle Island Voices</i>	David Bouchard, Robert Cutting, Robyn Michaud-Turgeon (Editors)	First Nation/Métis Treaty Education
<i>A Journey Through the Circle of Life</i>	Desiree Gillespie, Kimberly McKay-Fleming	First Nation/Métis Natural Science
<i>A Mother's Earth</i>	Dennis Jackson	First Nation/Métis Natural Science
<i>A Prairie Alphabet</i>	Jo Bannatyne-Cugnet	Prairie
<i>Byron Through the Seasons</i>	Ducharme Elementary School	First Nation/Métis Treaty Education
<i>My Family</i>	Penney Condon	First Nation/Métis Treaty Education
<i>Niiwin: Four Ojibwa Critter Tales</i>	Kathleen Coleclough	First Nation/Métis Treaty Education
<i>Niwechihaw/I Help</i>	Leona Morin-Neilson	First Nation/Métis Treaty Education Natural Science
<i>Peter's Moccasins</i>		First Nation/Métis Treaty Education

<i>Proud as a Peacock, Brave as a Lion</i>	Jane Barclay	War
<i>SkySisters</i>	Jan Bourdeau Waboose	Natural Science
<i>Taking Care of Mother Earth</i>	Leanne Flett Kruger	Natural Science
<i>Who's That Man?</i>	Marny Duncan-Cary	War
<i>Sticks and Stones</i>	Jan Padgett (Director)	LGBTQ2+
<i>The Giving Tree: A Retelling of a Traditional Métis Story</i>	Leah Dorion	First Nation/Métis Treaty Education
<i>Crow Call</i>	Lois Lowry	War
<i>The Drum Calls Softly</i>	David Bouchard	First Nation/Métis Treaty Education Dance
<i>Li'l Shadd: A Story of Ujima</i>	Miriam Körner and Alix Lwanga	Pioneer
<i>Saskatchewan 1905-2005</i>	Western Development Museum	First Nation/Métis Saskatchewan History
<i>A Tale of Two Daddies</i>	Vanita Oelschlager	LGBTQ2+
<i>Grandmother/Grandfather</i>	Susan Lam and Sandra Samatte	First Nation/Métis
<i>Mom and Mum Are Getting Married!</i>	Ken Settrington	LGBTQ2+
<i>Relatives With Roots: A Story About Métis Women's Connection to the Land: Lii Peraantii avik la Rasin. Eñ Nistwaar Taanishi lii Faam di Michif E'ishi Kisheyitakik li Tayraeñ</i>	Leah Marie Dorion	First Nation/Métis Natural Science

Grades 4 – 6

Title	Author	Themes
<i>Gabriel Dumont</i>	George Woodcock	First Nation/Métis Treaty Education
<i>Better that Way</i>	Sherry Farrell Racette	First Nation/Métis Treaty Education
<i>Crow Call</i>	Lois Lowry	War
<i>Fiddle Dancer</i>	Wilfred Burton and Anne Patton	First Nation/Métis
<i>He Who Flies By Night: The Story of Grey Owl</i>	Lori Punshon	First Nation/Métis
<i>Mwâkwa Talks to the Loon: A Cree Story for Children</i>	Dale Auger	First Nation/Métis Treaty Education
<i>Nokum is My Teacher</i>	David Bouchard	First Nation/Métis Treaty Education Art
<i>The Auction</i>	Jan Andrews	Pioneer Agriculture
<i>The Drum Calls Softly</i>	David Bouchard and Shelley Willier	First Nation/Métis Treaty Education
<i>Tumbleweed Skies</i>	Valerie Sherrard	Pioneer History
<i>Saskatchewan 1905-2005</i>	Western Development Museum	Saskatchewan History
<i>The Giving Tree: A Retelling of a Traditional Métis Story About Giving and Receiving</i>	Leah Dorion	First Nation/Métis Treaty Education

<i>A Native American Thought of It: Amazing Inventions and Innovations</i>	Rocky Landon and David MacDonald	History Science
<i>Call of the Fiddle</i>	Wilfred Burton and Anne Patton	First Nation/Métis Treaty Education
<i>Saskatchewan</i>	Heather Kissock	Saskatchewan History
<i>Digging Canadian History</i>	Rebecca L. Grambo	Archeology
<i>From Moose to Moccasins: A Step-by-Step Guide to Traditional Hide-Tanning</i>	Jeff Coleclough	First Nation/Métis
<i>Hidden Buffalo</i>	Rudy Wiebe	First Nation/Métis Treaty Education
<i>Honouring the Buffalo: A Plains Cree Legend</i>	Ray Lavallee and Judith Silverthorne	First Nation/Métis Treaty Education
<i>Looking Back</i>	Narrator: Bill Waiser	History
<i>Louis Riel</i>	Rosemary Neering	First Nation/Métis
<i>Sticks and Stones</i>	Director: Jan Padgett	LGBTQ2+
<i>Storm at Batoche</i>	Maxine Trottier	Pioneer History First Nation/Métis
<i>The Red Sash</i>	Jean E. Pendziwol	First Nation/Métis Treaty Education
<i>The Secret of Your Name</i>	David Bouchard	First Nation/Métis Treaty Education
<i>When the Spirits Dance</i>	Constance Brissenden and Larry Loyie	First Nation/Métis War
<i>Crow Call</i>	Lois Lowry	War
<i>Fatty Legs: A True Story</i>	Christy Jordan-Fenton and Margaret Pokiak-Fenton	First Nation/Métis

		Treaty Education Residential Schools
<i>Early Canada Series</i>	Editor: Heather C. Hudak	Pioneer History First Nation/Métis Treaty Education
<i>Remembrance Day</i>	Publisher: Robert B. Mansour Ltd.	War
<i>The Rebel: Gabriel Dumont</i>	David Alexander Robertson	First Nation/Métis
<i>Keepers of Life: Discovering Plants Through Native Stories and Earth Activities for Children</i>	Joseph Bruchac and Michael J. Caduto	First Nation/Métis Treaty Education Natural Science
<i>Aboriginal War Experiences. Episode 5</i>		First Nation/Métis War
<i>The Crazy Man</i>	Pamela Porter	Saskatchewan History
<i>The Elders Are Watching</i>	David Bouchard	First Nation/Métis

Grades 7 - 9

Title	Author	Theme
<i>Keepers of Life: Discovering Plants Through Native Stories and Earth Activities for Children</i>	Joseph Bruchac and Michael J. Caduto	First Nation/Métis Treaty Education Natural Science
<i>Aboriginal War Experiences. Episode 5</i>		First Nation/Métis Treaty Education War
<i>Andrei and the Snow Walker</i>	Larry Warwaruk	Pioneer History
<i>The Elders are Watching</i>	David Bouchard	First Nation/Métis

		Treaty Education
<i>Tunnels of Moose Jaw Series</i>	Mary Harelkin Bishop	Saskatchewan History Minorities
<i>Saskatchewan 1905-2005 Guide for Teachers</i>	Western Development Museum	Saskatchewan History
<i>Aboriginal Treaties</i>	Carolyn Gray	Treaty Education
<i>Aboriginal War Experiences. Episode 5</i>		First Nation/Métis Treaty Education War
<i>Commemoration. Episode 8</i>		Remembrance Day
<i>Flight of the Tiger Moth</i>	Mary Woodbury	Saskatchewan History War
<i>Soldiers Return Home. Episode 7</i>		Saskatchewan History War
<i>Learning About Treaties in Canada</i>	DVD	Treaty Education
<i>Residential Schools. Truth and Reconciliation in Canada (Educator's Package)</i>	DVD	First Nation/Métis Treaty Education
<i>Righting Canada's Wrongs. Residential Schools: The Devastating Impact on Canada's Indigenous Peoples and the Truth and Reconciliation Commission's Findings and Calls for Action</i>	Melanie Florence	First Nation/Métis Treaty Education
<i>The Lady at Batoche</i> <i>Author(s): Richards, David.</i>	David Richards	First Nation/Métis

<i>Our Worldviews. Student Edition: Explore, Understand, Connect</i>	Phyllis Levin, Teddy Moline, and Pat Redhead	Worldviews
<i>Saskatchewan. A New History</i>	Bill Waiser	Saskatchewan History

ⁱ The following resources were taken from the Saskatchewan Ministry of Education's website for language arts and social studies resources for grades one through nine. A complete annotated bibliography can be accessed at <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN>.



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