

# Unit 1

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# Chapter 1 Vocabulary

WORD	DEFINITION Use your own words to explain the meaning of each word.	EXAMPLE
<b>geography</b>		
<b>Indigenous Peoples</b>		
<b>ecozone</b>		
<b>climate</b>		
<b>First Nations peoples</b>		
<b>culture</b>		

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Chapter 1 Vocabulary, page 2

WORD	DEFINITION Use your own words to explain the meaning of each word.	EXAMPLE
<b>natural resource</b>		
<b>Métis</b>		
<b>the Crown</b>		
<b>homestead</b>		
<b>treaty</b>		
<b>lifestyle</b>		
<b>non-renewable resource</b>		

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## Using Maps to Describe Location

1. Choose four communities shown on the map on page 7 of the Student Book and list them in the chart below.
2. Use the compass rose and scale in the map key to describe the locations of the communities you have chosen.

Saskatchewan Community	Direction from Molanosa	Estimated Distance from Molanosa

Explain how you made your estimates:

Name \_\_\_\_\_

Date \_\_\_\_\_

# Exploring Saskatchewan's Ecozones

Describe the geographic features of each ecozone.

	NATURAL VEGETATION	LANDFORMS AND WATER	CLIMATE	WILDLIFE
TAIGA SHIELD				
BOREAL SHIELD				
BOREAL PLAIN				
PRAIRIE				

## Living in Saskatchewan's Ecozones

What are the benefits and challenges of living in each of Saskatchewan's ecozones? Use the chart below to record your ideas and list the clues you find in the text. What conclusions can you draw?

Taiga Shield	Possible Benefit	Possible Challenge
	Clues and Conclusions	Clues and Conclusions
Boreal Shield	Possible Benefit	Possible Challenge
	Clues and Conclusions	Clues and Conclusions

Name \_\_\_\_\_

Date \_\_\_\_\_

Living in Saskatchewan's Ecozones (page 2 of 2)

<b>Boreal Plain</b>	<b>Possible Benefit</b>	<b>Possible Challenge</b>
	<b>Clues and Conclusions</b>	<b>Clues and Conclusions</b>
<b>Prairie</b>	<b>Possible Benefit</b>	<b>Possible Challenge</b>
	<b>Clues and Conclusions</b>	<b>Clues and Conclusions</b>

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# Geography and Lifestyle

Use this chart to record evidence of how each feature of geography (column headings) influences each element of lifestyle (row headings).

Based on the evidence you have gathered, which geographic features seem to influence lifestyle the most? Which appear to influence it the least

	LOCATION	LANDFORMS	CLIMATE	POPULATION
<b>Food</b>				
<b>Clothing</b>				
<b>Shelter</b>				



Name \_\_\_\_\_

Date \_\_\_\_\_

Geography and Lifestyle (page 2 of 2)

	LOCATION	LANDFORMS	CLIMATE	POPULATION
<b>Transportation</b>				
<b>Education</b>				
<b>Work</b>				
<b>Recreation</b>				

# Saskatchewan Architecture

Find three examples of Saskatchewan architecture that show a connection between the land and the people or their culture. Record your notes in this chart so that you can refer to them when you share your findings with the class. Check with your teacher for a list of Internet sites where you can begin your research.

EXAMPLE	NOTES
Name:  Website URL:	Location of structure:  Description: (What is/was the structure used for? Who used it? How old is it? How would you describe the structure?)  Connection to the land or culture:
Name:  Website URL:	Location of structure:  Description: (What is/was the structure used for? Who used it? How old is it? How would you describe the structure?)  Connection to the land or culture:
Name:  Website URL:	Location of structure:  Description: (What is/was the structure used for? Who used it? How old is it? How would you describe the structure?)  Connection to the land or culture:

## Chapter 2 Vocabulary

WORD	DEFINITION Use your own words to explain the meaning of each word.	EXAMPLE
<b>worldview</b>		
<b>reserve</b>		
<b>Scrip</b>		

Name \_\_\_\_\_

Date \_\_\_\_\_

## Treaty Goals

Select two or three treaty goals. Complete the chart by identifying the intended benefits to each of the groups listed for each of the goals you selected.

TREATY GOAL	INTENDED BENEFITS TO FIRST NATIONS	INTENDED BENEFITS TO GOVERNMENT	INTENDED BENEFITS TO ALL PEOPLE OF SASKATCHEWAN
Establish rights and responsibilities over land and resources.			
Reduce and settle conflicts over land and resources in a way that is fair and equal.			
Provide a way to decide how land and resources are to be shared.			
Create new business opportunities by confirming who owns the land and resources.			

Name \_\_\_\_\_

Date \_\_\_\_\_

Treaty Goals (page 2 of 2)

Establish equality between First Nations peoples and other peoples of Saskatchewan in terms of land and resources, and how they are managed.			
Create and define the ongoing relationship between First Nations peoples and other peoples of Saskatchewan.			
Protect the distinct cultures of First Nations peoples.			
Settle the interests of First Nations, Canada, and Saskatchewan for the well-being of all now and in the future.			

# Unit 1 Rubric

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>CONTENT</b>				
<ul style="list-style-type: none"> <li>Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment</li> </ul>	Analysis of the strategies used by Saskatchewan people to meet the challenges of the land is unclear, or many details missing	Analysis of the strategies used by Saskatchewan people to meet the challenges of the land is missing a few details, or is unclear in parts	Analysis of the strategies used by Saskatchewan people to meet the challenges of the land is complete with examples to support	Analysis of the strategies used by Saskatchewan people to meet the challenges of the land is clear and complete, with many relevant and detailed examples
<ul style="list-style-type: none"> <li>Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan</li> </ul>	Correlation of the impact of the land on lifestyles and settlement patterns is unclear or incomplete	Correlation of the impact of the land on lifestyles and settlement patterns is somewhat complete; lacks examples and details	Correlation of the impact of the land on lifestyles and settlement patterns is complete and well explained, with some examples	Correlation of the impact of the land on lifestyles and settlement patterns is very well explained with specific examples to illustrate
<ul style="list-style-type: none"> <li>Explain the relationship of First Nations and Métis peoples with the land</li> </ul>	Explanation of the relationship of First Nations and Métis peoples with the land is unclear or lacks details	Explanation of the relationship of First Nations and Métis peoples with the land shows some understanding; examples are not always complete	Explanation of the relationship of First Nations and Métis peoples with the land is clear and complete, with specific examples	Explanation of the relationship of First Nations and Métis peoples with the land is clear and complete, with many detailed examples and illustrations
<ul style="list-style-type: none"> <li>Analyze the implications of the treaty relationship in Saskatchewan</li> </ul>	Analysis of the implications of the treaty relationship in Saskatchewan is not well-thought out; lacks details	Analysis of the implications of the treaty relationship in Saskatchewan shows some understanding; details are not always clear	Analysis of the implications of the treaty relationship in Saskatchewan shows clear understanding, with examples to support	Analysis of the implications of the treaty relationship in Saskatchewan shows clear understanding; provides detailed examples to support

THINKING				
<ul style="list-style-type: none"> <li>Explains how people are connected to the land</li> </ul>	Explanation of how people are connected to the land is unclear and incomplete; few examples given	Explanation of how people are connected to the land is very basic, with some examples; may not give a complete picture	Explanation of how people are connected to the land is given with many clear and different examples	Explanation of how people are connected to the land is given with many examples, identifying different groups of people (First Nations, Métis, Europeans) as well as challenges of the land
COLLABORATION				
<ul style="list-style-type: none"> <li>Works collaboratively and effectively to address all steps of the Your Challenge activities</li> </ul>	Gives limited feedback on the work of others; suggestions for improvement are miscellaneous or unfocused; resists accepting feedback from others; may incorporate ideas from others with little thought	Gives some feedback on the work of others; makes suggestions to improve ideas (may not be thoughtful suggestions); accepts feedback from others and incorporates ideas with little thought as to how they affect the product	Gives feedback on the work of others; makes constructive suggestions for improvement of ideas; accepts feedback from others and incorporates ideas consistent with purpose of the task	Gives feedback on the work of others; makes constructive suggestions for improvement of ideas; accepts feedback from others graciously and incorporates ideas as appropriate without losing integrity of own work
COMMUNICATION				
<ul style="list-style-type: none"> <li>Produces a podcast or audio recording that compares a past relationship with the land with a relationship today to the land</li> </ul>	Gives little explanation or few or no details about the significance of the land to the people of Saskatchewan in the past or today	Explains somewhat the significance of the land to the people of Saskatchewan in the past and today; may not be supported with appropriate details	Explains the significance of the land to the people of Saskatchewan in the past and today; the relationship between the student and the person interviewed is clearly compared	Clearly explains the significance of the land to the people of Saskatchewan in the past and today with examples; the relationship between the student and the person interviewed is clearly compared, with many details

# Unit 1 Your Challenge: Self-Assessment Checklist

## Podcast/Audio Recording

<b>My interview ...</b>	YES	NOT YET	EVIDENCE
<ul style="list-style-type: none"> <li>has a focus on a particular topic about being connected to the land</li> </ul>			
<ul style="list-style-type: none"> <li>has effective questions that are on topic, require thoughtful answers, or are likely to provide new information</li> </ul>			
<b>I can ...</b>			
<ul style="list-style-type: none"> <li>speak clearly, expressively, and at a pace that listeners can follow and understand</li> </ul>			
<ul style="list-style-type: none"> <li>listen with respect and show courtesy to the person I am interviewing</li> </ul>			
<ul style="list-style-type: none"> <li>use note-taking skills to keep track of important or interesting ideas and questions</li> </ul>			



Name \_\_\_\_\_

Date \_\_\_\_\_

Unit 1 Your Challenge: Self-Assessment Checklist (page 2 of 2)

<b>My podcast or audio recording ...</b>			
• includes similarities and/or differences between my relationship with the land and those of the people I interviewed			
• includes a summary that talks about the main ideas in my own words			
• includes a conclusion that answers the Essential Question <i>How are people connected to the land?</i>			

What I did well:

Something I would like to improve next time:

Name \_\_\_\_\_

Date \_\_\_\_\_

## Poem/Song Checklist

**Topic:** \_\_\_\_\_

CRITERIA	YES	NO	EVIDENCE
<b>Message</b>			
Does the piece demonstrate an understanding of the concept or topic?			
<b>Organization</b>			
Do ideas flow in a meaningful order?			
<b>Use of Form</b>			
Is the piece descriptive and/or expressive?			
Are elements such as rhythm, metre, or form used effectively?			

**Comments:** \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# What Helps Me Learn?

STUDY METHOD	RATING SCALE 1   2   3   4 not useful      very useful	COMMENTS
Summarize using charts and webs	1   2   3   4	
Highlight key points in notes	1   2   3   4	
Discuss main ideas with a partner or in groups	1   2   3   4	
Something else I would like to try:	1   2   3   4	