**Lesson Idea 1:**

After reading “I is for Inuksuk” by Mary Wallace, aloud to the class:

* in the comments section on Twiducate, make one post about something you thought was important about “community” from the story. Give reasons this was important to you.
* Respond to two other students’ posts. Make sure you give meaningful responses to their post.

Go back and read the responses that other students have made to your post. You may want to answer/respond back to their response to you.

**Lesson Idea 2:**

1. From the list of our B.C. Aboriginal peoples, choose one and find, under “images” a picture of something that shows something that has to do with their community. It could be dances , housing, food, etc.. Post the link under our “bookmarking” section on our Tweducate page. Don’t forget to include your name.

|  |  |  |  |
| --- | --- | --- | --- |
| Haida | Hydah | Haida | Haida |
| Ktunaxa | Tun-ah-hah | Kootenay | Ktunaxa |
| Tsimshian | Sim-she-an | Tsimshian | Tsimshian |
| Gitxsan | Git-k-san | Tsimshian | Tsimshian |
| Nisga'a | Nis-gaa | Tsimshian | Tsimshian |
| Haisla | Hyzlah | Kitimat | Wakashan |
| Heiltsuk | Hel-sic | Bella Bella | Wakashan |
| Oweekeno | O-wik-en-o | Kwakiutl | Wakashan |
| Kwakwaka'wakw | Kwak-wak-ya-wak | Kwakiutl | Wakashan |
| Nuu-chah-nulth | New-chaa-nulth | Nootka | Wakashan |
| Tsilhqot'in | Chil-co-teen | Chilcotin | Athapaskan |
| Dakelh | Ka-kelh | Carrier | Athapaskan |
| Wet'suwet'en | Wet-so-wet-en | Carrier | Athapaskan |
| Sekani | Sik-an-ee | Sekani | Athapaskan |
| Dunne-za | De-ney-za | Beaver | Athapaskan |
| Dene-thah | De-ney-ta | Slave(y) | Athapaskan |
| Tahltan | Tall-ten | Tahltan | Athapaskan |
| Kaska | Kas-ka | Kaska | Athapaskan |
| Tagish | Ta-gish | Tagish | Athapaskan |
| Tutchone | Tuchon-ee | Tuchone | Athapaskan |
| Nuxalk | Nu-halk | Bella Coola | Coast Salish |
| Coast Salish\*\* |  | Coast Salish | Coast Salish |
| Stl'atl'imc | Stat-liem | Lillooet | Interior Salish |
| Nlaka'pamux | Ing-khla-kap-muh | Thompson/Couteau | Interior Salish |
| Okanagan | O-kan-a-gan | Okanagan | Interior Salish |
| Secwepemc | She-whep-m | Shuswap | Interior Salish |
| Tlingit | Kling-kit | Tlingit | Tlingit |

1. In the posting section of our Tweducate page tell why you picked the picture you bookmarked. Hint: What about the picture reminded you of that Aborignial group’s community.
2. Respond to one other person’s post about their picture. Respond with any questions you may have about their picture and/or your ideas about the picture they linked to. You will have to follow their link of the picture in the bookmarking area.
3. Make sure you go back and check your comments for responses from others and respond back to them.

**Lesson Idea 3:**

1. Thinking about our communities and our Aboriginal peoples communities, post at least two similarities and two differences you have noticed. Remember to use the other activities we have done in the class to help you, for example; our venn diagrams, other stories we have read, and “Youtube” videos we have watched.
2. Respond to two other posts that others have made. Make sure you include your ideas as well.
3. Remember to go back and respond to anyone who has made a comment to your post.

**Adapted Activity:**

Grade seven class for reading

* Using the bookmarking section in “Twiducate” find at least two free online books that look interesting.
* Read one of the books you have bookmarked and post a brief synopsis of the book.
* Read one book that someone else has bookmarked and post a brief synopsis of the book.
* Respond back to the person who posted the book synopsis of the book you read. Make sure you give them feedback about their recommendation after you had read the book.