

# A Pictorial Timeline



T5

## Overview

This LE is designed to consolidate learner understanding and provide context to Mi'kmaw history and experience from European contact to the present. A blank timeline is provided along with key events. Learners are asked to illustrate the events and then place them on the timeline. The timeline can serve as an ongoing classroom reference.

## Learners will...

- Strengthen and consolidate their understanding of the scope of Treaty Education with a timeline that traces Mi'kmaw experiences from A.D. 1700 to the present.
- Think carefully about the sequence of primary events from A.D. 1700 to the present.
- Understand that there are four primary time periods from a Treaty Education perspective: Indigenous Diplomacy, Treaty-Making, Treaty Denial and Treaty Renewal.
- Create visual cues that will act as mnemonics for future Learning Experiences and ongoing learning.
- Explore visual representations of historical experiences.
- Strengthen graphic and visual literacy skills.

## Focus

Educators may need to initiate the Learning Experience with a discussion about European contact and countries of origin. It is also important that educators remind learners that while the timeline starts with Mi'kmaw treaties with European nations (for the sake of space and time), Mi'kmaw treaty-making existed long before Europeans arrived in Mi'kma'kik. Blank timelines are provided along with a list of historical events and their dates. Learners are asked to cut out and attach the event at the appropriate date, and then to illustrate each along the timeline. Each learner



*It is important that learners engaging in this Learning Experience have a clear understanding of the following content:*

- The Mi'kmaq as the indigenous people of Nova Scotia and the Atlantic region.
- Mi'kma'kik as the ancestral homeland of the Mi'kmaq.
- Mi'kmaq were making treaties long before Europeans came to Mi'kma'kik. (See Treaty-Making introduction)

## Additional Resources

- See the introduction to the **Treaty-Making** section, as well as the **general introduction** to the resource.
- For additional resources, see the digital version of this LE at **Mi'kmawey Debert Cultural Centre website**:  
<http://mikmaweydebert.ca/t5>

could contribute a favourite illustration to a classroom version, or individual timelines can be retained by learners for future LEs. A key to the events with short descriptions is provided to support and assist an initial discussion and ongoing classroom dialogue.

