

Public District School Board Writing Partnership

Course Profile

English: Contemporary Aboriginal Voices

Grade 11
Workplace Preparation
NBE3E

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

Public District School Board Writing Team – English: Contemporary Aboriginal Voices

Lead Board

Thames Valley District School Board
Peter Askey, Executive Superintendent of Program Services Thames Valley D.S.B

Project Manager

Doug Gordon, Thames Valley D.S.B

Lead Writer

Ian Underhill, Educational Consultant

Writers

Dr. Renate Eigenbrod, Lakehead University
Peter Hill, Six Nations Polytechnic
Jim Hollander, Ojibway and Cree Culture, Timmins, Ontario
Bette Summers, Oneida of the Thames First Nation
Mike Sardine, Grand Erie D.S.B

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Course Overview

English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation, NBE3E

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Native Studies, 2000*

Prerequisite: English, Grade 10, Applied

Course Description

This course emphasizes the development of literacy, critical-thinking, and communication skills through the study of works in English by Aboriginal writers. Students study the content, form, and style of informational texts and literary and media works and develop an appreciation of the wealth and complexity of Aboriginal writing. Students also write explanations, letters, reports, and essays and investigate the connections between media forms and audiences. Students focus on using language clearly, accurately, and effectively in a variety of contexts.

Course profiles are sample courses of study that represent only one of the possible ways in which teachers can organize learning activities, teaching strategies, assessment, and evaluation techniques to implement the new Grade 11 Secondary School Curriculum.

This profile has been designed as a five-unit course of study which addresses the learning expectations stated in *The Ontario Curriculum, Grades 11 and 12, Native Studies, 2000*, English: Contemporary Aboriginal Voices. It is designed as a Workplace Preparation course, and students participate in, and are assessed on, the standard components of an English course: reading, writing, oral and visual communication. Unit 1 focuses on issues of identity, Unit 2 on relationships, Unit 3 on sovereignty, Unit 4 on challenges, and Unit 5 on responding to the question Who Am I? with regard to the previous issues.

Course Notes

English: Contemporary Aboriginal Voices follows instructional approaches that began in *The Ontario Curriculum, Grades 9 and 10, English* and *Native Studies* courses. Prior knowledge and skills necessary for the course are found in the Grade 10, English, Applied course. Although not a prerequisite, students would benefit from having taken the Grade 10 Native Studies course, Aboriginal Peoples in Canada.

In this course, a study of informational texts and literary and media works in English by contemporary Aboriginal writers was developed around the five Native Studies strands: Identity, Relationships, Sovereignty, Challenges, and Writing. Teachers should have an awareness of the issues surrounding each of these strands from a variety of Aboriginal perspectives.

The overall and specific expectations are organized into units from the four strands of Identity, Relationships, Sovereignty, and Challenges. A fifth culminating unit, Who Am I?, is included as part of this English course. Because writing conventions and the connections between media forms and audiences are best learned in a meaningful context, the Writing strand expectations are integrated into each unit. Consequently, an important focus is the use of language in a variety of everyday contexts.

Units: Titles and Times

* Unit 1	Identity	25 hours
* Unit 2	Relationships	25 hours
Unit 3	Sovereignty	25 hours
Unit 4	Challenges	25 hours
Unit 5	Who Am I?	10 hours

* These units are fully developed in this Course Profile.

Unit Organization

Unit 1: Identity

Time: 25 hours

Unit Description

In this unit, students describe the concept of Aboriginal identity as found in Aboriginal-created fiction, non-fiction, drama, poetry, informational materials, and media works. They investigate identity as a personal journey of discovery and realization, which is part of the maturation process of all adolescents. Furthermore, students describe how informational materials, literary texts, and media works communicate ideas about Aboriginal identity. Through learning activities involving the use of informational and other forms of writing, students communicate their own concept of Aboriginal identity clearly and accurately.

Unit 1 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 240 minutes	IDV.02, WRV.02, IDV.04, WRV.04, ID1.01, WR2.02, WR4.02	K/U, C, A	Aboriginal Identity and Worldviews - brainstorm aspects of identity - read relevant excerpts - discuss responses - read stories and poems - review forms of writing- write about one's identity
2 180 minutes	IDV.01, WRV.01, IDV.03, WRV.04, ID1.02, WR1.03, WR4.01	K/U, T/I, C, A	Changing Aboriginal Identities - examine changing identities - discuss factors affecting change from articles - compare responses - write summaries - revise in pairs
3 180 minutes	IDV.03, WRV.02, ID2.01, WRV.03, WRV.05, WR3.01, WR5.04	K/U, C, A	Traditional Forms of Oral Communication - listen to traditional song - discuss theme of identity - listen to traditional letter and read story - discuss Trickster stories - write legend in traditional form and revise
4 180 minutes	IDV.03, WRV.02, ID2.02, WR1.02, WR5.02	K/U, C, A	Contemporary Forms of Oral Communication - review traditional forms - listen to contemporary Aboriginal musicians - discuss changes and influences - classify songs by aspects of identity - examine lyric form; write a lyric and revise
5 180 minutes	IDV.05, WRV.02, ID3.01, WR2.01, WR5.02	K/U, C, A	Past Aboriginal Images - examine CD covers and artwork - identify Aboriginal images - read essay and summarize - examine essay form - write essay on selected images and revise

6 180 minutes	IDV.05, WRV.02, ID3.02, WR2.03	K/U, C, A	Present Aboriginal Images - brainstorm Aboriginal images used by non-Aboriginal societies - show film and discuss misuse of images - write a short essay on this theme - write a letter outlining opinion on misuse of image
7 120 minutes	IDV.03, WRV.01, IDV.04, WR1.01, ID3.03	K/U, T/I, A	Aboriginal Identity and Values - read article and discuss how images affect identity and values - watch television program on justice system - discuss Aboriginal response - examine research methods - research aspects of justice system
8 240 minutes	IDV.03, WRV.05, IDV.04, WR1.04, ID2.03, WR5.02, WR5.04, WRV.02	K/U, T/I, C, A	Maintaining Aboriginal Identity - explain nature of culminating activity - review writing process checklist - read pieces on maintenance of identity - write a short story, poem, lyric, essay, editorial, or letter on maintenance theme - revise using checklist

K/U = Knowledge/Understanding
T/I = Thinking/Inquiry

C = Communication
A = Application

Unit 2: Relationships

Time: 25 hours

Unit Description

In this unit, students demonstrate an understanding of Aboriginal relationships as portrayed in fiction, drama, and poetry created by Aboriginal authors. In addition, they identify literary and media works used to promote and affirm these relationships. Students assess these works through oral presentations and written products with specific reference to the changing nature of Aboriginal relationships in contemporary society. Finally, students compare their own experiences with those portrayed in literary and media works.

Unit 2 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 240 minutes	REV.01, WRV.02, REV.02, WR1.01, RE1.01, WR1.03, RE1.02, WR3.01, RE1.03	K/U, C, A	Personal Responses to Poetry - categorize poems thematically - read poem; note conventional form - try altering form - read poem and draw visual responses - read poem and respond personally in journals
2 180 minutes	REV.01, REV.02, WRV.03, REV.03, WRV.04, RE1.01, RE1.02, WR1.01, RE1.03, WR2.02, WR3.01, WR4.01, WR4.02, WR5.03	K/U, C, A	Timed Writing: Form and Purpose - sit in circle (four or five students) and write sequentially a story - read poem, clarify events - introduce paragraph writing - consider audience and purpose - submit paragraphs for marking

3 180 minutes	REV.01, WRV.02, REV.02, WRV.03, REV.04, WRV.04, RE1.01, WR1.02, RE1.02, WR1.04, RE2.01, RE2.02, RE2.03, WR1.01, WR2.01, WR2.02, WR2.03, WR3.01, WR3.03, WR4.02, WR4.03, WR5.03, WR4.01, WR5.02	K/U, T/I, C, A	Humorous Stories - study humorous comic strips, political cartoons, and prose - rank cartoons - compare political cartoons from non- Aboriginal and Aboriginal papers - develop, in small groups, a cartoon - compare cartoons
4 180 minutes	REV.01, WRV.02, REV.02, WRV.03, RE1.01, WR2.01, RE1.02, WR2.02, WR2.03	K/U, C, A	How do You Tell a Story? - brainstorm methods of storytelling - discuss what makes a good story - develop rubric for oral storytelling - read a story and respond in journals - teacher models how to tell a story - select stories from those already read - develop oral retelling and share in pairs
5 240 minutes	REV.01, WRV.01, REV.02, WRV.02, REV.03, WRV.03, RE1.02, WRV.04, RE1.03, WR1.01, RE2.02, WR1.04, WR2.01, WR2.03, WR4.01, WR4.02, WR4.03, WR5.01, WR5.02, WR5.03, WR5.04, WR2.02, RE2.01, RE2.03	K/U, T/I, C, A	Who is Telling The Story? - brainstorm characteristics of a children's picture book - compare Aboriginal and non-Aboriginal picture books - in groups, write a children's picture book - listen to text from video without seeing pictures and draw illustrations - compare with original - revise children's book
6 180 minutes	REV.01, WRV.01, REV.04, WRV.03, RE1.02, WRV.04, RE1.03, WR1.01, RE2.02, WR1.02, RE2.03, WR1.03, RE1.01, WR1.04, RE3.03, WR4.02, WR4.01, WR4.03, WR5.01, WR5.02, WR5.03, WR5.04	K/U, T/I, C, A	What Does the Story Look Like? - research, on Internet, a contemporary Aboriginal author or artist - select and print three articles - read interview with author - discuss interviewing techniques - develop questions to ask selected author - submit questions, articles, and a citation list
7 180 minutes	REV.01, WRV.01, REV.04, RE1.01, RE1.01, RE1.02, WRV.03, RE1.03, WRV.04, RE2.03, RE3.03, WR1.01, WR1.02, WR1.03, WR1.04, RE2.03, WR2.03, WR3.01, WR5.03	K/U, T/I, C, A	Why Tell Stories? - learn components of newspaper article - select three articles from Aboriginal newspaper - from one article, list the five Ws (when, what, who, where, why) - in pairs, ask each other questions about the article - summarize and provide alternative headlines for article

8 120 minutes	REV.01, WRV.01, REV.04, WRV.02, RE1.01, WRV.05, RE2.01, WR1.01, RE2.03, WR1.02, RE3.01, WR1.04, RE3.02, WR2.02, RE3.03, WR3.01, WR5.02, WR1.03	K/U, T/I, C, A	My Story - list famous Aboriginal people and discuss common characteristics - research television formats with Aboriginal viewpoints - develop a poster advertising new shows on Aboriginal Television Network - create a slogan or jingle for the show - submit
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Unit 3: Sovereignty

Time: 25 hours

Unit Description

In this unit, students demonstrate an understanding of Aboriginal sovereignty issues identified in informational, literary, and media works created by Aboriginal authors; they explore the concept of sovereignty as it relates to identity. Students examine personal, collective, and political sovereignty through learning activities that allow them to develop critical-thinking skills. Using these skills, they communicate their own views on sovereignty using standard English conventions.

Unit 3 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 240 minutes	SOV.01, WRV.03, SO1.01, WR2.01, SO1.02, WR3.01, WR3.02	K/U, C, A	Sovereignty Depicted in Literature - discuss ways sovereignty may be expressed - read biographies - write report - read other related materials
2 240 minutes	SOV.02, WRV.02, SO2.01, WR1.02, SO2.02, WR2.02, WR4.01	K/U, T/I, C, A	Characters and Events – Confirming Sovereignty - discuss writing for specific audiences - read novel excerpts and classify information - present information on personal sovereignty
3 240 minutes	SOV.03, WRV.01, SO1.03, WR1.03, SO2.03, WR4.01	K/U, T/I, C, A	Self-determination - discuss different kinds of sovereignty - read a materials on sovereignty issues - write test on material read - locate and analyse information on self-determination
4 240 minutes	SOV.04, WRV.02, SO3.01, WR2.03, SO3.02	K/U, C, A	Sovereignty Depicted in Media - read article or editorial; - locate, organize, and summarize images that reflect sovereignty in print and media - write article or editorial
5 300 minutes	SOV.04, WRV.01, SO3.03, WR1.01	K/U, T/I, C	Aspects of Emerging Sovereignty - read article and/or editorial; - brainstorm aspects of sovereignty resulting from interaction with Canadian Society - investigate aspects

6	SOV.04, WRV.01, SO3.03, WR1.01	K/U, T/I, C, A	Perspective on Personal Sovereignty - choose a piece of writing on one area of personal sovereignty (e.g., responsibility to self, the community, etc.) - respond to selection, orally or in writing, comparing and contrasting their thoughts to the selection
240 minutes			

Unit 4: Challenges

Time: 25 hours

Unit Description

In this unit, students describe the challenge of maintaining cultural identity faced by Aboriginal peoples as a result of interaction with Canadian society. They understand some of the challenges facing Aboriginal peoples, such as urbanization of Aboriginal communities, consumerism, and stereotyping, as depicted in Aboriginal literary and media works. In addition, students examine the challenges facing Aboriginal peoples as portrayed in documentaries, news reports, journalistic accounts, and photographs. Finally, students describe the challenge of preserving their identity, as depicted in media works, through the creation of their own media works.

Unit 4 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 240 minutes	CHV.01, WRV.03, CH1.01, WRV.05, CH1.03, WR3.03, WR4.01, WR5.04	K/U, C, A	Challenges Depicted in Literature - discuss challenges facing Aboriginal peoples - read different forms of writing - discuss causes and effects of challenges
2 180 minutes	CHV.01, WRV.01, CH2.01, WRV.05, CH2.02, WR1.02, WR1.03, WR5.03, WR5.04	K/U, T/I, C	Challenges of Maintaining Oral Language Traditions - assess challenges - write short article - locate, gather, select, and analyse information on local business language use
3 300 minutes	CHV.02, WRV.02, CH3.03, WR1.02, WR2.02, WR3.01, WR5.04	K/U, T/I, C, A	Stereotyping - discuss stereotyping - view documentary, news report, journalistic account, and photographs - classify and present information
4 180 minutes	CHV.03, WRV.05, CH1.02, WR5.04	K/U, C, A	Personal Well-being - discuss lifestyle challenges in relation to well-being - read short stories; write a short story - write test on short stories
5 300 minutes	CHV.04, WRV.02, CH3.01, WRV.05, CH3.03, WR2.03, WR4.03, WR5.01	K/U, C, A	Challenges Depicted in Media - read article or editorial; - locate and summarize images that relate to challenges - write article or editorial on challenges faced by Aboriginal people

6 300 minutes	CHV.04, WRV.01, CH3.04, WRV.03, WRV.05, WR1.04, WR4.02, WR4.03, WR5.02	C, A, K/U, T/I	Challenges in Preserving Identity - discuss challenges - use personal experiences and research to address one challenge faced - write report using given structure
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Unit 5: Who Am I?

Time: 10 hours

Unit Description

Students demonstrate their accumulated understanding of the Aboriginal concepts of identity, relationships, sovereignty, and challenges. They respond to a variety of informational and literary forms related to these concepts. Using knowledge and skills developed throughout the course, students produce a personal oral presentation, written work, or media product in response to the question, Who Am I? This product demonstrates correct use of standard English grammar, usage, spelling, and punctuation conventions.

Unit 5 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 600 minutes	IDV.02, WRV.03, IDV.05, WRV.04, REV.03, WRV.05, REV.04, WR1.04, SOV.03, WR2.03, SOV.04, WR3.01, CHV.01, WR5.04, WR5.02	K/U, T/I, C, A	Culminating Unit - review concepts of identity, relationships, sovereignty, and challenges - present additional information and literary terms for discussion - produce oral presentation, written work, or media product, focusing on question “Who Am I?” and drawing on material from whole course

Teaching/Learning Strategies

The teaching and learning strategies follow the best practices of Native Studies, with its emphasis on examining Aboriginal issues, and English, with its emphasis on literacy, critical thinking, and communication. The development of strategies must take into consideration students’ individual needs. Students are provided with an assortment of teaching and learning strategies to meet their range of learning styles. Students are also involved in various individual, small-group, and whole-class concrete experiences, providing opportunities to develop their own understanding of concepts, relationships, and inquiry skills and to use various forms of communication.

The Ontario Curriculum, Grades 11 and 12, Native Studies courses prescribe overall and specific expectations and it is the responsibility of the teacher to determine the most appropriate strategies to achieve them. Therefore, strategies indicated in this course profile are offered as suggestions only.

Assessment & Evaluation of Student Achievement

The Achievement Chart identifies four categories of knowledge and skills in Native studies – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of achievement are described.

The Achievement Chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of the course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The Achievement Chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they are related. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at different levels of achievement.

To measure students' achievement against course expectations, teachers develop and use a complete repertoire of assessment tools and techniques. Assessment techniques should be connected to Achievement Chart categories – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

Assessment tasks may include short-answer questions, tests, and examinations; short essays, web organizers and tables; written responses, editorials, poems; written and oral reports, stories, videotapes, creation of media products; discussions, portfolios, and interviews.

Besides teacher assessment, self- and peer assessment should be used to enhance student learning. The use of diagnostic, formative, and summative assessment also helps in strengthening student learning and ensures fair evaluation by the teacher. Assessment tools include checklists, anecdotal comments, rubrics, and marking schemes. Where appropriate, teachers and students should co-design assessment tools to clarify expectations and enhance student learning. Both teachers and students must be given feedback and opportunities to improve their teaching and learning respectively.

Suggested assessment tools and techniques are summarized using the following format: formative, diagnostic, or summative; the type of technique being assessed, connection to Achievement Chart categories; teacher, peer, or self-assessment; and the type of assessment tool (e.g., formative assessment of oral summary of narrative passage for knowledge/understanding by teacher using anecdotal comments).

Seventy per cent of the final grade is based on evaluation conducted throughout the course; thirty per cent is based on final evaluation in the form of an examination, performance, essay, and/or other method administered toward the end of the course. At the end of Unit 5, students submit a personal oral presentation, written work, or media product, in response to the question, Who Am I? It is recommended for the course that the final evaluation be based on the culminating unit product and a final examination, consisting of a series of short reading passages with questions on the concepts of Identity, Relationships, Sovereignty, and Challenges. The examination draws on student knowledge and skills, learned in Units 1-4.

Accommodations

All students must be given opportunities to achieve the expectations in English: Contemporary Aboriginal Voices. To meet the range and diversity of student abilities, a variety of teaching and learning strategies and assessment tools and techniques have been provided in each unit. An examination of the IEPs of exceptional students will help teachers select appropriate learning and assessment strategies. Teachers must acknowledge and accommodate cultural and language differences. Strategies, including letting students learn from other students, promoting holistic learning, fostering active learning techniques, and encouraging cooperative learning, may be necessary for Aboriginal and ESL students.

Resources

Resources provide support for teaching and learning strategies. Teachers should review resources before introducing them to the class. The recommended primary texts can be used for the entire course or a major part of it.

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

Primary Texts

Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Native Voices*. Toronto: McGraw-Hill Ryerson Ltd., 1993. ISBN 0-07-551448-6

Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551690-X

Hodges, J., et al. *Harbrace College Handbook for Canadian Writers*, 5th ed. Toronto: Harcourt Brace Canada, 1999. ISBN 0774736437

Kalman, Judith, Freda Ahenakew, and Gillda Leitenberg. *Native Voices*, Teacher's Guide. Toronto: McGraw-Hill Ryerson Ltd., 1993. ISBN 0-07-551691-8

Kalman, Judith, Freda Ahenakew, and Gillda Leitenberg. *Voices of the First Nations*, Teacher's Guide. Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551691-8

Secondary Texts

Brancewicz, Jan, Samuel W. Corrigan, and Blaine Prince, ed. *Who Put Custer's Bloomers On The Pony? A Collection of Native Words*. Brandon: Bearpaw Publishing, 1998. ISBN 0-9680608-3-8

Campbell, Maria, et al. *Achimoona*. Saskatoon, SK: Fifth House, 1985. ISBN 0-920079-16-4

Clark, Ella. *Indian Legends of Canada*. Toronto: McClelland and Stewart, 1981. ISBN 0-7710-2139-9

Fife, Connie, ed. *The Colour of Resistance: A Contemporary Collection of Writing by Aboriginal Women*. Toronto: Sister Vision Press, 1993. ISBN 0-920813-62-3

Fox Roman, Trish, ed. *Voices Under One Sky: Contemporary Native Literature*. Scarborough: Nelson Canada, 1994. ISBN 0-17-603979-1

King, Thomas, ed. *All My Relations*. Toronto: McClelland & Stewart, 1990. ISBN 0-7710-6706-2

New, W.H., ed. *Native Writers and Canadian Writing*. Vancouver, BC: University of British Columbia Press, 1990. ISBN 0-7748-0371-1

Maki, Joel T., ed. *Let the Drums Be Your Heart: New Native Voices*. Toronto: Douglas & McIntyre, 1996. ISBN 1-55054-527-2

Ortiz, Simon J., ed. *Earth Power Coming*. Tsale, AZ: Navaho Community College Press, 1983. ISBN 0-912586-50-8

Petrone, Penny, ed. *First People First Voices*. Toronto: University of Toronto Press, 1983. ISBN 0-8020-6562-7

Petrone, Penny, ed. *Northern Voices: Inuit Writing in English*. Toronto: University of Toronto Press, 1983. ISBN 0-8020-5772-1

Newsprint

Anishinabek News

The First Perspective – www.firstperspective.ca

Tekawanake News

Turtle Island News – www.turtleislandnews.com

Wawatay News – www.wawatay.on.ca

Windspeaker – www.ammsa.com/windspeaker/

Conventional Newsprint and Magazines

The Globe and Mail (www.theglobeandmail.com)

Macleans's (www.macleans.ca)

The National Post (www.nationalpost.com)

The Toronto Star (www.thestar.com)

Audio

Aglukark, Susan. *This Child*. Mississauga, ON: EMI, 1995.

Canadian Broadcasting Corporation. *Dead Dog Café–Set 1* (four pack). Toronto: CBC Enterprises, 2000.

Canadian Broadcasting Corporation. *Dead Dog Café–Set 2* (four pack). Toronto: CBC Enterprises, 2000.

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Robertson, Robbie. *Contact from the Underworld of Redboy*. EMI, 1998.

Robertson, Robbie and the Red Road Ensemble. *Music For The Native Americans*. Mississauga, ON: Capitol, 1994.

Sainte-Marie, Buffy. *Coincidence (and likely stories)*. Mississauga, ON: Chrysalis, 1992.

Tudjaat. *Tudjaat*. North York, ON: Columbia; Mississauga, ON: Capitol, 1995.

Wapistan. *Wapistan is Lawrence Martin*. Sioux Lookout, ON: First Nations Music Inc., 1993.

Wapistan. *Message*. Sioux Lookout, ON: First Nations Music Inc., 1995.

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Video

The page references below are to the NFB catalogue

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Duncan Campbell Scott: The Poet and the Indians. National Film Board of Canada, 1995. 56 min.

First Nations: The Circle Unbroken. NFB, 1998. (Series)

Kenuajuak, Bobby. *My Village in Nunavik*. Montreal: NFB, 1999. 47 min. C9199 066/EC009, p. 61

Kreelak, Martin. *Journey to Nunavut: The Kreelak Story*. Montreal: NFB, 1999. 48 min.

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- Rickard, Paul. *Okimah*. Montreal: NFB, 1998. 51 min. C9198 039/EC009, p. 65
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- Walker, John. *Place of the Boss: Utshimassits*. Montreal: NFB, 1996. 49 min. C9196 112/EC009, p. 69
- Welsh, Christine. *Keepers of the Fire*. Montreal: NFB, 1994. 55 min. C9194 085/EC009, p. 50
- Welsh, Christine. *Women in the Shadows*. Montreal: NFB, 1991. 56 min. C9191 146/EC009, p. 95
- Magic Lantern Communications Ltd.** Native Peoples Catalogue (Tel: 1-800-263-1717)
- CHRO-TV. *Aboriginal Women in Canada*. Toronto: Magic Lantern Communications Ltd., 1991. 30 min. 137-31-151, p. 5
- CHRO-TV. *Cultural Renewal*. Toronto: Magic Lantern, 1992. 30 min. 137-31-162, p. 5
- CHRO-TV. *Growth of Economies/Issues Facing Native Women*. Magic Lantern, 1994. 30 min. 137-31-182, p. 6
- CHRO-TV. *Issues Update*. Magic Lantern, 1992. 30 min. 137-31-166, p. 6
- CHRO-TV. *Justice*. Magic Lantern, 1992. 30 min. 137-31-159, p. 24
- CHRO-TV. *Movies about Contemporary Reserve Life/Actors*. Toronto: Magic Lantern, 1995. 30 min. 137-31-213, p. 1
- CHRO-TV. *Native People and the Future*. Magic Lantern, 1994. 30 min. 137-31-183, p. 6
- CHRO-TV. *Self-Government*. Magic Lantern, 1990. 30 min. 137-31-137, p. 24
- CHRO-TV. *Stereotypes of Native People*. Magic Lantern, 1994. 30 min. 137-31-184, p. 27
- CHRO-TV. *Today's Role Models, Tomorrow's Leaders*. Magic Lantern, 1991. 30 min. 137-31-149, p. 6
- CHRO-TV. *Urban Natives*. Magic Lantern, 1992. 30 min. 137-31-136, p. 7
- CTV Television Productions. *Open Season (W5 series)*. Toronto: Magic Lantern, 1992. 16:02 min. 859-31-501, p. 2
- CTV Television Productions. *Lifetime Series Package (Tomson Highway and Gary Farmer)*. Toronto: Magic Lantern, 1989. 2 x 9 min. 859-31-806, p. 2
- Media Giants Productions. *Courtney Milne—Sacred Places*. Toronto: Magic Lantern, 1998. 30 min. 957-31-109005, p. 3
- Media Giants Productions. *Grey States—Relating Humanity*. Toronto: Magic Lantern, 1998. 30 min. 957-31-109004, p. 3
- Omni Film Productions. *The Day Glo Warrior (Inside Stories Series)*. Magic Lantern, 1992. 30 min. 463-31-100, p. 10
- VISION TV. *Challenging Racism*. Toronto: Magic Lantern, 1998. 22:38 min. 957-31-105042, p. 28
- Other Video and Film Productions**
- Jewison, Norman (executive producer). *The Rez* (television series). Toronto: Canadian Broadcasting Corporation/Yorktown Productions, 1996-97.
- Lauterman, Peter (executive producer). *North of Sixty* (television series). Alliance Communications/Alberta Filmworks/Canadian Broadcasting Corporation, 1994-2000.
- Macdonald, Bruce. *Dance Me Outside*. Toronto: Unapix Consumer Products, 1995. 91 min.

Internet

The Internet is recommended for applying research skills. Teachers should review the terms and conditions of student access to the Internet and appropriate use in the classroom.

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Aboriginal Voices in Literature

<http://www.kstrom.net/isk/books/amazonlinks/fiction.html>

<http://falcon.jmu.edu/~ramseyil/native.htm>

<http://www.cynthialeitichsmith.com/nativebooksb.htm>

Aboriginal Voices in Media Works

<http://member.tripod.com/nativemuscianlinks/>

Aboriginal Voices in Media

<http://www.nativeculture.com/lisamitten/media.html>

www.ammsa.com/windspeaker

www.firstperspective.ca

www.wawatay.on.ca

www.tekanews.com

www.anishinabek.ca/news/

www.turtleisland.news.on.ca/

Other Sources

Emergence from the Shadow: First Peoples' Photographic Perspectives (Canadian Museum of Civilization Corporation)—www.civilization.ca/members/fph/jaillir/jailline.html

First Nations Art: Contemporary Native Artists in Canada—[//collections.ic.gc.ca/artists](http://collections.ic.gc.ca/artists)

Harbourfront Reading Series—www.icomm.org/ifo/events/

Indian Mascots and Logos —pages.prodigy.net

The Mascot Issue— www.pitt.edu

Ontario Native Affairs Secretariat (Justice Issues)—www.nativeaffairs.jus.gov.on.ca/

RCAP (Royal Commission on Aboriginal Peoples) On-line—www.inac.gc.ca/rcap/index_e.html

Aboriginal Newspapers and Other Media Outlets

TIMEcanada Magazine—www.canoe.ca/TimeCanada/home.html

CBC Infoculture Radio Canada—www.infoculture.cbc.cs

Native Americas: Akwe: kon's Journal of Indigenous Issues—www.nativeamericas.alp.cornell.edu

Windspeaker—www.ammsa.com/windspeaker

The First Perspectives – www.firstperspective.ca/news.html

First Nations Messenger –[www.afn.ca/The %20Messenger/messenger.htm](http://www.afn.ca/The%20Messenger/messenger.htm)

Aboriginal Voices Magazine – www.aboriginalvoices.com

Canadian Aboriginal News and Information—www.CanadianAboriginal.com

www.afn.ca/

www.bloorstreet.com/300block/aborcan.htm

www.nativeweb.org/

www.servtech.com/public/mvarl/nativeamerican.html

OSS Considerations

Policy considerations that impact on the delivery of this course include the workplace preparation course designation (*OSS*, p. 17) and the policy outlining anti-discrimination education (*OSS*, pp. 58-59). The course emphasizes workplace application of the course content, but also explores the theoretical material that underlies these practical applications. This course is based “on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills”. Students are required to demonstrate these skills.

The content and learning activities of English: Contemporary Aboriginal Voices assist in promoting “a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps them strengthen their sense of identity and develop a positive self-image;...when planning their programs, teachers will base their decisions on the needs of students, taking into consideration their students’ abilities, backgrounds, interests, and learning styles” (*OSS*, p. 58).

A credit earned for English: Contemporary Aboriginal Voices may be used to meet the Grade 11 English compulsory credit requirement.

Coded Expectations, English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation, NBE3E

Identity

Overall Expectations

- IDV.01** · describe influences on Aboriginal identity, as portrayed by Aboriginal writers;
- IDV.02** · identify characteristics of identity found in Aboriginal fiction, non-fiction, drama, poetry, and informational materials;
- IDV.03** · describe how a variety of informational and literary texts communicate ideas about Aboriginal identity clearly and accurately;
- IDV.04** · identify the various purposes and audiences of informational and other forms of writing, and use each of the forms appropriately in their own writing on topics related to Aboriginal identity;
- IDV.05** · describe images in media works related to Aboriginal identity.

Specific Expectations

Aboriginal Voices in Literature

- ID1.01** – identify aspects of Aboriginal identity that also relate to an Aboriginal world view (e.g., Aboriginal people living in the bush, as found in the writing of Ruby Slipperjack; the eloquent, humble Aboriginal individual found in the writing of Chief Dan George; the importance for Aboriginal people of returning home to the reserve in the writing of Brian Maracle);
- ID1.02** – identify the changing nature of Aboriginal identity portrayed in contemporary writings (e.g., articles in Aboriginal magazines and newspapers on topics such as reserve/ urban employment or the contribution of Aboriginal women involved in social organizations in Aboriginal communities).

Language

- ID2.01** – identify a variety of oral communication forms used by Aboriginal peoples (e.g., storytelling, music, speeches, songs) to reflect Aboriginal identity;
- ID2.02** – identify how the Aboriginal oral tradition has been altered within Canadian society (e.g., by residential schools, provincial and federal schools, television, and child care outside the home);
- ID2.03** – identify efforts by Aboriginal peoples to maintain their world views through various forms of expression (e.g., the Iroquoian thanksgiving address, the oral narration of Aboriginal elders).

Aboriginal Voices in Media Works

- ID3.01** – identify images (e.g., the circle, an eagle feather) that reflect Aboriginal identity and Aboriginal world views in media works by Aboriginal creators;
- ID3.02** – describe images of Aboriginal identity that appear in the media (e.g., John Kim Bell as chair of the National Aboriginal Achievement Awards, artist Douglas Cardinal, Atlanta Braves, Edmonton Eskimos);
- ID3.03** – identify contemporary events within media works that reflect the values of Aboriginal communities (e.g., healing circles, sentencing circles, gatherings).

Relationships

Overall Expectations

- REV.01** · identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers;
- REV.02** · identify literary works that promote and affirm relationships among Aboriginal peoples;

REV.03 · demonstrate an understanding of Aboriginal relationships depicted in fiction, drama, and poetry;

REV.04 · demonstrate an understanding of relationships presented in media works by Aboriginal creators.

Specific Expectations

Aboriginal Voices in Literature

RE1.01 – identify various relationships in the works of Aboriginal writers (e.g., the relationship of the main character with others, with land, with animals, and with plants);

RE1.02 – identify the changing nature of Aboriginal relationships in contemporary society (e.g., the Aboriginal concept of “nation to nation”, the tendency of Aboriginal people to become more vocal and demonstrative in seeking redress of wrongs committed against them), as depicted in the works of Aboriginal writers;

RE1.03 – demonstrate an understanding of how relationships affirm Aboriginal identity in the works of Aboriginal writers (e.g., Beatrice Culleton-Moisoner).

Language

RE2.01 – identify words and expressions that develop, maintain, and affirm Aboriginal relationships (e.g., words used by Aboriginal guest speakers, phrases used by storytellers);

RE2.02 – describe an Aboriginal writer’s use of language that has been influenced by Canadian society (e.g., phrases related to religious affiliations, slang expressions that reflect urban influences);

RE2.03 – identify ways in which language can be used to promote, affirm, and renew relationships among Aboriginal peoples (e.g., through musical lyrics, poetry, and speeches).

Aboriginal Voices in Media Works

RE3.01 – identify film and video images that reflect commonalities in Aboriginal world views (e.g., holism, oneness, nationhood);

RE3.02 – identify how Aboriginal media creators (e.g., Gil Cardinal, Buffy Sainte-Marie, Alanis Obomsawin) use images to represent changes in Aboriginal relationships (e.g., the role of women in Aboriginal society, Aboriginal peoples’ relationship to the earth);

RE3.03 – assess, with reference to various media forms, how Aboriginal creators portray the evolving nature of Aboriginal relationships (e.g., the development of relationships between isolated and urban communities).

Sovereignty

Overall Expectations

SOV.01 · describe sovereignty as it relates to identity, as depicted in literature by Aboriginal writers;

SOV.02 · demonstrate an understanding of the ways in which the language used in Aboriginal writing promotes personal sovereignty;

SOV.03 · demonstrate an understanding of Aboriginal sovereignty issues, as depicted in literature by Aboriginal writers;

SOV.04 · identify issues of sovereignty, as presented in media works by Aboriginal creators.

Specific Expectations

Aboriginal Voices in Literature

SO1.01 – identify ways in which sovereignty is expressed in the biographical and autobiographical accounts of Aboriginal people (e.g., Maria Campbell, Russell Means, Elijah Harper, Anna Mae Aquash);

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- SO1.02** – describe the emergence of Aboriginal sovereignty in contemporary society, as found in the works of Aboriginal writers (e.g., Drew Hayden Taylor, Rick Hornung, Richard Wagamese);
- SO1.03** – demonstrate an understanding of how personal sovereignty, collective sovereignty, and political sovereignty are revealed in written works (e.g., personal accounts, stories of personal accomplishments, speeches by Aboriginal political leaders who participated in the process leading to the adoption of the Canadian constitution).

Language

- SO2.01** – identify and explain, using a variety of sentence types, the ideas, issues, and information on personal sovereignty presented in the works of Aboriginal writers (e.g., Ruby Slipperjack);
- SO2.02** – identify the key characters and events depicted in a novel by an Aboriginal writer and record how they are used to affirm sovereignty;
- SO2.03** – list the characteristics needed for self-determination, according to accounts in Aboriginal newspapers or magazines (e.g., as exemplified in profiles of successful Aboriginal people);
- SO2.04** – compare their own ideas, values, and perspectives on personal sovereignty (e.g., responsibility to self, to the community, or to the Creator) with those in Aboriginal literary works.

Aboriginal Voices in Media Works

- SO3.01** – identify images in media works by Aboriginal creators that reflect Aboriginal sovereignty (e.g., images of personal triumph, community rebuilding, or the reconstruction of a historical event or place);
- SO3.02** – describe Aboriginal expressions of sovereignty that have resulted from interaction with Canadian society (e.g., the use of Aboriginal names in renaming geographical locations, Aboriginal control of local administration, the involvement of Aboriginal organizations in constitutional discussions);
- SO3.03** – identify aspects of emerging Aboriginal sovereignty, as depicted in media works by Aboriginal creators (e.g., in the National Film Board video *Keepers of the Fire*).

Challenges

Overall Expectations

- CHV.01** · identify the challenge of maintaining cultural identity that faces Aboriginal peoples, as represented in Aboriginal literature;
- CHV.02** · demonstrate an understanding of stereotyping, as depicted in Aboriginal literary or media works;
- CHV.03** · describe the challenge of achieving personal well-being;
- CHV.04** · identify challenges addressed in media works by Aboriginal creators.

Specific Expectations

Aboriginal Voices in Literature

- CH1.01** – identify challenges facing Aboriginal peoples (e.g., challenges related to value conflicts, family responsibilities, traditions, and occupations), as presented in the works of Aboriginal writers (e.g., Beatrice Culleton-Moisner, Ruby Slipperjack, Thomas King, Beth Brant);
- CH1.02** – describe lifestyle challenges facing Aboriginal peoples as a result of interaction with Canadian society (e.g., the urbanization of Aboriginal communities, consumerism, stereotyping), as depicted in the literature of Aboriginal writers (e.g., Beatrice Culleton-Moisner, Drew Hayden Taylor, Wayne Keon);
- CH1.03** – identify various responses to challenges (e.g., acceptance of the challenge), as portrayed in the works of Aboriginal writers (e.g., Richard Greene, Beatrice Culleton-Moisner, Drew Hayden Taylor, Wayne Keon).

Language

CH2.01 – assess challenges to the maintenance of Aboriginal oral traditions (e.g., decreasing numbers of Aboriginal elders [knowledge carriers], loss of Native languages);

CH2.02 – identify the use of specialized language and vocabulary appropriate to an Aboriginal workplace (e.g., in a manual relating to the establishment of an Aboriginal business) or to Aboriginal people in a workplace situation (e.g., generic vocabulary that is inclusive).

Aboriginal Voices in Media Works

CH3.01 – identify challenges to Aboriginal communities (e.g., urbanization, economic pressures) that are presented in media works;

CH3.02 – examine the challenges facing Aboriginal peoples depicted in documentaries, news reports, journalistic accounts, and photographs (e.g., by examining bias in both the images and the scripts);

CH3.03 – identify responses to challenges by Aboriginal peoples, as depicted in media works of Aboriginal creators;

CH3.04 – assess challenges that Aboriginal peoples face in preserving their identity, as depicted in Aboriginal media works.

Writing

Overall Expectations

WRV.01 · use a variety of print and electronic sources to gather information and develop ideas for personal, school, and workplace-related writing;

WRV.02

· identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 · use organizational structures and patterns to produce coherent written work;

WRV.04 · revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline to complete a project effectively and meet a deadline);

WR1.02 – classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

WR1.03 – analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;

WR1.04 – use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé).

Choosing the Form to Suit the Purpose and Audience

- WR2.01** – select and use an appropriate form to produce written work for a specific audience and a specific purpose (e.g., create instructions on how to program a VCR for customers with a limited knowledge of electronics; write a short narrative report for a supervisor outlining the sequence of events in a workplace incident; write a letter of complaint about a defective product, identifying the problem and proposing a solution; write a letter to the editor concerning an Aboriginal issue);
- WR2.02** – use literary and informational texts as models of writing for specific purposes and audiences;
- WR2.03** – select the appropriate person and level of language for the form, purpose, and audience to communicate information and ideas about themes and issues (e.g., use appropriate specialized language to explain two perspectives on an issue in the workplace; use the gender-neutral third person to compare information and ideas from two texts; use the first person to state an opinion).

Organizing Ideas and Information in Written Work

- WR3.01** – select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically, using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employability skills);
- WR3.02** – apply knowledge of report structure to organize written reports, using (a) an introduction that clearly identifies the topic or poses an inquiry question; (b) a body that presents information and data in point form or connected paragraphs, supported by examples, graphics, or charts; and (c) a conclusion that presents a summary or recommendation;
- WR3.03** – use organizational patterns such as cause and effect or problem-solution to present information and ideas in short reports (e.g., use a cause-and-effect pattern and labelled diagrams in a report explaining how to use a computer application).

Revising Drafts

- WR4.01** – revise drafts to strengthen content and improve organization by adding details; deleting irrelevant information; and reordering to clarify, order, or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence);
- WR4.02** – revise drafts of written work to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for the use of inclusive and anti-discriminatory language);
- WR4.03** – revise drafts of written work to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources).

Editing, Proofreading, and Publishing

- WR5.01** – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology;
- WR5.02** – produce, format, and publish written work, using appropriate technology, to share writing with intended audiences (e.g., select the most effective typefaces, type styles, and type sizes for an announcement; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead);
- WR5.03** – compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement;

WR5.04 – edit and proofread their own and others’ writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below.

- Grammar and Usage: use parts of speech correctly, including nouns, pronouns, verbs, adverbs, adjectives, conjunctions, and prepositions;
- Grammar and Usage: construct a variety of correct sentences using subject, predicate, object, subjective completion, and prepositional phrases;
- Grammar and Usage: construct a variety of correct compound and complex sentences using principal and subordinate clauses;
- Grammar and Usage: identify and correct errors in sentence structure, verb tense consistency, and subject-predicate agreement in narrative and expository writing.
- Spelling: demonstrate understanding of a variety of spelling patterns, rules, and strategies by analysing and correcting spelling errors;
- Spelling: use homophones and commonly confused words correctly;
- Spelling: use apostrophes correctly in contractions and possessives (i.e., know when and when not to use an apostrophe);
- Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling.
- Punctuation: use punctuation correctly, including the period, question mark, exclamation mark, comma, dash, and colon, as well as quotation marks, parentheses, and ellipses.

Unit 1: Identity

Time: 25 hours

Unit Description

In this unit, students describe the concept of Aboriginal identity as found in Aboriginal-created fiction, non-fiction, drama, poetry, informational materials, and media works. They investigate identity as a personal journey of discovery and realization, which is part of the maturation process of all adolescents. Furthermore, students describe how informational materials, literary texts, and media works communicate ideas about Aboriginal identity. Through learning activities involving the use of informational and other forms of writing, students communicate their own concept of Aboriginal identity clearly and accurately.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Expectations: All expectations (Overall and Specific) for the Identity and Writing strands, as shown in the Course Overview, are covered in this unit. They are specified at the beginning of each activity.

Activity Titles (Time and Sequence)

Activity 1	Aboriginal Identity and World Views	240 minutes
Activity 2	Changing Aboriginal Identities	180 minutes
Activity 3	Traditional Forms of Oral Communication	180 minutes
Activity 4	Contemporary Forms of Oral Communication	180 minutes
Activity 5	Past Aboriginal Images	180 minutes
Activity 6	Present Aboriginal Images	180 minutes
Activity 7	Aboriginal Identity and Values	120 minutes
Activity 8	Maintaining Aboriginal Identity and World Views	240 minutes

Prior Knowledge & Skills

This unit builds upon the literacy, critical-thinking, and communication skills developed in Grades 9 and 10, English, Applied courses. Furthermore, it extends the historical and contemporary issues uncovered in Grade 10 Aboriginal Peoples in Canada. Examination of local community concepts of Aboriginal identity and how the Aboriginal community views itself should be undertaken before beginning.

Unit Planning Notes

- Ensure that resources are available in the classroom or the Library/Resource Centre. If suggested resources are not available, then alternative materials should be selected in conjunction with the school library staff, other teachers, or information from the Internet.
- *Native Voices* and *Voices of the First Nations* are used as primary resources to ensure access to materials by Aboriginal writers; other local resources may supplement these anthologies as required.
- Confirm that Internet websites are currently active and available.
- Review the unit to develop understanding of the sequence of activities, assignments needed, culminating activity requirements, issues addressed, and grammar, usage, spelling, and punctuation conventions.
- Consider how to establish a safe and collaborative environment in the classroom. This can be achieved by researching and becoming familiar with contemporary Aboriginal voices in literature and media works prior to the unit being taught.

Resources

Print

Primary Texts

Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Native Voices*. Toronto: McGraw-Hill Ryerson Ltd., 1993. ISBN 0-07-551448-6

Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551690-X

Kalman, Judith, Freda Ahenakew, and Gillda Leitenberg. *Native Voices, Teacher's Guide*. Toronto: McGraw-Hill Ryerson Ltd., 1993. ISBN 0-07-551691-8

Kalman, Judith, Freda Ahenakew, and Gillda Leitenberg. *Voices of the First Nations, Teacher's Guide*. Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551691-8

Secondary Texts

Campbell, Maria, et al. *Achimoona*. Saskatoon, SK: Fifth House, 1985. ISBN 0-920079-16-4

Clark, Ella. *Indian Legends of Canada*. Toronto: McClelland and Stewart, 1981. ISBN 0-7710-2139-9

Fife, Connie, ed. *The Colour of Resistance: A Contemporary Collection of Writing by Aboriginal Women*. Toronto: Sister Vision Press, 1993. ISBN 0-920813-62-3

Fox Roman, Trish, ed. *Voices Under One Sky: Contemporary Native Literature*. Scarborough: Nelson Canada, 1994. ISBN 0-17-603979-1

King, Thomas, ed. *All My Relations*. Toronto: McClelland & Stewart, 1990. ISBN 0-7710-6706-2

Maki, Joel T., ed. *Let the Drums Be Your Heart: New Native Voices*. Toronto: Douglas & McIntyre, 1996. ISBN 1-55054-527-2

New, W.H., ed. *Native Writers and Canadian Writing*. Vancouver, BC: University of British Columbia Press, 1990. ISBN 0-7748-0371-1

Ortiz, Simon J., ed. *Earth Power Coming*. Tsale, AZ: Navaho Community College Press, 1983. ISBN 0-912586-50-8

Petrone, Penny, ed. *First People First Voices*. Toronto: University of Toronto Press, 1983. ISBN 0-8020-6562-7

Petrone, Penny, ed. *Northern Voices: Inuit Writing in English*. Toronto: University of Toronto Press, 1983. ISBN 0-8020-5772-1

Newsprint

Anishinabek News, The First Perspective, Tekawanake News, Turtle Island News, Wawatay News, Windspeaker

Conventional Newsprint and Magazines

The Globe and Mail (www.theglobeandmail.com)

Maclean's (www.macleans.ca)

The National Post (www.nationalpost.com)

The Toronto Star (www.thestar.com)

Audio

Aglukark, Susan. *This Child*. Mississauga, ON: EMI, 1995.

Robertson, Robbie and the Red Road Ensemble. *Music For The Native Americans*. Mississauga, ON: Capitol, 1994.

Tudjaat. *Tudjaat*. North York, ON: Columbia; Mississauga, ON: Capitol, 1995.

Wapistan. *Message*. Sioux Lookout, ON: First Nations Music Inc., 1995.

Whitetail Singers. *Forever Dancing*. Sioux Lookout, ON: First Nations Music Inc., 1994.

Videos or television programs

Paskievich, John. *If Only I Were An Indian*. Montreal: NFB, 1996. 81 min. C9195 050/EC009, p. 45
CHRO-TV. *Cultural Renewal*. Toronto: Magic Lantern Communications, 1992. 30 min. 137-31-162, p. 5

Multimedia and Computer Software

Microsoft Word, Corel WordPerfect, CorelDraw, AppleWorks

Internet

Aboriginal Voices in Literature

<http://falcon.jmu.edu/~ramseyil/native.htm>
<http://www.cynthialeitichsmith.com/nativebooksb.htm>
<http://www.kstrom.net/isk/books/amazonlinks/fiction.html>

Aboriginal Voices in Media Works

<http://member.tripod.com/nativemusicanlinks/>

Aboriginal Voices in Media

<http://www.nativeculture.com/lisamitten/media.html>
www.ammsa.com/windspeaker
www.anishinabek.ca/news/
www.firstperspective.ca
www.tekanews.com
www.turtleisland.news.on.ca/
www.wawatay.on.ca

Other Voices

www.afn.ca/
www.bloorstreet.com/300block/aborcan.htm
www.nativeweb.org/
www.servtech.com/public/mvarl/nativeamerican.html

Activity 1: Aboriginal Identity and World Views

Time: 240 minutes

Description

Students describe aspects of Aboriginal identity found in a variety of literary works by Aboriginal writers. They begin by describing their own perceptions of Aboriginal identity. Then, they examine literature to identify aspects of Aboriginal identity as it relates to Aboriginal world views. Students end this activity by writing a poem, short story, or short dialogue dealing with Aboriginal identity.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Overall Expectations

IDV.02 - identify characteristics of identity found in Aboriginal fiction, non-fiction, drama, poetry, and informational materials;

IDV.04 - identify the various purposes and audiences of informational and other forms of writing, and use each of the forms appropriately in their own writing on topics related to Aboriginal identity;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use forms appropriately in their own writing;

WRV.04 - revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression.

Specific Expectations

ID1.01 - identify aspects of Aboriginal identity that also relate to an Aboriginal world view (e.g., Aboriginal people living in the bush, as found in the writing of Ruby Slipperjack; the eloquent, humble Aboriginal individual found in the writing of Chief Dan George; the importance for Aboriginal people of returning home to the reserve in the writing of Brian Maracle);

WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences;

WR4.02 - revise drafts of written work to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for the use of inclusive anti-discriminatory language).

Prior Knowledge & Skills

Students should be familiar with generating ideas and gathering information from text materials, the uses and conventions of a variety of forms of writing, and revising drafts of their work. They have developed knowledge/understanding from Grade 10 Aboriginal Peoples in Canada and communication skills from Grades 9 and 10, English, Applied courses.

Planning Notes

Teachers review materials and the use and conventions of different forms of writing.

Teaching/Learning Strategies

1. Provide an overview of the entire unit, including assignments and the culminating activity – Maintaining Aboriginal Identity and World Views.
2. As a whole class, students brainstorm aspects of Aboriginal identity related to Aboriginal world views from their own perspectives, using the question: What characteristics give a person their identity? How are these characteristics influenced? These aspects may include connection of the individual to their family, their community, their language group (e.g., Cree, Ojibway, Mohawk, etc.), the land, and the world around them. Place responses on chart paper for referral and additions during the unit. Have students copy these responses into their notebooks.
3. Read short excerpts from some of the authors mentioned in Resources. After each reading, students describe the form of writing, the intended audience, and the conventions used. The play form will only be introduced in this activity. Place the forms of writing, with purpose, intended audiences, and conventions, on chart paper for later use (non-fiction, narrative, play or drama, novel excerpt, short story, poem). Students copy the forms of writing into their notebooks.
4. Individually, have students read an excerpt from a novel such as “Keeper’n Me”, section by section. After each section, students respond in journals or notebooks with impressions of what they have read. Have them also respond in notebooks with impressions after reading entire excerpt.
5. In small groups, students reread sections of the novel excerpt orally. Have students discuss their impressions of the reading and the characteristics of identity as it relates to Aboriginal world view (found in the statement “the land is a feeling”). Have students record these characteristics in notebooks.
6. Individually, students read a poem such as “My Moccasins Have Not Walked.” Have students write about images or feelings that came to mind in response journals or notebooks.

7. In small groups, students reread the poem orally. Have students discuss their images or feelings and the characteristics of identity as it relates to an Aboriginal world view. Have students record these characteristics in notebooks for referral.
8. Divide the class into four small groups. Have groups read silently one of the other non-fiction stories or poems. Individually, students record impressions of the reading, as it relates to Aboriginal identity, in their response journal, either after reading sections or after reading whole selection; students may also write about images and feelings that come to mind after reading the text. Have students discuss characteristics of identity as it relates to an Aboriginal world view found in that non-fiction work or poem. Students record the characteristics on chart paper and share them with the whole class.
9. Review forms of writing, purpose, intended audience, and conventions with the class.
10. Students choose one of these forms to develop (a) a poem that describes their perceptions of Aboriginal identity; (b) a short story based on one of the characteristics of Aboriginal identity that relates to an Aboriginal world view; or (c) a short dialogue of an exchange between characters from one of the stories showing how each feels about their identity and why.
11. Discuss reasons for revising drafts. Examine reasons for clarity of expression in detail. Distribute checklist for revising drafts.
12. In pairs, students collaboratively revise their written work, paying specific attention to clarity of expression using the checklist for revising drafts.
13. With permission, display published work on a bulletin board or have students present their work orally.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection To Achievement Chart	Evaluator (who)	Tool (how)
diagnostic assessment of small group on identification of aspects of Aboriginal identity related to an Aboriginal world view	in-class discussions	Knowledge/ Understanding	teacher	anecdotal comments
diagnostic assessment on use of literary and informational texts as models of writing	draft poem, short story, or short dialogue	Application	teacher	Rating sheet or checklist
formative assessment on revising drafts of written work to improve clarity of expression	published poem, short story, or short dialogue	Communication Application	self and peer	checklist for revising drafts

Accommodations

Student achievement for Communication may be demonstrated in large groups, small groups, pairs, or individually. Students may choose their preferred writing form for application.

Resources

Acoose, Janice and Brenda Zeman. "Acoose: Man Standing Above Ground." In Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson, 1995, pp. 113-124.

George, Chief Dan. from "My Heart Soars." In Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Native Voices*. Toronto: McGraw-Hill Ryerson, 1993, pp. 133-135.

Googoo, Maureen. "Quill Earrings." In *Voices of the First Nations*, pp. 152-160.

Greyeyes, Colin. "Colours." In *Native Voices*, p. 116.
Redbird, Duke. "My Moccasins Have Not Walked." In *Native Voices*, p. 81.
Smith, Gary. "Keepers of the Past." In *Voices of the First Nations*, pp. 96-109.
Wagamese, Richard. from "Keeper'n Me." In *Voices of the First Nations*, pp. 128-140.

Activity 2: Changing Aboriginal Identities

Time: 180 minutes

Description

In this activity, students describe the changing nature of Aboriginal identity found in a variety of contemporary writings. They begin by gathering information from Aboriginal magazines, newspapers, and the Internet. Then, students examine these writings to describe the influences on Aboriginal identity affecting these changes. This activity ends with students summarizing the main points of selected writings in two or three paragraphs.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Overall Expectations

IDV.01 - describe influences on Aboriginal identity, as portrayed by Aboriginal writers;
IDV.03 - describe how a variety of informational and literary texts communicate ideas about Aboriginal identity clearly and accurately;
WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school, and workplace-related writing;
WRV.04 - revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression.

Specific Expectations

ID1.02 - identify the changing nature of Aboriginal identity portrayed in contemporary writings (e.g., article in Aboriginal magazines and newspapers on topics such as reserve/urban employment or the contribution of Aboriginal women involved in social organizations in Aboriginal communities);
WR1.03 - analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;
WR4.01 - revise drafts to strengthen content and improve organization by adding details; deleting irrelevant information; and reordering to clarify, order, or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence).

Prior Knowledge & Skills

Students should be familiar with generating ideas and gathering information from magazines, newspapers, and the Internet.

Planning Notes

Teachers should review contents of current Aboriginal magazines and newspapers and check that electronic resources are updated. They should review terms and conditions of student access to the Internet and appropriate use in the classroom. Teachers should meet with the school library staff prior to class visit.

Teaching/Learning Strategies

1. Explain that perceptions of Aboriginal identity are constantly changing. Even the term used to describe the first peoples has gone through many changes: Indian, Native, First Nations, and Aboriginal.
2. Review aspects of Aboriginal identity as it relates to Aboriginal world view from chart paper (i.e., connection of the individual to their family, their community, their language group, the land, and the world around them). Ask: What are some of the influences that have resulted in changing Aboriginal identity? (These influences may include religion, schooling, government, and popular Western culture.)

In small groups, students locate contemporary writings on Aboriginal identity in print (magazines and newspapers) and in electronic form (Internet). Assign or have each group choose one aspect or characteristic of Aboriginal identity. Students gather information on the particular aspect and factors influencing change (e.g., loss of connection to extended family due to residential schooling).

Students select and analyse the information for relevance and for suitability for responding and summarizing. The selected information may consist of one or more articles or stories based on the particular aspect of Aboriginal identity. Ensure that each member of the group receives a copy of the selected information.

3. Students silently read the selected information twice. They share thoughts and responses to the information with a partner. Individually, students summarize the main points of the articles in two or three paragraphs. Summaries describe the aspect of Aboriginal identity, identify the changing nature of the aspect, and the influences affecting the change. Have students compare summaries with a partner.
4. Discuss the reasons for revising drafts. Examine reasons for strengthening content and improving organization by adding details; deleting irrelevant information; and reordering to clarify, order, or connect ideas in detail. Distribute checklist for revising drafts.
5. In pairs, students collaboratively revise their written work, paying specific attention to strengthening content and improving organization using the checklist for revising drafts.
6. With permission, display work on a bulletin board or have students present their summaries orally.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection To Achievement Chart	Evaluator (who)	Tool (how)
formative assessment of small group on identifying the changing nature of Aboriginal identity portrayed in contemporary writings	newspaper or magazine articles or Internet stories	Knowledge/ Understanding	teacher	anecdotal comments
diagnostic assessment on analysing information, gathered from a variety of print and electronic sources, to determine whether the information is sufficient, relevant, and suitable for responding and summarizing	draft summary of newspaper or magazine article or Internet story	Thinking/ Inquiry Application	teacher	anecdotal comments
formative assessment on revising drafts to strengthen content and improve organization by adding details; deleting irrelevant information; and reordering to clarify, order, or connect ideas	published summary of newspaper, magazine article, or Internet story	Communication	self peer	checklist for revising drafts

Accommodations

Student achievement for Thinking/Inquiry may be demonstrated by having draft summaries written collaboratively in small groups or pairs, depending on the needs of students. Students may be given opportunities to present their work orally for communication.

Resources

Print

Anishinabek News, The First Perspective, Tekawanake News, Turtle Island News, Wawatay News, Windspeaker

Internet

<http://www.nativeculture.com/lisamitten/media.html>, www.ammsa.com/windspeaker,
www.firstperspective.ca, www.wawatay.on.ca, www.tekanews.com, www.anishinabek.ca/news/,
www.turtleisland.news.on.ca/

Activity 3: Traditional Forms of Oral Communication

Time: 180 minutes

Description

Students describe traditional forms of oral communication. They begin by listening to a variety of oral forms, including music, addresses, legends or traditional stories. Then students examine traditional stories for purpose, intended audience, and conventions. Finally, students create their own legendary tale or story using the conventions outlined.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Overall Expectations

IDV.03 - describe how a variety of informational and literary texts communicate ideas about Aboriginal identity clearly and accurately;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 - use organizational structures and patterns to produce coherent written work;

WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

ID2.01 - identify a variety of oral communication forms used by Aboriginal peoples (e.g., storytelling, music, speeches, songs) to reflect Aboriginal identity;

WR3.01 - select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically, using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employability skills);

WR5.04 - edit and proofread their own and other's writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed.

Prior Knowledge & Skills

Students should be familiar with editing and proofreading their own and others' writing.

Planning Notes

Teachers should review the editing and proofreading processes and requirements for grammar, usage, spelling, and punctuation. They should obtain several examples of storytelling (legends) from the Library/Resource Centre (e.g., Nanabush, Wasakychak, Coyote, and Raven). Teachers should also ensure that examples of recorded materials (CDs) and a CD player are available.

Teaching/Learning Strategies

1. Play a traditional Aboriginal dance song. Ask students what they feel when they hear this kind of traditional music and the aspects of Aboriginal identity it represents. One possible source for music is listed in Resources below.
2. Orally read “Letter” to whole class. Ask the following: Why do you think Shinguaconse wrote this letter or addressed the governor at Montreal in 1849? Have students discuss how they feel about this letter and the aspects of Aboriginal identity it reflects.
3. Review the aspects of Aboriginal Identity.
4. Read “Night Flying Woman” aloud.
5. Ask the following: Why did Night Flying Woman’s grandmother tell this story? What aspects of Aboriginal identity does the opening letter or address and story portray?
6. Ask students if they know any Trickster legends or characters. List examples on the board.
7. Orally read “The Origin of Stories.” Ask the following: What was the purpose (s) for telling these kinds of stories? Purposes may include teaching values or lessons on behaviour, explaining the nature of the world and our place in it, helping comprehend the wonder and mystery of the universe, and entertaining through humour. Who were these stories told to? (all age groups)
8. Discuss conventions of story or legend form: (a) an introduction where the culture figure is presented; (b) a two-part story line where the culture figure tricks or persuades someone or something, and where the Trickster is in turn tricked or meets his match; and (c) a conclusion where a lesson in behaviour or values, a natural occurrence in the world, or a wonder or mystery is explained. Add this form of story telling/writing, with purpose, intended audience, and conventions, to chart paper (legend). Have students add this information to their notebooks with other forms of writing/story telling.
9. In small groups, students examine one of the following stories: “The Beginning of the Cree World,” “Wesakychak Rides the Moon,” “The Thunders and Mosquito,” and “The Shivering Tree”. Students discuss the purpose of story, intended audience, and conventions used.
10. Show students other legends available from the Library/Resource Centre.
11. Students individually write another legendary tale or story about Nanabush, Wasakychak, Coyote, Raven, etc., using the legend conventions outlined.
12. Discuss the importance of editing and proofreading and requirements for grammar, usage, spelling, and punctuation. Examine requirements for grammar, usage, spelling, and punctuation. Distribute the checklist for editing and proofreading.
13. Students revise their written work independently using the checklist.
14. In pairs, students collaboratively revise their written work, paying specific attention to requirements for grammar, usage, spelling, and punctuation.
15. Have students present their stories orally.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
diagnostic assessment of large group on identifying a variety of oral communication forms used by Aboriginal peoples (e.g., storytelling, music, speeches, songs) to reflect Aboriginal identity	question and answer	Knowledge/ Understanding	teacher	anecdotal comments
formative assessment on selecting and using appropriate organizational patterns in written communications	draft legendary tale or story	Knowledge/ Understanding Application	teacher	anecdotal comments
formative assessment on editing and proofreading their own and other's writing	published legendary tale or story	Communication	self	checklist for editing and proofreading
Formative assessment of presentation of the legend or story	oral presentation	Communication	peer and teacher	checklist or rubric

Accommodations

Reading materials of varying levels of difficulty can be selected to meet student needs. Also, students may, in conjunction with the teacher, choose the requirements for grammar, usage, spelling, and punctuation for achievement in Communication.

Resources

Print

- Ahenakew, Re. E. "Wesakaychak Rides the Moon." In Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Native Voices*. Toronto: McGraw-Hill Ryerson, 1993, pp. 10-11.
- Broker, Ignatia. "Night Flying Woman." In Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson, 1995, pp. 34-42.
- Clark, Ella Elizabeth. "The Origin of Stories." In *Native Voices*, pp. 1-5.
- Clark, Ella Elizabeth. "The Beginning of the Cree World." In *Native Voices*, pp. 6-9.
- McLeod, John. "The Shivering Tree." In *Native Voices*, pp. 19-29.
- Shinguaconse. "Letter." In *Voices of the First Nations*, pp. 46-47.
- Whitehead, Ruth Holmes. "The Thunders and Mosquito." In *Native Voices*, pp. 14-15.

Audio

Whitetail Singers. "Drum Theme (James Bay)," in *Forever Dancing*. Sioux Lookout, ON: First Nations Music Inc., 1994.

Activity 4: Contemporary Forms of Oral Communication

Time: 180 minutes

Description

In this activity, students identify changes to oral forms of communication. They begin by listening to a variety of contemporary musical recordings. Then, they examine the recordings for aspects of Aboriginal identity and influences mentioned or evident in them. Finally, students create their own lyrics and CD cover using standard publishing conventions.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Overall Expectations

IDV.03 - describe how a variety of informational and literary texts communicate ideas about Aboriginal identity clearly and accurately;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing.

Specific Expectations

ID2.02 - identify how the Aboriginal oral tradition has been altered within Canadian society (e.g., by residential schools, provincial and federal schools, television, and child care outside the home);

WR1.02 - classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

WR5.02 - produce, format, and publish written work, using appropriate technology, to share writing with intended audiences (e.g., select the most effective typefaces, type styles, and type sizes for an announcement; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead).

Prior Knowledge & Skills

Students should be familiar with word-processing and graphics programs and, if possible, be given elementary instruction on graphics programs.

Planning Notes

Teachers should review production, formatting, and publishing written work, using computer applications and technology. They should also ensure that examples of recordings (CDs) and a CD player are available. Teachers should encourage students to bring in CDs of their favourite Aboriginal artists. Teachers should collaborate with Art and Computer Technology Departments to develop cross-curricular activities.

Teaching/Learning Strategies

1. Review traditional oral forms of communication with the class. Explain that traditional oral forms of communication (i.e., the oral tradition) are still being practised, but some have been altered by many influences which may include religion, schooling, government, and popular Western culture.
2. Play another dance song.
3. Ask the class: Who are some of the Aboriginal musicians you are familiar with? List these on the board. Encourage students to bring CDs to class.

4. Have students listen to various selections of the Robbie Robertson and the Red Road Ensemble CD. Ask: What aspects of this music reflect Aboriginal identity? Are the influences of religion, schooling, government, or popular Western culture mentioned or evident in these recordings? Continue with other musicians. Some suggested audio resources are listed in Resources below. If possible, arrange a visit by a local Aboriginal performer.
5. In small groups, students complete one of the following: (a) classify and organize classroom songs under headings showing aspects of Aboriginal identity reflected on chart paper (i.e., connection of the individual to their family, their community, their language group, the land, and the world around them), or (b) visit websites to gather lyrics by other Aboriginal musicians and classify and organize these songs under headings showing aspects of Aboriginal identity.
6. Show students examples of lyrics and CD covers. Examine requirements for lyrics and CD covers (e.g., selecting the most effective typefaces, type styles, type sizes, and artwork or images).
7. Discuss purpose, intended audience, and conventions of lyric form. Add this form of writing, with purpose, intended audience, and conventions, to chart paper (lyric). Have students add this information to their notebooks with other forms of writing.
8. Discuss the importance of producing, formatting, and publishing written work, using appropriate technology, to share writing with intended audiences. Distribute the checklist for producing, formatting, and publishing written work. Discuss the possible career applications of this skill.
9. Students individually write a lyric using conventional format that reflects their perception of Aboriginal identity and create a CD cover that expresses this perception.
10. Students revise their written work independently using the checklist.
11. With permission, display work on a bulletin board or have students present their lyrics orally.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
formative assessment of large group on identifying how the Aboriginal oral tradition has been altered within Canadian society	question and answer	Knowledge/ Understanding	teacher	anecdotal comments
formative assessment of small groups on classifying and organizing information to suit forms and purposes for writing	chart	Knowledge/ Understanding Application	teacher	anecdotal comments
formative assessment on producing, formatting, and publishing written work, using appropriate technology, to share writing with intended audiences	lyric and CD cover	Communication	self	checklist

Accommodations

For achievement in Communication, students with exceptional needs may choose either published lyric or CD cover. Furthermore, these may be produced by computer word processor and graphics programs or by conventional pen and pencil means. Student achievement in Knowledge/Understanding and Application can be accomplished through placement of students of varying abilities in small groups.

Resources

Audio

Aglukark, Susan. “Shamaya” “O Siem,” “Dreams for You,” in *This Child*. Mississauga, ON: EMI, 1995.
Robertson, Robbie and the Red Road Ensemble. “Golden Feather,” “Akua Tuta,” “Words of Fire, Deed of Blood,” “Ancestor Song,” in *Music For The Native Americans*. Mississauga, ON: Capitol, 1994.
Tudjaat. “Kajusita (My Ship Comes In),” in *Tudjaat*. North York, ON: Columbia, 1995.
Wapistan. “Born Again Pagan,” “Anishinabe Child,” “Turtle Island,” “Mushkeego,” “Time to Get Together,” in *Message*. Sioux Lookout, ON: First Nations Music Inc., 1995.
Whitetail Singers. “Women’s Fancy Dance Song,” “Men’s Fancy Dance Song,” in *Forever Dancing*. Sioux Lookout, ON: First Nations Music Inc., 1994.

Multimedia and Computer Software

Microsoft Word, Corel WordPerfect, CorelDraw, AppleWorks

Internet

<http://member.tripod.com/nativemuscianlinks/>

Activity 5: Past Aboriginal Images

Time: 180 minutes

Description

Students describe past images of Aboriginal identity. They begin by responding to an essay on images of Aboriginal identity. Then, they locate a variety of Aboriginal images, found in anthologies or materials containing Aboriginal art, to produce a montage of Aboriginal images. Finally, students write an essay describing an important Aboriginal image or symbol and what it represents to them.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Overall Expectations

IDV.05 - describe images in media works related to Aboriginal identity;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing.

Specific Expectations

ID3.01 - identify images (e.g., the circle, an eagle feather) that reflects Aboriginal identity and Aboriginal world views in media works by Aboriginal creators;

WR2.01 - select and use an appropriate form to produce written work for a specific audience and a specific purpose (e.g., instructions on how to program a VCR for customers with a limited knowledge of electronics; write a short narrative report for a supervisor outlining the sequence of events in a workplace incident; write a letter of complaint about a defective product, identifying the problem and proposing a solution; write a letter to the editor concerning an Aboriginal issue);

WR5.02 - produce, format, and publish written work, using appropriate technology, to share writing with intended audiences (e.g., select the most effective typefaces, type styles, and type sizes for an announcement; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead).

Prior Knowledge & Skills

Students should be familiar with locating, organizing, and summarizing information.

Planning Notes

Teachers should review production, formatting, and publishing written work using appropriate computer applications and technology. They should also obtain a variety of anthologies or materials containing Aboriginal art from Library/Resource Centre for class reference.

Teaching/Learning Strategies

1. Have students examine CD cover artwork and ask: Do the covers contain images that reflect Aboriginal identity? What are they? Do you know any other images of Aboriginal Identity? Place responses on the board.
2. In small groups, students locate materials containing artwork by Aboriginal creators that reflects Aboriginal identity and world views, in the classroom or Library/Resource Centre. Each group presents several pieces of Aboriginal artwork to the class, showing the images or symbols used in each. Groups create a montage of images showing their understanding of Aboriginal identity and world views.
3. Students read “Elders Share Perspectives on Traditions, Spirituality.” Have students summarize the main points of this essay in two or three paragraphs in their notebook.
4. Discuss purpose, intended audience, and conventions of non-fiction essay form. Add this form of writing, with purpose, intended audience, and conventions, to chart paper (non-fiction essay). Have students add this information to their notebooks with other forms of writing.
5. Discuss the importance of producing, formatting, and publishing written work, using appropriate technology, to share writing with intended audiences. Distribute the checklist for producing, formatting, and publishing written work.
6. Students select an appropriate form of for describing an important Aboriginal image or symbol and what it represents to them.
7. Students write an essay on the topic and revise their written work independently using the checklist.
8. With permission, display artwork and essays on a bulletin board or have students present essays orally.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
formative assessment of small groups on identifying images that reflect Aboriginal identity and Aboriginal world views in media	montage of images essay summary	Knowledge/ Understanding	teacher	anecdotal comments
formative assessment of small group on selecting and using an appropriate form to produce written work for a specific audience and a specific purpose	essay	Knowledge/ Understanding, Thinking/Inquiry	teacher	anecdotal comments
formative assessment on producing, formatting, and publishing written work, using appropriate technology, to share writing with intended audiences	essay	Communication, Application	self	checklist for producing, formatting, publishing written work

Accommodations

For achievement in Application and Communication, students may describe an Aboriginal image and what it represents to them through an oral or visual presentation instead of an essay.

Resources

Print

Starr, Noel Archie. "Elders Share Perspectives on Traditions, Spirituality." In Ahenakew, F., B. Gardipy, and B. Lafond, eds. *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson, 1995, pp. 141-143.

Activity 6: Present Aboriginal Images

Time: 180 minutes

Description

Students describe present-day images of Aboriginal identity in media works. They begin by responding to an oral reading of an essay on images of Aboriginal identity. Then, they view a video and, in a large group, write an essay about the use or misuse of images of Aboriginal identity. Finally, they locate images in non-Aboriginal magazines and newspapers, on the Internet, or on television, and write an editorial or letter commenting on these images.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Overall Expectations

IDV.05 - describe images in media works related to Aboriginal identity;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing.

Specific Expectations

ID3.02 - describe images of Aboriginal identity that appear in the media (e.g., John Kim Bell as chair of the National Aboriginal Achievement Awards, artist Douglas Cardinal, Atlanta Braves, Edmonton Eskimos);

WR2.03 - select the appropriate person and level of language for the form, purpose, and audience to communicate information and ideas about themes and issues (e.g., use appropriate specialized language to explain two perspectives on issues in the workplace; use the gender-neutral third person to compare information and ideas from two texts; use first person to state an opinion).

Prior Knowledge & Skills

Students should be familiar with locating, organizing, and summarizing information.

Planning Notes

Teachers should ensure that recorded material (video) is available and confirm the availability of current and back issues of magazines and newspapers in the Library/Resource Centre.

Teaching/Learning Strategies

1. Present several pieces of Aboriginal artwork from Activity 5 showing the images or symbols used in each. Ask students: Do you know any images of Aboriginal identity that are used in non-Aboriginal society? Where do you find them? How do these images make you feel? List responses on the board.
2. Read "Marketing the Imaginary Indian" aloud, one section at a time. Allow students to comment on author's arguments after each section. After the concluding section, ask students whether or not they agree with the author's position and why.
3. Explain the use of appropriate person and level of language for the form, purpose, and audience to communicate information and ideas about use or misuse of images of Aboriginal identity in the media.

4. Show portions or all of *If Only I Were An Indian*. Ask students the following: Where did the Czechs in this film obtain these images of Aboriginal identity? How realistic are they with regard to the lives of Aboriginal people today? What’s your reaction to these Europeans adopting Indian traditions?
5. In small groups, students write a short essay about the use or misuse of images of Aboriginal identity for a reader in another country.
6. Discuss purpose, intended audience, and conventions of two types of editorial form and letter form. Add this form of writing, with purpose, intended audience, and conventions, to the chart paper (non-fiction editorial and letter). Have students add this information to their notebooks.
7. Students choose one of the following: (a) locate images of Aboriginal identity that appear in magazine articles, newspaper clippings, or Internet websites from non-Aboriginal sources, and organize and summarize this information to write an opinion editorial piece for a local community newspaper about the use or misuse of images of Aboriginal identity portrayed; or (b) locate images of Aboriginal identity that appear on television and advertising, and organize and summarize this information to write a letter to the local community television manager about the use or misuse of images of Aboriginal identity.
8. With permission, display published work on a bulletin board or have students present their work orally.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
formative assessment of large and small groups on description of images of Aboriginal identity in the media	in-class discussion, short essay	Knowledge/ Understanding, Thinking/Inquiry	teacher	anecdotal comments
formative assessment on selecting the appropriate person and level of language for form, purpose, and audience to communicate information and ideas about the use or misuse of images of Aboriginal identity	editorial or letter	Application Communication	teacher and self	marking scheme

Accommodations

Achievement in application and communication may be demonstrated either orally or in written form.

Resources

Print

Francis, Daniel. “Marketing the Imaginary Indian.” In Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson, 1995, pp. 48-58.

MacLean’s, The Toronto Star, The Globe and Mail, The National Post

Video

Paskievich, John. *If Only I Were An Indian*. Montreal, QC: NFB, 1996. 81 min. C9195 050/EC009, p. 45.

Internet

www.macleans.ca, www.thestar.com, www.theglobeandmail.com, and www.nationalpost.com

Activity 7: Aboriginal Identity and Values

Time: 120 minutes

Description

Students describe areas where aspects of Aboriginal identity and values are used in contemporary life. They begin by responding to an oral reading of an article or television program that deals with attempts by the First Nations to determine their way of life in the area of justice. Then, they investigate an area where Aboriginal people are attempting to include aspects of Aboriginal identity and values. Finally, they choose two or three pieces of information on the selected area or on specific topics.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Overall Expectations

IDV.03 - describe how a variety of informational and literary texts communicate ideas about Aboriginal identity clearly and accurately;

IDV.04 - identify the various purposes and audiences of informational and other forms of writing, and use each of the forms appropriately in their own writing on topics related to Aboriginal identity;

WRV.01 - use a variety of print and electronic resources to gather information and develop ideas for personal, school, and workplace-related writing.

Specific Expectations

ID3.03 - identify contemporary events within media works that reflect the values of Aboriginal communities (e.g., healing circles, sentencing circles, gatherings);

WR1.01 - investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline to complete a project effectively and meet a deadline).

Prior Knowledge & Skills

Students are familiar with generating ideas and gathering information from print and electronic sources. They are familiar with the purpose, intended audience, and conventions of different forms of writing.

Planning Notes

Teachers should ensure that recorded material (video) and overhead equipment are available and confirm that print and electronic resources on Aboriginal self-government, justice, education, socio-economic development, land rights, and natural resource development are available in the Library/Resource Centre.

Teaching/Learning Strategies

1. Ask students the following: How do past and present Aboriginal images affect Aboriginal identity and values? Read “Two Teens Banished to Remote Islands” aloud. Ask students the following: What is this article about? What do you think about this form of sentencing? How do you think the teenagers felt? What aspects of Aboriginal identity and values does it deal with?
2. Show CHRO-TV program *Justice* to the class. Ask students the following: Do you think the justice system successfully rehabilitates offenders for their return to society? Explain.

3. Explain that the article and television program deal with attempts by the First Nations to determine their way of life in the area of justice. Brainstorm other areas where Aboriginal peoples are attempting to include aspects of Aboriginal identity and values in contemporary life. (Note: Values can be described as the general beliefs people have about their lives that explain why they choose to act in certain ways.) Place responses on an overhead transparency. Responses may include self-government, education, health, socio-economic development, land rights, natural resource development, etc.
4. Describe initial steps in investigating a topic: (a) investigating potential topics, by formulating questions and by narrowing them to a question or issue; (b) identifying informational needs and purposes for writing; and (c) developing research plans to gather data from print and electronic sources, using a visual representation, chart, or organizer. Use the area of justice as an example.
 - (a) Students brainstorm questions to determine potential topics.
 What is Aboriginal justice? What is non-Aboriginal justice? Are offenders successfully rehabilitated? What are the differences between Aboriginal and non-Aboriginal justice systems? Why have separate justice systems? How are Aboriginal identity and values maintained?
 - (b) Ask students the following:
 What kind of information do we need? (information on Aboriginal and non-Aboriginal justice, rehabilitation, differences contemporary examples, etc.).
 What is the purpose for this writing? (personal response or summary for culminating activity).
 - (c) How will this information be gathered? (through an information search of library resources (e.g., books, magazines, newspapers, video), on-line search engines, and websites (e.g., www.bloorstreet.com/300block/aborcan.htm), using a flowchart).
 Place responses on the overhead transparency.
5. In small groups, students follow initial steps to investigate an area (self-government, education, justice, health, socio-economic development, land rights, natural resource development) where Aboriginal people are attempting to include aspects of Aboriginal identity and values. Have them choose two or three pieces of information on selected area or specific topics.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
identify contemporary events within media works that reflect the values of Aboriginal communities	question and answer	Knowledge/ Understanding	teacher	anecdotal comments
investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources	two or three pieces of information on selected area or specific topics	Thinking/ Inquiry Application	teacher	anecdotal comments

Accommodations

Achievement in thinking/inquiry and application for students with exceptional needs can be met through placement in small groups of students of varying abilities.

Resources

Print

Saskatoon Star Phoenix. "Two Teens Banished to Remote Islands." In Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond, eds. *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson, 1995, pp. 217-218.

Video

CHRO-TV. *Justice*. Magic Lantern Communications Ltd., 1992. 30 min. 137-31-159, p. 24.

Internet

www.bloorstreet.com/300block/aborcan.htm, www.nativeweb.org/, www.afn.ca/,
www.servtech.com/public/mvarl/nativeamerican.html

Activity 8: Maintaining Aboriginal Identity and World Views

Time: 240 minutes

Description

In this activity, students complete two pieces of writing, based on information chosen in the previous activity and experiences and activities presented throughout the unit. In the writing, students describe their perceptions of Aboriginal identity through (1) a journal response or summary on a selected area where Aboriginal peoples are attempting to include aspects of Aboriginal identity and values in contemporary life; and (2) a short story, poem, lyric, non-fiction narrative, essay, editorial, or letter on efforts of Aboriginal peoples to maintain their identity and world views. Finally, students assess their efforts using checklists for editing and proofreading and for producing, formatting, and publishing written work.

Strand(s) & Learning Expectations

Strand(s): Identity, Writing

Overall Expectations

IDV.03 - describe how a variety of informational and literary texts communicate ideas about Aboriginal identity clearly and accurately;

IDV.04 - identify the various purposes and audiences of informational and other forms of writing, and use each of the forms appropriately in their own writing on topics related to Aboriginal identity;

WRV.02 - identify the informational and literary forms suited for various purposes and audiences and use the forms appropriately in their own writing;

WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

ID2.03 - identify efforts by Aboriginal peoples to maintain their world views through various forms of expression (e.g., the Iroquoian Thanksgiving Address, the oral narration of Aboriginal elders);

WR1.04 - use information and ideas from prior knowledge, personal experiences, and research and develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé);

WR5.02 - produce, format, and publish written work, using appropriate technology, to share writing with intended audiences (e.g., select the most effective typefaces, type styles, and type sizes for an announcement; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead);

WR5.04 - edit and proofread their own writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation.

Prior Knowledge & Skills

Students should be familiar with the use of checklists for editing and proofreading and for producing, formatting, and publishing written work. In addition, they should be familiar with the purpose, intended audience, and conventions of various forms of writing.

Teachers develop a rubric for the writing piece.

Planning Notes

Teachers should have a checklist for editing and proofreading and a checklist for producing, formatting, and publishing written work available for student use and review.

Teaching/Learning Strategies

1. Explain the nature of the culminating activity.
2. Review checklists with students. Comment on concerns identified from previous use of the checklists.
3. Students choose one piece of writing from two or three pieces of information on a selected area where Aboriginal peoples are attempting to include aspects of Aboriginal identity and values in contemporary life (self-government, education, justice, health, socio-economic development, land rights, natural resource development) or specific topics from the previous activity. They complete one of the following: (a) respond to the selection in two or three paragraphs with impressions of what they have read; or (b) summarize the main points of the selection in two or three paragraphs.
4. Students describe the efforts of Aboriginal peoples to maintain their identity and world views in selected area listed in Strategy 3, using one of the following forms of writing: short story, poem, lyric, non-fiction narrative, essay, editorial, or letter.
5. Each student submits two pieces of writing. Ensure both pieces of writing are self-assessed, using the checklists for editing and proofreading and for producing, formatting, and publishing written work.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection To Achievement Chart	Evaluator (who)	Tool (how)
formative assessment on identifying efforts by Aboriginal peoples to maintain their world views through various forms of expression	selected materials and response journal or summary	Knowledge/ Understanding	teacher	anecdotal comments
formative assessment on using information and ideas from prior knowledge, personal experiences, and research and develop content for personal writing	selected materials and short story, poem, lyric, essay, editorial, or letter	Thinking/Inquiry Application	teacher	anecdotal comments
formative assessment on editing and proofreading their own writing, identifying and correcting errors according to requirements of grammar, usage, spelling, punctuation	short story, poem, lyric, non-fiction narrative, essay, editorial, or letter	Communication	teacher self	checklist for editing and proofreading
summative assessment of writing product	short story, poem, lyric, non-fiction narrative, essay, editorial, or letter	Communication	teacher self	rubric

Accommodations

Students may demonstrate achievement in Communication by selecting the written form or by making an oral presentation.

Resources

Print

Student-selected information

Unit 2: Relationships

Time: 25 hours

Unit Description

In this unit, students demonstrate an understanding of Aboriginal relationships as portrayed in fiction, drama, and poetry created by Aboriginal authors. In addition, they identify literary and media works used to promote and affirm these relationships. Students assess these works through oral presentations and written products with specific reference to the changing nature of Aboriginal relationships in contemporary society. Finally, students compare their own experiences with those portrayed in literary and media works.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Expectations: All expectations (Overall and Specific) for Relationships and Writing, as shown in the Course Overview, are covered in this unit. They are specified at the beginning of each activity.

Activity Titles (Time and Sequence)

Activity 1	Personal Responses to Poetry	240 minutes
Activity 2	Timed Writing: Form and Purpose	180 minutes
Activity 3	Humorous Stories	180 minutes
Activity 4	How do You Tell a Story?	180 minutes
Activity 5	Who is Telling the Story?	240 minutes
Activity 6	What Does the Story Look Like?	180 minutes
Activity 7	Why Tell Stories?	180 minutes
Activity 8	My Story	120 minutes

Prior Knowledge & Skills

Unit 2 expands the concept of identity constructed in Unit 1. Students draw upon their knowledge of the characteristics that impact identity and begin to identify the many evolving relationships that affirm identity. Students draw upon the skills developed in *The Ontario Curriculum, Grades 9 and 10, English*.

Unit Planning Notes

- Teachers locate and bookmark web versions of Aboriginal newspapers that publish editorial cartoons on-line. Most artists can be reached via e-mail through the publication.
- A collection of poetry is assembled for the introductory activities; lectures notes on the use of literary devices are prepared.
- Teacher discretion based on individual classroom composition will have to be employed when selecting poetry and cartoons for use in the classroom. Discretion is also recommended before directing students to any of the websites listed.
- The Writing strand's goals are best met within the context of learning activities outlined in the Course Profile. Suggested topics are incorporated throughout the activities that meet the Writing expectations, but needs and circumstances will differ with each individual class.
- A review of the *Report of the Royal Commission on Aboriginal Peoples* website provides the historical background and overview for the Sovereignty Unit, which builds on the first two units.
- Some assignments may have to be completed outside of classroom hours.

Resources

Print

Ahenakew, Freda, Brenda Gardipy, and Barbara Lafond. *The Senior Issues Collection: Voices of the First Nations*. Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551448-6

Hodges, J., et al. *Harbrace College Handbook for Canadian Writers*, 5th ed. Toronto: Harcourt Brace Canada, 1999. ISBN 0774736437

Audio/Video

Duncan Campbell Scott: The Poet and the Indians. National Film Board of Canada, 1995. 56 min.

First Nations: The Circle Unbroken. National Film Board of Canada, 1998 (Series).

Robertson, Robbie. *Contact from the Underworld of Redboy*. EMI, 1998.

Websites

Aboriginal Newspapers and Other Media Outlets

Aboriginal Peoples Television Network – www.apin.ca

Aboriginal Voices Magazine – www.aboriginalvoices.com

Canadian Aboriginal News and Information – www.CanadianAboriginal.com

CBC Infoculture Radio Canada – www.infoculture.cbc.ca

Emergences from the Shadow: First Peoples' Photographic Perspectives (Canadian Museum of Civilization Corporation) – www.civilization.ca/members/fph/jaillir/jailline.html

First Nations Art: Contemporary Native Artists in Canada – [//collections.ic.gc.ca/artists](http://collections.ic.gc.ca/artists)

First Nations Messenger – [www.afn.ca/The %20Messenger/messenger.htm](http://www.afn.ca/The%20Messenger/messenger.htm)

The First Perspectives – www.firstperspective.ca/news.html

George Littlechild – www.artists4kids.com/product9.html

Harbourfront Reading Series – www.icomm.org/ifo/events/

Indian Mascots and Logos – pages.prodigy.net

Justice As Healing – www.uask.ca/nativelaw/jah.html

The Mascot Issue – www.pitt.edu

Native Americas: Akwe:kon's Journal of Indigenous Issues – www.nativeamericas.alp.cornell.edu

Ontario Native Affairs Secretariat (Justice Issues) – www.nativeaffairs.jus.gov.on.ca/

Royal Commission on Aboriginal Peoples On-line – www.inac.gc.ca/ch/recap/index_e.html

TIMEcanada Magazine – www.canoe.ca/TimeCanada/home.html

Windspeaker – www.ammsa.com/windspeaker

Writers in Electronic Residence – www.wier.ca/-WIER

Activity 1: Personal Responses to Poetry

Time: 240 minutes

Description

Students work in small groups and individually to respond to poetry, identifying relationships portrayed by Aboriginal writers. The teacher leads an analysis of a poem to gain an understanding of these changing relationships and how they affirm Aboriginal identity. Students examine a poem for homework and complete a personal response journal entry.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Overall Expectations

REV.01 - demonstrate an understanding of the relationships depicted in fiction, drama, poetry, and non-fiction by Aboriginal writers (with an emphasis on novels and poetry);

REV.02 - demonstrate an understanding of the ways Aboriginal writers use relationships to promote a vision of Aboriginal communities;

WRV.02 - select and use appropriate writing forms for various purposes and audiences, focusing on reports, correspondence, and persuasive essays.

Specific Expectations

RE1.01 - demonstrate an understanding of relationships (e.g., within the family or community; within the plant, animal, or spirit world) portrayed in the works of Aboriginal writers;

RE1.02 - analyse changes that take place in Aboriginal relationships through interaction with Canadian society, as portrayed in the works of Aboriginal writers (e.g., Ruby Slipperjack, Beatrice Culleton-Moisner, Daniel David Moses);

RE1.03 - compare their own ideas and perspectives with those expressed or implied in a text by an Aboriginal writer (e.g., by analysing the thoughts and responses of a fictional character in a crisis and comparing these with their own probable reactions; by debating two different interpretations of a literary work, using specific references to the text to support their arguments);

WR1.01 - investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas (e.g., consult a CD-ROM to find information for a report about the author of a novel; identify the accessibility of relevant sources for a class presentation on a social issue);

WR1.03 - analyse and assess the information and ideas gathered from a variety of print and electronic sources to determine if they are accurate, current, sufficient, relevant, and suitable to the form and purpose for writing;

WR3.01 - select and use appropriate organizational patterns to structure written work (e.g., use a question-and-answer format to organize an information pamphlet about a product or service; use chronological order and flashbacks to organize information about a character in a script; use classification to organize a class anthology of student writing).

Prior Knowledge & Skills

Students apply their knowledge of influences and characteristics of Aboriginal identity established in Unit 1. They should also be familiar with teacher expectations for notebook organization.

Planning Notes

- Note that teacher discretion is advised for the website references. Students may encounter offensive language in some of the song lyrics.
- Students need to examine a number of poems with the title and author not revealed. Lyrics by Aboriginal songwriters work well.

Teaching/Learning Strategies

1. Have groups categorize the poems according to themes (e.g., grandparents, children, characters, land, animals, plants). A spokesperson for each group reports on the themes chosen, and why these top three poems were included. The titles and authors can be revealed when students do their personal responses in their journals. Some background on the author could be provided at this time as well.

2. Read “A Visit in Mid-Summer “ by Daniel David Moses. Take note of the language conventions in the poem. Does each new line begin with a capital letter? Why did the poet use line breaks in this way? Try to rewrite the poem with conventional sentence and paragraph structure. Does this change how the poem makes you feel? Have students copy the definition of metaphor in their notebooks. What emotion is the colour blue typically associated with? Is this a sad poem?
3. Students read “ Rocks” by Jeanette Armstrong. Then, read it together and review any words students do not understand. Divide the poem into sections. For homework, have students illustrate specific sections. Talk about the images in the poem and how they change. Review homework at the beginning of the next class.
4. Students choose one of the poems from the first activity that has not been discussed in class. Write about it in their personal response journals. Summarize the poem in one paragraph. How do you think the poet felt? What evidence can you provide? What is the title? What is the poem about? What is the image in the poem? Is there more than one image? Compare them. Choose one of the poems you most identify with. Explain why. How does the speaker feel? What are the main ideas of the poem? Why do you think so?

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
diagnostic assessment of small groups	in-class discussions	Knowledge Communication Application	teacher	anecdotal comments
formative assessment of note taking and class discussion on language connections and poetry analysis	direct observations	Knowledge	teacher	anecdotal comments
summative assessment of homework and journals	direct observation	Knowledge Communication Application	teacher	checklist marking scheme

Accommodations

- To get students into the routine of writing personal responses, have them copy questions from the board and answer them in their journals.
- Students who require enrichment can continue independent analysis (e.g., use of metaphor) of poetry, collection of lyrics, biographies of Aboriginal poets, and compare the two poems examined in this unit.

Resources

Print

Armstrong, J. “Rocks.” In Ahenakew, F. and B. Gardipy, and B. LaFond, eds. *The Senior Issues Collections: Voices of the First Nations*. McGraw-Hill Ryerson Limited, 1995. ISBN 00755160-X

Moses, D. “A Visit in Mid-Summer.” In *The Senior Issues Collections: Voices of the First Nations*.

Websites

Native American Music Web Board – www.rainbowwalker.com/

Robbie Robertson Songs–hollywoodandvine.com/robbierobertson/songs/

Activity 2: Timed Writing: Form and Purpose

Time: 180 minutes

Description

Students write within prescribed time limits and follow teacher instructions. Students participate in a critical analysis of relationships in the work of an Aboriginal writer. Students write a paragraph following a teacher model and re-examine a piece of their own writing from Unit 1.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Overall Expectations

REV.01 - identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers;

REV.02 - identify literary works that promote and affirm relationships among Aboriginal peoples;

REV.03 - demonstrate an understanding of Aboriginal relationships depicted in fiction, drama, and poetry;

WRV.03 - use organizational structures and patterns to produce coherent written work;

WRV.04 - revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression.

Specific Expectations

RE1.01 - identify various relationships in the works of Aboriginal writers (e.g., the relationship of the main character with others, with land, with animals, and with plants);

RE1.02 - identify the changing nature of Aboriginal relationships in contemporary society (e.g., the Aboriginal concept of “nation to nation”, the tendency of Aboriginal people to become more vocal and demonstrative in seeking redress of wrongs committed against them), as depicted in the works of Aboriginal writers;

RE1.03 - demonstrate an understanding of how relationships affirm Aboriginal identity in the works of Aboriginal writers (e.g., Beatrice Culleton-Moisoner);

WR1.01 - investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline to complete a project effectively and meet a deadline);

WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences;

WR3.01 - select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically, using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employability skills);

WR4.01 - revise drafts to strengthen content and improve organization by adding details; deleting irrelevant information; and reordering to clarify, order, or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence);

WR4.02 - revise drafts of written work to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for the use of inclusive and anti-discriminatory language);

WR5.03 - compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement.

Prior Knowledge & Skills

Students continue to use checklists for revising drafts introduced in Unit 1. They apply note-taking skills and practise critical literacy.

Planning Notes

- Students may need an opportunity to practise continuous writing individually at their desks.
- Prepare a visual organizer outlining how to write a narrative paragraph and post it in the room.
- Prepare a rubric for the paragraph.

Teaching/Learning Strategies

1. Groups of four or five students sit in a circle. One writer is chosen to start. The first student writes continuously for two minutes; the pen must never leave the paper. After two minutes, the next student writes in the same fashion. Groups may need a prompt to get them started. Students focus on a theme and include an introduction and a conclusion. Continue until each student has contributed to the story. Ask for volunteers to read their stories. Have students complete a self-assessment in their notebooks (e.g., How did you like writing like this? What was effective about it?).
2. Read “The Crow Hop” by Gary Gottfriedson. Clarify what happens and the order of events. (When did the dance start? Who are the characters in the poem? Are they old or young? Define cynical. Who starts to dance first? Where does the dance take place? Where did the song come from? How long does the dance last? Summarize what happens in one sentence. What do you think the mystery is?)
3. Introduce paragraph writing. Encourage students to come up with a graphic organizer based on the class discussion. The topic sentence should be interesting and motivate the reader to continue (e.g., “The Crow Hop” is a poem about a young man who dances or “The Crow Hop” is a poem about a young man who changes). Think about the kind of questions your audience will be asking after the first sentence. The second sentence should describe the most important aspect of the topic (e.g., “He was cynical but becomes filled with hope”). Students use their class notes to write two or three more sentences about the poem. As a large group, write the closing sentence that ties everything together.
4. Arrange student-teacher conferences to select a paragraph written in Unit 1. Exchange with a peer and provide suggestions for improvement, using notes on writing. Paragraphs are submitted for marking.

Assessment & Evaluation of Student Achievement

Purpose(why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
formative assessment of directed writing activity	a sequential narrative writing	Communication	peer and self	anecdotal comments
summative assessment of poetry analysis notes	analysis of a poem	Knowledge	teacher	marking scheme
formative assessment of visual organizer from narrative paragraphs	model narrative paragraphs	Knowledge Communication	teacher	anecdotal comments
summative assessment of paragraph revisions	completed revisions by peer process	Communication Application	teacher	rubric

Accommodations

- Students can be given bonus questions (e.g., identify and describe at least one poetic language convention in “The Crow Hop.” Describe how the author shows passage of time in the poem).
- Provide an alternate task for exceptional students experiencing difficulty in class (e.g., develop your group writing effort into a short story or a poem).
- To reinforce paragraph structure, analyse the final paragraph of “Marketing the Imaginary Indian.”

Resources

Gotfriedson, G. “The Crow Hop.” In Ahenakew, P. and B. Gardipy, and B. LaFond, eds. *The Senior Issues Collection: Voices of the First Nations*. McGraw-Hill Ryerson Ltd., 1995. ISBN0-07-551690-X

Francis, D. “Marketing the Imaginary Indian.” In *The Senior Issues Collection: Voices of the First Nations*.

Activity 3: Humorous Stories

Time: 180 minutes

Description

Students examine how Aboriginal writers use humour to comment on the changing nature of relationships among Aboriginal people. Students analyse comic strips, cartoons, and prose. They brainstorm, categorize, and respond critically to features of artwork.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Overall Expectations

REV.01 - identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers;

REV.02 - identify literary works that promote and affirm relationships among Aboriginal peoples;

REV.04 - demonstrate an understanding of relationships presented in media works by Aboriginal creators;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 - use organizational structures and patterns to produce coherent written work;

WRV.04 - revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression.

Specific Expectations

RE1.01 - identify various relationships in the works of Aboriginal writers (e.g., the relationship of the main character with others, with land, with animals, and with plants);

RE1.02 - identify the changing nature of Aboriginal relationships in contemporary society (e.g., the Aboriginal concept of “nation to nation”, the tendency of Aboriginal people to become more vocal and demonstrative in seeking redress of wrongs committed against them), as depicted in the works of Aboriginal writers;

RE2.01 - identify words and expressions that develop, maintain, and affirm Aboriginal relationships (e.g., words used by Aboriginal guest speakers, phrases used by storytellers);

RE2.02 - describe an Aboriginal writer’s use of language that has been influenced by Canadian society (e.g., phrases related to religious affiliations, slang expressions that reflect urban influences);

RE2.03 - identify ways in which language can be used to promote, affirm, and renew relationships among Aboriginal peoples (e.g., through musical lyrics, poetry, and speeches);

WR1.01 - investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline to complete a project effectively and meet a deadline);

WR1.02 - classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé);

WR2.01 - select and use an appropriate form to produce written work for a specific audience and a specific purpose (e.g., create instructions on how to program a VCR for customers with a limited knowledge of electronics; write a short narrative report for a supervisor outlining the sequence of events in a workplace incident; write a letter of complaint about a defective product, identifying the problem and proposing a solution; write a letter to the editor concerning an Aboriginal issue);

WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences;

WR2.03 - select the appropriate person and level of language for the form, purpose, and audience to communicate information and ideas about themes and issues (e.g., use appropriate specialized language to explain two perspectives on an issue in the workplace; use the gender-neutral third person to compare information and ideas from two texts; use the first person to state an opinion);

WR3.01 - select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically, using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employability skills);

WR3.03 - use organizational patterns such as cause and effect or problem-solution to present information and ideas in short reports (e.g., use a cause-and-effect pattern and labelled diagrams in a report explaining how to use a computer application);

WR4.01 - revise drafts to strengthen content and improve organization by adding details; deleting irrelevant information; and reordering to clarify, order, or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence);

WR4.02 - revise drafts of written work to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for the use of inclusive and anti-discriminatory language);

WR4.03 - revise drafts of written work to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources);

WR5.02 - produce, format, and publish written work, using appropriate technology, to share writing with intended audiences (e.g., select the most effective typefaces, type styles, and type sizes for an announcement; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead);

WR5.03 - compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement.

Prior Knowledge & Skills

Students apply critical-thinking skills introduced in previous units and make additions to the classroom chart for purpose, audience, and language conventions.

Planning Notes

Teachers review the websites and cartoons in current issues of Aboriginal newspapers. Use discretion when choosing a cartoon for suitability of topic. Certain examples lend themselves to a discussion of satire and stereotyping. Others may require some “insider” knowledge to appreciate the humour.

Teaching/Learning Strategies

1. Students rank the comics in order on a scale from one to ten and explain why one cartoon is their favourite (e.g., What is the title? What do you think of the title? What is funny about the cartoon? What are the characters doing? Is there any dialogue? What do you think of the dialogue? Describe the artwork. Who is the intended audience? What makes you think so? How is this cartoon like or unlike other cartoons?). Do this activity again at the end of the unit to see how perceptions have changed.
2. Explain that some comics deal with serious issues in a humorous way. Examine some political cartoons from today’s national newspaper. Compare them to an example from a First Nations newspaper. Discuss how the artist creates humour. Read Drew Hayden Taylor’s “Powwows Evolving from the Traditional to High-Tech” and complete a content test. Take up the test at the beginning of the next class. Students complete a personal response journal for homework (e.g., comment on the title, copy words and phrases you do not understand; copy the sentence that you remember the best).
3. Students work in groups of two or three to develop a cartoon. Using anything read in the course to date for ideas, brainstorm different topics and situations. Decide on your intended audience (e.g., peers). What will your main character look like? What will your main character sound like? Brainstorm some topics and situations for your character. At the beginning of next day, compare your work with another group’s. How were they the same? How were they different? Create cartoons independently for assessment.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
diagnostic assessment of personal responses to cartoons	ranking and oral responses	Knowledge Communication	teacher	anecdotal comments
formative assessment of discussions and note taking	content test	Knowledge Communication	teacher	marking scheme
summative assessment of stereotyping, humour, satire	cartoon	Inquiry Communication Application	peer teacher	rubric

Accommodations

- If students are having difficulty creating a cartoon, have them turn one of the published cartoons into a poem by describing the image as concretely as possible. Try to incorporate each of the five senses.
- Content tests can be administered orally in large groups, small groups, or individually for more challenging texts by reading a passage then asking the questions that pertain to that passage.

Resources

Hayden Taylor, D. “Powwows Evolving from the Traditional to High-Tech.” In Ahenakew, F., B. Gardipy, and B. LaFond, eds. *The Senior Issues Collections: Voices of the First Nations*. McGraw-Hill Ryerson Limited, 1995, ISBN 0-07-551690-X

Windspeaker –www.ammsa.com/windspeaker

The First Perspective – www.firstperspective.ca/news.html

First Nations Messenger –[www.arn.ca/The %20Messenger/messenger.htm](http://www.arn.ca/The%20Messenger/messenger.htm)

Activity 4: How do You Tell a Story?

Time: 180 minutes

Description

To demonstrate an understanding of how the traditional art of storytelling has changed in relation to contemporary society, students practise adapting traditional oral forms.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Overall Expectations

REV.01 - identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers;

REV.02 - identify literary works that promote and affirm relationships among Aboriginal peoples;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 - use organizational structures and patterns to produce coherent written work.

Specific Expectations

RE1.01 - identify various relationships in the works of Aboriginal writers (e.g., the relationship of the main character with others, with land, with animals, and with plants);

RE1.02 - identify the changing nature of Aboriginal relationships in contemporary society (e.g., the Aboriginal concept of “nation to nation”, the tendency of Aboriginal people to become more vocal and demonstrative in seeking redress of wrongs committed against them), as depicted in the works of Aboriginal writers;

WR2.01 - select and use an appropriate form to produce written work for a specific audience and a specific purpose (e.g., create instructions on how to program a VCR for customers with a limited knowledge of electronics; write a short narrative report for a supervisor outlining the sequence of events in a workplace incident; write a letter of complaint about a defective product, identifying the problem and proposing a solution; write a letter to the editor concerning an Aboriginal issue);

WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences;

WR2.03 - select the appropriate person and level of language for the form, purpose, and audience to communicate information and ideas about themes and issues (e.g., use appropriate specialized language to explain two perspectives on an issue in the workplace; use the gender-neutral third person to compare information and ideas from two texts; use the first person to state an opinion).

Prior Knowledge & Skills

Students move from personal responses to critical responses of works by Aboriginal writers studied in Unit 1. Students apply their understanding of traditional forms of oral communication introduced in Unit 1.

Planning Notes

- Students may need to review the traditional forms of oral communication from Unit 1. The teacher should do some research on Aboriginal authors, in residence at your local post-secondary institution or on-line. Also, locate a book on storytelling for student reference in the classroom.
- Teachers prepare point-form notes for “Untitled” and rehearse oral retelling for direct instruction.

Teaching/Learning Strategies

1. Students brainstorm different ways they hear stories and list them on a chart (e.g., television, radio, newspaper, magazine, family, friends, books). Discuss what makes a good story (e.g., attention grabbing, subject, voice, tone, gesture, pauses, eye contact, and addressing the audience) and develop a rubric for oral storytelling.
2. If possible, have an Aboriginal elder visit the class to share a story with students.
3. Students read “Untitled” by J. Berthelette and complete personal responses in their journals (e.g., What do you think of the title? Do you like it? Explain. Can you come up with a better one? Why is yours better?).
4. The teacher models how to retell a story using point-form notes from “Untitled.” Be sure to address the audience and tell them why you are telling the story and where it came from (e.g., The story is a modern example of a morality tale, it is an enjoyable story). Review how to make point-form notes.
5. Provide a definition of personification for students to copy into their notebooks (e.g., attribution of human characteristics to non-human objects, animals, and ideas as a way of being in the world). Discuss how it is incorporated into your oral retelling of the story (e.g., music, voice, pause, gesture).
6. Students work individually to summarize excerpts from stories studied in Units 1 and 2 in point form. Working in pairs, students retell the stories to one another, incorporating elements of effective storytelling and performing an assessment using the developed rubric.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
assessment of oral storytelling	develop together a rubric	Knowledge/ Understanding	teacher	anecdotal comments
summative assessment of independent reading and research	Test on independent reading	Knowledge/ Understanding Communication	teacher	marking scheme
formative assessment of notebooks	checklist	Knowledge/ Understanding	teacher/ self	anecdotal comments, checklist
diagnostic assessment of independent reading	point-form summary	Knowledge/ Understanding Communication Application	peer	rubric

Accommodations

- If students are having difficulty, have them summarize how the boy got his name in “Untitled.”
- For enrichment, discuss the classification of fiction and non-fiction and review the chart from Unit 1. Compare “Untitled” to stories read in Unit 1 (e.g., “The Burial Mound”, “Quill Earrings”). Compare them based on language, message, interest level, and intended audience. Discuss how the classification system does or does not apply accurately to Aboriginal authors.

Resources

Berthelette, J. "Untitled." In Ahenakew, F., B. Gardipy, and B. LaFond, eds. *The Senior Issues Collection: Voices of the First Nations*. McGraw-Hill Ryerson Limited, 1995. ISBN 0-07-551690-X

Joe, R. "The Legend of Glooscap's Door." In *The Senior Issues Collection: Voices of the First Nations*.

Pamak, R. "Tiskisiak." In *The Senior Issues Collection: Voices of the First Nations*.

Sark, J. J. "The Birth of Minegoo." In *The Senior Issues Collection: Voices of the First Nations*.

Snake, S., et al. "Nanabush and the Rude Eagle." In *The Senior Issues Collection: Voices of the First Nations*.

Activity 5: Who is Telling the Story?

Time: 240 minutes

Description

Students demonstrate their understanding of how relationships with the past affirm identity in the works of Aboriginal writers by adapting traditional oral forms. Students apply their critical- and creative-thinking skills in the development of a children's picture book.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Overall Expectations

REV.01 - identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers;

REV.02 - identify literary works that promote and affirm relationships among Aboriginal peoples;

REV.03 - demonstrate an understanding of Aboriginal relationships depicted in fiction, drama, and poetry;

WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school, and workplace-related writing;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 - use organizational structures and patterns to produce coherent written work;

WRV.04 - revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression.

Specific Expectations

RE1.02 - identify the changing nature of Aboriginal relationships in contemporary society (e.g., the Aboriginal concept of "nation to nation", the tendency of Aboriginal people to become more vocal and demonstrative in seeking redress of wrongs committed against them), as depicted in the works of Aboriginal writers;

RE1.03 - demonstrate an understanding of how relationships affirm Aboriginal identity in the works of Aboriginal writers (e.g., Beatrice Culleton-Moisner);

RE2.01 - identify words and expressions that develop, maintain, and affirm Aboriginal relationships (e.g., words used by Aboriginal guest speakers, phrases used by storytellers);

RE2.02 - describe an Aboriginal writer's use of language that has been influenced by Canadian society (e.g., phrases related to religious affiliations, slang expressions that reflect urban influences);

RE2.03 - identify ways in which language can be used to promote, affirm, and renew relationships among Aboriginal peoples (e.g., through musical lyrics, poetry, and speeches);

WR1.01 - investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline to complete a project effectively and meet a deadline);

WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé);

WR2.01 - select and use an appropriate form to produce written work for a specific audience and a specific purpose (e.g., create instructions on how to program a VCR for customers with a limited knowledge of electronics; write a short narrative report for a supervisor outlining the sequence of events in a workplace incident; write a letter of complaint about a defective product, identifying the problem and proposing a solution; write a letter to the editor concerning an Aboriginal issue);

WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences;

WR2.03 - select the appropriate person and level of language for the form, purpose, and audience to communicate information and ideas about themes and issues (e.g., use appropriate specialized language to explain two perspectives on an issue in the workplace; use the gender-neutral third person to compare information and ideas from two texts; use the first person to state an opinion);

WR4.01 - revise drafts to strengthen content and improve organization by adding details; deleting irrelevant information; and reordering to clarify, order, or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence);

WR4.02 - revise drafts of written work to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for the use of inclusive and anti-discriminatory language);

WR4.03 - revise drafts of written work to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources);

WR5.01 - cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology;

WR5.02 - produce, format, and publish written work, using appropriate technology, to share writing with intended audiences (e.g., select the most effective typefaces, type styles, and type sizes for an announcement; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead);

WR5.03 - compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement;

WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation.

Prior Knowledge & Skills

Students continue to use critical-thinking skills and apply inquiry skills in the communication of ideas.

Planning Notes

- Teachers gather samples of children's literature by Aboriginal and non-Aboriginal authors, as well as the NFB video series, *The Circle Unbroken*.
- Teachers also have to prepare lecture notes on citing resources appropriately, content tests, and a transcript of "Lord of the Sky."

- Teachers should preview video to be prepared to stop or fast forward through the video to point out misconceptions and facilitate identification of myths and icons that appear in the film. A teacher’s guide accompanies the video. Also, try to obtain a copy of Richard VanCamp’s *A Man Called Raven* to compare to the video.

Teaching/Learning Strategies

1. Brainstorm characteristics of a children’s picture book (e.g., illustrations, types of sentences, language conventions, characters, plot, title, name of author, illustrator). Bring in some Aboriginal and non-Aboriginal authors and illustrations for students to compare and classify (e.g., legend, modern story). Students form groups to write and illustrate a children’s book.
2. Provide a choice of stories from primary texts for students to adapt. Provide lecture notes on how to cite resources appropriately, including resource persons (e.g., title, as told to student by resource person; or title by permission of resource person). Administer content test questions to ensure independent reading and comprehension, clarify the order of events, and answer any questions students have. Students review their story and make a list of scenes to be illustrated (e.g., dialogue). Groups may benefit from doing a point-form summary before planning the scenes. Groups submit a first draft.
3. Prepare a transcript of the text from “Lord of the Sky.” Students listen to the video without the picture and then illustrate the script. As a class, discuss the fact that the directors were non-Aboriginal. Play the video with the picture and view with a critical eye (e.g., Where does this legend come from? Were they hunters/gatherers or nomadic?). List students’ suggested solutions to misconceptions in the film.
4. Return drafts of children’s books to groups for revision. Have groups review their illustrations, keeping classroom discussion about the video in mind, and submit a second draft. Reinforce the importance of writing what you know, researching a topic, and the value of human resources. If there is any concern about appropriation of voice, have students seek input from an Aboriginal resource (e.g., student, teacher, community member).

Assessment & Evaluation of Student Achievement

Purpose (why)	Connections to Achievement Chart	Evaluator (who)	Tool (how)
formative assessment of language conventions	Knowledge Communication	teacher	anecdotal comments
diagnostic assessment of independent reading	Knowledge	teacher	marking scheme
formative assessment of revisions	Knowledge Inquiry Communication Application	teacher	anecdotal comments

Accommodations

- Have students prepare a debate, agreeing or disagreeing with M. Demientieff’s statement, “Children have no prejudices” from the article “Our Stories: The Roots that Bind Us.”
- Rather than reintroducing texts studied in Unit 1 the class could work in small groups to compose a children’s book for publication, using “Untitled.” One group could be responsible for illustrations, one for text, and another for publishing details.
- Excerpts of dialogue from “Untitled” could be practised and acted out by groups in place of publishing. Students could provide a dramatic re-enactment of the boy’s speech in the story.

Resources

Print

Deminetieff, M. "Our Stories: The Roots that Bind Us." In Ahenakew, F., B. Gardipy, and B. LaFond, eds. *The Senior Issues Collection; Voices of the First Nations*. McGraw-Hill Ryerson Limited, 1995. ISBN 0-07-551690-X

Joe, R. "The Legend of Glooscap's Door." In *The Senior Issues Collections: Voices of the First Nations*.

Pamak, R. "Tikisiak." In *The Senior Issues Collection; Voices of the First Nations*.

Sark, J.J. "The Birth of Minegoo." In *The Senior Issues Collection; Voices of the First Nations*.

Snake, S., et al. "Nanabush and the Rude Eagle." In *The Senior Issues Collection; Voices of the First Nations*.

VanCamp, R. *A Man Called Raven*. San Francisco, CA: Children's Book Press, 1997. ISBN 0892391448

VanCamp, R. *What's the Most Beautiful Thing You Know About Horses?* San Francisco, CA: Children's Book Press, 1998. ISBN 0892391545

Websites

Aboriginal Directors Video Collection 2000 – www.nfb.ca/aboriginaldirectors

Native American Books – www.kstrom.net/isk/books/bookmenu.html

Video

"Lord of the Sky," from *First Nations: The Circle Unbroken Series*. National Film Board of Canada, 1998. Order Number C9198066

Activity 6: What Does the Story Look Like?

Time: 180 minutes

Description

Students assess informational texts and compare different types of interviews that reference the evolving nature of Aboriginal relationships. Students research Aboriginal media creators and adapt information into an outline for an interview.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Overall Expectations

REV.01 - identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers;

REV.04 - demonstrate an understanding of relationships presented in media works by Aboriginal creators;

WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school, and workplace-related writing;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 - use organizational structures and patterns to produce coherent written work;

WRV.04 - revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression;

WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

RE1.02 - identify the changing nature of Aboriginal relationships in contemporary society (e.g., the Aboriginal concept of “nation to nation”, the tendency of Aboriginal people to become more vocal and demonstrative in seeking redress of wrongs committed against them), as depicted in the works of Aboriginal writers;

RE1.03 - demonstrate an understanding of how relationships affirm Aboriginal identity in the works of Aboriginal writers (e.g., Beatrice Culleton-Moisoner);

RE2.02 - describe an Aboriginal writer’s use of language that has been influenced by Canadian society (e.g., phrases related to religious affiliations, slang expressions that reflect urban influences);

RE2.03 - identify ways in which language can be used to promote, affirm, and renew relationships among Aboriginal peoples (e.g., through musical lyrics, poetry, and speeches);

RE3.02 - identify how Aboriginal media creators (e.g., Gil Cardinal, Buffy Sainte-Marie, Alanis Obomsawin) use images to represent changes in Aboriginal relationships (e.g., the role of women in Aboriginal society, Aboriginal peoples’ relationship to the earth);

RE3.03 - assess, with reference to various media forms, how Aboriginal creators portray the evolving nature of Aboriginal relationships (e.g., the development of relationships between isolated and urban communities);

WR1.01 - investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline to complete a project effectively and meet a deadline);

WR1.02 - classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

WR1.03 - analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;

WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé);

WR4.01 - revise drafts to strengthen content and improve organization by adding details; deleting irrelevant information; and reordering to clarify, order, or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence);

WR4.02 - revise drafts of written work to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for the use of inclusive and anti-discriminatory language);

WR4.03 - revise drafts of written work to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources);

WR5.01 - cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology;

WR5.02 - produce, format, and publish written work, using appropriate technology, to share writing with intended audiences (e.g., select the most effective typefaces, type styles, and type sizes for an announcement; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead);

WR5.03 - compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement;

WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation.

Prior Knowledge & Skills

Students continue to develop the chart, outlining ways of communicating Aboriginal identity, values, and world views, to include journalism (e.g., print and radio interviews, newspaper accounts of an event).

Planning Notes

- Teachers should do preliminary research on contemporary Aboriginal authors and artists and prepare a worksheet on how to cite Internet resources for student reference.
- Teachers should prepare a content test/point-form summary of each interview to lead class discussions. Prepare a lesson and worksheet on identifying sentence fragments for students to complete. Teachers should prepare a sample flowchart for the questions from “Conversation with Ruby Slipperjack.”

Teaching/Learning Strategies

1. Students brainstorm jobs in the arts that involve writing. Have students do some Internet research on one contemporary Aboriginal author or artist (e.g., Richard VanCamp, Greg Staats, Alanis Obomsawin, George Littlechild, Jane Ash Poitras). Students select and print three relevant Internet articles about their artist. Provide lecture notes on citing Internet references for students to copy into their notes. Have students perform a self-assessment (e.g., What was my best source of information? What other kinds of sources could I have used? What are the pros and cons of each type? How could I find out more?).
2. Students read “Interview with Blaine Favel” by Freda Ahenakew and “Conversation with Ruby Slipperjack” by Harmut Lutz and complete a personal response journal (e.g., What are your impressions of Ruby Slipperjack/Blaine Favel after reading the interview? What was the most interesting thing you learned from reading the interview?).
3. Lead a class discussion on the difference in types of questions and answers in each interview. Which questions were planned? Which questions were results of the previous one? Which interview did you prefer reading? Compare the interviews (e.g., purpose, intended audience, language conventions). After discussion on sentence fragments, students complete a worksheet identifying them.
4. Using the three Internet articles, students summarize and highlight main points in their notes. Students develop three initial questions to ask the artist they selected to research. Ensure in a conference that students utilize their research to prepare questions that draw on the artist’s area of expertise. Direct students to anticipate the answer their question will receive (e.g., yes or no) and be prepared to follow up on any new information that could be provided. Students prepare a flow chart diagram outlining the questions they have developed and submit it with the three article summaries and a works cited page.

Accommodations

- If there are concerns about reading comprehension, administer content tests for interviews. These could be done in cooperative learning groups, doing sections of each interview and reporting to the class.
- Students could develop interview questions for one another. After rehearsing the interview several times, they could record the result. Is the interview going to be recorded live on the radio? Is the interview going to be edited for a textbook? Have students try transcribing the interview and comment on the editing process. Does the edited version reflect spontaneity, as in a conversation?

Resources

Print

Ahenakew, F. "Interview with Blaine Favel." In Ahenakew, F., B. Gardipy, and B. LaFond, eds. *The Senior Issues Collection; Voices of the First Nations*. McGraw-Hill Ryerson Limited, 1995.

ISBN 0-07-551690-X

Lutz, H. "Conversation with Ruby Slipperjack." In *The Senior Issues Collection; Voices of the First Nations*.

Websites

First Nations Art: An Introduction to Contemporary Native Artists in Canada—
[//collections.ic.gc.ca/artists/](http://collections.ic.gc.ca/artists/)

Aboriginal Voices Magazine – www.aboriginalvoices.com

Activity 7: Why Tell Stories?

Time: 180 minutes

Description

Students identify an aspect of the evolving nature of Aboriginal relationships in contemporary society as reported in the Aboriginal media. Through an analysis of the facts, they demonstrate an understanding of the commonalities of Aboriginal world views. Students use the third person to summarize accounts of affirmation of Aboriginal identity in contemporary society.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Overall Expectations

REV.01 - identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers;

REV.04 - demonstrate an understanding of relationships presented in media works by Aboriginal creators;

WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school, and workplace-related writing;

WRV.03 - use organizational structures and patterns to produce coherent written work;

WRV.04 - revise their written work, collaboratively and independently, focusing on accuracy of information and clear expression.

Specific Expectations

RE1.01 - identify various relationships in the works of Aboriginal writers (e.g., the relationship of the main character with others, with land, with animals, and with plants);

RE1.02 - identify the changing nature of Aboriginal relationships in contemporary society (e.g., the Aboriginal concept of "nation to nation", the tendency of Aboriginal people to become more vocal and demonstrative in seeking redress of wrongs committed against them), as depicted in the works of Aboriginal writers;

RE1.03 - demonstrate an understanding of how relationships affirm Aboriginal identity in the works of Aboriginal writers (e.g., Beatrice Culleton-Moisoner);

RE2.03 - identify ways in which language can be used to promote, affirm, and renew relationships among Aboriginal peoples (e.g., through musical lyrics, poetry, and speeches);

RE3.03 - assess, with reference to various media forms, how Aboriginal creators portray the evolving nature of Aboriginal relationships (e.g., the development of relationships between isolated and urban communities);

WR1.01 - investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline to complete a project effectively and meet a deadline);

WR1.02 - classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

WR1.03 - analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;

WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé);

WR2.03 - select the appropriate person and level of language for the form, purpose, and audience to communicate information and ideas about themes and issues (e.g., use appropriate specialized language to explain two perspectives on an issue in the workplace; use the gender-neutral third person to compare information and ideas from two texts; use the first person to state an opinion);

WR3.01 - select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically, using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employability skills);

WR5.03 - compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement.

Prior Knowledge & Skills

Students build on their knowledge and understanding of influences on Aboriginal identity and the evolving nature of Aboriginal relationships examined in the course to date.

Planning Notes

- Teachers prepare lecture notes to facilitate large-group and small-group discussions about why these types of stories should be told, who should tell them, and who should hear them. Notes incorporate use of first person to state an opinion (e.g., personal response journal) and third person to compare information and ideas (e.g., article summary) in context to reinforce student use of the appropriate level of language for form, purpose, and audience. Reference could be made to the chart developed in Unit 1.
- Teachers should pre-select some web articles for students who are having difficulty (e.g., *First Nations Messenger* is a national newspaper published to advance the aspirations of First Nations peoples).
- Create rubric to grade summative writing in the third person

Teaching/Learning Strategies

1. Students brainstorm the components of a newspaper article (e.g., headline, byline, photograph, caption, text, tables, graphs). Allow time for students to use Internet resources of Aboriginal newspapers to scan headlines, examine photographs, read captions, and select three articles.
2. Have students select one of their articles and record important facts under the following headings in their notebooks: When (date, time, season); What (an event); Who (person); Where (location); Why (reason). For homework, students complete a personal response journal. What did you know about the topic before you read the article? What did you learn? What do you want to know more about?

3. Assign pairs of students to ask questions about their partner’s article using the following model:
 - First Student: Summarize your article in one sentence.
 - Second Student: Ask as many questions as possible about the topic (will your question get a “yes” or “no” answer?).
 - First Student: Only provide the answer to the questions and do not volunteer other information.
 - Second Student: Write down any new ideas that result from questioning.
 - First Student: Offer suggested questions that could have been asked.
4. Students take turns summarizing their articles in the third person and listing the three most important facts in the article. For homework, students write an alternate headline for their article and explain why their headline is better.
5. Students submit their summaries

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
formative assessment of appropriate level of language	class-generated charts and notes	Knowledge/ Understanding Communication	peer teacher	anecdotal comments
summative assessment of article selection criteria and note taking	summary and personal response	Thinking/Inquiry Communication Application	teacher	anecdotal comments marking scheme
diagnostic assessment of reciprocal questioning and article summary		Communication Application	teacher	anecdotal comments one-on-one guidance
Summative assessment of summary paragraph	Paragraph in third person	Communication. Application	teacher	rubric

Accommodations

- Re-read “Two Teens Banished to Remote Islands.” Have students create an illustration to go with this article. What phrase brings strong images to mind? Write a caption for your illustration. Explain why the caption is suitable.
- Independent study on a current topic (e.g., Mathew Coon Come or Grand Chief of the Assembly of First Nations) for students who require enrichment.

Resources

Coon Come’s Challenge: Canada’s Aboriginals Look to a New National Chief to be More Militant–
www.macleans.ca

Windspeaker – www.ammsa.com/windspeaker

The First Perspective–www.firstperspective.ca/news.html

First Nations Messenger –www.afn.ca/The%20Messenger/messenger.htm

Timecanada Magazine–www.canoe.ca/TimeCanada/home.html

Activity 8: My Story

Time: 120 minutes

Description

In this culminating activity, students demonstrate an understanding of the evolving relationship between Aboriginal identities and the media and an understanding of how relationships, discussed in the course to date, affirm Aboriginal identity through creation of a media product. Students create a poster that illustrates the various relationships that are constantly forming Aboriginal identity and they employ language to promote, affirm, and renew relationships among Aboriginal peoples.

Strand(s) & Learning Expectations

Strand(s): Relationships, Writing

Overall Expectations

REV.01 - identify and demonstrate an understanding of Aboriginal relationships portrayed in works by Aboriginal writers;

REV.04 - demonstrate an understanding of relationships presented in media works by Aboriginal creators;

WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school, and workplace-related writing;

WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

RE1.01 - identify various relationships in the works of Aboriginal writers (e.g., the relationship of the main character with others, with land, with animals, and with plants);

RE2.01 - identify words and expressions that develop, maintain, and affirm Aboriginal relationships (e.g., words used by Aboriginal guest speakers, phrases used by storytellers);

RE2.03 - identify ways in which language can be used to promote, affirm, and renew relationships among Aboriginal peoples (e.g., through musical lyrics, poetry, and speeches);

RE3.01 - identify film and video images that reflect commonalities in Aboriginal world views (e.g., holism, oneness, nationhood);

RE3.02 - identify how Aboriginal media creators (e.g., Gil Cardinal, Buffy Sainte-Marie, Alanis Obomsawin) use images to represent changes in Aboriginal relationships (e.g., the role of women in Aboriginal society, Aboriginal peoples' relationship to the earth);

RE3.03 - assess, with reference to various media forms, how Aboriginal creators portray the evolving nature of Aboriginal relationships (e.g., the development of relationships between isolated and urban communities);

WR1.01 - investigate potential topics by formulating questions, identifying informational needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline to complete a project effectively and meet a deadline);

WR1.02 - classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

WR1.03 - analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;

WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé);

WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences;

WR3.01 - select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically, using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employability skills);

WR5.02 - produce, format, and publish written work, using appropriate technology, to share writing with intended audiences (e.g., select the most effective typefaces, type styles, and type sizes for an announcement; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead).

Prior Knowledge & Skills

Student review the language, symbols, and visual images discussed in the course in a new context.

Planning Notes

Teachers should pre-select resources about the Aboriginal Peoples Television Network for reference.

Teaching/Learning Strategies

1. Students make a list of famous Aboriginal people. What characteristics are similar? (e.g., all dead, all fictional, all learned in this course). Is there a stereotype the non-Aboriginal media seem to use?
2. Prepare some resources for students to review the Aboriginal People's Television Network or have them search the Internet (e.g., programming schedule, APTN mandate). Make a list of different types of children's shows. Are there any missing?
3. Students develop posters promoting a new show to debut on the Aboriginal Peoples Television Network, with themselves as the central character. Decide what format their show will take (e.g., car show, sports show, half-hour sitcom, hour-long drama, movie of the week). Who is going to be looking at the poster? Brainstorm some images of contemporary Aboriginal society. What kind of images will appeal to the audience? Select a visual image for your poster. What is the relationship among these images? Draw a rough sketch of the layout reflecting this relationship. What will the tone of your poster be? Create a slogan or a jingle for your show. How could you improve the message you are trying to send? How does your show fit APTN's profile? Students submit a completed first draft for evaluation. After revision, students submit a final product.

Assessment & Evaluation of Student Achievement

Purpose (why)	Strategy (what)	Connection to Achievement Chart	Evaluator (who)	Tool (how)
diagnostic assessment of change in perceptions	brainstorming	Communication	teacher	anecdotal comments
formative assessment of research and note taking	media examination	Knowledge Inquiry	peers	checklist
formative assessment of application of concepts	draft of poster development	Application	teacher	anecdotal comments
summative assessment of application of concepts	poster development	Application	teacher	rubric

Accommodations

- A research exercise, with specific questions and how to locate the answer, could be prepared in advance for students experiencing difficulties.
- Students who are working ahead could prepare a video review of an Aboriginal director's work (e.g., use of camera angle, fades, lighting, sound, and action to reflect the relationship between people and their environment and between the past and the future.)

Resources

CBC Infoculture Radio Canada – www.infoculture.cbc.ca

Aboriginal Peoples Television Network – www.apin.ca