

Canadian History from a First Nations Perspective

Appendix 1.1: Residential Schools Anticipation Guide

Read through the following statements and circle whether you agree or disagree with the following statements. Be prepared to support your opinion.

1.	The government always has the best interest of its citizens in mind.	A	D
2.	Education is always for improving individuals.	A	D
3.	Corporal punishment is necessary sometimes.	A	D
4.	People should learn the language of the country they live in.	A	D
5.	First Nations people have many rights in Canada.	A	D
6.	Native people have been treated badly in history.	A	D
7.	Schools should never be run by religious organizations.	A	D
8.	Parents know what is best for their children.	A	D
9.	Children should learn the culture and language of their parents.	A	D
10.	What happens to you at school stays with you for life.	A	D

Appendix 1.2: RESIDENTIAL SCHOOL INTERNET WORK SHEET

Name: _____

Date: _____

Instructions: Answer all of the questions with complete sentences and provide examples.

1. Where were the residential schools located?

2. Who set up the schools?

3. Were the children allowed to go back and visit their families? If so when and for how long?

4. What kind of education did students receive?

5. Did the First Nation's community have a choice to send their children to the schools? Explain.

6. List the types of abuses the students encounter?

7. What kind of problems did these schools create between parents and children?

8. What issues did this create for communities, and people once they left school?

7. Did you know about residential schools before this course? If yes, explain how you know about it. If no, explain what you have learned.

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Appendix 1.3: Checklist for Assessing Writing in Role

Criteria	1	2	3	4
The student:				
1. understands the issue(s) from the perspective of the character(s)				
2. demonstrates commitment to and belief in the role				
3. incorporates details from the drama experience				
4. communicates effectively				
5. demonstrates empathy and insight				

Appendix 1.4: Residential Schools: Writing in Role Assignment

Part 1

It is 1925, and you are a First Nations child who has been taken to a residential school.

Write a journal entry describing your experience (1 page) . Makes sure to include the following information:

- ✓ How you felt when you first arrived
- ✓ How you feel now
- ✓ How you are treated
- ✓ What kind of things you are learning
- ✓ The hardships you are experiencing
- ✓ How you feel about being so far away from home

Part 2

It is now 2009, and you are a First Nations elder who has just discovered this letter written by a child in 1925. Write a journal entry (1 page), and make sure to include the following information:

- ✓ How your experience at residential school affected your life
- ✓ How residential schools affected your community
- ✓ What the government and church has done to try to atone for past mistakes, and how you feel about this
- ✓ What your community is trying to do to make things better

You will also be marked on how real you make your letter, so try to get into the roles you are writing about.

Appendix 2.1: First Nations Heroes from the Wars

World War One

Francis Pegahmagabow
Henry Norwest
Alexander George Smith & Charles Smith
George McLean
Sam Glode
Tom Longboat
Edith Anderson
Private William Cleary
Private Joseph Roussin
David Keesick

World War Two

Charles Henry Byce
Thomas George Prince
Oliver Milton Martin
Dr. Gilbert Monture
David Georges Greyeyes

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Appendix 2.2: Checklist for First Nations Heroes Oral Presentation

Instructions: Use the following guidelines for practicing your oral presentation. This same checklist will also be taken into consideration when you present.

Did the student do the following?

1. Maintain eye contact with the audience Yes No
2. Read from the paper the entire presentation Yes No
3. Presenters voice was audible for all to hear Yes No
4. Presenter used their voice as a tool to stress key points Yes No
5. Pace of speech is moderate not too fast or slow Yes No
6. Body language was professional i.e. stood straight, no pacing... Yes No
7. Content of the presentation was in logical order and easy to follow Yes No
8. Presentation was creative and had original content Yes No

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Appendix 2.3: Rubric: First Nations Heroes Media Presentation

Criteria	Level 1	Level 2	Level 3	Level 4
Slides/ Pages	- presentation includes two or fewer slides	- presentation includes at least 4 slides	- presentation includes at least 6 slides	- presentation includes at least 8 slides
Graphics	- presentation completely lacks graphics	- less than 50% of slides contain graphics, or graphics are completely irrelevant	- most slides contain relevant graphics; a few slides are lacking graphics or contain irrelevant graphics	- all slides contain attractive, relevant graphics
Content	- the content lacks a clear point of view and logical sequence; information is incomplete, out of date and/or incorrect	- content is vague in conveying a point of view and does not create a strong sense of purpose; some inaccuracies	- the content is written with a logical progression of ideas and accurate supporting information	- content is written clearly and concisely with a logical progression of ideas and accurate, current supporting information

Appendix 3.1: Indian Act Internet Assignment

Using the websites below, compile a list of examples of how First Nation's rights were violated under the Indian Act.

1: Go to the following site: The Indian Act: Historical Overview

<http://www.mapleleafweb.com/features/the-indian-act-historical-overview>

2. Look under the section: Assimilation Reinforced: The Indian Act from 1876 to 1951. List the some of the discriminatory laws that applied to First Nations.

3. Go this site: Indian Act, The Canadian Encyclopaedia.

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ART0003975>

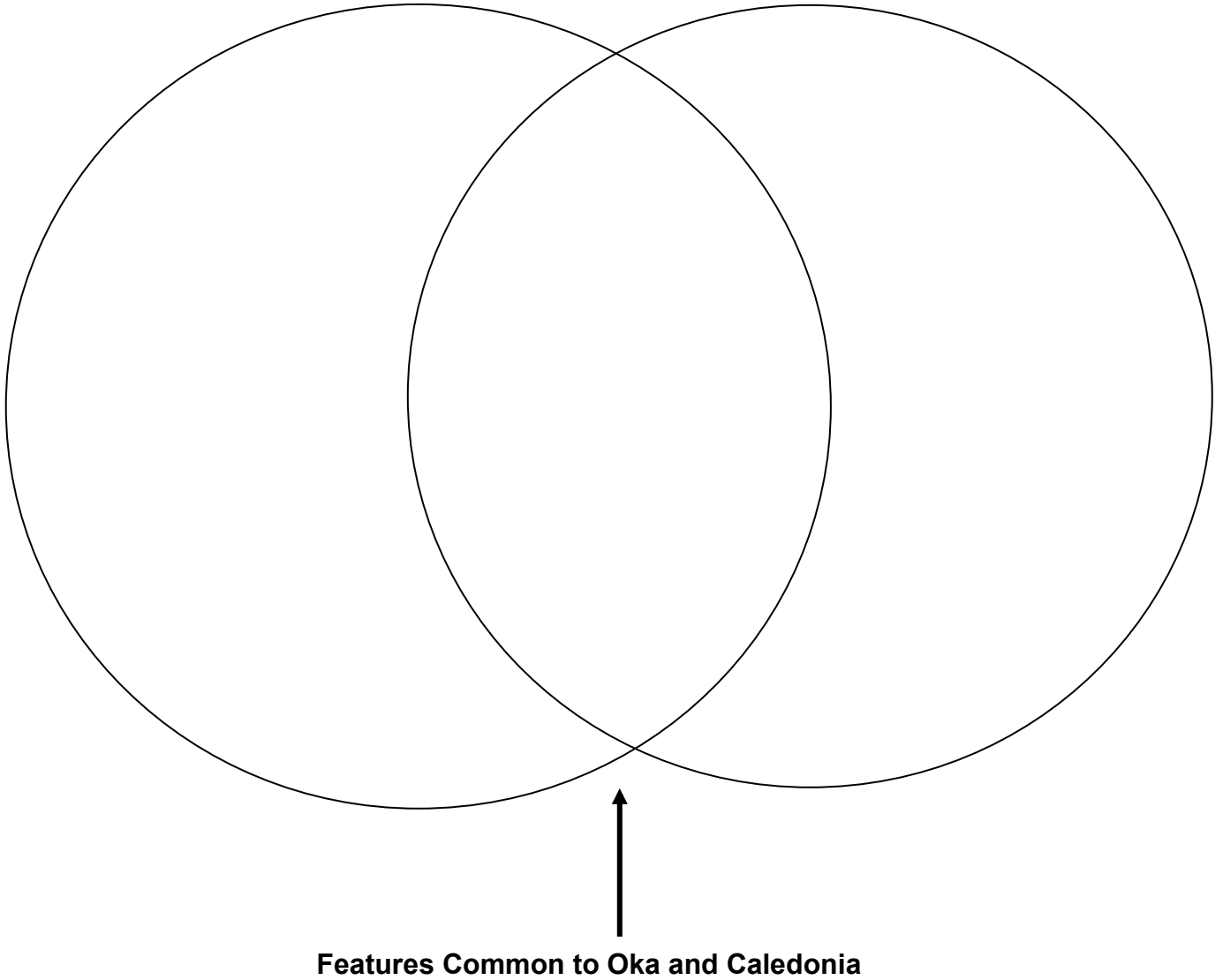
4. Explain what "Enfranchisement" means? How did First Nations lose this right?

5. What was the concern during the 1970s? How did this law change?

Appendix 3.2: Political Organization Chart

<u>Name of Organization</u>	<u>Rights Gained</u>
League of Indians 1919	
The North American Indian Brotherhood 1945	
The National Indian Council 1961	
The National Indian Brotherhood 1969	
Assembly of First Nations in 1982	

Appendix 3.3 Compare and Contrast the Oka and Caledonia Land Claims



Appendix 3.4: Peer Evaluation

Using this scale, evaluate yourself and the members of your group on the criteria listed.

1 (rarely) 2 (sometimes) 3 (usually) 4 (always)

Name:

- ___ Was their work of high quality?
- ___ Was their work completed on time?
- ___ Did they contribute ideas during group discussions?
- ___ Did they offer assistance to other group members?
- ___ Did they maintain a positive attitude during group work?
- ___ Total

Comments:

Name:

- ___ Was their work of high quality?
- ___ Was their work completed on time?
- ___ Did they contribute ideas during group discussions?
- ___ Did they offer assistance to other group members?
- ___ Did they maintain a positive attitude during group work?
- ___ Total

Comments:

Name:

- ___ Was their work of high quality?
- ___ Was their work completed on time?
- ___ Did they contribute ideas during group discussions?
- ___ Did they offer assistance to other group members?
- ___ Did they maintain a positive attitude during group work?
- ___ Total

Comments:

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Appendix 4.1: Create Your Own Government Group Exercise

Scenario:

Imagine you are on a ship with 4000 people on your way to Jarabio in the Atlantic Ocean when you hit a bad storm. The ship went down but luckily you and all the passengers were able to swim to a large island in the middle of the ocean. You could be stuck on this island forever.

On the island, the following conditions exist:

- 25% of the population is under 12
- 25% of the population is 12-17
- 50% of the population is 18 and older

The natural resources on the island will allow you to survive as long as everyone on the island works for 6 hours a day

Each person that does not work for 6 hours a day has their duties passed onto the rest of the population

The Task

Your group's task is to create the 'ideal' government for the island.

Instructions

1. Discuss and outline how decisions will be made on the island
 - How will your island be ruled? (autocratic, democratic)
 - How will laws and decisions be established?
 - How will laws and decisions be enforced?
 - How will leaders be selected?
 - How long will a leader remain the island's leader?
 - What powers and responsibilities will be given to the leader?
 - Create 5 laws for the island
2. Discuss and outline how you will survive on the island.
 - How will work be distributed?
 - Who will work?
 - Will there be anyone that doesn't work? Why?
3. Create a name and motto for your island that suits its beliefs and structures.
4. On chart paper draw an overview of your island, including the name and the motto.
5. On chart paper, outline how decisions will be made and how your island will survive (Questions 1 and 2).

Good luck! Your peaceful survival on the island depends on our system of order and government.

Appendix 4.2: Pros & Cons: Self-Government

Compare	Contrast

Appendix 4.3: Debate Rules

Debate Rules

No put downs.

You must raise your hand if it's not your time to speak.

Teams lose 1 point for each interruption.

Teams lose 1 point for whispering while another speaker is talking.

TIMES

Opening statements for both sides = 3 minutes each

Arguments for both sides = 3 minutes each

Rebuttal conference = 1 minute

Rebuttals = 2 minutes each

Closing statements for both sides = 3 minutes each

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Appendix 4.4: Classroom Debate Rubric

	Levels of Performance			
Criteria	1	2	3	4
<p>1. Organization and Clarity:</p> <p>viewpoints and responses are outlined both clearly and orderly.</p>	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
<p>2. Use of Arguments:</p> <p>reasons are given to support viewpoint.</p>	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
<p>3. Use of Examples and Facts:</p> <p>examples and facts are given to support reasons</p>	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given
<p>4. Use of Rebuttal:</p> <p>arguments made by the other teams are responded to and dealt with effectively.</p>	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
<p>5. Presentation Style:</p> <p>tone of voice, use of gestures, and level of enthusiasm are convincing to audience.</p>	Few style features were used; not convincingly	Few style features were used convincingly	All style features were used, most convincingly	All style features were used convincingly

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Appendix 5.1: First Nations Gallery Walk Assignment

Assignment: Choose one individual who has made or is making an important contribution to Canadian history. Their contribution can be in one of many areas: the arts, politics, writing, education, sports, music, etc.

Step 1: Choose an individual.

Step 2: Use the internet and library to research the individual.

Make sure you can explain the reason why this person has contributed to Canadian history, and give details of their contribution. Give some details about the person's life, and why you chose this person. You will be expected to write at least 2 paragraphs about this person.

Step 3: Create a poster that highlights this person, their life and important contributions.

Step 4: You will present your poster to the class, and then to the school as part of the First Nation's Gallery Walk. Use your information from your paragraphs to get your key speaking points.

Some examples of significant individuals:

Arts/Music:

Adam Beach
Buffy Sainte-Marie
Tantoo Cardinal
Tom Jackson
Norval Morrisseau
Douglas Cardinal
Susan Aglukark
Grahame Greene
Bill Reid
Tina Keeper

Leaders/Politicians/Activists:

Leonard Peltier
James Bartleman

Elijah Harper
Dudley George
Chief Matthew Coon Come
Leonard Marchand
Phil Fontaine

Atheletes:

Jim Thorpe
Jordin Tootoo

Writers:

Pauline Johnson
Thomas King
Drew Hayden Taylor
Tomson Highway

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Appendix 5.2: Rubric for Written Component of Poster

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - uses conventions of selected form - demonstrates understanding of information, ideas, concepts, themes researched	- limited use of convention of selected form - demonstrates limited understanding of information, ideas, concepts, themes researched	- some use of conventions of selected form - demonstrates some understanding of information, ideas, concepts, themes researched	- considerable use of conventions of selected form - demonstrates considerable understanding of information, ideas, concepts, themes researched	- thorough use of conventions of selected form - demonstrates thorough and insightful understanding of information, ideas, concepts, themes researched
Thinking/ Inquiry - interprets, classifies, and organizes information, ideas	- shows limited evidence of organizational structure	- shows some evidence of organizational structure	- shows considerable evidence of organizational structure	- shows highly effective evidence of organizational structure
Communication - communicates a sense of audience and purpose - uses language to communicate information, ideas	- communicates with a limited sense of audience and purpose - uses language to communicate information, ideas with limited effectiveness and clarity	- communicates with some sense of audience and purpose - uses language to communicate information, ideas with some effectiveness and clarity	- communicates with considerable sense of audience and purpose - uses language to communicate information, ideas with considerable effectiveness and clarity	- communicates with strong sense of audience and purpose - integrates language to communicate information, ideas with a high degree of effectiveness and clarity
Application - uses language conventions effectively	- applies language conventions with limited effectiveness	- applies language conventions with some effectiveness	- applies language conventions with considerable effectiveness	- applies language conventions with high degree of effectiveness

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Appendix 5.3: Poster Rubric

CATEGORY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Graphics	<ul style="list-style-type: none"> - graphics are not relate to topic or obvious graphics are missing - graphics are of poor quality - graphics are not explained 	<ul style="list-style-type: none"> - all graphics are related to topic and most important ones are include - graphics are of adequate quality - some explanation to graphics 	<ul style="list-style-type: none"> - all graphics are related to topic and most aid in understanding of topic - most graphics are clear and of good quality 	<ul style="list-style-type: none"> - all graphics are related to topic and aid in understanding of topic - all graphics are clear and of good quality
Creativity and Attractiveness	<ul style="list-style-type: none"> - little imagination or creativity shown - distractingly messy - poor organization of design - no thought to interactive nature of poster 	<ul style="list-style-type: none"> - some imagination or creativity shown - shows some thought to organization but is difficult to follow - attractive but a bit messy - at least one aspect of poster is interactive 	<ul style="list-style-type: none"> - attractive in terms of design, layout and neatness - some aspects are interactive but not well built in to design 	<ul style="list-style-type: none"> - exceptionally well attractive in terms of design, layout and neatness - original/creative design with respect to visual display and interactive quality

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Appendix 5.4: Rubric for Oral Presentation

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - demonstrates understanding of information, ideas, concepts, themes researched	- demonstrates limited understanding of information, ideas, concepts, themes researched	- demonstrates some understanding of information, ideas, concepts, themes researched	- demonstrates considerable understanding of information, ideas, concepts, themes researched	- demonstrates thorough and insightful understanding of information, ideas, concepts, themes researched
Thinking/ Inquiry - interprets, classifies, and organizes information, ideas	- shows limited evidence of organizational structure in presentation of ideas	- shows some evidence of organizational structure in presentation of ideas	- shows considerable evidence of organizational structure in presentation of ideas	- shows highly effective evidence of organizational structure in presentation of ideas
Communication - communicates a sense of audience and purpose - uses language to communicate information, ideas	- communicates with a limited sense of audience and purpose - uses language to communicate information, ideas with limited effectiveness and clarity	- communicates with some sense of audience and purpose - uses language to communicate information, ideas with some effectiveness and clarity	- communicates with considerable sense of audience and purpose - uses language to communicate information, ideas with considerable effectiveness and clarity	- communicates with strong sense of audience and purpose - integrates language to communicate information, ideas with a high degree of effectiveness and clarity
Application -uses language conventions effectively	- applies language conventions with limited effectiveness and uses slang/filler words "like"	-applies language conventions with some effectiveness	- applies language conventions with considerable effectiveness	- applies language conventions with high degree of effectiveness