

Unit Title: Canadian History from a First Nations Perspective
Time Frame: Thirteen seventy-five minute classes
Unit Developer(s): Julie Beattie and Sandra Hill
Developed for Course Name and Course Code: Grade 10 Canadian History Since World War I, CHC2P
<p>Strand(s) and Curriculum Learning Expectations Addressed:</p> <p>Strand: Communities: Local, National, and Global</p> <p>CGV.01– demonstrate an understanding of the elements of Canadian identity;</p> <p>CG1.01– determine to what extent certain national symbols (e.g., national anthem, Mounties, Canadian flag, provincial flags and their symbols, Order of Canada, Governor General’s Awards) represent all Canada and Canadians</p> <p>CG1.02– describe the contributions to Canadian society of its regional, linguistic, ethnic, and religious communities (e.g., Aboriginal nations, Franco-Ontarians, Métis, Doukhobors, Black Canadians);</p> <p>CG1.04– explain how and why the federal government has tried to promote a common Canadian identity through various agencies (e.g., Canadian Broadcasting Corporation, National Film Board, Heritage Canada, Canadian Radio-television and Telecommunications Commission) and assess the effectiveness of these efforts.</p> <p>CGV.04– demonstrate a knowledge of Canada’s participation in war, peace, and security.</p> <p>CG4.04– describe how Canadians of various backgrounds, individually and as communities, contributed at home and overseas to the war effort during World War I and World War II;</p> <p>CG4.05– explain the influence on Canadian society from 1914 to the present of pacifists, the human rights movement, and the civil rights movement (e.g., Hutterites, Mennonites, Canadian Civil Liberties Union, Elizabeth Fry Society, John Howard Society, Amnesty International);</p> <p>Strand: Change and Continuity</p> <p>CCV.01– demonstrate an understanding of the changing demographic and social patterns within Canada since; 1900</p> <p>CC1.05– assess the impact of demographic and social changes on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate).</p> <p>Strand: Citizenship and Heritage</p> <p>CHV.01– demonstrate a knowledge of the contributions of various social and political movements to Canadian history during the twentieth century;</p> <p>CH1.03 - describe the contributions of Aboriginal peoples in forming national organizations (e.g., National Indian Advisory Council, National Indian Brotherhood, Assembly of First Nations) to gain recognition and rights for Aboriginal peoples</p> <p>CHV.02– demonstrate an understanding of how individual Canadians have contributed to the development of Canada and to an emerging sense of Canadian identity.</p> <p>CH2.01– demonstrate an understanding of how significant individuals (e.g., Henri Bourassa, Robert Borden, Nellie McClung, Billy Bishop, Max Aitken, Arthur Currie) contributed to the growing sense of Canadian identity during World War I;</p>

Strands: Methods of Historical Inquiry

MIV.01– use appropriate historical research methods to investigate topics and issues in history;

MI1.01– use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation);

MIV.02– use a variety of information sources to research historical topics or issues, and then organize the information in a meaningful way;

MI2.01– use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history;

MI2.02– use technology (e.g., computer databases, Internet) effectively when researching Canadian history topics;

MI2.03– record and organize information effectively using notes, lists, concept webs, timelines, organizers, charts, maps, graphs, and mind maps;

MIV.03– evaluate information when researching historical topics or issues;

MI3.01– identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion;

MIV.04– communicate the results of research in oral and written presentations.

Desired Results**Unit Description:**

The main focus of the unit is to look at the curriculum for the Grade 10 Applied History from a First Nation's perspective. The unit was developed to provide students with the knowledge and understanding of how First Nations contributed to the development of Canadian society. The unit also looks at both how events in history both impacted on First Nations communities, and how history was shaped by First Nations contributions. The unit begins by looking at the effects of Residential Schools on individuals and communities in the past and today. Next students will look at First Nations contributions to the war effort in World War One and World War Two, by looking at some extraordinary individuals such as Tom Longboat, Francis Pegamagabow, and Henry Norwest. Students will also explore how First Nations people had to fight for equal rights in Canada through creating their own political organizations. There will also be a focus on the current realities in First Nations communities, which will be highlighted by looking at the issues of land claims and self-government. Lastly the unit will end with a culminating task that highlights a wide range of First Nations leaders and their contributions in the past and present to Canadian society.

Enduring Understandings / Learning:

The skills that will be focused on in this unit are: the ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions; and draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations. As well, students will conduct organized research, using a variety of information sources; and organize will communicate and express their ideas, opinions, and conclusions clearly and effectively, using a variety of styles and forms.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

Students will create an educational poster of a First Nations leader that has shaped or is shaping Canadian history. Students will research an individual who has contributed to one aspect of society: political, military, arts, sciences, education, etc. Students will present their findings in the form of a poster, which will contain both a visual and written component. These posters will be part of a school Gallery Walk in Aboriginal History month.

Assessment Criteria:

Rubrics; checklists; peer evaluations; and graphic organizers.

Unit Planning Notes

Prior Learning Necessary (if any):

- Students have been introduced to proper use of the Internet as a research tool.
- Students have experience working on, analyzing, and deriving information from Internet and video sources.
- Students will have experience writing letters and taking on roles in writing simulations.
- Students learned how to build upon methods of historical inquiry, e.g., using primary and secondary documents, formulating questions, locating relevant information and taking notes.
- Students know the origins of the World Wars I and II from the previous unit.
- Students should be able to locate information using a variety of sources and use a chart as well as communicate the result of their work.
- From activities in this unit, students are able to write in role, orally present, prepare “replica” primary source artifacts, and write a paragraph to defend a position or argument.
- Students build upon methods of historical inquiry, e.g., using primary and secondary documents, formulating questions, locating relevant information, taking notes, and preparing reports.
- Students are familiar with oral presentations. In order to provide a variety of topics that are new and engaging for the students, it might be valuable to review what they did.
- Students have been introduced to proper use of the Internet as a research tool.
- Since this is a culminating activity, students are expected to be familiar with the content of the previous activities in the unit. Students are expected to be familiar with a variety of writing forms.

Preparation Notes (if any):**Lesson 1**

- Gather the necessary resources; books, videos, and documents, and newspaper articles.
- Book computer lab.
- Contact First Nations’ community centre about getting a guest speaker and/or a visit.

Lesson 2

- Gather the necessary resources; books, videos, and documents, and provide Internet access.
- Teacher will provide exemplars of brochures, pamphlets and a power point presentation to the class.
- Sign-out the LCD projector/lap top for power point presentations.
- Book the computer lab/library for research and developing resources.

Lesson 3

- Gather the necessary resources; books, videos, and newspaper articles.
- Book computer lab.
- Create notes on land claims.
- Photocopy graphic organizers.

Lesson 4

- Copy game worksheet and debate rules.
- Prepare a short lesson and reading on self-government.
- Obtain video on self-government in Nunavut.

Lesson 5

- Gather the necessary resources; books, videos and documents.
- Make copies of assignment sheet and rubrics.
- Book the computer lab/library for research and developing resources.
- Get supplies for posters.
- Organize space for Gallery Walk.

Learning Plan**Lesson 1: The Impact of Residential Schools (150 minutes)****Description**

The class will explore the impact of Residential Schools on communities and individuals both in the past and at present. Students will research the history of residential schools in Canada through viewing news coverage of the schools in the past. Students will also look at reasons why both the Canadian government and religious institutions established and ran these schools. The class will explore how these issues have an impact on individuals and communities today, and what the Federal Government and churches have done to try to promote healing for these past abuses. Students will demonstrate their knowledge by writing in role as a child at school in the past and as an elder today.

Teaching/Learning Strategies

1. The teacher will lead the class in a brainstorming activity using a mind map on the board to assess prior knowledge of Aboriginal issues at this time in history.
2. The teacher will then give the students an Anticipation Guide to get them focused on the issues to be covered in this lesson (Appendix 1.1). This will be discussed as a class.

3. The students will then watch the videos on the CBC website about Residential Schools: <http://archives.cbc.ca/society/education/topics/692/>, which will be accompanied by a worksheet that will be completed in small groups/ pairs (Appendix 1.2). Answers will be taken up and discussed as a class.
4. Students will be given do a jigsaw activity using newspaper articles focused on different aspects of the impacts of Residential schools today:
 - A. effects on individuals and communities;
 - B. lawsuits that are taking place today;
 - C. government apology; and
 - D. on-going struggles.Students will research one topic per station. The groups will rotate and then each group will present one topic to the class to ensure understanding.
5. If possible, the teacher will invite a member of the community to come in and speak about Residential schools and the on-going impact on individuals and communities. Another alternative is to visit a First Nations Centre in their community.
6. Students will then be given the Writing in Role assignment (Appendix 1.3). Students will work on this assignment individually and after the assignment has been completed, the teacher can choose to read some of the better ones to the class to spark a class discussion.
7. As closing activity the teacher can have the class brainstorm some possible solutions for individuals and communities to heal.

Materials:

- Anticipation Guide
- Residential Schools Internet Worksheet
- Newspaper articles
- Writing in Role Assignment and Checklist

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of written responses - check for accuracy and completeness.
- Informal observation by the teacher ensuring that students are completing worksheet while the Internet assignment is being completed.
- Roving conferences used by the teacher to ensure that students are on task, and to help the students with any concerns they have.
- Summative assessment of Writing in Role using the Checklist (Appendix 1.3)

Accommodations:

- Assignment timelines can be adjusted to accommodate student needs.
- Prepare an outline to assist students with note taking.
- Reading materials may be adjusted to address the need for appropriate material for students with reading difficulties.
- To assist students who have difficulty taking notes during discussion or supplementing board notes, the teacher

may provide copies of the definitions and notes.

- Students will be provided a variety of choices in terms of the case study and for expressing their knowledge and ideas.
- Parts of the assignment may require additional instructions to assist students of different abilities.
- The teacher provides students with assistance in the interpretation of the material provided and in using Internet sources to gather information.
- Provide a model or a scaffold technique to help students in writing.
- Students will be provided a variety of choices for expressing their knowledge and ideas.

Resources:**Websites**

Aboriginal Canada Portal: <http://www.aboriginalcanada.gc.ca/>

Aboriginal Perspectives: NFB documentaries: <http://www3.nfb.ca/enclasse/doclens/visau/index.php?language=english>

Assembly of First Nations: <http://www.afn.ca/residentialschools/history.html>

CBC: A Lost Heritage: Canada's Residential Schools: <http://archives.cbc.ca/society/education/topics/692/>

Library and Archives Canada: <http://www.collectionscanada.gc.ca/native-residential/index-e.html>

National Association of Friendship Centres: <http://www.nafc-aboriginal.com/friendship.htm>

Turtle Island: <http://www.turtleisland.org/resources/resources-aboriginalcanada.htm>

Where Are The Children: <http://www.wherearethechildren.ca/>

Print

Crey, Ernie, & Suzanne Fournier. Breaking the Silence (English)- An Interpretive Study of Residential School Impact and Healing as Illustrated by the Stories of First Nation Individuals. Douglas & McIntyre. 1998.

Grant, Agnes. Finding My Talk: How Fourteen Canadian Native Women Reclaimed their Lives after Residential School. Fifth House Books. 2004.

Haig-Brown, Celia. Resistance And Renewal. Arsenal Pulp. 1999.

Miller, J. R. Shingwauk's Vision: A History of Native Residential Schools. Toronto: University of Toronto Press. 1996.

Milloy, John, S. "National Crime": Canadian Government and the Residential School. 1999.

Video

Just Children: Survivors of Institutional Child Abuse Tell Their Stories (video, 24 minutes)

First Nations, The Circle Unbroken. National Film Board.

Residential Schools: Moving Beyond Survival Part 1 (video, 46 minutes)

The Residential School Experience: A Century of Genocide in the Americas (DVD, 18 minutes)

Violation of Trust (DVD, 49 minutes)

Where Are the Children? Healing the Legacy of the Residential Schools (DVD, 27 minutes)

Appendices:

Appendix 1.1: Residential Schools Anticipation Guide

Appendix 1.2: Residential School Internet Work Sheet

Appendix 1.3: Checklist for Assessing Writing in Role

Appendix 1.4: Residential Schools: Writing in Role Assignment

Lesson 2: First Nations Contributions to WWI and WWII (225 minutes)**Description**

Through this lesson the class will look in-depth at the contributions First Nations individuals made to both World War One and World War Two. As an extension to the two units on the world wars, students will choose one of the individuals that has already been highlighted in class. In pairs, students will research this individual and then create a class resource on this person, using a variety of media: pamphlet, brochure or PowerPoint. Students will then present their resource to the class. This lesson will also prepare students for the culminating lesson through developing their research and presentation skills.

Teaching/Learning Strategies

- As a class, students will compile a list of First Nations heroes that have been studied in class while looking at Canada's contributions to the two world wars. (See Appendix 2.1 for a list of individuals).
- Using the list, students in pairs will choose one individual to focus on in developing an education resource.
- In pairs students will use written and electronic sources to do their research.
- Students can also watch the video "Forgotten Warriors" on the National Film Board website (www3.nfb.ca) to get more background information on issues that affected First Nations soldiers in both world wars.
- The teacher will provide examples to the class of brochures, pamphlets, and Power point and show students where to find these templates/programs on the computer.
- Students will then put together their resource to present to the class.
- In pairs student will present their resource while highlighting the contributions of their individual.
- As a class, the teacher will lead the class in a discussion around why certain heroes are more well-known and covered in historical materials, and the background causes for these inclusions and exclusions in history.

Materials:

- Examples of pamphlets, brochures and Power Point presentations to be compiled by teacher
- List of First Nations individuals who contributed to WWI and/ or WWII.

Assessment & Evaluation of Student Achievement

- Formative assessment using Informal Teacher Observation.
- Summative assessment using Oral presentation checklist. (Appendix 2.2)
- Summative assessment using Rubric for hero presentation. (Appendix 2.3)

Accommodations

- Assignment timelines can be adjusted to accommodate student needs.
- The teacher should provide students with a list of websites to assist them when researching their individual conflict.
- Prepare an outline to assist students with note taking.
- Parts of the assignment may require additional instructions to assist students of different abilities.

- Arrange for a peer or peer tutor to help students with reading.
- Teachers are encouraged to adjust presentation styles according to student needs and abilities. An example would be written, oral, or taped presentations.
- Provide teacher or peer help in completing the research and development of their Power Point presentations.

Resources:**Print**

Gaffen, Fred. *Forgotten Soldiers*. Penticton: Theytus Books Ltd., 1985.

Websites

Aboriginal Canada Portal: <http://www.aboriginalcanada.gc.ca/>

Aboriginal Perspectives: NFB documentaries: <http://www3.nfb.ca/enclasse/doclens/visau/index.php?language=english>

Assembly of First Nations: <http://www.afn.ca/article.asp?id=3>

Canada War Museum: <http://www.civilization.ca/cwm/exhibitions/guerre/first-nations-e.aspx>

Native Soldiers, Foreign Battlefields, The Wartime Contribution of Canada's First Peoples

<http://net.lib.byu.edu/estu/wwi/comment/nativee.html>

Post-war Rise of Political Organizations: Aboriginal Soldiers: <http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-4010-e.html>

Saskatchewan First Nations Veterans

http://www.firstnationsveterans.ca/index.php?option=com_content&task=view&id=1&Itemid=2

Turtle Island: <http://www.turtleisland.org/resources/resources-aboriginalcanada.htm>

Veterans Affairs: <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/other/native>

Video

Forgotten soldiers. Magic Lantern Communications, 1991.

Forgotten warriors. National Film Board of Canada ; 1996.

Appendices:

Appendix 2.1: List of First Nations Heroes from the Wars

Appendix 2.2: Checklist for First Nations Heroes Oral Presentation

Appendix 2.3: Rubric for First Nations Heroes Media Presentation

Lesson #3: First Nations Politics (150 minutes)**Description**

This unit will focus on First Nations politics and how it developed from 1900 until present. Students will chart the development of rights for First Nations through the creation of political organizations, and political rights. This will focus on the struggle for voting rights, political, social and economic rights, and the development of First Nation's political organizations. This lesson will culminate in students looking at land claims against the Canadian government, specifically

Oka and Caledonia.

Teaching/Learning Strategies

1. The class will create a mind map on the board listing what students currently know of rights that Canadian Citizens' have today.
2. Students will research the rights that the First Nations did not have using the "Indian Act" websites assignment (Appendix 3.1) The Teacher will debrief the class and discuss the issues surrounding the Indian Act; Assimilation, cause and effects as well as colonization and religious conversion.
3. Students will look at the development and creation of the First Nations political organization and the fight for common human rights. Students will research the 5 different political organizations from the end of World War One, with the creation of the League of Indians to the development of the Assembly of First Nations in 1982. They will fill in the chart summarizing these political gains these organizations made for First Nations people (Appendix 3.2). As a class the teacher will go over some of the important highlights.
4. Then the teacher will introduce the concept of land claims and the historical backgrounds and outcomes of land claims in Canada in a format that suits the needs of the class: board notes, handout or video.
5. The students will then apply this knowledge to the two case studies: Oka and Caledonia.
6. Students will look at current newspaper articles discussing the different views of groups involved in the land claims: First Nations; government; community; businesses, etc. Students will look at how the two cases are similar and different using a graphic organizer (Appendix 3.3).
7. As a class, the teacher will develop a more detailed graphic organizer on the board or chart paper, highlighting the key issues compiled by students individually. In doing this, the teacher can lead a class discussion around what rights have been gained by First Nations today through these struggles, and what areas still need improvement.

Materials:

- Hand-out of the "Indian Act"
- Political Organization Summary Chart
- Comparison & Contrasting Charts

Assessment & Evaluation of Student Achievement

- Formative assessment by the teacher of the graphic organizer for accuracy and completeness.
- Formative assessment using roving conferences used by the teacher to ensure that students are on task, and to help the students with any concerns they have.
- Formative assessment using informal observation by the teacher ensuring that students are completing worksheet while doing Internet research.
- The teacher checks the comparison organizer for completion and accuracy.
- Peer evaluations (Appendix 3.3).

Accommodations:

- Students will be provided a variety of choices for the case study and for expressing their knowledge and ideas.
- Parts of the assignment may require additional instructions to assist students of different abilities.

- The teacher should provide students with a list of websites to assist them when researching their individual conflict.
- The teacher should also provide a list of periodicals that are easy to read for students who have difficulty reading.
- Arrange for a peer or peer tutor to help students with reading.
- Non-written or computer-generated tasks can be substituted for students with writing difficulties.
- Some students may require teacher or peer help in selecting points of comparison and contrast for the written notes.
- The teacher provides students with assistance in the interpretation of the material provided and in using Internet sources to gather information.
- Provide a model or a scaffold technique to help students in writing.
- Students will be provided a variety of choices for expressing their knowledge and ideas.

Resources:**Websites:**

Aboriginal Portal Canada: <http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao20001.html>

Aboriginal Perspectives: NFB documentaries: <http://www3.nfb.ca/enclasse/doclens/visau/index.php?language=english>

Aboriginal Self-Government in Canada, Denis Wall, Ph.D. : www.ualberta.ca

Assembly of First Nations: <http://www.afn.ca/article.asp?id=3>

Caledonia land claim Timeline, CBC News: <http://www.cbc.ca/news/background/caledonia-landclaim/>

Canada's Native Peoples, About Canada: www.pch.gc.ca/csp-pec/english/about/native/index.htm#SELF-DETERMINATION

Council for the Development of Native Advancement Development Officers (CANDO): <http://www.edo.ca/edo-tools/national-aboriginal-network-of-organizations>

Indian Act, Department of Justice: <http://laws.justice.gc.ca/en/l-5/index.html>

Indian Act: <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0003975>

Links to Canadian Newspapers: <http://broadcast-live.com/newspapers/canadian.html>

National Aboriginal Political Organizations:

http://www.pwhce.ca/pdf/msgbaf/MSGBAF_Appendix1_NtlAbOrgs_02_09Draft.pdf

Negotiations Completed on Westbank First Nation Self-Government Agreement: www.ainc-inac.gc.ca/nr/prs/m-a2000/2-00148_e.html

Post-war Rise of Political Organizations: <http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-4010-e.html>

The Indian Act: Historical Overview: <http://www.mapleleafweb.com/features/the-indian-act-historical-overview>

Turtle Island: <http://www.turtleisland.org/resources/resources-aboriginalcanada.htm>

Video:

First Nations, The Circle Unbroken. National Film Board.

Appendices:

Appendix 3.1: Indian Act Internet Assignment

Appendix 3.2: Political Organization Chart

Appendix 3.3: Compare and Contrast the Oka and Caledonia Land Claims
Appendix 3.4: Peer Evaluation

Lesson 4: Self-Government (150 minutes)

Description

The class will look at the concepts of rights for citizens in relation to self-government in Canada today. They will look at issues around governance and leadership by taking part in a government simulation game. The class will then look at what First Nations want in terms of self-governance, and the historical and present day factors that are behind this movement. The class will apply this knowledge to the case study of Nunavut, looking at the pros and cons of this situation for the Inuit and their communities. The culminating activity will be a class debate so students can fully explore both sides of the arguments for and against self-government.

Teaching/Learning Strategies

1. The teacher will introduce the idea of different types of leadership and governance. Students will then take part in a simulation game that lets them organize their own government (Appendix 4.1).
2. After finishing the game the teacher will lead the class in a discussion of the issues and problems of trying to govern communities and countries. The discussion will be linked to the current political system in Canada.
3. The teacher will then introduce the class to the concept of self-government and the key areas of First Nations life that self-government affects. This will be related back to the previous unit on the fight for political rights. The material will be introduced in the form of short notes on the board.
4. The teacher will then give the students a short reading on some of the issues surrounding self-government. Students will then fill out a pros and cons chart for the issues surrounding self-government (Appendix 4.2).
5. The class will then watch the video on Nunavut, and following the video a further list of priorities, issues and concerns about self-government will be developed through a class discussion.
6. The teacher will then introduce the topic of a debate, introducing the rules and expectations of debating. (Appendix 4.3) The teacher will then hand out the roles to the students, and then group them according to their position on the issue. Students will be then given a class to develop their key arguments for the debate.
7. A whole class will then be dedicated to the debate, with time left at the end of the class to recap on how student's opinions have changed or solidified around self-government.

Materials:

- Rules of debating hand-out
- Simulation Game hand-out
- Pro and Con graphic organizer
- Roles of Stake holders for the debate

Assessment & Evaluation of Student Achievement

- Roving conferences used by the teacher to ensure that students are on task during game simulation, and to help the students with any concerns they have.
- The teacher checks students' notes on the pros and cons chart for completeness and accuracy.
- Informal observation by the teacher ensuring that students are completing worksheet while the film is being viewed.
- Summative assessment through the use of a rubric for the debate.

Accommodations

- Some students may require a model or scaffold technique to complete their final assignment and parts of the assignment may require additional instructions to assist students of different abilities.
- Reading materials may be adjusted to address the need for appropriate material for students with reading difficulties.
- To assist students who have difficulty taking notes during discussion or supplementing board notes, the teacher may provide copies of the definitions and notes.
- Students will be provided a variety of choices in terms of the case study and for expressing their knowledge and ideas.
- Parts of the assignment may require additional instructions to assist students of different abilities.
- Copies of all handouts may be necessary for students to examine and make notes on.
- Some students may require teacher or peer help in selecting points of comparison and contrast for the written notes.
- The teacher provides students with assistance in the interpretation of the material provided and in using Internet sources to gather information.
- Provide a model or a scaffold technique to help students in writing.
- Students will be provided a variety of choices for expressing their knowledge and ideas.

Resources:

Websites

Aboriginal Canada Portal: <http://www.aboriginalcanada.gc.ca/>

Aboriginal Perspectives: NFB documentaries: <http://www3.nfb.ca/enclasse/doclens/visau/index.php?language=english>

Aboriginal Self-Government; Government of Canada.

<http://dsp-psd.tpsgc.gc.ca/Collection-R/LoPBdP/EB/prb9919-e.htm>

Aboriginal Self-Government; Library of Parliament. <http://www.parl.gc.ca/information/library/PRBpubs/962-e.htm>

Assembly of First Nations: <http://www.afn.ca/article.asp?id=3>

Building Nunavut: A Story of Inuit Self Government; The Northern Review:

<http://www.yukoncollege.yk.ca/~agraham/jull/buildnun.htm>

Inuit Organizations and Land Claims : http://www.heritage.nf.ca/aboriginal/inuit_claims.html

Nunavut: Government-Canada Education.com:

<http://www.educationcanada.com/facts/index.phtml?sid=nu&a=5&lang=eng>

Turtle Island: <http://www.turtleisland.org/resources/resources-aboriginalcanada.htm>

Video

First Nations, The Circle Unbroken. National Film Board.

Whose Land is This? Global TV.

Appendices:

Appendix 4.1: Create Your Own Government Group Exercise

Appendix 4.2: Pros & Cons: Self-Government

Appendix 4.3: Debate Rules

Appendix 4.4: Classroom Debate Rubric

Lesson 5: Culminating Activity: Resource for First Nations Gallery Walk (300 minutes)**Description**

Students will create an educational poster of a First Nations individual that has shaped or is shaping Canadian history. Students will do research on an individual who has contributed to one aspect of society: political, arts, sciences, education, etc. Students will present their findings in the form of a poster, which will contain both a visual and written component. These posters will be part of a school Gallery Walk for Aboriginal History month.

Teaching/Learning Strategies

- The Teacher will introduce the assignment and provide a list of influential First Nations people who made a difference in Canada (Appendix 5.1).
- Students will be given class time to select research their individual using written or on-line sources.
- Students will then create their poster and write up a paragraph about the significance of their individual, both which will be used for the gallery walk.
- The class will present their posters and answer questions about their individual in preparation for the gallery walk opening.
- Students will set-up their posters for the gallery opening. As classes are on tour each student will be on hand to answer questions about their poster and individual.
- The class will debrief after the gallery walk to discuss students interests, knowledge and feedback they have gained from other students posters.

Materials:

- Assignment hand-out
- Assignment Rubrics

Assessment & Evaluation of Student Achievement

- Formative assessment through the use of a rubric for the poster. (Appendix 5.2)
- Formative assessment through the use of a rubric for the written component of the poster. (Appendix 5.3)
- Formative assessment through the use of a Rubric for Presentation. (Appendix 5.4)

Accommodations

- Students will be provided a variety of choices in terms of the case study and for expressing their knowledge and ideas.
- Parts of the assignment may require additional instructions to assist students of different abilities.
- The teacher should provide students with a list of websites to assist them when researching their individual conflict.
- Teachers are encouraged to adjust presentation styles according to student needs and abilities.
- Prepare an outline to assist students with note taking.
- The teacher provides students with assistance in the interpretation of the material provided and in using Internet sources to gather information.

Resources:**Websites**

Aboriginal Canada Portal: Artists. <http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao32102.html>

Aboriginal Perspectives: NFB documentaries.: <http://www3.nfb.ca/enclasse/doclens/visau/index.php?language=english>

Assembly of First Nations: <http://www.afn.ca/article.asp?id=3>

Contemporary Heroes: http://www.shannonthunderbird.com/tribal_Warriors.htm

First Nations Drum: http://www.firstnationsdrum.com/2009/february/Chelsea_lavalle.html

Opération Dialogue: Aboriginal People : http://www.operation-dialogue.com/e/rc/g_aboriginalPeoples.html#Aboriginal%20Art%20and%20Artists

Post-war Rise of Political Organizations: Aboriginal Soldiers: <http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-4010-e.html>

Turtle Island: <http://www.turtleisland.org/resources/resources-aboriginalcanada.htm>

Video

First Nations, The Circle Unbroken. National Film Board.

Native Women: Politics. Global TV.

First Nations Role Models. BCTV.

Appendices:

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