

Heightening Our Awareness of Canada's Native People

Appendix 1: Values

Definition of value: what something is worth

There are different kinds of values including PERSONAL, SOCIETAL AND UNIVERSAL.

These include **concrete (stuff)** and **abstract (ideas)** values.

A **concrete** value can be material in the sense that we can see or touch it. For example, my brand new car is something I value because I worked so hard to get it.

Fill in the chart with examples of concrete values.

		photo album		skateboard	
	hairstyle				money
house			I-pod		

An **abstract** values is non-material in the sense that it is an idea. For example, I value honesty in my coworkers.

Fill in the chart with examples of abstract values.

honesty				health	
		fidelity	education		
	dedication				empathy

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Appendix 2 - Personal Essay Rubric

Task: Write a standard 5-paragraph essay identifying and explaining how 3 or your values have shaped or made you the person you are today.

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding * information, ideas, concepts	* offers limited on- topic information and few ideas to develop the topic	* offers some relevant information and ideas to develop the topic	* provides adequate relevant information and ideas to develop the topic	* provides thorough, well- chosen information and ideas to develop the topic
Thinking/ Inquiry * analysis *conclusion/ generalization	* provides little explanation and analysis of the experience * concludes with very little logic	* provides some explanation and analysis of the experience * concludes with some logic	* provides thoughtful explanation and analysis of the experience * concludes with a reasonable generalization	* provides very insightful explanation and analysis of the experience * concludes with a very insightful generalization
Communication *awareness of purpose *organization * descriptive language	* offers limited on- topic information and few ideas to develop the topic * organizes material with limited clarity and logic * offers limited vivid description and detail	* ideas are somewhat developed and show evidence of logical flow * organizes material with some clarity and logic * offers some vivid description and detail	* ideas are well formulated, well developed, and flow logically * organizes material with considerable clarity and logic * offers considerable vivid description and detail	* all responses recorded, are thorough, and complete * organizes material with a high degree of clarity and logic * offers very effective description and detail
Application * language usage	* uses grammar, spelling, punctuation, and usage with limited accuracy	* uses grammar, spelling, punctuation, and usage with some accuracy	* uses grammar, spelling, punctuation, and usage with considerable accuracy	* uses grammar, spelling, punctuation and usage with a high degree of accuracy

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Appendix 3 - Questions for Stories in *Dance Me Outside*

All questions should be answered in complete sentences on a piece of lined paper.

“Illiana comes home”

1. What **motivates** Silas to write his essay?
2. Explain how the following characters feel about Illiana potentially having a baby: Ma, Robert, Ethan, Illiana and Silas.
3. Is Silas' story funny or sad or both? Explain.
4. How are the Native characters depicted in this story? How are the white characters depicted?
5. What is the funniest thing that has ever happened to you? In a well-written paragraph, explain your answer.

“Dance me outside”

1. Explain the importance of family in Moses Wolfchild's world.
2. How are Silas and his friends treated when they are taken into town by the RCMP?
3. How does the phrase “appearances can be deceiving” apply to Clarence Gaskell?
4. Do you think the Silas and his friends and Sadie and her friends were **justified** in planning to kill, and then killing, Clarence Gaskell? In a well-written paragraph, explain your answer.
5. How are the Native characters depicted in this story? How are the white characters depicted?

“Horse Collars”

1. What is Silas' first impression of Wilbur Yellowknees?
2. What type of man prostitutes his daughters?
3. Why did Silas hope that Wilbur was different from his father?
4. What is the significance of the title? How does it relate to the rest of the story?
5. How are the Native characters depicted in this story? How are the white characters depicted?

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“Panache”

1. Why are Gran and her husband so nice to the boys? How do the Cardinal Coal Mines employees treat the boys?
2. In a paragraph, **summarize** what happens to Tom Pony.
3. Why does Silas decide to have *Panache* inscribed on Tom's tomb?
4. What one word would you want on your tombstone? Why?
5. How are the Native characters depicted in this story? How are the white characters depicted?

“Butterflies”

1. Where does Winnie Bear's name come from? Be specific.
2. How are the Native ideas about romantic relationships different from a non-Native perspective?
3. What exactly happened to Winnie Bear to make her unwell?
4. How is Winnie Bear like the butterflies?
5. How are the Native characters depicted in this story? How are the white characters depicted?

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Appendix 4 - Values Chart

"Illiana comes home"		
Character	What does he/she value?	How do you know?
Silas		
Illiana		
Robert		
Ethan		
Ma		

"Dance me outside"		
Character	What does he/she value?	How do you know?
Moses Wolfchild		
Clarence Gaskill		
Robert, Silas and friends		
Sadie and friends		

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Appendix 5 - Language Usage Worksheet

On a separate sheet of lined paper, answer questions 1, 2 and 3.

1. Silas writes the way he talks. What does this tell you about Silas? Is this important? Why or why not?
2. Describe the mental picture you have of Silas.
3. What do you know about Silas's background, education and possible future based on what you have read so far?
4. Is Silas an effective communicator? Why or why not?
5. How would Silas fit in at (your school)? Why?

Small Group Response: After you have discussed the following questions with your partner or group, present your answer to the class by speaking

6. Is this an effective book to teach to grade 11s? Why or why not?
7. Choose a paragraph from the book. Write it in standard English. What effect does this have?
8. Consider your own language usage. Explain how you speak to your friends, your teachers and other adults in your life such as a parent or guardian. Is there a difference? If so, why? If not, why? Should there be a difference?
7. In small groups discuss the concept of swearing. Where and how does it fit in to our society? How significant is swearing at (your school)?

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Appendix 6 - Examples of Political Incorrectness Worksheet

Explain how the following statements or situations are *politically incorrect* and/or reinforce existing stereotypes and fill in the blank spaces with other examples from the stories you have read or with real-life examples.

1. “Ma, she has bad feelings that our Illiana married with a white man. But she not half as mad as Eathen Firststrider when I tell him. Eathen, he polished the big blade of his hunting knife on his jeans and talks about taking scalps. Frank Fence-post, he laugh and say, “We don’t do that no more.”(page 6)
Explanation: Eathen is reinforcing a negative stereotype of Native people by making reference to <u>a time long ago</u> when frightened Natives defended themselves against aggressive white settlers and did attack white people and take their hair and scalps.
2. “That’s really white of you,” Frank says. (page 35)
Explanation:
3. “She say Winnie is crazy like Indian she may as well go live with them.” (page 41)
Explanation:
4.
Explanation:
5.
Explanation:

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Appendix 8 - Debate Assignment and Scoring Guide

Resolution: The book *Dance Me Outside* is much better than the movie by the same name.

Review the role of each speaker:

Affirmative Team

First speaker: speaks first, introduces position for the affirmative team

Second speaker: speaks third, rebuts and presents arguments

Third speaker: speaks last, rebuts and concludes for the affirmative team

Negative Team

First speaker: speaks second, introduces the position for the negative team and challenges the affirmative position

Second speaker: speaks fourth, rebuts and presents arguments

Third speaker: speaks fifth, rebuts and concludes for the negative team

How to score the debate:

Level 1 (1 mark)

-Speaker gives only brief and unclear basic information, some of which may be inaccurate about the topic

Level 2 (2 marks)

-Speaker gives accurate information about the topic

Level 3 (3 marks)

-Speaker gives an accurate analysis and understanding of the topic

Level 4 (4 marks)

-Speaker offers an excellent analysis and understanding of the topic

The team with the highest score out of 12 wins.