

## Grade 9

"What aspects of your First Nation group can we see that have been incorporated into the fabric of Canadian society? If you cannot find anything, why might this be the case?"

<b>Unit Topic:</b> Comparison and contrast: First Nations are Many Different Peoples	<b>Grade:</b> 9
<b>Unit</b> 1. Create students who will interact in mutually respectful ways with our environment and within a multicultural environment. <b>Goals:</b> 2. Students will respect and understand the variety of nations and bands that live in Canada and personally research at least two. 3. Students will understand the basic universals of First Nations belief and cultural systems and locate them within Canadian identity.	

#	Lesson Title	Specific Objectives	Methods/Activities	Resources	Assessment Strategies and Criteria
<u>1</u>	Who are the First Nations people of Canada? What are some of the basic universals of Aboriginal belief systems?	1. Students will learn some of the basic universals of First Nations belief and cultural systems. 2. Students will be able to locate these universals within our Canadian identity.	Teacher will invite an Elder from a nearby First Nations community into the classroom to introduce students to the topic of First Nations' belief systems.	Contact an Elder through the First Nations liaison member of your school board.	Students will be formatively assessed based on their participation and cultural sensitivity towards Aboriginal belief systems.

<p><b>2</b></p>	<p><b><u>Inuit</u></b> Who are the Inuit and how has their way of life changed since contact?</p>	<p>1. Students will learn the names and areas inhabited by the different Inuit groups of Northern Canada. 2. Students will focus on one group and complete research in the library on the computers to write a brief overview of the group.</p>	<p>Students start in textbook to get overview of 'Inuit' then form groups to research one of the following Inuit groups during a computer library period: Inuvialuk, Copper Inuit (Kitlinermiut), Caribou Inuit, Netsilik, Iglulik, and Baffinland Inuit and explain more about the specific culture.</p>	<p>Teacher will need to book out the library for the research period and outline the criteria for the students' reports on each group in class before heading to the library as a class.</p>	<p>Students will be assessed on their overview of their Inuit group which will be handed in by the end of the class and marked for accuracy, reflection and respect/interest in culture.</p>
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<p><b>3</b></p>	<p><b><u>Inuit</u></b> How can our play represent our culture?</p>	<p>1. Students will compare traditional Inuit games with games from their own cultures to determine cultural similarities and differences (be sure to emphasis variations across different groups – why might this be the case). 2. Students will attempt to determine how the way we play indicates our cultural priorities and influences.</p>	<p>Students will be introduced to the Native Youth Olympics and watch (you tube) videos of Inuit games before attempting to play these games in class.</p> <p>Students will discuss in groups what these games tell us about Inuit cultural values as well as life in the Arctic. Students will then compare one Inuit game with another game from their culture to find similarities and differences.</p>	<p>Website of the Native Youth Olympics: <a href="http://www.ankn.uaf.edu/curriculum/NativeGames/nyo.html">http://www.ankn.uaf.edu/curriculum/NativeGames/nyo.html</a></p> <p>YouTube videos/ examples of traditional Inuit games: <a href="http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/arctic-survival-skills-traditional-inuit-games">http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/arctic-survival-skills-traditional-inuit-games</a></p> <p><a href="http://www.oneidaindiannation.com/culture/lacrosse/26867219.html">http://www.oneidaindiannation.com/culture/lacrosse/26867219.html</a> (Lacrosse)</p>	<p>Students will be assessed for participation in groups and engagement within the activities (games) during class.</p> <p>Students will be required to write an exit slip (or homework if we run out of time) comparing either the games of the Arctic with Lacrosse or one of their own traditional cultural games from their history.</p>
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<p><b>4</b></p>	<p><b><u>Iroquois</u></b> Who are the Iroquois people?</p>	<p>1. Students will be able to identify and articulate who the Iroquois people are</p>	<p>Students will conduct a pre-reading, activity from pages 193-197 of the class textbook.</p> <p>I will then ask students to discuss what they think the chapter will be about and what it focuses on.</p> <p>From there students will do a reading activity while they read the chapter</p> <p>If students are done early, I will ask them to think individually what they think the chapter was about, was it similar to what they originally thought it as about and what is missing</p> <p>To conclude I will ask students in pairs to answer the question above</p> <p>Then as a whole class we will discuss. 1) Who the Iroquois people are 2) What the chapter includes/focuses on 3) What is missing</p>	<p>The textbook and a pre-reading and reading activity worksheet.</p> <p>The pre-reading activity worksheet will simply ask students to write down the headings and bolded works throughout the chapter as well as to write down what they think the chapter will be about.</p> <p>The reading activity worksheet will ask students to summarize each section into their own words less than 2 sentences per summary.</p>	<p>Assess student's completion of the worksheets as well as their participation and contribution to the class discussion.</p>
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<p><b>5</b></p>	<p><b><u>Iroquois</u></b>          To what extent are the Iroquois people significant to Canadian history?</p>	<p>1. Students will be able to describe the historical significance of the Iroquois people</p>	<p>Begin by studying the map on page 193. And review who the Iroquois people are.</p> <p>Then as a class we will discuss where this is in Canada, and events that took place here during Canada's history.</p> <p>Then I will split the class into pairs, each pair told to research an event that we just discuss to see if the Iroquois people were written taking part in this event.          If they were, how were they talked about?          -If they weren't why not? Research online the event to see if other sources covering the event included them</p> <p>Then once the class is done, we will come back as a group and discuss.</p> <p>I will conclude with where the Iroquois people are today?</p>	<p>Students will be given a worksheet that has a list of events and they are required to fill in the information from their textbook as to whether or not the Iroquois people were involved or not.</p>	<p>Students will be assessed based on their work habits while they are in the pairs.</p>
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<p><b>6</b></p>	<p><b>Plains</b> Who were the People of the Plains, specifically the Plains Cree, and are they the same people they were historically?</p>	<p>1. Students will learn about the historical traditions of the Peoples of the Plains and Plains Cree (bison hunt and Sun Dance).</p> <p>2. Students will understand the importance of bison hunting and its extinction in the lives of Prairies peoples by relating it to their own lives.</p> <p>3. Students will learn about continuity and change in Plains Cree traditions through time and gain an understanding that cultural identity is not fixed.</p>	<p>Students will take turns reading the textbook passage (pages 198-201) out loud and answer questions at the end of the section in their notebooks. <i>(25 minutes)</i></p> <p>Review answers with answer key on overhead projector or projected from computer. <i>(5 minutes)</i></p> <p>Lecture about the bison hunt, the importance of bison and the extinction of the species. <i>(10 minutes)</i></p> <p>Have students pair up and choose an important BC resource (forestry, fisheries, etc.) and imagine how life in Vancouver and in Canada could be different if this resource disappeared. <i>(10 minutes)</i></p> <p>Have pairs merge with others based on the resource of their choosing to narrow down their findings to their top 3 consequences. Collect groups' top 3 answers and lead a class discussion on the topic. <i>(10 minutes)</i></p> <p>Show National Geographic video about Plains Cree Pow-Wows as a contrast to the "Sun Dance" passage in text and to show modern dance. Discuss Pow-Wows as a class. <i>(15 minutes)</i></p> <p>Students write exit slips about how Plains Cree culture has changed and remained the same through time. <i>(5 minutes)</i></p>	<p>Textbook: "Crossroads: A Meeting of Nations"</p> <p>Overhead projector &amp; overhead markers for answers</p> <p>PowerPoint with visuals of bison hunting</p>	<p>Evaluate groups based on contribution to class discussion.</p> <p>Evaluate students individually based on exit slips.</p>
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<p><u>7</u></p>	<p><b>Plains</b> What were some of the Plains Cree traditional beliefs and how do they translate into contemporary existence?</p>	<p>1. Students will learn about a basic Plains Cree belief, the Medicine Wheel and the four quadrants of life.</p> <p>2. Students will engage in a jigsaw puzzle to further examine and gain a deeper understanding of the Medicine Wheel.</p> <p>3. Students will study continuity and change in a prehistoric tradition by teaching each other the basic principles and finding practical applications in the modern age.</p>	<p>Watch introductory flash animation about the Plains Cree medicine wheel and the four quadrants of a person: emotional, physical, spiritual and mental. <i>(10 minutes)</i></p> <p>Review the video, ask students what they think of it. Do they think this is true? Can they think of other aspects of a person that could be included? Etc. <i>(5 min)</i></p> <p><b>MULTIPLE ABILITY TASK:</b> Divide class into four large groups and assign each student one of the four quadrants. Give students handouts (from <a href="http://fourdirectionsteachings.com">fourdirectionsteachings.com</a>) with more information about their quadrant and handouts with questions. Give students chart paper and have them write down in point form the basic information about their quadrant and their answers to the following questions:</p> <ul style="list-style-type: none"> <li>- Why do you think this quadrant was valued or important among the Plains Cree?</li> <li>- How can people, both Plains Cree and non-Native, be more mindful of, or put to use, this quadrant in your everyday life? Remind students of previous day's discussion of resources and Pow-Wows.</li> </ul> <p><i>(40 minutes)</i></p> <p>Have students come to the front of the classroom and present their findings. Each student should speak. Post posters around the classroom. <i>(20 minutes)</i></p>	<p>Laptop</p> <p>Digital Projector</p> <p>Handouts from <a href="http://fourdirectionsteachings.com">fourdirectionsteachings.com</a></p> <p>Chart paper</p> <p>Markers</p>	<p>Students will be evaluated by group based on overall quality of their presentations, and individually based on their participation in the delivery.</p>
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<p><b>8</b></p>	<p><b>Plateau</b>          Who are the people of the plateau?          What are their customs, traditions?</p>	<p>1. Students will learn the names/language groups of the plateau peoples          2. Students will understand the historical traditions of the plateau people (what resources they used, seasonal housing/movements)</p>	<p>Hook: map of modern interior.          – Use map and the website to determine who lives where and what language are spoken. (Look at reserves- size/location?)          In-Class Discussion: how would you feel if you were moved from current home?          Using “Canada’s First People” website Break students into groups, each group read about one aspect of plateau life. Students will make a poster, and present (give guiding questions so don’t copy everything)</p>	<p>Teacher needs to book computer lab time  <a href="http://firstpeoplesofcanada.com/fp_groups/fp_plateau1.html">http://firstpeoplesofcanada.com/fp_groups/fp_plateau1.html</a>  <a href="http://www.canadahistoryproject.ca/1500/1500-09-plateau.html">http://www.canadahistoryproject.ca/1500/1500-09-plateau.html</a>          Paper with guiding questions          Paper to fill in with info from other groups presentations. (Include some so don’t have to write everything)</p>	<p>Informal assessment based on posters          Have students write exit slips with most interesting thing they learned, and other things they’d like to learn about the Aboriginals of the Plateau.</p>
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<p><b>9</b></p>	<p><b>Plateau</b> Concerns of the plateau people in a modern age – looking at the Secwepemc (Shuswap)</p>	<p>1. Students will identify concerns of Secwepemc people in modern times 2. Students will consider how these concerns are similar to/different from those of broader ‘Canadian society’</p>	<p>Listen to wrap “Beautiful BC” by Capital G-Geo have students identify main themes of concern highlighted</p> <p>Based on what learned in previous class why were these areas regions of concern? Give time to brainstorm in groups/ discuss topic discuss as class.</p> <p>Short lecture on current situation in plateau area for FN, also include environmental concerns in BC/brainstorm it.</p> <p>Think about if these are concerns amongst other groups in Canadian society/Canadians in General.</p>	<p>Lyrics to Beautiful BC <a href="http://youtu.be/DpSSZShO10Y">http://youtu.be/DpSSZShO10Y</a> (Beautiful BC Video)</p> <p>Brainstorm – topics picked up should include, environment pollution, loss of culture/language, lack of action</p> <p>Then and Now worksheet (How does he compare past and now?)</p> <p>From lecture continue to fill in worksheet/from knowledge in previous classes.</p>	<p>Have students write which areas they think are most important for FN and Canadians at large, and what they think could be done. What can we learn from FN way of thinking about land/actions?</p>
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Beautiful BC - Capital G- Geo

It was pure the land was secure for years to come  
 That's when water was clear drinkable by everyone  
 No clear cuts no roads or pipe lines  
 No drains no silver no copper for gold mines  
 Before industry and economics ruined the culture  
 Way before styrophrom or sulpher  
 When the rivers ran red when salmon ruled the water  
 Before smallpox and my people were slaughtered  
 When the land brought us life gave us food for our seeds, when trees grew large  
 giving us air to breath  
 This was way before money before an American dream, when the trees weren't red  
 when the mountains were green.  
 Before chemical waste before greed took over before people and the culture both  
 were looked over  
 A new world untouched and not spoiled before mills, gases that kill and wars for oil

So welcome to beautiful BC where we got beautiful things and beautiful trees  
 Where we got big mountains and beautiful streams but I tell you this much yo it  
 ain't what it seems  
 So Welcome to beautiful BC where we got beautiful things and beautiful trees  
 Where we got big mountains and beautiful streams but I tell u this much it yo ain't  
 what it seems

The culture is faded and my people be sleeping  
 The language is down while my people be dreaming  
 Money is power with power comes respect  
 Everybody's hustling while the world is getting wrecked  
 we Got green house gases and cities that be massive  
 liquor stores and bars while my people getting plastered  
 so I sit and think of all the species extinct global warming is a warning and I'll write  
 it in ink  
 tell all my people that be lost having a drink  
 I'll tell them how it is is wig  
 I can't even go down and have a drink from a creek  
 Go swim in a river but the river ain't clean

We used to all be warriors but now we all fiends  
 And since we stuck in a dream with a plot and scheme  
 With the air be polluted I can feel it when I breath from all these pulp mills and the  
 rest of these things

So welcome to beautiful BC where we got beautiful things and beautiful trees  
 Where we got big mountains and beautiful streams but I tell you this much yo it  
 ain't what it seems  
 So Welcome to beautiful BC where we got beautiful things and beautiful trees  
 Where we got big mountains and beautiful streams but I tell u this much it yo ain't  
 what it seems

So the future what's to come and what's expected?  
 Well me myself hope the land gets protected, hope the fish come back the way it  
 once were me I'm just waiting for this change to occur  
 Trying to look to my past but my past is a blur  
 We still hunt to put food on our table  
 The trees get grown and the trees get sold  
 This life I know is the life I'm told  
 One day, someday it will change  
 When we see what we lost when we loose everything  
 I hope my people realize hope we open up our eyes before it's too late, before our  
 way of life dies  
 I'm send this one out to the people in my tribe, one word, survive

So welcome to beautiful BC where we got beautiful things and beautiful trees  
 Where we got big mountains and beautiful streams but I tell you this much yo it  
 ain't what it seems  
 So Welcome to beautiful BC where we got beautiful things and beautiful trees  
 Where we got big mountains and beautiful streams but I tell u this much it yo ain't  
 what it seems

<p><b>10</b></p>	<p><b>Northwest Coast</b> Who are the people of the NWC? What are the characteristics that overarch these societies?</p>	<p>1. Students will learn the names of the different groups of NWC First Nations. 2. Students will learn the different characteristics that overarch Aboriginal societies of the NWC.</p>	<p>10-minute discussion (in circle format) about NWC Aboriginals as a whole. Including the names of some of the groups. Introduce the stations exercise.  Stations Exercise: Students will form small groups and will rotate between the 5 stations that describe NWC social organization, art and dance, canoe building, potlatching, and the different seasons of food). They will be given 14 minutes to complete the corresponding activity in their mini-booklet (a list of activities for each station). *70 minutes total</p>	<p>Mini-booklet containing the activities for each stations depicting NWC society.  <i>Crossroads</i>, 205-209. **Map on page 205  Note: timing based on a 80 minute class</p>	<p>Students will be assessed based on their understanding of the characteristics that overarch NWC Aboriginal societies. (Teacher should review the student's mini-booklet to assist in this assessment).</p>
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<p><b>11</b></p>	<p><b>Northwest Coast</b> Who are the Coast Salish? Does their way of life correspond with our previous knowledge of NWC societies?</p>	<p>1. Students will analyze the Coast Salish Aboriginals and determine whether or not their way of life corresponds to the textbook version of NWC First Nations. 2. Students will practice their oral presentations skills (in preparation for the final project).</p>	<p>20-minute introduction to who the C.S. are (such as: the importance of the salmon; interfamily connections; traditional villages; class lines; leadership; kinship, family and social organization; and marriage). Students will complete the pinwheel worksheet about the different aspects of Coast Salish society. Teacher will read out the “Myth of the Ghost Lover” to the class. Students will also be provided a copy and will answer the following questions: (~25 minutes). Before answering the question, the class will briefly discuss the Myth.</p> <ul style="list-style-type: none"> <li>• What benefit did both villages acquire by this marriage that did not exist before it took place?</li> <li>• What gifts would the girl and the Sechelt people have for the Songhees at the marriage feast?</li> <li>• To whose village did the young married couple go to live in? Why?</li> <li>• Name some of the Northern Straits Salish villages that the canoe-raft visited seeking Minqaias. Look at a map of the Strait of Georgia and identify where these places are. Draw the route the canoe took. Do you think Wolf’s instructions would have guided the canoe to southern Vancouver Island?</li> <li>• What do you think the myth was about? Do you think it reflected any aspects of Coast Salish culture?</li> </ul> <p>In groups, students will analyze and discuss the similarities and differences between the C.S. we learned about today, and the textbook idea of NWC societies. At the end of class, students will present their comparisons (on poster paper). (~35 minutes)  If students finish early, they will work on a crossword review sheet.</p>	<p>Pinwheel worksheet about the different aspects of Coast Salish society.  Myth of the Ghost Lover <a href="http://bcheritage.ca/salish/ph2/edu/myth.htm">bcheritage.ca/salish/ph2/edu/myth.htm</a>  Map of the Georgia Straight for each student  <i>Be of Good Mind: Essays on the Coast Salish</i>, edited by Bruce G. Miller.  Poster paper for mini-presentations  Crossword review sheet of NWC First Nations.  Note: timing based on a 80 minute class</p>	<p>Students will be assessed based on their analysis of the similarities and differences between the Coast Salish and the generalized overview of NWC First Nations.  Students will be assessed on their oral presentation skills for their comparisons/contradictions between the Coast Salish and NWC societies as a whole.</p>
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12	<b>Work Period</b>	1. Students will use their research skills to complete their presentation.	Students will have the entire class period to work on their presentations in groups.	Teacher should either book out a class set of computers, or book the computer lab so students may conduct their research.	Students will be formatively assessed based on their ability to work with group members during class time.
13	<b>Presentations: ROUND 1</b>	1. Students will practice their oral skills by presenting their findings to the class.	<p>In groups of 4, please choose one of the groups of First Nations we have <u>not studied</u> in depth thus far, and compare and contrast their society with the textbook overview of the society they belong to (ex: Coast Salish and Northwest Coast society). In addition, please examine the links of continuity and change over time.</p> <p>As part of your presentation, please teach the class <u>one skill</u> that the group you are studying took part in. (Note: this activity must be safe, and must not require any items that are not allowed on school grounds.) It is highly recommended that you speak to your teacher regarding your choice of activity before you present.</p>	<p>Students may present in any form they wish, but they must use visuals.</p> <p>Presentations should be ~20 minutes long.</p>	Students will be assessed based on their examination of an Aboriginal society and how they analyze the links of continuity and change over time.
14	<b>Presentations: ROUND 2</b>	** Same as lesson #13, Presentations: Round 1	** Same as lesson #13, Presentations: Round 1	** Same as lesson #13, Presentations: Round 1	** Same as lesson #13, Presentations: Round 1