

School Division Unknown

Native Studies 18

May 2008

... it is not enough for Native people to feel good about themselves; it is just as important that others share this feeling with them.

Alternative Education Program Preamble

Description of Students:

Students who will be considered for these courses are those whose needs will be met more appropriately in an alternative education course than in a regular or modified course:

- Students who require changes in program pacing, specific skills, content (foundational objectives) and methodology due to ability level, aptitude, attitude, low self-esteem, reading level, comprehension deficits, attention span, and study skills.
- Students who have unique learning styles.
- Students who are not able to function in the regular or modified course. These students often received special education help in elementary and middle school.
- Students who have serious learning problems such as being learned disabled, visually or hearing impaired, chronically health impaired or experiencing social/emotional problems.
- Students who require content which is more practical and hands-on in the application of knowledge.
- Approval of principal.
- Approval of parents and students must be obtained.

Information needed before placement:

- Academic achievement records.
- Special education and language arts teacher reports.
- Standardized testing results.
- Any anecdotal and other records available.
- Study and work habits analysis.
- Attitude and career decisions.

Student Background:

- Student's goals and interests should be discussed in an interview with the student.
- Family background and their expectations and goals for the student should be discussed.
- An analysis of student's peer relationships, classroom decorum and home (family) relationships should be undertaken.

Placement of student into an alternative education program:

Placement of a student into an alternative education program will not take place until gathered information is considered. Responsibility of program implementation of the program resides at the school level. All decisions, however, at the school should be done in consultation with the Special Education Coordinator and/or the Superintendent of Student Services.

Written parental permission is required before the actual student placement occurs. Teachers and administrators shall meet with the parents beforehand to explain the program. Parent/Teacher interviews shall be held at least twice a year and more if necessary.

Bi-annual reviews of each student in a special education program including modified programs should occur (preferably in November and May) and involve all teachers, a school administrator, and the Special Education Coordinator.

A complete re-evaluation of each pupil placed in the alternative education program should be made at least every two years. The student's program and progress is reviewed annually.

Unit One – Identity and Worldviews: Aboriginal Perspectives

Unit One prepares students to read and view material conscientiously. Through unit one, students come to know about some of the issues that affect the identity of Aboriginal peoples. Students learn to recognize and positively address biases, stereotypes, prejudice and racism. Unit one also focuses on the importance of Aboriginal worldview, which lays the foundation for the other units.

The resources listed for Native Studies 18 are found in the Curriculum Resource Guide for Native Studies 10. They may need to be adapted depending on your students needs. Please refer to the Adaptive Dimension document for appropriate adaptations.

E- Emerging P – Progressing A- Achieved

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|---|---------|----|----|--|--|---|
| Realize that learning is a life-long process. (CCT) | E | | | <ul style="list-style-type: none"> Establish realistic, achievable goals. Recognize that learning is a life-long process Identity and Worldviews Aboriginal Policing | <ul style="list-style-type: none"> Discussion Goal setting activity | <ul style="list-style-type: none"> (IAWAP) Self-Assessment Profile |
| Know that self-respect and respect for others is the foundation on which human relationships develop. (PSVS) (C) | P | | | <ul style="list-style-type: none"> Gain self-awareness, self-respect and acknowledge the need for self-development. | <ul style="list-style-type: none"> Definitions Discussion | <ul style="list-style-type: none"> IWAP2 'T' Diagram |
| Understand the difference between equality and equity. (CCT, PSVS) | A | | | <ul style="list-style-type: none"> Make judgments regarding fairness, equality and equity. Describe the difference between equality and equity. | <ul style="list-style-type: none"> Scenarios Role Play T- chart | <ul style="list-style-type: none"> IWAP3 Equity |

| Goals and Objectives | 1 8 * | 2 8 | 3 8 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|--|-------------|--------|--------|--|--|--|
| Understand the concept of leadership. (CCT) (IL) (PSVS) | E | | | <ul style="list-style-type: none"> • Recognize the skills required to be an effective leader and group member. • See the value of various approaches to leadership. • Determine the differences between ineffective and effective leadership • List leadership qualities in self and others | <ul style="list-style-type: none"> • Research and write about role models, and or elders. • Interview role models and or elders. | <ul style="list-style-type: none"> • Guest speaker Leader in the community |
| Use effective decision-making techniques to solve a problem. (PSVS) | E | | | <ul style="list-style-type: none"> • Practice decision making techniques individually and within a group. • Identify appropriate decision making methods. | <ul style="list-style-type: none"> • Teacher/student generated problem solving scenarios | <ul style="list-style-type: none"> • IWAP4 Decision-making • IWAP5 Banished Activity |
| Interpret the harm caused by ignorance-based thinking. (PSVS, CCT) | E | | | <ul style="list-style-type: none"> • Define bias, stereotyping, discrimination, prejudice and racism. • Explore the possibility of becoming agents of change. • Understand and describe the harmful effects of bias, stereotyping, discrimination, prejudice and racism. • Become increasingly independent thinkers and decision-makers. • Replace negative stereotypes with accurate information. Empathize with | <ul style="list-style-type: none"> • Definitions • Discussion • “For Angela” Quiz | <ul style="list-style-type: none"> • IWAP6 Introductory Lesson “For Angela” |

| | | | | | | |
|---|----------------------|----------------|----------------|--|---|--|
| | | | | people who are victimized by another's lack of knowledge. | | |
| Goals and Objectives | 1 8 * | 2 8 | 3 8 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
| Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept. (CCT) (PSVS) | E | | | <ul style="list-style-type: none"> Recognize the concept of circularity as it applies to Aboriginal worldviews. Apply the Aboriginal concept of circularity to personal identity. | <ul style="list-style-type: none"> p. 32 guide to medicine wheel (curriculum) Individual Medicine Wheel. | <ul style="list-style-type: none"> IWAP7 Holistic Medicine Wheel IWAP8 Identity Imaging IWAP9 Definitions |
| Understand the distinctions among and within Aboriginal groups: First nations, Métis and Inuit. (CCT) (IL) (C) | E | | | <ul style="list-style-type: none"> Understand the relationship between culture and identity. | <ul style="list-style-type: none"> The completed chart | <ul style="list-style-type: none"> IWAP10 Metis IWAP13 Comparison Chart |
| Respect Aboriginal cultural traditions. (TL) (IL) (CCT) | E | | | <ul style="list-style-type: none"> Demonstrate knowledge of the Aboriginal peoples' cultural traditions. Make connections between personal and Aboriginal cultural traditions. Learn and practice group skills: cooperate, participate, listen, respect and assume different roles. Recognize and avoid the use of stereotypes. Build on group and leadership skills. | <ul style="list-style-type: none"> Teacher read narrative Teacher generated questions Student response by oral tradition | <ul style="list-style-type: none"> IWAP14 Narrative IWAP15 Aboriginal Authors/Artists/ Athletes IWAP117 Early Settlement Life |
| Identify the major elements of | P | | | <ul style="list-style-type: none"> Make connections between Aboriginal | <ul style="list-style-type: none"> Write about 3 principles of | <ul style="list-style-type: none"> IWAP11 First Principles |

| | | | | | | |
|--|----------------------|----------------|----------------|--|---|--|
| Aboriginal worldviews. (CCT) (C) | | | | worldviews and personal worldviews. <ul style="list-style-type: none"> Describe an understanding of the cyclical nature of life. | Indian Philosophy | |
| Goals and Objectives | 1 8 * | 2 8 | 3 8 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
| Identify and explain the ethics by which Aboriginal peoples live. (CCT) | E | | | <ul style="list-style-type: none"> Display an understanding of the spiritual philosophy of Aboriginal peoples. Discuss the value of ethics in everyday life. Produce codes of ethics in everyday life. Produce codes of ethics that represent personal values. | <ul style="list-style-type: none"> Write a personal code of ethics | <ul style="list-style-type: none"> IWAP12 Code of Ethics |
| Value Aboriginal authors' literary contributions. (C) (CCT) (IL) | E | | | <ul style="list-style-type: none"> Discuss how Aboriginal authors express worldviews through their works. Experience Aboriginal literature. | <ul style="list-style-type: none"> Discuss different literature and present the different views. | <ul style="list-style-type: none"> Aboriginal authors of choice Saskatchewan Writers' Guild |
| Value storytelling both as a teacher tool and as an art form. (PSVS) (CCT) (C) | E | | | <ul style="list-style-type: none"> Engage in listening for a variety of purposes. | <ul style="list-style-type: none"> Elder storytelling Response by oral tradition | <ul style="list-style-type: none"> Local Elders |
| Explore the unique ways in which Aboriginal peoples experience spirituality. (CCT) (PSVS) | E | | | <ul style="list-style-type: none"> List similarities and differences among Aboriginal groups. | <ul style="list-style-type: none"> Diagram – own choice | <ul style="list-style-type: none"> IWAP18 Spirituality (RCAP) IWAP19 Religion (Inuit) Adapt level of language in |

Unit Two – Community and Kinship: Aboriginal Perspectives

Unit Two traces Aboriginal family life from the traditional to the present. Students will discover the rich heritage of Aboriginal family life and some of the changes that have affected family life.

E- Emerging P – Progressing A- Achieved

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|--|---------|----|----|--|---|--|
| Understand the functions of families. (C) (N) (CCT) | E | | | <ul style="list-style-type: none"> Summarize the importance of family life in the development of the individual. Illustrate the fact that family size of composition does not hinder its importance or function. Identify the individual needs met by families. Identify family patterns. | <ul style="list-style-type: none"> Family Tree Assignment and discussion | <ul style="list-style-type: none"> Community and Kinship Aboriginal Perspectives 1 (CKAP) Family Tree Activities CKAP2 Cree Kinship Terms and Activity |
| Determine the importance of family members as role models. (CCT) (N) (PSVS) | E | | | <ul style="list-style-type: none"> Discuss specific examples of Aboriginal family life. Categorize the qualities of Aboriginal family members. Identify similarities and differences between traditional Aboriginal family life and contemporary family life. Show the importance of role models to Aboriginal families. | <ul style="list-style-type: none"> Teacher read story and follow with discussion | <ul style="list-style-type: none"> CKAP3 The Riel Family of Red River |

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|---|-----------------|-----------|-----------|--|--|--|
| Illustrate the importance of traditional Aboriginal family values today. (PSVS) (IL) (C) | P | | | <ul style="list-style-type: none"> Identify the values that underlie traditional Aboriginal relationships. List individual and family values. | <ul style="list-style-type: none"> Teacher read and discussion by oral tradition | <ul style="list-style-type: none"> CKAP 4 Family Life in Various Traditions |
| Detail how Aboriginal societies cultivated a sense of belonging. (CCT) (PSVS) | E | | | <ul style="list-style-type: none"> Explain traditional Aboriginal child-rearing practices. Interpret the goals of traditional Aboriginal education. Show how a sense of community and family extended to the environment. | <ul style="list-style-type: none"> Create own Circle of Life | <ul style="list-style-type: none"> CKAP 7 Circle of Life |
| Appreciate the relevance of traditional Aboriginal child-rearing philosophies to contemporary society. (PSVS) (IL) (N) | E | | | <ul style="list-style-type: none"> Explain the importance of Elders to Aboriginal family life. List Aboriginal approaches to education and youth development. Illustrate the different views on child-rearing and discipline in Aboriginal societies. Identify the ways in which Aboriginal peoples nurture self-esteem. | <ul style="list-style-type: none"> Elder interviews Video of choice, please see reference list | <ul style="list-style-type: none"> Media House |
| Respect the intellectual integrity of the oral tradition. (IL) (CCT) | E | | | <ul style="list-style-type: none"> Understand that, with the assistance of their Elders, Aboriginal people strive to preserve their cultural knowledge. Discuss various characteristics of Aboriginal Elders. Discuss the value of sharing knowledge orally. | <ul style="list-style-type: none"> Write a report on an Aboriginal group of their choice (see Native Studies 10 Resource Guide) | <ul style="list-style-type: none"> Internet research CKAP22 Suggested Research Resources |

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|--|-----------------|-----------|-----------|--|---|---|
| Discern and appreciate the values that underlie Aboriginal recreation. (PSVS) (C) (CCT) | E | | | <ul style="list-style-type: none"> • Understand the values embedded in traditional Aboriginal forms of recreation. • List some of the goals of traditional Aboriginal recreational activity. | <ul style="list-style-type: none"> • Play games | <ul style="list-style-type: none"> • CKAP 28 Games – Hampadedam (Dakota) |
| Discover how Métis people emerged and developed. (IL) (TL) (N) | E | | | <ul style="list-style-type: none"> • Learn how the Métis Nation emerged from the marriages between First Nations women and explorers. • Understand how Aboriginal families were affected by the fur trade. • Appreciate the unique familial patterns of the Métis Nation. | <ul style="list-style-type: none"> • Teacher read Story and discussion | <ul style="list-style-type: none"> • CKAP 30 Voyagers and Indian Maidens: The Fur Trade Creates a New People or CKAP 31 “Many Tender Ties” |

Unit Three – Governance: Aboriginal Perspectives

Unit Three focuses on the process by which Colonial and Canadian Governments undermined traditional Aboriginal governments. Prior to contact with Europeans, Aboriginal peoples were self-reliant, self-governing nations. Europeans used self-serving policies, doctrines and philosophies to justify their invasion of North America. In today's society, both Aboriginal and non-Aboriginal peoples are still coping with the effects of colonialism.

E- Emerging P – Progressing A- Achieved

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|---|---------|----|----|--|--|--|
| Research how, historically, Aboriginal leaders were chosen. (IL) (N) (CCT) | E | | | <ul style="list-style-type: none"> List the criteria by which leaders were chosen. | <ul style="list-style-type: none"> Biography of historical or contemporary leader | <ul style="list-style-type: none"> (GAP1)Historical and Contemporary Leaders |
| Appreciate the unique political processes and structures of Aboriginal peoples. (PSVS) (CCT) | E | | | <ul style="list-style-type: none"> Appreciate the unique ways in which Aboriginal peoples chose leaders. List the important qualities of Aboriginal leadership | <ul style="list-style-type: none"> Presentations of biographies and discussion | |
| Respect that First Nations, Inuit and the Métis Nation have always had political structures designed to serve their needs. (IL) (PSVS) | E | | | <ul style="list-style-type: none"> Identify the First Nation, Inuit and Métis Nations political structures | <ul style="list-style-type: none"> Concept maps of the different Aboriginal governance models | <ul style="list-style-type: none"> Concept map Information from Internet or other suggested resources |

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|--|-----------------|-----------|-----------|---|--|--|
| Identify the effects of an imposed system of governance on Aboriginal peoples by examining a specific example. (CCT) (C) (PSVS) | P | | | <ul style="list-style-type: none"> • Empathize with people who have experienced a process of assimilation. • Question why the government would implement assimilationist policies to the detriment of the people involved. • Imagine what it would be like to have one's history and identify completely devalued. | <ul style="list-style-type: none"> • Discussion on basic concepts of displacement and assimilation • Basic concepts only | <ul style="list-style-type: none"> • GAP11 The Royal Proclamation of 1763 • GAP12 The Indian Act • GAP13 Limitations of the Indian Act |
| Research one aspect of Métis history. (CCT) | E | | | <ul style="list-style-type: none"> • Discover why Louis Riel is an important figure to Saskatchewan and Canadian History. | <ul style="list-style-type: none"> • Teacher read and class discussion | Choose from list <ul style="list-style-type: none"> • GAP22 Highway #11 Named Louis Riel Trail • GAP19 Loss of Métis Land • GAP20 Métis Scrip |
| Research the unique land agreements between Aboriginal peoples and various governments. (IL) (TL) (CCT) | E | | | <ul style="list-style-type: none"> • Respect the sacredness of the treaty making process. • Research a specific land agreement between Aboriginal peoples and the government. • View and interpret video productions on treaty. | <ul style="list-style-type: none"> • Teacher read and class discussion | <ul style="list-style-type: none"> • GAP21 Metis Colonies • GAP23 Province Gives Metis Recognition • GAP24 Treaty Maps (Saskatchewan) • GAP25 Land Claims and Aboriginal Rights (Inuit) • GAP26 Elders' |

| | | | | | |
|---|----------|--|---|---|---|
| <p>Understand the sacredness with which treaties were entered into and signed. (CCT) (C)</p> | <p>E</p> | | <ul style="list-style-type: none"> • Display understanding of the Elders perspectives on treaty and other land agreements. | <ul style="list-style-type: none"> • Teacher read and class discussion | <p>Perspectives on Treaty</p> <ul style="list-style-type: none"> • Statement of the Treaty Issues – Treaties as a Bridge to the Future, Office of the Treaty Commissioner (OTC) • Treaty Elders of Saskatchewan (OTC) • Legacy – Indian Treaty Relationships, Richard Price “A Solemn Undertaking – The Five Treaties of Saskatchewan”, (video) (OTC) • Ahtahkakoop, Deanna Christensen • My Life in a Residential School, Louise Moine • “Spirit and Intent- Honouring the Treaties as Long as the Sun Shines – Treaties in Saskatchewan”, (video) (OTC) |
|---|----------|--|---|---|---|

Unit Four – Economics: Aboriginal Perspectives

Unit Four focuses on traditional Aboriginal economies as they developed over time. This unit provides students with the opportunity to replace stereotypes and misinformation with more accurate information about historical and contemporary Aboriginal economies.

E- Emerging P – Progressing A- Achieved

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|---|---------|----|----|---|--|--|
| Understand how Aboriginal economies were environmentally responsible. (C) (CCT) (IL) | P | | | <ul style="list-style-type: none"> • List Aboriginal peoples’ contributions of food to the well being of everyone. • Provide evidence of the reciprocal relationship that involved spiritual rituals of showing respect and giving thanks for that which was harvested. • Understand that the message of reciprocal obligations is carried in Aboriginal stories. • Appreciate the economic contributions of Aboriginal peoples to historical and contemporary society. | <ul style="list-style-type: none"> • Read and discuss reciprocity. Prepare a chart that illustrates reciprocity | <ul style="list-style-type: none"> • Economics: Aboriginal Perspectives 1 (EAP) Ecological Responsibility • EAP2 Environmental Reciprocity |

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|--|---------|----|----|---|---|---|
| Understand that the buffalo economy was one part of the diverse Aboriginal economies. (N) (CCT) (IL) | E | | | <ul style="list-style-type: none"> Describe the requirements of pursuing a buffalo economy. List the contributions of women to Aboriginal economic life. | <ul style="list-style-type: none"> Choose one ritual of the hunt and describe the ritual in detail. | <ul style="list-style-type: none"> EAP3 The Ritual of the Hunt |
| Understand that the buffalo economy was one part of the diverse Aboriginal economies. (N) (CCT) (IL) | E | | | <ul style="list-style-type: none"> Describe how Aboriginal peoples replenished the environment to ensure renewal and abundance. | <p>Question and Answer</p> <ul style="list-style-type: none"> Why were buffalo so important to the Plains Economy? Explain the skills the women brought to the economic activity. List the skills and time Commitment for a successful buffalo hunt. | <ul style="list-style-type: none"> See suggested resources The Buffalo Hunt By Russell Freedman |
| Recognize that Aboriginal peoples were economically self-reliant prior to European contact. (CCT) (IL) (C) | E | | | <ul style="list-style-type: none"> Illustrate how the Cree adapted to environmental changes. Discuss how sharing was an economic necessity and a diplomatic virtue. | <ul style="list-style-type: none"> Guided reading Question and Answer How does the reading provide evidence of economic independence? What did Cree leaders despite European influences? How has this served the Cree people today? Demonstrate | <ul style="list-style-type: none"> EAP5 Cree Economics |

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|--|-----------------|-----------|-----------|--|---|--|
| Understand how the horse dramatically altered Aboriginal economic enterprise. (CCT) (C) (IL) | E | | | <ul style="list-style-type: none"> List the effects of the horse on Aboriginal economies. Describe how the horse became a status symbol. | <ul style="list-style-type: none"> Research the introduction of horses in the Aboriginal economy. | <ul style="list-style-type: none"> EAP6 Horses |
| Illustrate the physical dexterity and mental acuity required for hunting buffalo. (C) (IL) Explain how the Métis buffalo hunt was a highly organized, democratic event. (C) (N) (CCT) | E | | | <ul style="list-style-type: none"> Describe specific skills required of buffalo hunters. Describe the difficulties involved in butchering and preparing a buffalo. List the duties involved in butchering and preparing a buffalo. Construct a buffalo pound | <ul style="list-style-type: none"> Art project of the buffalo Label the parts and what they were used for Display work Group work - see Assessment Tools in Curriculum Guide p. 64 is an example | <ul style="list-style-type: none"> EAP9 Hunting Buffalo (Napeskis) EAP10 Métis Buffalo Hunt EAP11 The Buffalo Fieldtrip to Wanuskewin (example) |
| List the factors that disrupted traditional Aboriginal economies. (C) (N) (CCT) (IL) | P | | | <ul style="list-style-type: none"> List the technologies that disrupted traditional Aboriginal Economies. | <ul style="list-style-type: none"> Teacher read and discussion Choose three or four vocabulary words from suggested resource and define them. | <ul style="list-style-type: none"> EAP 13 Economic Disruption |
| Understand that European diseases devastated entire Aboriginal populations. (N) (C) (IL) | E | | | <ul style="list-style-type: none"> Describe how the fur trade facilitated epidemics. | <ul style="list-style-type: none"> Teacher read and discussion Choose three or four vocabulary words from suggested resource and define them. | <ul style="list-style-type: none"> EAP 14 Imported Diseases |

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|--|-----------------|-----------|-----------|--|--|--|
| Understand that while Aboriginal and Euro-Canadian worldviews are vastly different, basic values can be shared. (CCT) (PSVS) (IL) | E | | | <ul style="list-style-type: none"> Discuss the values that can be shared by Aboriginal and non-Aboriginal Canadians. | <ul style="list-style-type: none"> Teacher and discuss the shared values and Aboriginal belief systems Students choose one of the 7 primary values and through oral tradition express how they are already living this value or how they could apply it to their life. | <ul style="list-style-type: none"> EAP 15 Shared Values |
| Realize some of the barriers to employment for Aboriginal peoples. (C) (IL) (PSVS) | E | | | <ul style="list-style-type: none"> List the obstacles to employment off reserve. List other barriers to Aboriginal peoples gaining employment off reserve. | <ul style="list-style-type: none"> Student read Life in the City p. 337 Discussion | <ul style="list-style-type: none"> EAP 18 Life in the City |
| Strategize for ways in which work environments can be more inclusive. (C) (CCT)(IL) | E | | | <ul style="list-style-type: none"> Brainstorm for ways to embrace a diverse work force. | <ul style="list-style-type: none"> Guest Speaker On Aboriginal Entrepreneurs | <ul style="list-style-type: none"> SIAST |
| Analyze Aboriginal participation in artistic economic endeavors. (CCT) (PSVS) (C) (N) | E | | | <ul style="list-style-type: none"> Explore the implications of the growth of Aboriginal involvement in the Arts. Investigate the qualities of Aboriginal film and/or television programming. | <ul style="list-style-type: none"> Indigenous Circle Television program Watch and report on one program Visit a museum (eg Allen Sapp Gallery in North Battleford) | <ul style="list-style-type: none"> CFQC Museum of choice |

| Goals and Objectives | 18 * | 28 | 38 | Skills and Knowledge | Authentic Assessment Strategies | Resources |
|---|---------|----|----|---|---|--|
| <p>Display understanding of the damage stereotypes and misinformation do to the employment opportunities of Aboriginal people. (C) (IL) (CCT)</p> <p>Display knowledge of the experiences of Aboriginal peoples. (CCT) (C) (N) (IL)</p> | E | | | <ul style="list-style-type: none"> • Discuss the myths surrounding Aboriginal peoples. • Discuss the facts that dispel stereotypes of Aboriginal peoples. | <ul style="list-style-type: none"> • Make a T chart myths and facts. | <ul style="list-style-type: none"> • EAP27 Dispelling the Myths |

Selected List of Web Resources with Aboriginal Content

Aboriginal Education Unit, Saskatchewan
Education
<http://www.sasked.gov.sk.ca/k/pecs/h/ab/index.html>

Aboriginal Faces of Saskatchewan
<http://collections.ic.gc.ca/faces/women.htm>

Aboriginal Links (Canada and U.S.)
<http://www.bloorstreet.com/300block/aborcan.htm>

Ahtahkakoop Publishing
<http://www.ahtahkakooppublishing.com/>

Bill's Aboriginal Links (Canada and U.S.)
<http://www.bloorstreet.com/300block/aborcan.htm>

Cradleboard Project (Buffy Saint Marie)
<http://www.cradleboard.org/>

Dene Kede Curriculum – A Resource Book for
Teachers
<http://www.learnnet.nt.ca/ECE/ECSS/school/7/index.htm>

http://www.learnnet.nt.ca/ECE/ECSS/earlychildhood_ss.html

Federation of Saskatchewan Indian Nations
<http://www.fsin.com/>

First Nations Education Centre
<http://www.cmsd.bc.ca/schools/fnec/main.html>

First Nations History Theme Page Index
http://www.cln.org/themes/fn_history.html
|

First Nations Periodical Index
<http://www.lights.com/sifc/index.htm>

First Nation's Traditional Teaching Units
<http://aboriginalcollections.ic.gc.ca/e/listsubject.htm>

First Peoples on School Net
<http://www.schoolnet.ca/aboriginal/>

Gabriel Dumont Institute
<http://www.gdins.org/>

Indian and Northern Affairs Canada
http://www.inac.gc.ca/index_e.html

INCA – Kids Page for Students and Teachers
http://www.inac.gc.ca/ks/english/4000_e.html

Index of Native American Book Resources on
the Internet
<http://www.hanksville.org/NAresources/indices/NAbooks.html>

Indigenous Peoples' Literature
<http://www.indigenouspeople.org/natlit/natlit.htm>

Links for First Nations
<http://www.treaty7.org/links/links.htm>

Maracle, Dawn T., Queen's University at
Kingston – Iroquois Creation Story
<http://collections.ic.gc.ca/curriculum/iroquois/iroquois.htm>

Metis Resource Centre
www.metisresourcecentre.mb.ca
National Library of Canada – Native Canadian
Women Writers
<http://www.nlc-bnc.ca/6/3/s3-201-.html>

National Aboriginal Achievement Foundation
<http://www.naaf.ca/cnaf.html>

Native American Authors
<http://www.ipl.org/ref/native/>

Native American Authors – Teacher Resources
<http://falcon.jmu.edu/~ramseyil/natauth.htm>

Native American Authors – Internet Public Library
<http://aristotle.sils.umich.edu/cgi/ref/native/browse.pl/authors>

Native American Books (includes reviews)
<http://www.kstrom.net/isk/books/authidx.html#b>
<http://www.kstrom.net/isk/books/bookmenu.html>

Native American Indian Resources (includes Canadian content)
<http://www.kstrom.net/isk/mainmenu.html>

Native Authors (closing)
<http://nativeauthors.com/index.html>
Norval Morrisseau and Medicine Painting
<http://www.kstrom.net/isk/art/morriss/artmorr.html>

Oyate (Books and reviews)
<http://www.oyate.org/main.html>

Saskatchewan Evergreen Curriculum
<http://www.sasked.gov.sk.ca/>

Saskatchewan Indian Cultural Centre
<http://www.sicc.sk.ca/>
Saskatchewan Indian Federated College
<http://www.sifc.edu/>

Storytellers and Native American Authors Online
<http://www.hanksville.org/storytellers/alfa.html>

Saskatchewan Teacher's Federation
<http://www.stf.sk.ca/>

Taken from *Native Studies 10: Resource Based Focus*

<http://www.centralischool.ca/wbrd>

Saskatchewan Teachers Federation Stewart Resource Centre Library Resources

Allen Sapp's art (kit): through the eyes of the
Cree and beyond
Call # 759.11 A425

American Indian contributions to the world.
Buildings, clothing, and art
Keoke, Emory Dean
Call # 704.0397

American Indian contributions to the world.
Food, farming and hunting
Keoke, Emory Dean
Call # 641.30089 K37

American Indian contributions to the world.
Science and technology
Keoke, Emory Dean
Call # 500.8997 K37

American Indian games
Miller, Jay
394.308997 M648

The best of Saskatchewan Indian Cultural
Centre (sound recording)
Call # 781.6297 B561

Buffalo Hunt
Freedman, Russell
Call # 978.00497 F853

Canada's First Nations
Wood, Les
Call # 372.83 W876

The Cree people
Cardinal, Phyllis
Call # 970.004973 C267

Easy-to-make Plains Indians teepee village
Smith, A.G.
Call # 973.0497 S642

Exploring Aboriginal culture (kit): then and
now
Call # 971.00497 E96

He who flies by night: the story of Grey Owl
Punshon, Lori
Call # 639.9092 P984

Houses of bark: tipi, wigwam and longhouse:
Woodland Indians
Shemie, Bonnie, 1949 –
Call # 372.83 S545

Lacrosse: the national game of the Iroquois
Hoyt-Goldsmith, Diane
Call # 796.347 H869

The last of the Mohicans (video recording)
Call # 973.26 L349

The learning circle: classroom activities on
First Nations in Canada
Call # 372.83 L438

Legends of the elders (kit)
Friesen, John W.
Call # 398.208997 F912

Native American art and culture
January, Brendan
Call # 704.0397 J35

Native American family life
Williams, Colleen Madonna Flood
Call # 970.00497 W722

Pakan: Cree grade 6: activity book
Call # 497.3 P152

Pakan: Cree grade 6: student book
Call # 497.3 P152

Pakan: Cree grade 6: teacher's guide
Call # 497.3 P152

People of the buffalo: how the Plains Indians
lived
Campbell, Maria, 1940 –
Call # 971.00497 C189

Readers theatre: part 1: native legends
Reed, Nat
Call # 372.676 R325

Sitting Bull (video recording): part 1
Call # 970.00497 C533

Sitting Bull (video recording): part 2
Call # 970.00497 C533

The song within my heart
Bouchard, David
Call # 971.00497 B752

Teaching treaties in the classroom (kit)
Call # 342.710872T784 Oversize

Treaty education kit, K – gr. 6 (kit)
Call # 342.710872 S252 Oversize

Working in harmony: a new way of learning
and leading: units of study, 2004-2005
Call # 372.83 W926 Oversize

Purich Publishing Ltd.

Aboriginal Self-Government in Canada:
Current Trends and Issues, 3rd Edition

Videos

- Media Group (see Resource Guide Native Studies 10)
- Canada: Growth and Change (Video Series)
- Royal Commission on Aboriginal Peoples – Final reports and video