

Native Studies 11

**Provincially Authorized
Locally Modified Course**

Authorization Expires June 2014



For Ministry of Education Use Only

Form M-2: Locally Modified Course of Study Approval Form

Central Region	Saskatoon Public School Division #13 School Division	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
		Division Wide	

4154 302 School No.	Aden Bowman School Name	4155 004 School No.	Walter Murray School Name
4154 402 School No.	Bedford Road School Name	4154 902 School No.	City Park School Name
4154 602 School No.	Evan Hardy School Name	4194 601 School No.	Saskatoon Christian School School Name
4154 802 School No.	Nutana School Name	4156 902 School No.	Centennial School Name
4156 102 School No.	Marion Graham School Name	4157 002 School No.	Tommy Douglas School Name
4154 704 School No.	Mount Royal School Name		

Native Studies 11 Course Title	10 Grade Level	1.0 Credit Value
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September 2009 Original Commencement Date	June 2014 Expiry Date
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Approved: Yes No

Conditions of Approval:

Regional Director or Designate / Executive Director or Designate, FEB	Date
<i>[Signature]</i>	Sept 19/09

Observations and Suggestions

Distribution:

1. Regional Director of Education / Executive Director of FEB
2. Director of Education
3. Provincial Examinations, Student and Teacher Services Unit (Registrar's Office)

For Use of Registrar's Unit Only		
<i>[Signature]</i> Date Entered	<i>[Signature]</i> Course Code	<i>[Signature]</i> Registrar's Office Personnel Authorization

NATIVE STUDIES 11

Curriculum
(M 1 Form)

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June 2006

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From Greater Saskatoon Catholic Schools

Locally Developed for Division 4

NATIVE STUDIES 11

Rationale

Native Studies 11 is designed for students who are not at a cognitive level that is needed for the regular Native Studies course. The needs of these students cannot be accommodated even with the application of the Adaptive Dimension. For them, higher order thinking is difficult. Objectives in the regular course that require higher-order thinking, such as analyze, interpret, infer, etc. are not suitable for these students based on their cognitive ability. Enrolment of students into this modified course should only be made after considering the student's ability and their past performance; the needs of the student have required more changes beyond the Adaptive Dimension.

Considerations

- shorter instructional time
- use speakers, videos, presentations when possible
- review language concepts frequently
- instructions for assignments should be clear, with detail
- appropriate reading level
- make efforts to vary approaches and methods
- assessment strategies must be varied

Differences

- Content – Foundational objectives have been rewritten to reduce level of difficulty. (Ex. Identify rather than analyze.) Learning objectives have also been reduced.
- Time – greater time spent on practice of objectives since the learning objectives have been reduced.
- Approach – because of modification, meaningful learning experiences at an appropriate level and pace will result. Emphasis will be on skills and concepts to succeed in everyday life. The modified Native Studies course will provide increasing opportunity for personal growth and enhancing their interpretation of the society they live in.

Note: Adapted from the English Language Arts 11 Curriculum Guide.

It is expected that teachers of Native Studies 11 will be familiar with the following documents published by Saskatchewan Learning:

- *Native Studies 10 – A Curriculum Guide for Secondary Level* (2004).
- *Instructional Approaches: A Framework for Professional Practice* (1991).
- *Saskatchewan School-Based Program Evaluation Resource Book* (1989).
- *Common Essential Learnings: A Handbook for Teachers* (1988).
- *The Adaptive Dimension in Core Curriculum* (1992).

Guidelines for Modification and Foundational Objectives

Note: In the absence of Guidelines for Modification from Saskatchewan Learning, a committee of employees of Greater Saskatoon Catholic Schools was formed to modify the Foundational Objectives and to choose the objectives that would satisfy the required 50 hours of the original document.

Foundational Objectives

Legend:

Italics = modification to existing objective.

Underline = an objective that was either completely taken out or completely modified.

* = Key learnings.

(1) = hours to cover

Locally Developed

Unit One: Identity and Worldviews Aboriginal Perspective	
Foundational Objectives	
*Realize that learning is a life-long process. (1)	Realize that learning is a life-long process.
Know that self-respect and respect for others is the foundation on which human relationships develop.	Know that self-respect and respect for others is the foundation on which human relationships develop. (1)
Analyze the difference between equality and equity.	<i>Distinguish</i> between equality and equity. (1)
Develop and expand the concept of leadership <u>to include subtler forms of leadership.</u>	<i>Focus attention on</i> the concept of leadership. (2-3)
*Use effective decision-making techniques to solve a problem. (1)	Use effective decision-making techniques to solve a problem.
Interpret the harm caused by ignorance-based thinking.	<i>Develop an awareness of the harm caused by ignorance-based thinking.</i> (2)
<u>Analyze materials for bias and stereotypes and replace these with accurate information.</u>	
*Infer the complexity of identity for people in general, and for Aboriginal	Infer the complexity of identity for people in general, and for Aboriginal

people in particular. (1)	people in particular.
*Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept. (1-2)	Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.
<u>Analyze the effects of external labels on Aboriginal peoples.</u>	
<u>Respect the distinctions among and within Aboriginal groups: First Nations, Métis and Inuit.</u>	
<u>Respect Aboriginal cultural traditions.</u>	
*Identify the major elements of Aboriginal worldviews. (1)	Identify the major elements of Aboriginal worldviews.
*Identify and explain the ethics by which Aboriginal peoples live. (1-2)	Identify and explain the ethics by which Aboriginal peoples live.
Interpret the important teachings of tricksters in Aboriginal stories.	<i>Explore</i> the important teachings of tricksters in Aboriginal stories. (1)
Value Aboriginal authors' literary contributions.	Value Aboriginal authors' literary contributions. (1)
*Value storytelling, both as a teaching tool and as an art form. (2-3)	Value storytelling, both as a teaching tool and as an art form.
*Explore the unique ways in which Aboriginal peoples experience spirituality. (2)	Explore the unique ways in which Aboriginal peoples experience spirituality.

Total hours for unit 1 = ~ 12hours

~9 hours

Unit Two: Community and Kinship	
Foundational Objectives	
Analyze the functions of families.	<i>Describe the functions of families. (1)</i>
*Determine the importance of family members as role models. (2-3)	Determine the importance of family members as role models.
Interpret the importance of traditional Aboriginal family life.	<i>Recognize the importance of traditional Aboriginal family life, including the cultivation of a sense of belonging. (1)</i>
*Illustrate the importance of traditional Aboriginal family values today. (1)	Illustrate the importance of traditional Aboriginal family values today.
<u>Detail how Aboriginal societies cultivated a sense of belonging.</u>	
Appreciate the relevance of traditional Aboriginal child-rearing philosophies to contemporary society.	<i>Understand how traditional Aboriginal child-rearing philosophies apply today. (1-2)</i>
Synthesize the impact of residential schools on Aboriginal family life.	<i>Recognize the impact of residential schools on Aboriginal family life. (1-2)</i>
*Appreciate the discipline and guidance techniques of Aboriginal peoples. (2)	Appreciate the discipline and guidance techniques of Aboriginal peoples.
Respect the intellectual integrity of the oral tradition.	Respect the intellectual integrity of the oral tradition. (1)
<u>Determine how the intellectual integrity of the oral tradition was undermined by government policy.</u>	<i>Recognize that government policy ignored oral tradition. (1)</i>
<u>Determine how Aboriginal people have reclaimed their education.</u>	
*Discover what Aboriginal people are doing to heal from the residential school experience. (2-3)	Discover what Aboriginal people are doing to heal from the residential school experience.

<p><u>Analyze the ways in which Métis people preserve their cultural heritage through education.</u></p>	
<p>*Compare Aboriginal peoples' and European views of the land. (2)</p>	<p>Compare Aboriginal peoples' and European views of the land.</p>
<p><u>Explain the unique ways in which Aboriginal peoples chose to live.</u></p>	
<p>Appreciate the historical customs of Aboriginal peoples.</p>	<p>Appreciate the historical customs of Aboriginal peoples. (1)</p>
<p><u>Analyze the importance of the clan and extended family systems to Aboriginal people.</u></p>	
<p>*Research factors that influence(d) Aboriginal housing. (3-4)</p>	<p>Research factors that influence(d) Aboriginal housing.</p>
<p><u>Analyze the importance of the concept of circularity to Aboriginal peoples.</u></p>	

<u>Discern and appreciate the values that underlie Aboriginal recreation.</u>	
Discover how Métis people emerged and developed.	Discover how Métis people emerged and developed. (1)

Total hours for unit 2 = ~ 15

~12 hours

Unit Three: Governance: Aboriginal Perspective	
Foundational Objectives	
Determine how, historically, Aboriginal leaders were chosen.	Determine how, historically, Aboriginal leaders were chosen.
*Investigate how Aboriginal leadership is based on values that may differ from the values of Euro/Canadians. (4)(combine with next one)	Investigate how Aboriginal leadership is based on values that may differ from the values of Euro/Canadians.
Appreciate the unique political processes and structures of Aboriginal peoples. Respect that First Nations, Inuit and the Métis Nation have always had political structures designed to serve their needs.	Appreciate the unique political processes and structures of Aboriginal peoples. Respect that First Nations, Inuit and the Métis Nation have always had political structures designed to serve their needs.
*Examine the harmful effects of forced change. (1) Know that Euro/Canadian government policies intended to 1) remove Aboriginal people from their land, 2) suppress Aboriginal nations and their governments, 3) undermine Aboriginal cultures, 4) erode Aboriginal identity.	Examine the harmful effects of forced change. Know that Euro/Canadian government policies intended to 1) remove Aboriginal people from their land, 2) suppress Aboriginal nations and their governments, 3) undermine Aboriginal cultures, 4) erode Aboriginal identity.
Understand the legislation that affects Aboriginal peoples.	<i>Focus attention on the legislation that affects Aboriginal peoples. (2-3)</i>
*Recognize the effects of an imposed system of governance by examining a specific example. (1-2)	Recognize the effects of an imposed system of governance by examining a specific example.
*Realize the devastating effects of the Residential School system. (4)	Realize the devastating effects of the Residential School system.
Analyze the concept of contractual agreements.	<i>Focus attention on the concept of contractual agreements. (2-3)</i>
Investigate the factors that led to	<i>Identify the factors that led to</i>

Aboriginal peoples losing their traditional, historical territories.	Aboriginal peoples losing their traditional, historical territories. (1)
Infer that Aboriginal peoples had, and have, different experiences with governments regarding their land.	<i>Recognize</i> that Aboriginal peoples had, and have, different experiences with governments regarding their land. (1)
<u>Interpret the circumstances under which Métis people lost their land.</u>	
Discover why Louis Riel is an important figure to Saskatchewan and Canadian history.	Discover why Louis Riel is an important figure to Saskatchewan and Canadian history. (Combine with the next one.) (4)
Understand the significance of provincial recognition of Métis people.	Understand the significance of provincial recognition of Métis people.
<u>Research the unique land agreements between the Inuit and various governments.</u>	

Total hours for unit 3 = ~ 10 hours

~12 hours

Unit Four: Economies: Aboriginal Perspectives	
Foundational Objectives	
Analyze how Aboriginal economies were environmentally responsible.	<i>Recognize</i> how Aboriginal economies were environmentally responsible. (2-3)
<u>Infer that the buffalo economy was one part of diverse Aboriginal economies.</u>	
Recognize that Aboriginal peoples were economically self-reliant prior to European contact.	Recognize that Aboriginal peoples were economically self-reliant prior to European contact. (1)
<u>Interpret how the horse dramatically altered Aboriginal economic enterprise.</u>	
Provide evidence that economic activity thrived prior to the arrival of Europeans.	<i>Recognize</i> that economic activity thrived prior to the arrival of Europeans. (3)
<u>Analyze the factors that contributed to successful Aboriginal economies.</u>	
*Illustrate the physical dexterity and mental acuity required for hunting buffalo. (1)	Illustrate the physical dexterity and mental acuity required for hunting buffalo.
*Explain how the Métis buffalo hunt was a highly organized, democratic event. (1-2)	Explain how the Métis buffalo hunt was a highly organized, democratic event.
Analyze the factors that disrupted traditional Aboriginal economies.	<i>Recognize</i> the factors that disrupted traditional Aboriginal economies. (1)
*Understand that European diseases devastated entire Aboriginal populations. (2-3)	Understand that European diseases devastated entire Aboriginal populations.
<u>See that while Aboriginal and Euro-Canadian worldviews are vastly different, basic values can be shared.</u>	
<u>Explain the importance of a land base to Métis economic well being.</u>	

<u>Recognize how the rich history of Métis people attracts economic activity.</u>	
Analyze the impact of the post-contact economy to traditional Aboriginal societies.	<i>Recognize the impact of the post-contact economy to traditional Aboriginal societies. (1)</i>
*Realize some of the barriers to employment for Aboriginal peoples. (2-3)	Realize some of the barriers to employment for Aboriginal peoples.
*Realize that traditional Aboriginal skills and values are relevant to a contemporary economy. (2)	Realize that traditional Aboriginal skills and values are relevant to a contemporary economy.
*State the importance of preserving Indigenous knowledge. (2-3)	State the importance of preserving Indigenous knowledge.
Analyze the importance of Aboriginal peoples and individuals to the current economy.	<i>Discuss the importance of Aboriginal peoples and individuals to the current economy. (1-2)</i>
Strategize for ways in which work environments can be inclusive.	<i>Recognize ways in which work environments can be inclusive. (1)</i>
<u>Analyze Aboriginal participation in artistic economic endeavors.</u>	
<u>Display understanding of the damage stereotypes and misinformation do to the employment opportunities of Aboriginal peoples.</u>	
<u>Display knowledge of the economic experiences of Aboriginal peoples.</u>	

Total hours in unit 4 = ~14

~12 hours

Total hours for Key Learnings in entire course = ~51

*Note: My assessment for how long each objective would take to cover comes from looking at the learning objectives that we as a committee came up with/modified from the original curriculum.

Foundational and Learning Objectives

Unit One - Identity and Worldviews: Aboriginal Perspectives	
Foundational Objectives	Learning Objectives
Realize that learning is a life-long process.	<ul style="list-style-type: none"> • Establish realistic, achievable goals. • Recognize that learning is a life-long process
Know that self-respect and respect for others is the foundation on which human relationships develop.	<ul style="list-style-type: none"> • Gain self-awareness, self-respect and acknowledge the need for self-development. • Recognize that respect for self and others are important human values. • List specific behaviours that illustrate respect for self and others.
Distinguish between equality and equity.	<ul style="list-style-type: none"> • Provide examples for each: fairness, equality, and equity. • Describe the difference between equality and equity.
Focus attention on the concept of leadership.	<ul style="list-style-type: none"> • Practise the skills required to be an effective leader and group member. • See the value of various approaches to leadership. • Compare and contrast leadership qualities. • Identify leadership qualities in self and others from print and electronic sources. • State the difference between effective and ineffective leadership qualities.
Use effective decision-making techniques to solve a problem.	<ul style="list-style-type: none"> • Practise decision-making techniques individually and within a group. • Identify appropriate decision-making methods.
Develop an awareness of the harm caused by ignorance-based thinking.	<ul style="list-style-type: none"> • Define bias, stereotyping, discrimination, prejudice and racism. • Understand and describe the harmful effects of bias, stereotyping, discrimination, prejudice and racism.

	<ul style="list-style-type: none"> • Practise independent thinking and decision-making. • Replace negative stereotypes with accurate information. • Identify how our actions have an impact on other people.
Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.	<ul style="list-style-type: none"> • Recognize the concept of circularity as it applies to Aboriginal worldview. • Apply the Aboriginal concept of circularity to personal identity.
Identify the major elements of Aboriginal worldviews.	<ul style="list-style-type: none"> • Deepen understanding of Aboriginal worldviews. • Make connections between Aboriginal worldviews and personal world-views. • Describe an understanding of the cyclical nature of life.
Identify and explain the ethics by which Aboriginal peoples live.	<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 that represent personal values.
Explore the important teachings of tricksters in Aboriginal stories.	<ul style="list-style-type: none"> • Gain insight into the importance of trickster stories to Aboriginal cultures.
Value Aboriginal authors' literary contributions.	<ul style="list-style-type: none"> • Discuss how Aboriginal authors express worldview through their works. • Experience Aboriginal literature.
Value storytelling, both as a teaching tool and as an art form.	<ul style="list-style-type: none"> • Engage in listening for a variety of purposes. • Write with a specific audience in mind.
Explore the unique ways in which Aboriginal peoples experience spirituality.	<ul style="list-style-type: none"> • Distinguish similarities and differences among the spiritual beliefs of Aboriginal groups.

	<ul style="list-style-type: none">• Practise a variety of presentation skills.
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Foundational Objectives	Learning Objectives
<p>Describe the functions of families.</p>	<ul style="list-style-type: none"> • Summarize the importance of family life in the development of the individual. • Recognize that family size and composition does not hinder its importance or function. • Identify the individual needs met by families.
<p>Determine the importance of family members as role models.</p>	<ul style="list-style-type: none"> • Discuss specific examples of Aboriginal family life. • Identify similarities and differences between traditional Aboriginal family life and contemporary family life. • Show the importance of role models to Aboriginal families.
<p>Recognize the importance of traditional Aboriginal family life, including the cultivation of a sense of belonging.</p>	<ul style="list-style-type: none"> • Be able to tell about the various ways in which Aboriginal people established kinship ties. • List the benefits of traditional kinship ties. • Compare the traditional roles of women and men with regard to the Aboriginal groups being studied. • Be aware of the benefits of consensus decision-making to Métis family life. • Discuss traditional Aboriginal child-rearing practices. • Look at how Aboriginal children were taught.
<p>Illustrate the importance of traditional Aboriginal family values today.</p>	<ul style="list-style-type: none"> • Identify the values that underlie traditional Aboriginal relationships. • Describe individual and family values.
<p>Understand how traditional Aboriginal child-rearing philosophies apply today.</p>	<ul style="list-style-type: none"> • Discuss the importance of Elders to Aboriginal family life. • List Aboriginal approaches to education and youth development. • Discuss the ways in which Aboriginal peoples nurture self-esteem.
<p>Recognize the impact of residential schools on</p>	<ul style="list-style-type: none"> • Describe the importance of spirituality to Aboriginal family life.

<p>Aboriginal family life.</p>	<ul style="list-style-type: none"> • Recognize the impact of colonialism on Aboriginal family life. • Discuss how being removed from one's family for education impacted individuals and families.
<p>Appreciate the discipline and guidance techniques of Aboriginal peoples.</p>	<ul style="list-style-type: none"> • Distinguish between traditional Aboriginal education and European education.
<p>Respect the intellectual integrity of the oral tradition.</p>	<ul style="list-style-type: none"> • Recognize that, with the assistance of their Elders, Aboriginal people strive to preserve their cultural knowledge. • List some characteristics of Aboriginal Elders. • Discuss the value of sharing knowledge orally.
<p>Recognize that government policy ignored oral tradition.</p>	<ul style="list-style-type: none"> • Identify how the difference between the European and Aboriginal worldviews caused conflict, especially in Aboriginal worldview.
<p>Discover what Aboriginal people are doing to heal from the residential school experience.</p>	<ul style="list-style-type: none"> • Recognize the cross-generation effects of residential schools on Aboriginal people. • Recognize the challenges that Residential School survivors and their families face.
<p>Compare Aboriginal peoples' and European views of the land.</p>	<ul style="list-style-type: none"> • Deepen understanding of how worldview contributes to a people's view of the land. • Recognize Aboriginal peoples' special relationship with the land.
<p>Appreciate the historical customs of Aboriginal peoples.</p>	<ul style="list-style-type: none"> • Identify similarities and differences between personal experiences of "coming of age" and historical experiences.
<p>Research factors that influence(d) Aboriginal housing.</p>	<ul style="list-style-type: none"> • Locate information from a variety of sources. • Become aware of and respect specific customs and beliefs of cultural groups that may be different from personal customs and beliefs. • Become aware of current issues that concern the integrity of Aboriginal families.

Discover how Métis people emerged and developed.

- Research how the Metis Nation emerged from the marriages between First Nations women and European explorers.
- Recognize how Aboriginal families were affected by the fur trade.
- Appreciate the unique familial patterns of the Métis Nation.

Unit Three - Governance: Aboriginal Perspectives	
Foundational Objectives	Learning Objectives
Determine how, historically, Aboriginal leaders were chosen.	<ul style="list-style-type: none"> List the criteria by which leaders are chosen.
Investigate how Aboriginal leadership is based on values that may differ from the values of Euro/Canadians.	<ul style="list-style-type: none"> Research Aboriginal leadership.
<p>Appreciate the unique political processes and structures of Aboriginal peoples.</p> <p>Respect that First Nations, Inuit and the Métis Nation have always had political structures designed to serve their needs.</p>	<ul style="list-style-type: none"> Work cooperatively to enhance the learning of self and others. Organize information in a coherent format. Appreciate the unique ways in which Aboriginal peoples traditionally chose leaders. List the important qualities of Aboriginal leadership.
<p>Examine the harmful effects of forced change.</p> <p>Know that Euro/Canadian government policies intended to 1) remove Aboriginal people from their land, 2) suppress Aboriginal nations and their governments, 3) undermine Aboriginal cultures, 4) erode Aboriginal identity.</p>	<ul style="list-style-type: none"> Read and summarize written material. Compare different political structures.
*Focus attention on the legislation that affects Aboriginal peoples.	<ul style="list-style-type: none"> Summarize how policies and legislation jeopardized traditional Aboriginal governance. Explain how legislation discriminated against Aboriginal women. Recognize the intent and detriment of government assimilation policies. Recognize the resiliency of Aboriginal peoples

	under oppressive conditions.
Recognize the effects of an imposed system of governance by examining a specific example.	<ul style="list-style-type: none"> • Explore how assimilation affects people. • Question why the government would implement assimilationist policies.
Realize the devastating effects of the Residential School system.	<ul style="list-style-type: none"> • Learn the means by which governments oppressed Aboriginal peoples. • Compare an imposed education system to traditional Aboriginal education. • Gain knowledge of the Residential School system from primary sources.
*Focus attention on the concept of contractual agreements.	<ul style="list-style-type: none"> • List the components that comprise agreements. • Discuss the consequences of breaking an agreement. • Respect the sacredness with which treaties were signed. • Research a specific land agreement between Aboriginal peoples and the government. • View and summarize video productions on treaty and other land agreements. • Focus attention on of the Elders' perspectives on treaty.
Identify the factors that led to Aboriginal peoples losing their traditional, historical territories.	<ul style="list-style-type: none"> • Explore the implications, for Aboriginal peoples, of the loss of their land.
Recognize that Aboriginal peoples had, and have, different experiences with governments regarding their land.	<ul style="list-style-type: none"> • Research a specific Aboriginal group's experience with their traditional, historical land.
Discover why Louis Riel is an important figure to Saskatchewan and Canadian history.	<ul style="list-style-type: none"> • Research one aspect of Métis history.
Understand the	<ul style="list-style-type: none"> • Recognize the lengthy struggle of Métis people for

<p>significance of provincial recognition of Métis people.</p>	<p>provincial recognition.</p> <ul style="list-style-type: none">• Recognize the implications of legislation affecting Métis people.
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Unit Four - Economies: Aboriginal Perspectives

Foundational Objectives	Learning Objectives
<p>Recognize how Aboriginal economies were environmentally responsible.</p>	<ul style="list-style-type: none"> • Explain Aboriginal peoples' reciprocal relationship with the environment. • List Aboriginal peoples' contributions of food to the well-being of everyone. • Recognize the economic contributions of Aboriginal peoples to historical and contemporary society.
<p>Recognize that Aboriginal peoples were economically self-reliant prior to European contact.</p>	<ul style="list-style-type: none"> • Communicate how the Cree adapted to environmental changes. • Discuss how sharing was an economic necessity and a diplomatic virtue. • Focus attention on the independence and sophistication of Cree trade systems and uses of technology.
<p>Recognize that economic activity thrived prior to the arrival of Europeans.</p>	<ul style="list-style-type: none"> • Describe Aboriginal economic activity prior to arrival of Europeans. • Describe how Europeans adapted to Aboriginal commerce. • List specific Aboriginal trade strategies. • Recognize that Aboriginal peoples were astute business people and diplomats. • Discuss Aboriginal hospitality.
<p>Illustrate the physical dexterity and mental acuity required for hunting buffalo.</p>	<ul style="list-style-type: none"> • Describe specific skills required of buffalo hunters. • List the duties involved in butchering and preparing a buffalo.
<p>Explain how the Métis buffalo hunt was a highly organized, democratic event.</p>	<ul style="list-style-type: none"> • Describe the Métis buffalo hunt and its regulations.
<p>Recognize the factors</p>	<ul style="list-style-type: none"> • List the technologies that disrupted traditional

<p>that disrupted traditional Aboriginal economies.</p>	<p>Aboriginal economies.</p> <ul style="list-style-type: none"> • Describe how different government Acts impeded Aboriginal control of their economies. • Summarize how certain government economic projects ultimately failed.
<p>Understand that European diseases devastated entire Aboriginal populations.</p>	<ul style="list-style-type: none"> • Describe how the fur trade facilitated epidemics. • Describe the causes for the change in relationships between Aboriginal nations.
<p>Recognize the impact of the post-contact economy to traditional Aboriginal societies.</p>	<ul style="list-style-type: none"> • Explain the factors that made economic transition difficult.
<p>Realize some of the barriers to employment for Aboriginal peoples.</p>	<ul style="list-style-type: none"> • List the obstacles to employment off reserve. • List other barriers to Aboriginal peoples gaining employment off reserve.
<p>Realize that traditional Aboriginal skills and values are relevant to a contemporary economy.</p>	<ul style="list-style-type: none"> • Understand contemporary Aboriginal economic development and how government policy restricts it.
<p>State the importance of preserving Indigenous knowledge.</p>	<ul style="list-style-type: none"> • Recognize the scholarly contributions of Aboriginal peoples.
<p>Discuss the importance of Aboriginal peoples and individuals to the current economy.</p>	<ul style="list-style-type: none"> • Recognize the current and projected growth of the Aboriginal population. • Recognize how Aboriginal economic success is beneficial to Canadian society.
<p>Recognize ways in which work environments can be inclusive.</p>	<ul style="list-style-type: none"> • List ways to embrace a diverse work force.

Review of Learning Essentials

Common Essential Learnings

Communication

- Use all forms of language communication, including: listening, speaking, reading, writing, representing, and viewing.
- Use the vocabulary and forms of expression appropriate to Native Studies.
- Experience oral tradition.

Numeracy

- Apply knowledge of numbers, graphs, maps, locations, etc.
- Look at different statistics involving Aboriginal content.

Critical and Creative Thinking

- Look at material that presents differing points of view or alternate perceptions.
- Generate ideas.
- Use creative thinking when solving problems.
- Participate in discussions that deal with controversial issues.

Technological Literacy

- Look at how technology has changed in the context of Native Studies.
- Develop an understanding of how beneficial and limiting technology can be.
- Evaluate technological issues/developments and their implications.

Personal Social Values and Skills

- Look at behaviours that emphasize respect, cooperation, and empathy and practice them.
- Develop an understanding of other people, groups, society, and the world.

Independent Learning

- Participate in classroom experiences that lead to independent exploration.
- Participate in learning activities that require independent discovery of meanings and solutions.

Gender Equity

To ensure gender equity it is important to have gender-balanced material and classroom composition. Also, varying teaching strategies and assessment is another way of making the Native Studies class gender-balanced, incorporating a balanced perspective.

Resource-Based Learning

It is crucial to the success of a Native Studies class to incorporate Resource-based learning. In order to create a meaningful experience for students, current resources that are about the Aboriginal people in a particular area is key. Resources can include journals, newspapers, books, websites, and most importantly people.

Guidelines for selecting Aboriginal resources are found in *Diverse Voices: Selecting Equitable Resources for Indian and Metis Education*, Saskatchewan Education (1995).

Instructional Approaches

UNIT 1

1. **Foundational Objective:** Realize that learning is a life-long process.

Learning Objectives:

- Establish realistic, achievable goals.
- Recognize that learning is a life-long process.

Activity:

Explain the following:

- goals are significant because they provide direction for our lives
- thoughtful goal-setting can help us determine those things that are important so we can focus on them
- personal goals should include the long term (life goals) and the short term (next week)
- well-defined goals are conceivable (they can visualize themselves doing this), achievable (I can accomplish this goal) and measurable (I will know if and when I accomplish this goal).

Provide each student with a worksheet that is divided into the following sections:

- personal goals
- relationship goals
- community and civic goals
- career goals.
- Ask each student to write a next week/month objective, a next year objective, and an in five year objective.

(Adapted from *Life Transition Curriculum Guide*)

2. Foundational Objective: Know that self-respect and respect for others is the foundation on which human relationships develop.

Learning Objectives:

- Gain self-awareness, self-respect and acknowledge the need for self-development.
- Recognize that respect for self and others are important human values.
- List specific behaviours that illustrate respect for self and others.

Activity:

Discuss the concept of RESPECT as a class.

The definition of respect in the Gage Canadian Dictionary is to show esteem (regard highly, have a favourable opinion of), honour, consideration, and regard to others. Have students write a journal entry on how they show respect to others. Have them explain why this is important to do, especially in their relationships.

Have students list specific examples of behaviours that show respect towards others.

3. Foundational Objective: Distinguish between equality and equity.

Learning Objectives:

- Provide examples of fairness, equality, and equity.
- Describe the difference between equality and equity.

Resource: Gage Canadian Dictionary, 1983

Definitions

Fairness= not favoring one more than the others, according to the rules.

Equality= being equal, sameness in size, amount, number, value, degree, rank.

Equity= a system of rules and principles based on fairness and justice.

Activity

Have students look up the words fairness, equality, and equity in the dictionary and write the definitions in their notebooks.

Have students work in pairs and come up with examples of each of the words. Examples can be from their own experience, what they have read about, heard about, or witnessed.

Have students write the differences between equality and equity. In a class discussion, have them dispute their responses by citing examples.

4. **Foundational Objective:** Focus attention on the concept of leadership.

Learning Objectives:

- Practise the skills needed to be an effective leader and group member.
- See the value of various approaches to leadership.
- Compare and contrast leadership qualities.
- Identify leadership qualities in self and others.
- State the difference between effective and ineffective leadership qualities.

Resource: *Words to Lead by* [Video]

Activity:

The video contains phrases and thoughts of some successful leaders. It summarizes qualities of a leader. Pick out the qualities of leadership in the video and then discuss.

For example: "Vision is the art of seeing things invisible" = a leader has a vision

Then write a journal entry discussing how the video inspires you to become a leader. Explain the quote, "Real leaders are ordinary people with extraordinary determination."

** Teachers: Interpret the phrases for them as qualities.

Examples:

- Leadership in hope = hopeful
- Vision is the art of seeing things invisible = has a vision
- Leadership is action not position = take action
- No shortcuts to places worth going = work hard
- Act like you're invincible, but know that you're not = confidence, humility

List continued:

- Honour people
 - Don't complain
 - Praise people
 - Listen
 - Be grateful
 - Have faith in others
 - Show compassion
 - Do what's right
 - Seek out good role models
 - Keep promises
 - Keep confidences
 - Keep temper
 - Take risks
 - Set goals
 - Make a way or find one
 - Courageous
-

5. Foundational Objective: Use effective decision-making techniques to solve a problem.

Learning Objectives:

- Practise decision-making techniques individually and within a group.
- Identify appropriate decision making methods.

Resource: Decision-making Styles (Appendix 1)

Activity:

Give students the following scenario and have them decide first on their own and then in small groups what the best choices are.

Scenario: You are on a boat that is about to sink in the middle of the lake. You know that once you get to shore you are in the middle of nowhere. Your backpack can only hold so much and you can only carry so much weight while you swim to shore. Rank the items in the following list from 1 to 5 that you feel would be important to take with you to shore:

- Compass
- Axe
- Fishing pole
- Rope
- Matches
- Discman
- Water bottle
- Mosquito repellent
- Chewing gum
- Bait
- Tent
- Toilet paper

Have them answer the following questions after the group activity:

- How were decisions made?
- Who influenced the decisions and how?
- How could better decisions have been made?
- How was conflict managed?
- How did people feel about the decisions?
- How satisfied was each person with the decision (ask each participant to rate his / her satisfaction out of 10, then obtain a group average and compare / discuss with other groups' satisfaction levels)
- What have you learned about the functioning of this group?
- How would you do the activity differently if you were asked to do it again?

Read the handout on Decision-Making Styles and have them decide what styles most suit them. Have them explain why their style is or isn't effective. Ask them to describe what they felt would have been the most effective decision-making strategy and why in a journal entry.

Have them choose appropriate styles for each of the following scenarios:

- Deciding who to vote for in an election.
 - Deciding what car to buy.
 - Deciding which movie to watch.
 - Deciding what to do “when you grow up”.
 - Deciding whether to do drugs or not.
 - Deciding what to do after witnessing a crime.
 - Deciding what to do after witnessing a car accident.
-

6. Foundational Objective: Develop an awareness of ignorance-based thinking.

Learning Objectives:

- Define bias, stereotyping, discrimination, prejudice and racism.
- Understand and describe the harmful effects of bias, stereotyping, discrimination, prejudice and racism.
- Practise independent thinking and decision-making.
- Identify how our actions have an impact on other people.

Resource: Definitions from Native Studies 10 Curriculum (Appendix 2), *For Angela* [Video]

Activity:

Have students write down the definitions of the words *bias*, *stereotype*, *discrimination*, *prejudice*, and *racism*.

Go through each definition and discuss examples of each one.

Show the video *For Angela* and have students respond to the following questions. (Questions can be handed in for evaluation purposes.)

1. What were the boys doing that was hurtful to Angela and her mother?
 2. How did Angela react to what the boys were saying?
 3. What did Angela’s mother decide to do? Why?
 4. Did Ian know how much he had hurt Angela and her mother?
 5. Why did Angela not want to be Indian anymore?
 6. How did the boys’ actions impact Angela and her mother?
 7. How did the other people on the bus react?
 8. What would you have done if you were in this situation?
-

7. Foundational Objective: Recognize the complexity of identity for people including the effects of external labels.

Learning Objectives:

- Recognize factors that influence identity generally, and Aboriginal identity specifically.
- Identify ways that legal and political appellations that affect identity.

Resource: “Identity” from *Knots in a String*. (Appendix 4)

Activity:

Have students brainstorm what they believe to be factors influencing identity – how they view themselves. Examples could be media, involvement in sports, how others view them, their affiliations, etc.

Read chapter on Identity (Appendix 3) and have students answer the follow questions:

1. According to the reading, how is your identity formed?
 2. How do we develop our identity?
 3. What causes us to take an expectation seriously?
 4. How does the expectation of a parent influence a child?
 5. When does your identity change?
 6. How is identity related to culture?
 7. How does “belonging” relate to identity?
 8. What are examples of circumstances that may affect how Native people see themselves?
-

8. Foundational Objective: Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.

Learning Objectives:

- Recognize the concept of circularity as it applies to Aboriginal worldview.
- Apply the Aboriginal concept of circularity to personal identity.

Resource: Circle of Life (Appendix 4)

Activity:

Go through the circle of life and have students notice how the elements of the circle are interrelated.

Explain the Aboriginal concept of circularity and provide them with notes. (Appendix 3)

Have students create an circular identity collage outlining the 4 aspects of self: physical, emotional, mental, spiritual. Have them present these collages to the class.

9. Foundational Objective: Identify the major elements of Aboriginal worldview.

Learning Objectives:

- Deepen understanding of Aboriginal worldviews.
- Make connections between Aboriginal worldviews and personal worldviews.
- Display an understanding of the cyclical nature of life.

Resources: Worldview (Appendix 5)

Activity:

Read Appendix 5 aloud and have students answer the following questions. Then have them discuss their responses.

1. What is a worldview?
2. What does the circular First Nations worldview focus on?
3. How does the Canadian worldview contrast with the Aboriginal worldview?
4. Where is the worldview of Aboriginal people rooted?
5. What does spirituality incorporate?
6. Give examples of Aboriginal worldview from the readings.
7. What is the difference between religion and spirituality?
8. How did European religion impact Aboriginal worldview?

Have students write a journal entry explaining their worldview; how they look at the world, what they believe to be right and wrong. Ask them to compare what they have read to their own worldview. How is it the same and how is it different?

Have students write a list of nature patterns that are cyclical. Ask them how this relates to their own lives.

10. Foundational Objective: Explore the important teachings of tricksters in Aboriginal stories.

Learning Objective:

- Gain insight into the importance of trickster stories to Aboriginal cultures.

Combine with

11. Foundational Objective: Value storytelling, both as a teaching tool and art form.

Learning Objectives:

- Engage in listening for a variety of purposes.
- Write with a specific audience in mind.

Resource: Aboriginal elders in our community (Appendix 6)

Activity:

Invite an Aboriginal elder to discuss oral tradition and to tell a story involving a trickster. (See protocol for inviting elders in the Native Studies 10 Curriculum Guide, Saskatchewan Learning, (2002).

Then have students write a children's book/legend in which they teach an important lesson to a small child.

12. Foundational Objective: Value Aboriginal authors' literary contributions.**Learning Objectives:**

- Discuss how Aboriginal authors express worldview through their works.
- Experience Aboriginal literature.

Resource: Authors' Perspectives (Appendix 7)

Activity:

Read chapter on Authors' Perspectives (Appendix 7).

Brainstorm the different aspects of worldview that the authors describe.

Have students do the research activity on page 233. Make sure to provide the class with direction as far as researching in the library and how the assignment should look when it is completed.

13. Foundational Objective: Explore the unique ways in which Aboriginal peoples experience spirituality.**Learning Objectives:**

- Distinguish similarities and differences among the spiritual beliefs of Aboriginal groups.
- Practise a variety of presentation skills.

Resource: *The Sacred Tree* [book]

Activity:

Discuss spirituality. Make sure to differentiate between religion and spirituality. Read sections on the First Principles and Code of Ethics from *The Sacred Tree* to the class. Have students present some of the different ceremonies to the class.

UNIT 2

14. Foundational Objective: Describe the functions of families.

Learning Objectives:

- Summarize the importance of family life in the development of the individual.
- Recognize that family size and composition does not hinder its importance or function.
- Identify the individual needs met by families.

Activity:

Have students draw up a blueprint of their home outlining where their family does various activities. Have them attach a written description of what their family is like.

As a class have students brainstorm what their families do for them – which needs families fulfill.

Have students explain on paper how family assists with the fulfillment of each of the Six Basic Human Needs: 1. Survival, 2. Spiritual, 3. Love and Belonging, 4. Self-Power, 5. Freedom, and 6. Fun.

15. Foundational Objective: Determine the importance of family members as role models.

Learning Objectives:

- Discuss specific examples of Aboriginal family life.
- Identify similarities and differences between traditional and contemporary family life.
- Show the importance of role models to Aboriginal families.

Resource: Lesson Plan 4-12 (Appendix 8) and The Family (Appendix 9)

Activity:

Read “Cree Families” (from Appendix 8) aloud to the class.

Go over the activity (on that page) with them.

Have students do the activity from Appendix 8. Ask students to compare their family traditions to the traditions in the reading. Have them write a journal entry outlining what they felt to be the differences.

Have students brainstorm how families are today.

Have them read “The Family” (Appendix 9) and compare and contrast traditional family life and contemporary family life.

Note: Make sure to emphasize how the children learned by watching and imitating the adults and older siblings around them.

16. Foundational Objective: Recognize the importance of traditional Aboriginal family life, including the cultivation of a sense of belonging.

Learning Objectives:

- Be able to tell about the various ways in which Aboriginal people established kinship ties.
- List the benefits of traditional kinship ties.
- Be aware of the traditional roles of women and men.

Resource: Family Life (Appendix 10), Family Life (Appendix 11)

Activity:

Have students read Appendices 11 and 12.

Have them answer the following questions:

1. What were the roles of the men in traditional Aboriginal societies?
 2. What were the roles of women?
 3. How did people know they were part of a family?
 4. Who was part of a family? Clan?
 5. What benefits were there of belonging to a family?
-

17. Foundational Objective: Illustrate the importance of traditional Aboriginal family values today.

Learning Objectives:

- Identify the values that underlie traditional Aboriginal relationships.
- Describe individual and family values.

Resource: Tipi Poles and Indian Culturalism (Appendix 12)

Activity:

Go over the tipi poles and their meanings.

Have students work in pairs to go over each pole and explain what would happen to a child if that particular pole was missing. For Example: #1 is obedience; what happens to a child if they lack obedience?

Have them write a journal entry explaining the values their family finds important.

18. Foundational Objective: Understand how traditional Aboriginal child-rearing philosophies apply today.

Learning Objectives:

- Explain the importance of Elders to Aboriginal family life.
- List Aboriginal approaches to education and youth development.
- Explain the ways in which Aboriginal people nurture self-esteem.

Resource: We raised our children together (Appendix 13).

Activity:

Read Appendix 13 together as a class and have them answer the following questions:

1. Why was naming a child so significant?
2. How were children disciplined?
3. How did adults teach values to the children?
4. How did story telling help to guide the children?
5. What did the games the children played teach them?
6. What eventually replaced play for the children?

Discuss why it is important to nurture self-esteem. Please refer to “The Circle of Courage” from the Native Studies 10 Curriculum Guide for your own reference.

19. Foundational Objective: Recognize the impact of residential schools on Aboriginal family life.

Learning Objectives:

- Explain the importance of spirituality to Aboriginal family life.
- Recognize the impact of colonialism on Aboriginal family life.
- Explain how being removed from one’s family for education impacted individuals and families.

Resource: *The Sacred Tree* [book], Residential Schools [video]

Activity:

Go over First Principles and Code of Ethics in *The Sacred Tree* with the class and point out that spirituality is important to Aboriginal people, especially within their families.

Explain the concept of colonialism: “the practice or policy of a nation that rules or seeks to rule over other countries as colonies.” (Gage Dictionary, 1983) Make sure they recognize that the impacts of colonialism stem from the Europeans’ ethnocentric view towards the Indian people they encountered.

As well, explain that policies such as residential schools impacted Aboriginal people. Have students view *Residential Schools*, a documentary by CBC’s The National. Have a class discussion and list the impacts that residential schools had on Aboriginal people.

Have students write a journal entry to examine what it may have been like to be removed from their families to go to residential school.

20. Foundational Objective: Appreciate the discipline and guidance techniques of Aboriginal peoples.

Learning Objectives:

- Differentiate between traditional Aboriginal education and European education.

Combine with

21. Foundational Objective: Recognize that government policy ignored oral tradition.

Learning Objectives:

- List the changes in government policy on Aboriginal education in the 1960s.
- Understand the factors that disrupted Aboriginal education systems.
- Understand how the differences between Aboriginal and European worldviews caused conflict.
-

Resource: Chapter 6: Education and Cultural Change (Appendix 14)

Activity:

Read Chapter 6 (Appendix 14) and have students create a "t" chart outlining the aspects of traditional Aboriginal education and European education. (This may be done individually or in groups).

22. Foundational Objective: Respect the intellectual integrity of the oral tradition.

Learning Objectives:

- Understand that, with the assistance of their Elders, Aboriginal people strive to preserve their cultural knowledge.
- List some characteristics of Aboriginal Elders.
- Discuss the value of sharing knowledge orally.

Resource: The Indian Way (Appendix 15)

Activity:

Read stories from Appendix 16 orally. Ask students to tell what the grandfather and grandmother taught the children in the stories. Ask how these elders helped to preserve their cultural knowledge.

Have students list characteristics of their grandparents and Elders in the community. Have students discuss the benefits of telling stories. How do people learn from stories they are taught? Refer to the stories from Appendix 16.

23. Foundational Objective: Discover what Aboriginal people are doing to heal from the residential school experience.

Learning Objectives:

- Recognize effects of residential schools on Aboriginal people.
- Recognize the challenges residential school survivors and their families face.

Resource: *Residential Schools: Moving Beyond Survival, Parts 1 and 2* [Videos]

Activity:

Show the video *Residential Schools: Moving Beyond Survival* and have students write a journal response discussing the effects of residential schools, what the residential school survivors and their families face, as well as what they are doing to heal from these experiences. Ask the students where they think they can go from here.

24. Foundational Objective: Compare Aboriginal peoples' and European views of the land.

Learning Objectives:

- Deepen understanding of how worldview contributes to a people's view of the land.
- Recognize Aboriginal peoples' special relationship with the land.

Resource: *Time Immemorial* and/or *Blockade* [Videos] from the *First Nations The Circle Unbroken* series.

Activity:

View one of the above films and have students discuss the questions found in the teacher's guide.

25. Foundational Objective: Appreciate the historical customs of Aboriginal peoples.

Learning Objectives:

- Identify similarities and differences between personal experiences of "coming of age" and historical experiences.

Resource: *Ahtahkakoop* by Christensen

Activity:

Read chapter four from *Ahtahkakoop* and have students compare the information to their own experiences of growing up and having more responsibilities. Have them list and

explain the new responsibilities they have now compared to when they were really young.

26. Foundational Objective: Research factors that influence(d) Aboriginal housing.

Learning Objectives:

- Locate information from a variety of sources.
- Become aware of and respect specific customs and beliefs of cultural groups that may be different from personal customs and beliefs.
- Become aware of current issues that concern the integrity of Aboriginal families.

Resource: Gabriel Housing [community organization], Silver Sage [community organization]

Activity:

Have students research on the internet to answer the following questions. Ensure that they know the information they gather should be written down in point form and presented to the class.

Questions:

1. What types of environmental issues influences traditional housing?
 2. Why did the houses have to be mobile?
 3. Why were tipis circular in nature?
 4. Was there any symbolism behind the construction of their houses?
 5. What is the housing situation for Aboriginal people like today? (contact the organizations listed above).
 6. Are the conditions for housing better or worse that before?
 7. Are there any housing programs available?
 8. How can the housing situation for Aboriginal people get better?
-

27. Foundational Objective: Discover how Metis people emerged and developed.

Learning Objectives:

- Research how the Metis Nation emerged from the marriages between First Nations women and European explorers.
- Recognize how Aboriginal families were affected by the fur trade.
- Appreciate the unique familial patterns of the Metis Nation.

Resource: *The Fur Trade in Canada, an Illustrated History* by Michael Payne [Book] and/or *Riel's People, How the Metis Lived* by Maria Cambell [Book]

Activity:

Read sections of the book and have students write out how the fur trade affected the Aboriginal peoples and how the Metis emerged and developed.

UNIT 3

28. Foundational Objective: Determine how, historically, Aboriginal leaders were chosen.

Learning Objectives:

- List the criteria by which leaders are chosen.

Resource: Aboriginal Traditional Governance (Appendix 17)

Activity:

Read article together and discuss what is meant by a matrilineal society. Explain that leaders were chosen based on their experience and who was most successful at what the role was. For example, the man that was the best hunter in the tribe became the leader.

Have students brainstorm what makes a great leader. Discuss the qualities of the leader, what their role is, which groups require leaders, etc.

Have students write a journal entry discussing leadership.

29. Foundational Objective: Investigate how Aboriginal leadership is based on values that may differ from the values of Euro-Canadians.

Learning Objectives:

- Research Aboriginal leadership.

Combine with

30. Foundational Objective: Appreciate the unique political processes and structures of Aboriginal peoples. Respect that First Nations, Inuit, and Metis Nations have always had political structures designed to serve their needs.

Learning Objectives:

- Work cooperatively to enhance the learning of self and others.
- Organize information in a coherent format.
- Appreciate the unique ways in which Aboriginal peoples traditionally chose leaders.
- List the important qualities of Aboriginal leadership.

Resource: Research planning material (Appendix 18)

Activity:

Have students research Aboriginal traditional leadership. Make sure they find information on how leaders were chosen, what the criteria for leadership were, and important qualities of leaders.

After finding the information students can either orally present the information to the class or write a research report.

31. Foundational Objective: Examine the harmful effects of forced change. Know that Euro-Canadian government policies intended to 1) remove Aboriginal people from their land, 2) suppress Aboriginal nations and their governments, 3) undermine Aboriginal cultures, and 4) erode Aboriginal identity.

Learning Objectives:

- Read and summarize written material.
- Compare different political structures.

Resource: Aboriginal Land Claims (Appendix 19)

Activity:

Read the material in Appendix 19 and have students answer the questions that go with the readings. Please note that the questions are designed to enhance empathy- to get students to experience what it must have been like. Therefore, encourage students to tell what they feel either in a class discussion, in a group, or in a journal entry.

Have students choose activities from the list of Student Activities.

32. Foundational Objective: Focus attention on the legislation that affects Aboriginal peoples.

Learning Objectives:

- Summarize how policies and legislation jeopardized traditional Aboriginal governance.
- Explain how legislation discriminated against Aboriginal women.
- Recognize the intent and detriment of government assimilation policies.
- Understand how assimilation affected Aboriginal people.

Combine with

33. Foundational Objective: Recognize the effects of an imposed system of governance by examining a specific example.

Learning Objectives:

- Explore how assimilation affects people.
- Question why the government would implement assimilationist policies.

Resource: United Nations Declaration of the Rights of the Child and Life with Restrictions: The Indian Act (Appendix 20)

Activity:

Brainstorm as a class the rights and privileges they enjoy. Have them think of rights they have that they'd miss if they were taken away or that other people in other countries don't

have. (Ex: education, right to choose who they marry, right to vote, freedom of speech, etc.)

Go over the *United Nations Declaration of the Rights of the Child* and explain that the United Nations is a group of many countries that came together and they decided that these were the universal rights of children, the rights that all children should have.

Read *Life with Restrictions: The Indian Act*. Explain how the government of Canada believed that they could control First Nations people with this government policy. Go over each restriction of the Indian Act.

Have students write a journal entry on how they feel about the rights they have and to imagine living with some of the restrictions outlined in the Indian Act. Have the students think of possible effects these restrictions would have (Ex: hostility towards the oppressor).

34. Foundational Objective: Realize the devastating effects of the Residential School System.

Learning Objectives:

- Learn the means by which governments oppressed Aboriginal peoples.
- Compare an imposed education system to traditional education.
- Gain knowledge of the Residential School System from primary sources.

Resource: Residential Schools (Appendix 21)

Activity:

Have students read the chapters on Residential Schools and Education.

Ensure that the students understand that the Canadian government implemented these schools for the purpose of assimilation.

Brainstorm possible effects these schools had on Aboriginal people. Have students think about how they would feel being taken from their homes to live at their school.

35. Foundational Objective: Focus attention on the concept of contractual agreements.

Learning Objectives:

- Brainstorm the components that comprise agreements.
- Imagine situations in which agreements may be necessary.
- Discuss the consequences of breaking an agreement.
- Respect the sacredness with which treaties were signed.
- View and summarize video productions on treaty and other land agreements.
- Acknowledge the Elders' perspectives on treaty.

Combine with

36. Foundational Objective: Identify the factors that led to Aboriginal peoples losing their traditional, historical territories.

Learning Objectives:

- Focus attention on the implications, for Aboriginal peoples, of the loss of their land.

Resource: *As Long as the Sun Shines* and *A Solemn Undertaking: The Five Treaties of Saskatchewan* [Videos]

Activity:

Have students view the films from the Office of the Treaty Commissioner and have them work on activities in the Treaty kit provided from OTC

37. Foundational Objective: Recognize that Aboriginal peoples had, and have, different experiences with governments regarding their land.

Learning Objectives:

- Research a specific Aboriginal group's experience with their traditional, historical land.

Resource: Research planning material (Appendix 18)

Activity:

Following the procedures in research planning (Appendix 18), have students research one of the following groups' experience with land claim issues:

Oka Crisis - British Columbia
 Mohawks – Ontario
 Nisga'a – British Columbia
 Labrador Inuit
 James Bay – Quebec

Note: Land claims issue come to play in areas where Treaties weren't signed. The areas in Canada without Treaties are parts of Ontario, Quebec, the Maritimes, British Columbia, North West Territories, and Nunavut. Also, check the website for Indian and Northern Affairs Canada for more information.

38. Foundational Objective: Discover why Louis Riel is an important figure to Saskatchewan and Canadian history.

Learning Objectives:

- Research one aspect of Metis history..

Resource: Research planning material (Appendix 18)

Activity:

Have students write a report, using the appropriate researching methods, on Louis Riel and his contributions to the Metis people.

UNIT 4

39. Foundational Objective: Recognize how Aboriginal economies were environmentally responsible.

Learning Objectives:

- Explain Aboriginal peoples' reciprocal relationship with the environment.
- List Aboriginal peoples' contributions of food to the well-being of everyone.
- Recognize the economic contributions of Aboriginal peoples to historical and contemporary society.

Resource: *In Harmony with Nature* (Appendix 22) and *The Land* (Appendix 23)

Activity:

Brainstorm the uses of the land and natural resources as a class.

Brainstorm the things that our society does to pollute the environment.

Discuss the reasons why and how we must care for the environment (mainly so the earth will be sustained into the future for future generations). Explain that Aboriginal people are advocates for Mother Earth and have always had a reciprocal relationship with the land.

Read Appendix 22 and Appendix 23 aloud.

List ways that Aboriginal people were (and still are) environmentally responsible.

40. Foundational Objective: Recognize that Aboriginal peoples were economically self-reliant prior to European contact.

Learning Objectives:

- Communicate how the Cree adapted to environmental changes.
- Discuss how sharing was an economic necessity and a diplomatic virtue.
- Focus attention on the independence and sophistication of Cree trade systems and uses of technology.

Resource: *Economic Organization* (Appendix 24)

Activity:

Have students explain and give examples of what it means to be self-reliant.

Have students explain what being dependent on others means and possible reasons for people becoming dependent. Explain that prior to Europeans coming to North America, First Nations people were self-reliant.

Have students read Appendix 24 and answer the following questions:

1. What is needed for a society to maintain the well-being of its people?
2. What is the European model of Supply and Demand?
3. What is exploitation? How do we as Canadians exploit our Earth?
4. How did traditional First Nations and Inuit ways of consuming resources differ from a Capitalist view?

5. How was the traditional Aboriginal economy in harmony with nature?

41. Foundational Objective: Recognize that economic activity thrived prior to the arrival of Europeans.

Learning Objectives:

- Describe Aboriginal economic activity prior to the arrival of Europeans.
- Describe how Europeans adapted to Aboriginal commerce.
- List specific Aboriginal trade strategies.
- Recognize that Aboriginal peoples were astute business people and diplomats.
- Discuss Aboriginal hospitality.

Combine with

42. Foundational Objective: Recognize the impact of the post-contact economy to traditional Aboriginal societies.

Learning Objectives:

- Explain the factors that made economic transition difficult.

Resource: Other Nitsitapiksi (Appendix 25)

Activity:

Read Appendix 25 aloud and have students answer the following questions:

1. How long had the Aboriginal people been trading before the Europeans arrived?
 2. Why were treaties made prior to trading?
 3. What did the “Napikowann” (The Europeans) give in exchange for buffalo meat?
 4. What was the proper protocol for trade? Why was it considered a ceremony?
 5. How did the Europeans undermine Aboriginal leadership?
 6. How did the Aboriginal people adapt to this new trade system?
 7. What did firearms change for Aboriginal people?
 8. How did disease affect the Aboriginal people?
-

43. Foundational Objective: Illustrate the physical dexterity and mental acuity required for buffalo hunting.

Learning Objectives:

- Describe specific skills required of buffalo hunters.
- List the duties involved in butchering and preparing a buffalo.

Resource: *The Indian and the Buffalo* [book], *Age of the Buffalo* [video]

Activity:

Read the book *The Indian and the Buffalo* aloud to the students.

Have them list and discuss what they learned about hunting buffalo, the skills required for the hunt, and the duties involved from the reading.

Make sure to discuss the spiritual component involved in buffalo hunting.

View the film *Age of the Buffalo*.

44. Foundational Objective: Explain how the Metis buffalo hunt was a highly organized, democratic event.

Learning Objectives:

- Describe the Metis buffalo hunt and its regulations.

Resource: The Metis Buffalo Hunt (Appendix 26) and The Buffalo Jump (Appendix 27), *The Buffalo Hunt* [book]

Activity:

Have students read Appendix 26, Appendix 27, and *The Buffalo Hunt* and have students compare the way the Metis and First Nations hunted buffalo.

Have students illustrate what a buffalo hunt would be like according to the reading.

45. Foundational Objective: Recognize the factors that disrupted traditional Aboriginal economies.

Learning Objectives:

- List the technologies that disrupted traditional Aboriginal economies.
- Describe how different government Acts impeded Aboriginal control of their economies.
- Summarize how certain government economic projects ultimately failed.

Combine with

46. Foundational Objective: Understand that European diseases devastated entire Aboriginal populations.

Learning Objectives:

- Describe how the fur trade facilitated epidemics.
- Describe the causes for the change in relationships between Aboriginal nations.

Resource: *Partners in Trade* [video] and Teacher's Guide

Activity:

Have students view *Partners in Trade* [video].

Have students in groups create a list of luxuries such as sports cars, television, designer clothes, etc. Next to each luxury, ask them to describe the needs the items fulfill. For example, the sports car could be for social status, television for a better quality of leisure time, etc.

Have students relate these needs to those that the furs satisfied in the video.

Have them think of a time they wanted something that someone else had. Often we will trade things in order to have what we want. We must create alliances and be friends with someone before we trade or make deals with them. A lot of the time when there are partnerships and alliances they lead to conflict.

Ask students to relate this to the video. Then have them come up with the modern day equivalent to the items traded in the seventeenth century.

Note: Adapted from the Teacher's Guide.

47. Foundational Objective: Realize some of the barriers to employment for Aboriginal peoples.

Learning Objectives:

- List the obstacles to employment off reserve.
- List other barriers to Aboriginal peoples gaining employment off reserve.

Resource: Pages 355-356 in the Native Studies 10 Curriculum and Aboriginal Education (Appendix 28)

Activity:

Familiarize yourself with the reading in the Native Studies 10 Curriculum Guide beforehand. Understand that institutional racism and prejudice exist and contribute to the unemployment of Aboriginal people. Explain this to the students and then refer to Appendix 28 to indicate that another barrier is the level of education for Aboriginal people. Explain that it is crucial for our province that Aboriginal people are employed since the population is expected to rise by 30%.

Have students list the jobs that require an education. Have them list what jobs do not require an education. Have them imagine the income of each job they have listed. Go over monthly costs of rent, groceries, bills, etc. and explain that having an education and a secure job is important.

Explain how Affirmative Action assists in employment of minorities by having employments reach a quota of how many minorities they hire.

Have the students share their thoughts on this and then write a journal entry on what

barriers they see for Aboriginal people being employed and what they think needs to be done to make the situation better.

48. Foundational Objective: Realize that traditional Aboriginal skills and values are relevant to a contemporary economy.

Learning Objectives:

- Understand contemporary Aboriginal economic development and how government policy restricts it.

Combine with

49. Foundational Objective: State the importance of preserving Indigenous knowledge.

Learning Objectives:

- Recognize the scholarly contributions of Aboriginal peoples.

Resource: *Native North American Firsts*[book]

Activity:

Go over the timeline in the book *Native North American Firsts* and have students research one person who contributed greatly to Canada.

Have them find the following information:

1. Who was the person?
 2. What was their contribution to Canada?
 3. Where are they from and where in Canada was this contribution made?
 4. When was it that they contributed to Canada and when were they recognized for it?
 5. Why was their contribution important to Canada?
 6. How were their traditional Aboriginal values and skills important in creating this "first"?
-

50. Foundational Objective: Discuss the importance of Aboriginal peoples and individuals to the current economy.

Learning Objectives:

- Recognize the current and projected growth of the Aboriginal population.
- Recognize how Aboriginal economic success is beneficial to Canadian society.

Resource: Population Projections (Appendix 29)

Activity:

Go over the population projections, Aboriginal population of labour-force age and employment. Ensure that it is noted that the population of Aboriginal people is increasing and the number of employed Aboriginal people is decreasing.

Discuss with students the repercussions of this, such as Aboriginal people will be a drain on the economy due to being dependent on social programs, not contributing to taxes, etc. Other repercussions, such as increased poverty and all that comes with that such as an increase in crime, gang affiliations and activities, etc., will be factors as well.

51. Foundational Objective: Recognize ways in which work environments can be inclusive.

Learning Objectives:

- List ways to embrace a diverse work force.

Activity:

Have students list reasons Aboriginal people and non-Aboriginal people benefit from Aboriginal employment.

(Ex: role models, less poverty, etc.)

Have them list ways to make work places more inclusive.

(Ex: cultural days, have a representation of all minorities, educate staff, etc.)

Assessment Strategies

Note: Student evaluation is described at length in the document *Student Evaluation: A Teacher Handbook*, by Saskatchewan Education, (1991).

The following are some assessment tools that may be geared more towards specific Native Studies content. It is beneficial for the students in Native Studies 11 that assessment is clear, predictable, and varies in nature. Teachers should feel free to choose assessment techniques that are appropriate for their students' specific needs.

Rubric

Rubrics are a great way to assess students' work. Since rubrics are clear, they provide students with a better chance to understand what is expected of them and to see where they need to improve.

Checklist

The organization skills of students at a modified level are much of the time at a minimum. Checklists will allow the students to organize their material as well as ensure that the expectations are met.

Rating Scale

Rating scales work in the same way as checklists except for they are more specific as to the measurement and quality of the student's performance.

Websites for rubric, checklist, and rating scale makers

http://www.saskschools.ca/curr_content/aboriginal_res/

<http://teacher.scholastic.com/homepagebuilder/rubric.htm>

<http://www.ellingtonschools.org/emslibrary/teachers.htm>

<http://www.4teachers.org/techalong/erica4/>

Types of assignments for assessment purposes

Homework checks

Here the teacher periodically checks to see if the students have completed the homework assigned. A mark of completion is given when they have completed the homework.

Written Assignments

Teachers can have students produce written assignments dealing with the material to assess their understanding and learning.

Oral Presentations

Presentations allow the students to take ownership of the knowledge they are gaining. When presenting to the class, they act as the “experts” and the rest of the class learns from them. Teachers can also assess their understanding as well as their presenting/communicating skills.

Quizzes and tests

Quizzes and test allow students to show what they have learned over a period of time.

Research

Activities involving research allow for different skills such as organization, independent learning, ability to access different sources, etc. After going through a research process, teachers can assess the students’ acquisition of such skills.

Appendices

- Appendix 1- Decision-Making styles
- Appendix 2- Definitions (Bias, stereotype, etc.)
- Appendix 3- "Identity" from *Knots in a String*
- Appendix 4- Circle of Life
- Appendix 5- "Worldview" from *Aboriginal Studies 10*
- Appendix 6- List of Elders in our community
- Appendix 7- "Author's Perspectives" from *Aboriginal Studies 10*
- Appendix 8- "Chapter 4" from *The Cree People Teacher Guide*
- Appendix 9- "The Family" from *The People of the Buffalo*
- Appendix 10- Family Life
- Appendix 11- Family Life
- Appendix 12- Tipi Poles: Indian Culturalism
- Appendix 13- We Raised Our Children Together
- Appendix 14- "Chapter 6: Education and Cultural Change"
- Appendix 15- The Indian Way
- Appendix 16- Family Life
- Appendix 17- "Aboriginal traditional governance – in all shapes and sizes"
- Appendix 18- Research Project Information
- Appendix 19- Aboriginal Land Claims
- Appendix 20- United Nations Declaration of the Rights of the Child & Indian Act
- Appendix 21- Residential Schools
- Appendix 22- In Harmony with Nature
- Appendix 23- The Land
- Appendix 24- Economic Organization
- Appendix 25- "Other Nitsitapiksi"
- Appendix 26- The Metis Buffalo Hunt
- Appendix 27- The Buffalo Jump
- Appendix 28- Aboriginal Education
- Appendix 29- Aboriginal Population Projections and Employment

Appendix 1

Decision-making Styles

There are a variety of decision-making strategies. These are some of the most commonly used.

Agonizing

People using this style search for so much information that the decision gets very complex. They are in danger of becoming "lost" in the confusion.

Compliant

People using this style prefer to let someone else decide. "Whatever you say, sir."

Delaying

People using this style cannot make up their minds. "I'll do it later."

Fatalistic

People using this style believe that it does not matter what their decision is because the outcome is pre-determined by fate.

Impulsive

People using this style decide and then think about the decision later. This is perfectly acceptable in many situations, such as where to park on a busy street.

Intuitive

People using this style use more feeling than thinking. "It feels right inside so I think I'll do it." We are encouraged to "trust our feelings". Some argue that intuitive decision making is a higher order of decision making than the logical or rational style.

Paralysis

People using this style know they must decide but are so overwhelmed by the choices that they are unable to make any decision at all.

Planning

People who use this style are organized decision makers who consider alternatives before deciding. They follow a definite strategy.

Appendix 2

Definitions

Bias: A preference or inclination that leads to unfair treatment.

Stereotype: An unjustified, usually negative, mental picture of a group of people.

Prejudice: A preconceived opinion used to exclude people.

Discrimination: Unfavorable treatment based on prejudice.

Racism: Prejudice based on the belief in the superiority of one's own race.