

Public District School Board Writing Partnership

Course Profile Native Languages

Level Three
Open

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

Public District School Board Writing Teams – Native Languages

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Course Overview

Native Languages, Level 3, Open

Identifying Information

School/School District: Rainbow District School Board

Course Developer(s)

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Development Date: November 1999

Course Title: Native Languages 3

Grade: 10

Course Type: Open

Curriculum Policy Document: *The Ontario Curriculum, Native Languages, Grades 9 and 10, 1999*

Ministry Course Code: NL3

Credit Value: 1

Prerequisite: NL2, or demonstrated proficiency

Corequisite: None

Description/Rationale

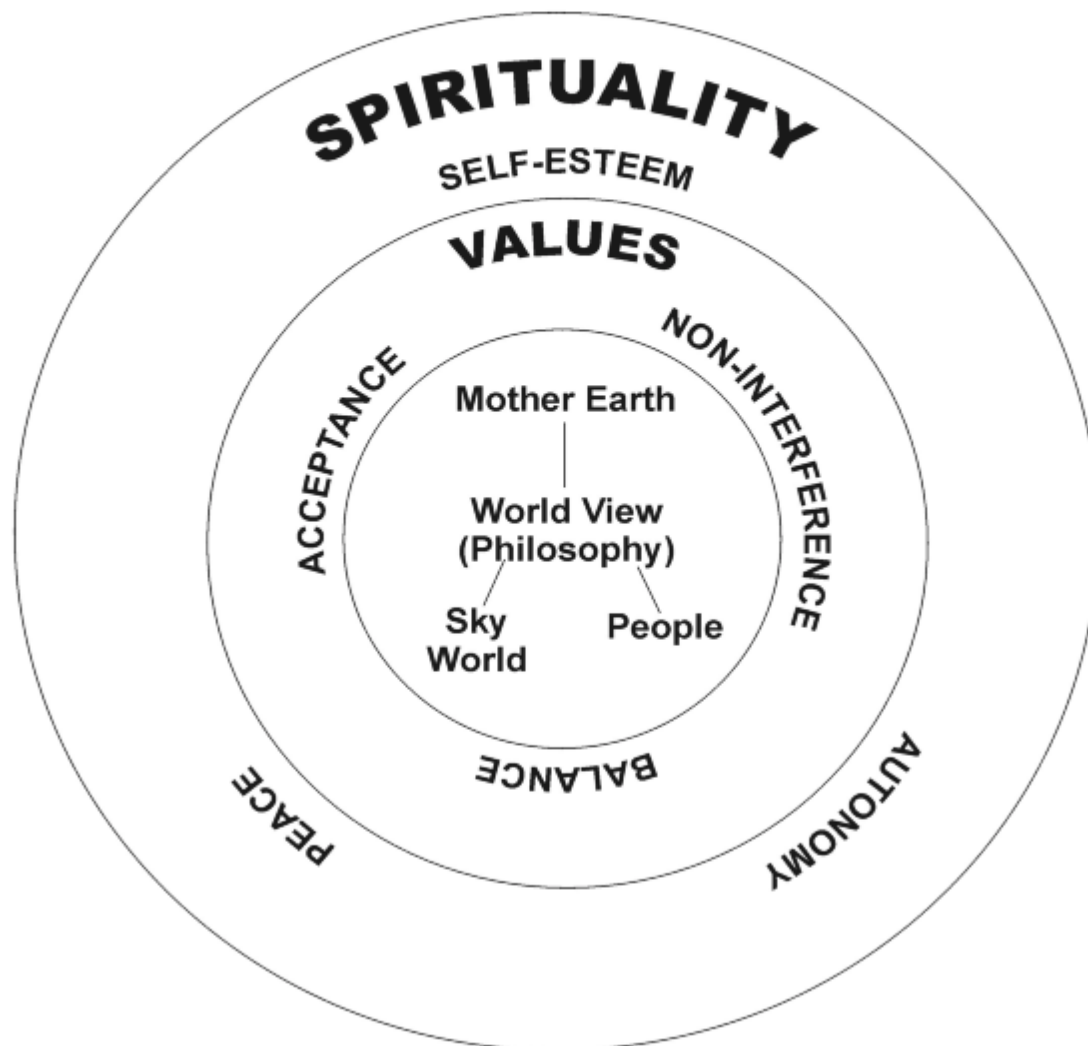
This course expands the knowledge and skills of students by learning a Native language in the cultural context from which the language originates. The suggested units build on reading, writing, and oral communication skills gained in NL2. Students will continue their acquisition of cultural knowledge based on Native spirituality, and values. Students will expand their knowledge of language structures and vocabulary, using a variety of phrases and expressions, short conversations, skits, stories, narratives, and use of information technology. While the course is developed for all language groups in Ontario, its delivery should reflect the history, cultural beliefs and practices of the local community.

Unit 5 is a summative evaluation exercise that applies skills and knowledge learned in the previous four units. Planning for unit 5 should be introduced at the beginning of the course and reviewed before each unit.

The planning framework that sets language learning in a cultural context was established in NL1 and NL2 and is included as Appendix 1-3 for convenience of the teacher. Units and activities based on the original planning framework introduced students to the Native world view and its interdependent elements that contribute to individual and collective well being. Expanding on this knowledge, NL3 explores further how values and spirituality extend from the Native world view. Figure 1 illustrates continuity in planning for previous and future courses to learn a Native language. NL3 recognizes the diversity of Native cultures, values, traditions, and local history and is to be viewed as suggested profile only.

Students use multimedia programs, design programs, and computer-assisted learning modules and communicate electronically with peers locally and globally.

FIGURE 1



Unit Titles (Time + Sequence)

Unit 1	Life Circle	25 hours
Unit 2	Communication	20 hours
Unit 3	Kinship	20 hours
Unit 4	History of Our Community	20 hours
Unit 5	Cumulative Project: Recording Native Language and Cultural Knowledge	25 hours

Unit Organization

Unit 1: Life Circle

Time: 25 hours

Description

This unit begins with a short five-hour review of previous work in NL2. Students are then introduced to concepts and language that relate to the life circle, including values, traditional teachings and how humans connect to the universe and spirituality. Learning activities include development of concrete materials to demonstrate how humans maintain balance with their environment. Students will use technology to produce a record of their experiences and research that adds to classroom resources for future use. Students will also interact with knowledgeable community members who will share their knowledge, experience, and wisdom.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: OCV.01, OCV.02, OCV.03, OCV.05, OCV.06, REV.02, REV.04, REV.05, WRV.01, WRV.02, WRV.03, WRV.04.

Specific Expectations: OC1.01, OC1.02, OC1.04, OC2.01, OC2.02, OC2.03, OC2.05, OC2.06, OC2.07, OC2.08, OC2.09, OC2.12, OC2.13, OC3.04, RE1.01, RE1.05, RE1.06, RE2.02, RE2.03, RE2.04, RE2.05, RE2.09, RE3.03, WR1.02, WR1.03, WR2.01, WR2.02, WR2.03, WR2.04, WR2.06, WR2.08, WR2.09, WR2.10, WR2.12.

Unit 2: Communication

Time: 20 hours

Description

This unit gives students the opportunity to examine the various forms and ways of communicating. Through research and with the assistance of knowledgeable community members, the students will explore communication through music, art, symbols, and other forms of non-verbal communication. Contributions of Native People in communication, such as code talkers, sign language and bell rocks, will also be explored.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: OCV.01, OCV.02, OCV.03, OCV.04, OCV.05, OCV.06, OCV.07, REV.01, REV.02, REV.03, REV.04, REV.05, REV.06, WRV.01, WRV.02, WRV.03, WRV.04.

Specific Expectations: OC1.01, OC1.02, OC1.04, OC1.05, OC2.01, OC2.02, OC2.03, OC2.07, OC2.08, OC3.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.06, RE2.02, RE2.03, RE2.04, RE2.08, RE2.09, RE3.03, RE3.04, WR1.01, WR1.02, WR1.03, WR2.01, WR2.03, WR2.04, WR2.06, WR2.10, WR2.11, WR2.12, WR3.01, WR3.03.

Unit 3: Kinship

Time: 20 hours

Description

This unit gives students the opportunity to explore language that relates to the clan and family system, their function and their responsibility to maintain the philosophy, spirituality, and values of Native culture. Students will create a family tree, thereby acknowledging how self-esteem and identity as a Native person is strengthened by his place in the family and community. During this activity to research their family tree, students will also be guided to document language and local history that relates directly to their family or clan. Use of computers to complete unit activities will enhance students technology skills.

Strands(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: REV.04, OCV.01, OCV.03.

Specific Expectations: OC1.03, OC2.03, OC2.09, OC2.12, OC3.03, RE1.06, RE2.07, RE3.01, WR2.01, WR2.03, WR2.12, WR2.09, WR2.10.

Unit 4: History of Our Community

Time: 20 hours

Description

Based on the knowledge and language skills acquired in the previous study of kinship, students will continue their research into the history of their community. Students will be required to complete a historical project which will include maps, interviews, archives of photos, landmarks, narratives of local heroes, folk stories, and artifacts. They will also be required to maintain their journal which may include new vocabulary and language patterns. At the end of this unit the students will present their project to their peers. Students will save their projects and display them during the annual celebration of Aboriginal Solidarity Day.

Strands(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: REV.05, OCV.05, WRV.03.

Specific Expectations: OC1.05, OC2.04, OC2.07, OC2.13, OC3.01, RE1.03, RE2.05, RE2.06, RE3.03, WR1.02, WR2.01, WR2.09, WR3.02.

Unit 5: Cumulative Project: Recording Native Language and Cultural Knowledge

Time: 25 hours

Description

Using the skills and concepts learned in the first four units, students will develop a multi-level project with a focus on maintaining the life circle, emphasizing philosophy, spirituality, and values. The purpose of the unit is to organize, develop, and produce language resource material for future use in the school and community. The finished project can be a combination of written report, a hands-on language demonstration, audio cassette, CD-ROM/RW, or an illustrated/pictorial history.

Strands(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: REV.06, OCV.06, WRV.04.

Specific Expectations: OC2.01, OC2.05, OC2.11, OC3.04, RE1.05, RE2.08, RE2.09, WR2.02, WR2.05, WR2.07, WR2.10, WR2.11, W3.03.

Course Notes

This course builds on the concept established in previous course profiles that Native world view is expressed through Native language. Students continue to study language related to the cultural context which includes people, Mother Earth, Sky World, and Messengers. In NL3 students examine more closely the values and spiritual principles - caring, respect, strength, honesty, humility, bravery - that is the basis for the philosophy or world view. Local history and traditional teachings rich in values education can be researched such as the Seven Grandfathers (Ojibwe) or the Good Message (Hodinohso:ni). This course is interdisciplinary to subject areas such as art and technical studies since students complete several “hands on” projects related to music, visual arts and, woodworking.

The prior knowledge required for this course is found in *The Ontario Curriculum, Native Language, Grades 1-8; and Grade 9-10: Native Languages*. Specifically, the expectations for Native Language at the elementary level are organized into three strands that correspond to the three main areas of language use, those being Oral Communication, Reading, and Writing. Language learning at the secondary level is extended based on the same three curriculum strands. Students coming to this course will have completed NL2 or a teacher-designed proficiency test. If a student with no prior course work in Native language enters study at a senior level, a proficiency test will be required to place the student at the appropriate level. For example, a Grade 12 student will not automatically be placed in NL5.

Although First Nations communities are moving toward building their own high schools, secondary education for the most part is delivered to on-reserve Native students in provincially funded schools. As well, increasing numbers of Native students in urban areas seek school experiences that will connect learning directly to the culture, history, and traditions of their home communities. In this setting, there are special considerations. A learning environment reflective of the total student enrolment can enhance identity of Native students but in addition, all students can gain awareness of Native culture through the study of language. This course offers an opportunity to prepare all students to live harmoniously in a multi-cultural society. The teacher as role model for affirming the value of language learning, efficient study habits, and sound organization skills remain consistent. For Native students in Native high schools, the course can guide the study of language through local culture in greater depth and detail.

Teaching approaches for this course allow teachers to introduce language through a variety of learning experiences. Independent study and research enhances critical thinking skills, while outdoor education strategies encourage student awareness of the abundance of community resources. Because local history is featured in several activities, teachers are encouraged not only to seek out local community members who are knowledgeable in language and culture but also to include those who can share their experiences in historical topics being discussed. This practice fosters student use of primary historical data and also ensures that a variety of perspectives are made available to students.

The specialty of Native language teaching is growing continuously therefore ongoing professional development for the teacher to successfully deliver this course is a necessity. Professional development that promotes use of technology can greatly benefit students. Teachers can enable students to learn a Native language using technological skills transferable across their academic career. For example, skills acquired through computer and Internet use, or the use of technological equipment, are invaluable to producing research and computer generated reports in subjects additional to Native language.

Note: It should be clearly stated that although the learning activities in each unit are explained in English, the teaching and learning application is always in the Native language. Some activities may require partial explanation in English but it is expected that teachers will direct learning appropriately to Native language vocabulary and grammatical patterns. Teacher can prepare for each unit by carefully previewing all activities since some are summative in nature built on skills and concepts previously introduced.

The listing of required resources for this course is organized to be teacher friendly. The resource list included in the Course Overview summarizes at a glance specific resources required to teach the total course. Teacher preparation is better facilitated through use of the summary list thereby eliminating the task of searching the document activity by activity to determine resource requirements. Unit and activity resource lists reference KEN-TA-SOO-WIN, the Language Database published by ZA-GEH-DO-WIN which contains resources listed in the Course Overview summary and much more. The Native Language Database references publications and materials for all Native languages in Ontario. To increase availability of published materials related to Native language learning, student projects can be collected and added to classroom resources for future use.

Formative evaluation occurs daily as teacher and peers listen for correct intonation and enunciation of the spoken language. Unit 5 is intended as the final summative evaluation exercise; it should be introduced in the first week of the semester with specific deadlines given for the completion of each activity, including an overview of the project, so students will know what is required in each phase. This unit is the central theme for the entire semester.

Teaching/Learning Strategies

The following strategies are suggestions only. Teachers can choose additional strategies.

- brainstorm
- Bring and Brag
- class discussion
- collaborative work with elementary students
- computer posters
- conferencing
- conversation duos
- designing a calendar
- direct instruction
- field trips
- flash cards
- grammar exercises
- group work
- illustrating a story
- independent study
- interviewing
- journal writing
- knowledgeable community people
- lexicon chart
- lexicon/word list development
- listening centre and activities
- local radio or TV presentations
- map making
- opening a meeting or social
- oral presentation
- PA announcements
- personal word lists
- photography
- poster making
- research using various sources (e.g., reference materials, the Internet)

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- skits/role play
 - storytelling
 - story writing
 - talking circle
 - team building
 - translation exercises
 - triads, pairing
 - vocabulary lists
 - vowel sound chart
 - word games
 - word drill
 - writing a script

Assessment and Evaluation

On the first day of classes, the teacher provides students with an overview of assessment and evaluation strategies that will be used for the total course. In addition, at the start of each unit the teacher provides students with an outline of the assessment and evaluation strategies for that unit. The following is a summary of strategies that may be used for the course.

Personal Communication

- peer evaluation
- pronunciation and usage
- learning and reflective journal
- portfolio
- paper and pencil tests
- prayer/thanksgiving development
- oral quizzes
- self assessment
- reading and listening response
- student/teacher conference
- summary quizzes
- unit tests

Observation

- class discussion
- observe work in groups
- formal/informal observation
- presentation of media project

Performance Assessment

- oral presentation
- poster production
- personal word journal
- reading syllable separations
- skits/role play
- making an audiotape

Assessment Tools

- student contracts
- feedback tapes
- grammar checklists
- rubrics
- anecdotal comments

Accommodations

It is Ontario policy that special needs students need also to be accommodated with individual learning strategies and special attention given to assessment for them to facilitate their learning experience. (See *Considerations for Program Planning, Education for Exceptional Students*, Ministry of Education and Training document, *Program Planning and Assessment*. See also section 5.4.3; 5.4.4; 5.4.4.2, and 5.5 of Ministry of Education and Training document, *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*). The accommodations listed below are suggestions only.

Purpose	Sample Accommodation
Presentation of Lesson	<ul style="list-style-type: none">• use a visual organizer• incorporate several senses in presentation• provide written lists, reminders of content
Research	<ul style="list-style-type: none">• pair students for reading activities• divide group tasks according to strengths and abilities• have students tape interviews, stories, or presentations• list key questions to guide reading
Recording	<ul style="list-style-type: none">• provide copies of notes• have students make copy with NCR (carbonless) paper
Assignments	<ul style="list-style-type: none">• provide a template for responding• encourage computer use for written work• use pictures, diagrams, charts to guide oral and/or written work• allow taped or oral presentation

Resource Summary

Language References

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Adapting Existing Resources

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OSS Policy Applications

Native Language 3 is an open course set out in the policy document, *The Ontario Curriculum, Grades 9 and 10, Native Languages* (1999). To review expectations for this course and prior knowledge required for student success, teachers will also review the curriculum documents for Native Languages Grades 1 to 8. Teachers will be responsible to review necessary language structures based upon ongoing assessment.

For those schools which do not offer Native Language courses, Native Language 3 is designed so that some units can be integrated into a Native Studies course. In this way students will have an opportunity to learn language even if in a limited way.

It will be the responsibility of teachers to ensure that the principles of anti-discrimination cited in the OSS Policy are adhered to for this course. In addition, teachers and their principals will incorporate Ministry directives concerning violence prevention education into course teaching and learning experiences. All students will have equal opportunity to achieve their full potential in a safe learning environment that fosters self worth and positive self-image.

Knowledge and skills acquired by students in this course will be applicable to practical learning situations within and beyond the school. For example, co-operative education and work experience can be planned in conjunction with, or as part of this course. Placements in Native language schools, day cares, radio stations and other work places that promote Native language usage, will assist students to apply classroom knowledge to practical situations. Students will see the relationship between the curriculum and opportunities for post secondary education, apprenticeship and the work place.

This course will assist students to meet guidance and career education goals outlined in *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. The emphasis in this course on skills and knowledge related to personal reflection and interdependence of all living things will assist students to make long and short term decisions for social and career goals. Students will apply personal and interpersonal skills learned in the course to develop sound study habits and interpersonal relationships for living in today's world.

The expectation for technological literacy by secondary school graduation is a challenge met by students at all grade levels. This course is designed so that teaching and learning strategies allow students to understand the impact of technology and gradually introduces use of computers and other technological tools such as video cameras and tape recorders in various applications. Guidance for students to critically examine the contents of technological information and its safe and ethical use will be the responsibility of the teacher. Participation in technological applications can be of particular importance for exceptional students and teachers should account for it in course planning. If schools are not equipped with required technological tools, it may be necessary to build school - community partnerships into the curriculum or substitute with tools that are readily on hand.

This course can be offered to adult learners who wish to acquire facility in a Native language of their choice. In addition, this opportunity for continuing education allows adult learners to acquire a credit(s) based on part-time or short-term study leading to a secondary school diploma.

Course Evaluation

This course should be evaluated on an ongoing basis by teachers and students. Outcomes, activities, and resources can be assessed by students through a simple questionnaire or oral feedback. At the end of the course, students must have the opportunity to evaluate the effectiveness of the course in meeting their needs as learners. As well as collecting data from their students, teachers should record their own observations about how content and activities assisted students to meet course outcomes and achievement levels; the amount of class time s/he spends speaking; and the time spent on teacher-directed learning. The teacher should also observe the ratio of lessons and activities focussed on each of the four language skills. A checklist can help teachers to keep a balance between types of activities.

Course content, instructional strategies, and assessment procedures can be periodically reviewed based on results from formative assessment, such as conducting an interview; reciting a story; and group discussion that support language pronunciation; vocabulary usage; comprehension; and fluency. Summative evaluation of students, such as vocabulary checklists, word games, and unit quizzes can also be used to evaluate the effectiveness of the course.

Coded Expectations, Native Languages, Level 3, LNA CO – LNO CO

Oral Communications

Overall Expectations

OCV.01

- demonstrate listening skills in a variety of situations;

OCV.02

- converse on familiar and new topics in structured and open-ended situations;

OCV.03

- communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

OCV.04

- demonstrate an understanding of language structures and vocabulary in a variety of contexts;

OCV.05

- use various forms of communication to express Native philosophy;

OCV.06

- demonstrate an understanding of the oral traditions of the language under study;

OCV.07

- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking

OC1.01

- analyse information presented orally;

OC1.02

- summarize the essential parts of a narration or discussion;

OC1.03

- distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/suffix, fact/opinion);

OC1.04

- demonstrate an understanding of Native philosophy;

OC1.05

- demonstrate an understanding of the history of the Native language under study.

Use of Words and Language Structure

OC2.01

- use refined pronunciation and intonation;

OC2.02

- express ideas (e.g., thoughts, feelings, experiences) using a variety of expanded language structures;

OC2.03

- converse using simple, compound, and some complex sentences;

OC2.04

- use a wide range of greetings for many social occasions;

OC2.05

- follow instructions from a detailed oral description;

OC2.06

- give a precise oral description of a plan or instructions;

OC2.07

– speak confidently in various situations;

OC2.08

– use a growing range of vocabulary on a variety of topics;

OC2.09

– describe in detail something they have observed or experienced;

OC2.10

– participate in word games using the Native language;

OC2.11

– represent and interpret a character in a class production of a skit with a Native theme;

OC2.12

– use interviews with elders or relatives to construct a family or community history and present findings to class peers;

OC2.13

– retell Native legends, stories, and community histories with accuracy.

Media Communication Skills**OC3.01**

– use information technology to: – produce and record short skits depicting a Native event;

OC3.02

– use information technology to: – prepare and present weather or news reports;

OC3.03

– use information technology to: – make announcements in a Native language (e.g., on the school's public address system, at Native events, on local radio broadcasts);

OC3.04

– use information technology to: – communicate in a Native language with other students.

Reading**Overall Expectations****REV.01**

• read passages on familiar and unfamiliar topics and infer the meaning of new words and language patterns in those passages;

REV.02

• identify language patterns and vocabulary that have been learned through oral work;

REV.03

• read for a variety of purposes;

REV.04

• demonstrate comprehension of a variety of reading materials;

REV.05

• demonstrate an understanding of the history of the Native language under study;

REV.06

• use information technology to communicate in a Native language.

Specific Expectations**Reasoning and Critical Thinking****RE1.01**

– distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/ suffix, fact/opinion);

RE1.02

– identify the main ideas and supporting details in familiar and new reading materials;

RE1.03

– compare ideas, characters, events, and language conventions in various texts;

RE1.04

– compare the writing systems of two Native linguistic groups;

RE1.05

– interpret multiple-episode stories;

RE1.06

– translate passages with the assistance of a dictionary or word list.

Use of Words and Language Structures**RE2.01**

– read aloud familiar and new materials in a way that communicates meaning;

RE2.02

– demonstrate an understanding of basic and new vocabulary in texts;

RE2.03

– read independently using several strategies (e.g., context, language patterns, form, graphic symbols) to determine the meaning of new vocabulary;

RE2.04

– identify different grammatical forms in text;

RE2.05

– follow detailed written instructions;

RE2.06

– read six to eight texts of different forms (e.g., short essays, stories, legends, journals, media works) containing basic and new vocabulary;

RE2.07

– extract material from texts to support arguments or substantiate facts;

RE2.08

– make judgements and draw conclusions about content using information from a text;

RE2.09

– demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., summarizing the content, asking and responding to questions, analysing the text, expressing opinions on the text, comparing two texts).

Media Communication Skills**RE3.01**

– use information technology to: – locate information on the history and writing system of the language under study;

RE3.02

– use information technology to: – locate reading material in the Native language;

RE3.03

– use information technology to: – communicate in a Native language with other students.

Writing**Overall Expectations****WRV.01**

• express ideas in writing, using familiar and new vocabulary and language structures;

WRV.02

• demonstrate creativity and clarity in the communication of ideas, feelings, and information;

WRV.03

- demonstrate accuracy in writing and a knowledge of linguistic conventions;

WRV.04

- use information technology to communicate in a Native language;

REV.01

- read passages on familiar and unfamiliar topics and infer the meaning of new words and language patterns in those passages;

REV.02

- identify language patterns and vocabulary that have been learned through oral work;

REV.03

- read for a variety of purposes;

REV.04

- demonstrate comprehension of a variety of reading materials;

REV.05

- demonstrate an understanding of the history of the Native language under study;

REV.06

- use information technology to communicate in a Native language.

Specific Expectations**Reasoning and Critical Thinking****RE1.01**

- distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/ suffix, fact/opinion);

RE1.02

- identify the main ideas and supporting details in familiar and new reading materials;

RE1.03

- compare ideas, characters, events, and language conventions in various texts;

RE1.04

- compare the writing systems of two Native linguistic groups;

RE1.05

- interpret multiple-episode stories;

RE1.06

- translate passages with the assistance of a dictionary or word list.

Use of Words and Language Structures**RE2.01**

- read aloud familiar and new materials in a way that communicates meaning;

RE2.02

- demonstrate an understanding of basic and new vocabulary in texts;

RE2.03

- read independently using several strategies (e.g., context, language patterns, form, graphic symbols) to determine the meaning of new vocabulary;

RE2.04

- identify different grammatical forms in text;

RE2.05

- follow detailed written instructions;

RE2.06

- read six to eight texts of different forms (e.g., short essays, stories, legends, journals, media works) containing basic and new vocabulary;

RE2.07

– extract material from texts to support arguments or substantiate facts;

RE2.08

– make judgements and draw conclusions about content using information from a text;

RE2.09

– demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., summarizing the content, asking and responding to questions, analysing the text, expressing opinions on the text, comparing two texts).

Media Communication Skills**RE3.01**

– use information technology to: – locate information on the history and writing system of the language under study;

RE3.02

– use information technology to: – locate reading material in the Native language;

RE3.03

– use information technology to: – communicate in a Native language with other students.

Writing**Overall Expectations****WRV.01**

• express ideas in writing, using familiar and new vocabulary and language structures;

WRV.02

• demonstrate creativity and clarity in the communication of ideas, feelings, and information;

WRV.03

• demonstrate accuracy in writing and a knowledge of linguistic conventions;

WRV.04

• use information technology to communicate in a Native language.

Specific Expectations**Reasoning and Critical Thinking****WR1.01**

– paraphrase sentences or parts of sentences that cannot be translated literally from English;

WR1.02

– organize writing around a logical sequence of events;

WR1.03

– demonstrate an understanding of word order and its relation to a Native world view.

Use of Words and Language Structures**WR2.01**

– write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

WR2.02

– use familiar and new combinations of writing patterns and vocabulary in a variety of forms (e.g., stories, journals, skits, articles, notes, lists, book reports, and news articles);

WR2.03

– communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.04

– use correct spelling of basic and new vocabulary;

WR2.05

– organize information into paragraphs that contain a main idea and related details;

WR2.06

– use resources to check the spelling and meaning of new words;

WR2.07

– produce various extended pieces of writing using a variety of forms;

WR2.08

– use a variety of regular and irregular verbs correctly;

WR2.09

– write descriptions, using adjectival constructions correctly;

WR2.10

– use various research techniques to locate information to include in a written report;

WR2.11

– use all the steps of the writing process to produce a written product that has been edited, proofread, and revised;

WR2.12

– use grammar, language conventions, and vocabulary appropriate to this course.

Media Communication Skills

WR3.01

– use information technology to: – edit with peers;

WR3.02

– use information technology to: – heighten language awareness in the community (e.g., through the use of the Native language in posters, at public events, for school announcements);

WR3.03

– use information technology to: – communicate in a Native language with other students.

Unit 1: Life Circle

Time: 25 hours

Unit Developer(s):

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe
Dawna LeBlanc, Wikwemikong Board of Education, Odawa/Ojibwe
Gloria Thomas, Six Nations of the Grand River, Onondaga

Development Date: November 1999

Unit Description

This unit begins with a short five-hour review of previous work in NL2. Students speak, listen, read and write in the native language. Students are then introduced to concepts and language that relate to the life circle, including values, traditional teachings and how humans connect to the universe and spirituality. Learning activities include development of concrete materials to demonstrate how humans maintain balance with his environment. Students will use technology to produce a record of their experiences and research that adds to classroom resources for future use. Students will also interact with knowledgeable community members who will share their knowledge, experience, and wisdom.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: OCV.01, OCV.02, OCV.03, OCV.05, OCV.06, REV.02, REV.04, REV.05, WRV.01, WRV.02, WRV.03, WRV.04.

Specific Expectations: OC1.01, OC1.02, OC1.04, OC2.01, OC2.02, OC2.03, OC2.05, OC2.06, OC2.07, OC2.08, OC2.09, OC2.12, OC2.13, OC3.04, RE1.01, RE1.05, RE1.06, RE2.02, RE2.03, RE2.04, RE2.05, RE2.09, RE3.03, WR1.02, WR1.03, WR2.01, WR2.02, WR2.03, WR2.04, WR2.06, WR2.08, WR2.09, WR2.10, WR2.12.

Activity Titles (Time + Sequence)

Activity 1.1	Interconnectedness between Man and Man	225 minutes
Activity 1.2	Interconnectedness between Man and Nature	225 minutes
Activity 1.3	Interconnectedness between Man and Plants	225 minutes
Activity 1.4	Interconnectedness between Man and Animals	225 minutes
Activity 1.5	Interconnectedness between Man and Spirituality	225 minutes
Activity 1.6	Hands-on Activity	225 minutes
Activity 1.7	Class Presentation	150 minutes

Unit Planning Notes

- Request a bulletin board.
- Prepare a unit review which should include language structures and language patterns, nouns, verbs, pronouns, particles, etc.
- Identify language structure to be used and practised throughout the unit.
- Organize and set up a student portfolio filing system.
- Prepare an information poster describing the use and format of a personal journal.
- Prepare a preliminary list of knowledgeable community members and historical sources in the community and surrounding areas.
- Research and gather reference books on traditional lifestyles.

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- Make a banner on Chief Seattle’s quote and display in a prominent place.
 - Chief Seattle’s speech can be found on the Internet by typing “Chief Seattle” in the Search engine window.
 - Acquire and display a syllable chart/syllabic chart.
 - Identify all the audio-visual equipment available in the school and familiarize yourself in its operation and use.
 - Meet and introduce the Native Language curriculum to other teachers, especially the Computer, Science, Art, and Family Studies teachers, and discuss areas of potential collaboration.
 - Be familiar with the use of computer technology and available software.

Prior Knowledge Required

- NL2 or demonstration of required proficiency;
- sound knowledge of language patterns, including proficient skills in reading and writing.

Teaching/Learning Strategies

- Brainstorming
- Buddy System
- Collaborative/Co-operative Learning
- Direct Instruction
- Discussion
- Field Trip
- Guest speaker/Knowledgeable Community Members
- Homework
- Independent Study
- Individualized Reading
- Inquiry
- Interview
- Journal Writing
- Model Making
- Oral Explanation
- Prompts
- Reading Response
- Research
- Sketching to Learn
- Using appropriate language structures in oral and written communication

Assessment and Evaluation

Assessment strategies should match achievement levels for knowledge/understanding, thinking/inquiry, communication, and application. A sample rubric is included as an appendix (5.2) to illustrate the connection between assessment strategies listed here and levels of achievement.

- Portfolios
- Formal and informal observation
- Assess presentation materials using a rubric
- Grammar checklist
- Pronunciation and language structure
- Anecdotal notes

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- Oral quizzes
 - Personal Journal
 - Checklist

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 1.1: Interconnectedness between Man and Man

Time: 225 minutes

Description

During the first five hours of the review, the students will be given the course outline and an explanation will be provided on the expectations, assignments and assessment strategies for the full course. The teacher will distribute the prepared review of previously learned language structures and language patterns, research and interview methodologies and strategies, and a systematic process on how to identify resources and knowledgeable community members in the community or surrounding areas. Students will be encouraged to maintain a personal journal and the use of Portfolios will be explained. In this activity the students will discuss how Man needs Man, both in the traditional and contemporary lifestyles. They will select two communities and make a comparative chart, either using a Venn Diagram or a T-chart (Appendix 1.1), on how these two communities interact and connect with each other.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - converse on familiar and new topics in structured and open-ended situations;

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

OCV.05 - use various forms of communication to express Native philosophy;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

REV.05 - demonstrate an understanding of the history of the Native language under study;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;

WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

OC1.02 - summarize the essential parts of a narration or a discussion;

OC1.04 - demonstrate an understanding of Native philosophy;

OC2.01 - use refined pronunciation and intonation;

RE2.02 - demonstrate an understanding of basic and new vocabulary in texts;

RE2.04 - identify different grammatical forms in text;

WR1.03 - demonstrate an understanding of word order and its relation to a Native world view;

WR2.01 - write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

WR2.02 - use familiar and new combinations of writing patterns and vocabulary in a variety of forms (e.g., stories, journals, skits, articles, notes, lists, book reports, and news articles).

Planning Notes

- Request a bulletin board for displays.
- Collaborate with other teachers to integrate activities and assignments.
- Gather graphic resources on communities, e.g., a traditional Aboriginal village, a contemporary community map.
- Prepare a list of language terminology that addresses the connectedness of two communities, e.g., marriage from community to community, sharing of hunting and fishing territories, trading, traditional ceremonies/gatherings, services and names of service providers, treaties.
- Prepare language structures and language patterns to be introduced in this activity, and used throughout the unit, e.g., verbs, nouns, tenses, complex/compound sentences.
- Organize and set up a student portfolio filing system.
- Have adequate classroom supplies available, e.g., flipchart paper, markers, file folders.
- Be familiar with available visual aid materials and technology.

Prior Knowledge Required

Students should:

- have ability to converse and the ability to write compound sentences;
- know history of Aboriginal people;
- be familiar with the portfolio system;
- have experience in creating displays;
- know the Native philosophy on the concept of the “Good Mind.”

Teaching/Learning Strategies

1. In the initial contact with students, informally assess students’ oral communication skills through informal conversation. Students should be able to converse in complete sentences using the appropriate intonations and language structure. This conversation could include introductions or class rules and routines.
2. After introductions and a brief conversation, distribute the course outline and explain the expectations, assignments, and assessment format to the students. Students will be informed of the availability of media production resources, the names of the contact individuals, and the rules and responsibilities associated with this equipment.
3. Introduce the concept of connectedness, how people depend upon each other, using proper terminology. Draw a comparative diagram using the two headings of “Traditional” and “Contemporary.”
4. Display resource pictures and share an example in each heading.
5. Ask students to brainstorm on the interactions that occur within the human race and provide prompts as the need arises.
6. Either identify a competent student to volunteer to write the suggestions in the language or the teacher will write them.
7. Display the sheet in a prominent location for later reference.
8. Have the students copy the Comparative Chart into their journals and reflect on the process and language, and add additional information.

Assessment/Evaluation Techniques

Personal Communication

- pronunciation and usage
- learning and reflective journals
- listening response
- formal/informal observation

Assessment Tools

- anecdotal notes

Accommodations

- Provide written course outline including expectations, assignments and assessment format.
- Have students tape the brainstorming for easy reference.
- Have one of the students make a copy of the comparative chart using NCR (Non-Carbon Required)/carbonless paper.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 1.2: Interconnectedness between Man and Nature

Time: 225 minutes

Description

Chief Seattle stated that “*The earth does not belong to man; man belongs to the earth. All things are connected like the blood which unites one family. All things are connected. Whatever befalls the earth befalls the sons of the earth. Man did not weave the web of life; he is merely a strand in it*”. During this activity, students will discuss how people are connected and dependant upon Nature, especially the animals and the cosmic world. In their discussion, students will identify the actions of teachings and how Man demonstrates respect for Nature. Students will create a comparative chart for future use and will create an individual visual presentation of one teaching using art media.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - converse on familiar and new topics in structured and open-ended situations;

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

OCV.05 - use various forms of communication to express Native philosophy;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information;

WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

OC1.01 - analyse information presented orally;

OC1.04 - demonstrate an understanding of Native philosophy;

OC2.07 - speak confidently in various situations;

OC2.09 - describe in detail something they have observed or experienced;

RE2.02 - demonstrate an understanding of basic and new vocabulary in texts;

RE2.03 - read independently using several strategies (e.g., context, language patterns, form, graphic symbols) to determine the meaning of the new vocabulary;
WR1.03 - demonstrate an understanding of word order and its relation to a Native world view;
WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;
WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Nature is defined as all things in the world except those made by man, and cosmic is the universe except the world.
- Prepare a list of key words, either as a personal reference or one to be distributed to students.
- Gather samples of Native art, either from calendars or art magazines.
- Insure that art supplies are available.
- Display pictures of teachings (Seven Grandfathers/Good Message) in the classroom or bulletin board.
- Make a sample of a circular food cycle that includes: man → animal → plant → soil →.
- Prepare language structures and language patterns to be introduced in this activity, and used throughout the unit, e.g., verbs, nouns, tenses.
- Have adequate classroom supplies available, e.g., flipchart paper, markers, file folders.
- Invite two local artisans, one artist and one sculptor, to talk to students on how they begin their art, how they interpret it, and what preparations are needed.
- Meet with the artists to discuss the purpose of the presentation and the importance of the teachings regarding Nature and the Cosmic World.
- Collaborate with the art teacher to complete the work in their art class.

Prior Knowledge Required

Students should:

- know some words referring to Nature and the Cosmic World;
- be aware of/know the traditional teachings involving the respect deemed to the different aspects of Nature and the Cosmic World;
- be aware of the use and care of art material.

Teaching/Learning Strategies

1. Define and discuss the concept of Nature and the Cosmic World.
2. Referring to the previous comparative chart on the connectedness of Man, have a short discussion with the students on how Man and Nature, and Man and the Sky (cosmic) World are connected. With this connection comes appropriate teachings and how these teachings serve many different purposes, one being the survival of the species. Discuss how these teachings are manifested. Students may also include the legends or stories involved.
3. Show the sample of a Food cycle as described in the Planning Notes. Ask students to identify other ways that man depends on the nature and the Sky World, both in traditional and contemporary lifestyles.
4. Have students complete a page depicting a cycle of connection to be included in their portfolios. Students can do more than one but will hand in the best one for their portfolios.
5. Discuss some of the teachings and ceremonies associated with the two topics, Nature and Sky World. For instance, the giving of tobacco for Nature's gifts received or used, the meaning of the month cycles, the divisions of the seasons, etc.
6. Display some of the Native art collected that deals with respecting Nature and the Sky World. Have a short discussion on the possible interpretations. Depending on the student's exposure to traditional teachings, interpretations may vary. Accept all answers.

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7. Have the two artists do a presentation on their work, how they find topics to paint and sculpture, what materials are needed, and how they prepare.
 8. Distribute sketching papers and instruct students to begin their planning.
 9. Inform students that the art will continue in the art class and that the art teacher is aware of the purpose of the activity.
 10. Remind students to write their reflections of the artists' presentations in their journals for homework.

Assessment/Evaluation Techniques

Personal Communication

- pronunciation and usage
- learning and reflective journal
- portfolio
- listening responses

Observation

- class discussion
- informal observation

Performance Assessment

- picture production

Assessment Tools

- checklist
- anecdotal notes
- rubric

Accommodations

- Use a visual organizer.
- Ensure that the students can hear the presenters.
- Have a peer make a copy with NCR (No-carbon required)/carbonless paper.
- Provide appropriate art supplies and material.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 1.3: Interconnectedness between Man and Plants

Time: 225 minutes

Description

Referring to the previous activity and the comparative chart, the students will focus on Man's relationship with plants. Students will be grouped and each group will plan and create an activity that either celebrates Man's respect for plants or recognizes Man's responsibility to plants. These productions will be displayed in a prominent position in the school with appropriate messages.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

- OCV.01 - demonstrate listening skills in a variety of situations;
- OCV.05 - use various forms of communication to express Native philosophy;
- OCV.06 - demonstrate an understanding of the oral traditions of the language under study;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;
- WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information.

Specific Expectations

- OC2.01 - use refined pronunciation and intonation;
- OC2.03 - converse using simple, compound, and some complex sentences;
- OC2.06 - give a precise oral description of a plan or instructions;
- OC2.08 - use a growing range of vocabulary on a variety of topics;
- RE2.05 - follow detailed written instructions;
- WR1.02 - organize writing around a logical sequence of events;
- WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;
- WR2.06 - use resources to check the spelling and meaning of new words;
- WR2.09 - write descriptions, using adjectival constructions correctly.

Planning Notes

- Prepare a list of language terminology that addresses the connectedness of Man and plants, e.g., medicines, food, gardens, oxygen, decorations, and household tools.
- Prepare language structures and language patterns to be introduced in this activity, and used throughout the unit, e.g., verbs, nouns, tenses.
- Have adequate classroom supplies available, e.g., flipchart paper, markers, file folders.
- Have proper planting equipment ready for students use, such as, potting soil, planting pots or terrariums made from recyclable material, dried plants.
- Collaborate with the science and computer teachers.
- Prepare for the purchase of additional material.

Prior Knowledge Required

Students should:

- have experience in creating displays;
- have some knowledge in the requirements and care of plants;
- know the names of local plants, both domestic and medicinal;
- be aware of/know the traditional teachings involving the respect of plants.

Teaching/Learning Strategies

1. Review the previous two activities and introduce the concept of plants and the connection with Man.
2. Discuss the responsibilities of Man to plants and how Man shows respect to all plants. Have students research appropriate language dealing with plants and include this in their journals.
3. Divide students into groups and instruct them to begin planning a project. Inform students that the maintenance of this project will be their responsibility and it will be displayed in a prominent location in the school. The project should have aesthetic qualities and should require a minimum of care.
4. Depending on the term of this course, students may organize a major planting project for the class or school. They can begin seedlings, pick traditional medicines or begin the planting of a traditional plant in the classroom.
5. Have students plan, prepare and create an explanation of their project with the use of computers.
6. Conference with each group to ensure that the project is progressing and that the required material for their projects can be attained.
7. Should research and collaborating be required, assure students that adequate time will be given to complete their projects.
8. Ensure students produce a copy of the explanations for each student in their group to be entered in their respective portfolios.

Assessment/Evaluation Techniques

Personal Communication

- pronunciation and usage
- portfolio
- listening responses
- project development, planning and implementation
- peer interaction and evaluation
- student/teacher conferencing

Observation

- class discussion
- informal observation
- group interaction
- individual contribution and participation in the group

Performance Assessment

- explanation production
- language usage

Assessment Tools

- checklist
- anecdotal notes

Accommodations

- Ensure that special needs students are included in a group.
- Ensure that the tasks assigned to them by the group are attainable.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 1.4: Interconnectedness between Man and Animals

Time: 225 minutes

Description

Based on the comparative chart completed in Activity 1.1, students will explore the role of animals in the everyday life of Aboriginal people, e.g., ceremonies associated with the First Kill, the origin of names of clans, the role of animals as protectors, as messengers, and as foretellers. Students will discuss and reflect on how they can help the Animals to survive in Man's intrusive environment. A knowledgeable community member will be invited to discuss and verify students' findings, and as an extension activity, the students could make a birdhouse or visit a bee farm.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - converse on familiar and new topics in structured and open-ended situations;

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

OCV.06 - demonstrate an understanding of the oral traditions of the language under study;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

REV.05 - demonstrate an understanding of the history of the Native language under study;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;

WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

OC2.02 - express ideas, e.g., thoughts feelings, experiences using a variety of expanded language structures;

OC2.05 - follow instructions from a detailed oral description;

OC2.09 - describe in detail something they have observed or experienced;

RE1.01 - distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/suffix, fact/opinion);

RE2.04 - identify different grammatical forms in text;

RE2.05 - follow detailed written instructions;

WR2.01 - write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.06 - use resources to check the spelling and meaning of new words.

Planning Notes

- Prepare a list of language terminology that addresses the world of animals.
- Prepare language structures and language patterns to be introduced in this activity and used throughout the unit, e.g., verbs, nouns, tenses.
- Identify a knowledgeable community member to do a presentation on animals and teachings.
- Identify a First Nations Natural Resource Officer who may be willing to assist in the delivery of this activity.
- Gather resource material that can provide suggestions on the construction of birdhouses and bird feeders.
- Identify bee farms, animal or bird sanctuaries and deer stations that may be located close to the school.
- Collaborate with the shop teacher to complete activities in their class.

-
- Create a list of safety rules.
 - Find natural material, e.g., pinecones to make feed holders.
 - Have adequate classroom supplies available, e.g., flipchart paper, markers, file folders.

Prior Knowledge Required

Students should:

- have some knowledge on the basic need of animals;
- know animal names;
- have some knowledge of their habitats.

Teaching/Learning Strategies

1. Inform students that in this activity they will be required to produce two things. The first will be the creation of an object to be used by an animal living in the wild. The second one will be a self-evaluation report on the process in the completion of the project. These two products will be handed in for evaluation by the teacher.
2. Using the aboriginal definition of the Animal Kingdom, identify some of the most common groups that are in the immediate surrounding areas. This would include mammals, birds, fish, reptiles, amphibians, arthropoda, mollusca, etc.
3. Discuss some of the teachings and ceremonies associated with the topic. For instance, students could discuss the celebrations of the first kill, or the teaching of killing only for food and not for sport, the clan names, or the role of animals in vision quests.
4. Discuss and identify some of the elements created by Man that are intrusive to the well-being of animals.
5. Identify how students can alleviate some of these problems.
6. As students identify some solutions, write the suggestions on the flipchart for reference.
7. Students will be given a specific time frame to complete their projects, which will include a consensual selection between two students, the research, the acquirement of material and the building of the project.
8. The teacher will be available for conferencing with students and will co-ordinate and monitor the completion of the projects.
9. During the production, students will be required to collect digitalized pictures of themselves at work to be used in a visual collection. In the absence of a digital camera or computers, students could use an instant camera and a typewriter. Each pair of students will be required to complete a sheet, with a picture and a short explanation of the product's use and intent.
10. Before placing the completed projects, e.g., bird houses, feeding stations, etc. in the field or giving them to a conservation officer, the articles will be displayed for viewing in a prominent location in the school.

Assessment/Evaluation Techniques

Personal Communication

- pronunciation and usage
- portfolio
- listening responses
- project development, planning and implementation
- peer interaction and evaluation
- student/teacher conferencing

Observation

- class discussion
- informal observation
- group interaction
- individual contribution and participation in the group

Performance Assessment

- explanation production
- language usage

Assessment Tools

- checklist
- anecdotal notes

Accommodations

- Ensure that special needs students are included in a group.
- Ensure that the tasks assigned to them by the group are attainable.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 1.5: Interconnectedness between Man and Spirituality

Time: 225 minutes

Description

Native spirituality can be described as a balance and harmony between Man and himself and his environment. The first class period will be reserved for guest speakers, knowledgeable community members who will express their personal beliefs of man and his balance with nature to students and how they practise it. As an exercise the students will create a slogan that illustrates their personal interpretation of spirituality after listening to the oral presentation.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - converse on familiar and new topics in structured and open-ended situations;
OCV.05 - use various forms of communication to express Native philosophy;
REV.02 - identify language patterns and vocabulary that have been learned through oral work;
WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;
WRV.04 - use information technology to communicate in a Native language.

Specific Expectations

OC1.01 - analyse information presented orally;
OC1.04 - demonstrate an understanding of Native philosophy;
OC2.03 - converse using simple, compound, and some complex sentences;
OC3.04 - use information technology to: communicate in a Native language with other students;
RE1.05 - interpret multiple-episode stories;
RE3.03 - use information technology to: communicate the Native language with other students;

WR1.03 - demonstrate an understanding of word order and its relation to a Native world view;
WR2.06 - use resources to check the spelling and meaning of new words;
WR2.12 - use grammar conventions, language conventions, and vocabulary appropriate to this course.

Planning Notes

- Invite knowledgeable community members.
- Meet with the knowledgeable community members and explain the purpose of their visit.
- Ensure that banner paper is available for students' use.
- Collaborate with the computer teacher.
- Ensure that the students respect the protocols for the visiting knowledgeable community member.

Prior Knowledge Required

Student should:

- have some understanding of Native spirituality;
- understand the connectedness of all things;
- demonstrate proper and respectful behaviour during the presentation;
- be familiar in expressing an applicable thank-you to presenters.

Teaching/Learning Strategies

1. Students will present the speakers with the appropriate medicinal plants (e.g., tobacco) in appreciation and in sharing their beliefs with them.
2. Introduce the speakers to the class and have a short discussion on spirituality.
3. Students will need to understand that the speakers are relating their personal beliefs and that personal beliefs could be different from person to person depending upon their upbringing and experience.
4. Students will listen to the speakers and ask appropriate questions.
5. Students will be assigned the task of reflecting on the presentation and to write their understanding of Native spirituality. Students may want to write a story in the third person rather than writing personal beliefs. The teacher should assist those who may need language structures and vocabulary.
6. Students should be cautioned not to interpret Native Spirituality as an organized religion but rather a way of life for the individual and a people
7. Query students as to the role of spirituality in contemporary lifestyles.
8. Should students need another point of view, the teacher may identify another speaker to come and share his interpretation of Native spirituality.
9. Students will identify symbols related to Native beliefs and practices however, in the absence of symbols, will learn how people manifest their spirituality
10. Students will create a slogan and will conference with the teacher before progressing. The finished product will be prepared on the computer using appropriate scanned or drawn pictures.

Assessment/Evaluation Techniques

Personal Communication

- pronunciation and usage
- portfolio
- listening responses
- project development, planning and implementation
- peer interaction and evaluation
- student/teacher conferencing

Observation

- class discussion
- informal observation
- group interaction
- individual contribution and participation in the group

Performance Assessment

- explanation production
- language usage

Assessment Tools

- checklist
- anecdotal notes

Accommodations

- Ensure that special needs students are included in a group.
- Ensure that the tasks assigned to them by the group are attainable.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 1.6: Hands-on Activity

Time: 225 minutes

Description

In this activity the students will demonstrate their understanding of the connectedness of the Universe by creating a major project that demonstrates all of these concepts of connectedness. Students will research, describe, and create an ecological activity (e.g., a reforestation project, a school solarium, plan a bird sanctuary, develop a primary visual package of animals by taking impressions of animal tracks, animal harvesting activity (culling), Elder Tree). Students will present this in the next activity, and the teacher will set up a calendar of presentations.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - converse on familiar and new topics in structured and open-ended situations;

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

REV.05 - demonstrate an understanding of the history of the Native language under study;

WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information;

WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

OC1.02 - summarize the essential parts of a narration or discussion;

OC2.01 - use refined pronunciation and intonation;

OC2.08 - use a growing range of vocabulary on a variety of topics;

OC2.12 - use interviews with elders or relatives to construct a family or community history and present findings to class peers;

OC2.13 - retell Native legends, stories, and community histories with accuracy;
RE2.02 - demonstrate an understanding of basic and new vocabulary in texts;
RE2.04 - identify different grammatical forms in text;
WR2.02 - use familiar and new combinations of writing patterns and vocabulary in a variety of forms (e.g., stories, journals, skits, articles, notes, lists, book reports, and news articles);
WR2.04 - use correct spelling of basic and new vocabulary;
WR2.08 - use a variety of regular and irregular verbs correctly;
WR2.10 - use various research techniques to locate information to include in a written report.

Planning Notes

- Gather information about the community.
- Identify the individuals responsible for ecological issues in the community.
- Gather information on how to use plaster of Paris (using hair spray for footprints).

Prior Knowledge Required

Student should:

- have some planning and organizational skills;
- know the meaning of connection based on the previous activities.

Teaching/Learning Strategies

1. At the beginning of this activity, allocate specific time for each student to do his/her presentations in the next activity and prepare a calendar of presentations.
2. A checklist planning sheet will be distributed which will assist students in their project development.
3. Allow students time to conference with the teacher and to complete their assignments. Some of these assignments may require field study and collaboration with community members and administrators of other organizations.
4. Students will be reminded to write in their journals to reflect on the process of developing a project. Language usage, vocabulary, and the complexity of language structure will be the focus of the assessment in the journal.

Assessment/Evaluation Techniques

Personal Communication

- pronunciation and usage
- learning and reflective journal
- portfolio
- listening responses

Observation

- class discussion
- informal observation

Performance Assessment

- picture production
- organizational skills

Assessment Tools

- checklist
- anecdotal notes

Accommodations

- Ensure that resources appropriate to the student's needs are provided.
- Students should be paired with peers to ensure success.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 1.7: Class Presentation

Time: 150 minutes

Description

In this activity, students will be given the opportunity to present their project from Activity 1.6 to the class. The teacher will evaluate the projects using peer assessment and a rubric for each project. Prior to beginning the final project, students will receive a copy of the rubric. Students will ask questions on the projects and this will give the teacher the opportunity to assess language usage.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

- OCV.01 - demonstrate listening skills in a variety of situations;
- OCV.02 - converse on familiar and new topics in structured and open-ended situations;
- OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information;
- WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

- OC2.01 - use refined pronunciation and intonation;
- OC2.07 - speak confidently in various situations;
- OC2.09 - describe in detail something they have observed or experienced;
- OC2.13 - retell Native legends, stories, and community histories with accuracy;
- RE1.01 - distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/suffix, fact/opinion);
- RE1.06 - translate passages with the assistance of a dictionary or word list;
- RE2.09 - demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., summarizing the content, asking and responding to questions, analysing the text, expressing opinions on the text, comparing two texts);
- WR1.03 - demonstrate an understanding of word order and its relation to a Native world view.

Planning Notes

- Ensure sufficient time is allocated to allow each student to make a presentation without stress.
- Prepare a checklist for the peer evaluation.
- Ensure that all audio-visual equipment needed by students is available.
- Complete a rubric before the completion of the project and post for student viewing.
- Review required sentence structure and patterns.

Prior Knowledge Required

Students should:

- know appropriate language for presentation;
- be acquainted with presentation skills.

Teaching/Learning Strategies

1. Review the checklist with students prior to the presentations.
2. Instruct students that they have an allocated time to present their projects.
3. Remind students to be prepared when their time is up and to speak in a clear manner.
4. Begin the presentations according to the pre-planned schedule.
5. When the presentations have been completed and assessed, display them in a prominent place within the school.

Assessment/Evaluation Techniques

Personal Communication

- pronunciation and usage
- listening responses
- project development, planning and implementation
- peer interaction and evaluation
- student/teacher conferencing

Performance Assessment

- explanation production
- language usage

Assessment Tools

- checklist
- rubric

Accommodations

- Ensure that special needs students are included in a group.
- Ensure that the tasks assigned to them by the group are attainable.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

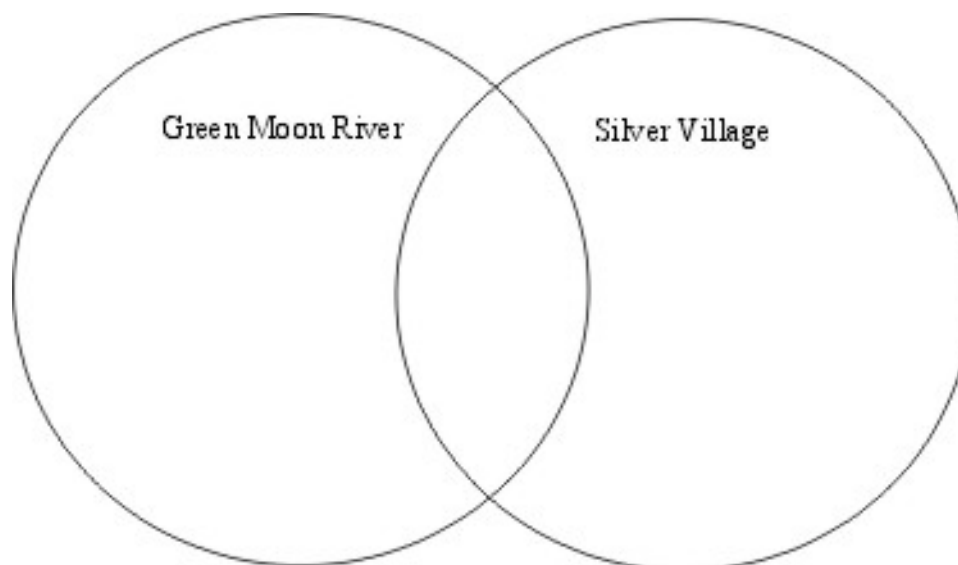
Appendix 1.1

T-Chart

Green Moon River	Silver Village

The T-chart could be used to compare two subjects by making a list of similarities and differences

Venn Diagram



The Venn diagram could be used to compare two subjects in similarities and differences.

Unit 2: Communications

Time: 20 hours

Unit Description

This unit gives the student the opportunity to examine the various forms and ways of communicating. Through research and with the assistance of knowledgeable community members, the students will explore communication through music, art, symbols, and other forms of non-verbal communication. Contributions of Native People in communication, such as code talkers and sign language, may be explored.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: OCV.01, OCV.02, OCV.03, OCV.04, OCV.05, OCV.06, OCV.07, REV.01, REV.02, REV.03, REV.04, REV.05, REV.06, WRV.01, WRV.02, WRV.03, WRV.04.

Specific Expectations: OC1.01, OC1.02, OC1.04, OC1.05, OC2.01, OC2.02, OC2.03, OC2.07, OC2.08, OC3.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.06, RE2.02, RE2.03, RE2.04, RE2.08, RE2.09, RE3.03, RE3.04, WR1.01, WR1.02, WR1.03, WR2.01, WR2.03, WR2.04, WR2.06, WR2.10, WR2.11, WR2.12, WR3.01, WR3.03.

Note: For communities using the syllabic form, reading, and writing expectations should be specific to this form of orthography.

Activity Titles (Time + Sequence)

Activity 2.1	What is Communication?	150 minutes
Activity 2.2	What is the Message?	150 minutes
Activity 2.3	Communication in First Nations	150 minutes
Activity 2.4	Art as a Form of Communication	225 minutes
Activity 2.5	Oracy	225 minutes
Activity 2.6	Communication Through Music and Dance	225 minutes
Activity 2.7	Class Presentation and Unit Test	75 minutes

Unit Planning Notes

- Prepare a list the various forms and ways of communicating.
- Ensure that books, computers, and other reference material are available for research.
- Identify language structure to be used and practised throughout the unit.
- Prepare a Review Unit Test which should include language structures and language patterns to be studied in this unit.
- Collect examples of Native music (e.g., drums, flute, chants).
- Identify and ask knowledgeable community members to make a presentation on communication.
- Be familiar with the use of computer technology and available research software.

Prior Knowledge Required

Students should:

- have research and debating skills;
- be able to use of technology for research.

Teaching/Learning Strategies

- brainstorming
- collaborative/co-operative learning
- debate
- discussion
- guest speaker/knowledgeable community members
- independent study
- individualized reading
- inquiry
- journal writing
- oral explanation
- prompts
- reading response
- research
- role playing
- using appropriate language structures in oral and written communication

Assessment and Evaluation

Assessment strategies should match achievement levels for knowledge/understanding; thinking/inquiry; communication; and application. A sample rubric (Appendix 5.2) is included to illustrate the connection between assessment strategies listed here and levels of achievement.

- portfolios
- formal and informal observation
- assess presentation materials using a rubric
- grammar checklist
- pronunciation and language structure
- anecdotal notes
- personal journal
- rubrics on musical instruments
- peer evaluation

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 2.1: What is Communication?

Time: 150 minutes

Description

Students will brainstorm on the forms and ways of communications, classify the forms of communication verbal and non-verbal, research other First Nations' forms of communication and then transfer the message to another medium.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - converse on familiar and new topics in structured and open-ended situations;

REV.03 - read for a variety of purposes;

WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information.

Specific Expectations

OC1.02 - summarize the essential parts of a narration or discussion;

OC2.02 - express ideas (e.g., thoughts feelings, experiences) using a variety of expanded language structures;

OC2.08 - use a growing range of vocabulary on a variety of topics;

RE1.02 - identify the main ideas and supporting details in familiar and new reading materials;

RE2.08 - make judgments and draw conclusions about content using information from a text;

RE3.03 - use information technology to: communicate the Native language with other students;

WR2.04 - use correct spelling of basic and new vocabulary;

WR2.12 - use grammar conventions, language conventions, and vocabulary appropriate to this course.

Planning Notes

- List all forms and ways of communications (e.g., totem poles, dreams, visions, moose and duck calls, pictographs, clan shields, wampum, gestures, talking circles, runners, smoke signals, shaking tent, goose calls, stories (Chakapesk/Weesaykajack)).
- Collect Native music (e.g., flute, drum and chants).
- Verify that research material is available.
- Acquire chart paper for brainstorming.

Prior Knowledge Required

- students should have knowledge of language structures and patterns associated with brainstorming and requesting information

Teaching/Learning Strategies

1. On chart paper list all the forms and ways of communication as given by the students.
2. When students have identified all the possible ideas, list verbal and non-verbal forms using a T-chart.
3. Working in triads, students will create a collage of non-verbal forms of communication.
4. Students will identify the forms used in their collage and display the finished product.

Assessment/Evaluation Techniques

- conferencing
- peer evaluation

Accommodations

- Allow students more time to finish research assignment.
- Peer assistance.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 2.2: What is the Message?

Time: 150 minutes

Description

Students will review the forms of non-verbal communication (e.g., wampum, runners, birch bark scrolls, hide scrolls), find the commonality in other First Nations, and try to hypothesize a message that could be sent by these forms. Once they have completed the research, students will transfer the message into another medium or story and display.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.01 - demonstrate listening skills in a variety of situations;

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

REV.04 - demonstrate comprehension of a variety of reading materials;

REV.05 - demonstrate an understanding of the history of the Native language under study;

WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions;

WRV.04 - use information technology to communicate in a Native language.

Specific Expectations

OC1.01 - analyse information presented orally;

OC1.04 - demonstrate an understanding of Native philosophy;

OC2.03 - converse using simple, compound, and some complex sentences;

RE1.03 - compare ideas, characters, events, and language conventions in various texts;

RE2.04 - identify different grammatical forms in text;

RE2.09 - demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., summarizing the content, asking and responding to questions, analysing the text, expressing opinions on the text, comparing two texts);

WR1.02 - organize writing around a logical sequence of events;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.10 - use various research techniques to locate information to include in a written report.

Planning Notes

- Prepare handout on the brainstorming information from Activity 2.1.
- Identify language patterns and structures to be taught in this activity.
- Prepare rubrics for presentation.

Prior Knowledge Required

- students should have short story writing skills (e.g., three parts to story, introduction, body and conclusion; decide on targeted reader; plan, draft, re-write, final draft and final copy.)

Teaching/Learning Strategies

1. Students will continue working in the same triad groups and try to hypothesize the message intended from the non-verbal form previously chosen.
2. Students will choose another medium, or write a song or a short story on the hypothesized message.
3. The group will conference with the instructor to ensure appropriate language structure and proper vocabulary is used.
4. The group will then present their song or story to the class.

Assessment/Evaluation Techniques

- peer evaluation
- rubrics on language structures and patterns
- anecdotal notes

Accommodations

- Allow extra time to complete assignment.
- Allow students to use technology for presentation.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 2.3: Communication in First Nations

Time: 150 minutes

Description

Using Internet, Encyclopedia software, *National Geographic* magazines, and other reference books, students will research in detail other forms of non-verbal communication from other First Nations. Students will examine how First Nations identify each other through dress, transportation, and symbols. They will sketch these differences and display them in a prominent location in the school.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.07 - use information technology to communicate in a Native language;
REV.05 - demonstrate an understanding of the history of the Native language under study;
REV.06 - use information technology to communicate in a Native language;
WRV.04 - use information technology to communicate in a Native language.

Specific Expectations

OC1.05 - demonstrate an understanding of the history of the Native language under study;
OC2.01 - use refined pronunciation and intonation;
OC2.07 - speak confidently in various situations;
RE1.01 - distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/suffix, fact/opinion);

RE1.03 - compare ideas, characters, events, and language conventions in various texts;
RE3.03 - use information technology to: communicate the Native language with other students;
WR2.10 - use various research techniques to locate information to include in a written report;
WR3.03 - use information technology to: communicate in a Native language with other students.

Planning Notes

- Collaborate with the art and computer teacher.
- Collect native magazines and other reference books.
- Find pictures of sand paintings, rock paintings, sculpture, totem poles, tamarack decoys, decorated goose head, painted animal skulls, etc.
- Have art materials available.

Prior Knowledge Required

- students should have basic research skills

Teaching/Learning Strategies

1. Review the brainstorming ideas from Activity 2.1 and identify the various ways of communication.
2. Working in pairs, students will choose a First Nation and identify a form of non-verbal communication that is distinctive to that nation.
3. Students will research their chosen First Nation using the Internet and computer software, if available.
4. Students will find another First Nation of a different cultural group that uses the same form of communication.
5. Students will sketch the form of communication that they researched and will ensure that each sketch is identified and labelled with the corresponding First Nation.
6. Students will display and share their results with their peers.

Assessment/Evaluation Techniques

- peer evaluation
- formal/informal observation

Accommodations

- Provide extra assistance in research skills.
- Allow photographs instead of sketches.
- Prompt special needs students.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 2.4: Art as a Form of Communication

Time: 225 minutes

Description

Students will examine communication through artistic expression and debate the message and determine whether it is for artistic or functional purposes. Through the assistance of knowledgeable community members, students will examine various local pieces of art. Students will also create a personal shield, a family shield, or a community symbol.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.05 - use various forms of communication to express Native philosophy;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

REV.05 - demonstrate an understanding of the history of the Native language under study;

WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information;

WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

OC1.01 - demonstrate listening skills in a variety of situations;

OC1.02 - summarize the essential parts of a narration or discussion;

OC2.02 - express ideas (e.g., thoughts feelings, experiences) using a variety of expanded language structures;

RE1.03 - compare ideas, characters, events, and language conventions in various texts;

RE1.06 - translate passages with the assistance of a dictionary or word list;

RE2.08 - make judgments and draw conclusions about content using information from a text;

WR2.01 - write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes.

Planning Notes

- Identify and contact a knowledgeable community member to discuss art and its functions.
- Ensure that art material is available.
- Research community for local symbols and their meaning.
- Prepare and collect examples of a personal, family, or community symbols (letterheads for various community organizations, pictures of First Nations flags found on the Internet).

Prior Knowledge Required

Students should have:

- knowledge of language that deals with art and symbols;
- question and answer skills.

Teaching/Learning Strategies

1. A knowledgeable community member will be invited to the class and will explain the importance of art for Native people.
2. Students will have small group discussions on the information given and write key phrases in their journals.
3. Each student will choose a piece of local art and discuss its function or message.

-
4. Working in pairs, students will discuss the importance of symbols in the community. They will research and explain the various symbols of community organizations.
 5. Once the research has been completed, students will develop a personal or family symbol.
 6. In the language of study, students will present and explain their symbols to the class.

Assessment/Evaluation Techniques

- checklist
- classroom presentation
- reflective journal

Accommodations

- Ensure that each student gets a chance to participate.
- Allow extra time for presentation.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 2.5: Oracy

Time: 225 minutes

Description

In this activity, students will practise Oracy skills and discuss the importance of verbal communication. They will brainstorm on the characteristics of oracy after listening to a knowledgeable community member. Using Chief Seattle's speech or another Canadian speech (e.g. a speech by Chief Dan George), students will translate it and practise the skill of oracy. They will make a presentation to the class and to the community (e.g., community gathering, local radio, community television).

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - converse on familiar and new topics in structured and open-ended situations;

OCV.05 - use various forms of communication to express Native philosophy;

REV.01 - read passages on familiar and unfamiliar topics and infer the meaning of new words and language patterns in those passages;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;

WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

OC1.01 - analyse information presented orally;

OC1.02 - summarize the essential parts of a narration or discussion;

OC1.05 - demonstrate an understanding of the history of the Native language under study;

RE1.01 - distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/suffix, fact/opinion);

RE1.03 - compare ideas, characters, events, and language conventions in various texts;

RE2.02 - demonstrate an understanding of basic and new vocabulary in texts;

WR1.03 - demonstrate an understanding of word order and its relation to a Native world view;
WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;
WR3.03 - use information technology to: communicate in a Native language with other students.

Planning Notes

- Ensure instructor has ample copies of speeches from Chief Seattle or Chief Dan George.
- Identify and contact community members who are known for story telling or oracy.
- Divide speech in small sections.
- List the characteristics of good oracy (e.g., delivery, tone, gestures).
- List the purpose of oracy (e.g., changing minds, delivering a message, gather a following, boost morale).
- Reserve required equipment for taping.

Prior Knowledge Required

Students should

- know the difference between formal and informal speech;
- have listened to various speeches for various purposes in the language.

Teaching/Learning Strategies

1. Two community members will present a short debate on a community issue.
2. Working in pairs, students will practise oracy skills on a class issue.
3. After the instructor has listened to each pair, each group of students will receive a section of a speech from a notable orator (e.g., Chief Seattle, Chief Dan George, Hiawatha).
4. Each presentation by the group will be videotaped.
5. Students will translate their section and will present it to their class.
6. The finished tape will be shown at a local station or to other classes.

Assessment/Evaluation Techniques

- grammar checklist
- pronunciation and language structure

Accommodations

- Ensure that each group of students has good speakers.
- Allow extra time for completion.
- Allow tape recorders or video cameras for presentations.
- Allow for a modified presentation.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 2.6: Communication Through Music and Dance

Time: 225 minutes

Description

Students will listen to various forms of music and discuss the message intended in the music. With the help of community musicians and dancers, students will explore communication through music. Students will learn different dances and their meanings and may create a dance.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

OCV.04 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information.

Specific Expectations

OC1.02 - summarize the essential parts of a narration or discussion;

OC1.04 - demonstrate an understanding of Native philosophy;

OC2.02 - express ideas (e.g., thoughts feelings, experiences) using a variety of expanded language structures;

RE2.04 - identify different grammatical forms in text;

RE2.08 - make judgments and draw conclusions about content using information from a text;

WR1.02 - organize writing around a logical sequence of events;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.12 - use grammar conventions, language conventions, and vocabulary appropriate to this course.

Planning Notes

- Have chart paper available for brainstorming.
- Identify and contact native musicians, drummers, and dancers.
- Collaborate with the music teacher.
- Prepare a list of the uses of music (e.g., courting, social songs, story telling, gourd dance, rain dance, jingle dance, grass dance).

Prior Knowledge Required

- None

Teaching/Learning Strategies

1. Brainstorm on the uses of music.
2. Brainstorm on the message that would have been sent through the uses identified in the previous activity.
3. Community musicians and dancers will demonstrate communication through music and dance.
4. Students will discuss the importance of the drum with the musicians and write key phrases in their journals.
5. With the assistance of the musicians and dancers, students will create a dance.

Assessment/Evaluation Techniques

- anecdotal reporting
- pronunciation

Accommodations

- Provide peer assistance.
- Allow modification for special students with physical handicaps.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 2.7: Class Presentation and Unit Test

Time: 75 minutes

Description

In this activity, students will select their best work to be included in their portfolios. Students will complete an oral and written unit test.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

- OCV.01 - demonstrate listening skills in a variety of situations;
- OCV.06 - demonstrate an understanding of the oral traditions of the language under study;
- REV.05 - demonstrate an understanding of the history of the Native language under study;
- WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;
- WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

- OC2.01 - use refined pronunciation and intonation;
- OC2.02 - express ideas (e.g., thoughts feelings, experiences) using a variety of expanded language structures;
- OC2.03 - converse using simple, compound, and some complex sentences;
- OC2.07 - speak confidently in various situations;
- RE1.02 - identify the main ideas and supporting details in familiar and new reading materials;
- RE2.03 - read independently using several strategies (e.g., context, language patterns, form, graphic symbols) to determine the meaning of the new vocabulary;
- RE2.08 - make judgments and draw conclusions about content using information from a text;
- WR1.02 - organize writing around a logical sequence of events;
- WR2.01 - write simple, compound, and complex sentences (incorporated forms) using correct punctuation;
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Prepare the unit test.
- Remind students to study for the test and to complete all assignments.
- Allow students time to make entries in their journals.

Prior Knowledge Required

- students should have knowledge of language and pattern structures taught in this unit

Teaching/Learning Strategies

1. Students will be given time to study.
2. Students will choose two of their best projects to be included in the portfolio.
3. While students are studying and completing their journal entries, give the oral test to individual students.
4. Students will write the test.

Assessment/Evaluation Techniques

- portfolios
- written and oral test

Accommodations

- Modify test for special students.
- Allow extra time to complete test.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Unit 3: Kinship

Time: 20 hours

Unit Description

This unit gives students the opportunity to explore both written and spoken language that relates to the clan and family system, and how this family system maintains the philosophy, spiritual tenets, and values of Native society. Using computer technology, students will create a family tree, thereby acknowledging their identity as Native persons and strengthen their place in the family and community. During this research of their family tree, students will document history and stories that relate directly to their family or clan.

Strands(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: OCV.01, OCV.03, REV.04, WRV.01, WRV.04.

Specific Expectations: OC1.03, OC2.03, OC2.09, OC2.12, OC3.03, OC3.04, RE1.06, RE2.07, WR2.01, WR2.03, WR2.09, WR2.10, WR2.12.

Activity Titles (Time + Sequence)

Activity 3.1	Introduction	150 minutes
Activity 3.2	Clan System: Traditional and Contemporary	300 minutes
Activity 3.3	Family Relationships and History	300 minutes
Activity 3.4	Extended Family: Roles and Responsibilities	225 minutes
Activity 3.5	Cultural and Social Norms: Do's and Don't's	75 minutes
Activity 3.6	Cumulative Activity: Family Tree	150 minutes

Unit Planning Notes

- Remind students of the cumulative project “Cumulative Project: Recording Native Language and Cultural Knowledge” and that they should continue to work on the activity.
- During the course of this unit, be prepared to deal with emotions on topics of single-parent families, traditional adoption, and legal adoption by identifying support services within the school and community.
- Request a bulletin board.
- Prepare a Review Unit which should include language structures and language patterns, nouns, verbs, pronouns, particles, etc.
- Develop a rubric for Activity 3.6, the Family Tree presentation.
- Identify language structure to be used and practised throughout the unit.
- Identify the vocabulary used in kinship relationships.
- Identify the clan system and/or traditional family system of the local/surrounding First Nation community.
- Identify and list the sources for family tree information.
- Organize and set up a student portfolio filing system.
- Prepare an information poster describing the use and format of a personal journal.
- Prepare a preliminary list of knowledgeable community members and historical sources in the community and surrounding areas.
- Research and gather reference books on kinship among Native people.
- Acquire and display a syllable chart.

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- Identify all the audio-visual equipment available in the school and familiarize yourself in the operation and use.
 - Meet and introduce the Native Language curriculum to other teachers, especially the Computer, Science, Art, and Family Studies teachers, and discuss areas of potential collaboration.
 - Be familiar with the use of computer technology and available software.
 - Create a checklist for evaluating the language books and the reflective/response journals.

Prior Knowledge Required

- NL2 or demonstration of required proficiency
- sound knowledge of language patterns, including proficient skills in reading and writing, especially story writing skills

Teaching/Learning Strategies

- presentations by knowledgeable community members
- use of appropriate language structures in oral communication, reading, and writing
- brainstorming
- use of computers and specific programs for family tree genealogy
- provide oral/written recording opportunities (e.g., drills, dictation)
- translation activities/opportunities to record accurately and exchange work

Assessment and Evaluation

Assessment strategies should match achievement levels for knowledge/understanding; thinking/inquire; communication; and application. The strategies listed are suggestions and the teacher may use any that have not been included.

- formal and informal observation
- anecdotal notes
- rubrics
- checklist
- grammar checklist
- punctuation and language structure
- oral and written quizzes
- formative and summative evaluation
- regular evaluation of language books and reflective/response journals

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 3.1: Introduction

Time: 150 minutes

Description

In this unit, students will brainstorm or review the concept of kinship, what it means and how it impacts on them and the community. They will listen to and interact with a knowledgeable community member who will relate his/her understanding of clans, the family system, and the kinship system. Students will maintain a personal journal to record information and their personal reflections. Students will also maintain a word book to document vocabulary related to the clan and kinship system. The cumulative activity of this unit will be the creation, presentation, and the permanent storing of the individual student's Family Tree.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.01 - demonstrate listening skills in a variety of situations;

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures.

Specific Expectations

OC1.03 - analyse information presented orally;

OC2.03 - converse using simple, compound and some complex sentences;

OC2.12 - use interviews with elders or relatives to construct a family or community history and present findings to class peers;

WR2.01 - write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.12 - use grammar, language conventions, and vocabulary appropriate to this course.

Planning Notes

- Request a bulletin board for displays.
- Develop a rubric for Activity 3.6 on the family tree presentation.
- Prepare a basic personal family tree accompanied with some personal historical data (e.g., great grandfather was the first Indian Agent from the area).
- Identify some Family Tree software that could be used by students (e.g., *Family Tree Creator*, *HyperStudio*, *MP Express*, *PowerPoint*, etc.).
- Prepare book-making materials.
- Collaborate with other teachers to integrate activities and assignments.
- Prepare language structures and language patterns to be introduced in this activity and used throughout the unit (e.g., verbs, nouns, tenses, complex/compound sentences).
- Prepare vocabulary and terminology related to kinship along with a prepared chart of the relationship (e.g., older sister and younger sister, sister to brother, first cousin, second cousin, etc.).
- Locate two knowledgeable community members, preferably a male and female, who are willing to discuss clans, family systems, and kinship.
- Prepare to observe the proper protocol in the invitation of knowledgeable community members.
- Prepare a sample personal journal and a word book for demonstration to the students.
- Make arrangements with the principal for the visiting knowledgeable community members.
- Organize and set up a student portfolio filing system.

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- Have adequate classroom supplies available (e.g., flipchart paper, markers, file folders).
 - Be familiar with available visual aid materials and technology.
 - Find and prepare a collection of resources on clans and kinship.
 - **Note:** Non-native students could research their Coat-of-Arms or adopt a clan.

Prior Knowledge Required

Student should:

- have ability to converse and write compound sentences;
- know history of aboriginal people of the region;
- be familiar with the portfolio system, personal journals and word books;
- have experience in researching in the community and creating displays;
- have some knowledge of the clan/family system and the family kinship;
- have some knowledge in protocol about how to research within a community;
- have previous experience in searching for information on the Internet.

Teaching/Learning Strategies

1. Using the language of study, introduce the unit on Kinship. Included in the introduction will be the assessment and evaluation criteria of the cumulative project. To determine the knowledge that students possess on kinship, students will brainstorm on the topic and write related information on a flipchart. Write the new words in the language book.
2. Using a flipchart, guide students in identifying the terminology used in defining the relationships within a family.
3. Record students' responses on the flipchart under two columns, "clan" and "family" terminology. The teacher's main role will be to ensure that the words are spelled and pronounced correctly. Students will be given the time to copy the information into their wordbooks.
4. Display a basic sample of a family tree. Students will discuss the possible ways of creating a permanent record of their family tree and histories (e.g., anecdotal notes). Some suggestions are a CD-ROM, books, scrapbook collection, or a photo album. A rubric will be distributed and reviewed by students.
5. Review the protocol for a guest speaker.
6. A knowledgeable community member will present his/her personal understanding of the clan/family and kinship system in the language of study.
7. Students will listen to and ask appropriate questions on the clan/family system and kinship.
8. Students will reflect and write in their journals on the guest speaker's presentation.

Assessment/Evaluation Techniques

- pronunciation and usage
- language book
- reflective/response journals
- listening response
- formal/informal observation
- anecdotal notes

Accommodations

- Find other methods of creating a family tree for students from single families.
- Provide written course outline including expectations, assignments, and assessment format.
- Identify and pair special needs students in the development of their family tree.

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- Have students tape the brainstorming for easy reference.
 - Have one of the students make a copy of the flipchart responses using non-carbon required (NCR) paper for special needs students.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 3.2: Clan System: Traditional and Contemporary

Time: 300 minutes

Description

In this activity, students will work in pairs to research the historical perspective and responsibilities of the clan/family system. As part of their research, students will review the clan/family systems of other First Nations and how the clan/family system impacted on the socio-economic process (e.g., hunting) and the political process in the past and today (e.g., Treaties, Land Agreements, Traditional Councils, etc.). Students will present their focus of research to the class and will display their projects in a prominent location in the school.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

REV.03 - read for a variety of purposes;

REV.04 - demonstrate comprehension of a variety of reading materials;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;

WRV.04 - use information technology to communicate in a Native language.

Specific Expectations

OC2.03 - converse using simple, compound and some complex sentences;

OC2.09 - describe in detail something they have observed or experienced;

OC3.04 - use information technology to: - communicate in a Native language with other students;

RE1.06 - translate passages with the assistance of a dictionary or word list;

RE2.06 - read six to eight texts of different forms (e.g., short essays, stories, legends, journals, media works) to determine the meaning of new vocabulary;

RE2.07 - extract material from texts to support arguments or substantial facts;

RE3.01 - use information technology to: locate information on the history and writing system of the language under study;

RE3.02 - use information technology to: locate reading material in the Native language;

WR2.01 - write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.09 - write descriptions, using adjectival construction correctly;

WR2.10 - use various research techniques to locate information to include in a written report;

WR2.12 - use grammar, language conventions, and vocabulary appropriate to this course.

Planning Notes

- Collaborate with the Native Studies and computer teachers to integrate activities and assignments.
- Prepare a list of language terminology related to the activity.
- Prepare language structures and language patterns to be introduced in this activity and used throughout the unit (e.g., verbs, nouns, tenses, complex/compound sentences).
- Prepare a list of reference books that students could use.
- Meet with the school teacher-librarian to inform them of the project.
- If necessary, reserve computer time for Internet research.
- Find resources related to Cree trappers (e.g., *Cree Trappers Speak* produced by the James Bay Cultural Centre).

Prior Knowledge Required

Students should:

- have ability to converse and write compound sentences;
- be aware of some history of aboriginal people;
- be familiar with the portfolio system;
- have experience in creating displays.

Teaching/Learning Strategies

1. Students will select a First Nation and give a sample of a clan/family system and its responsibilities to the people (e.g., Ojibwe ↔ Bear Clan ↔ Healers).
2. Organize the students into groups of two. Ensure that special needs students are included in a receptive group.
3. Conference in the language of study with each group to assist them in identifying an area of research, where and how to find the information, and how the research will be presented. The research and the presentation should have a balance of oral, listening, and writing skills.
4. Continue to monitor students' progress and communicate in the language of study.
5. Organize a time schedule for presentation.
6. Students will give an oral presentation of their completed projects to their peers.
7. As students complete delivery of their presentation, display the finished product on the bulletin board.

Assessment/Evaluation Techniques

- pronunciation and usage
- reflective/response journals
- language books
- listening response
- formal/informal observation
- anecdotal notes
- checklist

Accommodations

- Provide written course outline including expectations, assignments and assessment format.
- Ensure special needs students are included in a paired group.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 3.3: Family Relationships and History

Time: 300 minutes

Description

In this activity, students will work independently to explore family relationships, including the traditional and contemporary concept of adoption. Students will interview family members and knowledgeable community members to determine family relationships and write the appropriate terminology. As they explore their own family and relatives, they will also identify and describe the role of the individual in the family and community. Students will be reminded to begin collecting photographs and anecdotal comments about family members.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.01 - demonstrate listening skills in a variety of situations;

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

WRV.04 - use information technology to communicate in a Native language.

Specific Expectations

OC1.03 - analyse information presented orally;

OC2.03 - converse using simple, compound and some complex sentences;

OC2.09 - describe in detail something they have observed or experienced;

OC2.12 - use interviews with elders or relatives to construct a family or community history and present findings to class peers;

OC3.01 - use information technology to: produce and record short skits depicting a Native event;

OC3.02 - use information technology to: prepare and present weather or news report;

OC3.04 - use information technology to: communicate in a Native language with other students;

RE2.06 - read aloud familiar and new materials in a way that communicates meaning;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.09 - write descriptions, using adjectival construction correctly;

WR2.12 - use grammar, language conventions, and vocabulary appropriate to this course.

Planning Notes

- Request a bulletin board for displays.
- Prepare a family structure on flipchart paper.
- Create a list of family words, e.g., mother, mother's sister, mother's sister's husband, aunt, uncle.
- Collaborate with computer teacher for the use of equipment and presentation software.
- Prepare language structures and language patterns to be introduced in this activity and used throughout the unit, e.g., verbs, nouns, tenses, complex/compound sentences.
- Have adequate classroom supplies available, e.g., bristol board, markers.
- Be familiar with available visual aid materials and technology.
- Ensure that the students are maintaining their language books and reflective/response journals for recording information and comments.
- Have tape recorders available to be used in the interviews.

Prior Knowledge Required

Students should:

- have ability to converse and write compound sentences;
- know history of aboriginal people;
- be familiar with the portfolio system;
- have experience in creating displays;
- have a good knowledge of the family kinship.

Teaching/Learning Strategies

1. Introduce this activity to students. Using the talking circle, discuss in the language of study the modified structure of a family using the pre-prepared chart.
2. In the language of study, discuss and compare the traditional and contemporary family structures and adoption.
3. Copy new words into the language book.
4. Inform students of the project to be completed and presented at the termination of this activity. The project will focus on students' personal interpretation of their immediate family. This activity will become part of the cumulative project and students will be reminded to maintain a personal journal to record family notes of history and roles of family members.
5. In the second class period, students will discuss their career choices using the proper terminology in the language. If a word does not exist for the career, they will discuss how speakers create new vocabulary. Students will explore the creation of potential words by discussing what the career entails and will create a new word for that career (e.g., optometrist - eye glasses doctor).
6. Continue to monitor the progress of students in their family tree research and conference with them as necessary.
7. Before the last class period, organize a time schedule for presentation.
8. Students will do an oral presentation in the language of study of their written family tree to their peers.

Assessment/Evaluation Techniques

- pronunciation, intonation, and usage
- use of learning and reflective journals
- word books
- formal/informal observation
- anecdotal notes
- checklist

Accommodations

- Provide written course outline including expectations, assignments, and assessment format.
- Monitor to ensure that special needs students are being provided the assistance they require.
- Shy students can use a tape recorder for their presentation.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 3.4: Extended Family: Roles and Responsibilities

Time: 225 minutes

Description

The concept of the extended family will be explored in this activity. Students will discuss the criteria and the conditions under which an individual defines the term extended family. What roles and responsibilities do extended members play in supporting the family? Students will interview family members and illustrate a short story on the subject. They also give an oral presentation in the language of study.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;

WRV.04 - use information technology to communicate in a Native language.

Specific Expectations

OC1.03 - analyse information presented orally;

OC2.03 - converse using simple, compound, and some complex sentences;

OC2.09 - describe in detail something they have observed or experienced;

OC2.12 - use interviews with elders or relatives to construct a family or community history and present findings to class peers;

WR2.01 - write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.09 - write descriptions, using adjectival construction correctly;

WR2.10 - use various research techniques to locate information to include in a written report;

WR2.12 - use grammar, language conventions, and vocabulary appropriate to this course.

Planning Notes

- Collaborate with other teachers to integrate activities and assignments.
- Prepare a list of language terminology related to the extended family.
- Prepare language structures and language patterns to be introduced in this activity and used throughout the unit (e.g., verbs, nouns, tenses, complex/compound sentences).
- Prepare a grammar checklist to be given to students.
- Use a tape recorder if the interviewee agrees to its use.

Prior Knowledge Required

Students should:

- be familiar with the structure of a family;
- know the basic rules of writing a story;
- be able to create a book.

Teaching/Learning Strategies

1. Prior to interviewing the family members, students will set up a mock interview and practise the use of technological equipment. They will formulate questions in the language of study to be used in the interview.
2. Students will interview and collaborate with family members in the addition of family members to the chart. During the interview, students will plan and draft a story about a family member. The chosen family member could be a veteran, a past chief, a counsellor, or someone involved in a humorous incident.
3. Using the modified/simple family tree chart created in Activity 3.3, students will add extended family members for reference purposes.
4. Assist and conference with students on the current activity.
5. Students will present their story orally in the language of study to their peers.
6. Ensure that students are continuing to work on their family tree for the final presentation.
7. Inform students of the pending visit of a knowledgeable community member who will discuss the next topic on cultural norms related to the family and clan system. Students will be encouraged to formulate written questions in the language of study to ask the visitor. Students will use the proper language and intonation.

Assessment/Evaluation Techniques

- learning/reflective journals
- formal/informal observation
- grammar checklist on the oral presentation
- pronunciation and intonation

Accommodations

- Provide a written planner with sequential steps in completing a project, a time frame, expectations, and the assessment criteria
- Instead of writing a story, a language pattern book could be created

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 3.5: Cultural and Social Norms: Do's and Don't's

Time: 75 minutes

Description

A knowledgeable community member will be invited to discuss the cultural and/or social norms associated with the family and the clan system. The presentation should include the changes that have occurred over time (e.g., hunting, gender roles), what influenced these changes, and how the changes have impacted on the Native community.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.01 - demonstrate listening skills in a variety of situations;

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions.

Specific Expectations

OC1.03 - analyse information presented orally;

OC2.03 - converse using simple, compound, and some complex sentences;

OC2.09 - describe in detail something they have observed or experienced;

OC2.12 - use interviews with elders or relatives to construct a family or community history and present findings to class peers.

Planning Notes

- Invite and meet with a knowledgeable community member to discuss the topic.
- Review the protocol for visitors.
- Prepare a checklist of prepared questions to ask the invited community member.

Prior Knowledge Required

Students should:

- have ability to converse and write compound sentences;
- have a sound knowledge of the clan system and the family kinship;
- know the protocol of asking questions and behaving accordingly in the presence of a knowledgeable community member.

Teaching/Learning Strategies

- Initiate the discussion by introducing the speaker and the topic.
- After the protocol has been observed, the speaker will deliver his/her presentation to students.
- Give students the opportunity to ask the questions that were prepared in Activity 3.4.
- Take observational notes on students.
- A student who has been previously identified will thank the speaker in a formal manner.
- Using the language of study, students will write at least two (2) interesting and informative comments in their reflective/response journals.
- Students will be reminded that they are required to make their presentations according to the scheduled timetable in the next two class periods. Their family tree should be completed according to the rubric presented in Activity 3.1.

Assessment/Evaluation Techniques

- listening response
- formal/informal observation

Accommodations

- Have one of the students make a copy of their notes using non-carbon required (NCR) paper for students with special needs

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 3.6: Cumulative Activity: Family Tree

Time: 150 minutes

Description

Students will present their completed family tree projects. They will also prepare posters and make announcements inviting the school population (e.g., students, teachers, administration, support staff, custodial staff) to their presentations.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;

WRV.04 - use information technology to communicate in a Native language.

Specific Expectations

OC2.03 - converse using simple, compound and some complex sentences;

OC2.09 - describe in detail something they have observed or experienced;

OC2.12 - use interviews with elders or relatives to construct a family or community history and present findings to class peers;

OC3.03 - use information technology to: make announcements in a Native language (e.g. on the school's public address system, at native events, on local radio broadcasts);

OC3.04 - use information technology to: communicate in a Native language with other students;

WR2.01 - write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.09 - write descriptions, using adjectival construction correctly;

WR2.12 - use grammar, language conventions, and vocabulary appropriate to this course.

Planning Notes

- Review the rubric.
- Develop peer-evaluation criteria for the oral presentation.
- Add to students' portfolio.
- Have adequate classroom supplies available, e.g., flip chart, markers, file folders.
- Be familiar with audio-visual and technology equipment.

Prior Knowledge Required

Students should:

- experience in peer evaluation;
- have ability to converse and write compound sentences;
- be familiar with the portfolio system;
- have experience in creating displays.

Teaching/Learning Strategies

1. Identify a student to begin the presentations.
2. In the language of study, students will present their family tree.
3. During the presentation, evaluate students' work using the rubrics.
4. At the end of the presentation, make a copy of each assessment and give it to the individual student.

Assessment/Evaluation Techniques

- pronunciation and usage
- anecdotal notes
- rubrics
- peer evaluation using a checklist

Accommodations

- If required, have one of the students assist a special needs student by prompting.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Unit 4: History of a Community

Time: 20 hours

Unit Description

Based on the knowledge and language skills acquired in the previous study of kinship, students will continue their research into the history of their community. Students will complete a historical project which may include maps, interviews, archival of photos, landmarks, narratives of local heroes, folk stories, and artifacts. They will also be required to maintain their journal which may include new vocabulary and language patterns. At the end of this unit students will present their project to their peers. Students will save their projects and display them during the annual celebration of Aboriginal Solidarity Day.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, and Writing

Overall Expectations: OCV.01, OCV.02, OCV.03, OCV.05, OCV.06, OCV.07, REV.02, REV.05, REV.06, WRV.01, WRV.02, WRV.03, WRV.04.

Specific Expectations: OC1.01, OC1.02, OC1.04, OC2.01, OC2.03, OC2.07, OC2.08, OC2.13, OC3.04, RE1.01, RE1.03, RE2.02, RE2.04, RE2.05, WR1.01, WR1.02, WR1.03, WR2.02, WR2.04, WR2.06, WR2.08, WR3.02, WR3.03.

Activity Titles (Time + Sequence)

Activity 4.1	Review and Locate Community on a Map	150 minutes
Activity 4.2	Interview Community Members	225 minutes
Activity 4.3	Field Trip	300 minutes
Activity 4.4	Research of Local Heroes and Folk Heroes	225 minutes
Activity 4.5	Class Presentation	300 minutes

Unit Planning Notes

- Find knowledgeable community members who know local folk stories and local heroes.
- Make arrangements for knowledgeable community members to visit the class.
- Compile a list of kinship relationships from Unit 3 for review.
- Have area maps available.
- Ensure student materials are available, i.e., scrap books, bristol boards, art material.
- Ensure video equipment or a camera is available.
- Discuss the protocol of the protection of cultural knowledge
- Ensure computer access for poster production.
- Arrange time for videotaping presentations and make blank videotapes available.
- Have tape recorders and cassettes for interviews.
- Ensure that research material is readily available or provide information about locations where it can be accessed.
- Identify the location where research material can be accessed.

Prior Knowledge Required

Students should have:

- poster making skills;
- interview skills;
- research skills;
- knowledge of proper handling and use of audio-visual equipment;
- knowledge of vocabulary and terms associated with landmarks;
- knowledge of language structures and language patterns associated with interview terminology and protocol.

Teaching/Learning Strategies

- direct instruction
- research activities
- conducting interviews
- poster making
- journal writing
- field trip
- brainstorming
- class presentations
- oral presentation
- photography

Assessment and Evaluation

- peer evaluation
- checklist
- anecdotal assessment
- feedback on presentation in individual conferences
- journal assessment

Accommodation

It is Ontario policy that special needs students need to be accommodated with individual learning strategies and special attention given to assessment to facilitate their learning experience. (See considerations for program planning, education for exceptional students, Ministry of Education Document - *Programming Planning and Assessment*. See also section 5.4.3, 5.4.4, 5.4.42, and 5.5 of Ministry of Education Document.)

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Central, 1993.

Activity 4.1: Review and Locate A Community on a Map

Time: 150 minutes

Description

In this activity students will review the teachings of kinship and how they relate to all people. Using an area map, they will locate their Native community and then create a map identifying major landmarks. These maps will help students understand the connection with other communities and the origin of the names of area locations. These maps will be included in the historical project.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

OCV.06 - demonstrate an understanding of the oral traditions of the language under study;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;

WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information.

Specific Expectations

OC1.01 - analyse information presented orally;

OC1.02 - summarize the essential parts of a narration or a discussion;

OC1.04 - demonstrate an understanding of Native philosophy;

OC2.01 - use refined pronunciation and intonation;

RE1.01 - distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/suffix, fact/opinion);

RE1.04 - compare the writing systems of two Native linguistic groups;

WR1.03 - demonstrate an understanding of word order and its relation to a Native world view;

WR2.04 - use correct spelling of basic and new vocabulary;

WR2.06 - use resources to check the spelling and meaning of new words.

Planning Notes

- Gather area and local maps.
- List local landmarks and the Native names for each place.
- Locate archival photos.
- Make appointments for knowledgeable community members to visit the school.
- Ensure that research material is readily available through community organizations.
- Be prepared to discuss the writing systems of other Native linguistic groups.
- Have chart paper available.

Prior Knowledge Required

Students should have:

- research skills;
- map skills.

Teaching/Learning Strategies

1. Students will review the important teachings of kinship through a class discussion. Write these teachings on chart paper for future reference.
2. Students will identify the community and label the landmarks on their maps in the Native language. Other neighbouring communities should also be identified.
3. Students will identify local landmarks they feel are important to the community.
4. Students will create a map of the community identifying and labelling these landmarks. This map will not be considered finished because students will refer to them again after more research.
5. Students will work in pairs to decide which community members are to be interviewed for community landmarks.
6. Students will brainstorm on the proper procedure on approaching community members for interviews, asking permission if audio or videotaping is allowed, community expectations on visiting members, and all protocol on gathering information.
7. Students will continue to include pertinent information in their learning/response journals.

Assessment/Evaluation Techniques

- anecdotal notes
- journal entries
- final map product

Accommodations

- Give special needs students more time to answer in the brainstorming session.
- Use peer mentoring

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins. ON: Ojibway and Cree Cultural Central, 1993.

Activity 4.2: Interview Community Members

Time: 225 minutes

Description

In this activity, students will interview family and community members who are knowledgeable in community landmarks and history. They can also borrow photos for scanning purposes and reproduce or sketch archival photos of the community.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - demonstrate listening skills in a variety of situations;

OCV.02 - converse on familiar and new topics in structured and open-ended situations;

OCV.06 - demonstrate an understanding of the oral traditions of the language under study;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

REV.06 - use information technology to communicate in a Native language;

WRV.04 - use information technology to communicate in a Native language.

Specific Expectations

OC1.04 - demonstrate an understanding of Native philosophy;

OC2.01 - use refined pronunciation and intonation;

OC2.03 - converse using simple, compound, and some complex sentences;

OC2.07 - speak confidently in various situations;

RE2.02 - demonstrate an understanding of basic and new vocabulary in texts;

WR1.01 - paraphrase sentences or parts of sentences that cannot be translated literally from English;

WR3.03 - use information technology to: communicate in a Native language with other students.

Planning Notes

- Use the prepared list of knowledgeable members of the community.
- Collaborate with Geography, Art, Computer, and Native Studies teachers.
- Identify agencies that would have information.
- Review community protocol on interviewing.
- Make appointments for knowledgeable community members to visit the school.
- Review local expectations on procedure for seeking information from the community.
- Reserve tape recorders and video equipment for the Audio-Visual room.
- Ensure that recording equipment is available including blank cassette tapes.

Prior Knowledge Required

Students should have:

- interview skills and language associated in interviews;
- safe use of equipment.

Teaching/Learning Strategies

1. In pairs, students will conduct interviews, ensuring that they explain the purpose and confirm permission to tape the interview. Students will ask questions, previously prepared in the Native language, on landmarks, history of the area, and family use of land.
2. Each group will finalize choice of presentation, i.e., scrapbook, video, or a computer-generated presentation.
3. Students will complete the maps and use them in their presentation.
4. Students will then choose and add the phrases they need to include in their language book.

Assessment/Evaluation Techniques

- language book assessment
- anecdotal reports
- peer evaluation - check list on collaborative skills
- rubric on the product

Accommodations

- Arrange peer support.
- Allow for extra time to complete assignments.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins. ON: Ojibway and Cree Cultural Central, 1993.

Activity 4.3: Field Trip

Time: 300 minutes

Description

The main focus of the field trip/visit is to use the language of study and gather information. Visits can include interviews with hunters and trappers. Sketches can also be done on site, along with various methods of recording such as videotapes and digital cameras, for those who are including landmarks in their presentation.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.02 - converse on familiar and new topics in structured and open-ended situations;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information.

Specific Expectations

OC1.01 - analyse information presented orally;

OC1.02 - summarize the essential parts of a narration or a discussion;

OC2.01 - use refined pronunciation and intonation;

RE1.03 - compare ideas, characters, events, and language conventions in various texts;

WR1.02 - organize writing around a logical sequence of events;

WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Review policy/class procedure for a field trip.
- Prepare a trip itinerary.
- Find the location of the landmarks and how accessible they are.
- Arrange transportation, if needed, for field trip.
- Check accessibility of location for physically challenged students.
- Ensure sketch paper available.

Prior Knowledge Required

- None

Teaching/Learning Strategies

1. The class will prepare for the field trip by discussing the purpose and expected behaviours.
2. In the language of study, discuss the historic implications and significance of the landmarks to the community.
3. Students will record information at each landmark site, e.g., description of landmark.
4. When students return to class, new words should be written in the language book.
5. Students will write in their reflective/response journal.
6. Students will conference with the teacher on the presentation. The original map should be completed at this time.

Assessment/Evaluation Techniques

- observational anecdotal reports

Accommodations

- Allow for extra time to finish assignments.
- Schedule frequent consultations with the instructor.
- Arrange for extra chaperones or volunteers for the field trip.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins. ON: Ojibway and Cree Cultural Central, 1993.

Activity 4.4: Research of Local Heroes and Folk Heroes

Time: 225 minutes

Description

The history of communities is often told through local heroes and local folk stories. With the help of community members, students will record some of these stories and display the projects at various community functions.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

OCV.05 - use various forms of communication to express Native philosophy;

OCV.07 - use information technology to communicate in a Native language;

REV.02 - identify language patterns and vocabulary that have been learned through oral work;

REV.05 - demonstrate an understanding of the history of the Native language under study;

WRV.02 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

OC2.03 - converse using simple, compound, and some complex sentences;

OC2.07 - speak confidently in various situations;

OC2.08 - use a growing range of vocabulary on a variety of topics;

RE1.01 - distinguish linguistic, structural, and conceptual contrasts, e.g., singular/plural, prefix/suffix fact/opinion;

WR1.02 - organize writing around a logical sequence of events;

WR2.06 - use resources to check the spelling and meaning of new words;

WR2.08 - use a variety of regular and irregular verbs correctly.

Planning Notes

- Find various forms of documentation in the community on the local stories and heroes (e.g., tapes, photos, news articles).
- Research the church and community records for accurate dates.
- Make appointments with knowledgeable community members to visit the school
- Reserve required equipment.

Prior Knowledge Required

Students should have:

- research skills;
- requesting information from community;
- safe and proper handling of equipment;
- knowledge of language structures and language patterns appropriate for this activity.

Teaching/Learning Strategies

1. Community members will be invited to the class to share stories and narratives about local heroes. Students will be encouraged to ask questions and comment on the presentations.
2. Students will discuss the stories shared by the guests and identify which story they wish to add to their history project.
3. Students will complete their projects and take time in class to practise presenting with other groups.

Assessment/Evaluation Techniques

- peer assessment
- anecdotal report
- prepared checklist on the project

Accommodations

- Allow for extra time.
- Allow for a modified presentation by peer and teacher prompting.
- Use peer coaching and mentoring.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins. ON: Ojibway and Cree Cultural Central, 1993.

Activity 4.5: Class Presentation

Time: 300 minutes

Description

In this activity, students will present their historical project to the class and prepare it for display in prominent places. Students could give group presentations to school assemblies, parent/teacher meetings, board meetings, and/or a band council meeting. A copy of these presentations can be shared with other Native communities, Native language classes, interested groups, or on web pages.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03 - communicate ideas and information for a variety of purposes using new vocabulary and known expressions;

OCV.05 - use various forms of communication to express Native philosophy;

OCV.06 - demonstrate an understanding of the oral traditions of the language under study;

REV.05 - demonstrate an understanding of the history of the Native language under study;

WRV.01 - express ideas in writing, using familiar and new vocabulary and language structures;
WRV.02 - demonstrate creativity and clarity in the communication of ideas, feelings, and information;
WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

Specific Expectations

OC1.02 - summarize the essential parts of a narration or a discussion;
OC2.03 - converse using simple, compound, and some complex sentences;
OC2.07 - speak confidently in various situations;
OC2.13 - retell Native legends, stories, and community histories with accuracy;
OC3.04 - use information technology to: communicate in a Native language with other students;
RE2.04 - identify different grammatical forms in text;
RE2.05 - follow detailed written instructions;
WR1.02 - organize writing around a logical sequence of events;
WR2.02 - use familiar and new combinations of writing patterns and vocabulary in a variety of forms (e.g., stories, journals, skits, articles, notes, book reports, and news articles);
WR2.04 - use correct spelling of basic and new vocabulary;
WR2.06 - use resources to check the spelling and meaning of new words;
WR3.02 - use information technology to: heighten language awareness in the community (e.g., through the use of the Native language in posters, at public events, for school announcements);
WR3.03 - use information technology to: communicate in a Native language with other students.

Planning Notes

- Have videotaping equipment available.
- Emphasize the safe and proper handling of equipment.
- Schedule adequate time for each group.
- Check whether there are activities in the community at which students can present projects (e.g., Band council meeting, Education Board meeting, Parent Advisory Council).
- With students prepare checklist to evaluate peers.

Prior Knowledge Required

- students should have presentation skills

Teaching/Learning Strategies

1. According to the schedule, students will present their historical project, ensuring there is someone to tape the presentation.
2. Once the presentations are completed, students will display their projects.
3. Students will write new and key phrases in their language books.

Assessment/Evaluation Techniques

- checklist
- journals

Accommodations

- Allow for extra time for completion of the presentation.
- Allow for modified presentation style.

Resources

Brant, Jameson. *Ken-Ta-Soo Win: Native Language Materials Database*. Timmins. ON: Ojibway and Cree Cultural Central, 1993.

Unit 5: Cumulative Project: Recording Native Language and Cultural Knowledge

Time: 25 hours

Unit Description

Using the skills and concepts learned in the first four units, students will develop a multi-level project with a focus on maintaining the life circle, emphasizing philosophy, spirituality, and values. The purpose of the unit is to organize, develop, and produce language resource material for future use in the school and community. The finished project can be a combination of written report, a hands-on language demonstration, audio cassette, CD-ROM/RW, or an illustrated/pictorial history.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations: OCV.06, WRV.04.

Specific Expectations: OC1.01, OC2.05, OC2.11, OC3.01, OC3.04, RE1.05, RE2.08, RE2.09, WR2.02, WR2.05, WR2.07, WR2.10, WR2.11, WR3.03.

Activity Titles (Time + Sequence)

Activity 5.1: Recording and Retaining Cultural Knowledge		
Step 1	Introduction	150 minutes
Step 2	Co-operative Work Groups	150 minutes
Step 3	Research and Recording	375 minutes
Step 4	Peer Review	300 minutes
Step 5	Group Presentation	300 minutes
Step 6	Celebrating Our Languages and Culture	225 minutes

Unit Planning Notes

Please note: In this unit the term “multi-level” means three specific media presentations.

- Organize resource materials and language texts for topics in cultural knowledge areas (Appendix 5.1) by working with local cultural or Friendship Centre, Native community library, knowledgeable community people, and student sources.
- Review the list of cultural knowledge areas that students may choose to research (Appendix 5.1) to add or delete topics as necessary.
- Prepare a list of references and sources of language texts for each topic area.
- Download relevant information from Internet web sites.
- Use this unit to introduce Internet capabilities by web conferencing with other schools and NL3 teachers to establish class groupings. Work with technology teachers to assist students to design a web page.

Prior Knowledge Required

Students should:

- possess knowledge and skills from the expectations covered in the course to date since application of these skills is required to complete the culminating activity;
- have previous experience with discourse and narrative style within their language groups.

Teaching/Learning Strategies

- Brainstorming
- Class discussion
- Collaborative/Co-operative Learning
- Illustrating a story
- Independent study
- Journal writing
- Language book development
- Oral presentation
- Photography
- Research using various sources
- Story writing
- Talking circle
- Team building

Assessment and Evaluation

Tool	Purpose	Who	Activity
Checklist (teacher/student-generated)	formative	self	Advisor's Log
Performance Review (teacher-generated checklist based on Appendix 5.2)	formative	peer	Oral Feedback
Marking Scheme (teacher-generated)	summative	teacher	Listening Assignment
Performance Review (Appendix 5.2)	summative	teacher	Completed Materials

Resources

Brant, Jamieson. *Ken-Ta-Soo-Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Activity 5.1: Recording and Retaining Cultural Knowledge

Time: 1500 minutes

Description

Students complete a cumulative assignment designed to retain Native language and cultural knowledge for use today and in future generations. Students research and record Native language used to express important teachings, skills, and practices of Native society. Each student develops a handbook, an audio-visual presentation, and a retention strategy to keep Native culture living. Research, writing, and presentation skills in the Native language are fostered through independent study and co-operative work groups. Assessment guided by peer, teacher, and self-evaluation establishes how well students have achieved course expectations. This unit accounts for 30% of the final evaluation.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.06 - demonstrate listening skills in a variety of situations;

WRV.04 - use information technology to communicate in a Native language.

Specific Expectation

OC1.01 - analyse information presented orally;

OC2.05 - follow instructions from a detailed oral instruction;

OC2.11 - represent and interpret a character in a class production of a skit with a Native theme;

OC3.01 - use information technology to produce and record short skits depicting a Native event;

OC3.04 - use information technology to communicate in a Native language with other students;

RE1.05 - interpret multi-episode stories;

RE2.08 - make judgements and draw conclusions about content using information from a text;

RE2.09 - demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., summarizing the content, asking and responding to questions, analysing the text, expressing opinions on the text, comparing two texts);

WR2.02 - use familiar and new combinations of writing patterns and vocabulary in a variety of forms (e.g., stories, journals, skits, articles, notes, lists, book reports, and news articles);

WR2.05 - organize information into paragraphs that contain a main idea and related details;

WR2.07 - produce various extended pieces of writing using a variety of forms;

WR2.10 - use various research techniques to locate information to include in a written report;

WR2.11 - use all the steps of the writing process to produce a written product that has been edited, proofread, and revised;

WR3.03 - use information technology to communicate in a Native language with other students.

Planning Notes

Please note: Students research and produce three products specific to their chosen topic - a handbook, an audio-visual presentation, and a retention strategy. (For purposes of this unit “retention strategy” means recommendations to keep Native language and culture strong.) Topics are derived from previous units but for this activity are more directly related to traditional, cultural knowledge (songs, ceremonial texts).

- Review use of talking circle as teaching strategy for discussion and presentation purposes.
- Compile a vocabulary list related to activities, values, and cultural teachings covered in the course.
- Prepare timelines for components (Steps 1-6) of the activity.
- Prepare a checklist or guide based on the Student Instruction Sheet (Appendix 5.1) for students to follow as they complete the activity.
- Develop a checklist for student use based on the performance review form (rubric, Appendix 5.2).
- Arrange for access to the school Library/Resource Centre and computer facilities.
- Arrange a field trip to the local Native community library, cultural/Friendship centre.
- Invite knowledgeable community members to the class or arrange individual interviews.
- Collect and display teacher and student resources, e.g., cassette tapes, stories, pictures.

Prior Knowledge Required

This activity requires the student to have met the expectations covered in the course to date since application of these skills is required to complete the culminating activity.

Teaching/Learning Strategies

Step 1: Introduction

Time: 150 minutes

- 1.1 Talking Circle: Explain the use of talking circle for all large group planning in this unit. The concept of respect for speaker who holds stone (feather, stick, etc), and listening/speaking skills are stressed. To demonstrate how the circle works, each student individually holds the stone (feather, stick) to complete the sentence “My favourite topic in this course is...”. Fellow students listen as each speaker expresses his/her thoughts.

-
- 1.2 Introduce the culminating activity as an opportunity for students to draw together the skills and concepts they have developed throughout the course and apply them to a project which demonstrates what they have learned.
 - 1.3 Students review their course notes, language books, and learning/response journals, keeping in mind one or two activities and any related vocabulary. The teacher elicits concepts and activities to form a class list. For example, planting teaches the value of responsibility but students also learn a ceremony/teaching and uses of plants. Animal tracking can lead to a better understanding of the value of respect for animals that have been trapped or killed. Distribute a prepared list of additional vocabulary related to activities, topics, and skills covered in the course.
 - 1.4 Review the ways Native language holds important cultural knowledge. For example, the word for “sun” tells about its duty but also expresses the sun’s relationship to the people. Introduce a story, song, or ceremony/teaching about the sun in the Native language. A retention strategy can be explained to mean a set of recommendations to continue these values, skills and traditions.
 - 1.5 Provide students with the instruction sheet (Appendix 5.1) and discuss the context for the assignment to document language and traditional knowledge for student and community use. Requirements of the task are reviewed along with the performance rubric (Appendix 5.2) which will be used for evaluation.

Step 2: Co-operative Work Groups

Time: 150 minutes

- 2.1 In the talking circle, review cultural knowledge areas listed in Appendix 5.1. Students choose an area that interests them. Then, divide students into work groups according to the cultural knowledge area they choose. Within each work group, students complete an individual assignment but provide research support to each other. The team shares information about content, resources, and authenticity. Ideas for the retention strategy are also discussed.
- 2.2 Students meet in work groups to decide which topic within the cultural knowledge area they will research. Topics can be narrowed down to one aspect (e.g., *songs of thanksgiving* can focus on one personal song; *stories of heroes* can be confined to one story of Pauline Johnson or a Native veteran; *teachings about the natural world* can focus on animals by using stories). By narrowing topics each student will document cultural knowledge in a variety of areas. The teacher records topic choices on a flip chart visible to students.

Step 3: Research and Recording

Time: 375 minutes

- 3.1 In their learning/response journal, students record a daily summary of completed activities, information sources, peer consultations, and new vocabulary related to their topic.
- 3.2 Students work independently to research their chosen topic by first gleaning information from their course notes and available texts. Knowledgeable community members are interviewed to record Native language associated with their topic. The teacher may arrange a trip to a local cultural/Friendship centre to collect additional language materials. Information is recorded under the following headings: Description; Text (song, story, teaching); Important Values; Uses; and Personal Views.
- 3.3 Work groups conference twice weekly to review progress and the teacher calls a talking circle as needed for points of organization or to review samples of work completed.
- 3.4 Students compile the handbook and audio/visual representation using charts, maps, photos, illustrations, art pieces, and crafted items as appropriate. The culture/language retention strategy is completed using the organizer for recommendations. All materials are submitted to the teacher for copying and distribution to the whole class.

Step 4: Peer Review

Time: 300 minutes

- 4.1 In the talking circle, explain the rubric (Appendix 5.2) in the Native language. List the rubric criteria in a checklist for student usage. By using the checklist, students can assess if criteria is evident in the work of fellow classmates. The teacher models use of the checklist to give oral feedback. Students have ample opportunity to use the checklist as a guide to give oral feedback in the Native language.
- 4.2 Make copies of materials completed by students and distribute to the class so that each student has two reports on topics different than his/her own.
- 4.3 Individually, students review materials using a check mark where written work corresponds to key words from the checklist in 4.1. Students may also write words in the Native language, e.g., “good”, “well done”, or “needs more” as appropriate to the completed work.
- 4.4 Allow ten minutes for each student to present oral feedback about the two topics s/he reviewed. Written work is returned to fellow students and, based on oral and written comments, students individually revise their own materials.

Step 5: Group Presentation

Time: 300 minutes

- 5.1 Each ten-minute presentation is completed in the Native language within work groups only. Students choose three research headings (Description; Text; Important Values; Uses; Personal Comments) to organize the presentation.
- 5.2 Students compile and distribute a one-page summary to function as speaking notes, listing research headings and new words specific to their work.
- 5.3 Each advisory team completes the listening assignment (#3. in Appendix 5.1) during presentations. Allow 30 minutes to complete. Students submit all materials for final evaluation.

Step 6: Celebrating Our Languages and Culture

Time: 225 minutes

- 6.1 Co-operate with Technical Studies class to prepare a secure shelving unit to store completed materials. Students prepare an inventory list and decorate the storage unit as desired.
- 6.2 Plan an event for celebrating the project’s completion by inviting knowledgeable community members, parents, and Native Studies and other language classes (French, Spanish). Enlist Family Studies classes to share recipes, e.g., wild rice and Indian tacos, and food experiences.
- 6.3 At the closing event, explain the assignment clearly using the Native language and English translations where necessary. Explain that students and the community have ready access to use the materials but must maintain the storage unit using the inventory completed in 6.1.

Accommodations

- Encourage students who enjoy or excel in this activity to refer to specific Internet sites for leadership programs in Native language and cultural research.
- Provide alternatives to written reports, e.g. visual organizers.
- Pair students for reading activities.
- List key questions to guide reading.
- Provide a template for assignments.
- Encourage computer use for written work.
- Assist students by daily monitoring completion of the work log and goal-setting.
- Extend this activity by having students complete a timeline for cultural retention strategy.

Resources

Brant, Jamieson. *Ken-Ta-Soo-Win: Native Language Materials Database*. Timmins, ON: Ojibway and Cree Cultural Centre, 1993.

Appendix 5.1

Student Instruction Sheet

1. A Language Time Capsule: The Context

The knowledgeable community members in your community are concerned about keeping Native language and culture strong for current and future generations. They believe the best way to do this is for today's youth to be directly involved in maintaining cultural traditions. The knowledgeable community members have approached your school to request that important cultural knowledge be recorded in the Native language for immediate use by students and the community. They have identified specific areas of cultural knowledge where it is crucial that materials are recorded.

Areas of Cultural Knowledge

- Ceremonies and Teachings, related to:
 - clans names and the naming ceremony
 - leaders of the natural world, e.g., Maple tree, strawberries, deer, geese
 - Our Duty Performers, e.g., the Thunders, Sun and Moon
 - Our Sustenance, e.g., corn, beans, squash, moose, fish, geese, deer
 - planting and harvest
- Songs, related to:
 - thanksgiving and personal chants
 - birth and death
 - Midwinter
 - seeds and planting
 - social occasions
- Stories, related to:
 - healing and medicines
 - spiritual leaders
 - heroes
 - creation and relocation
 - dreams and prophecies
- History
 - people and nations
 - families
 - roles of men and women
 - foods and medicines
 - seed collection
 - games and crafts
 - dress and clothing

Materials: The following are required for topics listed in each cultural knowledge area:

- a handbook that contains the actual Native language text of the story, song, teaching/ceremony or the history of the chosen topic;
- an audio/visual representation of the topic and its use, e.g., labelled photo portfolio, illustrated storybook, an individual or group language demonstration/skit on film or CD-ROM/RW, song on audio cassette, or illustrated/pictorial history;
- a chart that indicates a strategy for retaining Native language and culture.

Appendix 5.1 (Continued)

2. Project Requirements: Instructions for Students

Each student does the following:

- 2.1 Choose a cultural knowledge area, identify a particular topic within it to research, and record your activities in your learning/response journal.
- 2.2 Carry out background research and prepare materials on the following.
 - **Handbook:** written in the Native language include the text of a song, story, skit, or teaching; important values (caring, respect, strength, humility, bravery) conveyed; personal experiences; any significant points of history and why the topic is important to you. An English translation of the song, story, teaching/ceremony, or historical account can also be included.
 - **Audio-visual representation:** illustrate the topic described in the handbook using an audio/visual medium (storybooks, photo albums, CD-ROM/RW, video/audio cassettes) or you may choose to include a crafted product such as a drum, a snow snake, a woman's dress, a man's ribbon shirt, a quill basket, a tamarack decoy, or models of snowshoes.
 - **Culture and language retention strategy:** complete the following organizer listing three recommendations under each heading that will guide students and community to carry on Native traditions.

Recommended Action				
Topic	Personal	Family	Community	Schools
Mid Winter Ceremonies	study the ceremonies	research clan	radio announcements	fit into annual plan
	note schedule	trace Indian names	newspaper stories in Native language	language calendars
	attend the ceremonies	celebrate together	give attention equal to other holidays	grant grace days

- 2.3 Submit your handbook, audio/visual presentation and recommendations for cultural retention to the teacher.
- 2.4 To assist your workgroup to prepare for individual presentation, review the materials of two other students in your group. Provide oral feedback using the checklist given to you by the teacher. Feedback must be given in the Native language. Revise your work as suggested by peer feedback.
- 2.5 Complete the group presentation exercise (3) and submit all materials to the teacher for final evaluation.
- 2.6 Create a large, attractive storage unit, including an inventory of class materials. Celebrate the completion of the project by inviting community members and other classes to be part of the event.

Appendix 5.1 (Continued)

3. Group Presentation Exercise: Listening Assignment

- 3.1 Prepare and distribute a one-page summary of your presentation. Include major headings and words fellow students may find unfamiliar. In ten minutes, present your materials in the Native language.
- 3.2 As each student presents, listen to the strategies s/he recommends for cultural and language retention. For three presentations record a summary of the recommendations using the following chart.

Summary of Recommended Action

Topic	Personal	Family	Community	Schools
1				
2				
3				

- 3.3 Using the Native language, write a paragraph explaining which role is the most important and which action is the most practical.

Appendix 5.2

Performance Review Form

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of reading materials demonstrated by participation in oral and written language activities. (RE2.09)	- demonstrates limited understanding of reading materials by participating only with supervision in oral and written activities.	- demonstrates some understanding of reading materials by participating with some supervision in oral and written activities.	- demonstrates considerable understanding of reading materials by participating independently in oral and written activities.	- demonstrates thorough and insightful understanding of reading materials by initiating participation in oral and written activities.
Thinking/Inquiry Ability to make judgements and draw conclusions about contents using information from a text. (RE2.08)	- uses critical and creative thinking skills with limited effectiveness.	- uses critical and creative thinking skills with moderate effectiveness.	- uses critical and creative thinking skills with considerable effectiveness.	- uses critical and creative thinking skills with a high degree of effectiveness.
Communication Use of familiar and new patterns of writing and vocabulary in a variety of forms. (WR2.02)	- uses language in various forms with limited command.	- uses language in various forms with moderate command.	- uses language in various forms with considerable command.	- uses language in various forms with a high degree of command.
Application Ability to produce various extended pieces of writing using a variety of forms. (WR2.07)	- transfers writing skills to extended contexts with limited effectiveness.	- transfers writing skills to extended contexts with some effectiveness.	- transfers writing skills to extended contexts with considerable effectiveness.	- transfers writing skills to extended contexts with a high degree of effectiveness.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.