

Intermediate Unit Plan

To future and present Educators,

We would like to begin by acknowledging that the land on which we've gathered for the last two years is the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosauonee peoples. We have been given the opportunity to learn and grow as people and as future educators. There is an ancient proverb, whose source is unknown, but speaks volumes it states: "Treat the Earth well. It was not given to you by your parents; it was loaned to you by your children. We do not inherit the Earth from our Ancestors; we borrow it from our Children." We owe it to the children of these lands, past, present, and future, to provide them with the best, most truthful education in which they can learn, grow, and be inspired.

The following collection of cross-curricular resources has been developed with open minds and open hearts. We have done our very best to create inclusive, culturally appropriate resources for teachers to be able to bring indigenous studies into the mainstream classroom. We as Canadians have a responsibilities towards reconciliation and we as teachers have the opportunity to take steps forward by teaching indigenous pedagogy as well as Canadian truths to our students.

We hope that this is a step in the right direction. We apologize for any mistakes we have made within this document and we will gladly accept any feedback on its contents.

Sincerely,

The Teachers of Section 03, Aboriginal Ways of Knowing

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We would like to begin by acknowledging that the land on which we've gathered for the last two years is the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosauonee peoples. We have been given the opportunity to learn and grow as people and as future educators. There is an ancient proverb, whose source is unknown, but speaks volumes it states: "Treat the Earth well. It was not given to you by your parents; it was loaned to you by your children. We do not inherit the Earth from our Ancestors; we borrow it from our Children." We owe it to the children of these lands, past, present, and future, to provide them with the best, most truthful education in which they can learn, grow, and be inspired.

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Sincerely,

The Teachers of Section 03, Aboriginal Ways of Knowing



U1L1 Identity Native Studies

1. Lesson Plan Information	
Subject/Course: NDW 4M1	Name:
Grade Level: 9/10	Date: Nov 24, 2016 Time: 1st Period
Topic: Identity modelling/violence against identity	Length of Period: 70 mins

2. Expectation(s)
<p>Expectation(s) (Directly from The Ontario Curriculum):</p> <ul style="list-style-type: none"> - identify the perception of Aboriginal identity expressed by a variety of Aboriginal writers - analyse how Aboriginal writers reveal identity through their use of language - describe the concepts related to identity in Aboriginal literature <p>Learning Skills (Where applicable):</p> <ul style="list-style-type: none"> - I want the students to be able to recognize their own elements of identity, and how being separated from one's own identity can be seen as a form of spiritual violence - and to be able to recognize certain elements of aboriginal identity that manifest in literature/art etc

3. Content
<p>What do I want the learners to know and/or be able to do?</p> <ul style="list-style-type: none"> - Bronfenbrenner's model: - self identify - apply knowledge to native studies unit <p>Today learners will:</p> <ul style="list-style-type: none"> - learn Bronfenbrenner's model of identity - apply this model to their own identity - apply this knowledge to understand the violence acted upon the natives by separating them from identity

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
<p>Based on the application, how will I know students have learned what I intended?</p> <ul style="list-style-type: none"> - anecdotal record - have students share in class if desired

5. Learning Context
<p>A. The Learners</p> <p>(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</p> <ul style="list-style-type: none"> - their knowledge of residential schools and their role in destroying the native culture - their knowledge of the erasure of native identity throughout Canadian history <p>(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)</p>

- I am sending the material through google classroom, as well as discussing in class
- the materials are available to be accessed at the students leisure

B. Learning Environment

- In the classroom, in their assigned seats - already arranged in groups
- elbow partners are welcome to be consulted, individual work also welcomed

C. Resources/Materials

- shared copy of ecological development theory
- paper for students to draw model on, and fill in with their own lives
- different coloured marker to cross off what was made unavailable to the native students

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

- ask class what makes them identify as themselves?
- share with class, things that I consider my identity
- show bronfenbrenner model

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

- have students copy bronfenbrenner model
 - developmental psychology
 - everyone's life is like an ecosystem
- agree or disagree?
- examples or counter examples?

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

- ask students to fill in Bronfenbrenner model with their own identities - filling out their communities/what impacts their identities
- give about 20 minutes (or less?) to do so

Application: *What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)*

- have students then choose a different marker/colour pencil/whatever
 - have students differentiate where residential school separated native children from their ecology of identity
 - how would this negatively impact your psychological development?
 - what kind of effects could such a violence against your identity have in your life?

CONCLUSION: *How will I conclude the lesson?*

- have the students read the excerpts from Zitkala-sa - Dakota woman's diaries and writings
- draw up Bronfenbrenner's model for her ecological identity - before residential school
- please be as detailed as possible - also attach your own model if wanted
 - pictures welcome if infographic style is easier for you
 - hmwk - graded?

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?







U1L2 Identity Native Studies

1. Lesson Plan Information	
Subject/Course: NDW 4M1	Name:
Grade Level: 9/10	Date: Nov 25, 2016 Time: 1st Period
Topic: Identity modelling/violence against identity	Length of Period: 70 mins

2. Expectation(s)
Expectation(s) (Directly from The Ontario Curriculum): <ul style="list-style-type: none">- identify the perception of Aboriginal identity expressed by a variety of Aboriginal writers- analyse how Aboriginal writers reveal identity through their use of language- describe the concepts related to identity in Aboriginal literature Learning Skills (Where applicable): <ul style="list-style-type: none">- I want the students to be able to recognize their own elements of identity and how being separated from one's own identity can be seen as a form of spiritual violence- and to be able to recognize certain elements of aboriginal identity that manifest in literature/art etc

3. Content
What do I want the learners to know and/or be able to do? <ul style="list-style-type: none">- share their thoughts/feelings on identity- find and present expressions of native identity Today learners will: <ul style="list-style-type: none">- recap their identity charts- research for mini presentations on Monday- read the textbook

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
Based on the application, how will I know students have learned what I intended? <ul style="list-style-type: none">- Their presentation on Monday will be coherent, and easy to discuss with the others

5. Learning Context
A. The Learners (i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience? <ul style="list-style-type: none">- their prior knowledge of the destruction of native identity by residential schools and the canadian government (ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.) <ul style="list-style-type: none">- students are welcome to use technology if needed - or to avoid technology if needed- The student is to choose their own artist, and can present in whichever way feels best

B. Learning Environment

- In the classroom, in the circle sharing format

C. Resources/Materials

- textbook
- charts from yesterday
- circle of chairs
- chromebooks for research

6. Teaching/Learning Strategies**INTRODUCTION**

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

- circle sharing

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

- some time in class to finish their charts
- ask them to share identity charts/zitkalasa's identity chart
- ask them to share what they discovered about
 - themselves on self reflection
 - the reflections on an indian childhood

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

- ask them to share if they have any artists/musicians/actors that they identify with
- talk about why it is important to have people to look up to in many aspects of society

Application: *What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)*

- have class separate into groups
- each group should present on an artisan - whether art, music, dance, fashion, whatever
- at least one group for each compass point
- details to include:
 - location of Canada they are from
 - aboriginal influences
 - upbringing
 - aspects of their identity that show through their work
 - an example to show of their work

CONCLUSION: *How will I conclude the lesson?*

- ask them to share, if anyone is done by the end of the period (doubtful)
- I hope to have mini presentations/discussions/sharing time by Monday
- assign chapter reading pg 114-130

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?



U1L3 Identity Native Studies

1. Lesson Plan Information	
Subject/Course: NDW 4M1	Name:
Grade Level: 9/10	Date: Nov 25, 2016 Time: 1st Period
Topic: Identity modelling presentations	Length of Period: 70 mins

2. Expectation(s)
Expectation(s) (Directly from The Ontario Curriculum): <ul style="list-style-type: none">- identify the perception of Aboriginal identity expressed by a variety of Aboriginal writers- analyse how Aboriginal writers reveal identity through their use of language- describe the concepts related to identity in Aboriginal literature Learning Skills (Where applicable): <ul style="list-style-type: none">- I want the students to be able to recognize their own elements of identity and how being separated from one's own identity can be seen as a form of spiritual violence- and to be able to recognize certain elements of aboriginal identity that manifest in literature/art etc

3. Content
What do I want the learners to know and/or be able to do? <ul style="list-style-type: none">- share their thoughts/feelings on identity- find and present expressions of native identity Today learners will: <ul style="list-style-type: none">- present their aboriginal artists in the sharing circle- read the textbook

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
Based on the application, how will I know students have learned what I intended? <ul style="list-style-type: none">- Their presentation on Monday will be coherent, and easy to discuss with the others

5. Learning Context
A. The Learners (i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience? <ul style="list-style-type: none">- their prior knowledge of the destruction of native identity by residential schools and the canadian government (ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.) <ul style="list-style-type: none">- students are welcome to use technology if needed - or to avoid technology if needed- The student is to choose their own artist, and can present in whichever way feels best
B. Learning Environment <ul style="list-style-type: none">- In the classroom, in the circle sharing format

C. Resources/Materials

- textbook
- whichever methods of technology needed for presentations
- circle of chairs
- chromebooks for research

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

- circle sharing

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

- some time in class to finish their research project
- sharing circle

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

- ask them to share if they have any artists/musicians/actors that they identify with
- talk about why it is important to have people to look up to in many aspects of society

Application: *What will learners do to demonstrate their learning?* (Moving from guided, scaffolded practice, and gradual release of responsibility.)

- have class separate into groups
- each group should present on an artisan - whether art, music, dance, fashion, whatever
- at least one group for each compass point
- details to include:
 - location of Canada they are from
 - aboriginal influences
 - upbringing
 - aspects of their identity that show through their work
 - an example to show of their work

CONCLUSION: *How will I conclude the lesson?*

- ask them to share, if anyone is done by the end of the period (doubtful)
- Have them present
- assign chapter reading pg 114-130

NEXT: Have them think about stereotypical portrayals of native americans/canadians, to discuss on Tuesday

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?



U1L5 Identity Native Studies

1. Lesson Plan Information	
Subject/Course: NDW 4M1	Name:
Grade Level: 9/10	Date: Dec 5, 2016 Time: 1st Period
Topic: Stereotyping/Mascots	Length of Period: 70 mins

2. Expectation(s)
Expectation(s) (Directly from The Ontario Curriculum): <ul style="list-style-type: none">- identify the perception of Aboriginal identity expressed by a variety of Aboriginal artists- analyse how Aboriginal writers reveal identity through their use of language- describe the concepts related to identity in Aboriginal literature- describe how Aboriginal peoples are attempting to rectify the stereotypical images of themselves Learning Skills (Where applicable): <ul style="list-style-type: none">- I want the students to be able to recognize their own elements of identity, and how being separated from one's own identity can be seen as a form of spiritual violence- and to be able to recognize certain elements of aboriginal identity that manifest in literature/art etc- to find stereotyped portrayals within common sports mascots, and discuss why they are inappropriate- start pocahontas and ask for compare/contrast journal

3. Content
What do I want the learners to know and/or be able to do? <ul style="list-style-type: none">- share their thoughts/feelings on identity/stereotypes- find and present expressions of native identity Today learners will: <ul style="list-style-type: none">- present their feelings in the sharing circle- read the textbook- apply stereotypes to themselves/disprove them

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
Based on the application, how will I know students have learned what I intended? <ul style="list-style-type: none">- Their collaboration with the class will be productive and helpful to the upcoming projects- Their journal entry will list common stereotypes, and compare and contrast the disney version of the Pocahontas story with reality

5. Learning Context
A. The Learners (i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience? <ul style="list-style-type: none">- their prior knowledge of the destruction of native identity by residential schools and the canadian government- their knowledge of native stereotypes and the negativity associated with that

(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)*

- students are welcome to use technology if needed - or to avoid technology if needed
- The student is to choose their own sports team to research, and can present in whichever way feels best
- video is available for individual students watching speed (watching will take 2 classes)
- article to read about reality of Pocahontas will be made available on google classroom

C. Resources/Materials

- textbook
- whichever methods of technology needed for presentations
- circle of chairs
- chromebooks for research
- pocahontas video copy

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

- circle sharing

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

- some time in class to finish their research project
- sharing circle

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

- ask them to share what they learned about their chosen sports team mascots
- discuss

Application: *What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)*

- show them Pocahontas, the disney version
- send them the Business Insider article detailing the actual history of Pocahontas

CONCLUSION: *How will I conclude the lesson?*

- Pocahontas will probably continue into the next day
- have them journal 1-2 pages of compare/contrast

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?