

Positioning Story: Exploring Characterization, Thematics, Structure & Style

Authors	Will Peddle, Kate Gray, Katie McCulloch-Cop				
Subject(s)	NBE3U	Level/Grade	11U	Curriculum Strand(s)	A, B, D
Title	Positioning Story: Exploring Characterization, Thematics, Structure & Style				
Overall expectations	<p>A1. Exploring: explore themes related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in text forms created in Canada, formulating questions and comparing perspectives to stimulate a well-reasoned exchange of ideas about these topics;</p> <p>A2. Deconstructing: demonstrate an understanding of how representations of First Nations, Métis, and Inuit individuals, communities, and cultures in text forms created in Canada are influenced by perspectives related to or shaped by historical period, cultural background, and social and political conditions and events, including perspectives related to gender and the role of women;</p> <p>A3. Reconstructing: demonstrate an understanding of the role of contemporary and historical text forms created in Canada in representing the diversity of First Nations, Métis, and Inuit lives, cultures, and world views, and assess the impact on Canadian society of efforts to challenge colonialist views and incomplete or inaccurate representations.</p> <p>B1. The Oral Tradition: demonstrate an understanding of text forms, figures, and practices associated with the oral traditions of First Nations, Métis, and Inuit cultures, explaining how these traditions communicate meaning and how they are used in contemporary communities, and demonstrate the use of culturally appropriate listening practices;</p> <p>B2. Listening to Understand: listen to oral texts from and/or related to First Nations, Métis, and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>B3. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences, for a variety of purposes, about themes, ideas, and issues related to First Nations, Métis, and Inuit cultures;</p> <p>D1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience on subject matter related to First Nations, Métis, and Inuit cultures;</p> <p>D2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>D3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p>				
Specific expectations	<p>A1.1 Identifying Text Forms: identify various cultural text forms* and associated customs from First Nations, Métis, and Inuit cultures, and explain how they support the communication of meaning within the society</p> <p>A1.2 Formulating Questions: formulate increasingly effective questions to guide their explorations of themes, ideas, and issues related to First Nations, Métis, and Inuit</p> <p>A1.3 Exploring Identities: identify and explain diverse themes, ideas, and issues related to First Nations, Métis, and Inuit identities, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts</p> <p>A 1.5 Exploring Self-Determination, Sovereignty, and Self-Governance: identify and explain diverse themes, ideas, and issues related to First Nations, Métis, and Inuit self-determination, sovereignty, or self governance, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts</p>				

A 1.6 Comparing Perspectives: compare multiple perspectives on themes, ideas, and issues related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in various texts from both Indigenous and non-Indigenous sources

A2.1 Viewpoint: determine how the messages relating to First Nations, Métis, and Inuit cultures conveyed in various contemporary and historical Indigenous text forms, and, as appropriate, in non-Indigenous texts, might change if they were presented from a range of different perspectives

A2.3 Positioning: make inferences of increasing subtlety about attitudes towards First Nations, Métis, and Inuit content in various contemporary and historical text forms, providing explanations that draw on a range of appropriate evidence to support their opinions

A3.3 Diversity: analyse and compare the ways in which the diversity of First Nations, Métis, and Inuit lives, knowledge, cultures, and world views is represented or under-represented in various contemporary and historical text forms

B1.1 Oral Text Forms and Their Use: identify various text forms associated with the oral traditions of First Nations, Métis, and Inuit cultures; explain their purpose and symbolic meaning

B1.2 Figures and Their Function describe a variety of significant figures from First Nations, Métis, and Inuit oral stories including their origins, roles, characteristics, and behaviour, and explain, with increasing insight, how they reflect a particular culture's world view

B 1.4 Culturally Appropriate Listening Practices: select and use culturally appropriate listening practices during oral teachings by First Nations, Métis, and Inuit speakers

B 2.3 Using Listening Comprehension Strategies: select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts

B 3.1 Purpose: orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes, using language and following social codes appropriate for the intended purpose and audience

B 3.3 Clarity and Coherence: orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience

B 3.4 Diction and Devices: use appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives effectively and to engage their intended audience

B 4.1 Metacognition: explain which of a variety of strategies they found most helpful before, during, and after listening to and speaking about texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength in oral communication and identify the steps they can take to improve their skills

C1.5 Extending Understanding of Texts: extend their understanding of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, by making rich connections between the ideas in them and in other texts and to their own knowledge, experience, and insights

D1.2 Generating and Developing Ideas: generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate and with increasing effectiveness

D1.3 Research: locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate

D1.4 Organizing Ideas: identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing

D2.1 Form: write for different purposes and audiences using a variety of literary, informational, and graphic text forms

	<p>D2.6 Revision: revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies with increasing effectiveness</p> <p>D3.2 Vocabulary: build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose and with increasing effectiveness</p> <p>D3.5 Proofreading: regularly proofread and correct their writing</p> <p>D3.7 Producing Finished Works: produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations and respecting First Nations, Métis, and Inuit communication styles</p>
<p>Rationale</p>	<p>A leading focus throughout the NBE course is how to successfully teach about and learn from Indigenous content and pedagogies. A swath of Indigenous learning methods can exist outside of traditional modes of education, such as the importance of oral communication over the normative hyperfixation on reading, writing, and arithmetic. Teaching Indigenous content can further be complexified in the absence of Indigenous identity factor as both students and teachers alike in fear of mishandling or misappropriating a minority culture. As such, the following lessons, summative, and overarching C&A Plan were drafted to procure comfort and engagement for all learners through a myriad of means and further seeks to apply relevant guidance from the curriculum and Indigenous scholars alike to ensure cultures are carefully navigated and the effective learning is ascertained.</p> <p>A preliminary measure taken throughout lesson planning to ensure optimal learning and due diligence towards cultural sensitivity is to allow students to explore their interests and pick research topics as they see fit. Rather than continue to limit learning to authoritative western models such as preset questions or rigid usage of sources, students can instead navigate their own research and select their topics and sources. Beyond thinking outside of colonial learning environments and methods of teaching, allowing students to lead themselves further helps procure interest and engagement in the topics. As mentioned, this is imperative in the realm of Indigenous literature as students can often feel uncomfortable, ignorant, or completely distanced from Indigeneity which is effectively challenged by allowing them to be engaged in their own learning and taking the reins themselves. Indigenous focuses also expand across a plethora of timeline, themes, and characterizations and thus students can navigate these notions as they see fit and feel comfortable. This helps challenge normative understandings of Indigeneity in the classroom and expand beyond the same routine topics and teaching styles which can plague English education. Altogether, in picking their own topics student engagement is enhanced, comfort and interest are procured, colonial teaching structures are negated, Indigenous pedagogies honoured, and the myriad of topics inherent to Indigenous cultures can be deconstructed, reconstructed, and explored.</p> <p>Building upon the notion of classroom engagement and non-authoritative teaching methods in line with Indigenous learning, the unit and summative assignment were drafted to include reading, writing, media studies, oral communication, and both group and individual learning. Rather than continue to take individual, mutually exclusive approaches to these overarching focuses, the lesson plan effectively combines each of these facets and reflects the complexity of communication and learning often negated from English classrooms. Students will be able to refine each of these notions throughout the unit and further build the communication, interpersonal, and personal skills by the end of learning and the assignment. Moreover, by not limiting students to one category or the other students can build marks and skills in line with their strengths and not be condemned to a poor grade. For example, not every student is a good writer and some have better oral or artistic skills; as such, if the assignment was writing only, these students would automatically do worse than their contemporaries. As such, factoring in each of the units at once and allowing students to navigate in line with their strengths helps honour the principles of backwards design and scaffolding and further helps ensure student engagement and success in the unit and assignment. Furthermore, the oral communication and self reflexive facets honour Indigenous pedagogies in the classroom as both of these notions challenge normative, Western, colonial understandings of teaching and learning and help students see ulterior methods of education.</p>

	<p>A final rationale which was tantamount to the progression and development of the C&A Plan was the importance of including Indigenous authors, perspectives, and lived experiences directly as well as diligently balancing cultural notions of Indigenous liberation and resilience with memorialising historical and contemporary oppression. To better navigate this, a text written by an Indigenous author was selected and further explores a plethora of topics, themes, and characters throughout the short story model. This allows students to explore different facets of Indigeneity and be exposed to both positive and negative developments within the community across different timelines, zones, and regions. Not reducing Indigenous perspectives to the same rigid topics and allowing students to explore less-discussed notions is imperative when teaching about and learning from Indigenous stories. This was factored in through the text and author selected and further honours the principle of backwards design as students garner experience deconstructing different stories, characters, media, and mediums which will be beneficial in their summative tasks. As such, the text and author that were selected help students navigate different stories, timelines, and perspectives which helps challenge normative understandings of Indigeneity, expand discourse, and honour the progression of Indigenous history to honour both positive and negative developments and centre on tones of liberation and discrimination.</p>
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Essential question

This unit's essential question is:	
<p>How does the identity and positionality of the author, the text, and the reader impact what stories say, the form & style they use, and how we interpret them?</p>	
Explain how the essential question addresses the following:	
<p>Centrality How does this question capture a topic central to students' lives?</p>	<p>Teaching in a multicultural environment such as Canadian schools ensures a diversity of identities within the classroom. This is especially pertinent in relation to Indigenous literature, as some students may not feel a connection to the course contents or texts while others do to varying degrees. For example, Indigenous students and Canadian settlers will have different viewpoints and connections toward the text and themes whilst newcomers to Canada may also struggle to see themselves in Indigenous/(de)colonial discourse or the nation and culture altogether. To remedy such differences and ensure the unit remains central, applicable, and relevant to students lives, the question and unit honour open-endedness and allow students to interwork their thoughts, arguments, and understanding strategically through self-reflexive positionalities.</p>
<p>Engagement Why are students likely to engage with this topic?</p>	<p>The topic and essential question were drafted to be open-ended and applicable to all individuals, identities, and lived experiences. Rather than condemning students to a specific text or limiting them to rigid expectations or questions, this unit is designed to procure engagement through applying to all individuals and allowing them to answer and use sources as they see fit. In honouring their interests and takes, students will ideally be more engaged with learning and attentive to lessons and assignments.</p>
<p>Accessibility How does the essential question lead to a unit that is easily accessible to all students?</p>	<p>Similarly to the aforementioned engagement criterion, students are encouraged to work in texts, examples, arguments, and academic focuses as they see fit. In having freedom to make their own questions, utilise their own works/contents, and express critical thinking, students can work at their own respective levels and procure different, individualised answers. This combats rigidity and the universal standardisation of assignments and expectations that can severely limit accessibility in the classroom.</p>

<p>Connections What are the connections between this question and other learning in the course?</p>	<p>Notions of positionality, self reflexivity, stories, style, form, and audience/interpretation are consistent throughout both the Indigenous Literature course and broader English studies. These notions remain central to different works, courses, and grade levels and thus are interpolated within the essential question/unit and the overarching NBE course. This can also help students who may struggle to understand the text or engage with the class contents make connections to other learning and corroborate, expand, or otherwise challenge their own understandings.</p>
<p>Achievement chart categories and connection to learning goals (The Ontario Curriculum Grades 9 to 12: First Nations, Métis, and Inuit Studies, pp. 31-36)</p>	
<p>Achievement chart categories</p>	<p>By the end of the unit, students will be able to...</p>
<p>Knowledge & understanding</p>	<ul style="list-style-type: none"> ▮ identify various cultural text forms* and associated customs from First Nations, Métis, and Inuit cultures ▮ identify diverse themes, ideas, and issues related to First Nations, Métis, and Inuit identities, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts ▮ identify various text forms associated with the oral traditions of First Nations, Métis, and Inuit cultures; ▮ extend their understanding of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts ▮ build vocabulary for writing by confirming word meaning(s)
<p>Thinking</p>	<ul style="list-style-type: none"> ▮ determine how the messages relating to First Nations, Métis, and Inuit cultures conveyed in various Indigenous text forms might change if they were presented from a range of different perspectives ▮ make rich connections between the ideas in First Nations, Métis, and Inuit texts, in other texts, and to their own knowledge, experience, and insights ▮ generate, expand, explore, and focus ideas for potential writing tasks, ▮ locate and select information to effectively support ideas for writing, ▮ identify, sort, and order main ideas and supporting details for writing tasks ▮ review and refine word choice
<p>Communication</p>	<ul style="list-style-type: none"> ▮ explain how various text and oral forms communicate meaning and purpose within society ▮ formulate increasingly effective questions to guide their explorations of themes, ideas, and issues related to First Nations, Métis, and Inuit ▮ explain diverse themes, ideas, and issues related to First Nations, Métis, and Inuit identities, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts ▮ describe a variety of significant figures from First Nations, Métis, and Inuit oral stories including their origins, roles, characteristics, and behaviour, and explain, with increasing insight, how they reflect a particular culture's worldview ▮ orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes and audience in a clear, coherent manner
<p>Application</p>	<ul style="list-style-type: none"> ▮ make inferences of increasing subtlety about attitudes towards First Nations, Métis, and Inuit content in various contemporary and historical text forms, and provide explanations that draw on a range of appropriate evidence to support their opinions ▮ use language and follow social codes appropriate for the intended purpose and audience ▮ generate ideas effectively using an appropriate variety of strategies and print, electronic, and other resources


	<ul style="list-style-type: none"> ■ select and use the organisational pattern best suited to the content and the purpose of their writing ■ write for different purposes and audiences using a variety of literary, informational, and graphic text forms ■ proofread and correct their own writing ■ produce pieces of finished work
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Summative task

<p>Description Briefly describe the summative task for this unit. Consider the triangulation of data through observations, products, and conversations.</p>	Choose a figure (person, entity, or animal) from one of the stories in <i>The Gift is in the Making</i> . Research the figure you've chosen from <i>The Gift Is in the Making</i> both within Nishnaabeg culture and in other cultural contexts (in other Indigenous cultures, non-Indigenous cultures, and/or your own culture!) in texts, stories, and artwork. Prepare a summary of your research in order to lead a small group discussion/seminar on your findings!
<p>Handout Provide a link to the student instruction handout for this task</p>	See page 28
<p>Rubric Provide a link to the evaluation tool you will be using</p>	See page 29

Lesson breakdown

Lesson 1: Identity and *The Gift Is In The Making* - Group Designed

Specific expectations	Learning intentions	Success criteria	Instructional and/or learning strategies	Assessment tools				
Number reference from curriculum (i.e. A1.1, B2.2)	What are students learning this lesson?	How will students be able to show what they have learned?	Explain how your strategy matches the learning intention, maximizes direct instruction opportunities, and considers students' strengths and needs?	Purpose (for/as/of learning) & who is assessing (teacher, peer and/or student)				
Strand A	Today I will...	I will be successful when...	Hook (10 minutes)	Description				
A1.3 Exploring Identities A1.5 Exploring Self-Determination, Sovereignty, and Self-Governance	<ul style="list-style-type: none"> I read stories from <i>TGIITM</i> I engage with material by and about Leanne Betasamosake-Simpson & identity I generate ideas about how personal/cultural identity impacts stories I generate ideas about how stories impact personal/cultural identity 	<ul style="list-style-type: none"> I can see how the author's identity is present in <i>TGIITM</i> stories I can develop general ideas about how identity impacts/is impacted by stories I can use my ideas to define the concept of cultural identity 	<p>Intro to Leanne Betasamosake Simpson and the Power of Stories</p> <ul style="list-style-type: none"> Class will also look at sections from <i>TGIITM</i> introduction, and some excerpts of Leanne Betasamosake-Simpson speaking found below. <p> Political Concepts: Leanne Betasamosake S...</p>	<p>Tool task</p> <table> <tr> <td>✓ For Teacher</td> <td>✓</td> </tr> <tr> <td>✓ As Student</td> <td>✓</td> </tr> </table>	✓ For Teacher	✓	✓ As Student	✓
✓ For Teacher	✓							
✓ As Student	✓							
Strands B to E	<ul style="list-style-type: none"> I discuss and share my ideas with my group and the class 		<p>Development (55 minutes)</p> <p>Placemat (55 mins)</p> <ul style="list-style-type: none"> Class will read two stories from <i>TGIITM</i> together, "It's a Very Good Thing To Be Yourself", "Gwiizwens Makes A Lovely Discovery" In what will be their seminar groups, students will generate ideas about how stories impact cultural identity, and how identity impacts stories, using the two stories and the intro to <i>TGIITM</i> and Betasamosake Simpson as the basis. They will then discuss their ideas as a group, and eventually share them with the larger class. 					
B1.1 Oral Text Forms and their Use			<p>Closure (10 minutes)</p> <p>Definition (10 mins)</p>					

			<p>Before leaving, students will be asked to write a definition of cultural identity based on their discussions in their journals.</p>	
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Lesson 2: Comparing & Contrasting: Introduction to Stories, Genres, and Stylization (Will)

Specific expectations	Learning intentions	Success criteria	Instructional and/or learning strategies	Assessment tools
Strand A	Today I will...	I will be successful when...	Hook (20 minutes)	Description
<p>A1.1 Identifying Text Forms A1.2 Formulating Questions A1.3 Exploring Identities A 1.6 Comparing Perspectives A2.1 Viewpoint: A3.3 Diversity</p>	<p>Lesson & Discussion: Definitions and examples of compare and contrast will be covered in class. Structure and writing style(s) will be covered and introduced as well. These will be built on in following classes in the unit.</p>	<p>Understand terminology and discussion points covered in class</p> <p>Can use venn diagrams, t-charts, and other visual communication models</p> <p>Reflect on the differences and similarities between written and oral communication</p>	<p>Opening Discussion & Visual Organizer Activity</p> <p>Opening venn diagram and t-chart activity</p> <p>Discussion</p>	<p>Tool task</p> <p>Of Teacher</p> <p>Of Student</p>
Strands B to E	<p>Venn Diagrams, T-Charts: visual compare and contrast tools will be explored in class. Students will have the opportunity to fill out both Venn Diagrams and T-Charts. This will differentiate the lesson and examples beyond written/oral and give students a chance to apply their own interests.</p> <p>Reading/Literary Communication, Listening/Oral Communication exercise: A story from <i>TGISTM</i> will be read as a class and then orally listened to as an audio book. Students will</p>	<p>Begin to think about writing in a compare and contrast style, as well as types of writing style and the effect they can have in general</p>	<p>Development (40 minutes)</p> <p>Foundational Lesson & Reading/Oral Activity</p> <p>Lesson & Discussion</p> <p>Reading & Listening activity</p> <p>Testing/Exploring C&C style and applying to writing</p> <p>Closure (10 minutes)</p> <p>Task (Time)</p> <p>Revisit visual organisers & compare understanding from the start of class to determine learning</p> <p>Record notes/thoughts on preliminary writing applications (and/or discuss these with each other!)</p>	
<p>B1.1 Oral Text Forms and Their Use B 1.4 Culturally Appropriate Listening Practices B 2.3 Using Listening Comprehension Strategies B 3.1 Purpose B 3.3 Clarity and Coherence B 3.4 Diction and Devices B 4.1 Metacognition</p> <p>C1.5 Extending Understanding of Texts</p> <p>D1.2 Generating and Developing Ideas</p>				

<p>D1.3 Research D1.4 Organizing Ideas</p>	<p>then compare and contrast the differences and similarities.</p>			
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Lesson 3: How/Where to research? / Where do we find more information? (Katie)

Specific expectations	Learning intentions	Success criteria	Instructional and/or learning strategies	Assessment tools
Strand A	Today I will...	I will be successful when...	Hook (15 mins)	Description
<p>A1.3 Exploring Identities A3.3 Diversity</p>	<ul style="list-style-type: none"> ▮ Explore how information paths connect and diverge ▮ Think about what makes a research source trustworthy and appropriate for academic research ▮ Explore where to find more information about Indigenous art/cultures/texts 	<ul style="list-style-type: none"> ▮ I can identify when a source is/is not appropriate for academic research ▮ I have places to go do more research on Indigenous art/cultures/texts 	<p>Wikipedia Rabbit Hole (15 mins)</p> <ul style="list-style-type: none"> ▮ Starting on the Wikipedia page for Leanne Betasamosake-Simpson, students will have 3 minutes to follow the in-text links to get as far as they can from the original topic. They will then share where they ended up, which will lead into a short conversation around how research + information paths can diverge and lead to more information. 	<p>Tool task</p> <ul style="list-style-type: none"> ✓ As ✓ Student Sharing/compiling group lists ✓ For ✓ Teacher Journal reflection exit card
Strands B to E			Development (50 minutes)	
<p>D1.2 Generating and Developing Ideas D1.3 Research</p>			<p>Red Flags/Green Flags</p> <ul style="list-style-type: none"> ▮ In small groups, students will discuss what factors indicate an information source that's not suitable for academic research (red flags) and what factors indicate a source is appropriate (green flags). They will also (starting with some provided sources) try to find places where they can conduct research on Indigenous cultures. They will share the 3 lists they came up with, and the class will compile final versions they can use for their summative tasks. <p>Closure (10 minutes)</p> <p>Exit Card (5 mins)</p> <ul style="list-style-type: none"> ▮ Before leaving, students will individually pick one of the sources that the class found, and note why they would use it as a source for future research and put that in their journal. 	

Lesson 4: Elder Storytelling - Kate

Specific expectations	Learning intentions	Success criteria	Instructional and/or learning strategies	Assessment tools
Strand A	Today I will...	I will be successful when...	Hook (15 minutes)	Description
A 1.3 Exploring Identities A 2.3 Positioning	<ul style="list-style-type: none"> ■ Learn about the important knowledge that Elders hold ■ Understand and act in a culturally appropriate manner to the Elder who is choosing to share their knowledge with me ■ Reflect about what the stories I have been told me and how they shape my identity 	<ul style="list-style-type: none"> ■ I can explain key ideas I have learned about the Elder and their community, as well as what it means to be an Elder ■ I can follow culturally appropriate practices are for listening to an Elder ■ I can reflect on my learnings and the Elder's teachings in both my KWL chart and the personal reflection in my journal. 	<p>Students will start by filling in the first two columns of a KWL chart about Elders + Oral Storytelling (5 mins)</p> <p>Discussion about Protocol + Respect (Teacher-Led-5 mins)</p> <ul style="list-style-type: none"> ■ what is an Elder ■ why we give tobacco ■ sharing practices (why we should not take photos/videos/audio recordings without permission, whether we can or cannot share the stories the Elder tells us) ■ treating objects/sacred artefacts the Elder may bring in with respect (no touching) <p>Handout/Research about Elder (5 mins)</p> <p>Teacher will walk students through a handout about the life + community that the Elder is from, providing both background knowledge for the Elder and giving students a sample handout that they can use for their own handout (summative). (Handout not provided as attachment as will be determined by the Elder that comes into the classroom).</p>	<p>Tool task</p> <p>✓ For Teacher (Journal Reflection) ✓</p> <p>✓ As Student (KWL Chart - filling in what they learned) ✓</p>
Strands B to E			Development (50 minutes)	
			Listening + Learning from Elders	
B 1.4: Culturally Appropriate Listening Practices B 2.3: Use Listening Comprehension Strategies			Closure (10 minutes)	
			<p>Individual Reflection - Journaling</p> <ul style="list-style-type: none"> ■ students will start by filling in their "L" section of the KWL chart ■ students will end by writing in their journals about the following prompt: "What meanings and learnings did you take from the stories the Elder told? Which story did you connect with the most and why?" 	

Lesson 5: Research Part 2: Summarising / How do we share the information we've found? (Katie)

Specific expectations	Learning intentions	Success criteria	Instructional and/or learning strategies	Assessment tools
Strand A	Today I will...	I will be successful when...	Hook (10 minutes)	Description
A1.3 Exploring Identities	<ul style="list-style-type: none"> ■ discuss the importance of sharing information in my own words, or accurately citing sources ■ explore how to cite/summarise information ■ practice summarising information to share with others ■ review/revise my group member's summaries 	<ul style="list-style-type: none"> ■ I can share information in my own words ■ I can cite information appropriately ■ I can summarise information to share with others ■ I can revise my peers' summaries 	<p>Pair Drawing (10 mins)</p> <p>■ Students will work in pairs. One of them will be shown a simple image, and be tasked with describing what is happening without using a given list of words. For example, the photo would be of a dog in a party hat, but they wouldn't be able to use the words dog, party, or hat. The other student will try to draw what they are told. Once time is up, they will switch roles and use a new image. This will lead into a short conversation about the difficulties with trying to share information without plagiarising.</p>	<p>Tool task</p> <p>✓ As ✓ Student Peer revision</p> <p>✓ For ✓ Teacher Journal reflection (3 Q's)</p>
Strands B to E			Development (60 minutes)	
D1.2 Generating and Developing Ideas D1.3 Research D1.4 Organizing Ideas			<p>Annotate/Practice (60 mins)</p> <p>■ In small groups, students will find and annotate a news article to see how the author shared information while citing/attributing the external information to the relevant sources. They will then, individually, summarise the article, taking care to use their own words, and cite what they pull directly. They will then share/compare summaries with their own group, and then someone from a different group, to see what information they found relevant, how they did at summarising information for people who haven't read the source, and revise each other's work.</p> <p>Can use SOAPSTONE from Burke as template to assess each other's work: (What is the subject? Occasion? Audience? Purpose? Speaker? Tone?)</p>	
			Closure (5 minutes)	
			<p>3 Questions Card (5 mins)</p> <p>■ Based on the revisions they received from their group</p>	

			members, they will answer 3 questions in their journal: what they feel confident about when it comes to summarising/sharing their research, what they need to improve on, and what they are confused/have questions about.	
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Lesson 6: Writing for Academic Situations: Formatting, Reviewing, & Styles (Will)

Specific expectations	Learning intentions	Success criteria	Instructional and/or learning strategies	Assessment tools
Strand A	Today I will...	I will be successful when...	Hook (20-25 minutes)	Description
A1.1 Identifying Text Forms A1.2 Formulating Questions A 1.6 Comparing Perspective A2.1 Viewpoint	I Review and learn different examples of academic writing styles (ie: summative, argumentative/persuasive, editorial, informational, etc).	I Can identify different writing styles and practice using them I Learn some editing and reviewing techniques (non-exhaustive)	Individual/Group Activity: Correction & Mistake Hunter I Students will work through worksheets and examples on the board/screen/Google classroom identifying mistakes and successes in different styles of writing, formatting, and reviewing (either individually or collectively). Students will note the correct changes and this will help situate knowledge for the following discussion/lesson.	Tool task ✓ For ✓ Teacher ✓ Of ✓ Teacher
Strands B to E	I Review and learn formatting examples of formatting (ie: footnotes, citations, bibliographies, APA, MLA, etc)	I Identify and begin applying formatting styles	Development (30-40 minutes)	
B3.1 Purpose B3.3 Clarity & Coherence B3.4 Diction & Devices C1.5 Extending Understanding of Texts D1.2 Generating and Developing Ideas D1.3 Research D1.4 Organizing Ideas D2.1 Form D2.6 Revision D3.2 Vocabulary D3.5 Proofreading	I Review and learn how to review/edit work and produce final, academic versions		Discussion & Group Activity: Exploring Writing Styles I Discussion and presentation with official definitions and examples. Will also include correct answers and rationales for the opening activity. The class will explore different writing styles and formatting styles all together. I Students will then be given different writing & citation styles to explore on their own at their tables to test their knowledge and learning.	
			Closure (10-15 minutes)	
			Metacognition: Exit Cards & Outstanding Inquiry Collection I Students will complete exit cards which will also have space to submit any existing questions. This will help both students and teachers fine tune lessons and learning.	

Lesson 7: Academic Conversations + Oral Communication (2 Class Periods) - Kate

Specific expectations	Learning intentions	Success criteria	Instructional and/or learning strategies	Assessment tools
Strand A	Today I will...	I will be successful when...	Hook (40 minutes)	Description
A 1.2: Formulating Questions A 1.6: Comparing Perspectives	<ul style="list-style-type: none"> ▮ Learn the different roles necessary to make a balanced academic conversation ▮ Practice sharing, challenging, and questioning information with my peers ▮ Examine my own strengths and weaknesses in professional oral communication 	<ul style="list-style-type: none"> ▮ I can explain the different aspects/roles in an academic conversation ▮ I can verbally communicate my thoughts respectfully and coherently to my classmates ▮ I can reflect on my areas of strength and need 	<p>Academic Conversations Practice 1- Controversial Issues</p> <ul style="list-style-type: none"> ▮ Students will start by receiving the table of sentence starters/conversational moves (adapted from Burke, pgs. 224 & 233) https://docs.google.com/document/d/1z1UscnnZwaxEMNV98QbWGPWki0Za7cj8quNQEnaxcrU/edit?usp=sharing ▮ They will then get into their seminar groups, and draw a controversial issue from the hat from the list below the academic conversation chart (in doc) ▮ Students will have a 15 minute conversation about the topic, checking off each row as they complete particular roles (for now, students should just do what comes naturally to them, and pay attention to what they feel comfortable with or uncomfortable with) ▮ Then, we will re-assemble as a class and do a survey of which “moves” students used most and least ▮ Students will set goals for themselves regarding which aspects of conversation they feel least comfortable with 	<p>Tool task</p> <ul style="list-style-type: none"> ✓ For Teacher (Reading Journal Entries & Observing Discussion Groups) ✓ ✓ As Student (Journal Entry as Metacognitive Assessment of Strengths/Weaknesses) ✓
Strands B to E			Development (40 minutes)	
B 3.2: Interpersonal Speaking Strategies B 3.3: Clarity and Coherence B 4.1: Metacognition			<p>Task: Story Discussion (30 mins)</p> <ul style="list-style-type: none"> ▮ Students will find one of Simpson’s stories (either read in class or on their own) that they enjoy ▮ Once they have found the story, they will prepare some discussion points to bring to their group. Here are some sample points for them to consider bringing up: https://docs.google.com/document/d/1z1UscnnZwaxEMNV98QbWGPWki0Za7cj8quNQEnaxcrU/edit?usp=sharing <p>CLASS PERIOD 2:</p> <p>Task: Mini-Seminar (50 mins)</p> <ul style="list-style-type: none"> ▮ Students will then take turns presenting a summary and 	

			<p>their discussion points for their stories, followed by a short group discussion on reactions and thoughts for each story</p> <p>▮ Students should focus on incorporating the aspects of academic conversation they found challenging from the hook section of the lesson</p>	
			Closure (20 minutes)	
			<p>Metacognition Exit Slip</p> <p>▮ Students will end class by journaling to the following prompt: "What parts of academic conversation do you excel at? Which areas can you continue to grow in, and how will you do so?"</p>	

Lesson 8: Seminar Sharing - Group Designed

Specific expectations	Learning intentions	Success criteria	Instructional and/or learning strategies	Assessment tools				
Strand A	Today I will...	I will be successful when...	Hook (5 mins)	Description				
<p>A 1.2: Formulating Questions</p> <p>A 1.3: Exploring Identities</p> <p>A 1.6: Comparing Perspectives</p> <p>A 3.3: Diversity</p>	<p>▮ Present my research and analysis on a figure from <i>TGIITM</i> to my group</p> <p>▮ Participate in discussion and listen engagedly to my group</p> <p>▮ Reflect on my abilities to explain my thinking to my group</p>	<p>▮ I have presented my research findings and analysis of my figure to my group</p> <p>▮ I have participated in the discussion questions created by each group leader in my classroom</p> <p>▮ I have filled in my peer and self-assessment</p>	<ul style="list-style-type: none"> As a class, we will go over the expectations and timing for their seminar, as well as read over and remind students of the peer and self-assessment sheets <p>Development (60 mins)</p> <ul style="list-style-type: none"> Students will get into their groups and present their findings, taking turns leading the discussions and presenting their questions and the representations they found 	<p>Tool task</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">✓ Of</td> <td style="width: 50%;">✓ Teacher</td> </tr> <tr> <td>✓ As</td> <td>✓ Student</td> </tr> </table>	✓ Of	✓ Teacher	✓ As	✓ Student
✓ Of	✓ Teacher							
✓ As	✓ Student							
<p>Strands B-E</p> <p>B 3.1 Purpose</p> <p>B.3.3: Clarity and Coherence</p> <p>B 4.1: Metacognition</p> <p>D 1.3: Research</p> <p>D 1.4: Organising Ideas</p> <p>D 2.1: Form</p> <p>D 3.7: Producing Finished Works</p>			Closure (10 minutes)					
			<p>Task (Time)</p> <p>▮ Fill in Peer and Self-Assessment</p>					

References & Appendices

Reference list	
APA citations of resources and sources	
<p>Burke, J. (2013). <i>The English teacher's companion: A completely new guide to classroom, curriculum, and the profession</i>. (4th ed.). Heinemann.</p> <p>Simpson, L. B. (2013). <i>The gift is in the making: Anishinaabeg stories</i>. Highwater Press.</p>	
Appendices checklist	
Please ensure that you have included the following:	
✓	Student instruction handout for summative task
✓	Assessment tool for summative task, including scoring guide/answer key
✓	Detailed lesson plans with assessment for learning tool
✓	Any handouts (e.g., graphic organizers, student checklists, accommodated materials, etc.) you will be using in the lesson(s)

Overall and specific expectation(s)

A. First Nations, Metis, and Inuit perspectives and text form in Canada

A	1.	Exploring	explore themes related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in text forms created in Canada, formulating questions and comparing perspectives to stimulate a well-reasoned exchange of ideas about these topics	
		1	Identifying text forms	identify various cultural text forms and associated customs from First Nations, Métis, and Inuit cultures, and explain how they support the communication of meaning within the society
		2	Formulating questions	formulate increasingly effective questions to guide their explorations of themes, ideas, and issues related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts

		3	Exploring identities	identify and explain diverse themes, ideas, and issues related to First Nations, Métis, and Inuit identities, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts
		4	Exploring relationships	identify and explain diverse themes, ideas, and issues associated with relationships in First Nations, Métis, and Inuit cultures, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts
		5	Exploring self-determination, sovereignty, and self-governance	identify and explain diverse themes, ideas, and issues related to First Nations, Métis, and Inuit self-determination, sovereignty, or self governance, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts
		6	Comparing perspectives	compare multiple perspectives on themes, ideas, and issues related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in various texts from both Indigenous and non-Indigenous sources
	2.	Deconstructing		demonstrate an understanding of how representations of First Nations, Métis, and Inuit individuals, communities, and cultures in text forms created in Canada are influenced by perspectives related to or shaped by historical period, cultural background, and social and political conditions and events, including perspectives related to gender and the role of women
	1	Viewpoint	determine how the messages relating to First Nations, Métis, and Inuit cultures conveyed in various contemporary and historical Indigenous text forms, and, as appropriate, in non-Indigenous texts, might change if they were presented from a range of different perspectives, and make appropriate inferences about how the viewpoint of the creator/author is shaped by factors related to historical period, gender, culture, sexual orientation, ability, and/or politics	
	2	Contradictions	identify contradictions in how First Nations, Métis, and Inuit cultures have been depicted in various contemporary and historical Indigenous text forms, and non-Indigenous texts	
	3	Positioning	make inferences of increasing subtlety about attitudes towards First Nations, Métis, and Inuit content in various contemporary and historical text forms, providing explanations that draw on a range of appropriate evidence to support their opinions	
	4	Accessibility	describe a range of contemporary and historical factors affecting public access to First Nations, Métis, and Inuit text forms, including cultural text forms	
	5	Asymmetries	describe a range of issues related to attempts to apply Western cultural criteria to First Nations,	

			Métis, and Inuit text forms, including cultural text forms	
	3.	Reconstructing		demonstrate an understanding of the role of contemporary and historical text forms created in Canada in representing the diversity of First Nations, Métis, and Inuit lives, cultures, and world views, and assess the impact on Canadian society of efforts to challenge colonialist views and incomplete or inaccurate representations.
		1	Acknowledging	demonstrate an understanding of the challenges First Nations, Métis, and Inuit individuals and communities face and have faced in controlling their own narratives and resisting colonialist views, as revealed in text forms studied in this course
		2	Naming	identify appropriate ways to refer to Indigenous peoples in diverse contexts, and locate examples of inappropriate terminology in contemporary and historical text forms from both Indigenous and non-Indigenous sources and explain the significance of naming choices
		3	Diversity	analyse and compare the ways in which the diversity of First Nations, Métis, and Inuit lives, knowledge, cultures, and world views is represented or under-represented in various contemporary and historical text forms
		4	Relevance	evaluate a variety of contemporary text forms to determine how accurately they represent the lives and activities of First Nations, Métis, and Inuit individuals and communities, past and present, and explain, with increasing insight, how updated representations can influence society
		5	Affirmation	describe various contemporary efforts to affirm the value and counteract the undervaluation of First Nations, Métis, and Inuit cultural text forms

B. Oral communication

B	1.	The oral tradition		demonstrate an understanding of text forms, figures, and practices associated with the oral traditions of First Nations, Métis, and Inuit cultures, explaining how these traditions communicate meaning and how they are used in contemporary communities, and demonstrate the use of culturally appropriate listening practices;
		1	Oral text forms and their use	identify various text forms associated with the oral traditions of First Nations, Métis, and Inuit cultures; explain their purpose and symbolic meaning; and describe various customs governing their use

		2	Figures and their function	describe a variety of significant figures, including their origins, roles, characteristics, and behaviour, and explain, with increasing insight, how they reflect a particular culture's world view
		3	Societal influences	explain, with increasing insight, the influence of a range of social, economic, and/or political forces on the disruption or continuation of oral traditions in contemporary First Nations, Métis, and Inuit communities
		4	Culturally appropriate listening practices	select and use culturally appropriate listening practices during oral teachings by First Nations, Métis, and Inuit speakers
	2.	Listening to understand		listen to oral texts from and/or related to First Nations, Métis, and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes;
	1	Purpose	identify the purpose of a range of listening tasks, with a focus on listening to oral texts from and/or related to First Nations, Métis, and Inuit cultures, and set goals for specific tasks	
	2	Using active listening strategies	select and use the most appropriate active listening strategies when interacting in a range of oral communication contexts related to First Nations, Métis, and Inuit cultures	
	3	Using listening comprehension strategies	select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts	
	4	Demonstrating understanding of content	identify, in a variety of ways, important information and ideas in oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts	
	5	Interpreting texts	develop and explain interpretations of oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, using evidence from the text, including oral and visual cues, to support their interpretations effectively	
	6	Extending understanding of texts	extend their understanding of oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, by making effective connections between the ideas in them and in other texts and to their own knowledge, experience, and insights	
7	Analysing texts	analyse oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, focusing on the ways in which they communicate		

		information, themes, ideas, and issues and influence the listener's/viewer's response
	8	Critical literacy identify and analyse the perspectives and/or biases evident in oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power
	9	Understanding presentation Strategies evaluate the effectiveness of a variety of presentation strategies used in oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, and suggest other strategies that could be used effectively
3.	Speaking to communicate use speaking skills and strategies appropriately to communicate with different audiences, for a variety of purposes, about themes, ideas, and issues related to First Nations, Métis, and Inuit cultures;	
	1	Purpose orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes, using language and following social codes appropriate for the intended purpose and audience
	2	Interpersonal speaking strategies demonstrate an understanding of a variety of interpersonal speaking strategies, and adapt them effectively to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
	3	Clarity and coherence orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience
	4	Diction and devices use appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives effectively and to engage their intended audience
	5	Vocal strategies identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences
	6	Non-verbal cues identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively and with sensitivity to audience needs and cultural differences to help convey their meaning
	7	Audio-visual aids use a variety of audio-visual aids effectively to support and enhance oral presentations on subject

			matter related to First Nations, Métis, and Inuit cultures, and to engage their intended audience	
	4.	Reflecting on skills and strategies		reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication contexts related to First Nations, Métis, and Inuit cultures.
		1	Metacognition	explain which of a variety of strategies they found most helpful before, during, and after listening to and speaking about texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength in oral communication and identify the steps they can take to improve their skills
		2	Interconnected skills	identify a variety of skills they have in reading, writing, viewing, and representing, and explain, with increasing insight, how these skills help them interpret and discuss oral texts from and/or related to First Nations, Métis, and Inuit cultures more effectively

C. Reading and literature studies

C	1.	Reading for meaning		read and demonstrate an understanding of a variety of literary, informational, and graphic texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, using a range of strategies to construct meaning;
		1	Variety of texts	identify various cultural text forms and associated customs from First Nations, Métis, and Inuit cultures, and explain how they support the communication of meaning within the society
		2	Using reading comprehension strategies	formulate increasingly effective questions to guide their explorations of themes, ideas, and issues related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts
		3	Demonstrating understanding of content	identify the most important ideas and supporting details in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, in relevant texts from non-Indigenous sources, including increasingly complex or difficult texts
		4	Making inferences	make and explain inferences of increasing subtlety about texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts

		5	Extending understanding of texts	extend their understanding of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, by making rich connections between the ideas in them and in other texts and to their own knowledge, experience, and insights
		6	Analysing texts	analyse texts, including increasingly complex or difficult texts, in terms of the information, themes, ideas, and issues they explore in relation to First Nations, Métis, and Inuit cultures, explaining with increasing insight how various aspects of the texts contribute to the presentation or development of these elements
		7	Evaluating Texts	evaluate the effectiveness of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, using evidence from the text to support their opinions
		8	Critical Literacy	identify and analyse the perspectives and/or biases evident in texts dealing with themes, ideas, and issues related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power
	2.	Understanding form and style		identify a variety of text forms, text features, and stylistic elements in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, and demonstrate an understanding of how they help communicate meaning;
	1	Text forms		identify a variety of characteristics of literary, informational, and graphic text forms, and explain, with increasing insight, how they help communicate meaning or reflect a world view
	2	Text features		identify a variety of features of texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, and explain, with increasing insight, how they help communicate meaning or reflect a world view
	3	Elements of style		identify a variety of elements of style in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, in relevant texts from non-Indigenous sources, and explain, with increasing insight, how they help communicate meaning or reflect a world view and enhance the effectiveness of the text
	3.	Reading with fluency		use knowledge of words and cueing systems to read fluently;

		1	Reading familiar words	demonstrate an automatic understanding of most words in a variety of reading contexts related to First Nations, Métis, and Inuit cultures
		2	Reading unfamiliar words	use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty, in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, in relevant texts from non-Indigenous sources
		3	Developing vocabulary	use a variety of strategies, with increasing regularity, to explore and expand vocabulary, focusing on words and phrases that have particular significance for First Nations, Métis, and Inuit communities and evaluating the precision with which these words are used in the texts they are reading
	4.	Reflecting on skills and strategies		reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources;
		1	Metacognition	explain which of a variety of strategies they found most helpful before, during, and after reading texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as readers and identify the steps they can take to improve their skills
		2	Interconnected skills	identify a variety of skills they have in listening, speaking, writing, viewing, and representing, and explain, with increasing insight, how these skills help them read texts from and/or related to First Nations, Métis, and Inuit cultures more effectively
	5.	First Nations, Métis, and Inuit voices in contemporary literature		identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit literature, and analyse the social and cultural influence of those contributions.
		1	Development of contemporary literature	describe the contributions of a variety of individuals, organizations, and initiatives to the development of contemporary First Nations, Métis, and Inuit literature
		2	Influence of contemporary literature	analyse the influence of contemporary First Nations, Métis, and Inuit literary works on identities and heritage in Canada, commenting with increasing insight on the role of literature as a social and cultural force in First Nations, Métis, and Inuit communities
		3	Influence of technology	analyse the role of technology in helping promote the work of contemporary First Nations, Métis, and Inuit writers and publishers, drawing on evidence from a variety of initiatives to support their conclusions

D. Writing

A	1.	Developing and organizing content		generate, gather, and organize ideas and information to write for an intended purpose and audience on subject matter related to First Nations, Métis, and Inuit cultures;
		1	Identifying topic, purpose, and audience	identify the topic, purpose, and audience for a variety of writing tasks on subject matter related to First Nations, Métis, and Inuit cultures
		2	Generating and developing ideas	generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate and with increasing effectiveness
		3	Research	locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate
		4	Organizing ideas	identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing
		5	Reviewing content	determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task
	2.	Using knowledge of form and style		draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
		1	Form	write for different purposes and audiences using a variety of literary, informational, and graphic text forms
		2	Voice	establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing
		3	Diction	use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience
		4	Sentence craft and fluency	write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas

		5	Critical literacy	explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing, and how these may either reflect or conflict with a First Nation, Métis, or Inuit world view
		6	Revision	revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies with increasing effectiveness
		7	Producing drafts	produce revised drafts of a variety of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations and respecting First Nations, Métis, and Inuit communication styles
	3.	Applying knowledge of conventions		use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
		1	Spelling	consistently use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to identify and correct their own and others' spelling errors
		2	Vocabulary	build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose and with increasing effectiveness
		3	Punctuation	use punctuation correctly and effectively to communicate their intended meaning
		4	Grammar	evaluate a variety of contemporary text forms to determine how accurately they represent the lives and activities of First Nations, Métis, and Inuit individuals and communities, past and present, and explain, with increasing insight, how updated representations can influence society
		5	Proofreading	regularly proofread and correct their writing
		6	Publishing	use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience
	7	Producing finished works	produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations and respecting First Nations, Métis, and Inuit communication styles	
4.	Reflecting on skills and strategies		reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages of writing texts on subject matter related to First Nations,	

			Métis, and Inuit cultures.
	1	Metacognition	explain which of a variety of strategies they found most helpful before, during, and after writing texts on subject matter related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as writers and identify the steps they can take to improve their skills
	2	Interconnected skills	identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain, with increasing insight, how these skills help them write texts on subject matter related to First Nations, Métis, and Inuit cultures more effectively
	3	Portfolio	select examples of a variety of types of writing that express themes, ideas, and perspectives explored in this course and that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice

E. Media studies

E	1.	Understanding media texts	demonstrate an understanding of a variety of media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources;	
		1	Purpose and audience	explain how media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources, including increasingly complex or difficult texts, are created to suit particular purposes and audiences
		2	Interpreting messages	interpret media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey
		3	Evaluating texts	evaluate how effectively information, themes, ideas, issues, and opinions are communicated in media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose
		4	Audience responses	explain why the same media text might prompt a variety of different responses from different audiences
		5	Critical literacy	identify the perspectives and/or biases evident in media texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources, including

			increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power
	6	Production perspectives	explain how production, marketing, financing, distribution, and legal/regulatory factors influence the First Nations, Métis, and Inuit media industry
2.	Understanding media forms, conventions, and techniques		identify some media forms and explain how the conventions and techniques associated with them are used to create meaning in the context of First Nations, Métis, and Inuit cultures;
	1	Form	identify general and specific characteristics of a variety of media forms and explain, with increasing insight, how they shape content and create meaning in the context of First Nations, Métis, and Inuit cultures
	2	Conventions and techniques	identify conventions and/or techniques used in a variety of media forms and explain, with increasing insight, how they convey meaning and influence their audience in the context of First Nations, Métis, and Inuit cultures
3.	Creating media texts		create a variety of media texts on subject matter related to First Nations, Métis, and Inuit cultures, for different purposes and audiences, using appropriate forms, conventions, and techniques;
	1	Purpose and audience	describe the topic, purpose, and audience for media texts they plan to create on subject matter related to First Nations, Métis, and Inuit cultures, and identify significant challenges they may face in achieving their purpose
	2	Form	select a media form to suit the topic, purpose, and audience for a media text they plan to create on subject matter related to First Nations, Métis, and Inuit cultures, and explain why it is the most appropriate choice
	3	Conventions and techniques	identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help communicate a specific aspect of their intended meaning effectively
	4	Producing media texts	produce media texts, including increasingly complex texts, on subject matter related to First Nations, Métis, and Inuit cultures, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques
4.	Reflecting on skills and strategies		reflect on and identify their strengths as interpreters and creators of media texts, areas for improvement, and the strategies they found most helpful in understanding and creating media

			texts on subject matter related to First Nations, Métis, and Inuit cultures;	
		1	Metacognition	explain which of a variety of strategies they found most helpful in interpreting and creating media texts on subject matter related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as media interpreters and producers and identify the steps they can take to improve their skills
		2	Interconnected skills	identify a variety of skills they have in listening, speaking, reading, and writing, and explain, with increasing insight, how these skills help them interpret and create media texts on subject matter related to First Nations, Métis, and Inuit cultures more effectively
	5.	First Nations, Métis, and Inuit voices in contemporary media		identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit media production, analysing the social and cultural influence of those contributions and the role of media literacy.
		1	Media development	describe the contributions of a variety of individuals, organizations, and initiatives to the development and production of contemporary First Nations, Métis, and Inuit media texts
		2	Influence of media production	analyse the influence of contemporary First Nations, Métis, and Inuit media texts on identities and heritage in Canada, commenting with increasing insight on the role of media production as a social and cultural force in First Nations, Métis, and Inuit communities
		3	Media literacy and media access	analyse the role of media literacy and media access in promoting the work of contemporary First Nations, Métis, and Inuit media creators, drawing on evidence from a variety of technological initiatives to support their conclusions

Summative Task Handout

Choose a figure (person, entity, or animal) from one of the stories in *The Gift is in the Making*. Research the figure you've chosen from *The Gift Is in the Making* both within Nishnaabeg culture and in other cultural contexts (in other Indigenous cultures, non-Indigenous cultures, and/or your own culture!) in texts, stories, and artwork. Prepare a summary of your research in order to lead a small group discussion/seminar on your findings!

Remember: as you build towards your summative, you will need to complete entries in your journal for this course! Be sure to complete these, as these entries will be considered alongside your process work for this task.

Specific Instructions:

- Choose which figure you would like to investigate from one of the stories in *The Gift is in the Making*. This could be a character that interests you, that you struggle to understand, or that you relate to. You can choose human characters, animals, plants, or anything else in the natural world you would like to learn more about.
- Brainstorm some basic characteristics of your figure/character, as characterized by Betasamosake-Simpson
- Find at least 3 other representations of your figure from different Indigenous cultures or different genres (music, visual arts, poetry...)
- Compare and contrast the representations you have found: what unites all these representations? What variations do you see? Consider whether cultural factors play a part in the differences in representation.
- Present your findings by leading a small seminar group (~10 mins per person). Show any artwork/music/orally recorded stories (or short samples) that you have found, or feel free to read excerpts from other text-based stories. Share your key take-aways from the comparison-contrast work you have done, and the overall characteristics of your figure across representations.
- Prepare a handout with information you have gathered about your figure to share with your groupmates, including 2-3 discussion questions to ask your group as part of your discussion. Include a Works Cited on your handout.
- Following your discussion, fill out a self-assessment form and the peer assessment form for each of your group members.

Summative Task Evaluation Rubric

Expectations	1 Beginning Expectations	2 Developing Expectations	3 Applying Expectations	4 Extending Expectations	Feedback
<p>Knowledge and understanding of content: identify various cultural text forms and their associated customs from First Nations, Métis, and Inuit cultures, diverse themes, ideas, and issues related to those cultures, and various text forms associated with the oral traditions of those cultures.</p> <p>For this task it means: I can identify features of different cultural texts, and how they are linked to culture, theme, idea, and issues within those cultures. I can compare different cultural texts with these factors in mind.</p>					
<p>Use of planning and processing skills: generate, expand, explore, and focus ideas for potential writing tasks. Locate and select information to effectively support ideas for writing. Identify, sort, and order main ideas and supporting details for writing tasks. Review and refine word choice.</p> <p>For this task it means: I can identify a figure from a story in <i>The Gift is in the Making</i>, and research depictions of them in other texts and cultures. I can organise my research and ideas so they will be useful for my writing.</p>					
<p>Use of critical and creative thinking processes: determine how the messages relating to First Nations, Métis, and Inuit cultures conveyed in various Indigenous texts might change if they were presented from a range of different perspectives. Make rich connections between the ideas in these texts, in other texts, and to your own knowledge, experience, and insights.</p> <p>For this task it means: I can think critically about how depictions of the same figure will be different depending on the context of the text. I can find connections and differences between texts, and use my research, as well as my</p>					

<p>personal experience, to analyse these connections/differences. I can use this information to create discussion questions for my seminar group.</p>					
<p>Use of conventions: explain diverse themes, ideas, and issues related to First Nations, Métis, and Inuit identities. Describe a variety of significant figures from First Nations, Métis, and Inuit oral stories including their origins, roles, characteristics, and behaviour, and explain how they reflect a particular culture's worldview.</p> <p>For this task it means: I can use appropriate language when talking/writing about my chosen figure. My handout uses conventions of academic language to communicate my ideas. I can lead my seminar group in academic discussion.</p>					
<p>Communicate for different audiences and purposes: orally communicate information and ideas related to First Nations, Métis, and Inuit cultures and/or perspectives for a range of purposes and audience in a clear, coherent manner.</p> <p>For this task it means: I can organise my ideas and research into a clear handout that my seminar group will understand. I can express my ideas in an academic manner appropriate for a seminar discussion.</p>					
<p>Express and organise ideas: formulate questions to guide their exploration of the content, and explain how text and oral forms communicate meaning and purpose within society.</p> <p>For this task it means: I can organise my research and findings in a clear, coherent manner. I can express my findings in a clear, concise summary that I will share with my peers.</p>					
<p>Apply knowledge and skills in familiar contexts:</p>					

use language and follow social codes appropriate for the intended purpose and audience. Use appropriate strategies to generate ideas. Use organisational patterns suitable for the content and purposes of their writing, in order to write, communicate, and produce work for different purposes and audiences, as well as proofread and correct their own writing.

For this task it means:

I can use reading and research strategies to find information. I can organise my ideas and findings in a template that will help me draft and produce my handout. I can summarise and share my ideas with my seminar group.

Transfer knowledge and skills to new contexts:

make inferences of increasing subtlety about attitudes towards First Nations, Métis, and Inuit content in various contemporary and historical text forms and provide explanations that draw on a range of appropriate evidence to support their opinions.

For this task it means:

I can use my active reading and research strategies when reading/researching First Nations, Métis, and Inuit content. I can apply strategies for comparison, research, and organisation to new texts and ideas. I can show how my findings were shaped by the texts I read/researched.
