

Public District School Board Writing Partnership

Course Profile Native Languages, Level 4

Open
LNADO–LNODO

- *for teachers by teachers*

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

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Course Overview

Native Languages, Level 4, Open, LNADO–LNODO

Prerequisite: NL3, or demonstrated proficiency

Curriculum Policy Document: *The Ontario Curriculum, Native Languages, Grades 11 and 12, 2000*

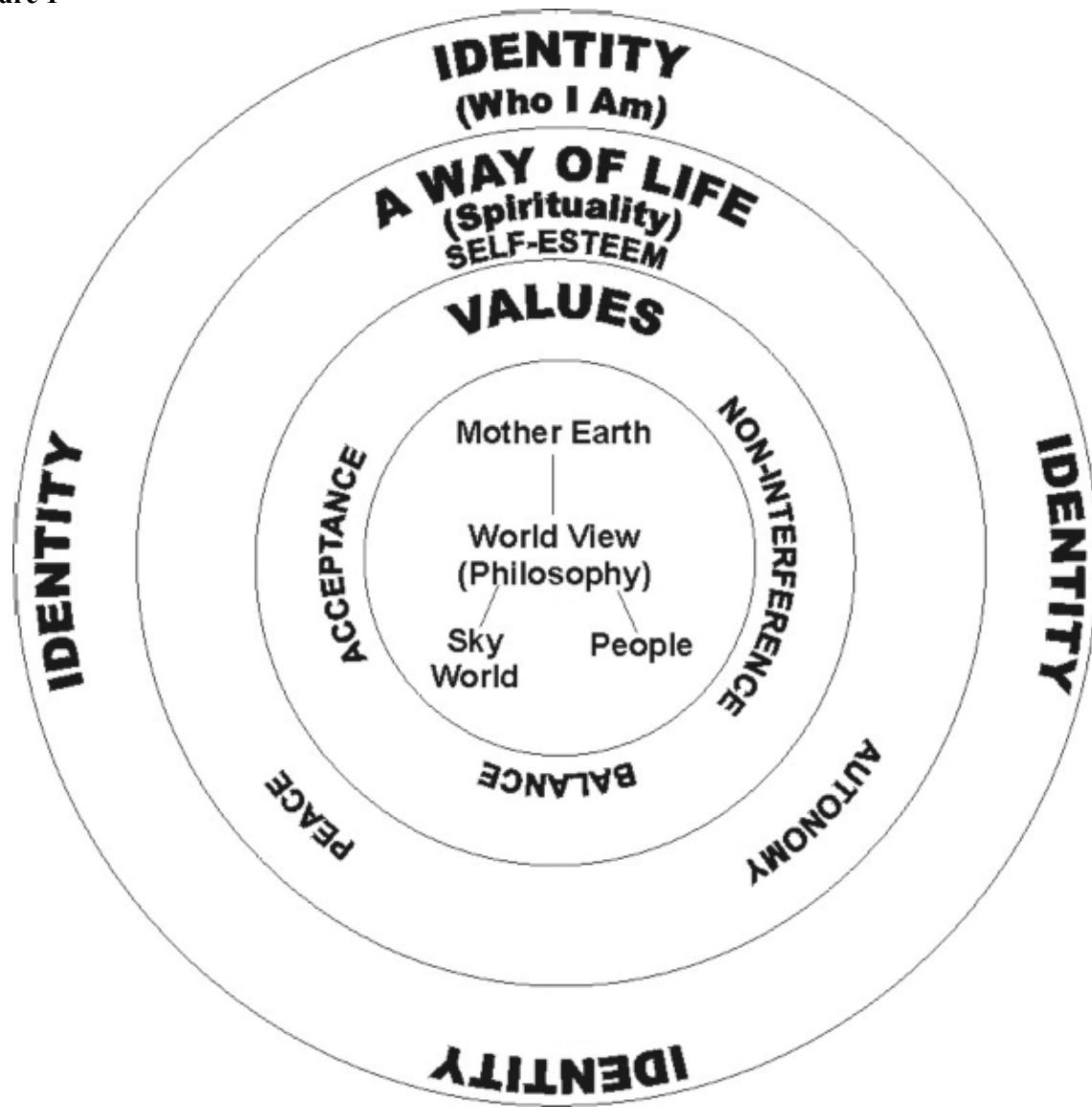
Course Description

This course further develops the study of a Native language by building on reading, writing and oral communication skills learned in NL1, NL2, and NL3. Students extend Native language skills through continued study of Native values, philosophy, and way of life (spirituality). A strong sense of Native identity is reflected through language in comparative study of historical issues and literary works. Students enhance skills of language use through research, literary analysis, debate, reports in various media, and use of information technology.

The planning framework, Figure 1, indicates that NL4 is grounded in the context of a Native world view set in previous course profiles but is extended to include an emphasis on Native identity. Teachers are encouraged to refer back to NL1, NL2, and NL3 to enrich student and classroom experiences.

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

Figure 1



Units: Titles and Time

* Unit 1	Messengers	25 hours
Unit 2	Native and Non-Native Concepts of Citizenship	20 hours
Unit 3	Native Alliances: Traditional and Contemporary	20 hours
Unit 4	Native and Non-Native Concepts of Ownership	20 hours
Unit 5	Cumulative Project	25 hours

* This unit is fully developed in this Course Profile.

Unit Descriptions

Unit 1: Messengers

Time: 25 hours

Unit Description

By NL4, students should be proficient in the oral and written form of the language of study. This unit focuses on the traditional and contemporary methods of communication in an Aboriginal world view.

The first cluster of expectations is designed to encourage students to communicate information and ideas with clarity and confidence (e.g., using intonations, new vocabulary).

In the language of study, students explore and research the roles and responsibilities of a messenger, in traditional and contemporary Native culture. The areas to be studied include oracy, literature, and works of art. When completed, students should have an enhanced understanding and outlook from a Native perspective about the contributions made by Native people in the maintenance of their culture. Students complete an illustrated and written assignment to be presented to their peers.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	OCV.01, OC1.03, OC2.01, OC2.02, REV.01, REV.04, RE1.03, RE2.01, WRV.02, WRV.04, WRV.05, WR1.02, WR2.03	Knowledge/ Understanding	Communication
2	OCV.03, OC2.03, REV.02, RE1.01, RE1.02, RE1.04, RE2.03, WRV.03, WR1.01, WR1.03	Thinking/Inquiry, Communication	Aboriginal World View
3	OCV.02, OCV.04, OC1.02, REV.03, RE1.04, WR2.01, WR2.02	Communication, Application	Literary and Fine Arts

Unit 2: Native and Non-Native Concepts of Citizenship

Time: 20 hours

Unit Description

In the language of study, students explore Native and non-Native concepts of citizenship. With the assistance of knowledgeable community members, presentations on Native and European concepts of sovereignty and its consequences are explored and discussed. Students create visual presentations to compare these two concepts.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	OCV.04, OC1.02, REV.01, RE1.02, RE1.03, WRV.01, WR1.03, WR2.03	Application	Communication
2	OCV.05, OC1.07, OC2.04, REV.01, RE2.03, WRV.02, WR1.02, WR1.05	Thinking/Inquiry	Citizenship
3	OCV.02, OC1.06, OC2.02, REV.03, RE2.01, RE2.03, WRV.04, WR2.02	Knowledge/Understanding Communication	Figurative Speech

Unit 3: Native Alliances: Traditional and Contemporary

Time: 20 hours

Unit Description

Using the Native language, students explore concepts of how Native people traditionally joined together for support in matters of survival and well-being. Native organizations of today are investigated through historical writing and field study. The role and contribution of prominent leaders in traditional and contemporary partnerships is the basis of biographical study, essays, and presentations using various media.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	OCV.03, OC2.01, REV.04, RE1.01, WRV.05, WR2.01, WR2.03	Communication Thinking/Inquiry	Writing
2	OCV.04, OC1.01, REV.03, RE1.04, WRV.05, WR1.02, WR1.04	Knowledge/ Understanding	Aboriginal World View: Traditional and Contemporary Alliances
3	OCV.01, OC1.04, OC2.03, REV.02, RE1.05, RE2.01, RE2.02, WRV.02, WR2.03	Application	Communication

Unit 4: Native and Non-Native Concepts of Ownership

Time: 20 hours

Unit Description

In the language of study, students explore and research the Native and Non-Native concept of ownership. Through class discussions and with the assistance of knowledgeable community members, students investigate the language associated with original land agreements and the divergent understandings of their interpretation by Native people and non-Native people. Students learn how cultural differences with respect to the relationship of humankind to the land forms the basis of the differences in the interpretation of the treaties.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	OCV.05, OC1.05, OC2.05, REV.02, RE1.05, RE2.02, WRV.05, WR1.03, WR2.01	Thinking/ Inquiry	Cultural Identity
2	OCV.05, OC1.07, OC2.04, REV.02, RE1.02, WRV.02, WR1.02	Knowledge/ Understanding	Aboriginal World View on Ownership
3	OCV.01, OCV.02, OC1.06, OC2.02, REV.01, RE1.03, RE2.01, WRV.03, WR1.04, WR2.03	Communication Application	Functional Language

Unit 5: Cumulative Project

Time: 25 hours

Unit Description

This unit incorporates the skills and information learned in the previous four units. In the language of study, students create an illustrated and written presentation of an issue experienced by Native people, either in a traditional or contemporary setting. Students share their presentations with their peers and with the global community via the Internet. In their presentations, students are encouraged to express their point of view as the individuals experiencing the issue.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	OCV.04, OC1.03, REV.01, RE2.02, WRV.04, WR1.02	Thinking/ Inquiry	Analysis
2	OCV.02, OC2.03, REV.02, RE1.03, WRV.03, WR2.01, WR2.02	Knowledge/ Understanding	Synthesis
3	OCV.04, OC2.01, OC2.03, REV.01, RE1.01, RE2.04, WRV.02, WR1.03, WR2.03	Application	Communication
4	OCV.01, OC1.05, REV.04, RE2.03, RE2.05, WRV.05, WR1.05, WR2.01	Communication Application	Technology and Language

Course Notes

NL4 is a natural progression from NL1, NL2, and NL3. The planning framework set in early course profiles extends to NL4 and infers that Native language is best learned within the cultural context from which it originates. It is a progression in other ways. As the expectations become more complex (e.g., “contrast ideas, characters, and events in written works,” “communicate ideas and feelings on social issues,”) so do unit topics become more complex. Teachers are encouraged to “keep it simple” by connecting language back to basic Native values. For example, in Unit 3: Native Alliances: Traditional and Contemporary, language learning can relate to ideas of friendship, strength, and trust. Reading, writing and oral communication skills are extended to include research, literary analysis, review of Native historical writing, and discussion of social issues.

The scope of NL4 clearly requires that students come equipped with mastery of skills from previous levels for the three language strands because expectations in the course are more complex. Study of short conversation and narratives in NL1 - NL3 now becomes “analyse literary works and short stories describing character’s feelings and social issues.” For this reason, the scope of NL4 allows for a rich literary base with abundant language experiences in research, history, fine arts, and understanding of a Native world view. More intricate concepts like citizenship naturally lead to a fuller understanding of personal and community relationships and more meaningful discussion. To achieve the performance standards set out in this way, expectations cluster around unit topics that best fit content and skills. For example, NL4 expectations that relate to citizenship, research issues in contemporary and traditional setting, and expression of opinions and feelings are clustered in Unit 2: Native and Non-Native Concepts of Citizenship. The unit is broken down further into three focus areas comprised of expectation clusters around communication, citizenship, and figurative speech. The same is true for Unit 1: Messengers. In Native culture, messengers denote communication, expression, and imparting traditional values and beliefs. The natural clusters within Unit 1 relate to research of Aboriginal world view, literary and fine arts, and contemporary ways of communicating. Careful examination of each unit and how expectations are clustered will illustrate to teachers and students, the approach of the course to achieve the learning expectations set out in *The Ontario Curriculum, Native Languages, Grades 11 and 12, 2000*.

Use of information technology remains an integral skill for NL4. Fostering technological skills can take many forms. Computer-based reports and desktop publishing assists students to demonstrate their writing skills in a clear and creative manner. Students may use photography, visual/audio recording, and various artistic media to compile or illustrate written/oral presentations. Access to the wealth of resources available to students through Information Technology enhances Internet skills while enriching the research and report writing experience. Students may expand Internet skills by designing and posting a school webpage. Use of electronic technology to communicate in a Native language with other students is emphasized in this course.

The Ontario Curriculum, Native Languages, Grades 11 and 12, 2000 states that universities may identify Native language courses from the secondary level as prerequisites for admission to specific university programs. This may be problematic. The expectations and course profiles designed for Ontario secondary schools are based on cumulative study and skills that may exceed those in first-year university courses. This is due to varied, and sometimes “first-learner” skills of students who enter first year university programs. For this reason, NL4 may be a prerequisite for university study of a Native language, but at an advanced level.

Teaching/Learning Strategies

To demonstrate how learning strategies link to assessment and evaluation, the first three activities from Unit 1: Messengers are described in the section that follows:

Activity 1.1: Review

Teaching/Learning Strategies

- teacher directed discussion: introduction of course overview, journal and portfolio requirements.
- translating: speech of famous orator in language of study (from NL3).
- writing a paragraph: how the speech conveys history and culture through a Native language.
- comparing: English and Native language translations showing different interpretations of same words.
- brainstorming: other ways that Native people convey messages.
- categorizing: traditional and contemporary, type of expressive art (dance, music, poetry)

Assessment Category

- Knowledge/Understanding

Assessment Strategies

- personal communication: question and answer, pronunciation, and usage
- observation: work in class setting, class discussion
- performance assessment: writing a paragraph
- assessment tool: checklist

Unit 1: Activity 1.2: Ways of Conveying Messages

Teaching/Learning Strategies

- cooperative learning: small groups, discuss reasons why artists create visual and written records.
- conceptual map: (chart) list 2 artists for each type of art i.e., writer: Pauline Johnson, Tomson Highway.
- researching using technology: use software or Internet to research these and other artists.
- reflective journals: record research findings.

Assessment Category

- Knowledge/Understanding

Assessment Strategies

- personal communication: probing questions, student-teacher conferencing
- observation: observe student work in groups
- performance assessment: contribution to group list, reflective journal
- assessment tools: checklist for reflective journal

Unit 1: Activity 1.3: Traditional Methods of Communication

Teaching/Learning Strategies

- brainstorming and listing: traditional arts in local community.
- cooperative learning: pairs, select one type of expressive art and describe its message.
- knowledgeable community person: give a talk about the values conveyed in the art pieces.
- translating: assisted by the resource person, translate message into Native language.
- creating a poster: illustrate the art piece along with the written description of its message.

Assessment Category

- communication

Assessment Strategies

- personal communication: self assessment, peer evaluation
- observation: class discussion, reading, and listening response
- performance assessment: creating a poster
- assessment tools: checklists for teacher/peer evaluation of written text

The following Teaching/Learning Strategies can be considered for developing additional units for the course. They can be linked to assessment strategies that appear in the next section and mapped out similar to the examples above. The following Teaching/Learning Strategies are suggestions only.

Teachers can choose additional strategies:

- | | | |
|--------------------------------------|-----------------------------------|------------------------------------|
| • brainstorm | • retelling | • prompts |
| • conferencing | • field trips | • research |
| • homework | • inquiry | • translation |
| • sculpturing | • painting | • review |
| • web making | • note making | • technology |
| • peer teaching | • story writing | • storytelling |
| • peer practice | • video taping | • photography |
| • map making | • poster making | • chart making |
| • interviewing | • journal writing | • guest speakers |
| • literary analysis | • talking circle | • think/pair/share |
| • independent study | • skits/roleplay | • conversation duos |
| • class discussion | • community involvement | • simulation activity |
| • oral presentation | • concept clarification | • illustrating a story |
| • issue-based analysis | • writing a script | • writing a poem |
| • computer-assisted learning | • teacher directed instruction | • knowledgeable community people |
| • collaborative/cooperative learning | • local radio or TV presentations | • expressing another point of view |

Assessment & Evaluation of Student Achievement

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

Seventy per cent of the final grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Personal Communication

- interviewing
- peer evaluation
- pronunciation and usage
- learning and reflective journal
- paper-and-pencil tests
- probing questions
- student/teacher conference
- reading and listening response
- summary quizzes
- oral quizzes
- self assessment
- question and answer
- unit tests
- portfolio

Performance Assessment

- class mural
- scrapbook
- conceptual map
- create a symbol
- research organizer
- oral presentation
- skits/roleplay
- newsletter
- poster production
- personal word journal
- making an audiotape

Observation

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

Assessment Tools

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

Accommodations

Learning a Native language requires students to practise, participate in activities, and be assessed in the three strand areas of language use; that is, oral communication, reading and writing in the language of study. Students with special needs may require support accommodations to increase their success in the course. NL4 requires students to read, understand, and discuss themes and issues in various documents, followed by increasingly complex writing assignments in the language of study. Teachers can refer to the Individual Education Plan of special needs learners, consult the special education staff, and use any of the accommodations listed to assist students.

(See Considerations for Program Planning, Education for Exceptional Students, Ministry of Education and Training document, *Program Planning and Assessment, 2000*. See also sections 5.4.3; 5.4.4; 5.4.4.2 and 5.5 of Ministry of Education document, *Ontario Secondary Schools, Grades 9–12, Program and Diploma Requirements, 1999*.)

The accommodations listed below are suggestions only.

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

Resources

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Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

WebQuest – <http://edweb.sdsu.edu/webquest/>

SchoolNet – <http://www.schoolnet.ca/>

OSS Considerations

Specific policies impact delivery of this course:

1. *The Ontario Curriculum, Grades 11 and 12, Native Languages (2000.)*
 - This policy designates NL4 as an open course and lists expectations that “provide students the opportunity to develop a functional command of a Native language”.
2. *The Ontario Curriculum, Grades 9 and 10, Native Languages (1999.)*
3. *The Ontario Curriculum, Native Languages Grades 1 to 8 (2001)*
 - Teachers should review and assess student skills based on curriculum expectations leading to NL4.
4. *Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements(1999.)*
 - Native Languages, p. 48:
 - Students placed in higher grades in Native language courses on the basis of their level of proficiency must not receive credits for Native language courses they have not taken.
 - Native Languages (NL 1 or NL2) may be substituted for the compulsory credit in FSL.
 - Cooperative Education and Work Experience, p. 52:
 - Native language learners require opportunities to apply learned skills to “real life” situations provided by cooperative and work placements.
 - Guidance and Career Education, p. 45:
 - Exposure to career opportunities related to Native language in professions of telecommunications, education, creative arts, etc. will foster usage and applicability of Native language to a chosen career.
 - Technology in Education, p. 59:
 - NL4 is rich in learning experiences for students to become competent in using computers and various other technology.
 - Professional development for teachers that promotes use of technology can greatly benefit students.
 - Antidiscrimination Education, p. 58.
 - Use of Native language in secondary schools through advertised activities and guest speakers, posters, school newsletters, and staff PD days promotes a school climate that reflects the identity of all students.
5. *Native Studies Course Profile: Expressing Aboriginal Cultures, Grade 9*
 - To prepare for Unit 1: Messengers in NL4, teachers should refer to *The Ontario Curriculum, Grades 9 and 10, Native Studies (1999)* and the Grade 9 course profile for how Native values are expressed through various art forms.

Course Evaluation

Teachers should use a variety of methods to evaluate the success of NL4. Through surveys or interviews, students can give direct feedback about course effectiveness. Summative (e.g., tests, exams, quizzes) and formative (e.g., debates, oral/written presentations, story telling) evaluation are valuable tools to assess if the course is meeting the learner’s needs. The Native language teachers can network with teachers of other languages (e.g., Spanish, French) to compare the effectiveness of NL4 learning strategies, activities, and assessment practices. The Native language teacher can liaise regularly with the language department head to discuss and make adjustments to course delivery on an on-going and year-end basis.

Coded Expectations, Native Languages, Level 4, Open, LNADO–LNODO

Oral Communication

Overall Expectations

- OCV.01 · communicate spontaneously and in a variety of new situations;
- OCV.02 · demonstrate an understanding of the vitality of a Native language;
- OCV.03 · use specific vocabulary for specific topics;
- OCV.04 · understand and use complex language patterns;
- OCV.05 · demonstrate an understanding of the concept of citizenship in Native North American culture.

Specific Expectations

Reasoning and Critical Thinking

- OC1.01 – demonstrate an understanding of and respect for Native cultural traditions and arts;
- OC1.02 – describe events in literary works;
- OC1.03 – interpret written and oral work, with assistance;
- OC1.04 – analyse a short story;
- OC1.05 – describe the feelings of characters in stories;
- OC1.06 – demonstrate an understanding of specific types of figurative language (metaphors);
- OC1.07 – demonstrate an understanding of citizenship as it applies to the local community.

Use of Words and Language Patterns

- OC2.01 – use simple, compound, and compound-complex sentences to express concepts and ideas;
- OC2.02 – use intonations as spoken by a fluent speaker;
- OC2.03 – speak confidently and persuasively on a range of topics, both familiar and new;
- OC2.04 – describe the concept of citizenship in Native North American culture;
- OC2.05 – describe the concept of relationships in Native North American culture (Aboriginal world view).

Reading

Overall Expectations

- REV.01 · demonstrate comprehension of written works;
- REV.02 · read a variety of written works to gather information about cultural perspectives;
- REV.03 · demonstrate an understanding of an Aboriginal world view through an analysis of words;
- REV.04 · use electronic technology to communicate in a Native language with other students.

Specific Expectations

Reasoning and Critical Thinking

- RE1.01 – demonstrate comprehension of written works (e.g., using alternative words or phrases, breaking a message into smaller parts) by participating in and producing a language project;
- RE1.02 – compare and contrast ideas, characters, and events in written works;
- RE1.03 – read a variety of written works for different purposes (e.g., leisure, knowledge, news, facts);
- RE1.04 – demonstrate an understanding of Native historical writing (e.g., The Great Law, works by Peter Jones);
- RE1.05 – demonstrate an understanding of cosmology (e.g., family, spiritual kinships) through word analysis.

Use of Words and Language Patterns

RE2.01 – read materials orally, using correct pronunciation and with confidence;

RE2.02 – demonstrate an understanding of language patterns after reading a variety of written works;

RE2.03 – demonstrate an understanding of written works by participating in oral language activities (e.g., skits, paraphrasing);

RE2.04 – demonstrate an understanding of new combinations of known language patterns and vocabulary after reading a variety of written works;

RE2.05 – communicate in a Native language to exchange ideas and feelings on social issues (e.g., issues in health, sports; issues from history) with other students, using electronic technology.

Writing

Overall Expectations

WRV.01 · demonstrate an understanding of language patterns and spelling strategies;

WRV.02 · communicate ideas, feelings, and information;

WRV.03 · produce a variety of written works (e.g., story books, comic strips);

WRV.04 · use appropriate punctuation and appropriate diacritical marks on unfamiliar words;

WRV.05 · use electronic technology to communicate in a Native language with other students.

Specific Expectations

Reasoning and Critical Thinking

WR1.01 – demonstrate an understanding of Native cultural traditions and arts through the use of new words and phrases;

WR1.02 – demonstrate their knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue);

WR1.03 – use varied vocabulary and expressions in conveying facts, opinions, emotions, and ideas electronically to students in other communities;

WR1.04 – demonstrate an awareness of the potential of certain words and phrases to have multiple meanings (e.g., literal and figurative meanings);

WR1.05 – communicate in a Native language to exchange ideas and feelings on social issues (e.g., health issues, the judicial system, rural and urban lifestyles) with other students, using electronic technology.

Use of Words and Language Patterns

WR2.01 – produce a variety of written materials (e.g., short stories, notes, lists, poems, newspaper columns, advertisements);

WR2.02 – produce a script (e.g., dialogue, comic strip);

WR2.03 – demonstrate an understanding of the correct use of language patterns in their writing.

Unit 1: Messengers

Time: 25 hours

Unit Description

In this unit and in the language of study, the student explores and researches the roles and responsibilities of messengers, both in traditional and contemporary Native cultures. The areas to be studied include oracy, literature, and works of art. When completed the students should have an enhanced understanding and outlook from a Native perspective about the contributions made by the Native people in the maintenance of their culture. Students complete an illustrated and written assignment to be presented to their peers.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1.1 Review NL3 – Unit 1: Activity 1.2	75 min	OCV.01, OC1.03, REV.04, RE1.03, WRV.04, WR2.03	Knowledge/ Understanding	<ul style="list-style-type: none">• translating and comparing• brainstorming• writing
1.2 Ways of Conveying Messages	75 min	OCV.03, OC2.03, REV.02, RE2.03, WRV.02, WR1.02	Knowledge/ Understanding	<ul style="list-style-type: none">• research• writing
1.3 Traditional Methods of Communication	150 min	OCV.02, REV.03, WRV.05, OC2.03, RE1.04, WR1.01	Communication	<ul style="list-style-type: none">• writing• illustration
1.4 Exploring other Native Cultures	225 min	OCV.02, OC2.02, WRV.02, WR1.01, WR2.03	Knowledge/ Understanding, Thinking/Inquiry	<ul style="list-style-type: none">• explore• identify• record
1.5 Literary Works by Contemporary Native Writers	225 min	OCV.04, OC1.02, REV.01, RE.1.02, RE1.04, WRV.04, WR2.03	Knowledge/ Understanding	<ul style="list-style-type: none">• read• discuss• translate
1.6 Carvings, Sculptures, and the Messages Conveyed	150 min	OCV.02, OC2.03, REV.01, RE1.03, WRV.05, WR101	Application, Thinking/Inquiry	<ul style="list-style-type: none">• explore• create
1.7 Paintings	150 min	OCV.01, REV.01, RE2.01, WRV.05, WR101	Application, Knowledge/ Understanding	<ul style="list-style-type: none">• explore• describe• create
1.8 Drama	150 min	OCV.03, OC2.03, REV.03, RE2.03, WRV.03, WR2.02	Application, Knowledge/ Understanding	<ul style="list-style-type: none">• produce• create• videotape• skit
1.9 Closure and Presentations	150 min	OCV.03, OC2.01, REV.02, RE1.01, WRV.05, WR1.03, WR2.01	Application, Thinking/ Inquiry	<ul style="list-style-type: none">• produce present Internet

Unit Planning Notes

- Initiate contact with other high schools that teach and speak the same Native language and dialect for the purpose of establishing net pals.
- Collaborate with the Computer teacher to ensure that students know how to use the electronic mail system.
- Read Unit 5 and allocate time in the weekly schedule to assist students in preparing their choice of topics to be presented at the end of the course or semester.
- Remind students of the cumulative project.
- Request a bulletin board.
- Create a portfolio system or maintain existing portfolios, if available.
- Prepare a review which should include language structures and language patterns, nouns, verbs, pronouns, particles, etc.
- Develop a rubric.
- Identify language structure to be used and practised throughout the unit.
- Prepare an information poster describing the use and format of a reflective journal.
- Prepare a preliminary list of knowledgeable community members and historical sources in the community and surrounding areas.
- Research and gather reference books on literary and artistic works by Native people.
- Acquire and display a syllable chart.
- Identify all the audio-visual equipment available in the school and familiarize yourself with its operation and use.
- Meet with other teachers, especially the Native Studies, Computer, Science, Art and Family Studies teachers, and discuss areas of potential collaboration.
- Be familiar with the use of computer technology and available software.
- Create a checklist for reflective journals to be distributed to the students.

Prior Knowledge & Skills

- NL3 or demonstration of required proficiency
- sound knowledge of language patterns, including proficient skills in reading and writing, especially story writing skills
- sound knowledge of safety procedures in the natural environment

Teaching/Learning Strategies

- discussion
- interview
- role playing
- brainstorming
- note-making
- peer teaching
- demonstration
- direct teaching
- oral explanation
- concept clarification
- independent reading
- community involvement
- collaborative/cooperative learning
- review
- prompts
- research
- retelling
- conferencing
- guest speaker
- writing process
- think/pair/share
- reading response
- computer-assisted learning
- rehearsal repetition practice
- expressing another point of view

Assessment & Evaluation of Student Achievement

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

- rubrics
- anecdotal notes
- grammar checklist
- oral and written quizzes
- formative and summative evaluation
- regular evaluation of reflective journals
- portfolios
- peer checklist
- teacher checklist
- formal and informal observation
- grading punctuation and language structure

Resources

- refer to the Resources in the Overview
- knowledgeable community members

Activity 1.1: Review of NL3 – Unit 1: Activity 1.2

Time: 75 minutes

Description

Students review the oracy activity in NL3, and the translations for the speeches. They read the translations and compare them to the English versions. In the language of study, the students brainstorm about the messages created by these orators (e.g., Chief Seattle, Chief Dan George and others) and about how much information could have been lost in the translations.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.01 - communicate spontaneously and in a variety of new situations;

REV.04 - use electronic technology to communicate in a Native language with other students;

WRV.04 - use appropriate punctuation and appropriate diacritical marks on unfamiliar words.

Specific Expectations

OC1.03 - interpret written and oral work, with assistance;

RE1.03 - read a variety of written works for different purposes (e.g., leisure, knowledge, news, facts);

WR2.03 - demonstrate an understanding of the correct use of language patterns in their writing.

Planning Notes

- Find translations and speeches used in the previous course.
- If translations are not available, find video-taped speeches given by speakers of the language of study.
- If using a video recorder, ensure that the equipment is in good working order.
- Ensure that there are enough copies of the translations for the students.
- Ensure adequate number of reflective journals (notebooks).

Prior Knowledge & Skills

- good reading and listening skills in the language of study
- brainstorming skills

Teaching/Learning Strategies

1. Before beginning the activity and in the language of study, the teacher reviews and explains the course outline and the expectations of Unit 5. In addition to this, students receive a copy of the reflective journal format and are informed of the requirements used to assess learning through the journal. Students are informed that their completed work will be stored in a portfolio.
2. Following the introduction, each student is given a copy of one of the translations (in the language of study) completed in the previous course (e.g., Chief Seattle, Chief Dan George, etc.) and is given sufficient time to read and study it.
3. After the students have read and studied the translation, they write a paragraph on how that message, through language, records the history and culture of a people.
4. Students compare these Native translations to the English versions and identify areas where misinterpretations might have occurred.
5. In the language of study, students brainstorm other ways Native people use to convey messages (e.g., drums, sand paintings, songs).
6. Categorize those ways into traditional and contemporary and identify those that have become arts (e.g., dancing, music).

Assessment & Evaluation of Student Achievement

- informal observation
- checklist

Accommodations

- Peer assistance.
- Give extra time.
- Allow the use of tape recorders.

Resources

- speeches used in NL3
- knowledgeable community members

Activity 1.2: Ways of Conveying Messages

Time: 75 minutes

Description

In the language of study, students explore the modes of conveying messages and their role in the maintenance of Native history and culture. Various forms of communication are researched and identified. Students identify an example of a messenger.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.03 - use specific vocabulary for specific topics;

REV.02 - read a variety of written works to gather information about cultural perspectives;

WRV.02 - communicate ideas, feelings, and information.

Specific Expectations

OC2.03 - speak confidently and persuasively on a range of topics, both familiar and new;

RE2.03 - demonstrate an understanding of written works by participating in oral language activities (e.g., skits, paraphrasing);

WR1.02 - demonstrate their knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue).

Planning Notes

- Gather samples of various forms of communication, including literary and works of art created by traditional and contemporary Native people with a focus on local artists.
- Have chart paper available.
- Reserve the computer room and ensure that the Internet is accessible.
- Have research material available, including software, on literary and works of art.

Prior Knowledge & Skills

- research skills
- Internet search skills
- note taking in the language of study

Teaching/Learning Strategies

1. The teacher places various pictures of art work in prominent locations in the classroom.
2. Working in small groups or pairs, students discuss, in the language of study, the probable reasons why traditional and contemporary artists might have created visual and written records.
3. Students record the responses on chart paper. Enough space should be left to add information gathered from other groups.
4. Continuing to work in small groups, the teacher asks students to give at least two names for each of the forms of communication and match the pictures with the forms.
5. Students proceed to the computer room to research information on other artists.
6. Students are given sufficient time to comment on their findings in their reflective journals.
7. Journals are handed in for assessment and the teacher provides comments on language structure and grammar.

Assessment & Evaluation of Student Achievement

- checklist for reflective journals
- anecdotal notes

Accommodations

- Peer assistance.
- More time for paragraph writing.
- Modify the journal writing requirements.

Resources

- refer to the Resources in the Overview
- knowledgeable community members

Activity 1.3: Traditional Methods of Communication

Time: 150 minutes

Description

Students research traditional communication among Native people in their area (e.g., rock paintings, dance, music, birch bark scrolls, pottery, wampum, smoke signals, sign language, beadwork, birch bark work, drums). Students produce written text to accompany an illustration of the topic of choice. Their work is displayed in a prominent location in the school.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - demonstrate an understanding of the vitality of a Native language;

REV.03 - demonstrate an understanding of an Aboriginal world view through an analysis of words;

WRV.05 - use electronic technology to communicate in a Native language with other students.

Specific Expectations

OC2.03 - speak confidently and persuasively on a range of topics, both familiar and new;

RE1.04 - demonstrate an understanding of Native historical writing (e.g., The Great Law, works by Peter Jones);

WR1.01 - demonstrate an understanding of Native cultural traditions and arts through the use of new words and phrases.

Planning Notes

- Have chart paper available.
- Reserve the computer room and equipment (e.g., scanner and digital camera).
- Have research material available.
- If available, invite a knowledgeable community member to discuss his/her traditional art.
- Provide bristol board for the students' display.
- Provide art supplies.
- Create a checklist for peer evaluation.
- Review portfolios.

Prior Knowledge & Skills

- should know the protocol for guest speakers
- should have good research skills

Teaching/Learning Strategies

1. Students brainstorm on traditional arts of their area and record these on chart paper.
2. Working in pairs, students select one form of communication and research and write what they believe is the message given in their selection.
3. A knowledgeable community member will be invited to talk about these messages and assist students in their translation or paraphrasing.
4. Students create a large poster which includes the illustration and the written description or translation.
5. Students present these posters to the class and display them in the school.
6. Students store their projects in their portfolios.

Assessment & Evaluation of Student Achievement

- peer evaluation using checklist
- teacher evaluation of written text

Accommodations

- Pairing with a peer.
- Frequent monitoring and conferencing for special needs students.
- Frequent prompting.

Resources

- refer to the Resources in the Overview
- knowledgeable community members

Activity 1.4: Exploring Other Native Cultures

Time: 225 minutes

Description

Students continue to research traditional ways of communicating among other North American Native cultures. They explore and identify other ways of communication (e.g., sand paintings, totem poles, inukshuk, stone carvings, Mayan hieroglyphs). They record their findings in their reflective journals.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - demonstrate an understanding of the vitality of a Native language;
WRV.02 - communicate ideas, feelings, and information.

Specific Expectations

OC2.02 - use intonations as spoken by a fluent speaker;
WR1.01 - demonstrate an understanding of Native cultural traditions and arts through the use of new words and phrases;
WR2.03 - demonstrate an understanding of the correct use of language patterns in their writing.

Planning Notes

- Reserve the computer room.
- Have research material available.

Prior Knowledge & skills

- research skills
- note taking

Teaching/Learning Strategies

1. Students research and locate other North American Native cultures and their ways of communicating.
2. Students locate and study at least three North American Native cultural groups to ensure that a wide variety of cultures are represented.
3. When students complete the research, the teacher writes the identified ways of communication on the board and students choose one of these three to write a descriptive paragraph.

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4. Using available resource people who are knowledgeable in the arts, students describe and study the form of communication and translate their interpretation of the message in the language of study.
 5. After the teacher has assessed the texts, the students read their work to their peers.
 6. Pictures and text are stored in their portfolios for the final presentation at the end of the unit.
 7. Students are given time to reflect in their journals.

Assessment & Evaluation of Student Achievement

- assess the text for language use and language patterns
- anecdotal notes
- formal/informal observation

Accommodations

- Frequent conferencing.
- More time can be given to finish the paragraph.

Resources

- refer to the Resources in the Overview
- knowledgeable community members

Activity 1.5: Literary Works by Contemporary Native Writers

Time: 225 minutes

Description

In collaboration with the English and Native Studies teachers, students read, discuss, and translate literary works by contemporary Native writers (e.g., George Kenny, Duke Redbird, Drew Hayden-Taylor, Daniel David Moses, Richard Green, Sandra Montour, Ferguson Plain, Winston Wuttunee). They analyse the author's message and discuss how this message impacts upon them as students.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.04 - understand and use complex language patterns;

REV.01 - demonstrate comprehension of written works;

WRV.04 - use appropriate punctuation and appropriate diacritical marks on unfamiliar words.

Specific Expectations

OC1.02 - describe events in literary works;

RE1.02 - compare and contrast ideas, characters, and events in written works;

RE1.04 - demonstrate an understanding of Native historical writing (e.g., The Great Law, works by Peter Jones);

WR2.03 - demonstrate an understanding of the correct use of language patterns in their writing.

Planning Notes

- Have an abundant supply of literary works by Native authors.
- Reserve the computers for Internet use.
- Acquire some pictures of Native authors (display the book covers).

Prior Knowledge & Skills

- should be aware of contemporary Native authors

Teaching/Learning Strategies

1. In the language of study, students brainstorm their knowledge of Native authors.
2. A student records the names of the authors on flipchart paper. The chart is displayed in a prominent location in the classroom.
3. The teacher takes one predetermined literary work which has been translated and distributes it to students to be used as a writing sample.
4. Students write a short essay or a poem essay on a cultural or personal event in their reflective journals (e.g., first hunt, pow-wow, ceremonies, naming ceremony, first steps).
5. Regular conferencing with the teacher through this exercise ensures proper punctuation and spelling.
6. Students present their essays or poems to their peers.
7. After presentation, the teacher assesses the journals for language structure and patterns.

Assessment & Evaluation of Student Achievement

- checklist for the essay
- assess reflective journals

Accommodations

- Frequent conferencing.
- Peer assistance.

Resources

- refer to the Resources in the Overview
- knowledgeable community members

Activity 1.6: Carvings and Sculptures and the Messages Conveyed

Time: 150 minutes

Description

The messages found in carvings and sculptures are the basis for this activity. The work of well-known Native people will be explored (e.g., Bill Reid, Douglas Cardinal). Art with definite messages such as totem poles, soap stone sculpture, and antler art could also be investigated. Students explore the art of carving and sculpturing.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.02 - demonstrate an understanding of the vitality of a Native language;

REV.01 - demonstrate comprehension of written works;

WRV.05 - use electronic technology to communicate in a Native language with other students.

Specific Expectations

OC2.03 - speak confidently and persuasively on a range of topics, both familiar and new;

RE1.03 - read a variety of written works for different purposes (e.g., leisure, knowledge, news, facts);

WR1.01 - demonstrate an understanding of Native cultural traditions and arts through the use of new words and phrases.

Planning Notes

- Have pictures and research material on sculpture and carvings available.
- Acquire a sculpture or carving for display.
- Have chart paper available.
- Reserve the computer room.
- Invite a local artist who sculpts or carves.
- Provide a bar of soap or prepare blocks of plaster of paris for each student for a carving exercise.
- Provide carving tools.
- Review the safe handling of carving tools.

Prior Knowledge & Skills

- research skills

Teaching/Learning Strategies

1. The teacher shows a carving or a piece of sculpture and students discuss, in the language of study, the message inferred by the artist in the work.
2. Using terms or names, such as, “Native carving/sculpture,” “Reid” or “Cardinal,” students search the Internet or other available research material for information on other artists.
3. In the language of study, students share their findings, and using a downloaded image, discuss feelings elicited by the picture and define how that message is conveyed.
4. The teacher reviews the safe use of carving tools with students.
5. The teacher reviews and demonstrates carving techniques.
6. The student plans a small carving and creates the planned carving using a bar of soap or a plaster of Paris block.
7. Upon completion of the carving, student peers interpret the message conveyed in the carving. The student gives an oral explanation of the intended message.

Assessment & Evaluation of Student Achievement

- anecdotal notes

Accommodations

- Have the special needs students write the oral presentation and read it to the class.

Resources

- refer to the suggested Resources in the Overview
- knowledgeable community members

Activity 1.7: Painting

Time: 150 minutes

Description

Students explore the messages delivered through paintings. They create a painting with the intention of giving a historical or cultural message. Students describe, in the language of study, the intended message in the painting.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.01 - communicate spontaneously and in a variety of new situations;

REV.01 - demonstrate comprehension of written works;

WRV.05 - use electronic technology to communicate in a Native language with other students.

Specific Expectations

RE2.01 - read materials orally, using correct pronunciation and with confidence;

WR1.01 - demonstrate an understanding of Native cultural traditions and arts through the use of new words and phrases.

Planning Notes

- Acquire and prepare art supplies.
- Have pictures of Native art available.
- Create a peer evaluation checklist.

Prior Knowledge & Skills

- use and care of art materials

Teaching/Learning Strategies

1. The teacher presents a print of an original created by a local artist or a well-known artist.
2. Students describe the message of this painting in the language of study.
3. The class reviews and discusses several more paintings until students are comfortable describing the messages.
4. Students plan a personal painting which describes an historical or a cultural event. Students are provided with painting materials to complete the project.
5. When the paintings are completed, the students will describe, in the language of study, the message conveyed in their paintings to the class and provide a written text on the above message.
6. The paintings are displayed in the class or throughout the school.

Assessment & Evaluation of Student Achievement

- peer evaluation on the oral presentation
- assess written text

Accommodations

- Provide peer support.
- Modify the activity.
- Allow extra time for completion.
- provide tape recorders for presentations.

Resources

- refer to the suggested Resources in the Overview
- knowledgeable community members

Activity 1.8: Drama

Time: 225 minutes

Description

In the language of study, students produce a short ten-minute skit to recreate an historical or cultural event. Working in groups of four, students write, direct, and create appropriate props for the skit. The skit is videotaped and shared with other classes.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.03 - use specific vocabulary for specific topics;

REV.03 - demonstrate an understanding of an Aboriginal world view through an analysis of words;

WRV.03 - produce a variety of written works (e.g., story books, comic strips).

Specific Expectations

OC2.03 - speak confidently and persuasively on a range of topics, both familiar and new;

RE2.03 - demonstrate an understanding of written works by participating in oral language activities (e.g., skits, paraphrasing);

WR2.02 - produce a script (e.g., dialogue, comic strip).

Planning Notes

- Invite a knowledgeable community member.
- Collaborate with the drama teacher.
- Have materials available for creating props.
- Have plays by Native playwrights available as a resource.
- Acquire a video of a Native-directed production.
- Create a rubric for the skit.
- Acquire permission/release forms from the students for sharing of the video tape.

Prior Knowledge & Skills

- writing skills

Teaching/Learning Strategies

1. The teacher shows the video of a play written by a Native playwright.
2. Students discuss the methods used by the author to portray feelings and historical concepts.
3. Students work in small groups to plan a short 10-minute skit about an historical or cultural event.
4. After a brief discussion, students inform the teacher of their choice of a skit.
5. The teacher distributes the rubrics and explain to students what is required for level 3 or level 4 achievement.
6. With the assistance of the teacher, the students will develop a peer evaluation checklist on content, language, and creativity skills.
7. Students are given the opportunity to collaborate with a knowledgeable community member.

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8. In their groups, students write the script and conference regularly with the teacher and the community member for language accuracy.
 9. The groups create and construct their required props.
 10. Students schedule time for the skits and make arrangements for the videotaping.
 11. The teacher arranges to make copies of these tapes, with student permission, to share the tapes with other Native Language classes.

Assessment & Evaluation of Student Achievement

- rubrics on the skit
- peer evaluation checklist

Accommodations

- Encourage peer assistance.
- Assign tasks depending on strengths.
- Provide frequent conferencing.

Resources

- videotaped plays by Native playwrights – Aboriginal Peoples Television Network – www.aptn.ca
- knowledgeable community members

Activity 1.9: Closure and Presentations

Time: 150 minutes

Description

In the language of study, the students produce an appropriate and historically correct project that is submitted to a program on the Internet. They post the projects on the Web to share with the global community. Students schedule time to present their projects to their peers.

Strand(s) & Learning Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations

OCV.03 - use specific vocabulary for specific topics;

REV.02 - read a variety of written works to gather information about cultural perspectives;

WRV.05 - use electronic technology to communicate in a Native language with other students.

Specific Expectations

OC2.01 - use simple, compound, and compound-complex sentences to express concepts and ideas;

RE1.01 - demonstrate comprehension of written works (e.g., using alternative words or phrases, breaking a message into smaller parts) by participating in and producing a language project;

WR1.03 - use varied vocabulary and expressions in conveying facts, opinions, emotions, and ideas electronically to students in other communities;

WR2.01 - produce a variety of written materials (e.g., short stories, notes, lists, poems, newspaper columns, advertisements).

Planning Notes

- Reserve the computer room.
- Create a peer evaluation checklist.

Prior Knowledge & skills

- should know how to create or edit a webpage

Teaching/Learning Strategies

1. Students choose an original project created in Activities 1.5, 1.6 or 1.7.
In the language of study, students explain their choice to the class and the reasons for their selection.
2. The teacher reviews the activities and ensure that they are appropriate for inclusion on the Internet.
3. Students meet with the Computer teacher to collaborate for assistance.
4. Students conference with the teacher on a regular basis to ensure language is correct and that appropriate visuals of the activity are utilized.
5. Students research the Aboriginal or educational sites and decide where these articles can be posted (e.g., WebQuest, SchoolNet.) If this is not an option, students collaborate, create a webpage and post the articles with assistance from the Computer teacher.

Assessment & Evaluation of Student Achievement

- peer evaluation

Accommodations

- Encourage peer assistance.
- Provide frequent conferencing.
- Prompting.

Resources

- Resources in the Overview
- Knowledgeable community members