

*Public District School Board Writing Partnership*

# Course Profile Native Languages

Level 1

Open

• *for teachers by teachers*

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## **Acknowledgments**

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## Unit 1: Introduction to Native Language

**Time:** 25 hours

### Unit Developer(s)

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**Development Date:** July 1999

### Unit Description

This unit gives students an overview of the goals and expectations that they are striving for in this course. Students practise phonics of the orthography through activities and games. They discover Native philosophies of respect as they participate in opening exercises. Students participate in basic greeting exchanges and use key vocabulary to understand classroom routines responding to questions and directives. Students are also introduced to Activity 1, in Unit 5, which parallels all units.

### Strand(s) and Expectations

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

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

**Specific Expectations:** OC1.03, OC1.04, OC1.06, OC2.01, OC2.02, OC2.03, OC2.05, OC2.06, OC2.07, OC2.08, RE1.01, RE1.03, RE2.01, RE2.02, RE2.05, RE2.06, RE2.07, RE2.08, RE3.01, WR2.05, WR3.01, WR3.02, WR3.03.

### Activity Titles (Time and Sequence)

Activity 1	Orthography and Phonics	300 minutes
Activity 2	Class Rules and Routines	60 minutes
Activity 3	Greetings/Respect	240 minutes
Activity 4	Introduction to Use of a Lexicon/Dictionary	120 minutes
Activity 5	Opening Exercises	300 minutes
Activity 6	Listening Skills	360 minutes
Activity 7	Weather	120 minutes

### Unit Planning Notes

The activities listed here are introduction exercises intended for students to become familiar with terminology used to present certain aspects of Native language use. The material presented here will be ongoing throughout all the units as the Native language structures and vocabulary increase.

These activities should include the following:

- exercises using a sound chart
- reading opening exercises
- grammatical exercises (e.g., cluster/syllable separation for pronunciation, diacritic marks)
- reading aloud by teacher and students
- listening to audio tapes/using listening centres

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- note taking
  - keeping a vocabulary list that can be later used to create a personal dictionary
  - keeping a portfolio of student best works

Suggestion: The teacher should choose activities which are relevant for the particular class.

### **Prior Knowledge Required**

- Most students entering this program need only the basic skills of literacy: reading and writing.
- Students should be able to copy notes from the board, some with assistance, and understand written instruction of English at the beginning of the course.
- Students require phonics-sound recognition.

### **Teaching/Learning Strategies**

- direct instruction
- opening a meeting or social
- use of prepared flash cards (teacher-created)
- conversation duos
- use of teacher-created word games
- poster making
- translation exercises
- designing a calendar
- listening centre and activities
- word drills
- personal word lists
- lexicon chart
- storytelling

### **Assessment/Evaluation**

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

- open ended questions
- student decoding and oral reading
- oral use of language
- participation in group work
- written critique of dramatization
- personal dictionary
- immediate feedback
- student made audiotape
- portfolio entries
- oral examination
- written test
- class presentation

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## Accommodations

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

## Resources

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

## Activity 1: Orthography and Phonics

**Time:** 300 minutes

### Description

Students demonstrate knowledge of the accepted orthography and alphabet of a Native language, using it to read and practise structured greetings, to manipulate phrases, and to write and present their own greetings. Introduce class rules and routines through oral and written English as a basis for future discussion and practice in the orthography and phonics of the Native language.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OC2.01 - recite vowel and consonant sounds;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC2.05 - use basic greetings;
- OC2.08 - participate in language games;
- RE1.01 - demonstrate an understanding of simple texts;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.07 - read a variety of simple texts.

### Planning Notes

- Be at the door to greet students.
- Acknowledge students in the hallways and outdoors.
- Write your name in a prominent place before students enter the room.
- Introduce yourself in a traditional manner.
- Wear attire that reflects dignity.
- Display pictures or drawings depicting appropriate Native activities that relate to and express the opening exercise in the classroom.

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- Display pictures of the teacher and her/his family that reveal where the teacher is from or where the teacher lives.
  - Prepare charts representing orthography syllabus and clearly display in the classroom.
  - Make games available that use the syllabus for fun activities.
  - Make tapes for listening centres.
  - Be consistent with behaviour modification techniques and knowledgeable about the use of technology.
  - Prepare sound chart and flash cards that have individual syllables printed.
  - Prepare and laminate game cards with printed syllables.
  - Cut construction paper into small sizes to use as game chips.
  - Prepare tapes to be used in the listening centres.
  - Have tape recorders available.

### **Prior Knowledge Required**

- knowledge of the English alphabet (syllabics will not be used initially)
- good listening skills

### **Teaching/Learning Strategies**

1. Use prepared phonic chart and group rehearse the simplest basic sounds (e.g., vowel sounds). Have students repeat the sounds. Hand out small cards (i.e., playing card size) containing the vowels, one to each student. Ask each student in a random fashion to read/pronounce the sound. After each student has had a turn, have the students exchange their cards. Repeat the exercise a few times.
2. Greetings, my name is \_\_\_\_\_. Model this pattern and encourage students to mimic the greeting inserting their name. Distribute a class seating arrangement so students will know the names of classmates. In subsequent classes you may then add new vocabulary to the greeting. For example: Greetings, my name is \_\_\_\_\_, what is your name? Continue to add new vocabulary and phrases to the greeting and rehearse by allowing students to greet each other.
3. Use flash cards (ideally teacher vowel cards should have a magnetic strip on the back) and display consonants on the chalkboard. Next, combine the vowel with the consonant sound and have the students rehearse the combined sounds.
4. Give each student a typed copy of the class opening routine. (Try to limit the length of the opening exercise to thirty words or less.) (This copy of the opening can also be used to separate syllables to facilitate pronunciation.) Explain and model the opening. Students should repeat after the teacher each of the words in the opening. Have the students rehearse the opening together.
5. As an exercise, you may divide the class in half and have the students appoint two team captains. After syllable separation is complete, count the total number correct for each team and see who is today's champion.
6. You may also use syllable cards as a word game for students to practise matching sounds to the written form. At the beginning you should leave the sound chart displayed until students can play the game without visual assistance. The winning student becomes the caller. If there are students who are unable to participate in the game, they may help the teacher by repeating the sound of the calling card and keeping track of called cards.
7. A copy of the opening routine can also be used for translation purposes. (Give each student a copy with literal meanings of the opening.) Students will find it useful as the words and phrases can be used in other communicative ways. A game can be created from this to match the English to the Native words.

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8. Have students record vocabulary in journals and add to their personal word list. Adult learners may wish to record initial impressions about learning the opening routine.
  9. To prepare students for the next activity, introduce and discuss class rules and routines in English and the Native language. Class rules may be reviewed along with the opening exercise.

### **Assessment/Evaluation**

(Formative) Oral introductions, knowledge/understanding

(Formative) In class question and answer

(Formative) Recognizing and reading using syllable separation, thinking/inquiring.

(Summative) Oral examination, communication

### **Accommodations**

- Allow advanced students to assist special needs students if T/A is not available.
- Use alphabet or phonic exercises to search text for matching letters or sounds.
- Allow more time and adjust the amount expected.
- Provide extra reinforcement and monitor homework daily.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

## **Activity 2: Class Rules and Routines**

**Time:** 60 minutes

### **Description**

Students become part of the process that decides acceptable class behaviour and discipline for non-compliance. The teacher outlines expectations and gives students an overview of assignments and responsibilities that are required to successfully complete the course. Students use basic vocabulary to ask for permission to do daily class activities.

### **Strand(s) and Expectations**

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

#### **Overall Expectations:**

OCV.01 - demonstrate basic listening skills;

REV.01 - read simple material on familiar topics in structured situations.

#### **Specific Expectations:**

OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;

OC2.03 - express ideas, feelings, and opinions using known language structures;

RE1.01 - demonstrate an understanding of simple texts;

RE1.02 - extract information from a written passage;

RE2.06 - follow simple written instructions.

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## Planning Notes

- Prepare flash cards which depict, for example, boys and girls washrooms, water fountain, principal's office.
- Prepare expectation requirements.
- Prepare easy to read poster calendar. Indicate on calendar traditional activities which will take students out of the class for given periods of time.
- Prepare a checklist poster for the entire class to be reminded of assignment and homework completion and post it near the exit.
- Research information technology and its ethical use.

## Prior Knowledge Required

- recognition of numbers and some reading ability in English
- basic computer skills

## Teaching/Learning Strategies

1. Students' contribution to class routines and discipline allows them to take ownership and be more respectful of classroom behaviour.
2. Review basic computer skills with students explaining the proper usage and functions of the computer. After students have had an opportunity for warm up exercise drills at the computer, direct them to create a calendar using the file format. Students create calendars in order to become familiar with days of the week, months of the year, and numbers.
3. Students will become familiar with giving the dates for different events.
4. Use a laminated poster calendar that contains all 12 months. The teacher starts a conversation:  
[T]=Teacher [S,1]=student  
[T] Greetings, my name is \_\_\_\_\_. What is your name?  
[S,1] My name is \_\_\_\_\_.  
[T] When is your birthday?  
[S,1] It is on the \_\_\_ day of \_\_\_ (month) \_\_\_ (year).  
[S,1] then chooses another student and asks the same questions.  
The conversation continues.
5. Students who are not participating in the conversation are listening to the information given and making notes of birthdays.
6. Further conversations may be derived from this information (e.g., practising changing pronouns).  
(Each language group will adapt this model to suit their language structure.)

## Assessment/Evaluation

Monitor student progress and record time lines. Students reflect on personal progress, evaluating their own strengths and weaknesses and writing a contract to modify weaknesses. Give feedback on pronunciation, tape conversations, and make notes for students that point out areas to improve pronunciation and intonation. Students keep this dated feedback, which will become a milestone marker to improve on next taping session.

(Formative) In class question and answer, knowledge/understanding

(Formative) Multiple choice knowledge/understanding

(Summative) Fill in the blanks knowledge/ understanding

(Formative) Oral presentation thinking/inquiring

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## Accommodations

- Allow advanced students to assist special needs students if T/A is not available for note taking or other disabilities.
- Allow more time and adjust assessment to accommodate individual needs.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

## Activity 3: Greetings/Respect

**Time:** 240 minutes

### Description

In this unit, students use and practise language to exchange greetings with peers, family, and community. Students become aware of inherent respectful terms that are socially suitable and necessary when communicating in a Native language.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC2.05 - use basic greetings in a Native language;
- RE1.01 - demonstrate an understanding of simple texts;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.06 - follow simple written instructions.

### Planning Notes

- Prepare language structures and vocabulary as required for unit.
- Compile a list of terms and vocabulary that is generated by the class.
- Check the Grammar, Language Conventions, and Vocabulary section in the Ontario Curriculum guide and use a checklist to show how many of the language conventions are covered in this unit.

### Prior Knowledge Required

- basic literary skills

### Teaching/Learning Strategies

1. Heighten students' interest in the subject matter by soliciting from them certain phrases they wish to use in their greeting conversation. Accompany student input on vocabulary with the vocabulary already prepared.

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2. Use the following word build-up drill to familiarize students with the sentence structures and vocabulary.

Word build-up strategy:

- a) - Sit the students in a circle or a horseshoe arrangement.
- b) - Stand in the middle
- c) - Use a cue card so that the pattern and vocabulary remain consistent. Sample sentence: Greetings, are-you-well question-word? (Each underlined section represents a single word in a Native language.)
- d) - Begin with the last word. Model/say the word for the students. Example: question-word.
- e) - Motion with your arms for students to repeat. All students repeat together.
- f) - Model/say the word a second time repeating the welcoming arm motion to students. Students repeat/mimic the word together.
- g) - Clap hands or snap fingers for attention. With a welcoming motion of your hand, indicate a response from one of the students. Move toward the student (stop at a comfortable distance) and bend down a little, smiling while waiting a few seconds for the student to repeat the word. Student responds repeating the word correctly. Indicate with a non-verbal cue that it is the correct response.
- h) - While keeping your eyes fixed on the student who just responded, clap or snap fingers again and indicate with a hand motion to another student. Then turning to that student, wait a few seconds for the repetition.
- i) - Repeat this process until there are successful responses seven times.  
Note: If within a few seconds the student fails to respond, indicates she/he cannot respond, or incorrectly says the word, motion a response from the person sitting next to her/him. That student then models the word correctly. Indicate with body language affirmation that she/he is correct and then look back to the person who did not respond. Motion her/him to respond. If she/he still cannot respond or say the word correctly, turn to the person on the other side and indicate to her/him to respond. That person responds correctly. Go back to the person having difficulty responding. If that person still fails to respond within a few seconds, do not embarrass her/him by waiting for a response. Go back to the entire class and begin the routine all over again. Repeat this routine until there are seven successful responses in a row.
- j) - Build the sentence by adding the next word from the last.  
Example: Are-you-well question-word?
- k) - Repeat the exercise starting from step i.
- l) - Build the sentence until students are responding with the complete sentence or question.  
Caution: Do not do too much of this drill at one time, one sentence at a time will suffice at the beginning. The response of the class will indicate when to go beyond one short sentence. As students build confidence in the language, they will be able to absorb longer and more complex word and sentence structures.  
Note: Use this technique to practise oral communication for any subject or unit. The day following the first drill, model a response to the question. Example: Yes I am well, how about you?
- m) - Build this kind of vocabulary until the students can participate in a short conversation with little assistance from the teacher. They continue to build vocabulary in this way.
- n) - Now that the students have base phrases to build on, start a greeting conversation with a student. A student responds appropriately recognizing the questions asked. She/he then asks the questions and another student responds, until the entire class has had a turn. While the conversations are going on, distribute relevant seat work for students not actively engaged in the conversation.
- o) - Role play this activity with one student playing the part of an elder person and the phrases or vocabulary changing to accommodate the situation.

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## Assessment/Evaluation

(Formative) Feedback is immediate, student is not permitted to go on with vocabulary or a phrase until they learn to say it with the correct intonations.

(Formative) Oral testing, knowledge/understanding

## Accommodations

- Non-verbal students can participate by listening and be assessed by indicating their understanding through picture to word match.
- Allow advanced students to assist special needs students if T/A is not available for note taking or other inabilities.
- Allow more time and adjust assessment to accommodate individual needs.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

## Activity 4: Introduction to Use of a Lexicon/Dictionary

**Time:** 120 minutes

### Description

This activity is suitable for adult and grade-appropriate learners. Students begin a process to understand the similarities and differences of Native language use when comparing vocabulary to English. They become increasingly aware of literal translation and English paraphrasing. Teachers may introduce the use of thematic dictionaries depending on the students' level of Native literacy skills. This language comparison leads students to a unique world view based on a Native perspective.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- REV.01 - read simple material on familiar topics in structured situations;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- REV.01 - read simple material on familiar topics in structured situations;
- RE1.03 - identify the theme and supporting details of a story or poem;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- WR2.05 - use correct spelling of basic and new vocabulary;
- WR3.02 - use information technology to edit with peers.

### Planning Notes

- Have enough word list/lexicons and, where applicable, thematic dictionaries for all students or at least enough to be shared in small working groups.
- Prepare step-by-step rules for finding words.

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- Prepare notes that assist students in understanding how to recognize different kinds of words and a guide on how to conjugate verbs.
  - Have prepared short texts that require translating.
  - Have examples of similar sentence structures that are contained in the translation exercise.
  - Prepare worksheets on verb conjugation and tense changing.
  - Be knowledgeable about technology operation.

### **Prior Knowledge Required**

- recognition of alphabet characters and basic literacy skills
- literary skills in English language

### **Teaching/Learning Strategies**

1. Provide students with a chart that is designed to show students how to conjugate verbs. Take a short story or narrative and have students utilize a different pronoun or conjugate verbs to create a narrative in a different tense.
2. Students may now create their own short stories using and demonstrating their skills of proficient dictionary use.
3. Students may reinforce reading and listening skills by reading and listening to each other's corrected works.
4. Provide a writing model for students to develop a story line that contains supporting details.
5. Students decipher the literal meaning of a given text and then compare it to English paraphrasing.
6. Students prepare posters and circulars for local and school events using information technology.
7. Students prepare, record, and present announcements for broadcast on the PA system and for local radio stations.

### **Assessment/Evaluation**

(Formative) Oral use of language knowledge/understanding

(Summative) Proficiency in reading of materials, applications/making connections/thinking/inquiry

(Summative) Works saved for portfolio, knowledge/understanding

### **Accommodations**

- Allow advanced students to assist special needs students if T/A is not available for note taking or other inabilities.
- Allow more time and adjust assessment to accommodate individual needs.
- Provide extra guidance in planning and organizing written work.
- Provide a written checklist of steps to be completed.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Activity 5: Opening Exercises

**Time:** 300 minutes

### Description

The accumulative reward for repetition allows students to become familiar with oral speaking patterns. The utterance of such openings underscores the fundamental principles of respect for people, earth, life, and the universe.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts;
- WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions.

#### Specific Expectations:

- OC2.01 - recite vowel and consonant sounds;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.03 - identify the theme and supporting details of a story or poem;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.07 - read a variety of simple texts;
- WR3.03 - use information technology to communicate in a Native language with other students.

### Planning Notes

- Limit opening to about 35 words.
- Prepare opening notes for students to read from.
- Explain the significance and history of the opening sequence.
- Use code of behaviour, poster, and personal notes.
- Rehearse daily routine (using notes).
- Prepare study sheets that have “Language” in one column and “Literal Translation” in another.
- Prepare quiz sheets that are “word matches.”
- Prepare quiz sheets that are “fill in the missing words.”
- Prepare quiz sheets that are “give the literal translations.”

### Prior Knowledge Required

- basic literacy skills

### Teaching/Learning Strategies

1. Daily rehearsal of opening.
2. Use vocabulary in cross-unit activities.
3. Use quiz sheets for weekly progress, posting progress for all to see.
4. Post an evaluation sheet weekly.

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5. Reward achievement with class privilege. Example: Students who can recite the first ten words without the aid of their study sheet have the privilege of leaving the room without asking for permission or can continue on another assignment. Reward each level of achievement with another class privilege. Highest achievers are the first ones chosen to assist with special needs students or to take the attendance sheet to the office.

### **Assessment/Evaluation**

(Formative) Listen to student recital, knowledge/understanding

(Formative) Observe student behaviour during exercise, application/making connections

### **Accommodations**

- Allow advanced students to assist special needs students if T/A is not available for note taking or other inabilities.
- Allow more time and adjust expectations to accommodate individual needs.
- Positively reinforce achievements.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

## **Activity 6: Listening Skills**

**Time:** 360 minutes

### **Description**

This unit allows students to recognize a given vocabulary. They listen as the teacher dramatizes a narration or anecdote and derive meaning through the dramatizations and visual support devices. Use tapes to familiarize students with aspects of speech, vocabulary, and studied language structures.

### **Strand(s) and Expectations**

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

#### **Overall Expectations:**

OCV.01 - demonstrate basic listening skills;

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

REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts.

#### **Specific Expectations:**

OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;

RE1.01 - demonstrate an understanding of simple texts;

RE1.03 - identify the theme and supporting details of a story or poem;

RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences.

### **Planning Notes**

- Prepare tape narratives and provide print and illustrated support sheets for listening centres.
- Prepare teacher dramatizations.

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- Prepare maps, pictures, drawings, props, paper clips, push pins, etc.
  - Be familiar with body sign language techniques for teacher dramatization of narratives.
  - Use available clips of fluent speakers from videotapes.

### **Prior Knowledge Required**

- basic listening skills

### **Teaching/Learning Strategies**

1. Students at listening centres derive meaning from listening to tapes that have accompanying support sheets with the narrative in print under an illustration. Various picture sources can be utilized for the story line, e.g., translate and tape a comic strip.
2. Students use critical thinking to arrive at the meaning.
3. Use body language, maps, props, drawings and pictures to dramatize the telling of a story or narrative. Speak slowly, observing students' reaction to the story. If the students look puzzled, retell that portion using similar visual cues.
4. Students write down as many words as they can during the dramatization. (Spelling is not critical for this exercise.) A discussion period follows the presentation. Students read their notations as they interpret meaning. Provide guidance (e.g., using the Native language only, dramatize in a different way until the students are able to understand). Students then look up the noted words in their dictionary/lexicon and the entire class exchanges information about their findings. Students record their findings in their personal dictionaries.

### **Assessment/Evaluation**

- (Formative) Students write about the dramatization, thinking/inquiring  
(Formative) Entries in personal dictionaries, knowledge/understanding  
(Formative) Question and answer, knowledge/understanding

### **Accommodations**

- Allow advanced students to assist special needs students if T/A is not available for note taking.
- Allow more time and adjust assessment to accommodate individual needs.
- Make a videotape of presentation and allow students to review and pause, in order to record vocabulary.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Activity 7: Weather

**Time:** 120 minutes

### Description

This unit focusses on the relationship between Native culture and weather. Students use vocabulary to describe and predict weather conditions. They begin to understand their interdependence.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work.

#### Specific Expectations:

- OC2.01 - recite vowel and consonant sounds;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- RE1.01 - demonstrate an understanding of simple texts;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.08 - respond appropriately to written questions.

### Planning Notes

- Prepare weather terminology/vocabulary, present and past tense.
- Prepare pictures of weather conditions (laminated flash cards).
- Prepare work sheets: “weather to word match.”
- Prepare crossword and word search game sheets.

### Prior Knowledge Required

- some understanding of weather formations

### Teaching/Learning Strategies

1. Use language drills, word build-up strategy, as described in Activity 3, using flash cards so that English does not need to be used.
2. Students use weather terms to describe today's weather conditions in their greeting conversations.  
Example: “What is the weather like today?”
3. Students pretend they are having a telephone conversation with someone in a nearby or remote location, giving and receiving information using the present and past tenses. Conversation lines need only be a simple question and a direct answer at the beginning of the unit. Gradually add additional information as the semester progresses. Provide example of paraphrased English. (Teacher will modify the conventions of speech to local terminology.)
  - Student 1: Greetings, how are you today?
  - Student 2: I am very well today. How about you?
  - Student 1: I think that I am catching a cold.
  - Student 2: Why?
  - Student 1: It rained yesterday and I got soaked to the skin. What is the weather like where you live?
  - Student 2: It is sunny today and it was sunny yesterday also.

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Student 1: That is good. Soon we will speak to each other again.

Student 2: Ok. Bye for now.

Student 1: Ok. Bye.

4. Change the weather terms in subsequent conversations until all desired weather terms are covered.
5. Students use the crossword and word search sheets when they complete other seat work assignments.

### **Assessment/Evaluation**

(Formative) Immediate feedback at the drill stage of learning, knowledge/understanding

(Summative) Tape their conversations, thinking/inquiry

### **Accommodations**

- Allow advanced students to assist special needs students if T/A is not available for note taking.
- Allow more time and adjust assessment to accommodate individual needs.
- Pair students appropriately for difficult seat work activities.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Unit 2: People

**Time:** 20 hours

### Unit Developer(s)

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe  
Alfred Keye, Grand Erie District School Board, Cayuga  
Dawna LeBlanc, Wikwemikong Board of Education, Odawa/Ojibwe  
Frank Miller, Federal School System, Brantford District, Mohawk  
Gloria Thomas, Grand Erie District School Board, Onondaga

**Development Date:** July 1999

### Unit Description

This unit focusses on the vocabulary and language structures of the family unit (e.g., verbs, pronouns, particles, and short sentences). Students learn about relationships within clans and some traditional values, teachings, and the meaning of a Good Mind according to the local Native community.

### Strand(s) and Expectations

**Strand(s):** Oral Communications, Reading, and Writing

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

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

### Activity Titles (Time and Sequence)

Activity 1	Me and People Around Me	180 minutes
Activity 2	My Family	225 minutes
Activity 3	Bring and Brag	180 minutes
Activity 4	Conversation Duos and Drama	165 minutes
Activity 5	Talking Circle	210 minutes
Activity 6	Having a Good Mind	240 minutes

### Unit Planning Notes

- Customize the activities to suit the language of their particular area.
- Coming from a wide range of family situations, some students may be self-conscious in this area. Teachers need to be sensitive to students' different situations.
- Find a knowledgeable resource person in a local Native community who can act as a mentor to the instructor.
- Being as resourceful as possible for some teachers may be essential because of the amount of resources available.

### Prior Knowledge Required

- understanding basic English, reading, writing, and the alphabet

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## Teaching/Learning Strategies

- direct instruction
- repetitive phonics, journal writing, hands-on learning, listening centre, teacher-lead oral exercises, language games, visual aids, Total Physical Response, guest speakers, pair or group or class interaction, brainstorming, field trips, reading short stories (silent and together)
- sound, syllables chart (review)
- repetitive practice of vocabulary, old and new words
- personal vocabulary lists
- audio tapes (listening to and making)
- language structures: verbs, nouns, particles, short sentences

## Assessment/Evaluation

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

- open ended questions
- student decoding and oral reading
- oral use of language
- participation in group work
- written critique of dramatization
- personal dictionary
- immediate feedback
- student made audiotape
- portfolio entries
- oral examination
- written test
- class presentation

## Accommodations

- Pair students appropriately for reading activities. Have them take turns reading or, if necessary, have a better reader read to a weaker reader (or make a tape of reading material) while the weaker reader follows along.
- Encourage the use of pictures, diagrams, charts, etc. as a prompt for oral or written responses.
- It is Ontario policy that special needs students need also to be accommodated with individual learning strategies and special attention given to assessment to facilitate their learning experience. (See “Considerations for Program Planning, Education for Exceptional Students,” Ministry of Education and Training document - *Program Planning and Assessment*. See also section 5.4.3; 5.4.4; 5.4.4.2; and 5.5 of Ministry of Education and Training document - *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*).

## Resources

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

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## Activity 1: Me and People Around Me

**Time:** 180 minutes

### Description

Students learn how to address themselves by using correct pronouns. They learn about respect and how it impacts on everyone. Students find how and where they fit in a community and environment.

### Strand(s) and Expectations

**Strand(s):** Oral Communications, Reading, and Writing

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.05 - use information technology to communicate in a Native language;
- REV.01 - read simple material on familiar topics in structured situations;
- WRV.01 - use a variety of simple and compound sentences.

#### Specific Expectations:

- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.03 - select, list, and define new vocabulary in texts;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphic symbols) to determine the meaning of new vocabulary;
- WR1.01 - distinguish between grammatical forms (e.g., number, gender, tense);
- WR2.03 - use new words accurately in sentences;
- WR3.01 - use information technology to write and record a short dialogue.

### Planning Notes

- As students become more familiar with the writing and sound system of the language, teachers increase student vocabulary lists. Get a variety of pictures of large groups of people and have students label them as people such as me, friend, friends, old man, old lady, middle-aged people, etc.
- Have person to person dialogues, 1st person and 2nd person.
- Explain the Native perspective of respect. A knowledgeable person from the Native community would be helpful in this exercise.

### Prior Knowledge Required

- English language, manners, understanding of the meaning of “respect”
- ability to answer “yes” and “no” in the language
- note-taking skills

### Teaching/Learning Strategies

1. Brainstorm the vocabulary for me, myself, and the way people are addressed; record responses on the chalkboard. Give the students each a paper with the appropriate vocabulary for this activity. Then quickly ask the students, randomly around the room, for correct responses. Have students exchange papers several times and continue on.
2. Give the students person to person dialogue by doing greetings. Have students introduce someone to a friend (e.g., “Bill, this is my friend \_\_\_\_.” “Hello. How are you?”; being courteous to others especially older people).

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3. Students begin a list of their own likes and dislikes: favourite items, music, books, musical groups, clothing, sports teams, activities. This can be done over the length of the course to suit the time of year for specific things. Pictures or compact discs could be brought in for visual observation. Scrapbooks can be made.
  4. Students write short sentences and talk about traditional values and beliefs of Native people. The teacher will help expand their knowledge of these with their own resources and with visitors from the Native community.
  5. Throughout the activities, it is essential for the teacher to repeat the vocabulary so students will become familiar with the sounds and have visual contact with each article.
  6. Students can have fun with pictures of people by describing how each person looks (e.g., happy, sad, old, young, male, female). Be sure they should show sensitivity to people's feelings. Students should not be encouraged to insult the way people look (e.g., height, weight, colour, ancestry).
  7. An exercise, using Total Physical Response can be done with second person commands [e.g., “You stand up”(singular); “You stand up” (plural)]. Students will learn to recognize by listening to the correct pronouns.

### **Assessment/Evaluation**

(Formative) Observation: formal and informal

(Formative/Summative) Conversational rubric

(Formative) Peer evaluation

(Formative/Summative) Grammar checklist

### **Accommodations**

- Allow taped or oral presentations.
- Encourage students to respond in the language of study, but assist in their pronunciation.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

## **Activity 2: My Family**

**Time:** 225 minutes

### **Description**

In this activity, students learn to write and pronounce words and phrases in the Native language, specifically, the names of family members (e.g., my father, my mother, my sister, my brother). They learn the extended family as well. Students also learn vocabulary to describe routines of family members (e.g., work, school, play). Students learn about the clan system of the Native community in the local geographical area. Students learn about everyday life from long ago.

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## Strand(s) and Expectations

**Strand(s):** Oral Communications, Reading, and Writing

### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- REV.01 - read simple material on familiar topics in structured situations;
- WRV.01 - use a variety of simple and compound sentences.

### Specific Expectations:

- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC3.01 - use information technology to record a short dialogue to share with other students;
- RE1.01 - demonstrate an understanding of simple texts;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.03 - select, list, and define new vocabulary in texts;
- WR2.01 - write short sentences using correct punctuation.
- WR3.01 - use information technology to write and record a short dialogue

## Planning Notes

- Teachers introduce new vocabulary of family members with students by writing them on the chalkboard.
- Pictures of a family from a magazine or book can be used to label the different members.
- Pictures of people in different professions can be used to show what type of work family members do.
- Videos may help in explaining the roles and duties of family members in the past and in the present.
- Many students come from families that for some reason or another, have had a breakdown. Some have not been told who their father or mother is. In this activity, the teacher should be prepared to handle these sensitive situations. Teachers can identify a family as “any large or small group living

*The Bias Assessor: A Framework for Identifying Bias in Learning Materials*, Toronto: ON: Curriculum Clearinghouse, 1998.

## Prior Knowledge Required

- English language
- ability to answer “yes” and “no” in the Native language
- note-taking skills

## Teaching/Learning Strategies

1. Use a variety of visual materials showing different families. Develop a vocabulary list of family members and extended family members. These members can be organized according to gender, age, and traditional clans.
2. Give the students an example of how to describe a family in written form. Use the different pictures and have the students write a short description. Divide students into groups, one visual per group.
3. Remembering about being sensitive to different family situations, use a graphic organizer to make a family tree. If this is too sensitive an area, students can make a tree of school personnel, from the principal to the people under the principal.
4. Teachers can carry on grammar lessons and use questions (e.g., Who?, What?, When?, Where?, Why?, How?) when talking about family.

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5. Teachers can have resources that show students how the Native family unit and community is interconnected to live in harmony.
  6. With the assistance of a knowledgeable person, the instructor teaches history of the local Native community. The lesson could include visuals of political structure, social structure, and living environment. Note taking is essential.

### **Assessment/Evaluation**

(Formative) Pronunciation and language structures

(Formative) Formal and informal Observation

(Formative/Summative) Journal

(Summative) Quizzes and tests

### **Accommodations**

- Let the students who learn faster help the ones who may be slower learners.
- Use repetitive language to help the whole class.
- Provide copies of notes and/or questions or have another student make a copy with carbonless paper.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

### **Activity 3: Bring and Brag**

**Time:** 180 minutes

#### **Description**

In this activity, which is ongoing throughout the course, each student has an opportunity to practise his/her language skills. Students expand their vocabulary by preparing an oral presentation. They will improve their listening skills and add to their personal vocabulary lists.

#### **Strand(s) and Expectations**

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

##### **Overall Expectations:**

OCV.01 - demonstrate basic listening skills;

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

WRV.01 - use a variety of simple and compound sentences.

##### **Specific Expectations:**

OC1.04 - talk about basic oral texts, asking and responding to specific questions;

OC2.04 - converse using simple and compound sentences;

OC2.06 - respond to statements, questions, and directives given orally by the teacher;

RE1.01 - demonstrate an understanding of simple texts;

RE2.03 - select, list, and define new vocabulary in texts;

WR2.03 - use new words accurately in sentences;

WR3.01 - use information technology to write and record a short dialogue.

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## Planning Notes

- Make sure that everyone has a schedule of when they are to present.
- Students should have peer support.

## Prior Knowledge Required

- students should know the English language
- note-taking skills

## Teaching/Learning Strategies

1. Explain “Bring and Brag.” With the students, make a schedule of times and days when the students are to present. They can choose any method to select the order of presentations, alphabetically, seating arrangement, etc.
2. Tell students to bring an item (with permission) that belongs to someone else in their family.
3. Write on the board suggestions of objects to be viewed in class. Students add the new vocabulary to their lists.
4. Write short phrases to help the students (e.g., This object belongs to ...; They won it, bought it; It was a gift, it was found.) The students enter these phrases into their notebooks.
5. Before the students give their presentations, they write and share their written presentation for editing with a group or a partner.
6. On the day of their presentation, each student can be assisted by one of their peers.
7. Each student takes notes and give peer evaluations for each presentation.
8. Students doing this activity learn some traditional protocol (e.g., respect for others: one does not interrupt a speaker, everyone is quiet and listening).
9. Give encouragement to the students to practise the traditional protocol in order to learn Native values.

## Assessment/Evaluation

(Formative) Anecdotal notes

(Formative/Summative) Peer evaluation

(Formative) Formal and informal Observation

(Formative) Punctuation and language structures

(Formative/Summative) Conversational rubric

## Accommodations

- Allow taped or oral presentations.
- Allow students time to prepare.
- Give assistance to students who may need help.
- Consideration should be made for shy students.
- Modification of instructional and assessment strategies should meet the needs identified in a student’s Individual Education Plan (IEP).

## Resources

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

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## Activity 4: Conversation Duos and Drama

**Time:** 165 minutes

### Description

In this activity, the students practise speaking and pronouncing vocabulary that deals with people. They exchange information as they pair up and speak to each other. Students perform short skits in the classroom in small groups. The skits can be about Native humour, roles of men and women, family, and the clan system or a topic of their choice that coincides with the unit title.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- REV.01 - read simple material on familiar topics in structured situations;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.02 - write on familiar topics, expressing ideas clearly.

#### Specific Expectations:

- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC3.01 - use information technology to record a short dialogue to share with other students;
- RE1.01 - demonstrate an understanding of simple texts;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.07 - read a variety of simple texts;
- WR2.03 - use new words accurately in sentences;
- WR2.04 - communicate ideas (e.g. thoughts, feelings, experiences) clearly for specific purposes;
- WR3.01 - use information technology to write and record a short dialogue.

### Planning Notes

- Make sure students know what Native humour is about, such as being able to find something to make one laugh even in serious situations.
- Skits should last only two to three minutes.
- Encouragement should be given to the students to participate in this activity.

### Prior Knowledge Required

- some knowledge of what a short skit is
- some ability to speak in front of others

### Teaching/Learning Strategies

1. Students have a choice of several topics (e.g., people, family, friends).
2. Students use vocabulary they already know and incorporate it with new vocabulary. New vocabulary can be comparisons, such as old, new, big, small, etc.
3. Students can prepare a sheet of what they will present. The teacher can assist by editing their work.
4. Students can videotape or record themselves as they practise for the presentation.
5. Visual aids will help students show other students what vocabulary they are using.
6. Students enter new words on their vocabulary lists.
7. Provide several story lines to assist the students in choosing what their skit will be about.
8. Put students into groups of three or four. They can start working on a short skit.

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9. Use morning commands, supper-time for the family, help grandpa find his glasses, cooking in the kitchen with..., tapping trees for maple syrup, protocol in some ceremonies. (These are suggestions. Teachers may use their own ideas.)
  10. This exercise may take the length of the course to complete.

### **Assessment/Evaluation**

- (Formative) Formal and informal observation
- (Formative) Pronunciation and language structures
- (Formative) Personal word list
- (Formative) Skit and role play
- (Summative) Conversational rubric
- (Summative) Quizzes and tests

### **Accommodations**

- Provide a template or structure for responding.
- Provide examples of the end product expected.
- Some students are naturally shy; the instructor should encourage participation with some assistance.
- Help with pronunciation, editing, and planning.
- Allow extra rehearsal time in small groups.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

## **Activity 5: Talking Circle**

**Time:** 210 minutes

### **Description**

In this activity, the students and teachers use protocol that is the norm for a traditional area to have a talking circle. Some areas use different items to hold in their hand as they speak. Some areas use random choice. Using some method, the student should stand up to be recognized. Whichever method is used, the person recognized has the floor. Respect in this activity will be prevalent.

### **Strand(s) and Expectations**

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

#### **Overall Expectations:**

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- REV.01 - read simple material on familiar topics in structured situations;
- WRV.01 - use a variety of simple and compound sentences.

#### **Specific Expectations:**

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;

- 
- OC2.04 - converse using simple and compound sentences;
  - RE1.04 - translate simple texts with the assistance of a dictionary or word list;
  - RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
  - RE2.03 - select, list, and define new vocabulary in texts;
  - WR1.01 - distinguish between grammatical forms (e.g. number, gender, tense);
  - WR2.01 - write short sentences using correct punctuation;
  - WR2.03 - use new words accurately in sentences;
  - WR2.05 - use correct spelling of basic and new vocabulary;
  - WR3.01 - use information technology to write and record a short dialogue.

### **Planning Notes**

- Explain what the expectations are before starting the circle. Explain cultural differences among Native cultures when they have a talking circle.
- Show sensitivity and compassion toward students who are shy and having a hard time speaking in front of peers. At each talking circle these students should be given encouragement to speak, even if it is a short talk.
- The talking circle does not have to be limited to the unit on People. The circle can be for open discussion on any subject. Remind students to show respect once the activity has started.

### **Prior Knowledge Required**

- classroom discipline

### **Teaching/Learning Strategies**

1. Brainstorming different topics to be addressed in the talking circle.
2. From the topics chosen, prepare a vocabulary list to use in the circle.
3. Students prepare material for the talking circle.
4. Write any new vocabulary on the chalkboard. After the talking circle has finished, students write the words in their notebooks.
5. Keep the talking circle on a traditional theme by focussing the students on Native aspects of the chosen topic.
6. Give the students a drawing or picture of the chosen topic. Have them write a short description of their interpretation of what they see in the picture. They may write in English, but have them translate their written work into the language of instruction.
7. Student translations can be written and recorded.
8. The nature of the chosen topics may evoke emotional feelings in some students. Be prepared to deal with the situation.

### **Assessment/Evaluation**

(Formative) Informal observation

(Formative) Journal

(Formative/Summative) Presentation in the circle

(Formative) Pronunciation and language structures

(Formative/Summative) Conversation rubric

### **Accommodations**

- Encourage students to incorporate their areas of strength and interest into projects, including content, research, and output areas (e.g., visual, artistic, creative, interpersonal, humour, drama, oral).
- Prepare outline of notes.

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- Have a tape recorder for pre-recorded responses.
  - Personal reflection may take other forms, such as singing, dancing, or drumming.
  - Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

## Activity 6: Having a Good Mind

**Time:** 240 minutes

### Description

Many of the Aboriginal peoples of the world have some aspect of a "Good Mind." This activity focusses on the Native culture and traditional way of expressing a "Good Mind." Teachers can modify these activities to suit the language being studied in the local area. Spirituality is also addressed.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- REV.01 - read simple material on familiar topics in structured situations;
- REV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.05 - use basic greetings;
- OC3.01 - use information technology to record a short dialogue to share with other students;
- OC3.02 - use information technology to listen to tapes of Native elders telling stories;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the assistance of a dictionary or word list;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE3.02 - use information technology to build a knowledge base on a Native topic;
- WR1.01 - distinguish between grammatical forms (e.g. number, gender, tense);
- WR2.03 - use new words accurately in sentences;
- WR2.04 - communicate ideas (e.g. thoughts, feelings, experiences) clearly for specific purposes;
- WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course;
- WR3.01 - use information technology to write and record a short dialogue.

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## Planning Notes

- Do some research on this topic as it relates to the local Native community. Visit a knowledgeable person. Be prepared to answer many questions. That is why it is essential to have as much information as one can find. Ask a knowledgeable person to help in the presentation of a "Good Mind." Tape record the oratory of the knowledgeable person, if they permit it. Students should be prepared to take notes.

## Prior Knowledge Required

- listening skills
- note-taking skills
- understanding of the English language

## Teaching/Learning Strategies

1. Provide students with an oral overview of what a "Good Mind" is.
2. Explain by using traditional teachings about the topic. This is where visiting and learning from a knowledgeable person is essential for an instructor. The ability to pass on the correct information to the students is very important.
3. Since this is Native Language 1, touching on the main points of achieving and having a "Good Mind" may be used to show how everything can be dealt with.
4. Teachings tell that we as people should start the day by giving thanks or praying which in turn lifts the burdens of wrong doings and each person can start the day feeling good, hence a "Good Mind." This is just an example of one way to have a "Good Mind." There are many more teachings that guide people in that direction.
5. Use vocabulary appropriate for this activity.
6. Explain how traditional Natives use a "Good Mind" to overcome obstacles, emotions, their own bad attitude, low self-esteem. Having a "Good Mind" keeps things in balance (e.g., people and the environment).
7. Explain this in a question: When searching for medicine or a certain type of flower, do you take the first one you see? Answer: NO! Because it may be the last of its kind. You take the second or third, but not the first one you find.
8. Spirituality can be explained as being something you can't see. For Native people this often can be explained as a feeling that a person gets or has because of their strong belief in what their ancestors have set before them. Native communities know what their ancestors left them and what their true belief is. Each language community can customize this activity to suit their special area and teachings.

## Assessment/Evaluation

- (Formative) Formal and informal observation
- (Formative) Anecdotal comments
- (Formative) Self and peer
- (Formative) Pronunciation and language structures
- (Formative) Vocabulary list
- (Formative/Summative) Quizzes and tests

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### **Accommodations**

- Allow students with some knowledge of the topic to help other students.
- Make your own adjustments in your assessments and evaluations to meet students' abilities.
- Provide copies of notes and/or questions or have student make a copy with carbonless paper.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Unit 3: Arts

**Time:** 27 hours

### Unit Developer(s)

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe  
Alfred Keye, Grand Erie District School Board, Cayuga  
Dawna LeBlanc, Wikwemikong Board of Education, Odawa/Ojibwe  
Frank Miller, Federal School System, Brantford District, Mohawk  
Gloria Thomas, Grand Erie District School Board, Onondaga

**Development Date:** July 1999

### Unit Description

Students gain insight into Native peoples' use of art. Both contemporary and traditional art forms manifest beliefs in the forces of the universe by expressing their concept of the relationship of people to those forces. Research and hands-on experience link students to community values in a cultural continuum. Native art is the vehicle that expresses identity and traditional ethics. As students listen, observe, and participate in art activities, they make connections with fundamental Native philosophy.

### Strand(s) and Expectations

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

**Overall Expectations:** OCV.01, OCV.02, OCV.03, REV.01, WRV.02.

**Specific Expectations:** OC1.01, OC1.02, OC2.05, OC2.06, OC2.08, OC2.10, RE1.01, RE1.03, RE2.02, RE2.04, RE2.05, RE2.06, WR2.03, WR2.05, WR2.06, WR2.07, WR2.08, WR2.09.

### Activity Titles (Time and Sequence)

Activity 1	Animals in Native Art	120 minutes
Activity 2	Story Development	300 minutes
Activity 3	Values in Design	360 minutes
Activity 4	Design Process	420 minutes
Activity 5	Design Application	240 minutes
Activity 6	Storyboard	180 minutes

### Unit Planning Notes

Consult with art teacher for availability of materials and time. The art teacher can help with suggested activities that can facilitate the planning. If there is no art area or art teacher it will be necessary to collect your own resources. Some of the suggested activities require little in the way of art materials (e.g., motifs on birch bark, pencil or India ink drawings on paper or birch bark, natural dyes on material or skins).

Consider some of the following suggestions for supplies:

- a variety of papers: newsprint, manila and coloured construction, tissue, white drawing;
- brushes: (Ask a local art supplier to select the right brushes. For fine drawings on birch bark, for example, a red sable #2 or a 167 series Grumbacher brush is needed. These are expensive so ask the supplier to show how to clean and store them);
- paint: liquid tempera, water colour (non toxic), acrylics;
- crayons or oil pastels, chalk pastels;

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- fixative (non toxic), or if on a low budget, most hair sprays will work with lightly-layered coats (experiment first and check for toxins on the label);
  - adhesives: tapes, paste, glue (again check for toxins);
  - clay: moist modelling, plasticine;
  - cloth: cotton, burlap, felt, organdy, scraps;
  - yarns: rug, floss;
  - boards: cardboard, heavy gray, Bristol;
  - pens: speedball, felt tip;
  - needles: large eye and embroidery;
  - fibers: raffia, reed, threads, string;
  - flowers: dried, weeds, grasses, nuts, leaves;
  - bamboo shade sticks, ink drawing tool;
  - bark, for rubbing or biting;
  - leather: hides, scraps;
  - beads, blotters, sponge, corks, pegboard discards, sticks, straws;
  - bones, rocks, pebbles, fir cones, feathers, driftwood, sea shells;
  - other equipment and supplies: overhead projector, film for the making of transparencies.

These units are only suggested activities which can help you design your own, based on your needs and availability of purchased materials. Natural supplies are abundant, limited only by your imagination.

### **Prior Knowledge Required**

- Integrating information and vocabulary from other units.

### **Teaching/Learning Strategies**

- direct instruction
- class discussion
- personal dictionaries
- writing a story
- conducting research
- illustrating a story
- oral presentation
- group work
- pantomime/drama
- photography
- graphing
- creating a storyboard
- grammar drills

### **Assessment/Evaluation**

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

- open ended questions
- student decoding and oral reading
- oral use of language

- 
- participation in group work
  - written critique of dramatization
  - personal dictionary
  - immediate feedback
  - student-made audiotape
  - portfolio entries
  - oral examination
  - written test
  - class presentation

### **Accommodations**

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

### **Resources**

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

### **Activity 1: Animals in Native Art**

**Time:** 120 minutes

#### **Description**

Through the use of language and activities in art, students connect with Native spirituality and understanding. Native people continue to believe that humans must maintain a balanced relationship with the animal spirits. Survival depends upon how we treat and respect animals because they are needed for food, clothing, tools, and shelter. Natives also need animal spirits to act as spiritual guides and protectors. In this activity students come to understand that Native people view the spiritual symbolism of animals as an important expression of community values.

#### **Strand(s) and Expectations**

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

##### **Overall Expectations:**

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC2.06 - respond to statements, questions, and directives given orally by teacher.

##### **Specific Expectations:**

- RE1.01 - demonstrate an understanding of simple texts;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;

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- RE2.06 - follow simple written instructions;
  - WRV.02 - write on familiar topics, expressing ideas clearly;
  - WR2.03 - use new words accurately in sentences;
  - WR2.05 - use correct spelling of basic and new vocabulary;
  - WR2.06 - organize information into short paragraphs that contain a main idea and related details;
  - WR2.07 - write short pieces using a variety of forms;
  - WR2.08 - revise written work with the assistance of classmates and the teacher;
  - WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course.

### **Planning Notes**

- Collect images to be copied on overhead transparencies to initiate conversation and discussions.
- Prepare questions to guide discussions.
- Invite a knowledgeable person to talk about traditional image uses and significance.
- Prepare student book/binders for personal dictionary.

### **Prior Knowledge Required**

- integrating information from other activities

### **Teaching/Learning Strategies**

1. What animal images are important to the students? Where are animal symbols used in Native culture? On the black board, list animal names and places that symbols are used. Have students record new Native language vocabulary in their personal dictionaries.
2. It is important for students to reach their own conclusions on just how important animal images are in Native culture. What animal symbols do they see in the world around them? List as many animal images as they see around them. Students may need some prompting to get started. Some sources may be:
  - a) names of sport teams;
  - b) children's cartoons;
  - c) story books and folk tales;
  - d) national and provincial emblems;
  - e) coins and stamps;
  - f) toys and games;
  - g) signs and company logos;
  - h) social and civic clubs.Discuss with students how the meaning of animal symbolism in Native culture is sometimes similar to the meaning in the world around us. For example, the eagle means protection in Native culture and vision in American culture.
3. Discuss why these symbols may have been selected for a logo (e.g., the US quarter has an image of an eagle, wings spread, holding arrows). Questions: What is the origin of this symbol? What does this symbol represent to Native people? Why do you suppose it was chosen for the quarter? Why are its wings spread? What is the significance of the arrows being held together?
4. Assist students to list new Native language vocabulary that is generated by the discussion (e.g., majestic, strength, wisdom, unity, seeing far, protective). Students should record the vocabulary in their personal dictionaries.
5. Animal images are everywhere. Have your students collect animal images from books, songs, corporate and organizational logos, and traditional Native applications. Research animal images in early Canadian art.

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6. Share student findings with the entire class by transferring the images to an overhead transparency. Discuss what these images express.
  7. Students should record all vocabulary in their personal dictionaries.

### **Assessment/Evaluation**

(Formative) Rubric, teacher, student participation/making connections

(Formative) Debate, discussion, communication/thinking inquiry

### **Accommodations**

- Limit scope and emphasize review for students who acquire language more slowly.
- Provide copies of notes and/or questions or have another student make a copy with carbonless paper.
- Make adjustments in expectations regarding quality and quantity of output.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

## **Activity 2: Story Development**

**Time:** 300 minutes

### **Description**

Students make connections between traditional and contemporary images as they use language. Structures of language are made relevant through practical application. Their final product can then become the learning tools for other students. Students experience a sense of pride as their stories are published.

### **Strand(s) and Expectations**

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

#### **Overall Expectations:**

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC2.06 - respond to statements, questions, and directives given orally by teacher.

#### **Specific Expectations:**

- RE1.01 - demonstrate an understanding of simple texts;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;
- RE2.06 - follow simple written instructions.

### **Planning Notes**

- Prepare story models using common language features (e.g., locatives, quantitives, qualitatives, particles, adjectives).
- Have dictionary(s) for student use.
- Prepare grammar rules to guide students in the use of language features.

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- Use binding equipment for completed student stories.
  - Prepare rubric for student so they know what to strive for.

### **Prior Knowledge Required**

- integrating information from other activities

### **Teaching/Learning Strategies**

1. Use the result of Activity 1 as the starting point of this activity.
2. Have each student pick a favourite animal to focus on, one that means something to them personally.
3. Demonstrate and give a model story development (e.g., main theme and supporting details including features of language that describe: the best, many, most, in, on, that is the place, different varieties, because, that is the reason why).
4. Students use dictionaries to complete their draft story.
5. Each student writes the reasons why they have chosen this image for themselves. Sample Story: The turtle is the animal I like the best. Many of them live in the water and eat seaweed and many different varieties live on land. To have babies they dig a hole and that is where they lay their eggs. I like turtles because that is my clan.
6. Organize the class into five study groups with five students in each. Students exchange stories to edit. Then each student shares within their study group. Students enter corrections in their personal dictionaries. Choose one story per group to share with the entire class.
7. Students illustrate their stories.
8. Students scan/copy their illustration and blend it into their story.
9. These stories may then be published by using the computer or photocopier. Students can title the publication. These stories then become reading materials for the entire class and can be used for samples and filed in their personal portfolios.

### **Assessment/Evaluation**

(Formative/Summative) Rubric, peer/teacher, story relevance and quality

(Formative) Article/oral presentation, thinking/inquiry

### **Accommodations**

- Encourage peer support.
- Adjust expectations.
- Allow extra time.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Activity 3: Values in Design

Time: 360 minutes

### Description

Students acquire experience with vocabulary that express feelings, beliefs, and Native values. They compare similarities and differences in design as used by Native and non-Native cultures. Communication abilities are enhanced through oral expression and practical use.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- WRV.02 - write on familiar topics, expressing ideas clearly.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC2.06 - respond to statements, questions, and directives given orally by teacher;
- RE1.01 - demonstrate an understanding of simple texts;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;
- RE2.05 - determine appropriate titles for passages or stories;
- RE2.06 - follow simple written instructions;
- WR1.02 - identify word classifications (e.g., nouns, pronouns, verbs) in text;
- WR2.03 - use new words accurately in sentences;
- WR2.05 - use correct spelling of basic and new vocabulary;
- WR2.06 - organize information into short paragraphs that contain a main idea and related details;
- WR2.07 - write short pieces using a variety of forms;
- WR2.08 - revise written work with the assistance of classmates and the teacher;
- WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course.

### Planning Notes

- Familiarize yourself with what constitutes good design. The epitome of visual communications: “logos/images must say it all in one glance.”
- Communicate guidelines of good design to students.
- Make comparisons with designs that are vague or not effective in their ability to communicate a message or quality.
- Check “logo designs” in the library and on the Internet.
- Consult artists who can direct you to books or help you prepare notes on the subject.
- Consult with community on terminology related to design.

### Prior Knowledge Required

- integrating information from other activities

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## Teaching/Learning Strategies

1. Take students through the stages of design selection.
2. Show students a variety of images that represent simplicity in design and symbolize the strength or quality of the product, service, or group that uses the image as a logo.
3. Discuss the previous qualities. Compare them to examples of design that do little to transmit a message related to the intended purpose of its design.
4. List the vocabulary that is generated by the discussion.
5. Students should write a description of at least three of the designs using their new vocabulary list.
6. Edit with the entire class.
7. Students practise their description in small groups.
8. Each student makes a short oral presentation to the class using the designs they are describing as a visual aid.

## Assessment/Evaluation

(Formative) Observation, effectiveness of group discussions, planning ability, communication

(Formative) Oral presentation, application/making connections

## Accommodations

- Encourage peer support.
- Adjust expectations.
- Allow extra time.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

## Activity 4: Design Process

**Time:** 420 minutes

### Description

Students are expected to use reasoning skills to understand instructions in the language. They are guided through a design process which allows them to experience the graphic discipline most often employed by artists. This exercise is cultural in theme and is not intended as a demonstration of talent, but rather as an expression of beliefs and values. Students become familiar with technical vocabulary as it is applied to art.

### Strand(s) and Expectations

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

#### Overall Expectations:

OCV.01 - demonstrate basic listening skills;

OCV.03 - demonstrate an understanding of language structures and vocabulary in context.

#### Specific Expectations:

OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;

OC2.06 - respond to statements, questions, and directives given orally by teacher;

RE1.01 - demonstrate an understanding of simple texts;

RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;

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RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;

RE2.06 - follow simple written instructions;

WR1.02 - identify word classifications (e.g., nouns, pronouns, verbs) in text.

### **Planning Notes**

- Plan the lesson to accommodate students who will be completing different stages of this project at different times.
- Allow faster students to assist with preparing/organizing materials for next class, or assisting students with disabilities.
- Prepare visual aids for colour descriptions.
- Consult with a knowledgeable community member for specialized vocabulary.

### **Prior Knowledge Required**

- integrating information from other activities

### **Teaching/Learning Strategies**

1. Demonstrate for the class what they are to do. Act out the text (e.g., dialogue, scenario, narration which contains grammar and vocabulary you are presenting) through pantomime and gross overacting. Confirm that the students understand by asking if they understand. If not, act out the text again more clearly. Do not use English.
2. Students are to divide a sheet of paper in four and in each division draw, using pencil, a different stylized version of their animal (chosen in Activity 2).
3. When completed, (some students will finish earlier than others) have the students select the one that they find most appealing.
4. They then (still using pencil) re-do the design improving and refining the design. The process may be repeated until a satisfactory working design is accomplished.
5. Use colour descriptors, with samples of the colours being talked about, and demonstrate how to apply colour to the working design.
6. Students apply colour to their design.
7. Students write all new vocabulary in their personal dictionaries.

### **Assessment/Evaluation**

(Formative) Ability to follow instructions, listening skills, making connections

(Formative) In class question and answer, communication

### **Accommodations**

- Encourage peer support.
- Adjust expectations.
- Allow extra time.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Activity 5: Design Application

**Time:** 240 minutes

### Description

Students are expected to use reasoning skills to understand instructions in the language. They continue to make connections to Native images as they experiment with various techniques with art application. Through the design application process, students learn to use language to perform and communicate the activity.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC2.06 - respond to statements, questions, and directives given orally by teacher;
- OC2.10 - retell simple Native legends and stories;
- WRV.02 - write on familiar topics, expressing ideas clearly.

#### Specific Expectations:

- RE1.01 - demonstrate an understanding of simple texts;
- RE1.03 - identify the theme and supporting details of a story or poem;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;
- RE2.05 - determine appropriate titles for passages or stories;
- RE2.06 - follow simple written instructions;
- WR2.03 - use new words accurately in sentences;
- WR2.05 - use correct spelling of basic and new vocabulary;
- WR2.06 - organize information into short paragraphs that contain a main idea and related details;
- WR2.07 - write short pieces using a variety of forms;
- WR2.08 - revise written work with the assistance of classmates and the teacher;
- WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course.

### Planning Notes

- Check library and craft stores for information.
- Students must save all working sketches and notes.
- Inform students about the different absorbent qualities when selecting an object to apply their design to.
- Acrylic paint is a good choice for many applications. Special paints are necessary for material/cloth application.
- Have bins/boxes ready for students to store their selections in.
- Experiment, before final application, to ensure that the paints will not bleed or run.
- Have camera, Polaroid or digital.

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- Continue to demonstrate for the class what they are to do. Act out the text (e.g., dialogue, scenario, or narration which contains the grammar and vocabulary you are presenting) through pantomime and gross overacting. Confirm that the students understand by asking if they understand. If not, act it out again more clearly. Do not use English.

### **Prior Knowledge Required**

- use of personal dictionaries

### **Teaching/Learning Strategies**

1. Students choose something they value to apply their animal image to (e.g., smooth rock, pebble, shell, driftwood, fungus, leather, drum, t-shirt, jacket).
2. Review or present the operation of a camera. Students are to take pictures of each other at different stages of project development.
3. Bring from home something for their application selection.
4. Keep in mind that different paints are required for the different applications. Acrylics are good for many applications.
5. Demonstrate transfer techniques.
6. Use a grid mapping approach to size up or down the design to the size of the object they will transfer onto.
7. Trace, apply transfer chalk to the back of the transfer material, and apply design.
8. Some materials will require the student to lay down a background of white, under the design, to eliminate absorption of paint to material (e.g., on porous rock, wood, loose fibered material).
9. Students are to record all new vocabulary used in the directions of the application process.

### **Assessment/Evaluation**

(Formative) In class question and answer, communication

(Formative) Open-ended questions, making connections

(Summative) Illustration, journal, knowledge/understanding

### **Accommodations**

- Allow extra time and peer support.
- Provide individual support as necessary.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Activity 6: Storyboard

**Time:** 180 minutes

### Description

Students use new vocabulary with the aid of their personal dictionaries to describe their art experience. Students describe personal connections they have observed. As they present their works, they enhance their sense of expression and self-esteem.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- WRV.02 - write on familiar topics, expressing ideas clearly.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.02 - arrange a set of illustrations in appropriate sequence after listening to a story read aloud;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by teacher;
- OC2.08 - participate in language games;
- OC2.10 - retell simple Native legends and stories;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.03 - identify the theme and supporting details of a story or poem;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;
- RE2.05 - determine appropriate titles for passages or stories;
- RE2.06 - follow simple written instructions;
- WR2.03 - use new words accurately in sentences;
- WR2.05 - use correct spelling of basic and new vocabulary;
- WR2.06 - organize information into short paragraphs that contain a main idea and related details;
- WR2.07 - write short pieces using a variety of forms;
- WR2.08 - revise written work with the assistance of classmates and the teacher;
- WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course.

### Planning Notes

- Have photos ready from previous activity.
- Supply a format for the students to use to present storyboard items.

### Prior Knowledge Required

- applying known language structures to suit needs

### Teaching/Learning Strategies

1. Using all the information and vocabulary collected in the previous activities, review the vocabulary checking accuracy, spelling, and translation.
2. Review writing strategies.
3. Students list step by step the process they went through to create their final product.

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4. Using their step-by-step notes, students write in sentences using their personal dictionary notes to describe their art project.
  5. Using their working drawings, students create a storyboard, combining it with the narration written and photos taken during the project.
  6. The storyboard and final product may be displayed in the school display cases. The project may also be inserted into the students' personal portfolios.

### **Assessment/Evaluation**

(Summative) Organizers, communication, knowledge/understanding

(Summative) Project report, thinking/inquiry

(Summative) Test, knowledge/understanding

### **Accommodations**

- Provide extra assistance with planning and organizing.
- Develop an outline.
- Provide frequent monitoring, feedback, and reinforcement.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Unit 4: Mother Earth

**Time:** 20 hours

### Unit Developer(s)

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe  
Alfred Keye, Grand Erie District School Board, Cayuga  
Dawna LeBlanc, Wikwemikong Board of Education, Odawa/Ojibwe  
Frank Miller, Federal School System, Brantford District, Mohawk  
Gloria Thomas, Grand Erie District School Board, Onondaga

### Unit Description

In this unit, students are introduced to the responsibilities of stewardship for the Natural World from a Native perspective. Activities provide students with an understanding of all peoples' connection to Mother Earth. Students study vocabulary related to plants and their uses.

### Strand(s) and Expectations

**Strand(s):** Oral Communications, Reading, and Writing

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

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

### Activity Titles (Time and Sequence)

Activity 1	Respect for Mother Earth	180 minutes
Activity 2	Geography	180 minutes
Activity 3	Plant Life	210 minutes
Activity 4	Animals/Birds/Water Life	210 minutes
Activity 5	Life Circle	240 minutes
Activity 6	Balance Connections	180 minutes

### Unit Planning Notes

The activities in this unit are an introduction for the students into the traditional manner in which Native people have been connected to Mother Earth. Therefore it should be mentioned that some material to be presented is of a sacred nature and respect should be shown by everyone.

Activities in this unit should include some of the following:

- exercises in pronunciation of vocabulary;
- listening to a short opening address or prayer and acquiring the translations;
- visit to the classroom by a knowledgeable person from the community;
- visuals – past practices and present day practices;
- adding vocabulary to personal lists;
- adding to student portfolios.

Teachers have the option of customizing the activities to suit the language being studied in their particular area.

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## **Prior Knowledge Required**

- listening, reading, and writing skills
- ability to work independently with some guidance from the teacher
- note taking and classroom participation

## **Teaching/Learning Strategies**

- direct instruction
- charade game
- translation exercise
- brainstorm
- field trip
- mapping skills
- writing and illustrating a story
- knowledgeable community person
- vowel sound chart
- poster making
- storytelling
- talking circle
- making a calendar
- creating a wheel chart
- group work
- vocabulary lists

## **Assessment/Evaluation**

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

- open ended questions
- student decoding and oral reading
- oral use of language
- participation in group work
- written critique of dramatization
- personal dictionary
- immediate feedback
- student-made audiotape
- portfolio entries
- oral examination
- written test
- class presentation

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## Accommodations

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

## Resources

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

## Activity 1: Respect for Mother Earth

**Time:** 180 minutes

### Description

Oral teachings that tell of Mother Earth and her responsibilities to all life give students insight into their own responsibilities for looking after what She provides for everyone. Students learn about the importance of conservation.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- OCV.05 - use information technology to communicate in a Native language;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts;
- WRV.02 - write on familiar topics, expressing ideas clearly;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.03 - reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression;
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.01 - recite vowel and consonant sounds;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.08 - participate in language games;
- OC2.10 - retell simple Native legends and stories;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the assistance of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.06 - follow simple written instructions;

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- RE2.08 - respond appropriately to written questions;
  - WR1.01 - distinguish between grammatical forms (e.g. number, gender, tense);
  - WR1.02 - identify word classifications (e.g. nouns, pronouns, verbs);
  - WR2.05 - use correct spelling of basic and new vocabulary;
  - WR2.08 - revise written work with the assistance of classmates and the teacher;
  - WR3.01 - use information technology to write and record a short dialogue.

### **Planning Notes**

- Have knowledge of local traditional teachings about Mother Earth.
- Remember to respect the schedule of the knowledgeable people that assist the teacher.
- Plan step by step procedure for field trip.
- Familiarize students and parents with field trip destination.
- Elicit from students a list of safety rules for field trips outside of school.

### **Prior Knowledge Required**

- note-taking and listening skills

### **Teaching/Learning Strategies**

1. Write new vocabulary on the chalkboard or have handouts for the students.
2. List the vocabulary without translations and have the students provide the translations using their personal and class dictionary/lexicon.
3. After the students have made the translations, play a charade game because there may be students who are unable to find the translations. This way everyone can be involved and have fun at the same time.
4. Students who have the translations can perform the charades for the students who don't have them.
5. Brainstorm and write on the chalkboard a list of their ideas about the responsibilities of Mother Earth.
6. Have the students list the ideas in their notebooks.
7. Invite a knowledgeable community person to make a presentation on Mother Earth's responsibilities. Cross-reference students' lists and the presentation to get an understanding of traditional meaning.
8. Based on the composite list, other activities may be done at the discretion of the instructor.
9. Plan a field trip to a local forest to give some tips on how to survive in the bush when lost. An overnight trip, if it can be arranged, would be excellent to help demonstrate some survival techniques. A knowledgeable community person would be helpful. An alternative activity may be to plan a nature walk on the school grounds or in a local park to record the gifts of Mother Earth.

### **Assessment/Evaluation**

(Formative) Student report

Anecdotal notes

Formal and informal observation

### **Accommodations**

- Pair to assist with translations.
- Use tape recorders.
- Use peer help.
- Provide alternate research for those unable to go to the library.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

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## Resources

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

## Activity 2: Geography

**Time:** 180 minutes

### Description

Using visuals, field trips, and book resources, students identify land features and landmarks in the Native language. If protocol and time of year is appropriate for story telling, students share stories relating to the local topography. The relationship between people and the region is investigated.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.03 - read for comprehension of ideas;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.02 - write on familiar topics, expressing ideas clearly;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.02 - arrange a set of illustrations in appropriate sequence after listening to a story read aloud;
- OC1.03 - reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression;
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.01 - recite vowel and consonant sounds;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC2.04 - converse using simple and compound sentences;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by the teacher;
- OC2.10 - retell simple Native legends and stories;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the assistance of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.06 - follow simple written instructions;
- RE2.08 - respond appropriately to written questions;
- WR1.01 - distinguish between grammatical forms (e.g. number, gender, tense);
- WR1.02 - identify word classifications (e.g. nouns, pronouns, verbs);
- WR2.04 - communicate ideas (e.g. thoughts, feelings, experiences) clearly for specific purposes;

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- WR2.05 - use correct spelling of basic and new vocabulary;  
WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course;  
WR3.01 - use information technology to write and record a short dialogue.

### **Planning Notes**

- Gather visual aids, such as pictures, videos, books.
- Request a bulletin board.
- Use on-going review and phonics charts for new vocabulary.
- Get maps and provincial aerial views of the local community.

### **Prior Knowledge Required**

- knowledge of local towns, waterways, roads and wilderness
- know directions: north, south, east, west

### **Teaching/Learning Strategies**

1. Review vocabulary and phonics.
2. Make a list of new words associated with geography.
3. From the words, have students make drawings of land features in the local area and have them write a short story on what they see in their drawing.
4. Have students exchange drawings and write again a short story of what they see.
5. Have students imagine what their neighbourhood looks like from high above the earth. Ask students to create an aerial view of their local area to show cleared land, meadows, forests, homes, schools, and stores. Locate their own school and home on the drawing.
6. On a map of the province and areas around the province, write a list of the Native name for towns, cities, Native communities, waterways, lakes, and mountains.

### **Assessment/Evaluation**

Formal and informal observations

Word lists - journals

Anecdotal notes

Peer evaluation

### **Accommodations**

- tape recorders
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Activity 3: Plant Life

**Time:** 210 minutes

### Description

In this activity a field trip to a bush lot and a natural field teaches students to recognize by sight and touch medicinal plants and food plants. They learn to attach names to plants and flowers. They learn traditional methods of picking and harvesting plant foods and medicines.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- REV.01 - read simple material on familiar topics in structured situations;
- REV.03 - read for comprehension of ideas;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.02 - write on familiar topics, expressing ideas clearly;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.03 - reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression;
- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.01 - recite vowel and consonant sounds;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.04 - converse using simple and compound sentences;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by the teacher;
- OC3.01 - use information technology to record a short dialogue to share with other students;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the assistance of a dictionary or word list;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.06 - follow simple written instructions;
- RE2.07 - read a variety of simple texts;
- RE2.08 - respond appropriately to written questions;
- WR2.01 - write short sentences using correct punctuation;
- WR2.03 - use new words accurately in sentences;
- WR2.04 - communicate ideas (e.g. thoughts, feelings, experiences) clearly for specific purposes;
- WR2.05 - use correct spelling of basic and new vocabulary;
- WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course;
- WR3.01 - use information technology to write and record a short dialogue.

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## Planning Notes

- Prepare pictures, charts, lists of plant foods, medicines, edible roots, shrubs, etc.
- Make a list and collect pictures of local plants to avoid (e.g., poison ivy, poison oak, stinging nettles).
- Follow proper school procedures for field trips.
- Become familiar with the terrain so that the students may know what to expect and watch out for.
- Consult with a knowledgeable person for useful information.

## Prior Knowledge Required

- note taking
- listening skills

## Teaching/Learning Strategies

1. Review vowel sound charts and vocabulary.
2. Brainstorm and create a list of plants.
3. Divide plant list into categories of medicinal plants, edible plants, edible roots, shrubs, etc.
4. Use pictures, photos, and videos and have the students draw a picture of the plants for their notebooks.
5. Invite a knowledgeable community person to come in and speak to the students on the traditional Native method of picking plants. Students are to take notes.
6. Students will make posters of these plants with the names written in the language of study.
7. A field trip to someone's property with a wooded lot will give the students an opportunity for "hands-on" recognition and identification of plant life. Have students write group stories about their field trip experience.
8. Students are to do an oral presentation to explain their poster or group story.

## Assessment/Evaluation

Anecdotal notes

Formal and informal observations

Checklist of work pronunciation

Peer evaluation

## Accommodations

- Divide tasks among the students according to their strengths and abilities.
- Allow extra time for completion of work.
- Be aware of allergies.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

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## Activity 4: Animals/Birds/Water Life

**Time:** 210 minutes

### Description

In this activity, students learn the Native names of animals, birds, and water life. They learn the animal symbols of the local area and the clans that students belong to. They learn the traditional way of respect for animals, birds, and water life, and they learn the responsibilities that people have for them. Stories and legends will be told to the students; some will be humorous.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- OCV.05 - use information technology to communicate in a Native language;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.02 - arrange a set of illustrations in appropriate sequence after listening to a story read aloud;
- OC1.03 - reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression;
- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC1.05 - distinguish contrasts (e.g. singular/plural; negative/affirmative; assertive/interrogative);
- OC2.01 - recite vowel and consonant sounds;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.04 - converse using simple and compound sentences;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by the teacher;
- OC3.01 - use information technology to record a short dialogue to share with other students;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the assistance of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.06 - follow simple written instructions;
- RE2.08 - respond appropriately to written questions;
- WR1.01 - distinguish between grammatical forms (e.g. number, gender, tense);
- WR1.02 - identify word classifications (e.g. nouns, pronouns, verbs);
- WR2.01 - write short sentences using correct punctuation;
- WR2.03 - use new words accurately in sentences;
- WR2.05 - use correct spelling of basic and new vocabulary;
- WR2.09 - use grammar, language conventions and vocabulary appropriate to this course;
- WR3.01 - use information technology to “write” and record a short dialogue;
- WR3.03 - use information technology to communicate in a Native language with other students.

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## Planning Notes

- Know the names of the clans in the local Native community.
- Students who have no clan or do not know their clan may be loaned a clan according to the local traditions.
- Make sure you have access to and use of technology (e.g., computers, TV, VCR).
- Be in contact with a knowledgeable community person to make sure local beliefs and traditions are followed.

## Prior Knowledge Required

- knowledge of the common names for the animals
- note-taking skills
- knowledge of Native teachings of respect

## Teaching/Learning Strategies

1. On-going review of phonics and vocabulary.
2. Make a list of all the clans in the local Native community.
3. Have students make a poster of a clan, their own or their loaned clan.
4. Discuss, with a knowledgeable community member, how Natives received the local clan system and relationships of the clans. This is to reinforce what students already know about the clan system.
5. Read Native legends that include wildlife to students and add new vocabulary to their lists.
6. Divide students into groups and, from a list of their own suggestions, each group will make an illustrated story of an animal (e.g., bird, fish) using technology. Students may display their work in the classroom or somewhere in the school.
7. After they have finished the group projects, they will share and have peer evaluation.
8. As an on-going activity, students can use the talking circle to express what they have received in teaching from this exercise. Protocol is to be followed each time the students have a talking circle.
9. Assist students in the use of language structures, pronunciation, and intonation.

## Assessment/Evaluation

Anecdotal notes

Formal and informal observation

Peer evaluation

## Accommodations

- Allow students extra time if needed.
- Provide examples as guides.
- Encourage peer support.
- Divide tasks within the groups.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

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## Activity 5: Life Circle

**Time:** 240 minutes

### Description

In this unit, students learn how they fit into the circle of life. The connectedness of living things to Mother Earth, life cycles, and seasons will be explored.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- OCV.05 - use information technology to communicate in a Native language;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.03 - read for comprehension of ideas;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.02 - write on familiar topics, expressing ideas clearly;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.02 - arrange a set of illustrations in appropriate sequence after listening to a story read aloud;
- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.01 - recite vowel and consonant sounds;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.04 - converse using simple and compound sentences;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by the teacher;
- OC2.10 - retell simple Native legends and stories;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the assistance of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.06 - follow simple written instructions;
- RE2.08 - respond appropriately to written questions;
- RE3.03 - use information technology to communicate in a Native language with other students;
- WR1.01 - distinguish between grammatical forms (e.g., number, gender, tense);
- WR1.02 - identify word classifications (e.g. nouns, pronouns, verbs);
- WR2.03 - use new words accurately in sentences;
- WR2.05 - use correct spelling of basic and new vocabulary;
- WR2.08 - revise written work with the assistance of classmates and the teacher;
- WR3.01 - use information technology to write and record a short dialogue.

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## Planning Notes

- Have photos, pictures, and videos ready to show lifestyle changes for comparison.
- Arrange a visit to the classroom of a knowledgeable person from the community to explain about time, seasons, hunting, planting, etc.
- Prepare handouts to show what has happened to the ecology in a short span of time – locally and in the whole world.
- Review phonics and vocabulary – ongoing.

## Prior Knowledge Required

- good listening skills

## Teaching/Learning Strategies

1. Introduce new vocabulary through the use of visual aids (e.g., morning, noon, night, seasons, planting, hunting).
2. Review numbers for telling time on a clock.
3. With the aid of a knowledgeable person from the community, discuss each category. This person can help explain what signs nature gives to tell when certain ceremonies and activities are to be done.
4. Students can make a calendar, wheel chart graph, or items of their choice to illustrate they understand the meaning of “natural time.”
5. Students may work in pairs or groups to make an oral presentation on time to the class.
6. A study on the ecology – local and world wide – is introduced with pictures, videos, and vocabulary.
7. Compare resource extraction industries (European) vs. resource management industries (traditional).
8. Students record findings on charts and posters to be displayed.
9. Brainstorm possible solutions to ecology problems.
10. Students investigate, with the use of technology, what has been and is being done to save Mother Earth.
11. Students record and display their findings. These activities may be done by pairing or grouping the students.
12. Peer- and self-evaluations are made.

## Assessment/Evaluation

Peer and self evaluation

Formal and informal observation

Journals - word lists

## Accommodations

- Allow extra time to complete projects.
- Allow one-word sentences in presentations.
- Encourage peer support.
- Accept alternative and pre-taped presentations.
- Assist by dividing tasks within groups.
- Modification of instructional and assessment strategies should meet the needs identified in a student’s Individual Education Plan (IEP).

## Resources

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

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## Activity 6: Balance Connections

**Time:** 180 minutes

### Description

This activity explores the causes and effects that man-made pollution has had on the environment in the name of progress. Students brainstorm and research logical solutions that can be implemented locally and globally.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- OCV.05 - use information technology to communicate in a Native language;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.03 - read for comprehension of ideas;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts;
- REV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.02 - write on familiar topics, expressing ideas clearly;
- WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.02 - arrange a set of illustrations in appropriate sequence after listening to a story read aloud;
- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.01 - recite vowel and consonant sounds;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.04 - converse using simple and compound sentences;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by the teacher;
- OC2.10 - retell simple Native legends and stories;
- OC3.01 - use information technology to record a short dialogue to share with other students;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the assistance of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.06 - follow simple written instructions;
- RE2.08 - respond appropriately to written questions;
- WR1.01 - distinguish between grammatical forms (e.g., number, gender, tense);
- WR1.02 - identify word classifications (e.g. nouns, pronouns, verbs);

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- WR2.01 - write short sentences using correct punctuation;
  - WR2.03 - use new words accurately in sentences;
  - WR2.05 - use correct spelling of basic and new vocabulary;
  - WR2.08 - revise written work with the assistance of classmates and the teacher;
  - WR3.01 - use information technology to write and record a short dialogue.

### **Planning Notes**

- Use information gained from the knowledgeable person from the community.
- Follow the teachings and beliefs of the local Native community.
- Have some information on display in the room.
- Be sensitive to others' beliefs.

### **Prior Knowledge Required**

- listening skills
- note-taking skills

### **Teaching/Learning Strategies**

1. Students listen and take notes on the “balance connections” as told by a knowledgeable person.
2. Protocol plays an important role in Native teachings so students should show respect for the person and act accordingly.
3. After the presentation, conduct a brainstorming session for the students. Make a list on the chalkboard of important vocabulary for the students to add to their word lists.
4. Practise repetitive pronunciation exercises of new words and their meanings.
5. Discuss relationships and have students make visuals of what their interpretations of “balance
6. Students make oral presentations and give peer support.

### **Assessment/Evaluation**

Anecdotal notes  
Formal and informal observations  
Peer and self evaluation  
Journals  
Checklist on pronunciation

### **Accommodations**

- Use tape recorders.
- Encourage peer support.
- Allow extra time.
- Provide examples.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Unit 5: Media Works/Communications Project

**Time:** 25 hours

### Unit Developer(s)

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe  
Alfred Keye, Grand Erie District School Board, Cayuga  
Dawna LeBlanc, Wikwemikong Board of Education, Odawa/Ojibwe  
Frank Miller, Federal School System, Brantford District, Mohawk  
Gloria Thomas, Grand Erie District School Board, Onondaga

**Development Date:** July 1999

### Unit Description

This unit parallels Units 1-4. Introduce Activity 1 in the first week of the semester, as it is a major part of student summative assessment. The final product takes a form that students elect and feel comfortable with (e.g., drama, skit, puppetry, song, poem, chant, historical re-enactment). The project utilizes language in a way that satisfies all strand requirements, including a component of media communication. Students will make connections with Native values as they experience individual and co-operative learning experiences.

### Strand(s) and Expectations

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

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

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

### Activity Titles (Time and Sequence)

Activity 1	Research	120 minutes
Activity 2	Method of Expression	180 minutes
Activity 3	Planning Draft	360 minutes
Activity 4	The Script	360 minutes
Activity 5	Rehearsals	300 minutes
Activity 6	Presentation	180 minutes

### Unit Planning Notes

Consult with drama teacher for availability of space and equipment. The drama teacher can help with suggested activity planning and books on how to plan dramatizations.

Introduce this unit in the first week of the semester with specific deadlines given for the completion of each activity. Give the students an overview of the project outlining what is required in each phase of the project. Consider this unit to be the central theme for the entire semester.

This unit suggests time allocations for each phase which may differ from class to class. It will be useful to expose students to small film clips which demonstrate what the final project could look like. Guide students

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through a mini dramatization to demonstrate the phases of a dramatization. This is a valuable activity and there are many ways of doing this. Here are some suggestions:

- Take a dialogue of a story, with a narrator giving linking bits of text.
- Divide a familiar story into scenes and ad lib each scene. Every time it is done, the words will be different.
- Dramatize a poem.
- As an introduction to a poem, dramatize the situation, then read the poem.
- Dramatize as a follow-up to a sequel with a different ending.
- Take characters from a short story and dramatize their stories through interviews.
- Mime along with a narrator reading a story.
- Use puppets to present the actions.
- Write a script for a TV piece.
- Narrate in the Native language a clip from a nature documentary and personify what the animals might say to each other. (Note: A humorous approach is best.)

### **Prior Knowledge Required**

- integration of all language components, vocabulary, and applications

### **Teaching/Learning Strategies**

- direct instruction
- interviewing
- storytelling
- writing a script
- skit production
- role play
- team building and co-operative education strategies
- tape recording
- photography
- vocabulary lists

### **Assessment/Evaluation**

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

- open ended questions
- student decoding and oral reading
- oral use of language
- participation in group work
- written critique of dramatization
- personal dictionary
- immediate feedback
- student-made audiotape
- portfolio entries
- oral examination

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- written test
  - class presentation

### **Accommodations**

- Pair students appropriately for reading activities. Have them take turns reading or, if necessary, have a better reader read to a weaker reader (or make a tape of reading material) while the weaker reader follows along.
- Encourage the use of pictures, diagrams, charts, etc. as a prompt for oral or written responses.
- It is Ontario policy that special needs students need also to be accommodated with individual learning strategies and special attention given to assessment for them to facilitate their learning experience. (See “Considerations for Program Planning, Education for Exceptional Students,” Ministry of Education and Training document - *Program Planning and Assessment*. See also section 5.4.3; 5.4.4; 5.4.4.2; and 5.5 of Ministry of Education and Training document - *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*).

### **Resources**

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

### **Activity 1: Research**

**Time:** 120 minutes

#### **Description**

Through the process of researching a story, students focus on what kinds of stories capture their interest. The students must be involved here and know not only what they are to do but also why they are doing it. The selected story should be one that has the substance to broaden their vocabulary through manipulation of vocabulary and language structures.

#### **Strand(s) and Expectations**

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

##### **Overall Expectations:**

- OCV.01 - demonstrate basic listening skills;
- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC2.06 - respond to statements, questions, and directives given orally by teacher;
- REV.01 - read simple material on familiar topics in structured situations.

##### **Specific Expectations:**

- RE1.01 - demonstrate an understanding of simple texts;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;
- RE2.06 - follow simple written instructions;
- WR2.06 - organize information into short paragraphs that contain a main idea and related details.

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## Planning Notes

- Allow students to conduct interviews in English because they do not yet have enough background in the Native language.
- Prepare interview techniques.
- Discuss with students appropriate protocol before and after an interview (e.g., a token of appreciation, respect).
- Discuss how to record an interview (e.g., note taking techniques, if the person interviewed wishes not to be taped).
- Prepare alternative sources of a story for students who cannot conduct an interview (e.g., using a story that they have already heard and remember).

## Prior Knowledge Required

- integrating vocabulary and language structures from all language activities

## Teaching/Learning Strategies

The subject matter of the story is to be Native or relate to the natural world.

1. Ask students what they believe to be the correct protocol when asking for an interview. It may be necessary to re-instruct if they do not know the procedure.
2. Ask students what are the important strategies in an interview. Blend proper procedure with their input (e.g., interview questions that follow some sort of order; interviewer in charge, keeping the interview on topic; keeping the interview going along smoothly; keeping the interviewed person doing most of the talking).
3. Role model typical protocol and interview process. Have students conduct an in-class practice interview.
4. Have students use a checklist to rate the interview success.
5. Assign homework of conducting the interview.
6. Instruct the students not to limit the interview to one episode should the person interviewed wish to continue with a multi-episode story. (A discussion is to follow later in this unit on what to do with such a story during the editing process.)
7. Students share their experience and the story with the entire class.

## Assessment/Evaluation

(Formative) Rubric, teacher, student participation/making connections

(Formative) Debate, discussion, communication/thinking inquiry

## Accommodations

- Assign tasks according to ability.
- Accept modified projects.
- Give opportunity for oral presentations.
- Give extra time for the completion of projects.
- Allow advanced students to assist.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

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## Activity 2: Method of Expression

**Time:** 180 minutes

### Description

In this activity students will learn about “Role Drama.” This aims at promoting a change of understanding for students.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g. Native legends, stories, songs);
- OCV.05 - use information technology to communicate in a Native language;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.02 - write on familiar topics, expressing ideas clearly;
- WRV.04 - use information technology to communicate in a Native language.

#### Specific Expectations:

- OC1.01 - demonstrate an understanding of information from illustrated stories or dialogues;
- OC1.02 - arrange a set of illustrations in appropriate sequence after listening to a story read aloud;
- OC1.03 - reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression;
- OC1.04 - talk about basic oral texts, asking and responding to specific questions;
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.01 - recite vowel and consonant sounds;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.04 - converse using simple and compound sentences;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by the teacher;
- OC2.10 - retell simple Native legends and stories;
- OC3.01 - use information technology to record a short dialogue to share with other students;
- OC3.04 - use information technology to communicate in a Native language with other students;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the assistance of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.03 - select, list, and define new vocabulary in texts;
- RE2.05 - determine appropriate titles for passages or stories;
- RE2.08 - respond appropriately to written questions;
- WR1.01 - distinguish between grammatical forms (e.g. number, gender, tense);
- WR1.02 - identify word classifications (e.g. nouns, pronouns, verbs);
- WR2.01 - write short sentences using correct punctuation;

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- WR2.03 - use new words accurately in sentences;
  - WR2.04 - communicate ideas (e.g. thoughts, feelings, experiences) clearly for specific purposes;
  - WR2.05 - use correct spelling of basic and new vocabulary;
  - WR2.08 - revise written work with the assistance of classmates and the teacher;
  - WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course;
  - WR3.01 - use information technology to write and record a short dialogue.

### **Planning Notes**

- Explain that Role Drama engages students to enter the world of theatre where they work as actors, directors, playwrights, and audience. This requires students to be thoughtful in their work. Role Drama helps students:
  - a) examine points of view of others;
  - b) integrate language, feeling, and thought making;
  - c) promote independent thinking, problem solving, and decision making;
  - d) research, read, and write about topics connected to drama.
- Give students an opportunity to choose their own topics.
- Give students encouragement to see beyond the obvious and create meaning for themselves rather than just accepting the teacher's interpretations.
- Prepare to be an active participant in each drama.

### **Prior Knowledge Required**

- English
- listening skills
- note taking

### **Teaching/Learning Strategies**

1. This activity should be done over a few sessions.
2. Session One: Tell the students a story: Pose a question to make them wonder about some incident in the story (e.g., the story of Europeans coming to Turtle Island - Question: What do you think life would be like today for Natives if non-Natives had stayed across the ocean?)
3. Compile a list on the chalkboard of comments and suggestions from the students. From the list, ask what they are feeling, what emotions might come from the list.
4. Session Two: Review what has been done. Put the students in roles of people today. Let them drift to what they think it would be like. The idea here is to make them think.
5. Session Three: Includes setting up the room, imagining what the set looks like, discussions of the students' selections, the script, and planning.
6. After this session, students should pick a theme from Native legends, social studies, Native issues, or something of their choice from a list that they brainstormed.
7. Good, evil, love, hate, broken promises are some suggestions for presenting a short skit.
8. In the Role Drama, the instructor is to take on a minor role in the presentation. This way the students are in control of their presentation.
9. Presentations may be comedy, serious, futuristic, historical, etc.

### **Assessment/Evaluation**

Personal journal  
Observations, formal and informal  
Anecdotal notes

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## Accommodations

- Assign tasks according to ability.
- Accept modified projects.
- Give opportunity for oral presentations.
- Give extra time for the completion of projects.
- Allow advanced students to assist.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

## Activity 3: Planning Draft

**Time:** 360 minutes

### Description

Students combine their research with their view of production in the tangible planning of a drafted skit. Students are encouraged to use all the resources available to them to manipulate and apply language structures and vocabulary, thus preparing them for the thinking skills of speaking, reading, and writing.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs);
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts.

#### Specific Expectations:

- OC1.03 - reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression;
- OC1.05 - distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative);
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by teacher;
- OC2.09 - represent and interpret a character in a skit set in a Native community;
- OC2.10 - retell simple Native legends and stories;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the aid of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;

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RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;  
RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;  
RE2.05 - determine appropriate titles for passages or stories;  
RE2.06 - follow simple written instructions;  
RE3.02 - use information technology to build a knowledge base on a Native topic;  
RE3.03 - use information technology to communicate in a Native language with other students;  
WRV.01 - use a variety of simple and compound sentences;  
WRV.02 - write on familiar topics, expressing ideas clearly;  
WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions;  
WRV.04 - use information technology to communicate in a Native language;  
WR1.01 - distinguish between grammatical forms (e.g., number, gender, tense);  
WR1.02 - identify word classifications (e.g., nouns, pronouns, verbs) in text;  
WR1.03 - demonstrate an understanding of word order in simple sentences;  
WR2.01 - write short sentences using correct punctuation;  
WR2.02 - use a variety of familiar expressions and vocabulary correctly in written works;  
WR2.03 - use new words accurately in sentences;  
WR2.04 - communicate ideas (e.g., thoughts, feelings, experiences) clearly for specific purposes;  
WR2.05 - use correct spelling of basic and new vocabulary;  
WR2.06 - organize information into short paragraphs that contain a main idea and related details;  
WR2.07 - write short pieces using a variety of forms;  
WR2.08 - revise written work with the assistance of classmates and the teacher;  
WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course;  
WR3.01 - use information technology to write and record a short dialogue.

### **Planning Notes**

- See Co-operative Learning, second edition, by Robert Slavin, in the resource section, for detailed exercises on team building.
- Prepare simple and complex sentence structures for modelling.
- Prepare notes outlining essential components of a skit.
- Review all notes regarding language structures that students are expected to know and use.
- Make dictionaries available.
- Instruct students on recognition of verbs, nouns, and descriptors.
- Assign writing exercises for sentences.
- Check students personal dictionaries regularly for updated vocabulary.

### **Prior Knowledge Required**

- integrating prior language learning and use

### **Teaching/Learning Strategies**

1. Prepare exercises that introduce students to team building (as this will be useful in the production of their skit).
2. Students use the guide for script writing and prepare a draft for translation.
3. Students prepare a list of essential nouns, verbs, and adjectival/descriptive words that are contained in their preliminary draft.

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4. While students are working, move through the class noting excellent use of vocabulary, phraseology, etc. Share the outstanding work with the whole class to use as a model. Depending on the sophistication of the class, the amount of time may vary, but keep this activity short, perhaps not more than fifteen minutes at a time. It is more important to have quality than quantity as students are working with vocabulary that is new and sometimes confusing to them.
  5. Have fun with the results of this exercise. Demonstrate the humorous side to make the experience a memorable and light exercise.
  6. This finding of vocabulary exercise will need to be repeated until a satisfactory amount of vocabulary is collected. Make it a part of daily things to do. It will blend nicely with other activities. Translating English phrases into the Native language allows students to better understand the language's structure. Native language often uses action words to describe an English noun, so direct translation sometimes requires a full description instead of a single word. Students will be exposed to the unique way that Native people view the world.

### **Assessment/Evaluation**

Pronunciation and usage

Class discussion

Observe work in groups

Reading and listening response

Formal/informal observation

### **Accommodations**

- Assign tasks according to ability.
- Accept modified projects.
- Give opportunity for oral presentations.
- Give extra time for the completion of projects.
- Allow advanced students to assist.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

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## Activity 4: The Script

**Time:** 360 minutes

### Description

Students draw from background experiences, both first hand and indirectly, to apply their language skills to a final draft. Students will discover that the more words they have at their disposal, the better they can express their thoughts and ideas. A relaxed and happy environment allows them to play with words while building a range of word choices.

### Strand(s) and Expectations

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

#### Overall Expectations:

- OCV.01 - demonstrate basic listening skills;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs);
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts.

#### Specific Expectations:

- OC1.03 - reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression;
- OC1.05 - distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative);
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.06 - respond to statements, questions, and directives given orally by teacher;
- OC2.09 - represent and interpret a character in a skit set in a Native community;
- OC2.10 - retell simple Native legends and stories;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the aid of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;
- RE2.05 - determine appropriate titles for passages or stories;
- RE2.06 - follow simple written instructions;
- RE3.02 - use information technology to build a knowledge base on a Native topic;
- RE3.03 - use information technology to communicate in a Native language with other students;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.02 - write on familiar topics, expressing ideas clearly;
- WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions;
- WRV.04 - use information technology to communicate in a Native language;
- WR1.01 - distinguish between grammatical forms (e.g., number, gender, tense);
- WR1.02 - identify word classifications (e.g., nouns, pronouns, verbs) in text;
- WR1.03 - demonstrate an understanding of word order in simple sentences;
- WR2.01 - write short sentences using correct punctuation;
- WR2.02 - use a variety of familiar expressions and vocabulary correctly in written works
- WR2.03 - use new words accurately in sentences;
- WR2.04 - communicate ideas (e.g., thoughts, feelings, experiences) clearly for specific purposes;

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- WR2.05 - use correct spelling of basic and new vocabulary;
  - WR2.06 - organize information into short paragraphs that contain a main idea and related details;
  - WR2.07 - write short pieces using a variety of forms;
  - WR2.08 - revise written work with the assistance of classmates and the teacher;
  - WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course;
  - WR3.01 - use information technology to write and record a short dialogue;
  - WR3.02 - use information technology to edit with peers;
  - WR3.03 - use information technology to communicate in a Native language with other students.

### **Planning Notes**

- Prepare step-by-step draft instructions.
- Clearly set goals, deadlines, and zero dates (dates after which the assignment is worth zero).
- Prepare evaluation analysis.
- Have dictionaries on hand.

### **Prior Knowledge Required**

- integrating information, vocabulary, and sentence structures

### **Teaching/Learning Strategies**

1. Students edit to hone the rough draft into a time frame. Consider the length of the draft and how much time is required to prepare the final draft. Some students may not have enough and others will have too much.
2. Students now need the assistance of the teacher to complete the sentences in their draft. Rotate the giving of syntax to one sentence per student per period so no one is left out of the exercise. If it is a large class, students may have to edit the length of their script to a shorter presentation.
3. When the sentences for the script are completed, it is time to set the staging. What mood must be created for the story using props, costumes, illustrations, photographs, etc.?
4. Students brainstorm and conference to prepare a practical solution. Simplicity is the key.
5. Students then decide how many characters are needed to make the skit into a production (e.g., a monologue or traditional storytelling technique may only require the assistance of a prop person).
6. Revise working draft. Students now revisit their draft and ask questions: How can I improve my draft to suit the audience and fit it into the time frame of the presentation requirements? If needed, rewrite with the following considerations in mind:
  - leave out thoughts;
  - add thoughts;
  - rearrange thoughts;
  - exchange one thought for another;
  - use more interesting words;
  - change sentences.
7. Edit for final draft. Does the script clearly convey the moral/humour of the story? Does the story stay on topic?
8. Proofread. Does each sentence make sense? Does the story flow sequentially and logically? Have I punctuated my sentences correctly? Is my handwriting easy to read?
9. Share with students a sample evaluation scale. Simplified example:
  - development of ideas;
  - overall organization;

- 
- effective word choice;
  - grammar and spelling.

10. Students present their skit to the class reading all the character parts.

### **Assessment/Evaluation**

Student self evaluates

Teacher feedback/input

### **Accommodations**

- Assign tasks according to ability.
- Accept modified projects.
- Give opportunity for oral presentations.
- Give extra time for the completion of projects.
- Allow advanced students to assist.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

### **Resources**

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

## **Activity 5: Rehearsals**

**Time:** 300 minutes

### **Description**

Students exercise individual and group responsibilities that express Native values as they prepare their skit for final production. Students realize that co-operation by team members is productive and rewarding. Language usage is optimized during this activity as the students know that peers, community members, and other school students may be viewing their production.

### **Strand(s) and Expectations**

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

#### **Overall Expectations:**

- OCV.01 - demonstrate basic listening skills;
- OCV.02 - converse on familiar topics in structured situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in context;
- OCV.04 - demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs);
- OCV.05 - use information technology to communicate in a Native language;
- REV.01 - read simple material on familiar topics in structured situations;
- REV.02 - recognize language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts;
- REV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of simple and compound sentences;
- WRV.02 - write on familiar topics, expressing ideas clearly;
- WRV.03 - demonstrate accuracy in writing and a knowledge of linguistic conventions;
- WRV.04 - use information technology to communicate in a Native language.

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### Specific Expectations:

- OC1.05 - distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative);
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.04 - converse using simple and compound sentences;
- OC2.05 - use basic greetings;
- OC2.06 - respond to statements, questions, and directives given orally by teacher;
- OC2.07 - recite or sing simple rhymes and songs;
- OC2.09 - represent and interpret a character in a skit set in a Native community;
- OC2.10 - retell simple Native legends and stories;
- OC3.03 - use information technology to produce media works for listening or viewing;
- OC3.04 - use information technology to communicate in a Native language with other students;
- RE1.01 - demonstrate an understanding of simple texts;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;
- RE3.02 - use information technology to build a knowledge base on a Native topic;
- RE3.03 - use information technology to communicate in a Native language with other students;
- WR1.03 - demonstrate an understanding of word order in simple sentences;
- WR2.02 - use a variety of familiar expressions and vocabulary correctly in written works;
- WR2.03 - use new words accurately in sentences;
- WR2.04 - communicate ideas (e.g., thoughts, feelings, experiences) clearly for specific purposes;
- WR2.05 - use correct spelling of basic and new vocabulary;
- WR2.06 - organize information into short paragraphs that contain a main idea and related details;
- WR2.08 - revise written work with the assistance of classmates and the teacher;
- WR2.09 - use grammar, language conventions, and vocabulary appropriate to this course;
- WR3.01 - use information technology to write and record a short dialogue;
- WR3.02 - use information technology to edit with peers;
- WR3.03 - use information technology to communicate in a Native language with other students.

### Planning Notes

- Have a video camera available for rehearsals and a tape recorder to tape sessions.
- Make sure you offer some kind of recognition or reward to successful teams.
- Make each student responsible for his or her own performance.
- Set up a scoring system that allows students of all performance levels to contribute meaningfully to the team scores or products.
- Plan effective ways to avoid failure to get along, misbehaviour, noise, absences, ineffective use of team practice time, and too wide a range of performance levels.
- Collect materials for cue cards.

### Prior Knowledge Required

- group work skills
- basic working knowledge of tape recorder and video camera
- tasks of specific players in a skit, e.g., actor, understudy, stage hand
- memorizing and practising roles

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## Teaching/Learning Strategies

1. Use co-operative learning and team building strategies to prepare the class for their productions.
2. Each student has a task to perform in the production (e.g., actors, under study, extras, stage hands, camera person).
3. Brainstorm the expected responsibility for each task and make a list.
4. Through discussion and agreement, each student is to remain on-task during rehearsals and final production.
5. During first rehearsal, walk through all the steps required in the skit.
6. During second rehearsal, work on the flow of the production.
7. Continue rehearsals until a satisfactory flow is achieved. Assist the students who are recording rehearsed skits for later viewing and constructive feedback.

## Assessment/Evaluation

(Formative) Peer evaluated, on task performance, co-operation

(Formative) Self-assessment, rubric, participation

(Formative) Teacher, observation, participation and communication

## Accommodations

- Assign tasks according to ability.
- Accept modified projects.
- Give opportunity for oral presentations.
- Give extra time for the completion of projects.
- Allow advanced students to assist.
- Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

## Resources

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

## Activity 6: Presentation

**Time:** 180 minutes

### Description

The students' final presentations allow them to illustrate the Native language they have learned, in addition to their understanding and demonstration of Native philosophy.

### Strand(s) and Expectations

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

#### Overall Expectations:

OCV.01 - demonstrate basic listening skills;

OCV.02 - converse on familiar topics in structured situations;

OCV.03 - demonstrate an understanding of language structures and vocabulary in context;

OCV.04 - demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs);

OCV.05 - use information technology to communicate in a Native language;

REV.01 - read simple material on familiar topics in structured situations;

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

REV.04 - demonstrate an understanding of language conventions and vocabulary in simple texts.

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### **Specific Expectations:**

- OC1.05 - distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative);
- OC1.06 - demonstrate an understanding of Native legends and stories enacted or told with visual support;
- OC2.02 - use the sounds of the language to build words to do with familiar topics;
- OC2.03 - express ideas, feelings, and opinions using known language structures;
- OC2.04 - converse using simple and compound sentences;
- OC2.05 - use basic greetings;
- OC2.09 - represent and interpret a character in a skit set in a Native community;
- OC2.10 - retell simple Native legends and stories;
- OC3.01 - use information technology to record a short dialogue to share with other students;
- OC3.02 - use information technology to listen to tapes of Native elders telling stories;
- OC3.03 - use information technology to produce media works for listening or viewing;
- OC3.04 - use information technology to communicate in a Native language with other students;
- RE1.01 - demonstrate an understanding of simple texts;
- RE1.04 - translate simple texts with the aid of a dictionary or word list;
- RE2.01 - read aloud, enunciating words clearly and using proper intonation;
- RE2.02 - demonstrate an understanding of basic vocabulary in simple sentences;
- RE2.04 - use all available cues (e.g., context, language patterns, form, graphing symbols) to determine the meaning of new vocabulary;
- RE2.05 - determine appropriate titles for passages or stories;
- RE2.06 - follow simple written instructions;
- RE3.02 - use information technology to build a knowledge base on a Native topic;
- RE3.03 - use information technology to communicate in a Native language with other students.

### **Planning Notes**

- Prepare the classroom or the stage for the presentation.
- Have the necessary props and equipment.
- Have each person's task clearly labelled on a placard for the benefit of the camera and or audience man, cue card holders).
- Have rubric prepared for reflections by students so they can conduct peer- and self-evaluations after the production.

### **Prior Knowledge Required**

- responsibility for individual tasks as agreed upon

### **Teaching/Learning Strategies**

1. Exercise co-operative learning strategies and effective team-building practices.
2. View the videotaped production and reflect on specifics, listing strengths and weaknesses.

### **Assessment/Evaluation**

- (Formative)(Summative) Self evaluation
- (Formative)(Summative) Teacher observation
- (Formative)(Summative) Personal dictionary

### **Accommodations**

- Assign tasks according to ability.
- Accept modified projects.

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- Give opportunity for oral presentation.
  - Give extra time for the completion of projects.
  - Allow advanced students to assist.
  - Modification of instructional and assessment strategies should meet the needs identified in a student's Individual Education Plan (IEP).

**Resources**

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

# Appendices

## Appendix 1

### Rubric for Assessing Written Performance

Activity: \_\_\_\_\_

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

#### Related Expectations

- Written Communications: - create a variety of language patterns and vocabulary accurately  
 -create a variety of written works, expressing ideas clearly  
 - use information technology to communicate in a Native language

Criteria	Level 1	Level 2	Level 3	Level 4
Content	- applies ideas and skills in familiar contexts with limited effectiveness	- applies ideas and skills in familiar contexts with some effectiveness	- applies ideas and skills in familiar contexts with considerable effectiveness	- applies ideas and skills in familiar contexts with a high degree of effectiveness
Communication	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with a clear sense of audience and purpose	- communicates with a strong sense of audience and purpose
Use of language patterns and grammar structures	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with a high degree of clarity and with confidence
Technology	- uses technology, procedures, and equipment safely and correctly only with supervision	- uses technology, procedures, and equipment safely and correctly with some supervision	- uses technology, procedures, and equipment safely and correctly	- demonstrates and promotes the safe and correct use of procedures, equipment, and technology
Level and Comments				

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## Appendix 2

### T-Chart

Activity: Students compare teachings and values and discuss how they relate to each other.

#### Balance

What are Teachings?	What are Values?

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## Appendix 3

### Venn Diagram

Activity: Students brainstorm on words that apply to the concepts of teachings, values, and balance.

