

Public District School Board Writing Partnership

Course Profile **Native Languages Level 2**

Grade 9

Open

• *for teachers by teachers*

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Acknowledgments

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Unit 1: Review and Introduction

Time: 25 hours

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Development Date: July 1999

Unit Description

Students expand their vocabulary through the review of daily routines and greetings and develop formal opening remarks for school and community ceremonies. Throughout this course, the language structures (e.g., verbs, nouns, pronouns, particles, sentences) are used in a progressively more difficult format. Students are encouraged to use several forms of technology and production to communicate in the classroom and community.

Unit 5 is also introduced along with Unit 1 and continues to be integrated with Units 2 - 4 during the course. In this way, the Communication Project is developed, completed, and presented for evaluation at the termination of the course or semester.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

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

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

Activity Titles (Time + Sequence)

Activity 1.1	Introduction and Daily Routines	225 minutes
Activity 1.2	Bring and Brag	225 minutes
Activity 1.3	Celebration of Youth	375 minutes
Activity 1.4	Ceremonies	150 minutes
Activity 1.5	Community Participation	150 minutes
Activity 1.6	Fall Celebration	300 minutes
Activity 1.7	Putting It All Together	75 minutes

Unit Planning Notes

- Read Unit 5 and allocate time in the weekly schedule to address the activities outlined in the Unit. Unit 5 is to be integrated in Units 1 to 4 and the project should be ready for presentation at the end of the course or semester.
- Request a bulletin board.
- Prepare a list of acceptable greetings for all occasions.
- Identify language structure to be used/practised throughout the unit (e.g., verbs, nouns, pronouns, particles).

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- Organize and set up a student portfolio filing system.
 - Begin creating language structure games and adapting gameboards (e.g., Monopoly, Tic-Tac-Toe, Balderdash, file folder games, checkers).
 - Be familiar with the use of technology.

Prior Knowledge Required

- successful completion of NL1, 4 years Native Language Study, or demonstration of required proficiency
- sound knowledge of language structure, including proficient skills in reading and writing

Teaching/Learning Strategies

- making use of knowledgeable community people
- using appropriate language structures in oral and written communication
- TPR (Total Physical Response)
- brainstorming
- co-operative learning groups
- syllable chart
- tape recorders and computers
- pair/group interaction

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.

- Portfolios
- formal and informal observation
- assessment of presentation material using rubric
- grammar checklist
- pronunciation and language structure
- anecdotal notes
- oral quizzes
- formative Bring and Brag
- Personal Word Journal

Resources

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

Activity 1.1: Introduction

Time: 225 minutes

Description

Students are given the course outline and provided with explanation on the expectations, assignments, and assessment strategies for the full course. Unit 5 is introduced and the teacher ensures that all the requirements in the Planning Notes have been prepared. Daily routines and commands are to be identified, and the use of the Personal Word Journal and Portfolios is introduced and explained. Future community events and the students' participation are discussed.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC1.01 - demonstrate an understanding of information presented orally;
- OC2.03 - converse using simple and compound sentences;
- OC2.07 - respond to orally presented texts;
- OC2.08 - ask and respond appropriately to question in a variety of situations (e.g., collecting and presenting information, excursions, role-playing);
- OC2.10 - participate in word games using the Native language;
- RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
- RE2.03 - select, list, and define new vocabulary in texts;
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Know your school's operations, routines, and policy.
- Collaborate with other teachers for computer time, team-teaching and integration.
- Request a bulletin board.
- Provide on-going reinforcement, review, and introduction of new language structure.
- Have self-correcting gameboards available for students who have completed their work.
- Have an example of a Personal Word Journal.
- Ensure that adequate school supplies are available (e.g., flipchart paper, markers, cardstock).
- Have samples of finished projects that students can view.

Prior Knowledge Required

- ability to converse and write simple sentences
- ability to use basic commands
- ability to use the appropriate writing system
- a functional knowledge of the phonetics

Teaching/Learning Strategies

1. In the initial contact with the students, the teacher begins a simple assessment of the students' functional knowledge of the language through the use of simple greetings and anticipation responses in the language. Students also introduce themselves to everyone in the Native language.

Sample Initial Assessment

Students should be able to answer in complete sentences, using the correct intonation and inflection. Ensure that the community norms are researched and that the following questions are appropriate:

- a) Hello, what is your name?
 - b) Where are you from?
 - c) What is your clan/family?
 - d) How many family members do you have?
 - e) What are their names?
2. After the introductions, the teacher hands out the course outline and explains and discusses the expectations, assignments, and assessment format with the students. It is important that the students understand the final Unit 5 Communications Project and its requirements. Since Unit 5 is a cumulative project for the course/semester, students are to begin initial planning and the instructor is to be available to conference on the project during the course or semester. Brainstorm on possible projects and potential sources of resources and discuss potential presentation forms and media that could be employed. Students should be encouraged to create a project that is suitable for use in the community, be it on the local media or school system. Patterning should also be encouraged (i.e., using children's books as examples). In the use of technological equipment, the teacher is to be aware of the school's user/lending policies. Students should also agree to seek assistance on the correct and safe use of the equipment.
3. Introduce the purpose and use of the Personal Word Journal. Students use the journal to create a list of phrases and commands for their reference and review. These journals are to be corrected and marked.
4. Play an elimination game with the students (e.g., "Simon Says") using simple commands. This exercise is used as a simple assessment to determine the listening and comprehension skills of the students. At this time the teacher could develop an on-going list of commands to be posted prominently in the classroom or hallways and the students could begin to create these phrases and commands on the computer and add them to their Journals.
5. Using a community calendar or, in the absence of a community calendar, brainstorm and make a list of community activities at which language could be incorporated. Students plan opening remarks that are culturally and traditionally appropriate.
6. Daily review of routines is practised until the teacher can determine that the students can make and respond to requests in the language correctly and appropriately.

Sample Generic Commands and Routines

- a) May I go to the washroom?
 - b) May I have a drink of water?
 - c) May I go to my locker?
 - d) I wish to see the nurse.
 - e) I need to talk to you.
 - f) I wish to see the principal
 - g) I was sick.
7. Introduce computers and software to the students for the purpose of making banners and posters for community events. Again students should be reminded of proper procedures while working at a computer workstation.

Assessment/Evaluation

- observation notes
- anecdotal notes
- formative assessment on Personal Word Journals for correct spelling and language structure
- rubrics and marks are assigned for posters and banners (see Appendix 1)

Accommodations

- Initiate homework recording, preparation and follow-up procedures for students who have particular organizational and memory difficulties.
- Monitor homework daily and reinforce.
- Allow adequate time for completion of assigned work, and provide extensions if possible.
- Allow students to use tape recorders.
- Accept modified assignments after due conferencing.
- Have materials available for the creation of games by gifted and talented students.
- Ensure assessment activities are presented in a non-threatening way.
- Reinforce all efforts.
- Acknowledge students who may be at different levels and that this is acceptable.
- Provide teacher and peer support.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 1.2: Bring and Brag

Time: 225 minutes

Description

Students practise conversational language skills through the correct use of language structure and intonation. They expand their language vocabulary through a short prepared oral presentation using a favourite object.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC1.01 - demonstrate an understanding of information presented orally;
- OC2.03 - converse using simple and compound sentences;
- OC2.07 - respond to orally presented texts;
- OC2.09 - use story patterns to create short oral narratives;
- OC2.10 - participate in word games using the Native language;
- RE1.02 - extract information from a written passage;

RE2.03 - select, list, and define new vocabulary in texts;
RE3.04 - use information technology to communicate in a Native language with other students;
WR1.02 - demonstrate an understanding of gender and subject-verb agreement.

Planning Notes

- Ensure that a syllable chart is displayed in a prominent location.
- Ensure that the students are aware of proper conferencing procedures.
- Encourage peer support.

Prior Knowledge Required

- basic knowledge of gender, gender/tense agreement
- basic computer skills

Teaching/Learning Strategies

1. As an ongoing exercise students practise the syllable/syllabic chart, either as a group or individually. This chart is displayed in a prominent area in the classroom. The teacher has words prepared in the daily lesson plans that can be built from the syllable/syllabic chart, and students are expected to decipher the meaning of words using prior knowledge and contextual skills.
2. Introduce the "Bring and Brag" presentation. Students are requested to bring in a favourite object to share with their peers. Students pre-write their presentation to ensure proper language structures. The teacher writes a sample on flip chart for patterning and new word introduction. This process also allows less confident speakers to practise oral language skills.
3. To assist the students in preparing their Bring and Brag presentation, the teacher introduces simple phrases to be used in the introduction of the object (e.g., what I like...; my favourite is...; when I was visiting...; my friend gave me...; I won this...). These phrases are used for vocabulary expansion (e.g., my favourite colour is...; my favourite animal is...; my favourite food is...). Remind students to continue to add new words to their Personal Word Journals.
4. Students begin a short paragraph describing their favourite object. Once this is finished, they pair/share with a peer. The peer offers suggestions and questions on the object and the writer may use this information to rewrite and edit the first draft paragraph.
5. Once the first draft has been edited, the student conferences with the teacher for assistance in language structure, word use, and pronunciation. The student writes the finished edited copy on the computer using a word-processing program.
6. Students bring in the favourite object to share with the class. Students have the option of displaying their written work or handing out a photocopy of their work while giving an oral presentation. This exercise enables other students to view and hear new vocabulary and language structure.
7. Once all the students have given their presentation, a peer-evaluation is done in a talking circle. For a talking circle, the group sits in a circular fashion. In this talking circle, students are instructed to offer comments in the language on the oral presentation; what was good, and how it could have been improved. Strict rules are understood and enforced (e.g., one person talks and others do not interrupt, space is allotted between speakers, all comments are respected and accepted). The teacher should explore the local cultural norms and integrate these teachings and practices into the talking circle.

Assessment/Evaluation

- anecdotal notes
- peer-evaluation
- formative evaluation on the paragraph

Accommodations

- Allow adequate time.
- Accept modified assignments after due conferencing.
- Allow gifted and talented students to express themselves.
- Respect the students shyness.
- Allow sufficient time for presentations.
- Ensure consistent use of homework assignment routines for students with organizational difficulties (e.g., as a reminder to themselves to bring something they may switch, such as a piece of jewellery from one hand to another).
- Provide copies of notes and/or questions or have another student make a copy with NCR (carbonless) paper.
- Provide support with organizing assignments. Furnish or work together with the student to develop a visual organizer, outline, a list of headings, or key words, table or chart.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 1.3: Celebration of Youth

Time: 375 minutes

Description

In this activity, students are given the opportunity to learn greetings for various occasions, formal and informal and traditional and non-traditional through the use of structured language and computers. Knowledgeable community members are invited to share an oral presentation on their knowledge of local ceremonial greetings.

Strand(s) and Expectations

Strand(s):

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- OCV.05 - use information technology to communicate in a Native language;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.04 - use information technology to communicate in a Native language.

Specific Expectations :

- OC2.04 - use greetings related to various social events;
- OC2.10 - participate in word games using the Native language;
- OC3.03 - use information technology to produce media works for listening or viewing;
- RE1.02 - extract information from a written passage;
- RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
- RE2.03 - select, list, and define new vocabulary in texts;
- RE2.05 - identify different grammatical forms in text;

RE3.04 - use information technology to communicate in a Native language with other students;
WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;
WR3.03 - use information technology to communicate in a Native language with other students.

Planning Notes

- Collaborate with the computer teacher for assistance and computer time.
- Ensure proper software is available for creating greeting cards.
- Ensure that proper paper is available to guarantee quality work.
- Inquire about school policies regarding school and classroom celebrations.
- Ensure craft material is available for students' use.
- Create and distribute a rubric sheet for presentations and art work.

Prior Knowledge Required

- basic computer skills
- basic knowledge of “feeling” words, tense agreement, and language patterns

Teaching/Learning Strategies

1. Review greetings with the students, making sure that these are included in their Personal Word Journals.
2. Brainstorm, using flip-chart, on the different types of greeting used daily and for special occasions.
3. Students plan a greeting card for a family member, including art work or computer graphics.
4. Students hand in the draft card to the teacher for conferencing to assure that proper language structures are used.
5. Students then create the cards on the computer.
6. The teacher brainstorms with students on the different types of greeting cards (e.g., thank you, invitation, sympathy, seasonal celebrations).
7. Referring to the list of community resources identified in Activity 1, students select a topic and choose a knowledgeable person in the community to discuss local traditional appropriateness on formal openings and prayers for ceremonies (e.g., use of tobacco, local customs for requesting information or knowledge from a traditional person).
8. Students invite a person who is knowledgeable about the community and create a special invitation and a thank you card for the class thanksgiving/fall celebration.
9. Working in pairs and in conference with the teacher, students draft a formal opening suitable for a fall celebration.
10. Students select one formal opening and peer review and edit it to be used in the fall celebration.
11. If time permits, students brainstorm on simple give-away gifts and begin to create these gifts. Students may take these home to complete them as a homework assignment.

Assessment/Evaluation

- anecdotal notes
- rubrics marking scheme for written ceremonial opening
- rubrics in art design and construction

Accommodations

- Provide peer support.
- Allow extra time for completion.
- Ensure computers are accessible for physically challenged students.

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- Accept alternative or modified projects or assignments.
 - Provide examples.
 - Provide opportunities for extra rehearsal of oral presentations.
 - Use a visual organizer/outline to which students can refer.
 - Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 1.4: Ceremonies

Time: 150 minutes

Description

Students learn about ceremonies, formal greetings, and ceremonial openings. They will be able to plan their own ceremonial opening to be used in a Fall Celebration.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC2.06 - give other students directions for activities;
- OC2.08 - ask and respond appropriately to questions in a variety of situations (e.g., collecting and presenting information, excursions, role-playing);
- OC2.09 - use story patterns to create short oral narratives;
- OC2.10 - participate in word games using the Native language;
- RE1.02 - extract information from a written passage;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;
- WR3.03 - use information technology to communicate in a Native language with other students.

Planning Notes

- Review students' Personal Word Journals.
- Encourage students to attend a community gathering and instruct them to observe the protocols.
- Arrange for computer time.
- Ensure video camera is in working condition.
- Ensure videotapes are available.

Prior Knowledge Required

- writing simple and compound sentences
- language structures in tenses
- ability to use a variety of language patterns
- previous attendance at ceremonies

Teaching/Learning Strategies

1. Based on the community profile list created in Activity 1.1, students invite a knowledgeable person to discuss formal greetings used in ceremonial and social gathering openings/ addresses. It is important for the teacher to explore and know the protocol for inviting community members into the classroom, especially knowledgeable members.
2. The teacher also requests permission to videotape the knowledgeable member and inform the member on the purpose for videotaping and who will use the tapes.
3. The knowledgeable community member visits the classroom at a specified time and discusses the different types of ceremonies and their role within ceremonies. Students listen and demonstrate respect for the presenter and practise proper protocol.
4. Through a question and answer format, students learn and distinguish the different approaches between ceremonial openings and a community social activities' opening.
5. From these models, and with the use of videotapes, students are paired to begin preparation for a first draft of an opening address for a social gathering, specifically, the Fall Celebration. This draft is done using a word-processing program on the computer. Students save their drafts on a disk for the teacher's perusal.
If students have previously attended a community or personal ceremony, as recommended prior to the introduction of this unit, they may also use that information.
6. A conferencing session is held between the teacher and the students to discuss the first draft.
7. Once the conferencing is finished, students prepare the final draft and begin to memorize the opening address.
8. Each pair of students say their address at the Fall Celebration.

Assessment/Evaluation

- anecdotal notes
- rubrics for written opening
- assess computer skills in word-processing

Accommodations

- Provide peer support.
- Divide tasks within a group according to strengths and abilities.
- Allow extra time for completion.
- Ensure computers are accessible for physically challenged students.
- Accept alternative or modified projects or assignments.
- Provide examples.
- Provide opportunities for extra rehearsal of oral presentations.
- Use a visual organizer/outline to which students can refer.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 1.5: Community Participation

Time: 150 minutes

Description

Working closely with the community, students work in groups to develop a short announcement for the local media on the Fall Celebration. Students learn the protocol for give-aways at various ceremonies.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC2.07 - respond to orally presented texts;
- OC2.08 - ask and respond appropriately to questions in a variety of situations (e.g., collecting and presenting information, excursions, role-playing);
- OC2.10 - participate in word games using the Native language;
- RE2.05 - identify different grammatical forms in text;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Presentations will be a maximum of only three minutes.
- Have a tape or videotape recorder available to record the student's production.
- Inform local community media of the students' assignments.
- Have a variety of word games available for students who have completed their work.
- Ensure that material is available for the creation of word games.

Prior Knowledge Required

- use and care of a tape recorder and video camera
- knowledge of grammatical forms
- knowledge and awareness of formal and informal speech

Teaching/Learning Strategies

1. Students view and listen to pre-taped announcements in the Native language.
2. Students brainstorm on the type of presentations, the topics, and the format for both media.
3. Working in groups of four, students choose the media and prepare an announcement.
4. Students conference regularly to ensure proper pronunciation, intonation, and language structure.
5. Students present their announcement to the class for peer-evaluation.
6. Each group tapes their presentation for delivery to the radio or television station.
7. Continue creating the give-away gifts for the Fall Celebration.

Assessment/Evaluation

- peer-assessment
- rubrics for presentation, structure, format
- rubrics for language structure

Accommodations

- Use a visual organizer/outline to which students can refer.
- Provide peer support.
- Divide tasks within a group according to strengths and abilities.
- Allow extra time for completion.
- Ensure computers are accessible for physically challenged students.
- Accept alternative or modified projects or assignments.
- Provide examples.
- Provide visual reinforcement when correcting language and pronunciation errors.
- Provide opportunities for oral presentations.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 1.6: Fall Celebration

Time: 300 minutes

Description

Students plan and host a Fall/Thanksgiving Celebration. They create a menu and invitations in the Native language.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

OCV.01 - demonstrates a range of listening skills;

OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;

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

Specific Expectations :

OC1.01 - demonstrate an understanding of information presented orally;

OC1.05 - compare the creation stories of various Native communities;

OC2.03 - converse using simple and compound sentences;

OC2.09 - use story patterns to create short oral narratives;

RE1.02 - extract information from a written passage;

WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense).

Planning Notes

- Provide written rubrics for the students prior to the planning of the celebration.
- The teacher should collaborate with the Native Studies and Family Studies teachers for the use of cooking facilities.
- Assist students in identifying traditional foods and methods of cooking.
- Be mindful of the gender of the traditional foods in the development of the menu.
- Grammar and language conventions should be observed regarding celebration activities.
- Solicit the community for food donations and utensils.
- Ensure that another community activity is not happening simultaneously with the celebration.
- Be aware of the number of guests invited and the amount of food available.
- Be aware of community norms with regard to celebrations.
- Native language classes may be combined with the Native Studies and Family Studies classes.

Prior Knowledge Required

- types of nouns, noun and verb agreement
- food vocabulary

Teaching/Learning Strategies

1. Students brainstorm local traditional foods and acquisition.
2. From this list, create an illustrated menu in the Native language.
3. Special care should be given to the gender/number and verb agreement.
4. Brainstorm and plan the agenda for the traditional celebration: date, place and time, location and availability of space, number of guests that can be accommodated, agenda, seating plan, utensil needs, decorations, when and how to present gifts, possible volunteers, and food donations.
5. Students prepare a list of knowledgeable community members to be invited, assess their physical needs, and ensure that the celebration location is accessible.
6. Students deliver the completed invitations personally to the knowledgeable members and request a response. Students are instructed to orally invite them to the celebration in the Native language.
7. Prepare the foods and location and greet the guests.
8. Students act as hosts, presenting their prepared opening remarks/addresses, and present gifts in the Native language at the appropriate time.
9. Invite other cultural groups to share their traditional Native foods.

Assessment/Evaluation

- anecdotal notes
- written rubrics on menu

Accommodations

- Use a visual organizer/outline to which students can refer.
- Provide explicit step-by-step instructions in a checklist format, with timelines for completion, to assist students in organizing work.
- Continue to monitor homework routine, organization, preparation, and reinforcement.
- Encourage peer support.
- Divide tasks within a group according to strengths and abilities.
- Allow extra time for completion of work.
- Ensure computers are accessible for physically challenged students.
- Provide examples.

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- Be aware of food allergies.
 - Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 1.7: Putting It All Together

Time: 75 minutes

Description

Students are given the opportunity to complete all projects and choose two of their best projects from this unit to be included in their portfolio. Students have an open discussion on the unit and offer suggestions on the changes that could be made and the topics that could be withheld.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC1.01 - demonstrate an understanding of information presented orally;
- OC2.08 - ask and respond appropriately to question in a variety of situations (e.g., collecting and presenting information, excursions, role-playing);
- RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
- RE3.04 - use information technology to communicate in a Native language with other students;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Prepare a written test focussing on language structure, new vocabulary learned, simple and compound sentences, and language patterns.

Prior Knowledge Required

- previous knowledge and skills acquired in this Unit

Teaching/Learning Strategies

1. A summative unit test is administered to all students.
2. Upon completion of the Unit Test, the students are given an opportunity to orally evaluate the Unit. The teacher lists the recommendations on a flipchart and is responsible for initiating the changes for the next term or school year.
3. Students are given the opportunity to complete all projects; extensions could be granted within a given time frame.
4. Students choose two of their best works to include in their portfolios.
5. The teacher is available for conferencing on the final Communication project in Unit 5. Students who have begun their activities may require material that the teacher may need to acquire.

Assessment/Evaluation

- summative evaluation
- Portfolios
- continued evaluation of the Personal Word Journal

Accommodations

- Use tape recorders for the written tests.
- Develop a modified test.
- Read the test and write the responses verbatim for the student.
- Grant time extensions.
- Provide bonus questions for gifted and talented students.
- Refer to the unit outline when evaluating the unit.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

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 student's functional use of the Native language through the use of reflective journals and the creation of materials for lower grades. Students expand their oral and writing skills, using a progressively more difficult language structure (e.g., verbs, nouns, pronouns, particles, prefixes, suffixes, compound sentences). Students use reflective journals to self-evaluate their growth in the language and create a multimedia production for use by the lower grades.

Students continue to work on the presentations for Unit 5.

Strand(s) and Expectations

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

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

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

Activity Titles (Time + Sequence)

Activity 2.1	Balance	225 minutes
Activity 2.2	Values	225 minutes
Activity 2.3	Teachings	225 minutes
Activity 2.4	Creativity	300 minutes
Activity 2.5	Sharing	150 minutes
Activity 2.6	Test	75 minutes

Unit Planning Notes

- Ensure that you know the traditional values and teachings of the community.
- Find a knowledgeable community member who would be willing to be your mentor.
- Request a bulletin board.
- Be familiar with language structures, e.g., verbs, nouns, pronouns, particles, etc. (Refer to the MED).
- Review the Portfolio and ensure that students have left two of their best works in their file.
- Create a Personal Reflective Journal for demonstration purposes.
- Create a book for demonstration.

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- Be familiar with the use of technology (e.g., computers, video cameras, digital scanner, digital camera).
 - Ensure that the school has Native-content software available.

Prior Knowledge Required

- Successful completion of NL1 or 4 years Native Language study or demonstration of required proficiency.
- Sound knowledge of language structure, including proficient skills in reading and writing.

Teaching/Learning Strategies

- Make use of knowledgeable community people;
- Use appropriate language structures in oral, reading, and written communication;
- TPR (Total Physical Response) interviewing skills;
- Brainstorming skills;
- Technological equipment;
- Pair/group interaction.

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.

- reflective journals
- formal and informal observation
- rubric to assess presentation material
- grammar checklist
- pronunciation and language structure
- anecdotal notes
- conversational rubric
- Portfolios
- Personal Word Journal

Resources

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

Activity 2.1: Balance

Time: 225 minutes

Description

This activity gives students the opportunity to explore the concept of a "Good Mind" and the relationship of balance within all creation. Through knowledgeable community persons, students discover their place in the journey to inner balance.

Continue to monitor the students' development of Unit 5 and allocate time in the weekly schedule to address the activities outlined in the Unit. Unit 5 is to be integrated in all of the Units 1 to 4 and the project should be ready for presentation at the end of the course or semester.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- OCV.04 - demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories);
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.05 - use information technology to communicate in a Native language.

Specific Expectations :

- OC1.01 - demonstrate an understanding of information presented orally;
- OC1.02 - interpret a dialogue, conversation, narration, or presentation;
- OC1.03 - present simple ideas for class discussion;
- OC2.01 - use refined pronunciation and intonation;
- OC2.03 - converse using simple and compound sentences;
- OC2.07 - respond to orally presented texts;
- RE2.05 - identify different grammatical forms in text;
- RE3.04 - use information technology to communicate in a Native language with other students;
- WR2.04 - use correct spelling of basic and new vocabulary;
- WR2.08 - use grammar, language conventions and vocabulary appropriate to this course;
- WR3.03 - use information technology to communicate in a Native language with other students.

Planning Notes

- Seek the advice of a knowledgeable community member before beginning this activity to ensure that community beliefs are followed.
- Display some related symbols prior to introducing the Unit (e.g., Medicine Wheel, Tree of Life).
- Students who do not belong to a clan may be allowed to borrow a clan symbol for the duration of the course/activity.

Prior Knowledge Required

- some knowledge of their clans and/or family systems as studied in the previous year
- knowledge of language structures such as verb, person, and number
- vocabulary dealing with clans and family

Teaching/Learning Strategies

1. As the students brainstorm, the teacher writes words on flip-chart paper, on the chalkboard, or on a sheet of paper.
2. Students brainstorm on the meaning of “good mind.” Once students have exhausted the words in their vocabulary, the teacher may want to add some choice words.
3. Students brainstorm on the meaning of “balance” in the presence of a knowledgeable community member. In this way, the member sees and hears what the students know on the subject.
4. A knowledgeable person(s) from the community gives a presentation on the meaning of “balance.”
5. Upon the completion of the presentation, the teacher should ask the group of students to make a word list and phrases based on the member's presentation.
6. Discuss relationship with other creations, relationship with self, and other culturally and locally appropriate relationships.

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7. Students construct an illustrated chart on their understanding of relationship, using traditional and personal symbols.
 8. Each student creates a clan shape or personal design to indicate their understanding of balance.
 9. Students do an oral presentation to the class to explain their production.
 10. Students may display their work in a prominent area, either in the classroom or in the school.

Assessment/Evaluation

- use anecdotal assessment
- rubric on clan symbol presentation, in addition to art design, include correct language structure, pronunciation, and intonation
- peer-evaluation

Accommodations

- Provide individual explanations for what is expected, with examples, and get feedback from the students.
- Provide frequent monitoring, feedback, and reinforcement.
- Accept alternative presentations.
- Students who are experiencing difficulty mastering the language may be allowed to use phrases instead of sentences.
- Students may be provided with a template or structure for responding.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 2.2: Values

Time: 225 minutes

Description

Students examine the traditional values of their community and how they impact on their life's journey and relationships. These traditional values are the basis for display posters throughout the school.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- OCV.04 - demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories);
- OCV.05 - use information technology to communicate in a Native language;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.04 - use information technology to communicate in a Native language.

Specific Expectations :

- OC1.03 - present simple ideas for class discussion;
- OC2.02 - express ideas (e.g., thoughts, feelings, experiences) using known language structures;
- OC3.01 - use information technology to record short dialogues to share with other students;
- RE2.05 - identify different grammatical forms in text;
- RE3.04 - use information technology to communicate in a Native language with other students;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR1.02 - demonstrate an understanding of gender and subject-verb agreement;
- WR2.01 - write simple and compound sentence (unincorporated forms) using correct punctuation;
- WR2.04 - use correct spelling of basic and new vocabulary;
- WR2.07 - revise written work with the assistance of classmates and the teacher.

Planning Notes

- Seek clarification on school policies for displaying posters;
- Use discretion if students want to make bilingual posters for greater impact on the whole school population.

Prior Knowledge Required

- Language structures of pronouns.

Teaching/Learning Strategies

1. Discuss traditional values that students have learned from home, from past speakers, and from attending past workshops or counselling sessions.
2. As traditional values are discussed, the teacher writes associated phrases and words on chart paper or the chalkboard.
3. Give students the time and opportunity to write their new vocabulary words in their Personal Word Journals.
4. As a class, take one value (e.g., Truth) and develop a short paragraph. Grammar and structure should not be corrected in the initial draft.
5. Together with the class, edit the initial draft paragraph for spelling, grammatical structure, and appropriate words.
6. After completing the above activity, brainstorm on a possible presentation (e.g., poster format, concrete poem, shaped poster i.e., a poster shaped like a tree or animal with a message);
7. Working groups should be divided to cover all the values. Students choose a value, identify the presentation mode, make a first draft, and conference with the teacher for proper spelling and language.
8. Students present their finished work in class and display it throughout the school.

Assessment/Evaluation

- Rubrics for marking poster format and presentation.
- Peer-assessments on presentations.

Accommodations

- Have students work in pairs (peer support).
- Use tape recorders.
- Extend time limits.
- Divide tasks within a group of students according to strengths and abilities.

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- Encourage students to incorporate their areas of strength and interest into the project, including content, research, and output areas (e.g., visual, artistic, creative, interpersonal, humour, drama, oral).
 - Make adjustments in expectations regarding quality and quantity of output.
 - Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 2.3: Teachings

Time: 225 minutes

Description

Students have the opportunity to interview family and community members on local teachings that relate and impact the whole life circle. Students develop a skit to present to their peers and make a video for the local media.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.04 - demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories);
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- REV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC2.01 - use refined pronunciation and intonation;
- OC2.02 - express ideas (e.g., thoughts, feelings, experiences) using known language structures;
- OC2.03 - converse using simple and compound sentences;
- OC2.07 - respond to orally presented texts;
- OC2.08 - ask and respond appropriately to question in a variety of situations (e.g., collecting and presenting information, excursions, role-playing);
- OC2.10 - participate in word games using the Native language;
- RE1.04 - translate passages with the assistance of a dictionary or word list;
- RE2.08 - demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., presenting dialogues and short narrations, asking and responding to questions, retelling the story in the student's own words);
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense).

Planning Notes

- Conference and collaborate with the drama teacher for required skills.
- Contact and make arrangement with the local media to present the students' skits.
- Find alternative situations in which to present the skits, such as at the Christmas concert, nursing homes, elementary schools, or other community functions.
- Ensure that a video camera is available and in good working order.

Prior Knowledge Required

- intonation, pronunciation
- language structures
- simple statements and commands
- negation

Teaching/Learning Strategies

1. Brainstorm on the meaning of traditional teachings, including how and when they were taught and presented.
2. Students ask family members for one traditional teaching. Discuss these teachings and the fact that the method of teaching may vary from family to family.
3. Students orally present their teachings to the class.
4. The teacher lists the teachings on a flip chart for easy viewing.
5. In groups of four, students agree on one teaching and develop a skit on that teaching.
6. Students present skits in class which they may videotape during the presentation. The option should be available to videotape the skits while the students are practising, or they could video tape without an audience. If the students are too shy to present the skits in person, the tape could be used as the class presentation.

Assessment/Evaluation

- rubric - assessment on language for skit
- anecdotal
- peer-assessment

Accommodations

- Assign tasks depending on strengths.
- Encourage peer assistance.
- Have students tape interviews for later review.
- Provide a list of key questions to be answered.
- Encourage pairing visual with oral presentations.
- Allow for extra rehearsal time.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 2.4: Creativity

Time: 300 minutes

Description

In this activity students are able to design a simple book suitable for a younger audience. This book includes one or more of the values and teachings examined in the previous activities. This activity allows students to further research information on the chosen topic.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- OCV.05 - use information technology to communicate in a Native language;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC1.03 - present simple ideas for class discussion;
- OC2.01 - use refined pronunciation and intonation;
- OC2.02 - express ideas (e.g., thoughts, feelings, experiences) using known language structures;
- OC2.03 - converse using simple and compound sentences;
- OC2.09 - use story patterns to create short oral narratives;
- OC2.11 - represent and interpret a character in a Native legend or story;
- OC3.01 - use information technology to record short dialogues to share with other students;
- RE2.01 - read aloud familiar and new materials in a way that communicates meaning;
- RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
- RE2.05 - identify different grammatical forms in text;
- WR1.03 - demonstrate an understanding of prefixes and suffixes.

Planning Notes

- Ensure that book-making supplies are available.

Prior Knowledge Required

- language patterns and structure
- simple and compound sentences

Teaching/Learning Strategies

1. Students brainstorm on values, teaching, and balance that are recorded on three separate chart paper sheets.
2. Students, working with the teacher, use a T-chart or a Venn Diagram to connect and relate values, teachings, and balance. (See Appendix 2 - T-Chart and Appendix 3 - Venn Diagram.)
3. Students decide on a topic for creation of a book for younger readers.
4. Working in groups of two, students plan, draft, and conference on the story and related illustrations.

Assessment/Evaluation

- observation
- anecdotal notes
- a teacher-created rubric on the presentation and required language structure to be given to the students
- peer-evaluation

Accommodations

- Assign tasks depending on strengths.
- Encourage peer assistance.
- Provide extra support with organizing the story.
- Work with the students to develop a visual organizer, outline, chart, or a list of keywords.
- Encourage the use of visuals (e.g., pictures, diagrams) as a starting point for the written story.
- Provide editing support.
- Provide frequent monitoring, feedback, and reinforcement.
- Make adjustments in expectations regarding quality and quantity.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 2.5: Sharing

Time: 150 minutes

Description

In this time frame, the students present their completed illustrated books to a younger audience and to their classmates.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC1.01 - demonstrate an understanding of information presented orally;
- OC1.02 - interpret a dialogue, conversation, narration, or presentation;
- OC1.03 - present simple ideas for class discussion ;
- OC2.07 - respond to orally presented texts;
- RE1.01 - demonstrate an understanding of ideas in a variety of written materials;
- RE2.01 - read aloud familiar and new materials in a way that communicates meaning;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense).

Planning Notes

- The teacher should make arrangements with teachers of younger classes and set a time schedule for presentation of students' books. If the teacher wishes, a rubric evaluation of the presentation can be made and given to the classroom teachers.

Prior Knowledge Required

- cumulative language and knowledge

Teaching/Learning Strategies

1. Students present their final illustrated book, first to their peers and then to younger classes.
2. Have the presentations video taped for assessment.
3. Students present the finished books to the school or community librarian.

Assessment/Evaluation

- observation notes
- peer-evaluation using checklist
- classroom teacher evaluation on presentation using rubric

Accommodations

- Allow alternative presentation means (e.g., taping).
- Allow extra time for rehearsal.
- Encourage peer support.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 2.6 Unit Test

Time: 75 minutes

Description

This activity provides students with opportunity to demonstrate knowledge and application of unit skills. Formative assessment results based on completed assignments and updated personal word journals are also considered in this activity. Students evaluate the unit by compiling a class list of suggestions for improvement of teaching and learning strategies.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC1.01 - demonstrate an understanding of information presented orally;
- OC1.02 - interpret a dialogue, conversation, narration, or presentation;
- RE1.01 - demonstrate an understanding of ideas in a variety of written materials;
- RE2.04 - read independently using several strategies (e.g., context, language patterns, form, graphic symbols) to determine the meaning of new vocabulary;
- RE2.05 - identify different grammatical forms in text;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR1.02 - demonstrate an understanding of gender and subject-verb agreement;
- WR1.03 - demonstrate an understanding of prefixes and suffixes;
- WR2.01 - write simple and compound sentence (unincorporated forms) using correct punctuation;
- WR2.08 - use grammar, language conventions and vocabulary appropriate to this course.

Planning Notes

- Ensure that the final summative assessment is completed.
- Check that the assignments are completed.
- Remind the students to maintain their Personal Word Journal.
- Monitor the development of the final Communication Unit.

Prior Knowledge Required

- cumulative knowledge and skills from previous activities

Teaching/Learning Strategies

1. Students write a final test on the Unit.
2. Upon completion of the Unit Test, give students an opportunity to orally evaluate the Unit. The teacher lists the recommendations on a flip chart and is responsible for initiating the changes for the next term or school year.
3. Ensure that all assignments are completed and handed in.
4. Choose two best projects to include in student portfolios.
5. Play a word game.

Assessment/Evaluation

- summative - unit test

Accommodations

- Tape the test.
- Allow oral responses.
- Provide extra time to finish.
- Provide individual explanations of what is expected.
- Modify text.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Unit 3: Sky World

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

In this unit students explore the topic of Native cosmology through the use of creation stories of various First Nations. Extended research activities provide students with ample opportunity to explore and become familiar with elements of cosmology that are common to all Aboriginal cultures.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

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

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

Activity Titles (Time + Sequence)

Activity 3.1	Exploring Creation Stories	225 minutes
Activity 3.2	Interconnectedness	75 minutes
Activity 3.3	Cosmology	225 minutes
Activity 3.4	Seasons and Seasonal Activities	150 minutes
Activity 3.5	Animals of the Sky World	300 minutes
Activity 3.6	Endangered Animals of the Sky World	75 minutes
Activity 3.7	Preparation for Earth Day	75 minutes
Activity 3.8	Summative Test	75 minutes

Unit Planning Notes

- Arrange with the school for a field trip and solicit volunteers, if necessary.
- Prepare permission slips for the field trip, if necessary.
- Find a suitable and safe bird habitat for the field trip.
- Research local creation stories.
- Research local traditional teachings regarding celestial bodies, birds, and animals.
- Identify and become familiar with local birds, their names, sounds, and habitats.
- Prepare a list of bird names in the Native language, with the correct spelling and pronunciation.
- Be aware of local endangered birds and their habitats.
- Prepare a sample bird book to show the students.

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- Prepare a sample word game.
 - Gather and prepare book-making materials.
 - Collaborate with other teachers for computer time, team-teaching, and integration.
 - Inform the computer teacher of the research assignment.
 - Identify language structures and related vocabulary to be taught.
 - Acquire copies of a cultural map of First Nations of North America.
 - Acquire at least six Ontario road maps.

Prior Knowledge Required

- names of birds seen locally
- knowledge of basic constellations
- computer skills
- experience in multimedia research
- some knowledge in presentation software
- be aware of photosynthesis
- knowledge of a wide variety of word games
- ability to read a map

Teaching/Learning Strategies

- appropriate language structure in oral and written communication
- brainstorming
- comparing
- co-operative learning groups
- pair/triad and group work
- Portfolios
- Personal Word Journals
- TPR (Total Physical Responses)
- conferencing
- field trip
- charting
- Venn diagram
- illustration
- poetry
- songs
- anticipation guide

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.

- rubrics on bird book
- anecdotal notes
- peer-evaluation
- formal and informal observation
- language structure checklist

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- Personal Word Journal
 - Portfolio
 - summative unit test

Resources

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

Activity 3.1: Exploring Creation Stories

Time: 225 minutes

Description

In this activity students are given the opportunity to read and listen to creation stories. They relate to and appreciate the oneness and the sense of belonging created between human beings and their environment. Through research and group work, students compare two creation stories from other First Nations.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrate a range of listening skills;
- OCV.02 - converse on familiar topics in structured and open-ended situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.01 - use a variety of language patterns and vocabulary accurately.

Specific Expectations :

- OC1.01 - demonstrate an understanding of information presented orally;
- OC1.03 - present simple ideas for class discussion;
- OC1.05 - compare the creation stories of various Native communities;
- OC2.03 - converse using simple and compound sentences;
- OC3.02 - use information technology to listen to tapes of Native elders telling stories;
- RE1.03 - identify the main ideas and supporting details in familiar reading material;
- RE2.03 - select, list, and define new vocabulary in texts;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR1.02 - demonstrate an understanding of gender and subject-verb agreement;
- WR1.04 - demonstrate an understanding of word order and its relation to a Native world view.

Planning Notes

- Be aware of other First Nation Creation stories.
- Invite a knowledgeable community member to introduce and tell a local traditional Creation story.
- Have an Ontario map on hand.
- Display a cultural map of North American First Nations.

Prior Knowledge Required

- the ability to use a variety of language patterns
- basic knowledge of creations: birds, plants, animals, etc.
- research and inquiry skills

Teaching/Learning Strategies

1. Invite a knowledgeable community elder to tell a local Native Creation story, and seek permission from them to videotape their presentation. Explain the future use of the tape (e.g., use as reference by the students, developing a video library).
2. While the presentation is made, students note key words from the story for inclusion in their Personal Word Journals.
3. After the presentation, students review the video and brainstorm on the connection between Mother Earth, Sky World, human beings, and animals. As the students brainstorm, the teacher or volunteer writes the connections on a flip chart or chalkboard.
4. The teacher explains to the students the many variations of the Creation story among Aboriginal groups. Students research one Creation story and compare it to the oral presentation.
5. The teacher distributes a map of North American First Nations for the purpose of reminding the students of the various Native cultures.
6. Working in groups of four and using the map, students research another Creation story focussing on similarities and differences. Students pay special attention to all creations, be they celestial, animal, or human beings as mentioned in the story. Is there a connection among them? What are the symbols and their meanings?
7. Students give an oral presentation accompanied by a visual presentation. The visual presentation could be a web (e.g., thematic web, mind-mapping) or an illustration.

Assessment/Evaluation

- anecdotal notes
- formal and informal observation
- checklist for appropriate use of oral language

Accommodations

- Encourage peer support.
- Tape presentation.
- Use illustrations instead of webs.
- Give extra time and assistance.
- Share notes.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 3.2: Interconnectedness

Time: 75 minutes

Description

In this activity students explore the interdependence of all things within the total environment, and the impact human beings have had on Creation.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.02 - converse on familiar topics in structured and open-ended situations;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work.

Specific Expectations :

- OC1.02 - interpret a dialogue, conversation, narration, or presentation;
- OC1.03 - present simple ideas for class discussion;
- OC2.01 - use refined pronunciation and intonation;
- OC2.02 - express ideas (e.g., thoughts, feelings, experiences) using known language structures;
- RE1.01 - demonstrate an understanding of ideas in a variety of written materials;
- RE1.02 - extract information from a written passage;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR1.02 - demonstrate an understanding of gender and subject-verb agreement;
- WR1.03 - demonstrate an understanding of prefixes and suffixes;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works.

Planning Notes

- Ensure that students have completed the research in the previous lesson.
- Be aware of life and food cycles.
- Be aware of the photosynthesis process of plants.

Prior Knowledge Required

- vocabulary pertaining to the food chain

Teaching/Learning Strategies

1. Using chart paper, draw a sample of a connection among human beings, plants, and air, or a sample drawing of a food chain which includes human beings.
2. Working in groups of two, students complete one connection using specific names in the Native language.
3. Groups take turns presenting their ideas and provide justification to the class.

Assessment/Evaluation

- peer-evaluation
- anecdotal/observation notes
- correct spelling
- language structure checklist

Accommodations

- Encourage peer support.
- Give extra time.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 3.3: Cosmology

Time: 225 minutes

Description

This activity introduces students to cosmic terminology, such as the moon, stars, sun, weather, and seasons. Students explore the Native teachings and beliefs about celestial bodies and their impact on seasons.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- OCV.02 - converse on familiar topics in structured and open-ended situations;
- REV.01 - read passages on familiar topics and infer the meaning of new words and language patterns in those passages;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.02 - create a variety of written works, expressing ideas clearly;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC1.04 - distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative, animate/inanimate, male/female/neuter);
- OC2.01 - use refined pronunciation and intonation;
- OC2.02 - express ideas (e.g., thoughts, feelings, experiences) using known language structure;
- RE1.02 - extract information from a written passage;
- RE2.01 - read aloud familiar and new materials in a way that communicates meaning;
- RE2.06 - follow detailed written instructions;
- RE3.03 - use information technology to build a knowledge base on a Native topic;
- WR1.04 - demonstrate an understanding of word order and its relation to a Native world view;
- WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Research local teachings on celestial bodies.
- Identify local activities related to celestial bodies.
- Identify local seasonal activities and when they start.
- Prepare vocabulary related to celestial bodies and seasonal activities.

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- Make arrangements to invite a knowledgeable community person involved in farming/hunting.
 - Make a list of topics regarding the moon, stars, and sun as they relate to weather forecasting and seasonal activities and omens.
 - Invite a community member to speak about signs of natural predictions.
 - Arrange with the computer teacher to give students time to prepare their visual aids if they require it.

Prior Knowledge Required

- ability to use a variety of language patterns
- some knowledge of basic constellations
- ability to use software for making presentations

Teaching/Learning Strategies

1. Invite a knowledgeable community member to talk about cosmology and how it affects daily routines.
2. After the presentation, the teacher informs the students about an oral presentation/research project in which the students research a phenomenon connecting the celestial bodies to weather, or celestial bodies to seasonal activities. The teacher divides the class into two groups; within these two groups the students group in triads. From a pre-prepared list the triads select a topic in order to avoid duplication.
3. Students begin the process of conferencing and writing their first draft in class.
4. The teacher works with the triads to ensure proper grammatical structure, correct spelling, and pronunciation.
5. During this process, students are reminded to update their Personal Word Journals.
6. Students are given class time to prepare their final drafts and presentations to the class. Students are encouraged to produce visual aids (e.g., illustrations, computer prepared presentations in *PowerPoint*, *HyperStudio*).
7. Each student keeps a copy to be included in their portfolios.

Assessment/Evaluation

- rubrics for narrative
- peer-evaluation

Accommodations

- Encourage peer support.
- Allow students to tape record their presentations.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 3.4: Seasons and Seasonal Activities

Time: 150 minutes

Description

In this activity students create a word game focussing on a seasonal activity, language function, and appropriate age and grade level.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- OCV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC2.02 - express ideas (e.g., thoughts, feelings, experiences) using known language structures;
- OC2.08 - ask and respond appropriately to question in a variety of situations (e.g., collecting and presenting information, excursions, role-playing);
- OC2.10 - participate in word games using the Native language;
- RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
- RE2.03 - select, list, and define new vocabulary in texts;
- RE3.03 - use information technology to build a knowledge base on a Native topic;
- WR1.03 - demonstrate an understanding of prefixes and suffixes;
- WR2.01 - write simple and compound sentence (unincorporated forms) using correct punctuation;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;
- WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes.

Planning Notes

- Have a sample of a teacher-created or an adapted word game available as a sample (e.g., adaptations of Monopoly; checkers; or Win, Lose or Draw).
- Gather art materials for creating a game.
- Collaborate with the computer teacher for computer time.

Prior Knowledge Required

- experience in playing word games
- basic knowledge of vocabulary dealing with seasons and seasonal activities

Teaching/Learning Strategies

1. The teacher explains the process of making and adapting a word game. A collection of adapted word games is on display to view and manipulate.
2. Divide the students into pairs.
3. Students brainstorm the potential games to be created and accompanying language functions to be focussed on in the game. The game uses a question and answer format to guarantee a dialogue between/among the players. Furthermore, the setting for the adapted game is to be a seasonal activity.

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4. Based on the knowledgeable community member's presentation, interviews of community members, and the narrative presentations, the paired groups select different seasonal activities. The group decides on the age and grade level to be targeted for the game.
 5. Students research the word games to be used and begin the initial planning.
 6. Students have a choice as to the method of illustration for their game. They are allowed to use computer graphics, hand-drawn illustrations, or a cut and paste presentation.
 7. When conferencing with the students, the teacher should guide the students into creating simple word games and make sure that directions are followed.
 8. Once the games have been completed, have students exchange the games with their peers for a trial run and evaluation. When the corrections have been completed, the students make arrangements with other teachers to introduce their games to the respective ages and grades.

Assessment/Evaluation

- peer-evaluation
- formal and informal observation

Accommodations

- Use the buddy system (pair fluent with less fluent).
- Allow more time for special needs students.
- Be available for extra assistance.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 3.5: Animals of the Sky World

Time: 300 minutes

Description

In this activity students explore the world of the bird by creating a bird book. The book includes a poem, a song, relevant information, and a bird's view of its surroundings. Language structure and proper grammatical forms are exercised.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- OCV.05 - use information technology to communicate in a Native language;
- REV.01 - read passages on familiar topics and infer the meaning of new words and language patterns in those passages;
- REV.05 - use information technology to communicate in a Native language;
- WRV.02 - create a variety of written works, expressing ideas clearly.

Specific Expectations :

- OC2.03 - converse using simple and compound sentences;
- OC2.12 - retell Native legends and stories;

RE2.01 - read aloud familiar and new materials in a way that communicates meaning;
RE2.08 - demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., presenting dialogues and short narrations, asking and responding to questions, retelling the story in the student's own words);
RE3.02 - use information technology to find factual information and the meaning of new vocabulary;
WR1.02 - demonstrate an understanding of gender and subject-verb agreement;
WR1.04 - demonstrate an understanding of word order and its relation to a Native world view;
WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;
WR3.02 - 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 sample of a book ready.
- Have a taped song.
- Make arrangements for the field trip.
- Book time for Internet research.
- Ensure appropriate graphics software is available.
- Have research material readily available.
- Prepare book-making supplies.
- Be knowledgeable about various forms of poetry.
- Be aware of any medical needs (e.g., allergies, phobias).
- Make arrangements with another teacher to accommodate students who may be unable to participate and ensure that sufficient work is prepared.
- Remind the students to respect the birds' nests and explain the purposes of nests.
- Some languages may not lend themselves to standard forms of poetry and it should be the discretion of the teacher how this is to be addressed (e.g. open prose or blank verse).

Prior Knowledge Required

- general knowledge on birds, naming, identification, and habitat
- information technology: how to do a web search
- basic knowledge of forms of poetry

Teaching/Learning Strategies

1. Students are introduced to the project of creating a bird book and its required components. The teacher displays a sample. The required components and order are: a poem delivered in a song format; relevant information about the bird, its habitat and its nest; and a short prose of the bird's perspective of its surroundings. This book should be at the high school and adult level, therefore, complex sentences are used.
2. Students include in the book, the role and responsibility of the bird according to the Native world view (e.g., blue jay warns of rain, raven is a messenger, eagle watches over nations).
3. Students work in pairs.
4. Students brainstorm on type of poem to be used (e.g., Acrostic/blank verse). The poem should have a minimum of eight lines.
5. Students participate in a field trip and bring a notepad for recording observations and ideas. Once in the locality frequented by birds, students employ their five senses.
6. Students identify as many birds as possible, as well as bird signs, nests, habitats, including food availability and activities of the birds sighted.

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7. The pair of students with the largest variety of recorded bird sightings have first of choice of a bird to research. Pairs of students continue to select birds to research according to the number of sightings.
 8. Students use the Internet for researching and can use downloaded images. Using graphics software and word processing, students complete their books in a professional manner.
 9. Students present their finished products to their peers and are prepared to answer questions.

Assessment/Evaluation

- peer-evaluation
- rubrics for appropriate language forms and grammatical structures
- formal and informal observation

Accommodations

- Ensure that the field trip destination is safe and accessible.
- Use the buddy system by pairing fluent with less fluent students.
- Be available to provide extra help and time.
- Accept alternate research methods and presentations.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 3.6: Endangered Animals of the Sky World

Time: 75 minutes

Description

Students are given the opportunity to examine local endangered birds and identify how each student can make an impact to guarantee the birds' survival. In this activity students participate in an oral communication to reinforce vocabulary and language patterns.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.01 - demonstrates a range of listening skills;
- OCV.02 - converse on familiar topics in structured and open-ended situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.02 - create a variety of written works, expressing ideas clearly.

Specific Expectations :

- OC1.03 - present simple ideas for class discussion;
- OC2.01 - use refined pronunciation and intonation;
- OC2.02 - express ideas (e.g., thoughts, feelings, experiences) using known language structures;

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- OC2.03 - converse using simple and compound sentences;
 - OC2.08 - ask and respond appropriately to question in a variety of situations (e.g., collecting and presenting information, excursions, role-playing);
 - RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
 - RE2.03 - select, list, and define new vocabulary in texts;
 - WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
 - WR1.04 - demonstrate an understanding of word order and its relation to a Native world view.

Planning Notes

- Collaborate with the science teacher.
- Remind students about the birds that have become extinct.

Prior Knowledge Required

- some knowledge of endangered species
- appropriate oral vocabulary

Teaching/Learning Strategies

1. Students brainstorm on endangered birds (e.g., eagles, cranes, falcons) while the teacher writes the names on a flip chart. (Note: Students have been exposed to endangered species of birds and those that are extinct during the research in the previous activity.)
2. Students work in groups of four to discuss and identify how survival of these birds could be ensured. During the discussion, students write their suggestions in a book or on chart paper. This information is to be used in the next activity. Ensure that the discussion includes the extinction of birds and animals, especially birds that have become extinct from the local surroundings.
3. Students focus on the loss of habitat, food supply, and other ecological considerations that impact on the survival of the birds and animals.

Assessment/Evaluation

- formal and informal evaluation
- informal observation

Accommodations

- Accept alternate presentations.
- Provide buddy system/peer support.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 3.7: Preparation for Earth Day

Time: 75 minutes

Description

Based on the previous activity on endangered species, students prepare and create posters and displays for Earth Day – 22 April. The posters should demonstrate a knowledge of environmental considerations and the ability to transfer a strong message to the viewing public. Students should be reminded and convey to others that every day is Earth day.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.02 - converse on familiar topics in structured and open-ended situations;
- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC3.01 - use information technology to record short dialogues to share with other students;
- RE2.03 - select, list, and define new vocabulary in texts;
- RE2.05 - identify different grammatical forms in text;
- RE3.03 - use information technology to build a knowledge base on a Native topic;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR1.02 - demonstrate an understanding of gender and subject-verb agreement;
- WR2.01 - write simple and compound sentence (unincorporated forms) using correct punctuation;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;
- WR2.03 - communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;
- WR3.03 - use information technology to communicate in a Native language with other students.

Planning Notes

- Have art supplies available.
- Reserve computer time.
- Stress professionalism in creating posters and displays.
- Store these posters for use on Earth Day - April 22nd, Aboriginal Languages Day - March 31st, and Native Solidarity Day - June 21st.

Prior Knowledge Required

- poster presentation
- use of computers and software
- precise and concise language
- collaboration with the art teacher
- ability to present point of view to a specific audience

Teaching/Learning Strategies

1. The teacher introduces the purpose and date of Earth Day – 22 April – and informs the students about the project for this activity. They produce posters or displays to educate the public on the connection between the Animal World and human beings. Remind the students that in the native view every day is Earth day.
2. The posters are large and colourful and can be produced on the computer.
3. Posters and displays use the Native language, with appropriate language structure, vocabulary, and grammatical forms.
4. Give care to this project as the public will be viewing the productions and the community's perspective on Native language teaching will be influenced.

Assessment/Evaluation

- checklist for language forms and grammatical structures
- peer-evaluation on impact of message

Accommodations

- Encourage peer support.
- Allow extra time.
- Adjust expectations.
- Incorporate strengths into presentation.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 3.8: Summative

Time: 75 minutes

Description

This activity gives students an opportunity to demonstrate, through a unit test, the language skills they have acquired. They are given the opportunity to complete any assignments and continue their work on the final Communications Project.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.04 - demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories);
- REV.01 - read passages on familiar topics and infer the meaning of new words and language patterns in those passages;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.05 - use information technology to communicate in a Native language;
- WRV.01 - use a variety of language patterns and vocabulary accurately;

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- WRV.02 - create a variety of written works, expressing ideas clearly;
 - WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- RE1.01 - demonstrate an understanding of ideas in a variety of written materials;
- RE1.03 - identify the main ideas and supporting details in familiar reading material;
- RE2.06 - follow detailed written instructions;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR1.02 - demonstrate an understanding of gender and subject-verb agreement;
- WR1.03 - demonstrate an understanding of prefixes and suffixes;
- WR1.04 - demonstrate an understanding of word order and its relation to a Native world view;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Have the test completed and ready for distribution.
- Make time to conference with students on the Communication Project.
- Provide and review study techniques for students experiencing difficulties.

Prior Knowledge Required

- language forms and structures introduced in this unit

Teaching/Learning Strategies

1. Students complete all unfinished assignments from this Unit.
2. Student portfolios are up-dated by selecting two of their best works for inclusion.
3. Student Personal Word Journals are also up-dated and given to the teacher for evaluation.
4. Students complete a summative test prepared by the teacher on language structure, grammatical forms, and other language patterns.
5. The teacher is to be available for conferencing on the final unit project.

Assessment/Evaluation

- summative unit test
- Portfolios
- Personal Word Journals

Accommodations

- Modify or shorten test.
- Provide alternative forms of assessment (e.g., read test to student, allow oral responses).
- Review study techniques and/or key areas to be addressed on test.
- Provide study time in class.
- Encourage a multi-sensory approach to studying.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Unit 4: Geography

Time: 20 hours

Unit Developer(s)

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe
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Development Date: July 1999

Unit Description

This unit gives students the opportunity to review time not related to a clock or a calendar. Both actual time and measurement are compared to the Native concept of natural time (e.g., time to plant, time to sleep). Seasons and travel time are also examined through the use of various types of nouns, verbs, and pronouns. A field trip assists the students in using their acquired language in context.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

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

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

Activity Titles (Time + Sequence)

Activity 4.1	Review Celestial Creations	75 minutes
Activity 4.2	Geographical Land Formations	150 minutes
Activity 4.3	Ecosystems	150 minutes
Activity 4.4	About Distance and Time	150 minutes
Activity 4.5	Natural Time versus the Clock & Calendar	75 minutes
Activity 4.6	Calendar and the Moons	150 minutes
Activity 4.7	Local History	300 minutes
Activity 4.8	Measurement and Unit Test	150 minutes

Unit Planning Notes

- Have a collection of land-feature pictures on hand.
- Prepare vocabulary related to land features.
- Collect scenes of different ecosystems.
- Gather samples of created Native content calendars.
- Prepare a list of language forms and grammatical structures to be introduced.
- Acquire/prepare a blank local area map for student use.
- Acquire a minimum of six Ontario road maps.
- Find a knowledgeable community member to discuss local folklore.
- Prepare to show the video of past presentations.

Prior Knowledge Required

- vocabulary related to modes of traditional transportation
- knowledge of seasonal activities
- knowledge of calendar language

Teaching/Learning Strategies

- illustrating
- video viewing
- map skills
- drawing conclusions
- analysing
- estimating
- identifying
- brainstorming
- information technology
- multimedia research
- listening skills
- oral presentations
- pair/group work
- cross-curricular activities

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.

- peer-assessment
- summative
- anecdotal notes
- rubrics
- observation
- checklist
- Personal Word Journals
- Portfolios
- grammar checklists

Resources

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

Activity 4.1: Review Celestial Creations

Time: 75 minutes

Description

In this activity students explore the role and the importance of the sun, the moon, and the stars as they relate to traditional measurement and time.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- OCV.04 - demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories);
- OCV.05 - use information technology to communicate in a Native language;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.02 - create a variety of written works, expressing ideas clearly.

Specific Expectations :

- OC1.03 - present simple ideas for class discussion;
- RE2.03 - select, list, and define new vocabulary in texts;
- RE2.07 - read four to six texts of different forms (e.g., short essays, stories, legends, journals, media works) containing basic and new vocabulary;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR1.04 - demonstrate an understanding of word order and its relation to a Native world view;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works.

Planning Notes

- Prepare to view the video from Activity 3.1.
- Have flip chart and chart paper available.
- Encourage and remind students to write in their Personal Word Journals.

Prior Knowledge Required

- ability to listen and follow oral conversation
- vocabulary knowledge of celestial bodies
- some knowledge of traditional measurements

Teaching/Learning Strategies

1. The teacher informs students that they will view the video from Activity 1 in Unit 3, the Creation presentation, and that their responsibility is to glean information from the presentation on the roles of celestial bodies.
2. Students view the video on the Creation story, and analyse orally the information given on the sun, the moon, and the stars.
3. A student volunteer records all comments on chart paper.
4. Students write new vocabulary in their Personal Word Journals.
5. Students should understand that the sun, moon, and stars play an important role in measurement and time in traditional Native life.

Assessment/Evaluation

- anecdotal reports
- informal observation

Accommodations

- Provide reminders of questions to be addressed while reviewing video.
- Make sure the video viewing is heard and seen by all.
- Provide copies of notes and/or questions or have another student make a copy with NCR (carbonless) paper.
- Paraphrase conclusions for students.
- Check to ensure understanding of basic concepts.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 4.2: Geographical Land Features

Time: 150 minutes

Description

Using a local or area map, students locate and identify those communities that have Native names and attempt to match the land features to the names. Further investigation is enhanced by a visit from a knowledgeable community member who provides some explanations for the Native names and the accompanying history and folklore.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;

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

WRV.02 - create a variety of written works, expressing ideas clearly.

Specific Expectations :

OC2.03 - converse using simple and compound sentences;

OC2.05 - follow instructions from precise oral descriptions;

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

WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);

WR2.08 - use grammar, language conventions and vocabulary appropriate to this course.

Planning Notes

- Find a knowledgeable community member who is acquainted with local history.
- Prepare black-line master of area/local maps.
- Have flip chart and chart paper available.

Prior Knowledge Required

- knowledge of map skills
- awareness of villages/towns/cities with Native names
- knowledge of vocabulary of land features
- some knowledge of where local history information can be obtained (e.g., local historical society, tourist information centres)

Teaching/Learning Strategies

1. The teacher introduces a village/town/city with a Native name, and proceeds to explain its meaning using the land features or history from which the name was derived (e.g., Toronto).
2. The teacher identifies the location of the village/town/city on the map.
3. Using a blank local/area map, students brainstorm local major geographical land features or landmarks.
4. Students illustrate and label the major land features or landmarks on the map.
5. Students use an appropriate road map to identify villages/towns/cities that are located on or near land features or landmarks and have a Native name.
6. The class discusses the “probable” meaning of the name.
7. A knowledgeable community member is invited to discuss local Native place names and share traditional stories and folklore about the area.
8. After the presentation, students evaluate their “probable” meanings by comparing them to the presenter’s explanation and description.

Assessment/Evaluation

- anecdotal notes
- formal and informal observation

Accommodations

- Review essential background knowledge, concepts and vocabulary.
- Encourage peer support.
- Modify instructional and assessment strategies to meet the needs identified in students’ Individual Education Plans (IEPs).

Resources

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

Activity 4.3: Ecosystems

Time: 150 minutes

Description

Students explore different types of ecosystems, focussing on the land features, water systems, type of plant growth, animal habitats, and the life support systems. Complex sentences structures are used to describe the main features of an ecosystem. As a group, students present their findings to the class.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.02 - create a variety of written works, expressing ideas clearly.

Specific Expectations :

- OC1.03 - present simple ideas for class discussion;
- OC2.09 - use story patterns to create short oral narratives;
- RE1.02 - extract information from a written passage;
- RE2.03 - select, list, and define new vocabulary in texts;
- WR1.01 - distinguish between grammatical forms (e.g., part of speech, number gender, tense);
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Have a sample picture of an ecosystem prepared.
- Have sufficient related information available.
- Have mural paper; paints, and brushes.
- Have a flip chart and chart paper.
- Ensure sufficient space is available on the floor or the wall to use mural paper.

Prior Knowledge Required

- some vocabulary on plant and animal life
- some knowledge of ecosystems
- research skills

Teaching/Learning Strategies

1. The teacher gives a brief description of the activity, using the prepared ecosystem as a sample. Students illustrate an ecosystem on the mural paper and prepare to present their illustrations to the class.
2. Students brainstorm and make a list of different ecosystems (e.g., school yard, marsh, meadow) and a student volunteer writes the list on chart paper.
3. Students are divided into groups of four and each group researches one of the ecosystems.
4. Once the research has been completed, students illustrate the chosen ecosystem on the mural paper using poster paints. The illustration should include all land features, plant growth, and support systems.
5. The illustrations are presented to the class and displayed in the school hallway or bulletin board. These could be stored for display during Earth Day.

Assessment/Evaluation

- anecdotal notes
- peer-evaluation

Accommodations

- Divide tasks within a group of students according to strengths and abilities.
- Pair students appropriately for reading activities; have them take turns reading or if necessary, have a better reader read to or make a tape of reading material while the weaker reader follows along (or provide teacher-made or commercial tapes).
- Make adjustments in expectations; re: quality and quantity of output.
- Encourage students with limited fine motor ability to orally describe or explain the mural and to support the groups through research activities.
- Encourage peer support.
- Be available for extra help.
- Allow gifted or adult students to compose an alternative presentation.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 4.4: About Distance and Time

Time: 150 minutes

Description

In this activity students explore the concept of distance as used in traditional Native life. By locating places on the map and estimating the distances, they understand and appreciate the concept of distance as measured in days or months. While working in groups, students calculate the length of time needed to travel from Kenora to Ottawa using traditional modes of travel.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;

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

WRV.02 - create a variety of written works, expressing ideas clearly.

Specific Expectations :

OC1.03 - present simple ideas for class discussion;

OC2.03 - converse using simple and compound sentences;

OC2.09 - use story patterns to create short oral narratives;

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

RE2.07 - read four to six texts of different forms (e.g., short essays, stories, legends, journals, media works) containing basic and new vocabulary;

RE2.08 - demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., presenting dialogues and short narrations, asking and responding to questions, retelling the story in the student's own words);

WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;

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

Planning Notes

- Acquire at least six local road maps.
- Identify a location from the school and measure the distance in kilometres.
- Estimate the length of time needed to walk one kilometre.

Prior Knowledge Required

- Map skills.
- Vocabulary associated with distance and transportation.

Teaching/Learning Strategies

1. Using a local map or location points, have each group estimate how long it would take to walk from point A to point B (e.g., five kilometres, one hour).
2. Through consensus, use this estimation as a future guide.
3. List types of traditional transportation used by Native people.
4. Using each mode of transportation, estimate how long it would take to get from point A to point B (e.g., five kilometres) and chart the responses.
5. Using the accepted measurement, estimate how long would it take to go from one First Nation community to another or from one recognized point to another (e.g., village to village, block to block).
6. Discuss how many days and months it would take for each mode of transportation to travel to the above locations.
7. Divide students into small groups and, using an Ontario map, estimate how long it would take to get from Kenora to Ottawa using a traditional route (e.g., rivers, portages, land).
8. Students share their findings in days and months.
9. Students decide on the most correct or probable estimates.

Assessment/Evaluation

- formal and informal observation
- anecdotal notes
- peer-evaluation

Accommodations

- Provide support for students with mathematical or spatial difficulties by using concrete examples and demonstrations where possible.
- Pair students according to strengths and needs.
- Encourage peer support.
- Allow more time for completion of assignments.
- Talk through measuring and estimating activities.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 4.5: Natural Time versus the Clock and Calendar

Time: 75 minutes

Description

Students brainstorm and compare the concepts of natural time and clock time as they relate to clocks and calendars. They explore the positive and negative stereotyping of a people and the bias created by the term “Indian time” due to the lack of understanding of the traditional concepts of time.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.04 - demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories);
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- WRV.02 - create a variety of written works, expressing ideas clearly;
- WRV.04 - use information technology to communicate in a Native language.

Specific Expectations :

- OC2.03 - converse using simple and compound sentences;
- OC2.09 - use story patterns to create short oral narratives;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Have chart paper available.

Prior Knowledge Required

- vocabulary on seasonal and traditional activities
- vocabulary on contemporary daily activities

Teaching/Learning Strategies

1. Brainstorm on the concept of time, both natural and clock time.
2. Using a Venn diagram, discuss and compare the Native concept of natural time to the clock and calendar. (See Appendix)

Assessment/Evaluation

- formal and informal observation
- anecdotal notes

Accommodations

- Allow time for all students to respond.
- Encourage peer support.
- Modify instructional and assessment strategies to meet the needs identified in students’ Individual Education Plans (IEPs).

Resources

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

Activity 4.6: Calendar and the Moons

Time: 150 minutes

Description

In this activity students review the names of the months and are introduced to the phases of the moon. Using a computer, students create an illustrated calendar that includes identified celebrations observed in the community. Students brainstorm on seasonal activities and celebrations which are considered important to the community.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.04 - demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories);
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.02 - create a variety of written works, expressing ideas clearly;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC1.04 - distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative, animate/inanimate, male/female/neuter);
- OC2.03 - converse using simple and compound sentences;
- OC2.09 - use story patterns to create short oral narratives;
- RE1.02 - extract information from a written passage;
- RE2.03 - select, list, and define new vocabulary in texts;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Have a sample of a Native illustrated calendar.
- Gather material to create calendars.
- Collaborate with the computer teacher.
- Be familiar with the celebrations observed in the community.
- Know the names of the months in the Native language and be able to interpret their meanings according to the activity and moon.
- Research the traditional calendar of the 13 moons/months and discuss this concept with the students.

Prior Knowledge Required

- language associated with a calendar and seasonal activities
- use of a computer and graphics software

Teaching/Learning Strategies

1. The teacher begins this unit by introducing and discussing the traditional thirteen moons. Students review the names of the months and the phases of the moon. Students make a computer generated traditional calendar for personal use.
2. Divide the class into thirteen groups. Each group makes one calendar month. Before beginning the project, the class should reach consensus on the style and format of the calendar.
3. Each group researches the activities and stories of origin of each month (e.g., planting, harvesting).
4. Using a computer, students create a first draft and conference with the teacher for grammar structure and spelling of ceremonies.
5. Each group is responsible for adding special days and celebrations. Encourage groups to collaborate with each other for school and community information.
6. Illustrations can be produced with the use of computer graphics or hand drawn.
7. Before final printing, each group gives a short explanation to the class of their calendar's illustration, format, and information.
8. Each student receives a complete calendar. The individual calendar months should be saved on a disk for future use.

Assessment/Evaluation

- spelling checklist
- peer-evaluation
- formal and informal observation

Accommodations

- Gifted students may conduct additional research and include it in their calendar.
- Encourage rehearsal of oral presentation.
- Adjust expectations where necessary.
- Encourage roles within group according to strengths and needs.
- Encourage peer support.
- Allow extra time for completion.
- Allow adult and gifted students to present alternative assignments.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 4.7: Local History

Time: 300 minutes

Description

This activity involves students in researching the history of a First Nation's location/village within their area. They are required to research and complete an accurate history focussing on the reason why the settlement is located in that particular area. The activity has sufficient time to ensure the use of complex sentence structure and adequate time for research.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.02 - create a variety of written works, expressing ideas clearly;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC1.03 - present simple ideas for class discussion;
- OC2.09 - use story patterns to create short oral narratives;
- RE1.02 - extract information from a written passage;
- RE2.03 - select, list, and define new vocabulary in texts;
- RE2.08 - demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., presenting dialogues and short narrations, asking and responding to questions, retelling the story in the student's own words);
- RE3.03 - use information technology to build a knowledge base on a Native topic;
- WR2.02 - use a variety of familiar and new expressions and vocabulary correctly in written works;
- WR2.04 - use correct spelling of basic and new vocabulary.

Planning Notes

- Obtain a video on folklore presentation.
- Provide a variety of research materials.
- Have contacts for research (e.g., Internet sites, historical societies, local members, historical articles).
- Ensure that the school library is prepared for this research.
- Be aware of the Native communities or settlements in your area.

Prior Knowledge Required

- awareness of local areas
- ability to read a map
- language on land features and traditional activities
- research skills

Teaching/Learning Strategies

1. At the beginning of this activity, inform the students of the time frame and the seriousness of the project. Be able to provide information on sources for information and provide some possible target areas. If there are no Native communities in the area, students will have the option of selecting a favourite community in the province.
2. Review the video presentation from Activity 2, if applicable.
3. Students work in pairs and each pair selects a First Nation's location. Once this has been done, the students write their choice on a sheet of chart paper. The rule of "first come, first served" applies to avoid duplication.
4. Students plan their strategy and conference with the teacher. At this time, they make the decision as to whether their presentation is to be written or oral.
5. Their presentations include the reasons for settlement, an illustrated map including land features, if any, and a short description of the First Nation's traditional activity.
6. Students have a choice of research methods.
7. Students use a proper language format associated with historical terminology. Regular conferencing with the teacher ensures proper spelling and grammatical language structure.
8. Students then present their projects to the class.
9. The final draft is submitted to the teacher for evaluation.

Assessment/Evaluation

- peer-evaluation
- rubrics on language forms and grammar functions
- checklist on pronunciation and intonation on presentation
- checklist on accuracy of information presented

Accommodations

- Encourage peer support.
- Allow more time and support for special-needs students.
- Provide an alternative project for adult and gifted students.
- Provide explicit step-by-step instructions in a checklist format, with timelines for completion, to assist the student in organizing work.
- Provide frequent monitoring, feedback, and reinforcement.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 4.8: Measurement and Unit Test

Time: 150 minutes

Description

Students explore the traditional manner of measurement and develop their own common measure. They are given time to complete all assignments and select two projects to be included in their portfolios, and are reminded to up-date their Personal Word Journals and hand them in for evaluation. Students write a unit test.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- REV.02 - identify language patterns and vocabulary that have been learned through oral work;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC1.04 - distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative, animate/inanimate, male/female/neuter);
- OC2.03 - converse using simple and compound sentences;
- OC2.09 - use story patterns to create short oral narratives;
- RE1.02 - extract information from a written passage;
- RE2.03 - select, list, and define new vocabulary in texts;
- RE2.08 - demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., presenting dialogues and short narrations, asking and responding to questions, retelling the story in the student's own words);
- WR2.04 - use correct spelling of basic and new vocabulary;
- WR2.08 - use grammar, language conventions and vocabulary appropriate to this course.

Planning Notes

- Prepare a unit summative test.

Prior Knowledge Required

- language for contemporary measurement
- language forms, grammar structures, and vocabulary introduced in this unit

Teaching/Learning Strategies

1. Brainstorm on the activities and situations where traditional Native people would need to measure.
2. On chart paper, list the measurements they might have used. Ask if the measurement tools could have been similar in all First Nations.
3. Instruct the students to select a short item (e.g., pencil, pen, hand) that could be used as a measure. Students measure furniture in the classroom and report by saying: "The table is 14 pencils high." Using a contemporary measurement (e.g., centimetres, metres), students measure the same item.
4. Discuss the forms of measurement that might have be used in traditional Native life.
5. Students are given time to complete all assignments. They choose two projects to include in their portfolios.
6. Ensure that Personal Word Journals have been maintained and are handed in for evaluation.
7. Students complete the summative test.

Assessment/Evaluation

- summative unit test
- Personal Word Journals
- Portfolios
- anecdotal notes

Accommodations

- Provide extra guidance, re: studying.
- Modify test, if necessary.
- Provide extra time to update journals.
- Allow more time to complete the test.
- Accept oral and taped tests.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Unit 5: Communications Project

Time: 25 hours

Unit Developer(s)

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe
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Development Date: July 1999

Unit Description

This unit is introduced at the beginning of the semester/year and is a major part of the student's summative evaluation. The project uses electronic formats, such as web pages or video presentation of a short play/drama or a historical enactment. Students practise all three strands and use a higher form of language structure.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

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

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

Activity Titles (Time + Sequence)

Activity 5.1	Presentation Information	325 minutes
Activity 5.2	Planning	325 minutes
Activity 5.3	Creativity Time	325 minutes
Activity 5.4	Presentation	325 minutes

Unit Planning Notes

- Ensure that all equipment is working properly and is available.
- Collaborate with other teachers for time and make sure they are available for assistance.
- Collaborate with the computer teacher for assistance in creating Web pages.
- Ensure that the school is on-line; if not, the teacher uses discretion in the types of projects to be developed.
- Ensure that the students know how to use electronic and audio equipment.
- Ensure that you use proper Native terminology for electronic equipment.
- Make prior arrangements with community radio/television management.
- Be flexible.

Prior Knowledge Required

- language structures, grammatical forms
- some experience or exposure to Web pages
- care and use of electronic equipment
- planning and organizational skills

Teaching/Learning Strategies

- conferencing
- independent study
- researching
- planning
- organizing

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.

- summative
- rubrics on language structures
- overall and specific expectations
- peer-assessment
- checklist for self-evaluation

Resources

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

Activity 5.1: Presentation Information

Time: 325 minutes

Description

As this unit was introduced in the course outline on the first day, students should be prepared to begin the major project. Students, however, begin their initial planning during this activity. During the planning stage of this unit, students are introduced to four suggested formats and the expectations for creating a web page, a video, an enactment, or a play/drama.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- OCV.05 - use information technology to communicate in a Native language;
- REV.03 - read for pleasure or information;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC2.09 - use story patterns to create short oral narratives;
- OC2.11 - represent and interpret a character in a Native legend or story;
- OC2.12 - retell Native legends and stories;
- RE2.01 - read aloud familiar and new materials in a way that communicates meaning;

-
- RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
 - RE2.05 - identify different grammatical forms in text;
 - RE3.01 - use information technology to locate reading material in the Native language;
 - WR1.04 - demonstrate an understanding of word order and its relation to a Native world view;
 - WR2.05 - organize information into short paragraphs that contain a main idea and related details;
 - WR2.06 - produce various pieces of writing using a variety of forms;
 - WR2.07 - revise written work with the assistance of classmates and the teacher;
 - WR3.01 - use information technology to create visual material for a presentation on a Native topic;
 - 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 a handout outlining the expectations of the project, availability of equipment, assistance from other teachers, and requirements from the community radio/television.
- Prepare a handout of the rubrics for the each of the presentations.
- Create a blank timetable sheet for presentations.
- Be aware of the students' strengths and weaknesses.

Prior Knowledge Required

- knowledge of safe use of equipment
- computer skills
- experience in Internet surfing
- some knowledge of drama/skit forms
- proficient language skills

Teaching/Learning Strategies

1. The introduction of this activity is most crucial for the students. For those students who procrastinated on making a decision on the type of presentation to be made, the next few sessions influence the quality of and their commitment to the finished project. It is important to have available a well-documented and organized list of steps for creating a specific presentation, along with a rubric on the evaluation of the project. The rubrics addressing the three strands guide students in addressing all the requirements for the selected presentation. It is important to stress to the students that the projects should have Native content in illustrations and subject matter. The finished products will be used locally, either by the community at large or by students.
2. Allocate adequate time to explain the handouts and the projects.
3. Allow sufficient time for answering questions and settling doubts.
4. In explaining the projects, provide some reference material or sources that students could use.
5. Presentation notes explain the formats and content for web pages and video presentations. Historical enactments and drama skits should address local or provincial issues dealing with Native people.
6. These projects are to be completed on an individual basis, however, if special needs students are involved they should be paired with another individual. Accommodations should be made for adult or gifted/talented students.
7. Students should be encouraged to solicit assistance from community or family members.

Assessment/Evaluation

- informal observations
- anecdotal notes

Accommodations

- Solicit support from home, librarian, and/or peers for assistance with research aspect.
- Provide extra monitoring and reinforcement.
- Encourage students to use areas of strength in research, content and expression aspects of project.
- Adjust expectations.
- Provide a pairing/buddy system.
- Make considerations for adult and gifted/talented students.
- Consider alternative forms of presentation.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 5.2: Planning

Time: 325 minutes

Description

This activity gives students the time needed to plan and conference with their teacher on their projects. Students can begin their projects and use the time to their advantage.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- OCV.05 - use information technology to communicate in a Native language;
- REV.03 - read for pleasure or information;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC2.09 - use story patterns to create short oral narratives;
- OC2.11 - represent and interpret a character in a Native legend or story;
- OC2.12 - retell Native legends and stories;
- RE2.01 - read aloud familiar and new materials in a way that communicates meaning;
- RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
- RE2.05 - identify different grammatical forms in text;
- RE3.01 - use information technology to locate reading material in the Native language;
- WR1.04 - demonstrate an understanding of word order and its relation to a Native world view;
- WR2.05 - organize information into short paragraphs that contain a main idea and related details;
- WR2.06 - produce various pieces of writing using a variety of forms;
- WR2.07 - revise written work with the assistance of classmates and the teacher;
- WR3.01 - use information technology to create visual material for a presentation on a Native topic;
- WR3.02 - use information technology to edit with peers.

Planning Notes

- Be available for conferencing.
- Have a list of electronic terminology on hand.
- Know where information and equipment can be found.

Prior Knowledge Required

- planning and organizational skills
- ability to locate information
- ability to follow directions

Teaching/Learning Strategies

1. During this time period, be available to assist the students in planning.
2. Begin each session with the students located in a central place for discussion on progress and immediate and future needs.
3. The principal may be invited to view the students' work in progress.

Assessment/Evaluation

- anecdotal notes
- informal observation

Accommodations

- Continue to monitor and provide extra direction.
- Provide special needs students with guidance (e.g., re: pacing, expanding, utilizing strengths, planning research and breaking work into manageable steps).
- Pair special needs students with other students.
- Accommodate adults and gifted/talented students.
- Be prepared to accept alternative presentations.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 5.3: Creativity Time

Time: 335 minutes

Description

During this period of time, students have access to the required equipment, space to practise and create, and are able to conference with the teacher when necessary.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- OCV.05 - use information technology to communicate in a Native language;
- REV.03 - read for pleasure or information;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC2.09 - use story patterns to create short oral narratives;
- OC2.11 - represent and interpret a character in a Native legend or story;
- OC2.12 - retell Native legends and stories;
- RE2.01 - read aloud familiar and new materials in a way that communicates meaning;
- RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
- RE2.05 - identify different grammatical forms in text;
- RE3.01 - use information technology to locate reading material in the Native language;
- WR1.04 - demonstrate an understanding of word order and its relation to a Native world view;
- WR2.05 - organize information into short paragraphs that contain a main idea and related details;
- WR2.06 - produce various pieces of writing using a variety of forms;
- WR2.07 - revise written work with the assistance of classmates and the teacher;
- WR3.01 - use information technology to create visual material for a presentation on a Native topic;
- WR3.02 - use information technology to edit with peers.

Planning Notes

- Ensure all required equipment is available.
- Secure space for practising.
- Facilitate and monitor the progress of the students.
- Allow for peer assistance.
- Have reference material available.
- Collaborate with students as to the time required for presentation.

Prior Knowledge Required

- Use of electronic equipment, including digital camera and scanner.
- Experience in web page styles.
- Computer skills.

Teaching/Learning Strategies

1. The teacher begins each session with a short meeting with all students to ensure that there aren't any difficulties.
2. Students may want to invite family or friends to the premiere viewing of their productions. Allowances should be made to accommodate them, and a special invitation could be created.
3. A time schedule for presentation and required equipment should be made. The timetable is posted for all students to view. Ensure that sufficient time has been allocated for preparing the presentation. Since family and friends may be attending, it is important to remain on time.

Assessment/Evaluation

- peer-evaluation
- anecdotal notes
- informal and formal observation

Accommodations

- Monitor and reinforce progress.
- Ensure buddy system is working.
- Ensure special needs students are included in the creation of the product.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

Resources

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

Activity 5.4: Presentation

Time: 325 minutes

Description

This activity gives students the opportunity to show their work to their peers and allow for peer appreciation. Students are required to present a short self-evaluation to the teacher before their presentation.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

Overall Expectations:

- OCV.03 - demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- OCV.05 - use information technology to communicate in a Native language;
- REV.03 - read for pleasure or information;
- REV.04 - demonstrate comprehension of a variety of reading materials;
- WRV.01 - use a variety of language patterns and vocabulary accurately;
- WRV.03 - demonstrate accuracy in writing and an knowledge of linguistic conventions.

Specific Expectations :

- OC2.09 - use story patterns to create short oral narratives;
- OC2.11 - represent and interpret a character in a Native legend or story;

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- OC2.12 - retell Native legends and stories;
 - RE2.01 - read aloud familiar and new materials in a way that communicates meaning;
 - RE2.02 - demonstrate an understanding of basic vocabulary in basic texts;
 - RE2.05 - identify different grammatical forms in text;
 - RE3.01 - use information technology to locate reading material in the Native language;
 - WR1.04 - demonstrate an understanding of word order and its relation to a Native world view;
 - WR2.05 - organize information into short paragraphs that contain a main idea and related details;
 - WR2.06 - produce various pieces of writing using a variety of forms;
 - WR2.07 - revise written work with the assistance of classmates and the teacher;
 - WR3.01 - use information technology to create visual material for a presentation on a Native topic;
 - WR3.02 - use information technology to edit with peers.

Planning Notes

- Ensure that the school stage is ready for use.
- Welcome any visitors and provide a short agenda of presentations (if students have previously agreed).
- Ensure all required equipment is working.

Prior Knowledge Required

- language structure required for the presentation

Teaching/Learning Strategies

1. Time is to be allotted to allow students to set up their presentations, if required.
2. Students give their self-evaluation to the teacher prior to presentation.
3. All students be required to view their peers' final productions.
4. At the completion of all the presentations, the students gather for a wind-down and a celebration of work completed. Students should be encouraged to discuss their experiences in an atmosphere of comradeship.
5. Students hand in their Personal Word Journals and portfolios for final evaluation and assessment.

Assessment/Evaluation

- summative evaluation
- rubrics for each presentation
- comment sheet for each presentation that is copied and given immediately to the student

Accommodations

- Ensure all special needs students are recognized for their effort and contribution.
- Ensure accessibility is addressed.
- Modify instructional and assessment strategies to meet the needs identified in students' Individual Education Plans (IEPs).

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				

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?

Appendix 3

Venn Diagram

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

