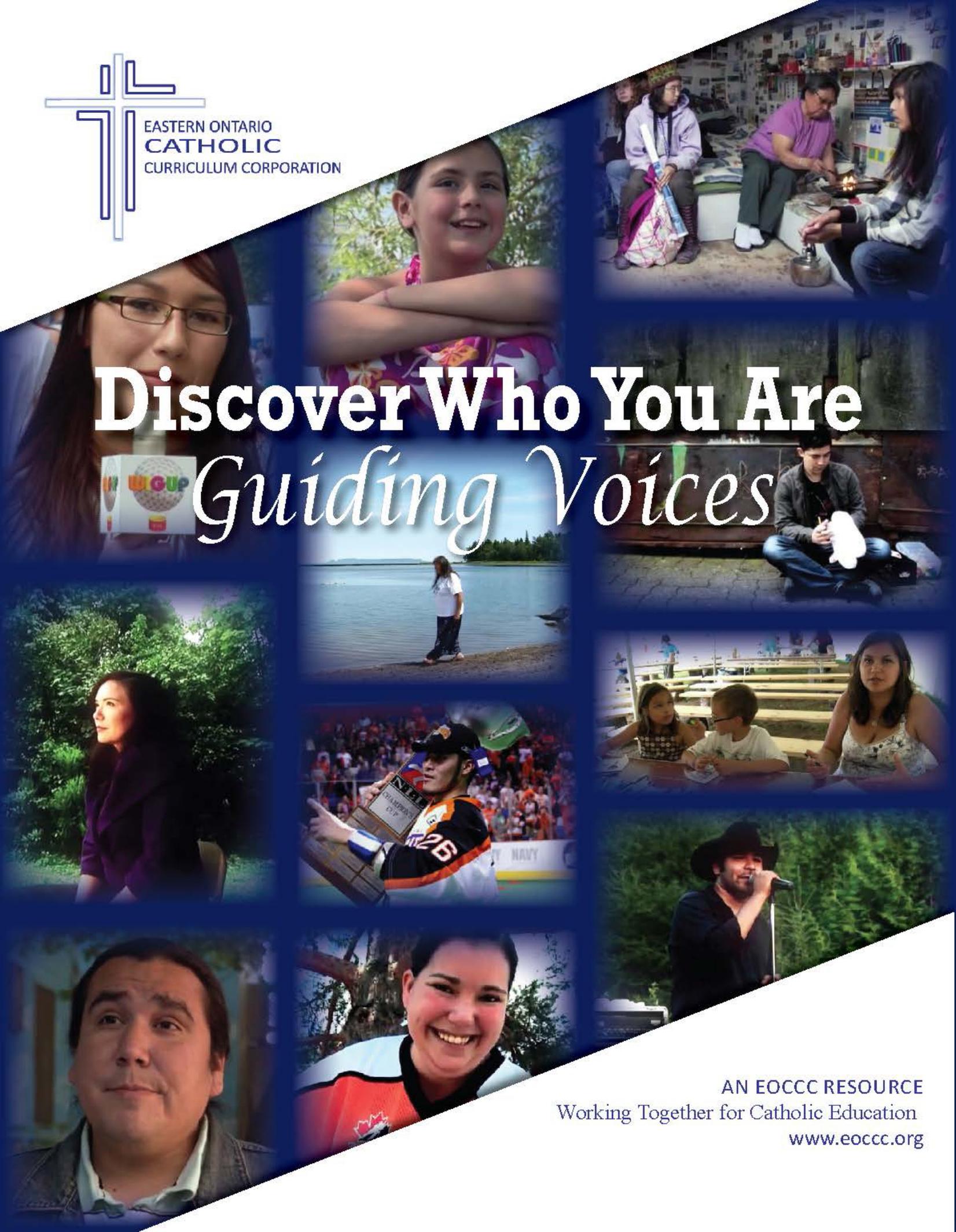




EASTERN ONTARIO
CATHOLIC
CURRICULUM CORPORATION

Discover Who You Are

Guiding Voices



AN EOCCC RESOURCE
Working Together for Catholic Education
www.eoccc.org

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Overview

Involved, inspirational and talented are a few of the words used to describe the First Nations, Métis and Inuit participants in this educational web channel/DVD. EOCCC in partnership with Balestra Productions has designed this resource for elementary and secondary students ages 9-14. For this school year, 2010-2011, your students will have free access to this web channel which is composed of 5 different pavilions. They feature Aboriginal youth and adults who are making a contribution to our world and are an inspiration to all. The content will also be available in DVD format and accessible on an on-going basis.

The purpose of this web channel is to provide Aboriginal and non-Aboriginal students with a greater understanding of Aboriginal cultures and an awareness of what is precious to them and the messages that they wish to pass on to today's youth.

This initiative has been a cooperative venture between business, Balestra Productions, the Eastern Ontario Catholic Curriculum and Synergy Research and Evaluation Consulting who conducted research on this initiative. The Aboriginal community has been actively involved in the production both as participants in the segments and also serving as part of an Advisory Committee. This project addresses the vision expressed in the Ontario First Nation, Métis and Inuit Education Policy Framework that "all students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis and Inuit traditions, cultures and perspectives" (*Building Bridges to Success for First Nation, Métis and Inuit Students*, p. 3)

Using the Web Channel or DVD

This resource was developed with grade 4-10 students in mind. The pages that follow contain a variety of lessons or activities that you may wish to use with your students. They are meant as ideas or suggestions and can be used as springboards to other activities designed by you for your particular group of students. You may also find that an idea from one division may be revised to create another learning experience for your class.

This web channel or DVD may be used as a unit of study or the individual segments may be used to focus on a particular quality or expectation(s). In implementing this resource you will find that it can address a variety of program areas as well as numerous expectations.

It is our sincere hope that these Aboriginal mentors inspire your students to continue to make a difference in our world.

Featured Participants

The content of this site is designed for both educators and students. It will extend the knowledge base of the profession and increase the educator's capacity to support learning. The students will meet a number of Aboriginal youth and adults who have key messages and life stories to share.

Listed below is a brief overview of the participants on this web channel and DVD.



Brett Bucktooth

This segment shows how love for the sport of lacrosse has united a family. Brett's father, Freeman Bucktooth, had lacrosse sticks in his four boys' hands as soon as they were old enough to pick them up. The boys could never get enough lacrosse and would even play in their basement.

"We would go home and try the backhand shots, the fancy moves and all kinds of new shots that we had seen. If we were not playing, we were practicing," said Brett.

He was a two-time All-American and helped Syracuse to an NCAA Championship in 2004, which was on the heels of winning a Minto Cup with St. Catharines in the Ontario Lacrosse Association in the summer of 2003.

"Those (championships) are two of my proudest lacrosse accomplishments," said Bucktooth. "They helped my confidence grow."

"The toughest part for me was finding a role on a championship calibre team. I didn't want to step on anyone's toes and I just tried to fit in where I could to help the team win," said Brett.

"My dad helped me keep an open mind when it comes to lacrosse," he explained. "You're never too old to learn more about the game and you never know when you can pick up something new."

Now Brett uses lacrosse to teach his son not only about the sport but about life in general. "As my son gets older I'll be cutting back on playing and starting to focus more on coaching," said Brett.

Life lessons have been well learned and Brett now passes on these lessons to his four year old son. It is a story of family love and support, and the passing on of traditions.



Aurora Finkle

At just 11 years of age, Aurora is rapidly becoming one of Canada's best young performers. She sings in many styles, including Jazz, Folk, Blues and Celtic. Aurora is very proud of her native heritage, being of Cree and Mohawk descent. She lives a balanced and fulfilling life that includes going to school, singing, performing, travelling, while embracing her native heritage. She keeps in touch with her heritage by performing in a traditional hand drum group. Her biggest ally is her father David, who's also a singer and performer. She says she doesn't feel nervous in front of crowds, mainly because she's always been performing! Her motto is dream big, but make it a reality!



Louie Gong

Louie is a young man who discovered his passion and used it to become a true artist and entrepreneur. He is from Vancouver, British Columbia and is living proof that we can go far if we follow our hearts. Louie has chosen to embrace his diverse ethnic origins. He is Native American with Chinese, French and Scottish origins. For him, diversity is a gift and he feels fortunate to have so many aspects to his identity and it is his inspiration. His flamboyant shoe and t-shirt designs have made him a rising star in the fashion world.

"When I started putting my art on shoes a few months ago, I had no idea it would lead to a Facebook page with over a 2,000 fans in just a few weeks and my first small business. I just wanted to create something that represented me, a person who celebrates the dynamic realities of modern life while maintaining a strong cultural identity. It turns out that many people are also drawn to my shoe art because of what it represents. Others simply appreciate Coast Salish art or the fact that the merger of this art form and pop culture is somewhat new and original. Either way, I feel honored that people are finding value in something I love to do. I promise to put some of that good energy back into everything I create."



Jaime Koebel

As a Métis with 2 white parents Jaime grew up under extremely difficult circumstances and felt like she did not fit in anywhere. Jaime is of Cree and Métis descent from Lac La Biche, Alberta. As a youth she struggled immensely with her identity and though she quickly became a strong Métis representative (travelling around the country, meeting with Ministers), she led a double life: participating on Minister committees on bullying (but being bullied), speaking for Métis housing rights (but ran away and was homeless in Edmonton), educating about Métis culture (without actually feeling proud of her Métis heritage). She also questioned - why other Métis did not know their history and why there was such misunderstanding. Over time she became proud and aware of her identity and is currently a mother and artist who is well-known for her commitment to jiggging and music. She is determined to make sure that her children, and others everywhere, understand their Métis culture and are proud of their own identity...so that they never have to walk in her shoes. This is a true story of resilience.



Heidi Langille

Heidi is a pioneer. She was born and raised in Ottawa, Ontario. She has always loved hockey. For years she was the only girl on an all boys hockey team and later went on to become one of the very few women referees in the sport. She has played hockey provincially, nationally and internationally. Heidi is proud of her heritage and has been able to find a balance between her urban upbringing and her traditional Inuit roots. She reconnected with her roots by learning the art of throat singing, drum dancing and some Inuktitut. She is also passionate about giving back to her community and she shares her talents with Inuit children at the Ottawa Inuit Children's Centre, which she was instrumental in founding. Heidi believes, "Surround yourself with people who are passionate, who care and who will help you along the way."



Josephine Mandamin

Josephine Mandamin is an Anishinabe elder from Thunder Bay. She walked 17,000 kilometres to raise awareness about environmental collapse. Grandmother Josephine is concerned about the state of our bodies of water and the danger of not doing anything to preserve this irreplaceable resource. We learn from Grandmother Josephine the impact of polluted water, on the health as well as on the way of life of the Aboriginal peoples.

During her lifetime, she has seen the Great Lakes nearly ruined. The fish have been killed by invasive species, the harbours poisoned, and now the water is evaporating because of global warming.

In 2005, more than 60 scientists concurred with a report that said the Great Lakes ecosystem is so overstressed that it's nearing "irreversible" collapse. The lakes provide drinking water to 35,000,000 people.

In 2003, Mandamin was "moved by the spirits" to speak out for the Great Lakes, so she picked up her copper pail and start walking. She decided to circle the lakes and tell people that "the water is sick ... and people need to really fight for that water, to speak for that water, to love that water."

Every spring since that time, Mandamin and a small band of followers have walked around one of the lakes in order to bring attention to this concern. Water pollution influences us all. In Canada we have roughly 10% of the world's fresh water. This segment focuses on the need to speak out for the water and the need to preserve an irreplaceable resource.



Danielle Marcotte

Danielle Marcotte is a 17 year old First Nations athlete from Pelly Crossing, Yukon. She competed in her first air pistol competition at the 2007 Canada Winter Games in Whitehorse. She was the only Canadian shooter at the Youth Olympics in Singapore, 2010 and was excited and proud to be there. However, just before the competition she became ill and realized that the only way she would be able to compete would be to exercise self-discipline by eating well and getting plenty of rest. Socializing with friends would have to come later. Being ill she did not have an opportunity to practice prior to the competition and before stepping up to compete she stated that she was "really, really nervous and scared". In spite of these challenges the 17 year old air pistol shooter finished 4th overall in the junior women's event. She looks forward to achieving new goals in the future.



Jennifer Podemski

Jennifer Podemski is an actor, writer, producer and entrepreneur. She is Saulteaux (her mother is from Muscowpetung First Nation) and Israeli, her father is from Israel. She is an award winning, Gemini nominated actor born and raised in Toronto and has appeared in more than 100 television series and feature films.

She grew up in Toronto, in a middle class home torn apart by alcoholism. Growing up she had a very weak sense of self and felt shame of who she was. When she was around her father's people she felt out of place, when she was around her mother's people she also felt out of place.

At the age of ten, she found a great love of performing. She joined dance classes, choir, school plays and community theatre. She could finally express herself freely.

A New York critic saw a small play she participated in, wrote a smashing review about her performance and it gave her the courage to go on. Around that time she realized her reason for being. She believes that we are here to leave something behind, to continue our culture and languages and keep our communities alive and strong.

When she was growing up she watched a lot of television but she never saw anyone who represented her. She came to the realization that if people are not reflected in media and popular culture they are invisible to the world. Now she uses her skills and training to provide a platform for Aboriginal youth to tell their stories and share them with other kids who have no representation. With Laura Milliken she created the first Aboriginal youth role model television series, called The Seventh Generation. This was the start of a successful producing career. She followed her roots and found her passion.



Students on Ice

The Students on Ice program provides youth from across Canada and around the world with educational adventures to the Arctic and Antarctica. Each expedition has approximately 80 participating youth between the ages of 14-19, and 35 polar scientists, experts, and educators. In this segment participants will share their recent experience in Cape Dorset, where they learned more about the Inuit culture.



Clayton Thomas-Muller

Clayton is of the Mathais Colomb Cree Nation (Pukatawagan) in Northern Manitoba, Canada. He is a young man who is engaged in causes that are close to his heart. His main work focuses on preserving the environment. He's not afraid to voice his opinion and to criticize private corporations that buy land for profit and, in his opinion, deteriorate native soil. He's a very active public speaker and writer and has become the unofficial voice of First Nations on Climate Change dangers. Clayton's work has taken him to five continents across mother earth. He is also a gifted poet and spoken-word performer.

His involvement has had a positive impact not just on his local community, but also on other areas of Canada. Even though he is in his early twenties is able to get his voice heard and has brought about positive change. He truly believes that everyone can become an engaged citizen and have a positive impact not just on one's local community but also for future generations.



Shane Yellowbird

Shane is the embodiment of resilience. Shane is a Cree-Canadian country music singer/songwriter from Hobbema, Alberta.

Shane's parents participated in the rodeo circuit and Shane was roping and riding from a very early age. He did, however, have a severe stuttering problem and a speech therapist suggested that he sing his sentences to help him speak clearly. This technique proved successful and it was so successful that he began entering and winning several singing contests. He's been able to overcome his speech disability and has become a highly respected singer. He was named the Aboriginal Entertainer of the Year at the Aboriginal People's Choice Music Awards and Rising Star of the Year at the Canadian Country Music Awards. He was also nominated for the 2008 [Juno Award](#) for Country Recording of the Year, for *Life Is Calling My Name*.

"I've been really fortunate the past couple of years," says Shane. "My fans have embraced me and my music in a way I never expected. When I think about what I've overcome to make it to where I am right now (referring to his speech impediment), it blows me away. I couldn't have done it without the support of the people who are there, watching me on stage every night."

His message is give back to others, regardless of how hard life has treated you or them.

These inspirational individuals will provide your students with greater Aboriginal cultural awareness and stand as positive role models within their families, communities and globally.

Questions Following the Viewing

Louie Gong

Consider This!

- Louie says that “In order to get good at something, you have to have the courage to risk failure.” Can you think of a time when your fear of failing stopped you from trying something new, or taking a risk? How could you have done things differently?
- Louie didn’t identify with a plain grey pair of shoes. If you were to personalize something you owned, what images/colours would best represent your identity? (Check out Louie’s website to learn how to personalize your own pair of shoes!)
- Louie says there are “invisible barriers” in life that we need to be aware of and tear down in order to be successful. Can you think of some of the internal and external barriers that you believe are currently limiting you? How real are those barriers? How could you tear those barriers down, or go around them?

More Mentors...

For more on art, identity and entrepreneurship, check out Jennifer Podemski and Jaime Koebel!

Jennifer Podemski

Consider This!

- Jennifer works to bring realistic portrayals of First Nations to television and film, as she felt “invisible” in the media while growing up. Do you feel that you truly self-identify with characters on TV and film? What kinds of new characters would you like to see in film and television, and why?
- Jennifer felt it was important to “transform pain into the positive” in her own life. How might you do this in your own life? How might a person transform the pain in his/her community into something positive? Could doing this result in an entrepreneurial opportunity?
- Jennifer wants you to know that, “You are not alone.” Think of a time when you felt alone when faced with a problem. Where might you have found others who could relate to you, or who have already overcome a similar issue? How could you reach out to those people?

More Mentors...

For more on creativity, self expression and identity, check out Shane Yellowbird and Louie Gong!

Clayton Thomas-Muller

Consider This!

- If you had an opportunity to address a large public gathering with a loudspeaker, what would you say? Is there a topic, an issue, an opportunity you believe people should be more aware of? Do you have a personal life lesson you would like to share with the world?
- Clayton believes that with respect to our relationship with Mother Earth, “We are already committed to a degree of change.” What can you, your family, your school, or your community, do to be more prepared for changes in our water supply, food supply, climate, biodiversity, energy needs, etc...? How can you encourage others to be better prepared?
- Clayton believes that youth need to spend more time encouraging adults to “see the beauty of our future.” What kind of future would you like to see for this world? How can you better express this vision to the adults around you? Would it be possible to bring friends and peers together to express this more powerfully?

More Mentors...

For more on the environment, social justice and making a difference, check out Students on Ice and Grandmother Josephine!

Aurora Finkle

Consider This!

- Aurora feels that singing allows her to express herself. What activities make you feel most ALIVE? Are there activities you've not tried yet that you think might make you feel this way?
- Aurora has a very strong mentor in her father. Who in your life pushes you to keep going and not let “your fears drag you under”? Where might you find more of these people? How could you be a mentor for another person?
- Despite being a successful and accomplished singer, Aurora is actively learning to play new instruments and is exploring song writing. What are some of the benefits to continuing to learn, grow, and explore—even after finding something you're truly good at? What kind of things would you like to learn or explore?

More Mentors...

For more on the arts, creative expression and overcoming hurdles, check out Shane Yellowbird and Jaime Koebel!

Jaime Koebel & Family

Consider This!

- Jaime experienced racism and a lack of acceptance by others (including bullying and violence) while growing up. How accepting are you of those who are different than you in their beliefs, appearance, ethnicity, abilities, financial means, interests or attitudes? What could you do to get to know these people better, and learn from them? How could you be a model for tolerance and peace in your school and community?
- Jaime's children are learning to celebrate their cultures and find pride in their identity. What are some of the ways you can further explore your own heritage? Have you discussed your heritage with family members, or community group members?
- Jaime took a risk, painting flowers on her first expensive drum. Can you think of a time when you took a risk for the sake of self-expression (creative or otherwise)? When might self-expression be worth a risk?

More Mentors...

For more on cultural identity, finding your bliss and giving back, check out Louie Gong and Heidi Langille!

Shane Yellowbird

Consider This!

- Though he's now a highly successful country music star, Shane struggled with a severe stutter while growing up--which made it difficult for him even to speak. What hurdles do you think you might need to overcome for you to bring your best self to the world? What steps could you take right now to begin overcoming these? Where might you find support?
- Shane discovered that he had many passions in life, which included art, hockey, the rodeo and singing. What passions do you have in your life? Is there anything you would rather be doing over anything else? Is it possible that what you love about your passions are clues about what your "life bliss" might look like?
- Shane believes that ultimately, you have to "do it for yourself" and "it's up to you to make the choice". What choice could you make today to bring yourself closer to being your best self?

For more on passion, performance and determination, check out Aurora Finkle and Jennifer Podemski!

Brett Bucktooth

Consider This!

- Brett knows the meaning of having FUN in sport, and believes it is also the key to a happy, successful life. The next time you're having fun, see if it holds a clue about what your BEST life might look like! Can you find other successful people who have fun every day?
- Brett was taught to "respect your opponents". Why might this be an important life lesson? How might you demonstrate this respect? Can you see how this might work with people you find challenging in non-sports-related situations as well?
- Brett teaches his son that hard work, responsibility and commitment are important in sport...as is PASSION. Do you think passion for an activity makes it easier to work hard at it, be responsible and commit to it? Have you found activities which ignite passion in you?

For more on fun, determination and success, check out Danielle Marcotte and Heidi Langille!

Grandmother Josephine

Consider This!

- Access to clean, healthy water is becoming increasingly rare in our world. How healthy is the water in your community lakes, rivers, and streams? What might threaten the water you depend on?
- Grandmother Josephine and the Water Walkers walked over 2,000 miles or 3218 kilometres for the love of water. Can you think of a global issue or injustice that you would put your mind, heart and body into trying to change? Who might be willing to help you do it? What creative activities might bring attention to your issue?
- How do you think remembering to "LOVE the water" could make a difference in the world? Are there other things in our communities and our world that could use more love?

For more on making a difference, important missions and labours of love, check out Clayton Thomas-Muller!

Danielle Marcotte

Consider This!

- Danielle comes from a community of 300 people, where “even if you’re not related, you’re still family.” An extended support network is vital when you’re taking on huge challenges. How do you show your support for others who need it? When do you most need support? Do you ask for it?
- While Danielle excels in sport, she also wishes to become a pediatrician—a calling that came to her when her sister was hospitalized. Often a difficult or challenging time in your life can highlight an issue that needs to be addressed in your family, community or the world. Can you think of a time when you wished you could solve a major problem? What solutions might you have brought?
- By excelling in her sport, Danielle hopes to teach others that “you’re never too small” to shine. Who could you teach this lesson to by excelling in your own life? What are some of the ways to overcome feeling “too small”?

For more on support networks, overcoming odds and working hard, check out Brett Bucktooth and Heidi Langille!

Heidi Langille

Consider This!

- Heidi’s mom put her in ballet, but it didn’t “fit”. Clearly hockey fit Heidi better! “Fit” is a good indicator that you’re on the right track to finding your calling. What does it feel like when something “fits”? How do you feel when something isn’t a “fit”? These feelings can be a guide.
- As the only girl on many of her hockey teams, Heidi soon realized that being a pioneer meant, “If you messed up...everybody noticed.” Many people choose to not be in the spotlight for fear of “messing up” publicly. What personality traits does Heidi exhibit that you think allowed her to overcome this fear? Are these traits you could nurture in yourself? If you messed up...what’s the worst that could happen?
- “Surround yourself with others.” Heidi surrounds herself with people who love her, support her, and keep her laughing. Who are the people in your life who have been the most supportive? Have you thanked them for being there for you?

For more on taking risks, finding fun and family, check out Jaime Koebel and Brett Bucktooth!

Students on Ice

Consider This!

- Consider how the Inuit depend on the resources of their environment to survive. What do you think communities around the world (even those who live in larger cities) could learn from the Inuit about living in harmony with our natural world? How do you think the lifestyles of the majority of Canadians impact Inuit communities?
- Why do you think so many Canadians know so little about the Inuit peoples? What could you do to learn more, or share information with others? Are there groups in your school or community you know little about? What could you do to bridge the gap?
- As our world changes, it will be increasingly vital that we change our relationship with Mother Earth. Why are the environmental changes in the Arctic important to the rest of the world? What can we do to slow down and reverse the negative trends?

For more on the environment, survival and lofty goals, check out Clayton Thomas-Muller!

BRETT BUCKTOOTH



Brett Bucktooth
Who Has Influenced You?

Aboriginal Focus: In this segment students will see the importance of family as well as the influence of others on our lives.
Division: Junior
Catholic Theme(s): Love & Justice. Community and the Common Good
Virtue(s): Love, Faith, Prudence, Fortitude
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • A discerning believer formed in the Catholic faith community who speaks the language of life... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” • An effective communicator listens actively and critically to understand and learn in light of gospel values • A self-directed, responsible, life-long learner demonstrates a confident and positive sense of self and respect for the dignity and welfare of others • A caring family member who relates to family members in a loving, compassionate and respectful manner • A caring family member who values and honors the important role of the family in society
<p>Expectations:</p> <p><u>Oral Communication</u> 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups.</p> <p><u>Writing</u> 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources</p> <p>Grade 5 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences. 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest. 2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on specific features. 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies. 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions. 3.1 spell familiar words correctly.</p>

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling.

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose.

3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout.

Suggested Activity:

Students will view the video segment and then complete an acrostic poem to describe a person who has influenced their lives.

Description:

1. Teacher Prompt: "Brett Bucktooth credits his success in lacrosse to his father. How did Brett's father influence his life?" Quick Jot: To answer this question, students will be invited to quickly jot down as much information as they can remember from the interview. Students will share their answers in a small group and then with the class.
2. Teacher Prompt: "There are many people who can influence our lives. Some are family members and some may be friends. Let's make a list of all of the people that you can think of who have influenced you in a positive way. I am going to share with you the name of someone who has influenced me. Let's see if you can tell what the person's name is."

The teacher will display the following acrostic poem:

M arvellous friend

A wesome mother

R ealized her dream

Y earns for peace

3. Students will generate a list of what characteristics they think describe this type of poetry such as:
 - It starts with a name
 - Descriptive words (adjectives) are chosen that describe the person
4. The teacher may want to generate a word bank with students before asking students to create their own acrostic poems.

5. Students will choose a person in their lives who have been a positive influence. They will write a rough draft of an acrostic poem, describing this person.
6. Students will revise and edit their poems (through peer or teacher conferencing).
7. Students will complete a final copy of their poem. This poem will be completed either on computer or on paper. The finished copy will include pictures, colour and interesting font or script. Students will choose an interesting presentation layout.
8. Students will orally present their finished products to the class.
9. Teachers may choose to differentiate this lesson by having students complete the poem from start to finish by using the following website
<http://www.readwritethink.org/files/resources/interactives/acrostic/>.

Suggested Assessment: Teacher observation

Assessment Tool(s):

- Teacher observation: Checklist to assess words chosen in the acrostic poem as well as written presentation techniques.

Student/Teacher Resources:

- <http://www.readwritethink.org/files/resources/interactives/acrostic/>
- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One*. Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

Brett Bucktooth

Writing a Biography Using 5Ws & 1H

Aboriginal Focus: This activity focuses on the importance of family and the value of passing on knowledge and traditions from one generation to another.

Division: Intermediate

Catholic Theme(s): Love & Justice, Community and the Common Good, Stewardship for Creation

Virtue(s): Love, Hope, Temperance

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- An effective communicator who writes and speaks fluently one or both of Canada's official languages
- A self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

Expectations:

Grade 7 Oral Communication

- 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks
- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts
- 1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways
- 2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

Grade 7 Writing

- 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose
- 1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns
- 2.1 write complex texts of different lengths using a wide range of forms

Grade 8 Oral Communication

- 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks
- 1.3 identify a variety of listening comprehension strategies and use them appropriately

before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts

1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Grade 8 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies

2.1 write complex texts of a variety of lengths using a wide range of forms

Suggested Activity:

Rationale/Overview: Students use a variety of teaching/learning strategies to write a biography.

Description:

1. Before viewing the video clip the teacher checks out ... Rapid Writing (*Think Literacy* 2003, pages 98-100, *50 Literacy Strategies* 1998 pages 78-80).
“... the purpose of rapid writing is to allow students to record what they know about the topic, subject, or activity, without worrying about repetition, spelling, grammar, or any other errors.” “When students engage in *rapid writing* ..., they access their prior knowledge, engage with content, review and reflect, and begin to set a direction for writing ...”
2. Introduce the concept of extra-curricular activities and their importance (e.g., for maintaining balance, for reducing stress, for social interaction, for family time, etc.). Invite students to consider the activities that they participate in outside of the classroom (e.g., sports, arts, the collecting of items, etc.), how those activities positively impact their lives, and how their lives would be different without the opportunity to participate in these activities. At the teacher’s signal, students will begin to Rapid Write for a set amount of time which will vary depending on your class dynamics. Students discontinue writing at teacher’s direction. Invite students to share some of their ideas with the class.
3. For during the viewing the video clip the teacher checks out 5 Ws & 1 H Chart (*50 Reproducible Strategy Sheets* 2003, page 43). He/she provides students with a blackline master or has them create the chart in their notebook. (If needed, brainstorm with the class some of the information that they might record in each of the sections.). As they watch the interview, students should

4. After viewing the video clip the teacher checks out *Writing a Biography (Think Literacy 2003)*
5. In pairs, small groups or as a whole class, students share the information that they tracked in the 5Ws & 1 H chart. The teacher can also share more information about Brett Bucktooth at this time if it hasn't already been shared. If there is an opportunity, have students research Brett Bucktooth on the internet to find more biographical information.
6. Introduce the writing task: Write a biography about Brett Bucktooth. If this genre has already been studied, revisit the characteristics of a biography. If not, brainstorm the characteristics with the class and create an anchor chart for them to refer to (e.g., third person perspective, non-fiction, information text, etc.). The teacher may want students to simply write a short paragraph or may want students to expand to writing an essay, particularly if that genre of writing has recently been studied. Provide the students with whatever graphic organizers usually used for paragraphs/essays. (For relevant blackline masters, please see *Think Literacy 2003*, pages 146 & 149, or *Graphic Organizers 2004*, pages 73-76.)

Suggested Assessment: Teacher assessment: Observation

Assessment Tool(s):

- Rapid Write: Anecdotal notes
- 5Ws & 1H Chart: Observation on amount and accuracy of information and note-taking skills using anecdotal notes
- Biography: Teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVoogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>)

- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Brett Bucktooth

Script Writing

Aboriginal Focus: This segment emphasizes the importance of family and the family's role in passing on skills and knowledge through story and guidance. Students will explore the technique of creating a dramatic monologue from an interview of a family member. This can extend into their creation of a monologue centered around a contemporary Aboriginal issue.

Division: Grades 9 & 10

Catholic Theme(s): Hope, Love & Justice, Community and Common Good, Dignity of the Human Person, Justice

Virtue(s): Hope, Love

Catholic Graduate Expectations:

- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good
- A caring family member who attends to family, school, parish and the wider community
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life

Expectations:

NAC10

Relationships:

-explain what Aboriginal artists or artisans might have been trying to express through their work

-describe how their art forms demonstrate the relationships of Aboriginal peoples to themselves, their families, their communities (including gender roles), their nations, Canada, and the natural environments

-explain how natural environments affect the development of Aboriginal art forms

-explain what Aboriginal artists or artisans might have been trying to express through their work

-demonstrate understanding of the meaning of the art forms in specific Aboriginal cultures

Challenges:

-describe how Aboriginal groups contribute to global communities

NAC20

Identity:

-describe the basic values of modern Aboriginal society and how these values influence

the political, social, economic, and legal affairs of Aboriginal communities in Canada

- identify Aboriginal individuals who have contributed to the development of Canadian identity
- identify examples of the growing activism of Aboriginal groups in the twentieth century
- identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues
- describe the results of research on topics related to Aboriginal identity
- demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples
- explain issues relating to Aboriginal sovereignty

Analysing and Evaluating Information

- identify different viewpoints and bias when preparing reports or participating in discussions
- distinguish between primary and secondary sources of information and use both appropriately in historical research

Dramatic Arts

ADA10

Theory

- demonstrate an understanding of role as a balance of self (student) and other (role and circumstances in the drama)
- demonstrate an understanding of how roles may be developed

Dramatic Forms and Sources

- demonstrate an understanding of the process of transforming a source into a dramatic text

Creation

- identify and employ different kinds of questions to develop and deepen roles within a drama
- demonstrate an understanding of how to adapt or modify roles based on the input of other role players and the evolving drama

Analysis

Reflection

- demonstrate an understanding of the purposes of reflecting - in and out of role, throughout and upon completion of a drama
- identify and describe the function of various methods of reflection
- demonstrate an understanding of how empathy functions as a component of role playing
- identify universal themes and issues in drama

ADA20

Theory

- identify and explain methods of creating and developing roles within a drama that accurately reflect the intentions of the performers and the circumstances of the drama
- demonstrate an understanding of techniques used to re-create roles (e.g. observation, research, improvisation)

Creation**Constructing**

-demonstrate an understanding of methods for developing roles that clearly express a range of feelings, attitudes, and beliefs

-identify research methods appropriate to developing ideas and text for a drama

Analysis**Reflection**

-identify and explain various methods of reflection

-explain connections between their own lives and the metaphor or theme in a drama

-demonstrate an understanding of the interactive processes that promote respect for the ideas, feelings, and perspectives of others in developing the roles and circumstances of a drama

-identify career and life skills learned in drama

Suggested Activity:**Rationale/Overview:**

Students will explore script writing by way of an interview. By interviewing a member of their own family or extended family, they will be able to take a real life event and turn it into a monologue for performance. Exploring their own family, allows students to be more connected and understand the strong connection that exists in Aboriginal culture between the older generations and the younger generations.

Description:

1. Students will choose a member of their family to interview about an event from their past. They can choose to interview an older sibling, a parent, a grandparent or a member of their extended family. Interviews could be completed over the phone, internet or some other means of communication.
2. Students will prepare, in advance, a series of questions that they will ask. They should try to ask a few questions about how the person felt during the event, to help with the performance of the piece. They should have many questions prepared so that the person being interviewed can choose to skip some if they desire. Some sample questions:
 - A. How old you were when this happened?
 - B. What did your parents think about your decisions or about the situation?
 - C. How did you feel when you had to make a decision?
 - D. What did you feel after it was over?
3. The students will take their responses from their interviews and create a monologue. They must in role and be the person at the time of the event. If the person interviewed was a child, at the time, then the student must write as that age.
4. Students will pass their monologue to another student in the class who will read the monologue as if they were in the moment.

Debrief/Discussion:

1. How did the interview help in understanding the feelings of the relative?
2. How did passing the story onto a different reader affect the story, if it did?
3. Do you feel any more connected to the relative interviewed, as a result of this assignment?

Extension Activity:

1. Using their knowledge of a particular issue in Aboriginal society, students could write a monologue from a fictitious person's point of view on the issue. They would attempt to recreate the same elements that they discovered were present in their interviews: passion, emotion, intent, etc.
2. Modern society's need for connecting with each other seems to be fulfilled with reality programs. Many television programs show real life stories and attempt to tell people's stories. View a couple of episodes from a TLC program and write a response.

Suggested Assessment: Teacher assessment: Observation**Assessment Tool(s):**

- Checklist
- Rubric

Student/Teacher Resources:

Brett Bucktooth

Defining Moments and Important Influences

Aboriginal Focus: In this activity students will see the importance of the family unit and the importance of passing on from one generation to another.

Division: Grades 9 & 10

Catholic Theme(s): Faith, Hope Love and Justice, Stewardship for Creation

Virtue(s): Love, Hope, Faith, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values.
- An effective communicator who reads, understands and uses written materials effectively.
- A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- A caring family member who relates to family members in a loving, compassionate and respectful manner.

Expectations:

Grade 9 Academic Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Academic Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Applied Oral Communication

1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts

1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts

1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 10 Academic Oral Communication

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience

Grade 10 Academic Writing

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms

Grade 10 Applied Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Grade 10 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using several different informational, literary, and graphic forms

Suggested Activity:

Rationale/Overview: The students will use teaching/learning strategies to explore family traditions, and groups that are making a difference and preparing them for the future.

Description:

1. Before viewing the Interview Clip, check out Rapid Writing (*Think Literacy* 2003, pages 98-100, *50 Literacy Strategies* 1998 pages 78-80) "... the purpose of rapid writing is to allow students to record what they know about the topic, subject, or activity, without worrying about repetition, spelling, grammar, or any other errors." "When students engage in *rapid writing* ..., they access their prior knowledge, engage with content, review and reflect, and begin to set a direction for writing..."
2. Introduce the concept of family traditions ... practices, activities, morals, etc. that are passed down from generation to generation. Invite students to consider the things that they enjoy doing with their family, particular loves or passions that are shared across the generations (e.g., stamp collecting, running a farm, playing chess, playing hockey, fishing, completing puzzles, etc.). At the teacher's signal, students will begin to Rapid Write for a set amount of time which will vary depending on your class dynamics. Students discontinue writing at teacher's direction. Invite students to share some of their ideas with the class.
3. During viewing the Interview Clip ... Life-Shaping Moments (*50 Reproducible Strategy Sheets* 2003 pages 80-83, *Standards-Based Social Studies* 2001 page 31, *Graphic Organizers* 2004 page 17) As students watch the interview, they record their notes in their graphic organizers. They should pay particular attention to the people, activities, and situations that made an impact on Brett's life and served as defining moments. The teacher can select one particular graphic organizer or provide a choice for the students. Review the organizers with the students, ensuring that they understand what information they are to record.
4. After viewing the Interview Clip ... Reflective Journal
Invite students to share their notes in pair, small groups or as a whole class. Then invite students to use a different coloured pen or pencil to note the people, activities and situations that have influenced them and have provided defining moments in their lives.
5. Assign students the following writing task and journal prompt: What individual, group, or institution do you think is best preparing you and your loved ones for both continuity and change in this complex world? Give examples to support your position. (*Standards-Based Social Studies* 2001 page 71)

Suggested Assessment: Teacher assessment: Observation

Assessment Tool(s):

- Rapid Write: Observation using anecdotal notes
- Life-Shaping Moments Graphic Organizer: observation of amount and quality of notes using anecdotal records, observation of making connections skills using anecdotal notes
- Journal Entry: Observation using anecdotal notes, teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVoogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Brett Bucktooth

Responding to Challenge and Change

Aboriginal Focus: Students will see the importance of role models not only in Brett's life but in the lives of all people.

Division: Grade 10 Open

Virtue(s): Faith, Love

Catholic Graduate Expectations:

- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems
- A caring family member who values and honours the important role of the family in society
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life

Expectations:

- identify Aboriginal individuals who have contributed to the development of Canadian identity
- identify ways in which Aboriginal leaders, healers and elders have responded to change

Suggested Activity:

Rationale/Overview: In this activity the students discuss the difference between being a hero and being a role model. Then from the list provided selects one person and highlights their contribution and their response to challenge and change.

Description:

1. Divide the class in half. Give each team a piece of chart paper and markers, and have them complete a visual representation (graphic organizer) of their definition/representation of either a hero or a role model (1 for each team). There is a difference!
2. Using the list below each of the students selects one of the people or another of their choosing, researches (if necessary) and writes a newspaper article (include in the newspaper maps, pictures, personal information, etc.) that highlights the individual's contributions and how he/she responded to challenge and change.

- Mary Two-Axe Early
- Ted Nolan
- Joseph and Josephine Crowshoe
- Walking Buffalo
- Angela Chalmers
- Matthew Coon Comb

- Waneek Horn
- Bill Reid
- Tom Longboat
- Tomson Highway
- Crowfoot
- Buffy Sainte-Marie
- Allen Sapp
- Tantoo Cardinal
- Tom Jackson
- Susan Aglukark
- Sharon and Shirley Firth
- Elijah Harper

http://en.wikipedia.org/wiki/Notable_Aboriginal_people_of_Canada

3. The students view the video segment on Brett Bucktooth and discuss Brett's father as his role model, especially in passing on sport and culture.
4. Students write a short narrative or poem about a family member who has been a positive role model in their own lives and how he/she has been influenced by them.

Suggested Assessment: Teacher assessment, Self-assessment

Assessment Tool(s):

- Newspaper – rubric
- Narrative/poetry – rubric

Student/Teacher Resources:

- EOCCC Sharing the Way (2009)
- http://en.wikipedia.org/wiki/Notable_Aboriginal_people_of_Canada

AURORA FINKLE



Aurora Finkle

I've Got Talent

Aboriginal Focus: In this segment Aurora tells us about how she lives a balanced and fulfilling life while embracing her native heritage.

Division: Junior

Catholic Theme(s): Hope, Community and the Common Good, Love & Justice, Human Rights and Responsibilities

Virtue(s): Hope, Prudence, Temperance, Fortitude

Catholic Graduate Expectations:

- A discerning believer formed in the catholic faith community who understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey
- A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
- A collaborative contributor who achieves excellence, originality, and integrity in one's own work and supports these qualities in the works of others

Expectations:

Oral Communication

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

Oral Communication

2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

Reading

2.1 explain how the particular characteristics of various text forms help communicate meaning

Writing

Grade 4 - 2.1 write more complex texts using a variety of forms

Grade 4 - 2.3 use specific words and phrases to create an intended impression

Media Literacy

1.1 identify the purpose and audience for a variety of media texts

Media Literacy

Grade 4 - 2.1 identify elements and characteristics of some media forms

Media Literacy

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Suggested Activity:

In this lesson, students will create an Autobiographical Poster highlighting their God-given talents.

Description:

1. The teachers will lead students in a discussion of the interview that has just been viewed. Teacher Prompt “Aurora achieves balance in her life by pursuing her dream of being a singer. She uses the talents that God gave her to give back to others. Aurora is proud to be a Native singer.”

Teacher Prompt: “Just like Aurora, each of you has been blessed with talents. We need to use whatever "talent" God has given us.”

Teachers may choose to incorporate the following bible verse into this lesson: *“For everyone who has will be given more, and he will have abundance. Whoever does not have, even what he has will be taken from him.” Matthew 25:29*

Teachers will pass students three construction paper strips and invite students to do a quick write of their talents.

Teacher Prompt: “On each of these strips, I would like you to quickly jot down your name and a talent.”

2. After a brief period, the teacher will invite students to share what they have written with a partner. Teachers will staple the student strips together to form one long class chain of talents. The teacher may display this classroom chain in a prominent place in the class with the title “We’ve Got Talent”.
3. The teacher can introduce multiple intelligences with the following statements: “It’s not whether you’re smart. It’s how you are smart.” Students will complete the Multiple Intelligences Survey and corresponding score sheet found in *A Guide to Effective Literacy Instruction Grades 4-6. Volume One* on pages 139-141. In various places in the classroom, teachers will post the multiple intelligences on individual cards. Students will move to the card indicating the intelligence that is most reflective of their abilities. Students will meet other students with the same area of intelligence.
4. Students will be invited to use this learning profile to create an autobiographical poster. Teacher Prompt: “This year we have read several autobiographies. What are the elements of an autobiography?” A chart will be created listing the elements.

Teacher Prompt: “Using information about your multiple intelligences as well as the talents that you have noted, you are each going to create an Autobiographical Poster.

5. First we will review the elements of a poster.” The teacher will show a variety of posters asking students to look for common characteristics. A chart will be created listing the characteristics of a poster.

Teacher Prompt: “If this is a poster about you, what do you think should be included? I want you to relate what you learned about Aurora in the interview. Remember how she created balance in her life and used her God-given talents? Can you show how your talents are used to create balance in your life? Can you also show how your talents are used to help others and to make the world a better place?” Students will participate in generating a class list of what they feel should be in this poster; then create their poster.

6. Students will present their posters to the class. After the posters have been presented they will be taped together to form a class quilt. This quilt can be posted in a prominent location in the classroom with a sign such as “*A Community of Learners...Making the World a Better Place.*”

Suggested Assessment: Teacher assessment, Observation

Assessment Tool(s):

- Teacher assessment: Rubric
- Observation of Student Participation (characteristics of a poster): Checklist

Student/Teacher Resources:

- http://www.kimskorner4teachertalk.com/readingliterature/genres/autobiography/Autobiography_Elements.pdf
- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One.* Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools.* Toronto, Ontario: Queen’s Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language, 2006.* Toronto, ON: Queen’s printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

<p>Aurora Finkle</p> <p>Lyric Composition</p>

<p>Aboriginal Focus: Students will explore some of the challenges in using art as a means of expressing one’s culture, values and morals.</p>
<p>Division: Intermediate</p>
<p>Catholic Theme(s): Community and the Common Good, Dignity of the Person</p>
<p>Virtue(s): Hope, Love</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values. • A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
<p>Expectations:</p> <p><u>Music</u> Grade 7 & 8 C1.2 apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes C1.3 create musical compositions in a variety of forms for specific purposes and audiences C1.5 demonstrate an understanding of standard and other musical notation through performance and composition C2.1 express analytical, personal responses to musical performances in a variety of ways C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members</p> <p><u>History</u> Grade 7 -analyse, synthesize, and evaluate historical information from different points of view -communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs</p> <p>Grade 8 -communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs</p>
<p>Suggested Activity:</p> <p>Overview/Rationale: Writing lyrics for a song, or a rap has many challenges. It is important for young artists to write about topics for which they are aware. It is also important for young artists to</p>

understand that they are limited by rhythm and meter, as determined by the song. In this activity the students will write their own rap.

Description:

1. Students must create the lyrics used for a rap that focuses on one aspect of their family - their culture/heritage. If the student comes from a multitude of cultural backgrounds, then they are encouraged to incorporate as many into the lyrics as is possible.
2. Students can use research to help them discover about their cultural background. They could do quick internet searches, interview family members or write about traditions maintained in their families.
3. Students will create an underlying beat for their rap. The beat can be simple and can be played on any type of percussion instrument. The rhythm that they create with their words must follow the established beat.
4. Students perform their rap for the rest of the class.

Debrief/Discussion:

1. Was it difficult choosing information for your lyrics?
2. How did you go about making the choices that you made?

Suggested Assessment: Teacher or peer assessment: Observation

Assessment Tool(s):

- Checklist
- Written Product - Rubric
- Performance - Rubric

Student/Teacher Resources:

<p>Aurora Finkle</p> <p>Reflecting Culture</p>
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<p>Aboriginal Focus: Students will see the importance of family in Aboriginal life.</p>
<p>Division: Grade 9 Open</p>
<p>Catholic Theme: Dignity of Work and Service</p>
<p>Virtue(s): Hope, Love, Temperance</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • A caring family member who relates to family members in a loving, compassionate and respectful manner • A caring family member who values and honors the important role of the family in society
<p>Expectations:</p> <p>Expressing Aboriginal Cultures</p> <ul style="list-style-type: none"> - produce sketches of symbols and images used in traditional art forms
<p>Suggested Activity:</p> <p>Rationale/Overview: In this activity the students will research some of the Aboriginal nations and then use various materials to create their own artwork that reflects one of the nations studied.</p> <p>Description:</p> <ol style="list-style-type: none"> 1. The students will research/complete a chart for Aboriginal nations including Arctic/Sub Arctic, Eastern Woodlands, Plains and West Coast. 2. Include information on their geographic location, regional features, climate, animals, clothing, food, shelter, mode(s) of transportation, family/roles, etc. 3. Show samples of Aboriginal art forms that are characteristic of the above Aboriginal nations from across Canada (i.e. stone carvings, masks, bold black line prints, etc.) 4. Using different items/media (i.e. rocks, Styrofoam, soap, cardboard, etc.) have students create their own piece of artwork depicting one of the Aboriginal nations studied. 5. The students present their artwork to the class to explain how it is reflective of one of the various groups of Aboriginal peoples.

Suggested Assessment: Teacher assessment or self-assessment, Oral Presentation

Assessment Tool(s):

- Product - Rubric
- Presentation - Rubric

Student/Teacher Resources:

- <http://www.curriculum.org/tcf/teachers/projects/repository/AboriginalArt.pdf>
- <http://www.civilization.ca/cmc/plan-your-visit/planning-your-visit/what-to-see-and-do/first-peoples-hall>

Aurora Finkle

Between Heritage and Modern Life

Aboriginal Focus: This activity focuses on the balance between heritage and modern life, giving back to the community and goal-setting.

Division: Grade 9 & 10

Catholic Theme(s): Faith, Hope, Dignity of the Human Person, Community and the Common Good

Virtue(s): Faith, Fortitude, Temperance, Prudence

Catholic Graduate Expectations:

- A discerning believer formed in the Catholic faith community who respects the faith traditions, world religions and the life-journeys of all people of good will
- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A self-directed, responsible, life-long learner who sets appropriate goals and priorities in school, work and personal life and who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities
- A collaborative contributor who achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others
- A responsible citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society

Expectations:

Grade 9 Academic Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Academic Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Applied Oral Communication

1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts

1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts

1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 10 Academic Oral Communication

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience

Grade 10 Academic Writing

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms

Grade 10 Applied Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Grade 10 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using several different informational, literary, and graphic forms

Suggested Activity:

Rationale/Overview: Through the use of graphic organizer and the content from the video students focus on goal setting.

Description:

Before viewing the video clip the teacher checks out 4 Corners (*Think Literacy* 2004 pages 183-184)

“... students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for many topics, questions, and subject areas.” (*Think Literacy* 2004, pages 182).

1. Engage the students in a 4 Corners activity. Designate each corner of the room as Strongly Agree, Agree, Disagree, or Strongly Disagree. You can also designate the centre of the room as Neutral. Read one of the following statements (or a similar statement) at a time and invite students to move to the space that represents their stance. Give students a short period of time to discuss their stance and then invite each group to briefly share their opinions. Repeat the activity with more statements. Clarify ideas and misconceptions and praise unique and critical thoughts.
2. 4 Corners Statements could include ...
 - A. I can't wait until I'm done school then I can actually DO something with my life.
 - B. People from minority groups generally have a tougher life in Canada.
 - C. Children are the luckiest people because when they have an idea they just go with it; they don't know what it means to fail.
 - D. Kids say the silliest things.
 - E. When I'm an adult, I'll be able to make a difference.
 - F. When I was in elementary school, I was helpless to have any control over my life.
 - G. People from different countries and other origins are lucky because they have a cultural identity – as a Canadian, I have no cultural identity.
 - H. Freedom is graduating and moving out of the house.
 - I. I often feel like my voice isn't heard and that's what I think is meaningless.
 - J. Craig Keilburger and Ryan of Ryan's Well are great examples of what young people can achieve when they persevere.
3. Before the viewing the video clip the teacher checks out Most & Least Important (*Think Literacy* 2004 page 47)
4. Introduce the students to the Most Important, Least Important, Key Idea graphic organizer. Briefly discuss what types of information they might record under each heading. Encourage students to record their ideas and thoughts on the organizer while watching the interview.

5. After viewing the clip, the teacher checks out Goal-Setting & Fishbone Organizers (*Graphic Organizers 2004* page 28, *Standards-Based Social Studies 2004* page 69)
6. Invite students to share their thoughts and ideas in pairs, small groups or as a whole class. Encourage them to share the notes that they recorded in their organizer. Try to have students determine 1 key message that came through in Aurora's interview.
7. Revisit some of the statements from the 4 Corners activity. Have students changed their stance since watching the interview with Aurora? Do students feel a sense of empowerment after hearing Aurora speak? If time allows, redo the 4 Corners activity and discuss how students' opinions changed.
8. Introduce the concept of goal-setting and invite students to share how they think Aurora exemplifies a good goal-setter. What are some goals that she set for herself? What were some of her action plans to achieve her goals? Did she ever encounter barriers, set-backs or problems? Share some of the criteria for Self-Regulation in section Learning Skills and Word Habits from the report card – "sets own individual goals and monitors progress towards achieving them." Would students give Aurora the mark of Excellent, Good, Satisfactory, or Needs Improvement? Why?
9. Introduce the Goal-Setting activity and the Fishbone graphic organizers. Brainstorm (or even model) some goals and the steps to achieve them. Demonstrate how to record the goal and steps on the Fishbone organizers. Also encourage students to brainstorm a motto for themselves, one that they can use for encouragement when they encounter barriers, setbacks and problems in the process of attaining their goals.
10. Give students time to complete the activity.

Suggested Assessment: Student and teacher assessment

Assessment Tool(s):

- Four Corners:
- Most & Least Important:
- Goal-Setting: rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4

- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVoogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

LOUIE GONG



Louie Gong
Take a Walk in My Shoes

Aboriginal Focus: In this segment the students are introduced to Louis Gong who embraced his diverse heritage and followed his heart and passion.

Division: Junior

Catholic Theme(s): Dignity of the Human Spirit, Hope, Dignity of Work and Service

Virtue(s): Hope, Love, Temperance

- Catholic Graduate Expectations:**
- An effective communicator who listens actively and critically to understand and learn in light of gospel values
 - A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
 - A self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities
 - A responsible citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society

Expectations:

- Oral Communication**
- 1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.
 - 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.

- Writing**
- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.
 - 2.1 write more complex texts using a variety of forms.

- Grade 4**
- 2.2 establish an appropriate voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.

- Grade 4**
- 2.3 use specific words and phrases to create an intended impression.
 - 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.

Suggested Activity:

Rationale/Overview: After viewing the video clip students will complete a descriptive paragraph describing their shoe designs. 48

- 1) View the video clip. Teacher Prompt: “Louie Gong was able to use his passion for fashion to become an entrepreneur. He is proud of his diverse ethnic origins. He is an excellent example for all of us. Louie’s message is to follow your heart and be proud of who you are. Louie is famous for his shoe designs.”
- 2) The teacher will show some of his designs from the website <http://www.eighthgeneration.com/index.php/content/bio>. Students will understand that the shoes are a reflection of Louie’s personality.
- 3) Students will complete the template below:

ALL ABOUT ME

My Dreams	My Favourite Things	Things I Like to Do	Things People Say About Me	Things I Say About Myself

- 4) Students will share their templates in pairs. Students will begin to design a shoe that best describes their personalities. Teacher Prompt: “Just as Louie’s shoes are a reflection of his personality, the shoe that you design will reflect each of you. When you design your shoes, remember to pay attention to colour and detail.” The teacher may need to demonstrate how to design a shoe based on his/her own personality. After completing the designs, students will share their designs in small groups.
- 5) Students will write a descriptive paragraph to describe how their shoes reflect themselves. Students will add appropriate descriptive words and vivid language.
- 6) Students will revise and edit their paragraphs and complete a finished copy. The paragraphs will be shared with the large class.

The shoe designs will be displayed with the descriptive paragraphs on a bulletin board titled *Take a Walk in My Shoes*

Suggested Assessment: Teacher assessment

Assessment Tool:

- Teacher created rubric to assess the descriptive paragraphs.

Student/Teacher Resources:

- <http://www.eighthgeneration.com/index.php/content/bio>
- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One*. Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

<p>Louie Gong</p> <p>Coast Salish Roots</p>

<p>Aboriginal Focus: This segment focuses on the importance of roots in leading to self-satisfaction in work.</p>
<p>Division: Junior</p>
<p>Catholic Theme: Mystery, Wonder & Awe</p>
<p>Virtue(s): Hope, Love, Temperance</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • A reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience • A self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities • A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good
<p>Expectations:</p> <p><u>Visual Arts</u></p> <p><u>Grade 4</u></p> <p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences</p> <p>D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made</p> <p><u>Grade 5</u></p> <p>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view</p> <p>D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places</p> <p><u>Grade 6</u></p> <p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view</p> <p>D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places</p>
<p>Suggested Activity:</p> <p>Rationale/Overview: Students will examine a number of examples of Coast Salish art. They will compare them to the work of Louie Gong and then create their own image.</p> <p>Description:</p> <ol style="list-style-type: none"> 1. Using a variety of resources such as art posters, book illustrations, Internet images introduce Coast Salish art to the students.

2. Discuss the characteristics of this type of art. – more minimalist and straight forward. See - <http://splashingeagle.ca/page1/page1.html>. There was a belief that overexposure of spirit images would weaken the spiritual powers.
3. View the video clip on Louie Gong. Ask the students to observe the designs that he creates.
4. Following the viewing discuss what they noticed about the designs.
5. The students can then practice creates some designs on scrap paper.
6. Then they sketch a shoe and add designs similar to the Coast Salish designs that they have seen.
7. When finished students present their art to a partner and explain the features that resemble Coast Salish art.

Extension Activity

The students look on the internet to find a Salish artist. Some of these artists include: Susan Point (<http://www.susanpoint.com/index.php?mpage=salish>), Aaron Nelson-Moody (<http://splashingeagle.ca/page1/page1.html>)(prints), Jody Broomfield (www.jodybroomfield.com) Edward Joe (<http://www.alcheringa-gallery.com/exhibit.html>), Mark Gauti <http://www.alcheringa-gallery.com/exhibit.html>, Todd Baker (<http://www.nativeonline.com/toddsbio.html>). They find out 3-5 points about the artist and add them to poster boards that have been created for each artist. If possible print an image of the artist's work to display.

Suggested Assessment: Teacher and peer, Observation

Assessment Tool:

- Checklist: 2-D drawing of the sneaker

Student/Teacher Resources:

- en.wikipedia.org/wiki/Coast_Salish_art · Cached page

Louis Gong

Communicating Via Pictorial Essays

Aboriginal Focus: Louis Gong uses his passion to lead a successful life. He has embraced his origins and connected with his aboriginal roots.

Division: Intermediate

Catholic Theme(s): Faith, Hope, Love & Justice, Dignity of the Human Person, Community and the Common Good

Virtue(s): Fortitude, Faith, Hope, Love, Temperance

Catholic Graduate Expectations:

- A discerning believer formed in the Catholic faith community who respects the faith traditions, world religions and the life-journeys of all people of good will
- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
- A self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

Expectations:

Grade 7 Oral Communication

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

Grade 7 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

Grade 7 Media Literacy

3.1 explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their audience

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Grade 8 Oral Communication

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Grade 8 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

Grade 8 Media Literacy

3.1 explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their intended audience

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Suggested Activity:

Rationale/Overview: Using material from the interview, students apply teaching/learning strategies to review Louie Gong's experiences and then create their own pictorial essay.

Description:

1. Before Viewing the Interview Clip ... Mix & Mingle (*Think Literacy* 2004 pages 56-59)
Mix & Mingle is an activity that activates prior knowledge and gives students an opportunity to discuss their ideas with classmates
2. Each student is given a snippet of text (our text is oral text and so the snippets can either be ideas/concepts/statements or they can actually be taken from the interview) to read and think about. At the teacher's signal, the students mix and mingle – they share their snippet of text with each other, ask questions, make connections, make predictions, and discuss the possibilities. Students then record what they think the topic of the text is and why. After viewing the interview, students will record what they KNOW the text is about and how they know.
3. Possible snippets of text you could include (remember that you can also take direct quotes from the interview) ...
 - What is a country of origin?
 - He describes himself as a Native American with Chinese, French and Scottish origins.
 - Celebrate your heritage.
 - Find a vocation rather than job.
 - I'd rather focus on my personal passion than work.
 - It is essential to find a personal passion, an activity that makes life more vibrant and focused.
 - Who designs shoes? Who makes shoes?

- Who designs t-shirts?
- How do people get designs onto t-shirts?
- How do people get designs onto shoes?
- Is it possible for artists to make enough money to support themselves and maybe a family?
- What sacrifices does an artist make in order to follow their craft?
- Why were many artists not famous until after their death?
- Diversity is a gift.
- He found his passion and used it to become a true entrepreneur.
- His example is the living proof that one can go really far if one decides to follow one's heart.
- He feels fortunate to have so many aspects to his identity.
- When did you first start to draw and design?
- How do you manage to do these two very different things: being an artist and being an entrepreneur?
- Where do you get your inspiration?
- Do your very diverse origins influence your art? How?
- When did you realize that you should embrace your cultures and not be embarrassed by them?
- What advice would you give to young Canadians who struggle with their identity?
- He is an artist and entrepreneur from Vancouver, British Columbia.

4. During viewing the Interview Clip ... Famous Person (*Standards-Based Social Studies* 2004 page 45, *Standards-Based Social Studies* 2001 page 30)
Introduce the Famous Person graphic organizer and briefly brainstorm what students might write in each section. Students should record important and interesting points on the organizer while watching the interview and also have some time after watching to finish up.
5. After viewing the Interview Clip ... Communicating Ideas Through Art (*Standards-Based Social Studies* 2004 pages 37, 45, 75 & 95, *Standards-Based Social Studies* 2001 pages 30, 31 & 42, *Graphic Organizers* 2004 pages 17, 18 & 86)
Invite students to share their notes in pairs, small groups or with the whole class. As a class, discuss how Louie Gong's art reflects who he is as an individual and how he is feeling at the time. Explain to students that they are going to complete a pictorial essay, an activity in which they communicate who they are, how they are feeling, and what is important to them through pictures (photos, pictures from magazines, newspapers, calendars, etc.) and personal sketches.
6. Offer students several possible formats for their "writing" and allow them an opportunity to explore and experiment with a couple of them ...
 - Puzzle Pieces Organizer
 - My Own Coat of Arms organizer
 - Open Mind organizer
 - Be Somebody organizer

- Interdisciplinary Tree (SS Mid 31) (use characteristics, qualities, interests, hobbies, etc. instead of subjects)
- A photo essay
- Collage

... and any ideas offered by students

7. Give students time to gather their materials and complete their pictorial essay.

Suggested Assessment: Teacher assessment: Observation

Assessment Tool(s):

- Mix & Mingle: observation using anecdotal records
- Famous Person: observation using anecdotal records
- Pictorial essay: teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVoogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Louie Gong

T-Shirt Design and Class Website

Aboriginal Focus: This activity focuses on the creation of a project that shows the combination of culture and identity and the challenges that come with such a task. The students experience the process of self- awareness and self-promotion.

Division: Grades 9 & 10

Catholic Theme(s): Community and the Common Good, Dignity of the Person, Stewardship for Creation, Love & Justice

Virtue(s): Hope, Love, Justice

Catholic Graduate Expectations:

- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life

Expectations:

Native Studies

NAC10

Identity:

- describe the specific characteristics that define cultural identity
- identify characteristics of art forms from various Aboriginal groups in Canada
- explain the creation of Aboriginal art forms as a way of maintaining the values, traditions and beliefs of particular communities
- explain the importance of art form to a cultural group
- identify various reasons for the creation of Aboriginal art
- describe the contributions of Aboriginal artisans to Canadian society

Relationships:

- explain what Aboriginal artists or artisans might have been trying to express through their work

Sovereignty:

- describe how art forms represent customs, world views, traditions, beliefs, and sovereignty
- explain how Aboriginal art forms communicate the philosophy and political and cultural values of Aboriginal peoples

Challenges:

- explain how art forms are expressions of the celebration of Aboriginal peoples

NAC20

Identity:

- identify Aboriginal individuals who have contributed to the development of Canadian society
- identify examples of the growing activism of Aboriginal groups in the twentieth century
- describe the results of research on topics related to Aboriginal identity

Visual Arts

AVI10

- identify, research and describe visual characteristics and themes
- demonstrate the ability to incorporate personal interests and hobbies
- compile a collection of visual resources
- explain how artistic intentions are expressed in specific examples of historical and student artworks
- describe how art can imitate life

AVI20

- explain how their personal artworks have been influenced by works they have viewed in galleries and museums
- research the history of an art form, craft, or area of design
- use tools, materials, processes and technologies safely and appropriately
- use research from various sources, as part of the creative process
- describe how a culture shapes its art with reference to historical and contemporary examples

Suggested Activity:

Overview/Rationale:

This activity will allow students to explore the individuals within their classroom and then attempt to present, their class community to the rest of the school and abroad. It also acts as an introduction to the further study of the work of Bill Reid.

Description:

1. Students will create a mosaic for a class t-shirt that will incorporate the various individual passions, and feelings of the class.
Show students the image: The Spirit of Haida Gwaii
2. Each student will create a design that demonstrates some aspect of themselves. It can speak of their cultural identity/background, interests, family, friends, etc. Since the design is going to be transferred to a t-shirt, it is best that the student uses simple, strong lines to create their image.
3. Students will bring their individual designs together to create a mosaic that will be printed onto a t-shirt.

4. Students could either raise funds to make the t-shirts or invest their own money into the making of the class shirts.
5. During the process, a student or teacher could film/video their work leading up to the final design. These photographs/video could be posted on a class web page and help to express the identity of the members of this particular class.

Debrief/Discussion:

1. How difficult was it to bring the class together on one project?
2. What were some of the challenges in maintaining each individual design in the final mosaic?
3. How accurately do you feel the final product represents the class?
4. Do you feel that the activity, as a whole, has helped bring awareness to the members of the class?
5. What responses did you get from the web page?
6. How relevant to your peer group are things like t-shirt advertising, or web information?

Extension Activity:

Examine the work of artist Bill Reid. Specifically look at his famous sculpture which sits in the middle of the Canadian Museum of Civilization.

Suggested Assessment: Observation

Assessment Tool(s):

- Mosaic- Rubric
- Website - Checklist

Student/Teacher Resources:

JAIME KOEBEL



Jaime Koebel
How Would You Feel?

<p>Aboriginal Focus: In this segment students will see the resilience of Jaime Koebel who struggled to find her identity. Today she is proud of her heritage and wants to make sure her children are aware of their Métis roots.</p>
<p>Division: Junior</p>
<p>Catholic Theme(s): Dignity of the Human Person, Love & Justice, Community and the Common Good</p>
<p>Virtue(s): Hope, Love, Fortitude</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator who listens actively and critically to understand and learn in light of gospel values • A reflective, and creative thinker who creates, adapts, evaluates new ideas in light of the common good • A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others • A collaborative contributor who respects the rights, responsibilities and contributions of self and others • A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures
<p>Expectations:</p> <p><u>Oral Communication</u></p> <p>1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p> <p><u>Writing</u></p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.</p> <p>2.1 write more complex texts using a variety of forms.</p> <p>Grade 5</p> <p>2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences.</p>

Grade 5

2.3 use some vivid and/or figurative language and innovative expressions to add interest.

2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.

Media**Grade 5**

1.1 identify the purpose and audience for a variety of media texts.

1.2 Use overt and implied messages to draw inferences and construct meaning in media texts.

2.1 describe in detail the main elements of some media forms

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

Suggested Activity:

Rationale/Overview: Students reflect on the feelings of others and use magazine images to create news articles.

Description:

Students will complete a newspaper report based on the perceived emotions of a character in a picture.

1. Students view the video clip. Teacher Prompt: "When Jaime Koebel was growing up she never felt like she fit in. She was bullied by her peers. She struggled with being welcomed and included in her community because she was Métis with two white parents. Sometimes we know how it feels to not be included."

Students will be presented with the following scenarios and will be asked to think about how they feel. The teacher will record their feelings on chart paper.

How Would You Feel If...

- you went to sit with your friends at lunch and they turned the other way
- you were the only one that wasn't invited to a birthday party
- you weren't chosen to play soccer
- you were teased by older students on the way home from school
- someone pushed you in a puddle on purpose
- there was a bad rumor circulating about something you did
- no one would talk to you

Students will orally contribute to the prompt "One thing we could change that would help all people in our school to feel like they were included is..."

2. "Feelings Words" Charades: The teacher will prepare the students by asking "Why might it be important to read someone else's feelings? Each student will record one feeling from the chart on an index card. The teacher will divide the class into two teams to play a game of "feelings words" charades. Each member of Team 1 will have 20 seconds to go to the front of the room and silently act out a feelings word for Team 2. Members from Team 2 will try to guess what word is being acted out. Once the group has guessed the feeling correctly, the next person in the group picks out a card, then begins to act out that feeling. Once Team 1 is finished, Team 2 will present to Team 1.
3. The teacher will debrief the activity by asking the following questions:
 - What kinds of feelings were the easiest to guess? The hardest?
 - What feelings were the easiest to act out? The hardest?
 - What are some reasons that some feelings might be harder to act out than others?
 - Think of a time when someone didn't understand or know how you felt. What happened? How did you eventually resolve the problem?
4. Each student will find a picture of a person from a magazine or newspaper. This should be a picture of a person who is showing expression.
5. Teachers will review the characteristics of a newspaper article with the students. The teacher will tell students that they are going to become media reporters. Their job is to interview the people featured in the photographs. To begin, students will think of five questions that they would like to ask of the person in the picture. These questions will begin with Who, What, When, Where, Why and How?
6. After students have developed their questions, they will begin to formulate answers to the questions.
7. Students will meet in pairs. They will be told that their two characters are both going to appear in a newspaper's front page article. Teachers will ask: "What do these characters have in common? Why might their story be on the front page? What headline will they use for their article?"
8. Together, each pair of students will plan, as reporters, a story that they think might appear in a featured news report. They will write this newspaper report together.
9. After the first draft has been completed, students will revise and edit their reports. Students will use the computer to type their final reports. These newspaper reports will be part of a larger class display called *How Would You Feel?*
10. Students will conduct a news conference where each pair of students shares their news story. Pairs present their stories in role as reporters or as characters from the pictures.

Extension Activities:

1. Teachers may choose to have students reflect on the following quote by Gandhi: “All humanity is one undivided and indivisible family, and each one of us is responsible for the misdeeds of all the others.”
2. Teachers may want to present students with the song by Peter, Paul and Mary Don't Laugh at Me. Lyrics for this song may be downloaded from the website <http://www.peterpaulandmary.com/music/f-22-11.htm> In addition, recordings of this song can also be downloaded from the internet.

Suggested Assessment: Teacher assessment, Observation

Assessment Tool:

- Teacher checklist: to assess newspaper reports and to observe student participation during oral discussion and charades

Student/Teacher Resources:

- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One*. Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

Jaime Koebel

Looking Beneath the Surface and Writing a Summary

Aboriginal Focus: Jaime Koebel tells us how in her youth she struggled with her identity but found her roots and is determined to pass on pride in her heritage to her children.

Division: Intermediate

Catholic Theme(s): Faith, Hope, Dignity of the Human Person, Community and the Common Good, Human Rights and Responsibilities

Virtue(s): Faith, Love, Fortitude, Temperance

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- An effective communicator who writes and speaks fluently one or both of Canada's official languages
- A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures

Expectations:

Grade 7 Oral Communication

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

Grade 7 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

2.1 write complex texts of different lengths using a wide range of forms

Grade 8 Oral Communication

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts

1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Grade 8 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

2.1 write complex texts of a variety of lengths using a wide range of forms

Suggested Activity:

Rationale/Overview: Students investigate the belief that we don't always have the complete picture. Then they will complete a summary of the interview with Jaime.

Description:

1. Before Viewing the Interview Clip check out 2D → 3D Computer-Generated Art. These computer-generated art pieces were very popular in the mid-90s and were quite interesting. When you first look at the "picture", all you can see is a kaleidoscope of colours and shapes. But when you look past the surface, a 3D picture can be seen.
2. Hopefully, you can find a couple of these art pieces to share with the students ; check with the students and staff members to see if they have any that you could borrow. (e.g., *Death at Sea* 1994, *Magic Eye Desk Calendar* 1994)
3. Use these art pieces to teach the students that you don't get the full picture of who someone is until you look beneath the surface (same idea as *don't judge a book by its cover*) and that you will find beauty if you take the time to look past a person's appearance and their "mask".
4. Before the students watch the video clip have a look at Determining Key Ideas (*Think Literacy* 2004 pages 47 and 167-168). Introduce students to the graphic organizer Most Important/Least Important. Quickly brainstorm ideas of information that might appear in each of the columns. As students watch the interview, they should record their notes in the appropriate columns. Allow students some time to complete the chart after watching the interview.
5. Viewing the Interview Clip Before the student are at this point check out Save the Last Word for Me (*Think Literacy* 2003 page62) & Writing a Summary. Using the Save the Last Word for Me activity, invite students to work in groups of 4 to share some of their notes. Before meeting with the group, each student is given an index card: on the front, they write down a piece of information that they found particularly interesting or important, while on the back, they write down why

this piece of information resonated with them. In their student groups, one student will share the information that they wrote on the front of the card and then each student in turn will respond to the information shared. When the discussion moves back to the student who originally shared the information, the student **has the last word** as they explain why they chose that particular information. Continue the sharing process until all 4 group members have had an opportunity to share. Invite students to share some of their ideas with the class and compare and contrast Jamie's experiences with their own.

6. Determining Key Ideas activity (*Think Literacy* 2004 pages 167-168) – this activity can be completed as shared practice in which the students work as a class to create the summary, as a guided practice in which the brainstorming is completed as a class but students write their own summary, or in small groups in which the students determine the important information and then independently write their own summary.
7. On their own, students write down 3-5 key ideas. Then they meet in pairs to share their ideas and, through discussion, streamline them to 2-4 key ideas. Finally, in a group of four, students again discuss and further trim their list of key ideas down to one or two which they will share with the class.
8. From this list of key ideas, students will write a summary of Jamie Koebel's interview.

Suggested Assessment: Teacher and self-assessment

Assessment Tool(s):

- 3D Art: observation using anecdotal records
- Graffiti: observation using anecdotal records
- Determining Key Ideas: observation using anecdotal records
- Save the Last Word for Me: observation using anecdotal records
- Summary Writing: teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.

- NE Thing Enterprises (1994). *Magic Eye 1995 Desk Calendar*. ISBN 0-8362-7589-6
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Oszustowicz, Len (1994). *Death at Sea Murder Mystery in 3D*. Texas: The Summit Group. ISBN 1-563530-165-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Jaime Koebel
Making a Difference

<p>Aboriginal Focus: In this segment students will focus on women who have made a difference. This will start with the viewing of the Jaime Koebel segment and followed by the sharing of other women who have made contributions to the community.</p>
<p>Division: Grade 9</p>
<p>Catholic Theme(s): Community and the Common Good, Hope, Dignity of the Human Person</p>
<p>Virtue(s): Hope, Love, Justice, Fortitude</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator who reads, understands and uses written materials effectively • A self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities • A caring family member who relates to family members in a loving, compassionate and respectful manner.
<p>Expectations:</p> <p><u>Expressing Aboriginal Cultures</u></p> <ul style="list-style-type: none"> • demonstrate an understanding of the importance of women in Aboriginal cultures
<p>Suggested Activity:</p> <p>Rationale/Overview: After viewing the segment on Jaime Koebel the students will reflect on her efforts to keep her culture alive. Then the students will research other Aboriginal women and their important role in their culture. They will also share the women in their lives who have made a difference.</p> <p>Description:</p> <ol style="list-style-type: none"> 1. View the video segment on Jaime Koebel. How is she keeping her heritage alive? What challenges did she have in her life? 2. Using a variety of primary and secondary sources, research the importance of women in Aboriginal culture(s). Consider the following:

- How has the role of Aboriginal women changed over time in their communities?
 - How has the role of Aboriginal women remained the same?
 - How have Aboriginal women's voices been silenced in Canada?
 - What will ensure that Aboriginal women's voices are heard on issues that relate to Aboriginal people in Canada?
 - How is the experience of Aboriginal women in Canada important for all Canadians?
3. Individually have students select one particular Aboriginal woman (historically or contemporary) to answer the following questions:
- His/her/their personal information as appropriate (birth date, education, life before becoming involved in the fur trade, life after becoming involved in the fur trade)
 - What made them special?
 - What were his/her/their great contributions (places discovered, inventions, work done)?
 - How did those contributions affect others?
4. Have the students audiotape an interview they have with an influential woman in their own lives. Share the audiotape with their classmates.

Suggested Assessment: Teacher assessment

Assessment Tool(s):

- Interview - Rubric
- Research skills - Checklist/observation

Student/Teacher Resources:

- <http://www.famouscanadianwomen.com/index.htm>
- <http://www.abo-peoples.org/programs/iwa.html>
- <http://www.turtleisland.org/news/news-women.htm>
- <http://www.heroines.ca/resources/links.html>

<p>Jaime Koebel</p> <p>Issues and Roots</p>

Aboriginal Focus: In this segment the students will be introduced to Jaime Koebel who is now a proud Métis woman but who struggled with her identity when she was younger. Students will also investigate other events and issues that had an impact on Aboriginal peoples.

Division: Grade 10 Open

Catholic Theme(s): Community and the Common Good, Dignity of the Human Person, Love & Justice

Virtue(s): Hope, Love, Justice

- Catholic Graduate Expectations:**
- An effective communicator who writes and speaks fluently one or both Canada’s official languages
 - A reflective and creative thinker who makes decisions in light of gospel values with an informed moral conscience
 - A responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society

- Expectations:**
- Aboriginal Peoples in Canada**
- Identify significant events and issues that have had an impact on Aboriginal people and their communities
 - Identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues

- Suggested Activity:**
- Rationale/Overview:** In this activity the students look at a number of social justice issues. They will also view the video segment on Jaime Koebel who as a Métis girl did not feel like she belonged in the First Nation or white communities.
- Description:**
1. <http://www.ainc-inac.gc.ca/ai/mr/nr/m-a2010/23398-eng.asp> Read the article “Government of Canada apologizes for Relocation of Inuit Families to the High Arctic”.
 2. <http://www.ainc-inac.gc.ca/ai/mr/nr/m-a2010/23398mp-eng.asp> Examine the ‘relocation route’ and have the students recreate it on a map of the North.
 3. Research and review sources of information to determine reasons why these families were relocated and their response to the relocation.

4. Have students write a letter (to the Federal government in response to the apology to the families) as an Inuit teenager whose family (i.e. grandparents) was part of the relocation (the journal entries should be a reflection of what the family has since gone through/experienced, how they must have felt, changes they experienced, struggles, fears, etc.).
5. <http://www.socialjustice.org/index.php?page=aboriginal-issues>
Students could research other Aboriginal social justice issues (i.e. Ipperwash, Indian Act, enfranchisement, self-government, etc.)
 - a. What was at issue, and what was the ideal outcome for each party?
 - b. How has the law/decision affected the First Nation, the individual, and Canadian society?
 - c. Did the belief systems of the dominant culture influence the legislation or decision? If so, how?
6. Students with like issues meet to compile their findings and present to the class.
7. Watch Jaime's video clip to use as part of the discussion on social issues concerning Aboriginal people (i.e. her resilience paralleled to that of other Aboriginals who have suffered and experienced similar scenarios).

"As you wish that men would do to you, do so to them." (Luke 6:31)

Suggested Assessment: Teacher assessment

Assessment Tool(s):

- Letter – rubric
- Presentation – rating scale

Student/Teacher Resources:

- <http://www.ainc-inac.gc.ca>
- <http://www.ainc-inac.gc.ca/nth/index-eng.asp>
- <http://www.socialjustice.org/index.php?page=aboriginal-issues>

Jamie Koebel

The Jig

Aboriginal Focus: The Métis people are proud of their culture. The jig has been passed down from generation to generation not only in the Métis culture but in other cultures as well.

Division: Grades 9 and 10

Catholic Theme(s): Community and the Common Good, Stewardship of Creation, Love & Justice

Virtue(s): Justice, Fortitude, Temperance

Catholic Graduate Expectations:

- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

Expectations:

NAC10

Identity:

- identify various reasons for the creation of aboriginal art
- describe the contributions of Aboriginal artisans for Canadian society
- explain the importance of an art form to a cultural group

Relationships:

- explain what Aboriginal artists or artisans might have been trying to express through their work
- describe how their art forms demonstrate the relationships of Aboriginal peoples to themselves, their families, their communities (including gender roles), their nations, Canada, and the natural environments
- explain what Aboriginal artists or artisans might have been trying to express through their work
- demonstrate understanding of the meaning of the art forms in specific Aboriginal cultures

Sovereignty:

- describe how art forms represent customs, world views, traditions, beliefs, and sovereignty
- explain how Aboriginal art forms communicate the philosophy and political and cultural values of Aboriginal peoples
- describe qualities in Aboriginal art forms that exemplify self-reliance

- demonstrate understanding of the importance of women in Aboriginal cultures
- describe how Aboriginal artists represent sovereignty in their work

Challenges:

- produce Aboriginal-style art forms that reflect solutions to contemporary issues of Aboriginal peoples
- create Aboriginal-style art forms that promote dialogue related to healing and affirmation
- describe how Aboriginal art forms promote communication within, and the growth of, selected Aboriginal communities
- describe how Aboriginal groups contribute to global communities

NAC20

Identity:

- demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples
- explain issues relating to Aboriginal sovereignty

Challenges:

- identify ways in which Aboriginal leaders, healers, and elders have responded to change
- identify contemporary challenges that Aboriginal women face within Aboriginal and Canadian society

Methods of Historical Inquiry:

- identify information about Native Studies, using the school library-resource centre, community and government resources, computer databases, computer-stored information, and the Internet

Analysing and Evaluating Information:

- distinguish between primary and secondary sources of information and use both appropriately in historical research

Dance

ATC10

Theory

Health and Safety:

- demonstrate an understanding of dance as a means to physical well-being

History and Culture:

- describe, using their own observations, a broad spectrum of dance
- demonstrate an understanding of the historical development of one or more world dance forms
- outline the cultural significance of one or more world dance forms
- demonstrate an understanding of the relationship between dance and social issues as expressed in the lives and works of particular artists
- identify commonalities among various dance forms
- describe aspects of dance in their own surroundings and of the artistic heritage Canadian peoples

Expectations Continued...

Technique:

- identify basic movement terminology pertaining to the world dance form(s) studied
- identify and describe the main characteristics of one or more world dance forms studied

Analysis:

Appreciation and Criticism

- demonstrate the difference between learning steps and creating a dance work
- identify types and/or styles of dance, describing them orally and in written form

Exploration and Research:

- use library facilities and information technology to complete assignments
- use CD-ROMs, the Internet, and other sources to collect review information on various topics and themes

Self and Community:

- identify ways dance is used in the community

ATC20

Theory

Health and Safety:

- describe the beneficial effects of dance on health, self-esteem, and self-image

History and Culture:

- observe and describe a broad spectrum of dance
- describe ways in which dance is part of the culture within their local community, in Ontario, in Canada, and worldwide, with particular emphasis on dance in Ontario

Technique:

- explain the role of coordination, flexibility, strength, and proper breathing in dance

Analysis:

- reflect and report - in oral and written form - on their own compositions and those of others (their peers, dancers in other cultures)

Exploration and Research:

- use computer technology and software to explore aspects of dance
- use CD-ROMs, the Internet, and/or other telecommunications technologies to compare and contrast topics and themes in dance

Suggested Activity:

Overview/Rationale:

The jig is a dance that has made its way into various cultures in Canada. It has specific elements that differ from one culture to the next. Part of becoming more aware is finding similarities and differences between each culture's version of the jig.

Description:

Using the internet, students will explore three different styles or versions of the jig that currently exist in Canadian culture. The three areas that will be examined are:

- Métis Jig
- Acadian Jig
- Irish Jig

1. Students will watch the following you tube videos to discover more about each of the jigs:
 - Norman Chief Dancers (Manitoba)
 - Gigueux Acadien d'Ile du Prince Edouard
 - Erie Born Irish Dance
2. Students will create a chart that will examine some of the differences and similarities between the three jigs.
3. Students will search you tube videos and learn the basic steps to one of the three jigs mentioned above. There are many examples of these instructional videos available. Students should choose the video that best suits their learning needs.
4. Students will share their learning with other members of the class.

Debrief/Discussion:

1. Were you surprised at the number of similarities and differences between the jigs?
2. Why do you think that it is important to maintain each version of the jig?
3. Can you find European influences in the Métis jig as it is presented?
4. Why do you think that the Métis jig is such a strong representation of true multiculturalism?

Extension Activity:

Students could research another style of Native dance and report on this style of dance to other members of the class.

Suggested Assessment: Teacher assessment: Observation

Assessment Tool:

- Rubric

Student/Teacher Resources:

- www.youtube.com
- www.native-dance.ca

HEIDI LANGILLE



<p>Heidi Langille</p> <p>Recipe for a Hero</p>
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<p>Aboriginal Focus: In this segment the students will be introduced to Heidi Langille, a pioneer in her field. She has found balance between her traditional Inuit roots and modern life and is always looking for ways to give back to her community.</p>
<p>Division: Junior</p>
<p>Catholic Theme(s): Community and the Common Good, hope, Love & Justice, Dignity of the Human Person, human Rights and Responsibilities</p>
<p>Virtue(s): Love, Justice, Fortitude</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator who listens actively and critically to understand and learn in light of gospel values • A reflective, and creative thinker who creates, adapts, evaluates new ideas in light of the common good • A self-directed, responsible, life-long learner who examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities • A collaborative contributor who achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others • A responsible citizen who contributes to the common good
<p>Expectations:</p> <p><u>Oral Communication</u></p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts, and to the world around them.</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.</p> <p><u>Writing</u></p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways.</p> <p>2.1 write more complex texts using a variety of forms.</p> <p>Grade 4</p> <p>2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.</p> <p>Grade 4</p> <p>2.3 use specific words and phrases to create an intended impression.</p> <p>Grade 4</p> <p>2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on specific details.</p>

2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.

3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics and layout.

Suggested Activity:

Rationale/Overview: The students will reflect on the qualities of a hero and create their own recipe.

Description:

Students will identify who their heroes are and will design a recipe outlining their heroes' character traits.

Teacher Prompt: "It may be said that Heidi Langille is a hero in the Inuit community. Let's make a list of the reasons why this may be."

Student answers will include:

- She has been playing hockey since she was eight years old.
- She is a pioneer in women's hockey.
- She has played provincially, nationally and internationally.
- She helped create the Ottawa Inuit Children's Centre.
- She volunteers at Beavers Ottawa.
- She always gives back to the community.

1. Students will complete the following template indicating agree or disagree to each statement.

A. A hero is brave and strong.	Agree	Disagree
B. A hero is caring and thoughtful.	Agree	Disagree
C. A hero is selfish.	Agree	Disagree
D. A hero is never frightened.	Agree	Disagree
E. A hero wants to be rewarded for his or her actions.	Agree	Disagree
F. A hero makes mistakes.	Agree	Disagree
G. A hero is famous.	Agree	Disagree
H. A hero is dishonest.	Agree	Disagree
I. A hero puts others before himself or herself.	Agree	Disagree
J. A hero stands up for himself or herself.	Agree	Disagree
K. A hero never gets angry.	Agree	Disagree
L. A hero is always a popular person.	Agree	Disagree

Students will then complete the template below: **Who Is Your Hero?**

Write a few words to complete each statement.

- A person who is my hero is _____.
- This person is my hero because _____.
- Two words that describe this person are _____.
- One thing the person does that I admire is _____.
- One way I can be more like my hero is by _____.

2. Students will share their completed templates with the class.

Teacher Prompt: "You have written some words to describe your heroes. Perhaps there are some 'ingredients' that make our heroes who they are? You are going to write a hero recipe. Let's begin by writing a recipe about Heidi Langille as our hero.

A Hero Recipe

500 ml of passion

250 g of caring

1 kg of perseverance

(continue with ideas from the students)

3. Students will publish their completed recipes using a computer program such as Microsoft office or Publisher.

Suggested Assessment: Teacher assessment: Observation

Assessment Tool(s):

- Observation of student participation: Checklist
- Assessment of completed recipes: Teacher created rubric

Student/Teacher Resources:

- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One.* Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools.* Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

Heidi Langille

Opinions, Reflective Journals & Goal-Setting

Aboriginal Focus: This segment features Heidi Langille who is pioneer of new ideas. She has found a balance between her Inuit roots and modern life and believes in giving back to the community.

Division: Intermediate

Catholic Theme(s): Faith, Hope, Love & Justice, Dignity of the Human Person, Community and the Common Good

Virtue(s): Faith, Hope, Fortitude, Justice

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A reflective and creative thinker who creates, adapts, evaluates new ideas in light of the common good.
- A self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- A collaborative contributor who achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Expectations:

Grade 7 Oral Communication

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

Grade 7 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Grade 8 Oral Communication

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts

1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Grade 8 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate

Suggested Activity:

Rationale/Overview: Using a variety of strategies the students investigate some of the things that affect their lives.

Decription:

1. Before viewing the Interview Clip check out Graffiti (*Think Literacy* 2004 pages 67-69)

Write relevant statements on graph paper and place them on the wall around the room. Put students in groups of 5 and assign them a colour of marker. Each group starts at a different statement, recording their thoughts and ideas using their colour of marker. Every 5 minutes or so, the groups rotate to the next statement and again record their ideas using their colour. Continue until all groups have had a chance to visit all statements. Discuss students' ideas and whether or not it is sometimes okay to push the limits/rules/expectations.

Possible graffiti topics could include ...

- Extra-curricular activities are available to all children.
- Rules are made to be broken.
- Setting goals is silly.
- People who are pioneers (who go beyond what is known)
- Man on a synchronized swimming team or woman on a football team
- Some professions are for men and some professions are for woman.
- Men and women should have different reality shows (e.g., Wipeout, Fear Factor, Survivor, Big Break, etc.)
- Female ski jumpers were not allowed to compete at 2010 Winter Olympics in Vancouver.

2. During viewing the Interview Clip – Before the students view the segment check out Life's Building Blocks (*Graphic Organizers* 2004 page17, *50 Reproducible Strategy Sheets* 2003 pages 80-83)

The students can briefly discuss some of the things that influence their lives and their decisions. Introduce the graphic organizer Life's Building Blocks (or one similar to it) and explain its components to the class. Students can use it to record their notes while watching the interview.

3. After viewing the Interview Clip – Before hand check out Reflective Journals Invite students to share some of their ideas in pairs, small groups, or as a whole class. Introduce the writing task – reflective journals. Students can be given a choice of topic or the teacher can assign a single topic.

Possible topics could include: (*Standards-Based Social Studies* 2001 pages 47-79)

* Create a plan to become a healthier person physically, emotionally, intellectually, or socially.

* Generate a list of groups that provide you with fun things to do in your life. How many of these cost money? How many of these are available to everybody including the poor, the homeless, the disables, minority groups, or the uneducated?

* Is there a rule in your home, school, or community that you think should be changed? Is there a rule in your home, school, or community that you think should be mandated? How would you feel about a rule that imposed a curfew on young people or a rule that took away a young person's driver's license if he/she failed a subject or became a truant? Discuss.

Suggested Assessment: Teacher assessment

Assessment Tool(s):

- Graffiti: observation using anecdotal records
- Life's Building Blocks: observation using anecdotal records
- Reflective Journals: teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVoogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>)

- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Heidi Langille

Roles

Aboriginal Focus: Understanding the role of women in the Aboriginal cultures leads to an examination of roles available to women in theatre. The role of women in the development of Aboriginal theatre companies in Canada will be investigated.

Division: Grades 9 & 10

Catholic Theme(s): Hope, Love & Justice, Community and the Common Good, Dignity of the Human Person

Virtue(s): Hope, Love, Fortitude

Catholic Graduate Expectations:

- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

Expectations:

NAC10

Relationships:

-describe how their art forms demonstrate the relationships of Aboriginal peoples to themselves, their families, their communities (including gender roles), their nations, Canada, and the natural environments

Sovereignty:

-identify, in Aboriginal art forms, the changing roles of women, from child to youth to adult or elder
-explain how Aboriginal art forms communicate the philosophy and political and cultural values of Aboriginal peoples
-demonstrate understanding of the importance of women in Aboriginal cultures

NAC20

Identity:

-identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues
-describe the results of research on topics related to Aboriginal identity
-explain issues relating to Aboriginal sovereignty

Dramatic Arts

ADA10

Theory:

Role

-demonstrate an understanding of role as a balance of self and other (role and circumstances in the drama)
-demonstrate an understanding of how roles may be developed *Dramatic Forms and*

Sources:

- research a dramatic form prevalent before the twentieth century
- demonstrate an understanding of the process of transforming a source into a dramatic text

Creation:

- identify and employ different kinds of questions to develop and deepen roles within a drama
- demonstrate an understanding of how to adapt or modify roles based on the input of other role players and the evolving drama

Evaluation:

- use specific criteria to assess how forms, sources, and activities within a drama may generate learning

Reflection

- demonstrate an understanding of the purposes of reflecting - in and out of role, throughout and upon completion of a drama
- identify and describe the function of various methods of reflection
- demonstrate an understanding of how empathy functions as a component of role playing
- identify universal themes and issues in drama

ADA20**Theory:****Role**

- identify and explain methods of creating and developing roles within a drama that accurately reflect the intentions of the performers and the circumstances of the drama
- demonstrate an understanding of techniques used to re-create roles

Dramatic Forms and Sources:

- demonstrate an understanding of historical and cultural origins of various dramatic forms

Creation**Constructing:**

- demonstrate an understanding of methods for developing roles that clearly express a range of feelings, attitudes, and beliefs
- demonstrate an understanding of the element of risk in playing a role
- identify research methods appropriate to developing ideas and text for a drama

Analysis**Evaluation:**

- demonstrate an understanding of universal meaning in drama

Reflection:

- identify and explain various methods of reflection
- explain connections between their own lives and the metaphor or theme in a drama
- demonstrate an understanding of the interactive processes that promote respect for the ideas, feelings, and perspectives of others in developing the roles and circumstances of a drama
- identify career and life skills learned in drama

Suggested Activity:**Overview/Rationale:**

After the video the students think about some of the battles that Heidi Langille faced as a girl wanting to play in a male dominated sport. Then the students complete a short examination of some of women's roles from Classical theatre that helped to shape society's view of women. It is relevant and significant for both male and female students to prepare short monologues for presentation, played as their own gender, to help better understand some of the gender lines that have been drawn.

As with any Drama based activity, it is highly recommended that students keep some form of journal throughout the process and preceding the activity as a reflection based assignment. It could be used as a piece for assessment.

Description:

1. Visiting the website www.monologuearchive.com both male and female students will select monologues from the 'women' category from classical theatre repertoire. Students will then read their monologues for the other members of the class.
2. Students will discuss some of the elements that specifically relate, in the monologue, to the defining of the woman in the monologue for that particular era. For example: How does the character show power? How does the character show weakness? Is the character secure or insecure? Explain. How does the character speak of men?
3. Students will create a quick chart for each of the pieces selected that will highlight some of the character's qualities, in reference to their gender.
4. Students will then discuss the significance of the pieces being read by male students. Does it change the tone or intensity of the piece? How important is gender in the expression of the piece?

Debrief/Discuss:

1. What are some of the challenges present in playing male or female roles in theatre?
2. Does gender need to be expressed in any particular way?
3. What often occurs if a female student is asked to play a male role as a male or vice versa?
4. What are some of the possible outcomes in blurring gender in theatrical roles?

Extension Activity:

1. Research women roles in Aboriginal theatre through the works of Tomson Highway, Daniel David Mose, Drew Hayden Taylor and other Aboriginal playwrights. How are women portrayed within Aboriginal societies? Have students prepare, for performance, a selected group of women monologues from Aboriginal plays.

2. Research the role of Aboriginal women in the development of Aboriginal theatre companies in Canada. Perhaps conduct phone interviews with some of the working professional theatre companies and schools for Aboriginal actors.

Suggested Assessment: Self-assessment, Peer and teacher assessment

Assessment Tool(s):

- Chart - Checklist
- Discussion - Self Evaluation Rubric
- Journal - Rubric

• **Student/Teacher Resources:**

NEPA - Native Earth Performing Arts - www.nativeearth.ca

- Centre for Indigenous Theatre - www.indigenoustheatre.com

Heidi Langille
Opinions and Debate

Aboriginal Focus: In this segment the viewer hears from Heidi Langille who is a pioneer of new ideas. She has found balance between her roots and modern life and regularly gives back to her community.

Division: Grades 9 & 10

Catholic Theme(s): Hope, Love & Justice, Dignity of the Human Person, Human Rights and Responsibilities

Virtue(s): Justice, Temperance, Prudence, Faith

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A reflective and creative thinker who creates, adapts, evaluates new ideas in light of the common good
- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems
- A self-directed, responsible, life-long learner who applies effective communication, decision-making, problem-solving, time and resource management skills
- A collaborative contributor who achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others
- A responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society

Expectations:

Grade 9 Academic Oral Communication

- 1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts
- 1.4 identify the important information and ideas in both simple and complex oral texts in several different ways
- 1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- 2.1 communicate orally for several different purposes, using language suitable for the intended audience
- 2.3 communicate in a clear, coherent manner for a few different purposes
- 2.4 use appropriate words, phrases, and terminology, and a few different stylistic devices, to communicate their meaning clearly to their intended audience

Grade 9 Academic Writing

- 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate
- 2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Applied Oral Communication

- 1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts
- 1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex text
- 1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- 2.1 communicate orally for a few different purposes and audiences
- 2.3 communicate in a clear, coherent manner for a few different purposes
- 2.4 use appropriate words, phrases, and terminology, and a few different stylistic devices, to communicate their meaning clearly to their intended audience

Grade 9 Applied Writing

- 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate
- 2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 10 Academic Oral Communication

- 1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts
- 1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways
- 1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- 2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience
- 2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience
- 2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience

Grade 10 Academic Writing

- 1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate
- 2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms

Grade 10 Applied Oral Communication

- 1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts
- 1.4 identify the important information and ideas in both simple and complex oral texts in several different ways
- 1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- 2.1 communicate orally for several different purposes, using language suitable for the intended audience
- 2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience
- 2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience

Grade 10 Applied Writing

- 1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate
- 2.1 write for different purposes and audiences using several different informational, literary, and graphic forms

Suggested Activity:

Rationale/Overview: Students will use a variety of teaching/learning strategies to focus on discussion of given statements, to review and discuss the video clip and to participate in a simple debate.

Description:

1. Before Viewing the Interview Clip check out Anticipation Guide (*Think Literacy* 2004 pages 22-23, *50 Literacy Strategies* 1998 pages 9-11). Prepare students for the interview clip by having them complete an anticipation guide. The anticipation guide should include statements that are controversial and will generate discussion; in particular, many of the statements should reflect gender issues. These statements will not only help students prepare for the debate but could also be used as debate topics.

Some statements for the anticipation guide could include ...

- Girls should not play football.
- Only guys are in automotive classes.
- I admire male cheerleaders.
- Figure skating is for girls.
- It's okay for guys to take dance lessons.
- Wrestling and Boxing should be more open to girls.
- The female ski-jumpers should have been allowed to compete at the Vancouver Winter Olympics 2010.

2. During Viewing the Interview Clip – Before the viewing of the video clip check out It Says, I Say & So (*Think Literacy* 2003 page 4, *Think Literacy* 2004 page 73, *Standards-Based Social Studies* 2001 page 42, *Standards-Based Social Studies* 2004 page 95). Introduce the graphic organizer to the class. Or, if you're using a previously-used graphic organizer, re-explain it to the class. View the video; then, students should complete the first column while watching the interview and then have time after watching to complete the second and third columns. The goal of this graphic organizer is to help students develop an opinion and to take a stance.
3. After Viewing the Interview Clip – make sure that you have checked the Anticipation Guide (*Think Literacy* 2004 pages 22-23, *50 Literacy Strategies* 1998 pages 9-11) & Debate (*Think Literacy* 2004 pages 177-192, *Think Literacy* 2003 pages 41-42) Allow students time to complete their graphic organizer. Invite the class to share their thoughts and ideas. If possible, encourage a short debate by asking key questions. Then ask students to revisit the Anticipation Guide and complete the after viewing column – have their opinions changed based on Heidi's experiences and story? Invite students to share how their opinions changed or perhaps were reaffirmed.
4. Introduce students to the next activity – debate. If you've already conducted debates in your class, simply follow your regular process. If you have never facilitated a debate, consider a triangle debate as explained in *Think Literacy* (2003) on pages 186-192 – this section gives you Debating Tips, Debating Procedures, a Debate Organizer, a reflection sheet and an observation sheet. Below is another simple way to facilitate a debate.

Simple Debate

1. This style of debate is informal and opinions are offered on a volunteer basis. The teacher acts as moderator and facilitator. The rules are simple: students may comment on other students' comments, but may not make any personal comments to that student (e.g., "your brother ..."); if you speak out when it is not your turn, you forfeit your side's turn to speak. It is up to the teacher whether or not it is acceptable to quietly discuss ideas.
2. Randomly divide students into 2 groups and assign one group to argue "pro" and one group to argue "con". (It is best not to allow students to choose their side ... partly because it is preferable to challenge their thinking and partly because it eliminates the possibility of their arguments being taken seriously (e.g., at recess, "Student X believes that uniforms will eliminate bullying – how ridiculous!").
3. Begin with a volunteer from the "pro" side. After they have shared their opinion, volunteers on the "con" side raise their hand to offer a rebuttal – the teacher selects one person to speak. After they have shared their opinion/rebuttal, volunteers on the "pro" side raise their hand to offer a comment ... and so the debate progresses.

4. The teacher remains silent, except for selecting volunteers to share ideas. (Try to give everyone equal opportunities to speak.) However, if the debate begins to go “flat” or becomes too off-topic, the teacher can intervene to remind students of the debate prompt and to encourage students to think of another argument.
5. While the debate is progressing, the teacher can use tally marks and a class list to simply track how many times each person speaks and to simply record whether or not each student’s points were valid. For example, one student may speak 5 times but only make 2 valid points. Subsequently, if a student offers a remarkable argument/rebuttal, the teacher may wish to offer 2 tallies.
6. At the end of any debate, take the time to summarize the main pro and con arguments. Suggest other perspectives that students may have forgotten.
7. Possible debate topics ...
 - Any of the topics in the Anticipation Guide
 - Any of the topics in the Grade 7-8 Before Viewing Activity (Graffiti)
 - Suggestions from students
 - Removing the physical aspect of hockey
 - Women in men’s sports
 - Salary caps in sports
 - Steroid use in sports

Extension Activity:

Invite students to write a paragraph or an essay providing arguments for the debate topic or another topic. In a 5 paragraph essay, students could use the following format for the 3 body paragraphs – concession to opposition, argument 1 and argument 2.

Suggested Assessment: Teacher assessment: Observation

Assessment Tool(s):

- Anticipation Guide: observations using anecdotal records
- It Says, I Say & So: observations using anecdotal records
- Debate: observations using a tally chart and class list

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3

- McLaughlin, Maureen & DeVogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

<p>Heidi Langille</p> <p>Pursuing Equality</p>
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<p>Aboriginal Focus: In this segment students will focus on equality and its importance to all people.</p>
<p>Division: Grade 10 Open</p>
<p>Catholic Theme(s): Dignity of the Human Person, Love & Justice, Community and the Common Good</p>
<p>Virtue(s): Faith, Hope, Love, Justice</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others • A reflective and creative thinker who makes decisions in light of gospel values with an informed moral conscience • A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
<p>Expectations:</p> <p><u>Aboriginal Peoples in Canada</u></p> <ul style="list-style-type: none"> • identify contemporary challenges that Aboriginal women face within Aboriginal and Canadian society
<p>Suggested Activity:</p> <p>Rationale/Overview: In this activity the students will discuss the meaning of equality and how Heidi pursued equality through participation on an all boys' hockey team. Students will also research how other women dealt with contemporary challenges.</p> <p>Description:</p> <ol style="list-style-type: none"> 1. As a whole group have students brainstorm ideas that relate to the topic of equality. 2. Next have students draw (individually) what equality "feels" like and share it with the whole class. 3. Watch the video segment on Heidi Langille and discuss what challenges she faced as a female in a male dominated sport. Be sure to highlight how her Inuit roots have helped shape her into the person she is today. 4. In small groups have students use pictures and words to write a fictional narrative to illustrate how one particular Aboriginal woman has dealt with a contemporary challenge (i.e. poverty, family violence, addiction, education, gender bias, etc.)

5. It would be beneficial to discuss first why these contemporary challenges have such adverse effects on some Aboriginal women.

Suggested Assessment: Teacher assessment of class participation, drawing and fictional narrative

Assessment Tool(s):

- Brainstorming activity - checklist
- Drawing - checklist
- Fictional narrative - rubric

Student/Teacher Resources:

- <http://www.nwac.ca>
- http://www.pauktuutit.ca/home_e.html

GRANDMOTHER JOSEPHINE MANDAMIN



Grandmother Josephine Mandamin

Saving the Water

Aboriginal Focus: Through Josephine Mandamin we see the Aboriginal peoples' belief in the preservation of the earth's resources, caring for the natural resources that the Creator has given us and the need to advocate for care of the water.

Division: Junior

Catholic Theme(s): Stewardship for Creation, Hope, Love & Justice, Community and the Common Good, Rights and Responsibilities

Virtue(s): Hope, Love, Justice, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A reflective and creative thinker who creates, adapts, evaluates new ideas in light of the common good
- A reflective and creative thinker who examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society
- A responsible citizen who respects the environment and uses resources wisely

Expectations:

Oral Communication

1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.

Reading

1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Grade 4

1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives.

Writing

1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources.

2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view.

Media Literacy

1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Grade 4

1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used.

Suggested Activity:

Rationale/Overview: The students will investigate water pollution by reviewing articles from the internet or newspaper and then writing a letter to Grandmother Josephine Mandamin.

Description:

1. While watching the interview students will jot down general information of interest in two columns in their journal. One column will be labeled *Grandmother Josephine* and the other will be labeled *Water Pollution*.
2. Students will locate one or two current articles about water pollution either from the newspaper or the internet. Internet articles may be located at http://environment.about.com/od/waterpollution/Water_Pollution.html Students may choose to read about a local water pollution concern or a pollution concern from anywhere in the world.
3. Students will read the articles and using the following questions as a guide, begin to jot down information from the article(s). These questions will lead students to examine the information in the article but also to compare the article to the information in the interview with Grandmother Josephine. This information may be completed in the following chart:

Comparing the Newspaper Article and the Interview with Grandmother Josephine

The Article Says:	The Interview Says:	I Say:
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Guiding Questions:

- A. What is the concern in the article?
 - B. Where is this water pollution found?
 - C. What is the reason for the pollution?
 - D. How does this environmental concern compare with the environmental concern in the interview?
 - E. Who is represented in the article? What is their role? How are they represented? Is there something to be gained by someone in this article?
 - F. Is there an advocate similar to Grandmother Josephine in the article? If so, how does this person compare with Grandmother Josephine?
 - G. What are your feelings about the information in the article? What are your feelings about the information in the interview?
4. After students have completed their responses, they will write a letter to Grandmother Josephine to:
- A. Thank her for speaking out for the environment.
 - B. Tell her why you admire the work that she is doing.
 - C. Ask her questions about herself such as what motivates her to keep going.
 - D. Tell her how you feel about water pollution.
 - E. Tell her about another incidence of water pollution that you have researched.
 - F. Share your feelings about the information in the article and the information in the interview.

These letters will be revised and edited in good copy format. These letters may be shared with another class.

Suggested Assessment: Teacher assessment

Assessment Tool(s):

- Conferencing: Conference with student about information found in articles using conference notes
- Assessment of letter: Rubric Teacher created rubric to assess letter writing

Student/Teacher Resources:

- <http://www.great-lakes.net/teach/>
- http://environment.about.com/od/waterpollution/Water_Pollution.htm
- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One*. Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

Grandmother Josephine Mandamin

Reader's Theatre - Folktales

Aboriginal Focus: This activity looks at the role of elders within the Aboriginal community and the importance of the oral tradition in teaching Aboriginal history and morals.

Division: Intermediate

Catholic Theme(s): Community and the Common Good, Dignity of the Person, Stewardship for Creation

Virtue(s): Justice, Fortitude, Temperance, Love

Catholic Graduate Expectations:

- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good

Expectations:

History

Grade 7

-communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs

Grade 8

-communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs

Dramatic Arts

Grade 7

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities

B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects

B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences

B3.1 compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places

Grade 8

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities

B1.2 demonstrate an understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences

B2.2 evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message

B3.1 analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre

Suggested Activity:

Overview/Rationale:

The oral tradition is an integral part of Aboriginal culture. Dramatic Arts has its foundations in storytelling. Reader's Theatre is an opportunity for young students to learn about conveying a message through dramatic reading. Aboriginal folktales are a significant teaching tool for life lessons and work as an appropriate starting point. Often these folktales were passed on from generation to generation by the elders within the community. Young people, therefore, have great respect for the wisdom carried on through these tales.

Description:

The teacher will need to do a quick internet search to find copies of Aboriginal folktales to use as the basis of the stories. A quick Google search will lead to many of the traditional folktales; however, www.learningtogive.org is one internet site that provides Inuit Folktales specifically.

1. In groups of 4 or 5, students will be given a copy of a folktale. The reading of the tale will be divided among the students within the group.
2. They will be required to incorporate as many of the following techniques into their reading as is possible or desired by the group:
 - a. Choral speaking - The group chooses to read a section all together. This most effective when dramatic emphasis is wanted.
 - b. Solo reader - A single voice can be powerful as well and should be used for sections where the students need clarity or understanding.
 - c. Inflection - Inflection helps the audience better understand the intended emotion from the readers. It is important for students to plan out their use of inflection to help move the plot line along.
 - d. Emotion - Emotion can be effective in reader's theatre, if the student is trying to especially become a character voice in the story.
 - e. Volume - Students should understand the importance of volume and how it relates to understanding of text or dramatic effects.

f. Energy - Energy can determine the audience's interest in the story. Energy should change based on the events of the story.

3. Students are encouraged to use one prop to help in the telling of their story or perhaps one costume item. In Reader's Theatre, it is important to avoid staging the piece.

4. Using the method of oral tradition, the class will attempt, after hearing the folktale, to retell the various stories to the teacher.

Debrief/Discussion:

1. How effective were the techniques used in Reader's Theatre at conveying a message?
2. How effective is the oral tradition at passing on messages, ideas or morals?
3. Did having one object help to focus the audience?

Extension Activity:

1. Using the internet, teachers could show an episode from Ravenstales. It is a modern spin on traditional Aboriginal folktales.
2. Students could research other folktales from other cultures, for example, the Maritime provinces.

Suggested Assessment: Teacher assessment: Observation

Assessment Tool:

- Rubric

Student/Teacher Resources:

- www.learningtogive.org

Grandmother Josephine Mandamin

Examining Both Sides

Aboriginal Focus: In this segment the students will see Grandmother Josephine's love for the waterways and her desire to preserve them. The Aboriginal people share a desire to preserve the earth's resources and are not afraid to speak out for a good cause.

Division: Intermediate

Catholic Theme(s): Stewardship for Creation, Community and the Common Good, Human Rights and Responsibilities

Virtue(s): Hope, Love, Justice, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A reflective and creative thinker who creates, adapts, evaluates new ideas in light of the common good
- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems
- A reflective and creative thinker who examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society
- A responsible citizen who respects the environment and uses resources wisely

Expectations:

Oral Communication

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation

1.6 understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Grade 7

2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Reading

1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support a main idea

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

Writing

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

2.2 establish a distinctive voice in their writing appropriate to the subject and audience

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations

1.5 demonstrate understanding that different media texts reflect different points of view

Suggested Activity:

Rationale/Overview: The students will discuss the concern expressed in the video clip, research additional information and then in role defend a given position.

Description:

1. The students view the video clip then participate in a large group class discussion on the following facts from the interview:
 - Grandmother Josephine is an Anishinabe elder from Thunder Bay who has walked 17, 000 kilometres to raise awareness about water pollution.
 - Grandmother Josephine is passionate about this cause. She has been “moved by the spirits” to speak out for the Great Lakes.
 - Her message is the “water is sick...people need to really fight for that water, to speak for that water, to love that water.”
 - Grandmother Josephine’s fight goes beyond Aboriginal issues since water pollution affects us all. Canada holds 10% of the world’s fresh water.
2. Students will explore the following website <http://www.great-lakes.net/teach/> to learn about why the Great Lakes are becoming more polluted (the tab “pollution” can be found in the centre toolbar). Students will independently complete a PMI Thinking Organizer (Positive, Minus, Interesting). While reading the information about pollution, students will record: positive information pertaining to industry on the Great Lakes; negative information pertaining to industry on the Great Lakes and interesting information about industry on the Great Lakes.

Positive	Minus	Interesting

Beyond Monet, pg. 96 or www.yrdsb.edu.on.ca/pdfs/w/ii/TeachingMasters.doc

- The teacher will introduce the students to the activity: Examine Both Sides. “EBS encourages students to look at the world from another’s perspective.”
www.yrdsb.edu.on.ca/pdfs/w/ii/TeachingMasters.doc

The teacher will introduce the following issue: A developer wants to build a factory on one of the Great Lakes. One student will take the role of the developer, Side A, arguing in favour of building the factory while the other student will take the role of either Grandmother Josephine or another environmentalist, Side B, arguing against the idea.

Students will refer to the information in the PMI to orally defend their position. Students will write a script of their position and orally defend their position. Teachers may choose to have students present their arguments to the class.

Suggested Assessment: Teacher assessment, Observation

Assessment Tool(s):

- Observation of student’s learning skills while working on all parts of lesson: Checklist
- Assessment of written script: Checklist
- Teacher assessment of presentations: Rubric

Student/Teacher Resources:

- <http://www.great-lakes.net/teach/>
- www.yrdsb.edu.on.ca/pdfs/w/ii/TeachingMasters.doc
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen’s Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>

- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X

Grandmother Josephine Mandamin

Protecting Our Water

Aboriginal Focus: In this segment students will focus on the care of the Great Lakes and the meaning of stewardship.

Division: Grade 7

Catholic Theme(s): Stewardship for Creation, Love & Justice

Virtue(s): Hope, Love, Justice, Fortitude

Catholic Graduate Expectations:

- An effective communicator who reads, understands and uses written materials effectively
- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems
- A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
- A collaborative contributor who works effectively as an interdependent team member
- A responsible contributor who respects the environment and uses resources wisely

Expectations:

Grade 7 Natural Resources

- describe ways in which technology has affected our use of natural resources
- explain the concept of sustainable development and its implications for the health of the environment
- formulate questions to guide research into problems and points of view regarding the management and use of natural resources
- locate and record relevant information from a variety of primary and secondary sources

Suggested Activity:

Rationale/Overview: In this activity the students will focus on key questions on The Great Lakes, conduct research, view the video segment on Josephine Mandamin and discuss the meaning of stewardship.

Description:

1. Divide the class in groups of three or four. Give each learning group a large sheet of paper with the following acronym on the top, "H.O.M.E.S." Have each group answer the following:
 - a. Name the Great Lakes using the letters as clues.

- b. How do we get our drinking water into our houses?
- c. If you were very thirsty and you were at a local lake or river, and you forgot to bring drinks, would you drink the water in the lake/river? Why/why not?
- d. Name a river or lake that is the close to the school.
- e. List one way you can give of your time to keep the water clean?

Bring the class together and have each group designate one member to report to the class. The teacher could compile a class list of the most often given responses.

2. Optional - Show a video about the Great Lakes (National Geographic). Ask the learners to write a reflection paragraph on what they have learned from the video. Include what problems were identified, how they feel about the problems identified and what they hope to learn in order to be of help to the Great Lakes ecosystem. Alternatively, students may want to illustrate their answers instead.
3. Put students in mixed ability groups. Pass a paper bag and have each one draw a name of a Great Lake. Using the internet, have students research the Great Lakes and produce a map of the Great Lakes.

Develop information relating to their Lake on the five themes of geography:

- location/place
- environment
- region
- interaction
- movement

Discover through their research, programs of stewardship that protect the Great Lakes for the future.

What can we do to help conserve the Great Lakes?

4. Produce a graphic and oral presentation for their classmates on their discoveries and findings.
5. Facilitate a discussion with the class on what they think it means to be a steward. Try to guide them to define **stewardship** as "the responsible caring for something, in this case, our natural resources." Discuss how Grandmother Josephine is a person who demonstrates the concept of stewardship.
6. Visit the National Geographic site to determine your current water footprint to help decide how you can help our local natural water resources.
<http://environment.nationalgeographic.com/environment/freshwater/water-footprint-calculator>

Suggested Assessment: Teacher assessment of class participation, drawing and narrative

Assessment Tool(s):

- Graphic and Oral Presentation: Rubric
- Discussion: Checklist

Student/Teacher Resources:

- <http://www.nativevillage.org/Inspiration-/A%20Native%20Grandmothers%20Epic%20Walk%20for%20Water.htm>
- <http://www.motherearthwaterwalk.com>
- <http://environment.nationalgeographic.com/environment/freshwater/water-footprint-calculator>

Grandmother Josephine Mandamin

Reflecting on Personal Roots and Branches

Aboriginal Focus: This activity focuses on those who are caretakers of our environment. One of those individuals is Grandmother Josephine Mandamin who is concerned for our waterways and is working now for a better future. Her perseverance and peacefulness are reflected in this video segment.

Division: Grades 9 & 10

Catholic Theme(s): Faith, Hope, Love & Justice, Community and the Common Good, Stewardship for Creation

Virtue(s): Faith, Love, Hope, Justice, Fortitude

Catholic Graduate Expectations:

- A discerning believer Formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A reflective and creative thinker who creates, adapts, evaluates new ideas in light of the common good
- A responsible citizen who respects the environment and uses resources wisely

Expectations:

Grade 9 Academic Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Academic Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Applied Oral Communication

1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts

1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts

1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 10 Academic Oral Communication

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience

Grade 10 Academic Writing

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms

Grade 10 Applied Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Grade 10 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using several different informational, literary, and graphic forms

Suggested Activity:

Rationale/Overview: The students will use different strategies to record key information from the video clip and to reflect on who they are.

Description:

1. Before viewing the Interview Clip ... Rapid Writing (*Think Literacy* 2003, pages 98-100, *50 Literacy Strategies* 1998 pages 78-80) "... the purpose of rapid writing is to allow students to record what they know about the topic, subject, or activity, without worrying about repetition, spelling, grammar, or any other errors." "When students engage in *rapid writing* ..., they access their prior knowledge, engage with content, review and reflect, and begin to set a direction for writing..."
2. Introduce the Rapid Writing activity to students and share the topics about which they can choose to write. (Invite students to share some of their ideas briefly before writing in case there are students who do not know about Gandhi and his non-violence philosophies.)
3. Writing prompts could include ...
 - Mahatma Gandhi of India advocated political change and justice without violence. Cite a situation where this has been accomplished and a situation where violence continues to be a problem due to cultural differences.
 - William Wordsworth, a 19th century English poet, once wrote: "Nature never did betray the heart that loved her." In what ways do humans betray nature today?
 - Think of some of the ways that science and technology have led to some unpleasant changes in our physical environment (air, water, land). Be specific in your examples and comments.
4. Invite students to share some of the ideas they recorded.
5. Prior to the viewing of the Interview Clip check out Tree Graphic Organizer (*Standards-Based Social Studies* 2001 page 31)
 - Introduce students to the concept of a tree graphic organizer ...
 - The trunk represents the individual (their personality, beliefs, characteristics, qualities, etc.)
 - The roots represent the things that support the individual (family,

- The branches represent the things that the individual can impact and “touch” (other people, government, policy, other communities/countries/minorities, children, grandchildren, friends, media, ecosystems, etc.)
6. While watching Grandmother Josephine’s interview, students should record relevant information in the appropriate areas of the tree organizer. Allow students some time after watching the interview to finish recording their ideas and thoughts.
 7. After viewing the Interview Clip review the Tree Graphic Organizer
Invite students to share their notes and trees in pairs, small groups or with the whole class. Facilitate a discussion about Grandmother Josephine and how her beliefs and actions are directly related to how she was raised. Invite students to share other questions that they wish they could ask Grandmother Josephine. Revisit the Rapid Writing Prompts from the beginning of the lesson and compare Grandmother Josephine’s experiences to the actions of Gandhi, to William Wordsworth’s quote, and to the unpleasant changes brought on by technology. Even ask students why it is appropriate that this woman is known by the title “Grandmother” (e.g., mother nature, matriarchal society, the concept of “man” against nature aka mother nature).
 8. Invite students to consider their own tree.
 - Trunk: Who are you? What do you believe? What are your values and qualities? What am I passionate about?
 - Roots: Who has influenced you? Who supports you? From where do your values, ideas and qualities come?
 - Branches: Who can I impact? What change can I bring about? What areas of others’ lives can I positively influence and impact? How can I help the global community?
 9. Give students the opportunity to complete their own tree. Perhaps some would prefer to use pictures rather than words or even a combination of pictures and words.

Suggested Assessment: Teacher assessment

Assessment Tool(s):

- Rapid Writing: observation using anecdotal notes
- Grandmother Josephine’s tree: observation using anecdotal notes
- Student Tree: teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4

- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Grandmother Josephine Mandamin

Sacredness of Life

Aboriginal Focus: The environment has always been respected by the Aboriginal people. In this segment students will see current Aboriginal concerns for our waterways, specifically, the Great Lakes.

Division: Grade 10

Catholic Theme(s): Stewardship for Creation, Love & Justice, Hope

Virtue(s): Hope, Love, Justice, Fortitude

Catholic Graduate Expectations:

- A reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience
- A self-directed, responsible, life-long learner who responds to, manages and constructively influences change in a discerning manner
- A responsible citizen who promotes the sacredness of life
- A responsible citizen who respects the environment and uses resources wisely

Expectations:

Aboriginal Peoples in Canada

- describe how traditional Aboriginal values are maintained in the 20th century
- identify examples of the growing activism of Aboriginal groups in the 20th century

Suggested Activity:

Rationale/Overview: In this activity the students will investigate the condition of our waterways, specifically The Great Lakes and consider how they can be positive activists for their preservation.

Description:

1. Using the Think-Pair-Share strategy, students will investigate the world's existing water systems and how people have disrupted the health of them (i.e. using rivers, lakes and oceans as sewers, dumping waste into them, building dams and canals, cutting trees and plants that line the shores, etc.)
2. Engage in a whole-group discussion on how the ecosystem is a community of living things (plants, animals, soil, water, humans, etc.) that are interdependent but have become disrupted and polluted because of industrialization
3. http://geogratias.cgdi.qc.ca/Ecosystem/1_ecosys/ecosys.htm can be viewed to illustrate various ecosystems in Canada
4. Explain to students that Aboriginal peoples consider water to be sacred and should be treated with respect as it is life-giving. Similarly, Jesus calls us to give

water to those who thirst.

5. The students research other items that are valued still considered sacred today (e.g. the eagle, sweet grass, sage, cedar, etc.) and compile a list that highlights how the items are used in ceremony and reflected in stories and/or rituals.
6. Share the video clip of Grandmother Josephine and engage students in discussion to reflect upon her thoughts and claims (i.e. what is your reaction to Grandmother Josephine's message of awareness, why should kids in Canada unite for this issue, what will happen if we continue to pollute our water systems, are you optimistic for the future of your grandchildren, etc.).
7. Define activism and discuss how Grandmother Josephine is an example of a positive activist.
8. In small groups have the students decide on what they can do to address the environment (consider what the Aboriginal people hold near and dear) and create a radio advertisement in pursuit of gaining followers/believers.
9. Visit <http://www.cbc.ca/canada/story/2008/05/29/aboriginal-action.html>, <http://halifax.mediacoop.ca/story/3332>, <http://www.ccsd.ca/pr/2003/aboriginal.htm>, etc to read various examples of Aboriginal activists in pursuit of justice concerning a variety of issues (i.e. child poverty, the environment – Tar Sands, land claims, education, self-government, etc.).

Suggested Assessment: Observation, Teacher or peer assessment

Assessment Tool(s):

- Participation – checklist
- Radio advertisement – rubric
- Poster board – rubric

Student/Teacher Resources:

- EOCCC Sharing the Way An Introduction to the Aboriginal World (2009)
- <http://www.cbc.ca/canada/story/2008/05/29/aboriginal-action.html>
- <http://halifax.mediacoop.ca/story/3332>
- <http://www.ccsd.ca/pr/2003/aboriginal.htm>

DANIELLE MARCOTTE



Danielle Marcotte
Addressing Concerns &
Controversies in International Games

<p>Aboriginal Focus: In this segment students are introduced to a First Nations student who is participating in the inaugural Summer Youth Olympics. Pride in heritage and home are evident in Danielle's comments and she emphasizes how the whole community is like family.</p>
<p>Division: Junior</p>
<p>Catholic Theme(s): Community and Common Good, Peace, Justice</p>
<p>Virtue(s): Love, Prudence, Temperance, Fortitude</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator who listens actively and critically to understand and learn in light of gospel values • An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others • A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures
<p>Expectations:</p> <p>Reading</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p> <p>Writing</p> <p>1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>2.1 write more complex texts using a variety of forms.</p> <p>Media</p> <p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.</p>
<p>Suggested Activity:</p> <ol style="list-style-type: none"> 1. After viewing the segment on Danielle the students recall her comments on growing up in the small community of Pelly Crossing. 2. In small groups they brainstorm the meaning of community. The groups contribute to an overall graphic organizer on the board. 3. Introduce material on the Summer Youth Olympics 2010 – host city, motto, participating nations, number of athletes etc. 4. In small groups the students discuss how the Olympic Games have characteristics similar to those of a community. 5. Introduce a particular type of poetry (see below) or review different types. 6. Individually the students select one of the following activities to complete. The focus is community and the Youth Olympics. An Acrostic Poem

- A. A Concrete Poem – A single word is written repeatedly to create the picture of the object the word describes.
- B. A Cinquain – A five line verse with each line having a specific syllable count (2,4,6,8,2)
- C. A Haiku – A 3 line Japanese poem with a strict syllable count for each line. (5,7,5)

7. The students share their work.

Suggested Assessment: Teacher assessment, Observation

Assessment Tool:

- Teacher anecdotal notes

Student/Teacher Resources:

- http://en.wikipedia.org/wiki/2010_Summer_Youth_Olympics

Danielle Marcotte
The Summer Youth Olympics

Aboriginal Focus: In this segment students are introduced to a First Nations student who is participating in the inaugural Summer Youth Olympics. Pride in heritage and home are evident in Danielle's comments and she emphasizes how the whole community is like family.

Division: Intermediate

Catholic Theme(s): Community and Common Good, Peace, Justice

Virtue(s): Love, Prudence, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others
- An effective communicator who writes and speaks fluently one or both of Canada's official languages
- A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures

Expectations:

Gr. 7 Oral Communication

1.1 identify a range of purposes for listening in a variety of situations, formal and informal and set goals appropriate for specific listening tasks

2.3 communicate orally in a clear, coherent manner, using structure and style appropriate to both the topic and the intended audience

Gr. 7 Writing

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns

2.1 write complex texts of different lengths using a wide range of forms

Gr. 8 Oral Communication

1.1 identify a range of purposes for listening in a variety of situations, formal and informal and set goals appropriate for specific listening tasks

2.3 communicate orally in a clear, coherent manner, using structure and style appropriate to both the purpose, the subject matter, and the intended audience

Gr. 8 Writing

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies

2.1 write complex texts of a variety of lengths using a wide range of forms

Suggested Activity:

8. After viewing the segment of Danielle at the Summer Youth Olympics students will research the youth Olympics.
9. Divide the class into small groups. Each group will choose one of the following topics.
 - A. General Information (host cit, motto, nations participating, number of athletes, stadium, timing, number of sports, bidding process)
 - B. Organization – costs, venues, marketing
 - C. Torch relay, calendar, opening ceremony
 - D. The 26 sports
 - E. Medal count
 - F. Closing ceremony
 - G. Canada at the Summer Youth Olympics – Number of athletes, number of events, successes
 - H. Danielle Marcotte – overview of the 10m sir pistol competition and the qualities required for success.
10. Each group researches their topic which they can break down into sub-sections; then, they collect information and prepare a media presentation for the class. The students will be provided with a rubric for their presentation. Each person in the group will have an assigned task.
11. As a class they prepare a display of all of their work for other classes to see.

Suggested Assessment: Teacher assessment, Observation**Assessment Tool:**

- Teacher created rubric to assess the presentations

Student/Teacher Resources:

- http://en.wikipedia.org/wiki/2010_Summer_Youth_Olympics

Danielle Marcotte
Addressing Concerns & Controversies in International Games

<p>Aboriginal Focus: In this segment students are introduced to a First Nations student who is participating in the inaugural Summer Youth Olympics. Pride in heritage and home are evident in Danielle’s comments and she emphasizes how the whole community is like family.</p>
<p>Division: Gr. 9 & 10</p>
<p>Catholic Theme(s): Community and Common Good, Peace, Justice</p>
<p>Virtue(s): Love, Prudence, Fortitude</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator who listens actively and critically to understand and learn in light of gospel values • An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others • A responsible citizen who respects and affirms the diversity and interdependence of the world’s peoples and cultures
<p>Expectations:</p> <p><u>Gr. 9 Academic Oral Communication</u> 1.4 identify the important information and ideas in both simple and complex oral texts in several different ways 1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them 2.3 communicate in a clear, coherent manner for a few different purposes</p> <p><u>Gr. 9 Academic Writing</u> 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic and other resources as appropriate 2.1 write for different purposes and audiences using a few different informational, graphic and literary forms</p> <p><u>Gr. 9 Academic Media Studies</u> 3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions and techniques</p> <p><u>Gr. 9 Applied Oral Communication</u> 1.4 identify the important information and ideas in both simple oral texts and some teacher-selected complex texts 1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them 2.3 communicate in a clear, coherent manner for a few different purposes</p> <p><u>Gr. 9 Applied Writing</u> 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic and other resources as appropriate 2.1 write for different purposes and audiences using a few different informational, graphic and literary forms</p>

Gr. 9 Applied Media Studies

3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions and techniques

Gr. 10 Academic Oral Communication

1.4 identify the important information and ideas in oral texts including increasingly complex texts, in a variety of ways

1.6 extend understanding of oral texts including increasingly complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner using a structure and style appropriate to the purpose, subject matter, and intended audience

Gr. 10 Academic Writing

1.2 generate, expand, explore and focus ideas for potential writing tasks, using a variety of strategies and print, electronic and other resources as appropriate

2.1 write for different purposes and audiences using a variety of literary, graphic and informational forms

Gr. 10 Academic Media Studies

3.4 produce media texts for a variety of purposes and audiences, using a variety of literary, graphic and informational forms

Gr. 10 Applied Oral Communication

1.4 identify the important information and ideas in both simple and complex oral texts in different ways

1.6 extend understanding of both simple and complex oral texts by making connections between ideas in them and personal knowledge, experience and insights; in other texts; and the world around them

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Gr. 10 Applied Writing

1.2 generate, and focus ideas for potential writing tasks, using several different strategies and print, electronic and other resources as appropriate

2.1 write for different purposes and audiences using several different informational, literary and graphic forms

Gr. 10 Applied Media Studies

3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions and techniques

Suggested Activity:

1. After viewing the segment of Danielle at the Summer Youth Olympics students discuss the comments of Danielle re: community.
2. Discuss concerns that frequently come forth during International Games. Then the students will research the concerns and controversies of various Olympic Games.
3. Some of the games might include:

- A. The 2010 Youth Olympics in Singapore
- B. The 2010 Commonwealth Games
- C. The 2010 Winter Olympics in Vancouver
- D. The 2008 Summer Olympics in Beijing
- E. Others

4. Each group presents their concerns and controversies using an appropriate media text.
5. Following the presentations the students, in small groups, will discuss the following:

- A. The similarities and differences.
- B. Ways of resolving the concerns and controversies.
- C. The meaning of community during international games.

6. In a large group they share their thoughts and suggestions.

Suggested Assessment: Teacher assessment, Observation

Assessment Tool:

- Teacher anecdotal notes
- Checklist

Student/Teacher Resources:

- http://en.wikipedia.org/wiki/2010_Summer_Youth_Olympics
- http://en.wikipedia.org/wiki/Concerns_and_controversies_over_the_2010_Winter_Olympics/
- <http://reference.canadaspace.com/search/2010%20Commonwealth%20Games/>
- http://en.wikipedia.org/wiki/Concerns_and_controversies_over_the_2008_Summer_Olympics

JENNIFER PODEMSKI



Jennifer Podemski

Back to My Roots – Family Traditions

Aboriginal Focus: In this segment the students meet Jennifer Podemski who demonstrates resilience. Through her we see the importance of belonging and the importance of ancestral roots.

Division: Junior

Catholic Theme(s): Dignity of the Human Person, Love & Justice, Community and the Common Good

Virtue(s): Hope, Love, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A reflective, and creative thinker who creates, adapts, evaluates new ideas in light of the common good
- A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
- A collaborative contributor who respects the rights, responsibilities and contributions of self and others
- A caring family member who values and honours the important role of the family in society
- A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures
- A responsible citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society

Expectations:

Oral Communication

- 1.1** identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.
- 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.
- 1.6** extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts, and to the world around them.
- 2.2** demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.
- 2.6** identify some non-verbal cues, facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Writing

1.2 generate ideas about a potential topic using a variety of strategies and resources.

2.1 write more complex texts using a variety of forms.

Grade 4

2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.

Grade 4

2.3 use specific words and phrases to create an intended impression

Suggested Activity:

Rationale/Overview: Students will learn about the importance of oral history and the importance of the “Talking Circle”. They will complete the journal entry “Back to My Roots-Family Traditions”. Students will then share their journal entries in a Talking Circle.

Description:

1. Teacher Prompt: “Jessica Podemski talks about the importance of tradition and ancestral roots. Tradition and family are very important to the Aboriginal People. Aboriginal People have used oral history as the primary means of passing information from one generation to the next. Oral history is a method of sharing one’s history, culture and traditions through the use of stories and legends. The Aboriginal People would often sit in a circle to share their stories. The circle is an important symbol in Aboriginal culture as it represents interconnectedness and continuity. The Aboriginal People called this circle a “Talking Circle”. They had important rules when sitting in this circle. In a Talking Circle, each one is equal and each one belongs.”

2. Teacher Prompt: “When we share information or read our stories, we listen to each other. We have classroom rules that we follow when someone is speaking.”

Students will identify what those rules are. Sitting in a circle, students will be introduced to the ‘talking stick’. This could be any object such as a stick, stone or feather. The ‘talking stick’ symbolizes the importance of listening to everyone and showing respect for everyone’s thoughts. Listening respectfully is important to the Aboriginal People. The teacher will explain that when one person is holding the talking stick, that person is the only one with the right to speak.

3. The teacher will read aloud a story about a young child learning from a grandparent or elderly person. This story should also illustrate a family tradition or custom. Students will discuss what they interpret the story to mean. The student speaking will hold the ‘talking stick’.
4. The teacher will read an example of a family tradition that is practiced in his/her family. This excerpt should reflect use of vivid language such as descriptions of taste, touch, smell etc. Students will be asked to think about a family tradition

5. Students will write a journal entry to describe their family tradition. The teacher will remind students to use descriptive words so that the tradition is easy for the reader to picture.
6. Students will once again join a circle to read their first drafts to the class. Students will take turns holding the 'talking stick' while reading their journal entries.
7. Teachers may choose to have students revise and edit their journal entries in order to create a class bulletin board display with the title "Back to Our Roots-Our Family Traditions."

Suggested Assessment: Teacher assessment, Observation

Assessment Tool(s):

- Checklist for students' oral participation,
- Rubric to assess journal writing

Student/Teacher Resources:

- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One*. Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

Jennifer Podemski
Writing Using RAFTS

Aboriginal Focus: In this video segment we see the resilience of Jennifer and her connection with her Aboriginal roots.
Division: Intermediate
Catholic Theme(s): Faith, Hope, Love & Justice, Community and the Common Good, Dignity of the Human Person
Virtue(s): Fortitude, Temperance, Faith, Love
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator who listens actively and critically to understand and learn in light of gospel values • An effective communicator who reads, understands and uses written materials effectively • A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems • A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures
<p>Expectations:</p> <p><u>Grade 7 Oral Communication</u></p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts</p> <p>1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation</p> <p>1.6 extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p>2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience</p> <p><u>Grade 7 Writing</u></p> <p>1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose</p> <p>2.1 write complex texts of different lengths using a wide range of forms</p> <p><u>Grade 8 Oral Communication</u></p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts</p> <p>1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations</p> <p>1.6 extend understanding of oral texts, including increasingly complex or difficult texts,</p>

by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Grade 8 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

2.1 write complex texts of a variety of lengths using a wide range of forms

Suggested Activity:

Rationale/Overview: The students will have an opportunity to compare their experiences to Jennifer's, participate in discussion about their findings and write about a selected topic. Through this video students will explore self-esteem.

Description:

1. Before viewing the Interview Clip check out the Comparison Matrix (*Graphic Organizers 2004* pages 41-42) Students are given a Comparison Matrix graphic organizer. Briefly discuss the components of the matrix and then allow students time to complete the first section of the matrix, jotting down notes about themselves.
2. Possible categories of the matrix could include ... ancestry, hobbies & activities, personal beliefs, important people in life, life-changing experiences, identify issues (self-esteem), etc.
3. During viewing the Interview Clip - While watching the interview, students should record information about Jennifer in the appropriate sections of the matrix.
4. After viewing the Interview Clip and after checking out Writing Using RAFTS (*Think Literacy 2003* pages 35-36). Invite students to share their ideas and their thoughts after watching the interview. Facilitate a brief discussion about Jennifer's experiences and how they are similar and different from the students' experiences.
5. Introduce – or review, if students have already used this technique – the RAFTS writing activity to the students. (*Think Literacy 2004* pages 32-37) RAFTS stands for ... Role, Audience, Format, Topic, and Strong Verb. This activity provides a great deal of choice for the students, but the teacher may want to select a section to assign. For example, invite students to write in the **role** of Jennifer Podemski assignment and provide students with the RAFTS graphic organizer to complete their brainstorming before writing a rough draft.

Suggested Assessment: Teacher assessment, Self-assessment

Assessment Tool(s):

- Comparison Matrix: Observation using anecdotal records
- RAFTS Writing: Observation of brainstorming completion using anecdotal records
- Teacher assessment: Rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVoogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Jennifer Podemski
Explaining your Roots

<p>Aboriginal Focus: Many Aboriginal artists have come to understand their important role as mentors for the Aboriginal community and their role as Ambassadors. Jennifer Podemski's appearance on MTV's Cribs is a prime example of an artist using a modern form of media communication to explain one's own cultural roots.</p>
<p>Division: Grades 9 & 10</p>
<p>Catholic Theme(s): Hope, Love & Justice, Community and the Common Good, Dignity of the Person</p>
<p>Virtue(s): Love, Hope, Fortitude</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values • A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good • A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good • A caring family member who attends to family, school, parish and the wider community • A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.
<p>Expectations:</p> <p><u>NAC10</u> <i>Identity:</i> -identify various reasons for the creation of aboriginal art -describe the contributions of Aboriginal artisans for Canadian society</p> <p><i>Relationships:</i> -explain what Aboriginal artists or artisans might have been trying to express through their work -describe how their art forms demonstrate the relationships of Aboriginal peoples to themselves, their families, their communities (including gender roles), their nations, Canada, and the natural environments -explain what Aboriginal artists or artisans might have been trying to express through their work</p> <p><i>Sovereignty:</i> -describe how art forms represent customs, world views, traditions, beliefs, and sovereignty -identify, in Aboriginal art forms, the changing roles of women, from child to youth to adult or elder -explain how Aboriginal art forms communicate the philosophy and political and cultural values of Aboriginal peoples</p>

- describe qualities in Aboriginal art forms that exemplify self-reliance
- demonstrate understanding of the importance of women in Aboriginal cultures
- describe how Aboriginal artists represent sovereignty in their work

Challenges:

- describe how Aboriginal art forms promote communication within, and the growth of, selected Aboriginal communities
- describe how Aboriginal groups contribute to global communities

NAC20

Identity:

- identify Aboriginal individuals who have contributed to the development of Canadian identity
- identify examples of the growing activism of Aboriginal groups in the twentieth century
- demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples
- explain issues relating to Aboriginal sovereignty

Challenges

- identify contemporary challenges that Aboriginal women face within Aboriginal and Canadian society

Methods of Historical Inquiry

- identify information about Native Studies, using the school library-resource centre, community and government resources, computer databases, computer-stored information, and the Internet

Media Arts

ASM20

Theory

Creation

- use elements and principles specific to media art in their own work
- transform an existing artwork by modifying an element or principle (e.g. point of view, movement) through a media art technique)

Creative Process

- research existing media artworks and productions to inspire new works (e.g., create a journal of existing works and productions)

Connections

- identify and apply a specific idea, concept, or theme common to other art forms (e.g. narration, colour) to a media artwork

Analysis

Self and Community

- identify and explain, orally and in writing, how various examples of media art have had an effect on their lives

Function of Media Art

- identify and explain, orally and in writing, how media artworks affect perceptions of identity (e.g. ethnic group, regional/provincial/national identity, religious affiliation, philosophical identity)

Suggested Activity:

Rationale/Overview: Many Aboriginal performers understand the important role they

play in being a mentor to Aboriginal youth. By examining a current example of an Aboriginal artist representing her/his culture, students can examine the representation of values in their own lives.

Description:

1. Students will visit Jennifer Podemski on MTV's Cribs via youtube.
2. Students will discuss some of the elements in the video that present her values, as symbolized through the objects and artifacts within her own home. They can also discuss how her culture is present in her downtown Toronto home.
3. Students will create a video version of their own home, as if they were on Cribs. They must find at least three objects in their home that helps to indicate aspects of their values, beliefs and/or cultural background. They can choose to film various areas of their home or stay in one room. They should act as commentator for their own home.
4. *If the technology is not available, students can create a photo gallery of their home, either using digital photography or traditional photographic technology. They again should present photos of three or four objects of significance in their own homes.
5. *If the technology is not available, students could write up a version of Cribs where they speak about three objects in their home and perhaps even bring them into the class.
6. Upon completion of the activity, students would share their videos with the other members of the class.

Debrief/Discussion:

1. Was it easy to narrow down your thoughts to three or four objects?
2. Was it difficult to speak about the significance or presence of culture within your home?
3. If you were a celebrity, what messages would you want to highlight to young people?
4. How important is the role of all celebrities in being mentors to young people?

Extension Activity:

Students can create fictitious website for their own self promotion as a celebrity. Their website needs to contain a motto or philosophy of living. Also they need to research and include a non-profit organization that they would represent with their celebrity status.

Suggested Assessment: Peer and teacher assessment

Assessment Tool:

- Rubric

Student/Teacher Resources:

- www.youtube.com

Jennifer Podemski

Cultural Heritage, Identity Issues & Genetic Memory

Aboriginal Focus: In this video segment we see the resilience of Jennifer and her connection with her Aboriginal roots.

Division: Grades 9 & 10

Catholic Theme(s): Hope, Community and the Common Good, Dignity of the Human Person

Virtue(s): Faith, Love, Hope, Justice, Fortitude, Temperance

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities
- A caring family member who relates to family members in a loving, compassionate and respectful manner
- A responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
- A responsible citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society

Expectations:

Grade 9 Academic Oral Communication

- 1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts
- 1.4 identify the important information and ideas in both simple and complex oral texts in several different ways
- 1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- 2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Academic Writing

- 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate
- 2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Applied Oral Communication

- 1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts

1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts

1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 10 Academic Oral Communication

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience

Grade 10 Academic Writing

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms

Grade 10 Applied Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Grade 10 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using several different informational, literary, and graphic forms

Suggested Activity:

Rationale/Overview: The students will use different strategies to look at identity, self-esteem and “Genetic Memory”.

Description:

1. Before viewing the Interview Clip ... Brainstorming “Genetic Memory”
Write “Genetic Memory” on the board and invite students to brainstorm what the phrase might mean. Guide discussion with key questions and perhaps suggest that a couple of students look up the phrase on the internet if there are computers in the room.

2. Explain to students that they will be meeting Jennifer Podemski in a video interview. Describe Jennifer’s cultural background – her mother’s family is aboriginal people who experienced persecution from the government and the isolating experiences of residential school, and her father’s family was Jewish and suffered the Holocaust in concentration camps. In Jennifer’s own words ...

“Growing up I had a very weak sense of self, little self-esteem and I felt shame about who I was. To say the least, I had serious identity issues. When I was a child, I remember looking in the mirror and hating what I saw, my slanty eyes, my wide face, my hair, my skin colour - everything. When I was around my father’s people I felt out of place; when I was around my mother’s people I felt out of place; when I was around, I felt out of place.

“I can’t tell you where those feelings came from, or why I felt them, but I do know now, that I am not the only person who felt those things.

“A part of it may have been that I was different and didn’t really fit in, and a part of it may have been passed down to me through genetic memory. My mother, her parents and grandparents, were systematically broken down by federal policy, racism, residential school and disenfranchisement. My father’s father was persecuted for being a Jew, lost his family and spent five of his teenage years in concentration camps and the rest of his life disconnected from his religion. I believe that all of these memories are inside me. Some refer to this as multi-generational grief or trauma.”

3. Invite students to define unfamiliar or troublesome words and concepts.
4. Invite students to make connections to identity and self-esteem issues that teenagers face today in their community (e.g., body piercing and body art, anorexia and other eating disorders, steroid use, drug use, etc.)
5. During viewing the Interview Clip ... Placemat (*Think Literacy* 2004 pages 163-164). Introduce the Placemat graphic organizer to the students. In the center is Jennifer; surrounding sections may include Cultural Background, Childhood

6. After viewing the Interview Clip ... Cultural Heritage and Genetic Memory
Reflective Journal

Invite students to share their thoughts and ideas in pairs, small groups or as a whole class. What are some things that really resonated with the students and made a lasting impression? Revisit the concept of Genetic Memory and invite students to expand the brainstorming with new ideas and insights.

7. Introduce the reflective journal prompt(s) to the students. Several prompts are provided, but you may choose to only offer one or two.

Some possible prompts include ... (*Standards-Based Social Studies* 2001 page 47-79)

- * Define freedom and describe how a government should work to protect the freedom of its people.
- * Discuss your cultural background or heritage. Consider Genetic Memory in your life experiences.
- * Consider genetic memory. Discuss whether or not you believe it to be a reality.
- * Consider the concept of genetic memory. Discuss whether or not Jennifer Podemski should be considered lucky or unlucky to have her genetic memory.
- * Discuss your own struggles with identity. Consider your Saving Grace and share how this passion or person keeps your life balanced and grounded.

8. Allow students to quietly discuss their ideas in pair or small groups, if needed. Then provide students with the time to quietly reflect and independently write. Give students the opportunity and discuss to share their reflections.

Suggested Assessment: Teacher assessment

Assessment Tool(s):

- Brainstorming: observation using anecdotal records
- Placemat: observation using anecdotal records
- Reflective Journal: a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3

- McLaughlin, Maureen & DeVogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

STUDENTS ON ICE



<p>Students on Ice</p> <p>Arctic Expeditions</p>
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Aboriginal Focus: In this segment students are introduced to Students on Ice who believe in being engaged citizens of the planet. The students learn about living in the North and the respect that the Inuit have for the land.

Division: Junior

Catholic Theme(s): Community and Common Good, Stewardship for Creation

Virtue(s): Hope, Love, Temperance, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others
- An effective communicator who writes and speaks fluently one or both of Canada's official languages
- A reflective, and creative thinker who thinks reflectively and creatively to evaluate situation and solve problems
- A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures
- A responsible citizen who respects the environment and uses resources wisely

Expectations:

Oral Communication

1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.

Reading

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes.

1.5 make inferences about texts using stated and implied ideas from the texts as evidence.

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

2.3 identify a variety of text features and explain how they help readers understand texts.

Writing

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.

2.1 write more complex texts using a variety of forms.

Grade 4

2.2 establish an appropriate voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.

Grade 4

2.3 use specific words and phrases to create an intended impression.

2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.

Media

1.1 identify the purpose and audience for a variety of media texts.

1.6 identify who produces various media texts and the reason for their production.

2.1 identify elements and characteristics of some media forms.

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Suggested Activity:

Rationale/Overview: Imagining that they are part of the expedition, students will write a reflection on their experiences in the Arctic.

Description:

12. The students will view the video clip *Students on Ice* and record key information.
13. Following the viewing - Teacher Prompt: "Wouldn't it be an amazing experience to travel to the Arctic to participate in the *Students on Ice Expedition*? Today you are going to pretend that you are one of the *Students on Ice*. You will write a reflection of your trip to the Arctic.
14. Students will explore the website www.studentsonice.com. They will listen to the student interviews found by clicking the tab *Expedition Videos*. Students will then read the *Post Journey Updates*.
15. Students will imagine that they were on the expedition. They will begin to write about their experiences while in the Arctic. They will mention what they liked and what they now miss. They will use appropriate detail and description. (The teacher may need to prepare students for this activity by showing other videos about the Arctic or by reading non-fiction books).
16. Students will read their excerpts to the class. After revisions have been made, students will type their work on the computer. The teacher will post all of the written pieces on a special site.

Suggested Assessment: Teacher assessment, Observation

Assessment Tool:

- Teacher created rubric to assess the written reflections.

Student/Teacher Resources:

- www.studentsonice.com.
- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One*. Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

Students on Ice
Caring for the Way

<p>Aboriginal Focus: The Aboriginal people have always had a great respect for the environment. There is concern for the effects of climate change and resource withdrawal on the land and their communities.</p>
<p>Division: Intermediate Geography</p>
<p>Virtue(s): Hope, Love, Justice, Fortitude</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • A discerning believer formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good • A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems • A responsible citizen who respects the environment and uses resources wisely
<p>Expectations:</p> <p>Grade 7 Themes of Geographic Inquiry</p> <p>Natural Resources</p> <ul style="list-style-type: none"> • explain the geographic concept of interaction • communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs
<p>Suggested Activity:</p> <p>Overview: After the viewing of a video clip that highlights the way of life in an Inuit community the students will investigate the effect of global warming and resource extraction.</p> <p>Description:</p> <ol style="list-style-type: none"> 1. Present the pre-viewing questions for this segment in the front of the manual. Students view the video clip. Discuss the responses to the questions. Discuss with students that global warming is causing the ice in the Arctic to melt and oil companies are attempting to take advantage of this melt so that they can drill, extract, and transport oil that was once preserved by ice. But this extraction will disrupt the sensitive Arctic ecosystem because of pollution and putting wildlife at risk. 2. Conduct research to understand the cause-and-effect relationship between global warming and the Arctic. 3. Enact a plan to take action against global warming or resource extraction in the North. What do you hope will happen? What challenges do you foresee in persuading others to take action?

4. Consider the following: cause & effect (locally & globally), maps depicting glacial melt over time, interaction (people changing the environment), etc.
5. Have students prepare a poster-board presentation to represent their findings.

Alternative Activity:

Stage a debate on a proposal to extract a resource (oil) in an environmentally sensitive area in the tundra.

Extend the Learning:

Adapted from “Climate Change Challenge” activity from the site

http://www.climatechangenorth.ca/section-LP/LP_29_HI_BMS_kyla.html.

1. Divide the class into two to four equally matched teams. Have each team come up with a catchy name and a team cheer.
2. Explain the rules to the students. The game show will last a predetermined amount of time (e.g., 20 minutes). Each team will choose a player at random (e.g., draw a name out of a hat) to represent their team when it is their turn. In the “hot seat,” the player will be given two questions to answer. It is okay to guess! If the player answers both questions right, the team gets a point. If the player has trouble with a question, they may choose to use one of their lifelines (ask their team to vote on what they think is the right answer or ask a friend). An individual player can only use a lifeline once during their turn. Once the player answers both questions correctly or gets a question wrong (no point awarded), it is another team’s turn.
3. Refer to the following website for appropriate questions to use in the quiz/game:
http://www.climatechangenorth.ca/section-LP/LP_29_HI_BMS_kyla_TH.html

Suggested Assessment: Teacher or peer assessment of poster, debate and participation

Assessment Tool(s):

- Rubric: Poster
- Rubric: Debate
- Checklist: Participation/organization skills

Student/Teacher Resources:

- http://www.climatechangenorth.ca/section-LP/LP_29_HI_BMS_kyla.html
- <http://www.ec.gc.ca/education/default.asp?lang=En&n=35880705-1>
- <http://www.studentsonice.com>

<p>Students on Ice</p> <p>Understanding Myself</p>
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Aboriginal Focus: Understanding oneself and how one contributes to group dynamics helps lead to better communication. Being able to communicate one's thoughts and feelings helps to lead to better relations between First Nations peoples and other cultures within our Canadian mosaic.

Division: Intermediate

Catholic Theme(s): Hope, Love & Justice, Community and the Common Good, Dignity of the Human Person, Justice

Virtue(s): Hope, Love, Prudence, Fortitude

Catholic Graduate Expectations:

- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

Expectations:

The Arts

Grade 7 Drama

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities

B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences

Grade 8 Drama

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from

a wide variety of sources and diverse communities

B2.2 evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message

Suggested Activity:

Overview/Rationale: Much like the mandate for the Students on Ice program, character creation deals with experience or exploration, expedition or living through the eyes of the character and then reflection. This activity will help students connect the experiential approach to learning with this program to the experiential approach to character creation.

Description:

1. Prior to students entering the room, the teacher/facilitator needs to get a few things ready. They should begin by changing the physical set-up of the room. Students will first be challenged by the changes made. Desks can be moved to create groupings of four, some can be moved completely to the side, some can even be turned upside down. The teacher can then create a series of five or six obstacles through which the students must move.
2. An obstacle could be having a student sit in a desk for a period of time, climb under a couple of desks, move over a desk, whatever the teacher deems is a bit of a risk, while maintaining a safe environment. Students should always be challenged by choice, and if they choose not to participate, then they can watch and act as a recorder.
3. The students will pair off, one will be blind folded; the other will be their leader. It is best to have teacher input in the pairing of students. The lead student will be given the following parameters for their leadership role. They must use strong verbal commands to help communicate to their partner what is required of them. They may not touch their partner except three times during the activity.
4. Students must guide their partner's through the short maze that the teacher has created. There is no actual accomplishment, but rather an exercise for self-awareness.
5. If it is possible, it would be ideal for the teacher to change the maze and allow the original leader to then be the follower through the maze.
6. Students would complete a journal using some or all of the questions listed below.

Debrief/Discussion:

1. This is the key component to the success of such an activity. Students must be given both the opportunity to discuss their feelings and reactions, but also be given the time to create a short reflection outside away from other class members.
2. Did you feel that the communication was clear?
3. How did you feel when the communication was unclear?
4. Did you learn anything about how you deal with confusion?
5. What was your natural response to unclear instruction?
6. Do you prefer to lead or follow?

7. How do you feel some of these communication skills can be used to help with dealing with larger groups of people?

Extension Activity:

NASA Lost on the Moon, either the on-line version available, or the printable version. It again increases self-awareness and group effectiveness.

Suggested Assessment: Self-assessment, Observation

Assessment Tool(s):

- Journal
- Rubric

Student/Teacher Resources:

Students on Ice

Dear Diary

Aboriginal Focus: In this segment students are introduced to Students on Ice who believe in being engaged citizens of the planet. The students learn about living in the North and the respect that the Inuit have for the land.

Division: Intermediate

Catholic Theme(s): Community and Common Good, Stewardship for Creation

Virtue(s): Hope, Love, Temperance, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others
- An effective communicator who writes and speaks fluently one or both of Canada's official languages
- A reflective, and creative thinker who thinks reflectively and creatively to evaluate situation and solve problems
- A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures
- A responsible citizen who respects the environment and uses resources wisely

Expectations:

Oral Communication

1.3 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.

Reading

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts. (Grade 7)

1.4 identify a variety of purposes for reading and choose reading materials appropriate for these purposes.

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

2.2 analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning.

2.3 identify a variety of text features and explain how they help readers understand texts.

Writing

- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.
- 2.1 write more complex texts using a variety of forms.
- Grade 7 2.2** establish a distinctive voice in their writing appropriate to the subject and audience.
- 2.3 regularly use vivid and/or figurative language and innovative expressions.
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending.

Media

- 1.2 explain how various media texts address their intended purpose and audience.
- Grade 7**
- 3.1 explain why they have chosen the topic for a media text they plan to create.
- 3.4 produce a variety of media texts of some technical complexity for a specific purposes and audiences, using appropriate forms, conventions, and techniques.

Suggested Activity:

Rationale/Overview: Students will pretend that they were chosen to be a Student on Ice. They will write a diary to record their expedition from August 4-August 20. The creation of a diary will allow the students an opportunity to incorporate their knowledge of the north.

Description:

1. Teacher Prompt: "As a student participating in the Students on Ice Expedition, you are going to describe each day in a diary. You want to remember all of the details, so it is important to record your thoughts, feelings and experiences as clearly as possible."
2. Students will explore the Students on Ice website at www.studentsonice.com. They will read the excerpts outlining each day's events from August 4-20.
3. Students will begin by creating a timeline of events for their expedition starting with the day that they left for their trip and ending with the return home. For the purposes of this activity, the teacher can make the timeline reflective of the mixed abilities in the class as well as the time dedicated to this task (i.e. it could be from August 4-20 or a shorter period).
4. Students will begin with August 4 and will record the day's events in a diary. Students will clearly outline the purpose for the trip, demonstrating the true facts from the website. Other daily events will be based on the true facts from the website but also can be created by the students. (The teacher may need to do more preparatory work about life in the Arctic with students.)

5. The diaries will be revised and edited. Finished copies may be shared with younger classes.

Suggested Assessment: Teacher assessment, Observation

Assessment Tool:

- Teacher created rubric to assess the diary excerpts.

Student/Teacher Resources:

- www.studentsonice.com.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X

Students on Ice

Northern Wonder

Aboriginal Focus: In this segment students will view the video clip on Cape Dorset and become familiar with some of the aspects of the Inuit way of life. It is one that focuses on respect for the environment and living in harmony with nature.

Division: Grade 9 Open

Virtue(s): Love, Hope, Fortitude

Catholic Graduate Expectations:

- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems
- A collaborative contributor who achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
- A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures

Expectations:

Expressing Aboriginal Cultures

- Produce art forms that demonstrate understanding of the art from characteristics of a specific Aboriginal culture
- Produce Aboriginal –style art forms that use a multimedia approach to portray personal identity

Suggested Activity:

Rationale/Overview: The students will convey their understanding of Inuit history and way of life through the creation of art forms.

Description:

1. After viewing the video segment the students, in small groups, brainstorm and record responses to the following questions:
 - What are the climatic and geographic challenges posed by the land on which the Inuit lived/live?
 - What are the survival needs of the Inuit peoples in Canada? (i.e. synthetic materials are less available and much more expensive)
2. Then the students complete a **K-W-L** chart (i.e. access students' prior knowledge, identify what they want to learn and after discussion, reading and research, students record what they have learned).
3. Display images depicting activities related to the Inuit.
4. Peruse books, articles and websites to engage students in higher-order thinking and to study the art depicting the Inuit lifestyle and how the Inuit people have

been represented throughout the history of Canada.

5. Students will create an art form that focuses on events of history, the land, the clothing, the flora/fauna, animals, etc.
6. Students will use multimedia to produce an art form that celebrates and represents the Inuit culture.
7. Visit the Students on Ice website (www.studentsonice.com) and view the video segment to illustrate to the students what Arctic life is like.

Suggested Assessment: Teacher assessment, Observation

Assessment Tool(s):

- Rubrics: Art forms
- Checklist: Work habits/skills

Student/Teacher Resources:

- www.studentsonice.ca
- www.ainc-inac.qv.ca
- <http://www.eskimoart.com>
- www.inuit.com
- <http://www.eskimoart.com>
- <http://www.gov.nu.ca/english/about/communities.shtml>

Students on Ice

The North and Its People

Aboriginal Focus: The focus of this segment is youth as engaged citizens. In order to pursue their goals and dreams they too had obstacles to overcome but in the process learned about the North and its people.

Division: Grades 9 & 10

Catholic Theme(s): Faith, Hope, Love & Justice, Community and Common Good, Stewardship for Creation

Virtue(s): Hope, Faith, Justice, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others
- An effective communicator who writes and speaks fluently one or both of Canada's official languages
- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems
- A responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.
- A responsible citizen who respects the environment and uses resources wisely

Expectations:

Grade 9 Academic Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Academic Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

1.3 locate and select information to support ideas for writing, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Academic Media Studies

3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions, and techniques

Grade 9 Applied Oral Communication

1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts

1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts

1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

1.3 locate and select information to support ideas for writing, using a few different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Applied Media Studies

3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions, and techniques

Grade 10 Academic Oral Communication

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience

Grade 10 Academic Writing

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms

Grade 10 Academic Media Studies

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques

Grade 10 Applied Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Grade 10 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate

1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using several different informational, literary, and graphic forms

Grade 10 Applied Media Studies

3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques

Suggested Activity:

Rationale/Overview: The students will learn a bit about life in Cape Dorset. They will meet one of the Students on Ice and have the opportunity to imagine the supports and obstacles that she might have had in achieving her goal to be involved in the Students on Ice program.

Description:

1. Before viewing the Interview Clip conduct brainstorming. The board will eventually be divided into 3 sections for three different brainstormings. Write the word *goals* on the board and ask students to briefly volunteer ideas and words that come to mind – record their ideas. Then write the word *supports* on the board and invite students to brainstorm people/institutions/values/etc. that will help them achieve their goals, recording their ideas. Write the word *obstacles* on the board and invite students to brainstorm the people/institutions/values/etc. that will prevent them from attaining their goals. Record their ideas. Facilitate a discussion about equal opportunity – does everyone in their class, their school, their community, their county, etc., have an equal opportunity to achieve their goals? Do they have equal access to the resources to help them attain their

2. During viewing the Interview Clip check out - What? So What? Now What? (*Standards-Based Social Studies* 2001 page 42, *Standards-Based Social Studies* 2004 page 95) This graphic organizer is similar to It Says, I Say and So (*Think Literacy* 2004 page 4) and I Read, I Think, Therefore (*Think Literacy* 2003 page 73) and students may use these organizers instead. Introduce the What? So What? Now What? graphic organizer. Briefly discuss what kind of information students might record in each section. Students should record what they learn from the interview in the What? Column and record their responses to what they learned (their thoughts and ideas) in the So What? Column. When the interview is over, students should complete the Now What? Column (what do I do now that I have this information?). .
3. After viewing the Interview Clip and before working with the students check out - Asking Questions, Research and Writing an Interview (*Think Literacy* 2003 pages 41-42, 50 Reproducible Strategy Sheets 2004 page 43, *Standards-Based Social Studies* 2001 page 32, *Standards-Based Social Studies* 2004 page 61) Give students an opportunity to share their notes in pairs, small groups or as a whole class. Refer back to the brainstorming session: What do you think were the goals of the student in the interview? What were some of the obstacles that she might have had to overcome in order to achieve her goals? What do you think supported her in attaining her goals?
4. Mention to the students that while they learned some information about Students on Ice, the interview was relatively short and only covered a small amount of information. On the back of the What? So What? Now What? Sheet, invite students to jot down a variety of questions that they still have about the Students on Ice program. Provide the opportunity for students to research some of the answers to their questions, either in the classroom or the computer lab, using www.studentsonice.com. Students should record the answers to their questions and be given the opportunity to meet in pairs, small groups or as the whole class to share the information that they learned, as well as the questions that they still have.
5. If there is an opportunity, give students time to research and write a short continuation of the interview. They should pretend that they are the interviewer asking the questions and then write in role to create the responses.

Suggested Assessment: Teacher assessment: Observation

Assessment Tool(s):

- Brainstorming: observations using anecdotal records
- What? So What? Now What?: observations using anecdotal records
- Research: teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVoogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

CLAYTON THOMAS-MULLER



Clayton Thomas-Muller

We Can Make a Difference

Aboriginal Focus: In this segment the students will be introduced to Clayton who is an engaged citizen. He cares for the natural resources that are so important to his people. He is not afraid to speak out for a good cause, especially when it affects future generations.

Division: Junior

Catholic Theme(s): Hope, Love & Justice, Dignity of the Human Person, Rights & Responsibilities, Stewardship for Creation

Virtue(s): Hope, Justice, Prudence, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.
- A responsible citizen who accepts accountability for one's own actions
- A responsible citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society
- A responsible citizen who exercises the rights and responsibilities of Canadian citizenship
- A responsible citizen who respects the environment and uses resources wisely
- A responsible citizen who contributes to the common good

Expectations:

Oral Communication

Grade 6

2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information.

2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience.

Writing

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose.

2.1 write complex texts of different lengths using a wide range of forms.

2.4 create complex sentences by combining phrases, clauses, and/or simple sentences.

2.5 identify point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate.

Grade 6

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 use some vivid and/or figurative language and innovative expressions to enhance interest.

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language.

Media Literacy

1.2 interpret media texts, using overt and implied messages as evidence for their interpretations.

1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal.

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

Suggested Activity:

Rationale/Overview: Students will explore how they can help others. Working as a group, the students will select a project, formulate a plan, and execute that plan to address the need.

Description:

1. Teacher Prompt: "Clayton Thomas-Muller is a young activist who has made a difference." Students will generate a class list of all of the ways that Clayton has made a difference.
Teacher Prompt: "Do you know what the word *activist* means?" Students will offer their thoughts. The teacher will record answers on the board. A common definition and characteristics describing the word *activist* will be agreed upon and displayed.
2. Teacher Prompt: "Every day individuals act like activists or engaged citizens when they help others." The teacher will display several newspaper articles or will show students the following website <http://www.dosomething.org/> to demonstrate examples of situations that require help. The teacher should ensure that some of these examples are examples of local situations such as a need for health care, animals in trouble, etc.
3. Teacher Prompt: "Do you think that kids can be activists?" Students may already know the names of some student activists (example: Ryan's Well). Using the think, pair, share model, students will talk this over with the person sitting next to them. They will discuss examples and reasons to support their opinion.

4. The teacher will read aloud the story **The Three Questions** by Jon J. Muth. After reading, the teacher will ask the students to state what the boy learned about being a good person. Students should recognize that children can help others in simple ways in their own communities. The teacher will tell the students that like Nikolai in the story, they are going to respond to a need that is right next to them. (If the teacher does not have this book, a class discussion about ways to help others may be substituted).
5. The teacher will take the students for a walk around the school building, school grounds, and/or neighborhood to help them think of a way they can make a difference (i.e. safety issues, pollution, unkindness, loneliness, etc.).
6. The class will make a decision about a common project that they can carry out together. Students will create a step by step plan, determine materials needed, make a timeline, divide up responsibilities, and carry out their plan.
7. The teacher will provide time for writing in journals each day as the students carry out their plan. Students will also take digital photos of their work each day. Journal entries and the digital photos will be put into a Powerpoint representing the culminating task.

Suggested Assessment: Teacher Assessment, Observation

Assessment Tool(s):

- Observation of students as they work in cooperative groups:
- Checklist
- Teacher created rubric to assess journal entries
- Teacher checklist to assess final project.

Student/Teacher Resources:

- <http://www.dosomething.org/>
- Muth, Jon J. *The Three Questions*. Scholastic Press, 2002. ISBN: 0439199964
- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One*. Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

Clayton Thomas-Muller

Be the Voice

Aboriginal Focus: In this segment the students will be introduced to Clayton who is an engaged citizen who cares for the natural resources that are so precious to his people. He fearlessly speaks out for good causes especially those that affect future generations.

Division: Intermediate

Catholic Theme(s): Hope, Love & Justice, Community and the Common Good, Stewardship for Creation, Human Rights and Responsibilities

Virtue(s): Hope, Justice, Prudence, Fortitude

Catholic Graduate Expectations:

- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.
- A responsible citizen who accepts accountability for one's own actions
- A responsible citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society
- A responsible citizen who exercises the rights and responsibilities of Canadian citizenship
- A responsible citizen who respects the environment and uses resources wisely
- A responsible citizen who contributes to the common good

Expectations:

Oral Communication

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning

Writing

2.1 write complex texts of different lengths using a wide range of forms

Grade 7

2.2 establish a distinctive voice in their writing appropriate to the subject and audience

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Media Literacy

- 1.1 explain how various media texts address their intended purpose and audience.
- 1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve.
- 3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques.

Suggested Activity:

Rationale/Overview: In this lesson students will complete a public service radio announcement about a social issue.

Description:

1. The teacher may show students the sample public service announcements on the website Concerned Children's Advertisers <http://www.cca-kids.ca/>
2. The teacher can then engage students in a discussion of the characteristics of a public service announcement.

The following definition has been provided by Wikipedia:

A **public service announcement (PSA)** or **public service ad** is a type of [advertisement](#) featured on television, radio, print or other media. Whereas the objective of a standard advertisement is to market a product, a PSA is intended to benefit the [public interest](#), by raising awareness of an issue, affecting public attitudes, and potentially stimulating action.

3. Teachers will then present the following prompt:

Creating a Public Service Radio Message

You are going to work in small groups of 3 to create a public service radio message. This radio message will be broadcast on the new radio show called **Be the Voice**. This show highlights social issues from around the nation. You will choose a social issue such as preservation of the environment. You may pretend that you are Clayton Thomas-Muller and speak on behalf of preservation and conservation or you may choose another social issue represented by another activist. (Possible examples are Ryan's Well or Craig Kielburger). You will create a 15 second audio recording.

You will need to focus on the following questions:

- 1) What is your social issue?
- 2) Who is your target audience?
- 3) What will you call your radio station?

- 4) What kinds of sound effects will you include?
- 5) What kinds of music will you include?
- 6) Will there be other voices heard?

Who will play the role of the interviewer? Who will play the role of the activist? Who will do the sound effects?

Brainstorm your ideas on chart paper. As a group, write a rough draft of the script for the narration. Rehearse your public service announcement. Using a digital voice recorder, record your announcement for the class.

Suggested Assessment: Teacher assessment: Observation

Assessment Tool(s):

- Observation of students' learning skills while working in small groups: Checklist
- Teacher assessment of scripts: Rubric
- Teacher assessment of the public service announcements: Rubric

Student/Teacher Resources:

- Concerned Children's Advertisers <http://www.cca-kids.ca/>
- Wikipedia http://en.wikipedia.org/wiki/Public_service_announcement
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X

Clayton Thomas-Muller

Being the Change

Aboriginal Focus: This segment focuses on the need for all of us to be concerned about preservation of our environment.
Division: Intermediate
Catholic Theme(s):
Virtue(s): Hope, Love, Justice
Catholic Graduate Expectations: <ul style="list-style-type: none">• An effective communicator who reads, understands and uses written materials effectively.• A self-directed, responsible, life-long learner who applies effective communication, decision-making, problem-solving, time and resource management skills.
Expectations: <u>Grade 8 Geography</u> <ul style="list-style-type: none">- describe the factors contributing to change in Canadian society- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs
Suggested Activity: Rationale/Overview: In this segment students reflect on how they can be catalysts for change; as it pertains to environmental concerns and the preservation of our environment. Description: <ol style="list-style-type: none">1. Begin by discussing the following: Gandhi said, <i>“Be the change you wish to see in the world.”</i> This statement challenges us to accept our place as powerful individuals with a responsibility to the world around us.2. Write a journal entry with a response to these questions:<ul style="list-style-type: none">• <i>Can a single person change the course of human events?</i>• <i>Is it possible to reverse the current environmental trends?</i>• <i>Do you believe that you have the power to change the world?</i>3. First, identify three Aboriginal environmental concerns (i.e. climate change, loss of fishing, deforestation etc.) you would like to research. Decide what needs to change (if anything at all) to reverse these trends. Explain how these changes have affected the lifestyle of the Aboriginal people. Search, for an example, a person or group who has succeeded when faced with a similar challenge.

4. Then give an oral presentation, sharing your thoughts on these questions and providing inspiration to others who want to know how to make a difference in the world. Include visual aids.
5. Show Clayton's video clip to show that activism can happen in a positive manner.

Suggested Assessment: Teacher assessment, Self-assessment, Oral Presentation

Assessment Tool(s):

- Product - Rubric
- Presentation - Rubric

Student/Teacher Resources:

- <http://www.curriculum.org/tcf/teachers/projects/repository/AboriginalArt.pdf>
- <http://www.civilization.ca/cmc/plan-your-visit/planning-your-visit/what-to-see-and-do/first-peoples-hall>

Clayton Thomas-Muller

Collective Theatre

Aboriginal Focus: This activity will focus on the importance of the oral tradition in Aboriginal culture. It will also explore the importance of working together as a community, since community is such an important part of Aboriginal society.

Division: Intermediate

Catholic Theme(s): Hope, Community and the Common Good, Dignity of the Human Person, Stewardship of Creation

Virtue(s): Hope, Justice, Fortitude

Catholic Graduate Expectations:

- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human

Expectations:

Grade 7 Dramatic Arts

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities

B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives

B1.4 communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences

B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects

B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences

B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

Grade 8 Dramatic Arts

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities

B1.2 demonstrate an understanding of the elements of drama by selecting and

manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences

B1.3 plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role

B1.4 communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level

B2.2 evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message

B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

Grade 7 Social Studies (Extension Activity)

Grade 7

-analyse, synthesize, and evaluate historical information from different points of view

-communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs

Grade 8 Social Studies

-analyse, synthesize, and evaluate historical information

-communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs

Suggested Activity:

Overview/Rationale: Students will use a variety of performing arts to create and present a view point on a particular issue for which they currently feel passionate. They will need to bring their particular piece to a group and work on connecting their individual concerns with those of the group, while maintaining the integrity of the members of the group.

This would relate to understanding the importance of community to Aboriginal society and the challenges posed when being an activist.

Description:

1. Each student will choose a topic, for which they have strong feelings. The topic should indicate a passion for a particular point of view. For example: increased recess time, decrease of homework, increase in arts courses, increased computer time/television time at home, or getting a cell phone. Each piece can be different in nature.
2. Students will create a poem, a song, a rap, or a monologue about their issue. It should be clear to the students that the piece should merely present their particular point of view. It does not need to lead to a conclusion or even a solution.

3. Students would then take all of their ideas and in groups of 5 or 6, they would connect their pieces by using another art form to help transition them from one piece to the next. They could use part of a pre-recorded song, photographs, drawings, projected images from an LCD projector. The pieces would then be threaded together by these other pieces.
4. Although the pieces may not initially relate, they would all relate on the premise of presenting a view point. Students could be placed into groups with similar issues or not – both ways of organizing the final performance is effective.
5. Have groups present their final product to the other members of the class.

Debrief/Discussion:

1. What was difficult about working together as a community?
2. What was difficult about connecting all of the pieces together to keep them authentic?
3. How effective was presenting this information together as opposed to making speeches about the issues?
4. Did you feel supported by the other members of your group in the creation of the final product?

Extension Activity:

Students could research the importance of community in Aboriginal culture. They could create a comparison between early First Nation societies and current First Nation societies. Students should use a variety of research methods.

Suggested Assessment: Observation

Assessment Tool:

- Performance of Piece – Rubric

Student/Teacher Resources:

Clayton Thomas-Muller

Media Works and Qualities of an Engaged Speaker

Aboriginal Focus: Students will be introduced to Clayton Thomas-Muller, an engaged and responsible citizen, who has made sure that his voice is heard on issues important to his people.

Division: Grades 9 & 10

Catholic Theme(s): Faith, Hope, Love & Justice, Community and the Common Good, Human Rights and Responsibilities

Virtue(s): Faith, Hope, Justice, Temperance

Catholic Graduate Expectations:

- A discerning believer formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
- An effective communicator who listens actively and critically to understand and learn in light of gospel values
- An effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life
- A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems
- A responsible citizen who respects the environment and uses resources wisely

Expectations:

Grade 9 Academic Oral Communication

- 1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts
- 1.4 identify the important information and ideas in both simple and complex oral texts in several different ways
- 1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- 1.8 identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, and identity
- 1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain
- 2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Academic Writing

- 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate
- 2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Academic Media Studies

- 3.1 describe the topic, purpose, and audience for media texts they plan to create
- 3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice
- 3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions, and techniques

Grade 9 Applied Oral Communication

- 1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts
- 1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts
- 1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- 1.8 identify the perspectives and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity
- 1.9 identify how a few different presentation strategies are used in oral texts to inform, persuade, or entertain
- 2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Applied Writing

- 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate
- 2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 9 Applied Media Studies

- 3.1 describe the topic, purpose, and audience for media texts they plan to create
- 3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice
- 3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions, and techniques

Grade 10 Academic Oral Communication

- 1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts
- 1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways
- 1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- 1.8 identify and analyze the perspectives and/or biases evident in oral texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power

1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience

Grade 10 Academic Writing

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms

Grade 10 Academic Media Studies

3.1 describe the topic, purpose, and audience for media texts they plan to create

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques

Grade 10 Applied Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

1.8 identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, identity, and power

1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Grade 10 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate

2.1 write for different purposes and audiences using several different informational, literary, and graphic forms

Grade 10 Applied Media Studies

3.1 describe the topic, purpose, and audience for media texts they plan to create, and identify specific challenges they may face in achieving their purpose

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice

3.4 produce media texts for several different purposes and audiences, using

appropriate forms, conventions, and techniques

Suggested Activity:

Rationale/Overview: The students will focus on the characteristics of an engaging speaker and how Clayton is able to get people to listen to his views.

Description:

1. Before viewing the Interview Clip the students will participate in brainstorming. Write “Qualities of an Engaging Speaker” on the board and invite students to brainstorm and share their ideas of what make a good speaker. Then write “Qualities of a Boring Speaker” and again invite students to brainstorm and share their ideas. Share some of the grade-appropriate oral presentation expectations and strategies with the class (e.g., purpose, clarity, language, diction, vocal skills, visual aids, non-verbal cues, etc.) and discuss. Record some of the key characteristics of an engaging speaker on the board or on chart paper for later reference.
2. Explain to the students that they are going to be watching an interview of a man who is known for his commanding presence and speaking ability. He is a very active public speaker and writer and has become the unofficial voice of First Nations on Climate Change dangers.
3. During viewing the Interview Clip the students will use Important & Interesting Information, a graphic organizer included at the end of this lesson.

Introduce the Important Information and Interesting Information graphic organizer, with the added section of Engaging Presentation Strategies. Briefly discuss what kind of information students might record in each section. Students should record their thoughts and ideas while watching the interview with Clayton Thomas-Muller.

4. After viewing the Interview Clip – Check out *Creating a Media Work (Standards-Based Social Studies 2001 page 32, Standards-Based Social Studies 2004 page 61, Graphic Organizers 2004 pages 92-93)*. Give students an opportunity to share some of their thoughts and ideas in pairs, small groups, or as a whole class. Reflect on the list of characteristics of an engaging speaker that was created at the beginning of the lesson. Discuss which qualities were demonstrated by Clayton; also discuss some qualities that were not on the list that may need to be added. Finally, ask the question – how does Clayton get the media to listen to him?
5. Introduce the writing task to the students which is to create a media piece that celebrates Clayton Thomas-Muller and his beliefs and actions. Brainstorm some forms that students could select (e.g., radio announcement, TV interview, news broadcast, newspaper or magazine article, advertisement, poster, website, etc.).

Suggested Assessment: Brainstorming, Observation, Teacher assessment

Assessment Tools:

- Brainstorming: Observation using anecdotal records
- Important and Interesting Organizer: Observation using anecdotal records
- Media Work: Teacher assessment using a rating scale or rubric

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVoogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0

- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall

Media Works and Qualities of an Engaged Speaker

Important and Interesting Information Chart Name _____

Important Ideas & Information	Interesting Ideas & Information
Key Idea from this passage	

Clayton Muller-Thomas

Issues of Concern

Aboriginal Focus: Students will explore areas of environmental concern and what steps they can take to make a difference.
Division: Grade 10
Catholic Theme(s): Stewardship for Creation, Love & Justice, Community and the Common Good, Love & Justice
Virtue(s): Hope, Love, Justice, Fortitude
Catholic Graduate Expectations: <ul style="list-style-type: none">• An effective communicator who leads, understands and uses written materials effectively• An effective and creative thinker who examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society• A collaborative contributor who works effectively as an interdependent team member
Expectations: <u>Aboriginal Peoples in Canada</u> <ul style="list-style-type: none">• identify significant events and issues that have had an impact on Aboriginal peoples and their communities• identify social, economic, and political issues within Aboriginal communities in relation to Canadian government policies• identify examples of the growing activism of Aboriginal groups in the twentieth century• identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues• assess the efforts of individuals from different Aboriginal communities to further the interests of Aboriginal peoples
Suggested Activity: Rationale/Overview: After identification of an issue/concern, students will research and create a commercial to convey their message. Description: <ol style="list-style-type: none">1. Lead a class discussion using some of the following topics. Have you ever:<ul style="list-style-type: none">• Been concerned that the animals you see around you will go extinct?• Used recycled paper?• Made a conscious decision <i>not</i> to waste natural resources such as trees?• Noticed smog in the air around you?

- Thought about how much water you consume?
 - Considered the access that people in other countries do or don't have to water?
 - Worried about contamination from dumping toxic waste?
2. Divide the class into groups and assign each group to one of the following environmental concerns: wildlife conservation, deforestation/forest preservation, air pollution, resource extraction, water pollution/preservation, and/or toxic waste.
 3. Research on internet & note 4 main points on each issue. Include information on people/animals involved, statistics, specific cities, events, dates & effects. Consider what are some environmental successes and/or failures? What can be done about the issue? What is being done?
 4. As a class, brainstorm some ways that we can all get involved in issues like the environment around the world. Suggestions include: spread the word and connect to others; campaign for a cause; change your lifestyle e.g. watch your consumption of natural resources and energy; make ethical consumer choices e.g. related to the environment; lobby; invest ethically.
 5. In their groups, students use the information gathered on the environmental concerns and produce a T.V. commercial designed to spread the word and increase awareness.
 6. Peer editing – In the assigned groups, students will exchange the written commercial and offer suggestions for improvement based on content and structure.
 7. The groups will revise their commercials and then produce them for an audience.

Suggested Assessment: Observation, Teacher or peer assessment

Assessment Tool(s):

- Peer assessment - checklist
- Teacher assessment - rubric for commercial
- Teacher observation of group work - Checklist

Student/Teacher Resources:

- <http://www.chrcccdp.ca/en/timePortals/milestones/85mile.asp>
- <http://kairoscanada.org/en>

SHANE YELLOWBIRD



Shane Yellowbird

The Golden Rule

Aboriginal Focus: In this segment the students are introduced to Shane Yellowbird who demonstrates his resilience and never gives up. In his life Shane has faced challenges but he continues to give back to the community.

Division: Junior

Catholic Theme(s): Hope, Love & Justice, Dignity of the Human Person, Peace,

Virtue(s): Hope, Love, Fortitude

Catholic Graduate Expectations:

- An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others
- A reflective and creative thinker who makes decisions in light of gospel values with an informed moral conscience
- A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
- A self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities
- A collaborative contributor who respects the rights, responsibilities and contributions of self and others
- A responsible citizen who exercises the rights and responsibilities of Canadian citizenship

Expectations:

Grade 6 Oral Communication

2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience.

Grade 6 Writing

Grade 6

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

Grade 6

2.3 use some vivid and/or figurative language and innovative expressions to enhance interest.

Grade 6

2.4 create complex sentences by combining phrases, clauses, and/or simple sentences.

Grade 6

2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate.

Grade 6

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language.

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies.

Suggested Activity:

Rationale/Overview: Students will participate in developing skits to demonstrate how people feel when not included or teased. Students will complete the statement: “One thing we could change that would help all people in our school to feel like they were included is...”

Description:

1. Teacher Prompt: “Shane Yellowbird was able to overcome a speech disability to become a respected country singer. He is an inspiration to others who may be teased or excluded because they are different from the “group”. In this lesson, we will learn about the importance of treating everyone as we would like to be treated.”
2. The teacher will hold up two gift boxes. One box is wrapped in decorative paper while the second is wrapped in plain paper. Both boxes have the same item inside. The students will vote for the box they wish to open. The teacher will open the box the students selected. Then he/she will open the other box.
3. The teacher will ask the students the following questions:
 - Why did you choose the first box?
 - What assumptions did you make about what was in each box?
 - When might we judge people in the same way?
 - When you are making friends, what might be missed by looking on the “outside” and not the “inside”?
4. Group Discussion Questions: Have you or someone you know been teased or treated differently before? Why are some people treated differently (height, weight, appearance, disability, accent, skin color, etc.)?
The teacher will distribute one index card to each student. Students will be asked to think about a time when they heard someone being teased or put down. On the top of the index card, they should write the put-down. On the bottom of the card, they should write the emotion of the person who was put-down.

5. When students have finished writing, the teacher will gather all of the index cards, shuffle them, and then randomly redistribute them to students. Students will work in pairs to act out the emotions. One student will be Student A and one student will be Student B. Students will take turns acting out the emotion on the card while the partner will try to guess the emotion.
6. In a large group, the teacher will ask students to orally share the emotion that is on their cards. A class chart will be created titled "Put Downs Make Us Feel..."
7. Students will be introduced to the following scripture reference: *"Do to others what you would have them do to you."* - Matthew 7:12.
8. Teacher Prompt: This scripture reference has been used extensively to guide people to do as Jesus did. It may also be referred to as "The Golden Rule".
9. Students will be presented with the following scenarios and will develop skits in small groups. Skits will be presented to the class. Each scenario must show a peaceful solution to the problem.
 - A fellow student makes fun of your outfit in the lunch line. How do you handle it?
 - You are walking with your friend who is in a wheelchair. Some kids across the street start calling your friend names and laughing at your friend. What can you do to help your friend feel better?
 - Someone in your class has just moved here from another country and doesn't speak English well. Some students in your class don't want to be in a group with this student. What will you do?
 - You are shopping with a friend and see someone make fun of an elderly person who is having difficulty with the shopping bags. What can you do?

Suggested Assessment: Teacher assessment, Observation

Assessment Tool(s):

- Observation checklist
- Teacher created rubric to assess skits

Student/Teacher Resources:

- Ontario Ministry of Education. (2006). *A Guide to Effective Literacy Instruction Grades 4-6. Volume One.* Toronto.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools.* Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)

<p>Shane Yellowbird</p> <p>Overcoming Obstacles Makes Us Stronger</p>

<p>Aboriginal Focus: In this segment Shane Yellowbird demonstrates his resilience. He never gives up and always gives back to the community.</p>
<p>Division: Intermediate</p>
<p>Catholic Theme(s): Hope, Love & Justice, Dignity of the Human Person, Community of the Common Good</p>
<p>Virtue(s): Hope, Love, Temperance</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • A discerning believer formed in the Catholic faith community who respects the faith traditions, world religions and the life-journeys of all people of good will • An effective communicator who listens actively and critically to understand and learn in light of gospel values • An effective communicator who reads, understands and uses written materials effectively • A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. • A self-directed responsible, life long learner who examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
<p>Expectations:</p> <p><u>Grade 7 Oral Communication</u></p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts</p> <p>1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation</p> <p>2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience</p> <p><u>Grade 7 Writing</u></p> <p>1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose</p> <p>2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate</p> <p><u>Grade 8 Oral Communication</u></p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts</p> <p>1.5 develop and explain interpretations of oral texts using the language of the text and</p>

oral and visual cues to support their interpretations

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Grade 8 Writing

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Suggested Activity:

Rationale/Overview: Students will examine how Shane took an obstacle in his life and turned it into a positive experience for himself and his community.

Description:

1. Before viewing the Interview Clip, check out Optical Illusions (Brandreth 2006) and 4 Corners (*Think Literacy* 2003, pages 182-4)
4 Corners: "...students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for many topics, questions, and subject areas." *Think Literacy* 2003, pages 182).
2. Present students with one or more classic optical illusions (for example, the vase or two faces, the young woman in the mirror or the old woman, the duck or the rabbit, which way is the dancer turning (video). Discuss what students see first and why people may see different things initially. Discuss what influences might prevent people from seeing the other part of the illusion. Finally, determine that things are not always what they initially seem and that a first glance doesn't always give you the whole picture.
3. Engage students in a 4 Corners activity. Designate each corner of the room as Strongly Agree, Agree, Disagree, or Strongly Disagree. You can also designate the centre of the room as Neutral. Read one of the following statements (or a similar statement) at a time and invite students to move to the space that represents their stance. Give students a short period of time to discuss their stance and then invite each group to briefly share their opinions. Repeat the activity with more statements. Clarify ideas and misconceptions and praise unique and critical thoughts.
4. 4 Corners Statements could include ...
 - Not being able to speak English is a disability.
 - Being able to communicate is a necessary skill.
 - Stuttering is a disability.
 - People can communicate in a variety of ways, one of which is verbal speech.

5. When the activity is finished, link the optical illusion activity with the 4 corners activity – like the optical illusions, people are not always what they seem and a first glance rarely gives you the whole person.
6. During viewing the Interview Clip, use the following: What? So What? Now What? (*Standards-Based Social Studies* 2001 page 42, *Standards-Based Social Studies* 2004 page 95). This graphic organizer is similar to It Says, I Say and So (*Think Literacy* 2004 page 4) and I Read, I Think, Therefore (*Think Literacy* 2003 page 73) and students may use these organizers instead.
7. While reading, students should record their notes in the What column.
8. After viewing the Interview Clip check out the Reflective Journal. Allow students some time to complete the other two columns of the graphic organizer. Invite students to share their ideas and insights in pairs, small groups or as a whole class. At the end of the sharing session, you may want to revisit the Optical Illusions and 4 Corners activities. Also, emphasize how Shane was able to take what is normally considered a *disability* and change it, not only into an ability, but also a way of helping others and giving back to the community.
9. Encourage students to think about an obstacle in their own lives that they have had to overcome – share these ideas with the class to help facilitate idea generation. Invite students to write a reflective journal describing an obstacle that they have had to overcome (or are currently overcoming) and how the experience has helped them grow as a person and make them stronger. Also invite students to reflect on how they can now help others.

Suggested Assessment: Teacher Assessment

Assessment Tool(s):

- 4 Corners: Observation of ability to articulate stance using anecdotal records
- What? So What? Now What?: Observation of note-taking skills using anecdotal records
- Reflective Journal: teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Brandreth, Gyles (2006). *The Great Book of Optical Illusions*. Sterling Publishing Co. ISBN 0-439-26649-1
- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications.

- McLaughlin, Maureen & DeVogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca.>)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0
- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Shane Yellowbird
Re-Thinking Disability

<p>Aboriginal Focus: Shane Yellowbird demonstrates resilience. In spite of obstacles he never gave up but pursued his dreams. He also shows the importance of giving back to his community.</p>
<p>Division: Grade 9 & 10</p>
<p>Catholic Theme(s): Love, Hope, Faith, Community and Common Good, Preferential Options for the Poor and Vulnerable</p>
<p>Virtue(s): Love, Hope, Faith, Temperance, Prudence, Fortitude</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • A discerning believer formed in the Catholic faith community develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good • An effective communicator who listens actively and critically to understand and learn in light of gospel values • An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others • A responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
<p>Expectations:</p> <p><u>Grade 9 Academic Oral Communication</u></p> <p>1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts</p> <p>1.4 identify the important information and ideas in both simple and complex oral texts in several different ways</p> <p>1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>2.3 communicate in a clear, coherent manner for a few different purposes</p> <p><u>Grade 9 Academic Writing</u></p> <p>1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate</p> <p>1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a few different strategies and organizational patterns suited to the content and the purpose for writing</p> <p>2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms</p>

Grade 9 Applied Oral Communication

1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts

1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts

1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner for a few different purposes

Grade 9 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a few different strategies and organizational patterns suited to the content and the purpose for writing

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms

Grade 10 Academic Oral Communication

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience

Grade 10 Academic Writing

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms

Grade 10 Applied Oral Communication

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and

insights; other texts; and the world around them

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Grade 10 Applied Writing

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and the purpose for writing

2.1 write for different purposes and audiences using several different informational, literary, and graphic forms

Suggested Activity:

Rationale/Overview: The students discuss, research and share information on people who have overcome challenges and achieved their dreams.

1. Before viewing the Interview Clip ... Brainstorming
The board will eventually be divided into 3 sections for three different brainstorming sessions. Write the word *ability* on the board and ask students to briefly volunteer ideas and words that come to mind – record their ideas. Then write the word *disability* on the board and again brainstorm, recording their ideas. Write the word *inability* on the board and brainstorm again, recording ideas. Finally, ask students if their concept of ability changed when you wrote *disability* on the board; and did their concepts of ability and disability change when you wrote *inability* on the board. Briefly discuss that disability does not mean that someone cannot do something, but rather that they may have to do it a different way. Explain that people need to keep an open mind when they hear of someone who has a “disability” and not to underestimate what that person can do.
2. In anticipation of the viewing of the Interview Clip check out Open Mind (*Graphic Organizers* 2004 page 18, *50 Literacy Strategies* 1998 pages 71-72).
Explain the Open Mind graphic organizer. On it, they can record the thoughts, accomplishments, successes of Shane Yellowbird, as well as their own thoughts and reflections.
3. After viewing the Interview Clip check out 5 Paragraph Essay (*Graphic Organizers* 2004 pages 73-76, *Think Literacy* 2004 pages 146-149) & Point-Proof-Comment Format (*Think Literacy* 2003 pages 41-42).
Invite students to share their notes and their ideas in pairs, small groups or as a whole class. Also invite students to make connections and to think about other people (e.g., celebrities, athletes, etc.) who have had to overcome a disability and used their experiences to help others (e.g., Michael J. Fox, Christopher Reeves, Mohammed Ali, Magic Johnson, Lance Armstrong, Bono of U2, etc.). Students may respectfully speak of family members or classmates who have overcome obstacles and now inspire others.

4. Invite students to write a 5 paragraph essay about people who have not allowed so-called “disabilities” to stand in their way of achieving their dreams and of giving back to the community. Each body paragraph should focus on a different individual; some possibilities include Shane Yellowbird, celebrities, community members, classmates, family members, and even themselves. Encourage students to use the Point-Proof-Comment format within each paragraph.

Suggested Assessment: Brainstorming, Observation, Teacher assessment

Assessment Tool(s):

- Brainstorming: observation using anecdotal records
- Open Mind: observation using anecdotal records
- Essay: teacher assessment using a rubric or rating scale

Student/Teacher Resources:

- Forte, Imogene & Schurr, Sandra (2001). *Standards-Based Social Studies Graphic Organizers, Rubrics and Writing Prompts for Middle Grade Students*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-490-4
- Forte, Imogene & Schurr, Sandra (2004). *Standards-Based Social Studies Graphic Organizers and Rubrics*. Nashville, Tennessee: Incentive Publications. ISBN 0-86530-630-3
- McLaughlin, Maureen & DeVogd, Glenn L. (2004). *Critical Literacy Enhancing Students' Comprehension of Text*. New York, USA. Scholastic Inc.
- Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto, Ontario: Queen's Printer for Ontario. ISBN 978-1-4435-2284-7 (Print) <http://www.edu.gov.on.ca>.)
- Ontario Ministry of Education (2006). *The Ontario Curriculum Grades 1-8 Language*, 2006. Toronto, ON: Queen's printer for Ontario. ISBN ISBN 1-4249-1463-9 (Print)
- Ontario Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches Grades 7-9. Subject-Specific Examples Language/English, Grades 7-9*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-5426-X
- Ontario Ministry of Education (2004). *Think Literacy Cross-Curricular Approaches Grades 7-12*. Toronto, ON: Queen's Printer for Ontario. ISBN: 0-7794-7242-X
- Petersen, Casey Null (2004). *Graphic Organizers Grades 4-8*. California: Teacher Created Resources, Inc. ISBN 978-0-7439-3208-0

- Robb, Anina (2003). *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading*. New York, New York: Scholastic, Inc. ISBN: 0-439-38784-1
- Tompkins, Gail E. (1998). *50 Literary Strategies Step By Step*. New Jersey, USA: Prentice Hall.

Shane Yellowbird

Movement Exploration

Aboriginal Focus: Students experience dance with an added challenge. This self discovery and awareness can lead them into an examination of artists who have overcome various challenges much like the featured musician.

Division: Grades 9 & 10

Catholic Theme(s): Hope, Love & Justice, Community and Common Good, Dignity of the Human Person

Virtue(s): Hope, Love, Fortitude

Catholic Graduate Expectations:

- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good

Expectations:

NAC10

Identity:

-describe the contributions of Aboriginal artisans for Canadian society

Relationships:

-explain what Aboriginal artists or artisans might have been trying to express through their work

-describe how their art forms demonstrate the relationships of Aboriginal peoples to themselves, their families, their communities (including gender roles), their nations, Canada, and the natural environments

Sovereignty:

-describe how Aboriginal artists represent sovereignty in their work

Challenges:

-produce Aboriginal-style art forms that reflect solutions to contemporary issues of Aboriginal peoples

-create Aboriginal-style art forms that promote dialogue related to healing and affirmation

-describe how Aboriginal art forms promote communication within, and the growth of, selected Aboriginal communities

-describe how Aboriginal groups contribute to global communities

NAC20

Identity:

-describe the basic values of modern Aboriginal society and how these values influence the political, social, economic, and legal affairs of Aboriginal communities in Canada

- identify Aboriginal individuals who have contributed to the development of Canadian identity
- identify examples of the growing activism of Aboriginal groups in the twentieth century
- demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples
- explain issues relating to Aboriginal sovereignty

Challenges:

- identify ways in which Aboriginal leaders, healers, and elders have responded to change
- identify contemporary challenges that Aboriginal women face within Aboriginal and Canadian society

Methods of Historical Inquiry

- identify information about Native Studies, using the school library-resource centre, community and government resources, computer databases, computer-stored information, and the Internet

Analysing and Evaluating Information

- identify different viewpoints and bias when preparing reports or participating in discussions
- distinguish between primary and secondary sources of information and use both appropriately in historical research

Dance

ATC10

Theory Health and Safety

- demonstrate an understanding of dance as a means to physical well-being

Creation

Elements of Dance Movement

- demonstrate elements of dance alone and in combination

Presentation and Performance

- present and perform dance in different group forms

Analysis

Appreciation and Criticism

- demonstrate the difference between learning steps and creating a dance work

ATC20

Theory

Health and Safety

- describe the beneficial effects of dance on health, self-esteem, and self-image

Technique

- explain the role of coordination, flexibility, strength, and proper breathing in dance

Analysis

- reflect and report - in oral and written form - on their own compositions and those of others (their peers, dancers in other cultures)

Suggested Activity:

Rationale/Overview:

Shane Yellowbird, learned at a young age that living with a speech difficulty, was no longer a difficulty when he used his voice in a different way. Learning to overcome or adapt to situations helps to develop a perseverance and confidence.

Description:

1. Two students will choose to attach themselves with skipping ropes either by two arms, two legs or even around the waist.
2. While attached, they must create a “choreography” or a movement piece that focuses on them completing an everyday activity, for example, setting an imaginary table, making dinner, cleaning the house, getting ready for work etc. Students need not be concerned with making the piece look like dance, they need only focus on the movement aspect. Maintaining their concentration during the performance is key.
3. The students will also choose a piece of music that they will use as an accompaniment to their choreography when they perform.
4. It is imperative that the students create their pieces while attached. Part of the experience is not planning what it will be like but rather dealing with challenges as they arise.
5. *The teacher can choose not to have the students present their final products but rather use it as the means of a class discussion.

Debrief/Discussion:

1. What was difficult in the creation of the piece?
2. Did you feel that the other person was helping or hindering the final product?
3. What did you learn about yourself?
4. In what ways did you need to change your concept of your own movements?
5. Do you feel that having other challenges, adds to the plight of Aboriginal artists?

Extension Activity:

1. Students can discuss some of the confidence that is gained from studying elements of movement. How might have an extra physical challenge add to their experience as a dancer?
2. Students could watch the following you tube site, *Lazy Legs Breakdancer* and comment on this Canadian dancer who was also highlighted on So You Think You Can Dance Canada.
3. Students can take a look at the work and biography of Native visual artist Jaime Winter. They can discuss the added challenges her mental illness may have had on her development.

Suggested Assessment: Observation, Self, Peer and Teacher Assessment

Assessment Tool(s):

- Checklist
- Journal
- Rubric

Student/Teacher Resources:

- www.youtube.com
- www.disabledartists.net

Shane Yellowbird
Giving Back to Others

<p>Aboriginal Focus: In this segment students will focus on adversity. They will view the Shane Yellowbird segment and see how he overcame adversity and gives back to the community.</p>
<p>Division: Grade 10</p>
<p>Catholic Theme(s): Community and Common Good, Hope, Dignity of Work and Service</p>
<p>Virtue(s): Faith, Love, Justice</p>
<p>Catholic Graduate Expectations:</p> <ul style="list-style-type: none"> • A reflective and creative thinker who recognizes there is more grace in our world than sin and that hope is essential in facing all challenges • A self-directed, responsible, life-long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others • A collaborative contributor who finds meaning, dignity, fulfillment and vocation in work which contributes to the common good
<p>Expectations:</p> <p><u>Aboriginal People in Canada</u></p> <ul style="list-style-type: none"> - explain how Aboriginal nations have adapted to changing circumstances
<p>Suggested Activity:</p> <p>Rationale/Overview: In this activity students examine Aboriginal ceremonies, rituals etc. They view the video segment on Shane Yellowbird and see how he faced adversity and continues to give back to the community.</p> <p>Description:</p> <ol style="list-style-type: none"> 1. Have students examine the “old ways’ vs. “new ways” by producing a Venn diagram of one Aboriginal ceremony, ritual, teaching, etc. (i.e. potlatch ceremony, Sun Dance, medicine man, pow wows, drumming, etc.) <p>Generally speaking:</p> <ul style="list-style-type: none"> • What aspects of Aboriginal culture appear to have been retained? • What are the main areas of change? • What are the main influences that have affected change in Aboriginal culture? • List some general conclusions concerning how Aboriginal culture has changed. • Do you think it is fair to expect cultures to change/conform to mainstream society? • Do you think/feel that you have changed to fit into society (school environment, sports team, church group, etc.)? <p>http://www.edukits.ca/aboriginal/culture/index.htm</p>

Complete a chart with the following headings:

- clothing
- jobs
- government
- clothing
- beliefs
- education

2. Show Shane's video segment and use discussion to draw some parallel conclusions between Aboriginal peoples facing adversity (European contact) and his disability and how he was able to overcome it and excel at using his talent to give back to others.

Suggested Assessment: Teacher assessment

Assessment Tool(s):

- Graphic organizer - Rubric
- Independent work skills - Checklist/observation
- Discussion - Anecdotal comments

Student/Teacher Resources:

- <http://www.abo-peoples.org/programs/C-31/Abocide/Abocide-4.html>
- http://www.mta.ca/about_canada/native
- <http://www.curriculum.org/tcf/teachers/projects/aboriginal.shtml>
- <http://www.edukits.ca/aboriginal/culture/index.htm>