

Our Thinking Made Visible

Aboriginal Governance: Emerging Directions

Grade 12 Native Studies
NDG 4M

Working Together for Catholic Education
www.eoccc.org

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Appreciation is extended to the following school boards, organizations and individuals who helped make this project possible.

Catholic School Boards of Eastern Ontario

Algonquin and Lakeshore Catholic District School Board
Catholic District School Board of Eastern Ontario
Ottawa Catholic School Board
Renfrew County Catholic District School Board

DVD Featured Participants

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Tony Belcourt
Roy Barnes
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Overview

Our Aboriginal Learning Communities: Our Thinking Made Visible provides the viewer with video segments to support the Grade 12 Native Studies curricula. Information is presented on Aboriginal cultures, contemporary issues from an Aboriginal perspective and how the First Nations, Métis and Inuit define themselves, their communities and their visions of the future.

These video segments are designed to be a springboard for additional discussion, writing and research. The accompanying manual will provide a number of ideas for implementation in the classroom. It is our hope that the content enriches and supports your work.

Throughout this DVD the viewer may notice an underlying theme, the important role that Mother Earth plays in the lives of the Aboriginal people and the on-going desire to make our world a better place. Chief Dan George captured this philosophy of life when he wrote –

*“The beauty of the trees,
the softness of the air,
the fragrance of the grass,
speaks to me.*

*The summit of the mountain,
the thunder of the sky,
the rhythm of the sea,
speaks to me.*

*The strength of the fire,
the taste of salmon,
the trail of the sun,
and the life that never goes away,
they speak to me.
And my heart soars.”*

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Note: The following activities have been created for the purpose of sharing ideas for classroom implementation; however, teachers should adapt them to fit student needs and preview the websites suggested for appropriateness for their students.

Grade 12

Aboriginal Governance:

Emerging Directions

(NDG4M)

Terry Audla



"The challenges confronting Inuit now in education are similar to what Canada faced as a nation in the 1960's. The extraordinary economic growth Canada experienced in the 1960's and 70's was driven by huge expansion in education. It's what Inuit are dealing with now, after we have settled our modern land claim agreements."

"We view improving outcomes in Aboriginal education as a nation-building initiative requiring leadership at all levels, including the federal government. We have identified areas that need funding. They include support for post-secondary education, early childhood education, and training and skills development."

Terry Audla

About Terry Audla:

- Terry Audla was born in Iqaluit and raised in Resolute, Nunavut.
- He is the descendant of High Arctic exiles who had been relocated by the federal government from northern Quebec.
- He has worked for a variety of Inuit organizations.
- He served as a police officer with the Kativik Regional Police Force in Kuujjuaraapik and Akulivik, Nunavik.
- For ten years he was Executive Director of the Ikiqtani Inuit Association (QIA).
- He also served as Executive Director for Nunavut Tunngavik Incorporated (NTI).
- He was instrumental in getting a court injunction prohibiting the federal government from doing seismic testing in Lancaster Sound.
- Terry Audla is currently the president of ITK (Inuit Tapiriit Kanatami).
- He sees the Inuit still fighting to play a primary role in the conservation of the environment while retaining control of the resources.
- In addition, he sees the Inuit still fighting for specific, Inuit-directed education.
- They are also fighting for the right to speak the Inuit language, equitable health care and for the protection and preservation of their culture.
- Terry believes that education can lead to prosperity and better health in northern communities.

Viewing Questions

1. Prove that Mr. Audla is a valuable representative of the Inuit.
2. Describe the governing body of Nunavut.
3. What challenging social conditions do Inuit face?
4. Why does Mr. Audla feel that the activists to the south do not understand the Inuit way of life?
5. Prove that finding essential services is problematic for the Inuit.
6. What does self-determination mean to the Inuit?
7. Prove that Mr. Audla is an optimist.

Commonalities and Differences

Catholic Graduate Expectations:

CGE1d	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.
CGE1h	A Discerning Believer formed in the Catholic Faith Community who respects the faith traditions, world religions and life-journeys of all people of goodwill.
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE2c	An Effective Communicator who presents information and ideas clearly and honestly and with sensitivity to others.
CGE3f	A Reflective and Creative Thinker who examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society.
CGE5a	A Collaborative Contributor who works effectively as an interdependent team member.
CGE7f	A Responsible Citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations:

Overall Expectations:

Identity

- Describe the impact that governance has with respect to Aboriginal identity

Relationships

- Describe social and political conditions that affect the current dialogue between Aboriginal peoples and other Canadians

Sovereignty

- Describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development

Challenges

- Demonstrate an understanding of the resourcefulness and commitment of Aboriginal peoples in addressing the needs of their communities

Specific Expectations:

Identity

- Describe the ways in which Aboriginal peoples are implementing strategies that reflect their traditional forms of governance, which have always been an important part of their identities
- Describe the aspects of traditional Aboriginal governance that are important factors guiding contemporary approaches to Aboriginal self-governance

Relationships

- Demonstrate an understanding that the vision of self-governance varies among different Aboriginal peoples

Sovereignty

- Identify some of the principles related to self-determination advanced by Aboriginal peoples
- Assess the importance of community participation in Aboriginal communities in the future

Challenges

- Describe the difference in how land is perceived by Aboriginal society and by Canadian society and explain the crucial importance of this difference to governance among Aboriginal peoples
- Demonstrate an understanding of Aboriginal peoples' perspective on the responsibilities associated with governance

Prior/Pre-learning:

Students will have viewed the segment by Terry Audla, Aboriginal Governance. Using the information from the interview, their own knowledge and research information, they will now compare life in Inuit communities to life in southern Canada. Some of the topics that might be included:

- Housing
- Food – the Hundred Mile Diet
- Transportation
- Cost of living
- Government
- Social conditions – education, health care etc.
- Add additional topics

Suggested Activity:

1. Brainstorm student knowledge about the various topics that will be assigned.
2. Divide the class into small groups and assign a specific topic.
3. Each group reviews what they currently know and what they want to find out.

4. Each group conducts research and prepares to report back to the class. Each group reports to the class and as a class expand the knowledge chart on the various topics.
5. As a class discuss how the differences and commonalities might affect relations between the Inuit and Canada.

Suggested Assessment:

The teacher assesses the information presented on quality and organization.

See the Research Rubric enclosed.

Research Rubric

Category	15-12	11-8	8-5	4-1	Score
Quality of Information	Information clearly relates to the main topic. Includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Category	10-8	8-6	6-4	4-0	Score
Organization	<ul style="list-style-type: none"> ▪ The introduction is inviting, states the main topic and previews the structure of the paper. ▪ Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. ▪ A variety of thoughtful transitions are used and clearly show how the ideas are connected. 	<ul style="list-style-type: none"> ▪ The introduction is inviting, states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. ▪ Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. ▪ Transitions clearly show how ideas are connected, but there is little variety. 	<ul style="list-style-type: none"> ▪ The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. ▪ Some details are not in logical or expected order and this distracts the reader. ▪ Some transitions work well, but connections between other ideas are fuzzy. 	<ul style="list-style-type: none"> ▪ There is no clear introduction of the topic/ structure of the paper. ▪ Many details are not in logical/expected order. ▪ There is little sense that the writing is organized. ▪ The transitions between ideas are unclear or non-existent. 	

Social Conditions: On-going Challenges

Catholic Graduate Expectations:

CGE1d	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.
CGE2a	An Effective Communicator who listens actively and critically to understand and learn in light of gospel values.
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE2c	An Effective Communicator who presents information and ideas clearly and honestly and with sensitivity to others.
CGE3f	A Reflective and Creative Thinker who examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society.
CGE5e	A Collaborative Contributor who respects the rights, responsibilities and contributions of self and others.
CGE5g	A Collaborative Contributor who achieves excellence, originality and integrity in one's own work and supports these qualities in the work of others.

Expectations:

Overall Expectations:

Identity

- Describe an understanding of various forms of social organization of Aboriginal peoples that help define their identity

Challenges

- Demonstrate an understanding of the resourcefulness and commitment of Aboriginal peoples in addressing the needs of their communities

Specific Expectations:

Identity

- Identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision-making and leadership

Challenges

- Identify the shared efforts of Aboriginal peoples to assume control of their lives through the pursuit of self-determination in ways that are consistent with traditional understanding of sharing and interdependency

Prior/Pre-learning:

Students view the Terry Audla video segment under *Aboriginal Governance: Emerging Directions*. Recap the social conditions to which he makes reference. Review the jigsaw method for acquiring and sharing information.

Suggested Activity:

1. The students are assigned a specific challenge faced by Inuit and participate in the jigsaw strategy.
2. They are assigned a home group made up of one member from each challenge area. Before returning to their home group they meet with other members who have been assigned the same challenge.
3. Together they share their knowledge and plan their research. After researching they reconvene to compile their findings.
4. Then they return to share with their home group.
5. Using the information gathered from other members of the class, they write a research essay on some of the *Challenges Facing Inuit Today* and the resourcefulness and commitment of Inuit in addressing the needs of their communities.
6. Review the enclosed Research Essay Rubric before the students start their research. Challenges might include:
 - The drop-out rate - <http://www.parl.gc.ca/Content/LOP/ResearchPublications/prb0810-e.htm>
 - Tuberculosis - <http://www.parl.gc.ca/Content/LOP/ResearchPublications/prb0810-e.htm>
<http://www.hc-sc.gc.ca/fniah-spnia/diseases-maladies/tuberculos/index-eng.php>
 - Suicide rate - <http://www.hc-sc.gc.ca/fniah-spnia/diseases-maladies/tuberculos/index-eng.php>
<http://www.projectnorth.ca/about-project-north/>
<http://www.cbc.ca/news/canada/north/story/2011/09/12/north-nunavut-suicide-prevention-plan.html>
 - Employment - <http://www.parl.gc.ca/Content/LOP/ResearchPublications/prb0810-e.htm>

The above web sites are only a few to get your students started.

Suggested Assessment:

See enclosed rubric

Research Essay Rubric

Category	15-12	11-8	8-5	4-1	Score
Quality of Information	Information clearly relates to the main topic. Includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Category	10-8	8-6	6-4	4-0	Score
Organization	<ul style="list-style-type: none"> ▪ The introduction is inviting, states the main topic and previews the structure of the paper. ▪ Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. ▪ A variety of thoughtful transitions are used and clearly show how the ideas are connected. 	<ul style="list-style-type: none"> ▪ The introduction is inviting, states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. ▪ Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. ▪ Transitions clearly show how ideas are connected, but there is little variety. 	<ul style="list-style-type: none"> ▪ The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. ▪ Some details are not in logical or expected order and this distracts the reader. ▪ Some transitions work well, but connections between other ideas are fuzzy. 	<ul style="list-style-type: none"> ▪ There is no clear introduction of the topic/ structure of the paper. ▪ Many details are not in logical/expected order. ▪ There is little sense that the writing is organized. ▪ The transitions between ideas are unclear or non-existent. 	

Category	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Thesis Statement	Thesis statement names the topic of the essay and outlines the main points to be discussed.	Thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed, but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
In-Text Citations	All sources used for quotes, statistics and facts are credible and cited correctly. (Min. 5)	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and are cited correctly.	Many sources are suspect (not credible) AND/OR not cited correctly.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distracts the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how the piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
APA Format	Correct Title Page Format. Original title page #'s and double spaced. References (Min. 5)	Minor errors.	Multiple errors.	Incorrect format.	

Tony Belcourt



Tony Belcourt's unwavering determination has led to landmark changes in the status accorded to Canada's Métis People and has made his name synonymous with Métis rights. This activist and visionary from Lac Ste. Anne, Alberta, stated, "The work I'm carrying on is really the dreams of my parents, my aunts and uncles, and my ancestors before them."

Tony Belcourt

About Tony Belcourt:

- Tony Belcourt is a successful corporate leader, innovator, entrepreneur and communications specialist.
- In 1969 he was the Vice-President of the Métis Association of Alberta.
- From 1971-74 he was the founding President of the Native Council of Canada.
- In the mid-seventies he established a research company and was a writer, producer and director in film, video and radio production.
- From 1977-81 he served as Communication Director at the Department of Indian and Northern Affairs.
- He is the Founder and President of the Aboriginal-focused multi-media production company Wolfwalker Communications.
- His efforts were an important contributing factor in the Métis being recognized as one of the Aboriginal peoples of Canada, in the Constitution Act, 1982.
- He has represented the Métis Nation in high level talks at the United Nations and the Organization of American States.
- He has made presentations to the World Bank, the Inter-American Development Bank, the World Summit on Information Society, the International Telecommunications Union and the World Conference Against Racism.
- In 1985 he served as Chairman and Producer of the 1985 Native Business Summit, a 5-day trade forum and conference which helped to generate more than \$50 million worth of trade for Native businesses.
- He has been advisor to the Métis National Council, Advisor to the Inuit Committee on National Issues, Chair of the Métis Nation of Ontario Cultural Commission, President of the Métis Nation of Ontario Development Corporation and many others.
- Currently he is a member of the Governing Council of Trent University's Ph.D Program in Native Studies and President of the Indigenous Commission for Communications Technologies in the Americas.

Viewing Questions

1. Tony Belcourt speaks negatively about the Government of Canada. What is the basis for his opinion?
2. First Nations people have a number of land claims currently in place. Why do the Métis people have no land claims on the table?
3. What does Tony regard as the main issues of Métis people?
4. Describe Métis governance, historically and provincially.
5. How has the position of the Government of Canada on Métis people changed since 2002?
6. According to Tony Belcourt what is self-determination?
7. What are his hopes for the Métis people?

Newspaper Review and Journalistic Writing

Catholic Graduate Expectations:

CGE1d	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.
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE2c	An Effective Communicator who presents information and ideas clearly and honestly and with sensitivity to others.
CGE7f	A Responsible Citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations:

Overall Expectations:

Identity

- Describe traditional forms of Aboriginal decision-making and their relevance to contemporary efforts of Aboriginal peoples to establish their identity as autonomous peoples

Relationships

- Demonstrate an understanding of the historical context that underlies current relationships between Aboriginal peoples and the Government of Canada
- Describe the changing nature of the legal and political relationships between Aboriginal peoples and the Government of Canada

Sovereignty

- Identify various forms of decision-making and leadership that facilitate the autonomy of Aboriginal peoples

Specific Expectations:

Identity

- Describe the aspects of traditional Aboriginal governance that are important factors guiding contemporary approaches to Aboriginal self-governance

Relationships

- Demonstrate an understanding of Aboriginal peoples' concept that they are the first peoples of the Americas
- Describe ways in which history influences the current relationship between Aboriginal peoples and the Government of Canada
- Explain how unresolved legal and political issues between Aboriginal peoples and Canada contribute to contemporary conflicts

Sovereignty

- Identify various models of decision-making in Aboriginal communities
- Identify strategies that enable Aboriginal peoples to fulfill their accountability to future generations by assuming jurisdiction over aspects of their own communities

Prior/Pre-learning:

Students view the Tony Belcourt segment under *Aboriginal Governance: Emerging Directions*. They are told that they will be required to write a newspaper article on the rights of the Métis people. It is important for them to record key points from the interview.

Suggested Activity:

1. The teacher introduces the steps for writing a basic news story:
 - a. **Lead:** Ask yourself what the story will be about. Try stating the idea in one sentence of fewer than 25 words.
 - b. **Statement of the problem or conflict:** What has caused the concerns?
 - c. **Backup for the lead:** provide details about how and why
 - d. **Impact:** Was there any impact on the reader? What is the significance of the story?
 - e. **Background:** What background was relevant?
 - f. **Attribution:** Make sure you tell the reader where and from whom you got the information.
 - g. **Ending:** A good quote, the final action or the next step.
2. Review the news story rubric with the students.
3. The students write a news story based on current rights of the Métis people and rights for which they are currently lobbying. Suggestions – include the Supreme Court Decision 2002, past and current forms of decision-making, historical events that have influenced the relationships between the government and the Métis people, and wrongs that they hope to rectify.
4. In addition to the information from the video segment, students must conduct research on the topic.
5. Students create a fictitious event, characters and locations to report on the topic. Different points of view should be included.

Suggested Assessment:**Teacher or Peer Assessment –**

- Did the student follow the guidelines for the news story?
- Did the student conduct relevant research on the topic?
- Did the student demonstrate an understanding of the issue?
- Did the student present both Métis and non-indigenous points of view?

Use the rubric enclosed for evaluation.

Journalism Writing Rubric (News Story Rubric)

Objectives	Accomplished 10-11 points	Skilled 8-9 points	Developing 6-7 points	Needs Improvement 5 points or less	Points Earned
Effective & Appropriate Lead	Lead is original and catchy; fits well with the rest of the story; invites readers into the piece; contains a strong nut graph if lead is not a summary lead	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality; contains an effective nut graph, if necessary	Lead is adequate, but not extremely catchy or original; or there is no nut graph, even though it is necessary	Lead is neither original nor catchy; is boring, overused or trite, or is inappropriate to story; no nut graph	
Adequate Use of Primary Sources, Mainly Interviews	Evidence of reporter trying to get as many sources as necessary to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses best sources	A minimum of three sources are used and clearly identified in story; most information is attributed to sources; information is accurate	Two or fewer sources are used; some sources are improperly identified or some info or opinion is given without attribution; most info is accurate, but may not be as thorough; missing key sources; may use too general info	One or fewer sources used in story; or sources are improperly identified; much info is given without attribution; inaccurate or vague info	

Quotes Show Evidence of Careful Reporting	Strong evidence of good research and interviewing by the use of effective, story-telling quotes that cover a broad range of the topic; good use of quote-transition formula	Most quotes show evidence of effective interviewing and use of good follow-up questions; quotes are interesting and story-telling	One or two of the quotes show evidence of good interviewing, but most do not help propel the story	Quotes are short, weak or ineffective; no evidence of follow-up questions being asked	
Effective Organization and Flow (deals with structure)	Story is in inverted pyramid form with info in descending order of importance; strongly organized with clear transitions and logical connections that create a sense of being tightly woven together	Story is organized and most transitions and connections are clear, but either organization is somewhat lacking or the sense of flow is somewhat abrupt or story is not in inverted pyramid	Story lacks strong organization, jumps around too much or lacks effective transitions; not in inverted pyramid	Story is choppy; organization is unclear; few effective transitions; not in inverted pyramid	
Clear Focus and Unity (deals with content)	Focus of story is clear; nothing detracts from primary focus; everything contributes to overall angle	Focus is fairly clear, but in one or two areas detract from the primary angle	Story lacks strong sense of unity and focus; several areas seem to detract from angle	No clear angle; story is rambling and awkward	

Interesting & Effective Writing Style	Writing is strong and effective with a clear voice and a variety of sentence structures; piece is tightly written; utilizes active verbs and vivid word choice; original writing	Writing is adequate, but not extremely compelling or original; may be wordy or voice may be unclear; diction and sentence structure may not be as vivid or sophisticated	Writing is rather bland; lacks a clear voice and/or sense of originality; is wordy or redundant; or diction and/or sentence structure may be repetitive	Writing lacks a clear voice and original style	
Journalistic Style	NO errors in journalistic style (quotes, dates, scores, numbers, money, percents, time, commas, etc.); short paragraphs; quotes stand alone	Has few (one or two) errors in journalistic style; or may have non-journalistic paragraph structure	Has several errors in journalistic style or non-journalistic paragraph structure	Has many errors in journalistic style and/or non-journalistic paragraph structure	
Grammar and Spelling	Story is well edited and virtually flawless; NO spelling errors; includes the proper spelling of all names	Story is spell-checked and all names are correct; contains few grammatical errors	Story is spell-checked and all names are correct; contains several grammatical errors	Names are misspelled; or spell check was not run; or contains many grammatical errors	

Governance and the Métis People

Catholic Graduate Expectations:

CGE2a	An Effective Communicator who listens actively and critically to understand and learn in light of gospel values
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively
CGE2c	An Effective Communicator who presents information and ideas clearly and honestly and with sensitivity to others
CGE5a	A Collaborative Contributor who works effectively as an interdependent team member

Expectations:

Overall Expectations:

Identity

- Demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values
- Describe traditional forms of Aboriginal decision-making and their relevance to contemporary efforts of Aboriginal peoples to establish their identity as autonomous peoples

Relationships

- Demonstrate an understanding of the historical context that underlies current relationships between Aboriginal peoples and the Government of Canada
- Describe the changing nature of the legal and political relationships between Aboriginal peoples and the Government of Canada

Challenges

- Identify the challenges involved in the implementation of self-determination

Specific Expectations:

Identity

- Demonstrate an understanding of how traditional leadership practices are part of Aboriginal identity and integral to current decision-making practices
- Describe the aspects of traditional Aboriginal governance that are important factors guiding contemporary approaches to Aboriginal self-governance

Relationships

- Describe ways in which history influences the current relationship between Aboriginal peoples and the Government of Canada
- Explain how unresolved legal and political issues between Aboriginal peoples and Canada contribute to contemporary conflicts

Challenges

- Identify the shared efforts of Aboriginal peoples to assume control of their lives through the pursuit of self-determination in ways that are consistent with the traditional understanding of sharing and interdependency

Prior/Pre-learning:

Students view the Tony Belcourt video segment under *Aboriginal Governance: Emerging Directions*. Recap the key points from the segment.

Suggested Activity:

1. Divide the class into research groups. To each group assign one of the statements below and its accompanying key questions.
2. They use it as a starting point for investigating the topic.
3. As individual groups they list other questions that they wish to research. They plan to meet part way through the research-gathering process to review their information and list other questions that they wish to address.
4. As a group they prepare a presentation for the class, assigning different roles for each of the members.
5. Groups are encouraged to be creative in terms of their presentation format i.e. media presentation, interview/panel format, role playing presentation etc.

Key Questions

1. *“The Government of Canada has unfortunately not recognized the constitutional commitments made to the Métis people historically...they have not been able to participate in treaty-making processes.”*
 - a. What commitments had been made to the Métis people?
 - b. Why are the Métis people not able to participate in the treaty-making process?
 - c. Investigate the decisions of the Supreme Court 2003 on Métis rights in Canada. etc.
2. *“At the provincial level, the government of Ontario is bound to recognize the Métis’ right to hunt and fish for food.”*
 - a. Investigate the results of the Powley case which focused on hunting and fishing rights. What were the results of this case, and what were the implications for the province of Canada.

- b. There are other related cases. Investigate the Morin and Daigneault Decision.
 - c. Investigate unresolved issues in the provinces as they relate to Métis hunting and fishing rights.
 - i. Safety and conservation
 - ii. Identity
 - iii. Licenses
 - iv. Hunting and fishing purposes, locations and timing, etc.
3. *“In 1869-70 Louis Riel and the provisional government of the Métis of Red River caused negotiations that resulted in the bringing into Canada of all of Rupert’s Land and the Northwestern territories at the time. Part of those negotiations resulted in the Manitoba Act.”*
- a. Why should the relationship between the Government of Canada and the Métis people be different than it is today?
 - b. Investigate the provisions of the Manitoba Act.
 - c. Investigate the case involving the Métis people currently before the Supreme Court of Canada, etc.
4. *“With various provinces there’s different levels of relationships that have been developed, but none of them are really dealing with the core issues which is the recognition of the rights to land, the preservation of our culture and languages, and our right of self-determination and being able to be self-governing as peoples.”*
- a. Select one of the following provinces (Manitoba, Saskatchewan, Alberta and Ontario) and investigate the relationship that exists between the provincial government and the Métis people. etc.
5. *“We form our governance structure based on our traditional way.”*
- a. Describe the Métis governance structure.
 - b. Investigate the role of the following: provisional councils, national council, community councils, provincial structure, role of values, registry etc.

Suggested Assessment:

The following rubric can serve as a basis for the development of a rubric in keeping with the focus of the teacher.

Report Assessment

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding - knowledge of facts - understanding of concepts - understanding of relationships between concepts	- demonstrates limited knowledge of facts - demonstrates limited understanding of concepts - demonstrates limited understanding of relationships between concepts	- demonstrates some knowledge of facts - demonstrates some understanding of concepts - demonstrates some understanding of relationships between concepts	- demonstrates considerable knowledge of facts - demonstrates considerable understanding of concepts - demonstrates considerable understanding of relationships between concepts	- demonstrates thorough knowledge of facts - demonstrates thorough understanding of concepts - demonstrates thorough and insightful understanding of relationships between concepts
Thinking/Inquiry - critical and creative thinking skills - analysis and interpretation of information; formation of conclusions	- uses thinking skills with limited effectiveness - applies few of the skills involved in an inquiry process	- uses thinking skills with moderate effectiveness - applies some of the skills involved in an inquiry process	- uses thinking skills with considerable effectiveness - applies most of the skills involved in an inquiry process	- uses thinking skills with a high degree of effectiveness - applies all or almost all the skills involved in an inquiry process
Communication - communication of information and ideas - use of language - use of reporting process	- communicates information with limited clarity - uses language with limited accuracy and effectiveness - demonstrates limited command of the reporting process	- communicates information with some clarity - uses language with some accuracy and effectiveness - demonstrates moderate command of the reporting process	- communicates information with clarity - uses language with considerable accuracy and effectiveness - demonstrates considerable command of the reporting process	- communicates information with clarity and insight - uses language with a high degree of accuracy and effectiveness - demonstrates extensive command of the reporting process

Taken from: Course Overview <http://webcache.googleusercontent.com/search?q=cache:J15MUDz1934J:resources...>

Roy Barnes



"...they say they want to hear us but they never include us; they say they want us to be part of It, but they don't invite us; ..."

Roy Barnes

About Roy Barnes:

- Roy Barnes is a Mi'Kmaq man
- Barnes is a well-respected spiritual leader in the First Nations community and recognized by many elders.
- He is a people's sacred pipe carrier, Inipi (sweat lodge) leader and has been dancing in traditional Sundance ceremonies for 22 years.
- Roy has earned the rights to lead a traditional First Nations Sundance ceremony and is now a Sundance keeper and chief of the Unity Sundance in Richmond Ontario.
- For the past 5 years, Roy has worked with high school classes in the Ottawa Catholic School Board focusing on Native Studies. He has also been invited to be the pipe carrier and share the traditional sunrise ceremony and fire teachings for these Native Studies classes at their end of semester retreats.
- Roy has nearly completed his training at Algonquin College as a certified Trauma and Addiction Counselor. Roy is also a certified chef, and has been employed in the food industry for 35 years.
- Roy has been called upon to officiate and lead many ceremonies.
 1. In 2010, he was invited to do opening and closing ceremonies for the National Component of the NCRTB (the Union for the Public Service Alliance of Canada.)
 2. He was an active participant in the Aboriginal Awareness Week events.
 3. He was also a presenter for "Spirituality Tales and Legends" for the Canadian Federal Government Senate & House of Commons members and staff.
 4. Roy was a presenter and conducted the opening and closing ceremonies for the Celebration of First Peoples in Canada Reconciliation and Coexistence of Orality and Literacy at St. Paul University.
 5. Roy was a part of the Catholic First Nations Elders dialogue at St. Benedicts Retreat and Convention Centre in Winnipeg.
 6. In July 2012 Roy was invited to assist at Ken Crowshane's sundance in Sageen Manitoba. In August, for the sixth year, Roy was asked to assist at the Farm Four Sundance in Standoff Alberta by sundance leader Leonard Day Rider.
 7. Grandmother Dianne Otter Eyes Reed, who hosts the Gathering of the Grandmothers of the North requested Roy to attend as the sacred fire keeper. He has attend all three of the Grandmothers of the North gathering, most recently in September.

Viewing Questions

1. Roy Barnes speaks from the perspective of First Nations people on reserves. Prove that governance on reserves can be challenging.
2. How are young people creating their own identity?
3. What challenges still face the First Nations people?
4. According to Roy Barnes, what is self-determination?
5. Why is the preservation of language a sensitive issue?

Past, Present and Future

Catholic Graduate Expectations:

CGE4a	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.
CGE5e	A Collaborative Contributor who respects the rights, responsibilities and contributions of self and others.
CGE7f	A Responsible Citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations:

Overall Expectations:

Sovereignty

- Identify a variety of Aboriginal peoples' views relating to sovereignty and governance
- Describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources and economic development

Specific Expectations:

Sovereignty

- Identify strategies that enable Aboriginal peoples to fulfill their accountability to future generations by assuming jurisdiction over aspects of their own communities
- Describe differing perspectives about the rights of Aboriginal peoples to govern themselves
- Describe examples of political discourse by federal and provincial governments and Aboriginal peoples relating to sovereignty
- Assess the importance of community participation in Aboriginal communities in the future

Prior/Pre-learning:

Students view the Roy Barnes video segment, *Aboriginal Governance: Emerging Directions*. Discuss the points that Roy makes about inequities that exist in this country. Together make a list of areas of need and divide them into main topic areas. Discuss the large concepts that relate to the concerns, such as, self-governance, community participation and self-determination.

Suggested Activity:

1. Students select a particular area such as: social concerns - education, health care, housing, employment; use of resources - fishing rights; self-governance etc. and create a fact sheet on the needs and perspectives of Aboriginal peoples. This information will be supported with factual information and data.
2. In small groups, the students share their information with others who have selected the same topic.
3. Using their information, they individually compose a letter to the Government of Canada asking them to address the specific needs.
 - a. Note:
 - i. A letter has three parts:
 1. an introduction that establishes the purpose
 2. a middle that fully develops a message
 3. a courteous, graceful closing that makes clear what you expect to happen
 - ii. Plan and outline what you are going to say before you start writing
 - iii. Always be brief, clear, specific and respectful
 - iv. Focus your message so that it achieves its purpose
 - v. Keep your paragraphs to one idea
 - vi. Develop your ideas logically and carefully
 - vii. If you wouldn't say it, don't write it
 - viii. Be direct
 - ix. Be definite
4. Students from each specific topic convene to read and listen to each others' letters and decide on a couple of letters to present to the class. As a group they address any questions that the other students may have.
5. Repeat with the other topics.

Suggested Assessment:

The written product will be assessed on coherence, depth of supporting information and data, and letter writing skills.

Cultivating Good Relationships

Catholic Graduate Expectations:

CGE3c	A Reflective and Creative Thinker who thinks reflectively and creatively to evaluate situations and solve problems
CGE5e	A Collaborative Contributor who respects the rights, responsibilities and contributions of self and others.
CGE7e	A Responsible Citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
CGE7f	A Responsible Citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations:

Overall Expectations:

Relationships

- Demonstrate an understanding of the historical context that underlies relationships between Aboriginal peoples and the Government of Canada
- Describe social and political conditions that affect the current dialogue between Aboriginal peoples and other Canadians

Specific Expectations:

Relationships

- Describe ways in which Aboriginal peoples define nation-to-nation relationships with the Government of Canada
- Describe ways in which historical events influences the current relationship between Aboriginal peoples and the Government of Canada
- Describe recent developments in the legal and political dialogue between Aboriginal peoples and the Government of Canada

Prior/Pre-learning:

Students view the Roy Barnes video segment, *Aboriginal Governance: Emerging Directions*. Discuss the points that Roy makes about the relationship between the Aboriginal peoples and the Government of Canada. Other prior learning should include: the function of the Talking Circle; contemporary Aboriginal issues; historical background to the current relationship between the government and Aboriginal peoples, recent developments in the legal and political dialogue between them.

Suggested Activity:

1. Examining Conflict: The teacher posts the following:
 - **A conflict is more than just a disagreement.** It is a situation in which one or both parties perceive a threat (whether or not the threat is real).
 - **Conflicts continue to fester when ignored.** Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.
 - **We respond to conflicts based on our perceptions** of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
 - **Conflicts trigger strong emotions.** If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
 - **Conflicts are an opportunity for growth.** When you're able to resolve conflict in a relationship, it builds trust. You can feel secure, knowing your relationship can survive challenges and disagreements.

As a group discuss the nature of conflict.

2. Brainstorming Circle: Teacher leads a Talking Circle posing the questions:
 - a) How has history generated anger between the Aboriginal peoples and the Government of Canada? (Royal Proclamation of 1763, the Jay Treat of 1794, Pre-Confederation treaties, treaties from 1871-1921)
 - b) What are some of the impacts/results of this anger?
 - c) How have recent developments in the legal and political dialogue between the Aboriginal peoples and the government influenced the relationship?
 - d) How might the relationship be improved in the future?
3. Review the steps to creating an editorial. Using the information from Step 1 & 2, students are to produce an editorial piece which includes a reference to at least 2 historical events that are part of the historical context, how they contributed to the relationship between the Aboriginal peoples and the Government of Canada, then reference at least 2 modern treaties and negotiated agreements that reflect the current relationship and finally, how they think that relationship can be improved in the future.
4. Prior to commencing, develop together or present a rubric that they will consider during the writing process and that will be used for assessment. It will focus on the skills that the teacher is emphasizing. Some of these might include:
 - a. An interesting lead to bring the reader into the article
 - b. Background information
 - c. Opinion with accompanying convincing reasons
 - d. Structure – Each reason is written as a separate paragraph with a topic sentence

- e. Effective wording when transitioning between ideas
- f. The conclusion succinctly restates the reasons
- g. Specific recommendations
- h. Correct grammar and spelling

Suggested Assessment:

Assess the editorial using the developed rubric. The teacher may wish to have the students do a self-assessment prior to submitting it to the teacher.

Other Resources:**Web Resources:**

http://helpguide.org/mental/eq8_conflict_resolution.htm

<http://www.ohrd.wisc.edu/onlinetraining/resolution/index.asp>

http://www.learningpeace.com/pages/LP_04.htm

<http://www.restorativejustice.org/university-classroom/04restorative%20justice%20theory/aboriginal>

<http://www.peacemakers.ca/bibliography/bib16indigenous.html>

Betty Ann Lavallée and Dwight Dorey



"As Canada works to rectify labour shortages due to our aging population, the Congress believes that now is the time to focus on specific, off-reserve economic development programs for Aboriginal peoples. The fact is that Aboriginal people are the fastest growing population in Canada. So it is in everyone's best interest to come together and ensure that all Aboriginal Peoples are part of the solution."

(Taken from: National Chief Betty Ann Lavallée Presentation to The Council of the Federation
– July 25, 2012)

Betty Ann Lavallée

About Betty Ann Lavallée:

- Ms. Betty Ann Lavallée is the National Chief of the Congress of Aboriginal Peoples.
- She is a status off-reserve Mi'kmaq woman.
- She has served as the Chief of the New Brunswick Aboriginal Peoples Council and completed a term as the Vice-Chief of the NBAPC.
- She has dealt with Aboriginal issues such as: fisheries, housing, education, employment and training, economic development and health.
- She was a member of the Canadian Armed Forces where she was awarded the Canadian Forces Decoration and Commendation Formation Level and the Queen's 50th Anniversary Jubilee Medal.
- She was Economic Development Officer for Wabanaki Enterprises Inc., an off-reserve Economic Development Corporation.
- Chief Lavallée has a keen interest in Aboriginal issues as well as domestic and international politics.
- She is an advocate for employment for women in non-traditional roles and is very protective of the inherent rights of the Off-Reserve Aboriginal Peoples of Canada.

Based on Information from the Congress of Aboriginal Peoples' website.

Dwight Dorey



"It was only in my late twenties when I really got active in Aboriginal issues that I fully understood and appreciated the importance of education... Education is extremely important."

Dwight Dorey

About Dwight Dorey:

- Dwight Dorey is the National Vice-Chief of the Congress of Aboriginal Peoples.
- He achieved his master's degree in Canadian studies from Carleton University.
- He has contributed significantly to the areas of human rights, Aboriginal Treaty rights, constitutional rights, self-government and cultural awareness.
- In 1975 he became involved with the Congress of Aboriginal Peoples formerly called the Native Council of Canada.
- He was elected as Vice-President of the Native Council of Nova Scotia.
- Later he served as the Chief and President of the Native Council of Nova Scotia.
- In 1997 he became Senior Policy Advisor to the Congress of Aboriginal Peoples National Chief, Harry Daniels.
- In the year 2000, he was elected as the CAP National Chief and was elected for three consecutive terms.
- He is widely recognized as an effective negotiator, communicator and visionary and has worked and continues to work hard to advance the interests of the off-reserve non-status and status Indians and Métis Aboriginal Peoples of Canada.

Based on Information from the Congress of Aboriginal Peoples' website.

Viewing Questions

1. How has history influenced the relationship between the Government of Canada and the Aboriginal people?
2. How does Aboriginal governance vary across Canada?
3. There is reference to the negative impact of the Indian Act. According to Dwight, describe how the Indian Act has had a negative impact on the First Nations people.
4. Betty Anne Lavallée does believe that the relationship between the federal government and the Aboriginal people has changed. Explain
5. What forums exist for discussion of Aboriginal issues?
6. What do Betty Ann and Dwight hope for future generations?

Issues Facing Indigenous Peoples

Catholic Graduate Expectations:

CGE1d	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.
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE2c	An Effective Communicator who presents information and ideas clearly and honestly and with sensitivity to others.
CGE7f	A Responsible Citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations:

Overall Expectations:

Sovereignty

- Identify various forms of decision-making and leadership that facilitate the autonomy of Aboriginal peoples
- Describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development

Specific Expectations:

Sovereignty

- Identify some of the principles related to self-determination advanced by Aboriginal peoples
- Demonstrate an understanding of the Aboriginal perspective that sovereignty is an inherent attribute of the Creator
- Identify strategies that enable Aboriginal peoples to fulfil their accountability to future generations by assuming jurisdiction over aspects of their own communities
- Identify Aboriginal community-based economic activities aimed at achieving Aboriginal self-reliance through the combined efforts of Aboriginal and non-Aboriginal peoples, governments, and institutions
- Demonstrate an understanding of the Aboriginal commitment to self-determination
- Describe how the principles of self-determination provide Aboriginal peoples with a framework for the restoration of healthy Aboriginal communities

Prior/Pre-learning:

The students view the video segment from *Aboriginal Governance: Emerging Directions*, featuring Betty Ann Lavallée and Dwight Dorey. Discuss the issues to which they refer and, the principles and role of self-determination.

Suggested Activity:

1. The students will look at the issues facing the Aboriginal Peoples of Canada. They will select a particular category and an example of a community's experience in that area. Be sure to define and analyse the issue, and examine its impact on the Aboriginal community and country as a whole. Explain the link between the issue and the role of self-determination.
2. Categories of issues might include:
 - a. Deforestation
 - b. Mining
 - c. Environmental threat
 - d. Poverty
 - e. Language/Cultural maintenance
 - f. Education
 - g. Health care
 - h. Others to be added by the teacher
3. The product is to be a well-constructed, concise handout that will serve as a reference for the other students. All materials used are to be referenced in the bibliography.

Suggested Assessment:

The written product will be assessed on coherence, depth of information and clarity of presentation. See rubric that follows.

Report Assessment

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding - knowledge of facts - understanding of concepts - understanding of relationships between concepts	- demonstrates limited knowledge of facts - demonstrates limited understanding of concepts - demonstrates limited understanding of relationships between concepts	- demonstrates some knowledge of facts - demonstrates some understanding of concepts - demonstrates some understanding of relationships between concepts	- demonstrates considerable knowledge of facts - demonstrates considerable understanding of concepts - demonstrates considerable understanding of relationships between concepts	- demonstrates thorough knowledge of facts - demonstrates thorough understanding of concepts - demonstrates thorough and insightful understanding of relationships between concepts
Thinking/Inquiry - critical and creative thinking skills - analysis and interpretation of information; formation of conclusions	- uses thinking skills with limited effectiveness - applies few of the skills involved in an inquiry process	- uses thinking skills with moderate effectiveness - applies some of the skills involved in an inquiry process	- uses thinking skills with considerable effectiveness - applies most of the skills involved in an inquiry process	- uses thinking skills with a high degree of effectiveness - applies all or almost all the skills involved in an inquiry process
Communication - communication of information and ideas - use of language - use of reporting process	- communicates information with limited clarity - uses language with limited accuracy and effectiveness - demonstrates limited command of the reporting process	- communicates information with some clarity - uses language with some accuracy and effectiveness - demonstrates moderate command of the reporting process	- communicates information with clarity - uses language with considerable accuracy and effectiveness - demonstrates considerable command of the reporting process	- communicates information with clarity and insight - uses language with a high degree of accuracy and effectiveness - demonstrates extensive command of the reporting process

Taken from: Course Overview <http://webcache.googleusercontent.com/search?q=cache:J15MUDz1934J:resources...>

Community-Based Economic Activities

Catholic Graduate Expectations:

CGE1d	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.
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE2c	An Effective Communicator who presents information and ideas clearly and honestly and with sensitivity to others.
CGE7f	A Responsible Citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations:

Overall Expectations:

Sovereignty

- Describe how the self-determination of Aboriginal peoples is reflected in community-based activities
- Describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development

Specific Expectations:

Sovereignty

- Identify Aboriginal community-based economic activities aimed at achieving Aboriginal self-reliance through the combined efforts of Aboriginal and non-Aboriginal peoples, governments, and institutions
- Describe how the principles of self-determination provide Aboriginal peoples with a framework for the restoration of healthy Aboriginal communities
- Identify strategies that reflect the aspirations of Aboriginal peoples to take responsibility for their own future

Prior/Pre-learning:

The students view the video segment from Aboriginal *Governance: Emerging Directions*, featuring Betty Ann Lavallée and Dwight Dorey. Brainstorm their thoughts on the meaning of self-determination to Aboriginal peoples.

Suggested Activity:

"I want our people to be able to create their own institutions and build their own economies so that we do not need to go cap in hand to anyone." C.T. (Manny) Jules
Spokesperson, First Nations Fiscal Institutions Initiative

1. Self-determination and self-reliance are very closely connected. Students will write an essay that examines an Aboriginal community-based economic activity that aims to achieve Aboriginal self-reliance through the combined efforts of Aboriginal and non-Aboriginal peoples, governments and institutions.
2. The essay will outline the importance of self-determination and self-reliance to the community, the nature of the community-based economic activity, the involvement of Aboriginal and non-Aboriginal peoples, governments and institutions, the benefits and challenges associated with the activity and the extent of the sharing of lands, resources and economic development. The students will conclude with the concepts and lessons learned and their opinion on the transferability of the concept to other communities.
3. Students find an Aboriginal economic activity that they wish to research. Some examples of community-based economic activities include:
 - Projects of the Inuit in Cape Dorset
 - The Akwesasne Mohawks
 - Mocreebec community on Moose Factory Island
 - Aboriginal Mall Inc.
 - Kikino Métis Settlement Greenhouse gas reduction & Sustainable development
 - Khowutzun Development Corporation, Cowichan Tribes, B.C.
 - Kitsaki Management Ltd., Partnership, Lac La Ronge, Indian Band Saskatchewan
 - Sasknative Economic Development Corporation
 - Opinion Lake Business Development Corporation
 - Primco Dene
 - Makivik

Suggested Assessment:

The written product will be assessed on quality of information, organization, thesis statement, in-text citations, grammar and spelling, evidence and APA format. See rubric that follows.

Research Essay Rubric

Category	15-12	11-8	8-5	4-1	Score
Quality of Information	Information clearly relates to the main topic. Includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Category	10-8	8-6	6-4	4-0	Score
Organization	<ul style="list-style-type: none"> ▪ The introduction is inviting, states the main topic and previews the structure of the paper. ▪ Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. ▪ A variety of thoughtful transitions are used and clearly show how the ideas are connected. 	<ul style="list-style-type: none"> ▪ The introduction is inviting, states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. ▪ Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. ▪ Transitions clearly show how ideas are connected, but there is little variety. 	<ul style="list-style-type: none"> ▪ The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. ▪ Some details are not in logical or expected order and this distracts the reader. ▪ Some transitions work well, but connections between other ideas are fuzzy. 	<ul style="list-style-type: none"> ▪ There is no clear introduction of the topic/ structure of the paper. ▪ Many details are not in logical/expected order. ▪ There is little sense that the writing is organized. ▪ The transitions between ideas are unclear or non-existent. 	

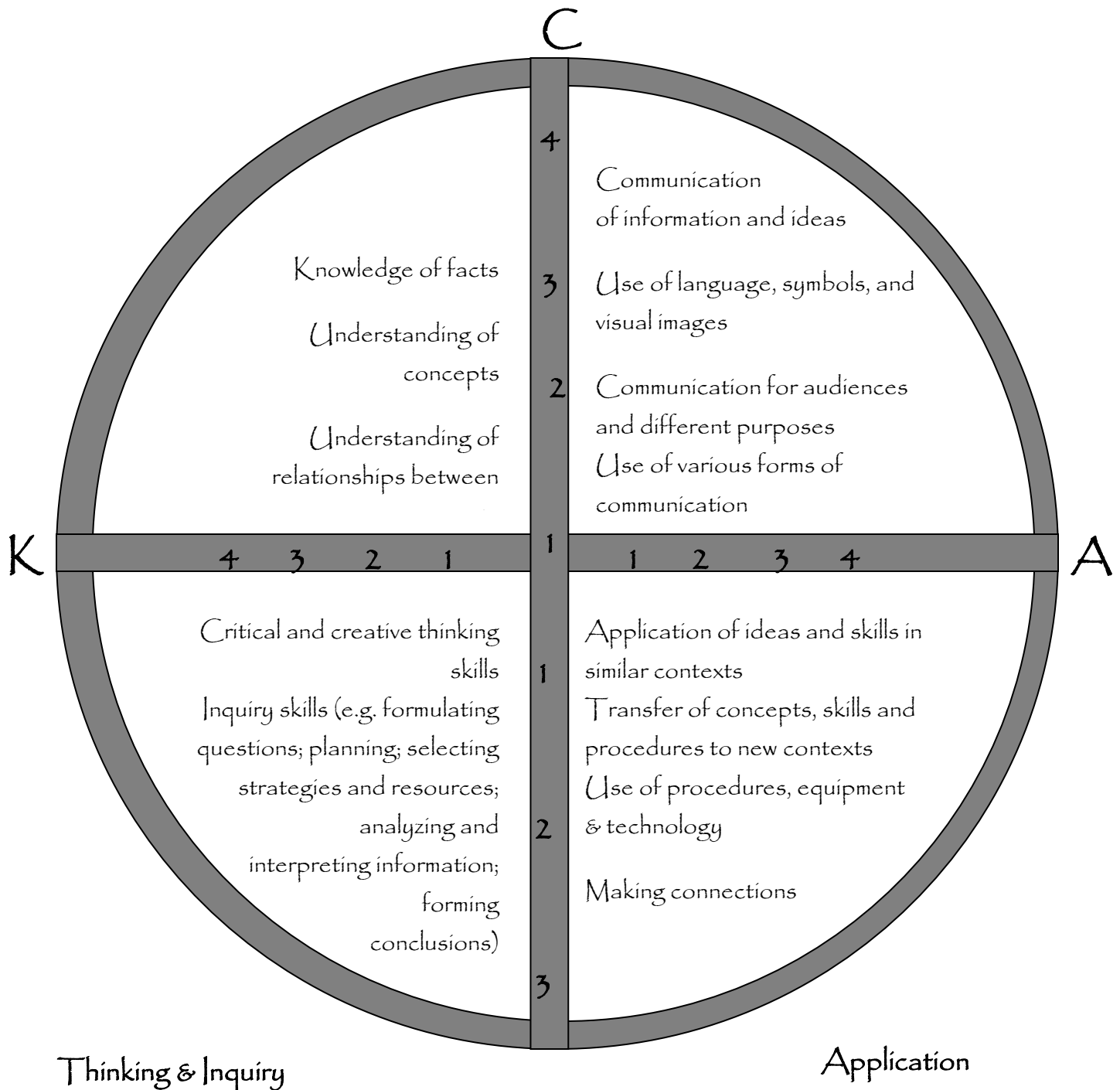
Category	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Thesis Statement	Thesis statement names the topic of the essay and outlines the main points to be discussed.	Thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed, but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
In-Text Citations	All sources used for quotes, statistics and facts are credible and cited correctly. (Min. 5)	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and are cited correctly.	Many sources are suspect (not credible) AND/OR not cited correctly.	
Grammar and Spelling	Author makes no errors in grammar or spelling that distracts the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each pieces of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each pieces of evidence supports the author's position.	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how the piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
APA Format	Correct Title Page Format. Original title page #'s and double spaced. References (Min. 5)	Minor errors.	Multiple errors.	Incorrect format.	

Other Resources

Medicine Wheel Rubric

Knowledge &
Understanding

Communication



Sample Native Studies Self-Evaluation (Revise to fit your course content.)

We have done many things in Native Studies.

For each of the following items, give yourself a mark. How well did you understand, participate in and/or were affected by each of the following? If you did not do something, you should choose NE. Be honest with yourself – in the spirit of all that the course has tried to impart.

	NE	<1	1	2-	2	2+	3-	3	3+	4-	4	4+	4++
Learning:													
Experiencing													
Guests													
Doing: (Tasks)													

What is the MOST important thing you have learned in this course? Why is this so?

In what way has this course changed the way you view Aboriginal peoples?

Should other people take this course? Why?

If you were to give yourself an “overall” mark in the course, what would it be?

Level: _____ Grade: _____%

Explain why you gave yourself this mark.

Aboriginal Learning Curriculum Resources

A Backgrounder on Aboriginal Education in Ontario

Website: http://edu.gov.on.ca/eng/aboriginal/new_resources.pdf

Aboriginal Education in Ontario – A brochure on new resources and opportunities for parents, educators and students Website:

http://edu.gov.on.ca/eng/aboriginal/new_resources.pdf

Aboriginal Perspectives: A Guide to the Teacher's Toolkit

Website: http://edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf

Building Bridges to Success for First Nation, Métis and Inuit Students – A document that provides information on developing policies of voluntary, confidential Aboriginal self-identification and focuses on successful practices for Ontario school boards Website:

<http://edu.gov.on.ca/eng/aboriginal/selfID.html>

Native Language (secondary)

Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang.html>

Native Studies Secondary Curriculum

Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html>

Ontario First Nation, Métis and Inuit Education Policy Framework

Website: <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Edugains:

This site includes a variety of professional development material. Many of the resources refer to Aboriginal students while others focus primarily on their success in the classroom. Listed below are a few that you may wish to review. They have a number of applications in different program areas.

Differentiated Instruction Teaching/Learning Examples

http://www.edugains.ca/resourcesDI/TeachingLearningExamples/History,%20Geography,%20Civics%20Grades%207-10/Folder%20GR10_Hist_Governmental%20Apology.pdf

Apology Scenarios

http://www.edugains.ca/resourcesDI/TeachingLearningExamples/History,%20Geography,%20Civics%20Grades%207-10/Appendix%20Gr10_History-Govt%20Apology.pdf

Illustrations Research/Resources – A variety of articles on assessment and some that focus on assessment and the Aboriginal student

<http://www.edugains.ca/newsite/aer2/research.html>

Think Literacy: Cross-Curricular Approaches

<http://www.edugains.ca/resourcesLIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitHistoryCivics.pdf>

English Supports for Teachers

http://www.edugains.ca/resourcesLIT/BoysLiteracy/BoysLiteracyDVD/5Supports/4_ProducedbyCAPBandStudentSuccess/AntiDiscrimination_handout.pdf

Professional Learning Webcasts:

Curriculum Services Canada provides a number of learning products and programs. Some refer specifically to the success of Aboriginal students and others are program specific. Be sure to visit the site. Listed below are a few sites for your professional development journey.

Unlocking the Potential of Aboriginal Students

<http://webcache.googleusercontent.com/search?q=cache:k6lmVsbuzZAJ:resources.curriculum.org>

Viewing Guide for Unlocking the Potential of Aboriginal Students

<http://resources.curriculum.org/secretariat/files/May24Guide.pdf>

Unlocking the Potential of Aboriginal Students – Suggested readings

<http://resources.curriculum.org/secretariat/files/May24Reading.pdf>

Aboriginal Literatures in Canada: A Teacher's Resource Guide – Also includes suggestions for integration into other curricula

<http://resources.curriculum.org/tcf/teachers/projects/aboriginal.shtml>