Austen McDougall Rationale

This unit is taught because I feel that upcoming members of Canadian society need to acknowledge Canada’s historical mistreatment of Aboriginal people and how that mistreatment results in contemporary issues. Another important foundation I believe all Canadians should understand is how media and resources have inherent issues such as Biases, Perspective, Audience, Etc. To then combine these two main aspects is to help students become critical thinkers when encountering or being presented a new conflict between Aboriginal peoples and general Canadian society.

I aimed to achieve this overall goal by focusing on two main properties, first being what were and is the Aboriginal perspective concerning conflicts with Canadian Government. To understand current Aboriginal perspective is to understand where and how that perspective has been shaped throughout time. Secondly my goal is to educate people that the majority of Aboriginal peoples of Canada do not Identify as Canadian, or Identify as Canadian after identifying a foremost Aboriginal. This unit explores why Aboriginals may not self identify as Canadian and this could be: the negative imagery of Indians, the historical and current treatment of Aboriginal people, Canada’s history of silencing their voices and perspectives. Ultimately concluding with the philosophic question, are Aboriginal’s acting and responsible citizens when in so many aspects they are denied the attempt at being regular citizens?

I decided to integrate art into this social studies program, although only presented as an option class in grade 12 I decided to incorporate aspects of their goals and outcomes. However, to maintain assessment Credibility and Reliability I am only marking an attempt at the art goals and outcomes not the art itself. I decided to incorporate art because art is the only way for so long the aboriginal perspective could not be ignored. And only recently has Aboriginal art made an impact on Canada as a whole. Therefore, I felt it was important to recognize the significance and power of art and what Aboriginal art includes and examine these concepts as a class.

The first task of the unit was to encourage student explanation of information and to present this information in a meaningful and relatable way for students to learn rather than listen to lectures for 2.5 hours. This is why the first tasks debate assessment is more based on presentation and ability to work with others, to encourage students to take risks with their assignments and not lose major marks. The art presentation portions of the second task is graded in a similar manner where I am more interested in the student understanding and appreciating aboriginal art. The rationale portion of Task 2 is to make sure students are making the connections that are outlined in paragraphs one and two. This is why the rationale is so heavily graded in task two and the unit overall grade.

The first task of this assignment requires students to research and identify credible resources on their own. This is why I placed it as the second unit of the year behind beginning unit on how to assess, analyze and thoroughly examine resources. I placed this just afterwards time-wise because I wanted to reinforce those important skills while accomplishing the unit early in the quarter to ensure student engagement and perceived ability. I also chose to do this unit early in the quarter because this unit sets foundational classroom environment expectations such as respect, a safe and encouraging environment, respect for other perspectives etc. I would follow this unit with a unit focused on current events to reinforce debate and proper arguments.

In Lethbridge there is a lot of racism towards Aboriginal people, and I may have to address possible racist or ignorant points put-forth by students that may be hurtful to Aboriginal students in the class. Simultaneously, this unit does expose some severe emotional wounds of Aboriginal peoples of Canada and some students may need extra observation of their mental state, mood, etc.

Finally, technology is used in multiple ways in this unit. For example: student led research, class observation of music videos, creation of art (option to use tech.), and class observation of Ted Talks. The goal of using so many aspects of technology is because I want this unit to be meaningful and relatable, growing up some of the work I have been proudest of the teacher has allowed me to use the technology available openly and without restriction.

Hello Parent and Student,

Following our current examination of resources and media, in class next week our class is going to examine and appreciate aboriginal perspectives regarding current events. Attached will include a summary/outline of the unit, expected learning outcomes, a rubric outlining expectations and grading scheme, and finally a submission portion outlining the student’s preferred event/topic.

|  |  |  |
| --- | --- | --- |
| * **Assignment Overview (p. 5/6)** | * **Rubrics (p. 8 - 12)** | * **Lesson Plans/Overview (14-46)** |
| * **Sign-up Sheet (p. 7)** | * **Handouts (p. 13)** | * **Annotated Bib. (47-48)** |

**This outline is expected to be shown to parent(s)/guardian(s); a signature of guardianship understanding will be required for students to begin their work.**

This unit’s objective is to achieve and assess student achievement of all 4 main concepts (GLOs) of Alberta Education’s Programs of study (POS). These are:

* GLO 1: Students will explore the relationship between identity and ideology.
* GLO 2: Students will assess impacts of, and reactions to, principles of liberalism.
* GLO 3: Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
* GLO 4: Students will assess their rights, roles and responsibilities as citizens.

This Unit simultaneously achieves all of the benchmark skills and processes, which of them I will be assessing individually will be outlined within the rubric/assessment tools. I will be collectively assessing:

* Research for Deliberative Inquiry
* Communication
* Social Participation as a Democratic Practice
* And the majority of objectives within: Dimensions of Thinking

Expected SLOs that will be completed. Highlighted numbers are objectives that will be assessed specifically.

1. .1, .2, .3, .4, .5, .6, .7, .8, .9
2. .1, .2,.3,.8.,.10,.11,.12,.13
3. .3,.6,.7,.8,.9
4. .5,.6,.7,.8

\*For the written outline of expectations please reference the POS distributed and discussed in class at the beginning of the quarter. Or access the material online at Learn Alberta’s website, under Social Studies 30-1. <http://www.learnalberta.ca/ProgramOfStudy.aspx?ProgramId=564423#71579>

# Assignment overview

Summary:

Students in will complete 2 performance tasks that culminate to an overall grade; the first task within a group, the second task individually. Both tasks require a type of performance piece, the first task will be graded based on participation and formative student understanding. The second task will be graded on the student’s demonstration of understanding via: Performance piece and rationale. These two tasks and their assessment are thoroughly explained within this handout.

Task 1: Group debate

The 1st half of the unit will have students researching one of the provided ‘current’ events issues, ‘current’ is used relatively in this sense because when we discuss (for example) the Métis ‘Rebellion’ we will be having a debate set within that time period to exclude any laws and events that happened after the event. Some of these events are ongoing and will be treated as such.

**Expectations:**

9 marks: **Research)**

Because this unit is directly following our class’ unit on finding and assessing credible resources including hidden biases, language used, perspective, and audience; this unit will expect students (in groups) to find and utilize multiple types of resources to help formulate the group’s argument. All recourses used will be handed in via annotated Bibliography.

12 marks: **Debate) - Justify/Argue for Aboriginal Perspectives/Actions.**

Groups must formulate a stance, then an opening statement presenting containing: an acknowledgment of their audience (teacher) main points the group is arguing, and (at least) four points of issue to the opposing debater (teacher). The following debate between the aboriginals (students) and the government (teacher) must be conducted in an appropriate manner. *This will be further explained in class and within the rubric.* (time max 20 min.)

* at the end of the discussion the group must quickly formulate a closing argument that acknowledges main points discussed and a reiteration of their own perspective points.

4 marksdiscussion: **Audience)**

While other groups are participating in the debate, observing students are to: note discussion points that they feel are important or have questions on, and state which side the student believes *won* (in theory) the debate, and evaluate students’ individual participation during the debate.

After each debate there will be a lecture corresponding to underlying issues creating the event discussed. Such as: Treaty rights/histories, Aboriginal Ideologies (Land/People), Consequences of residential school, etc.

The debates are formulated to represent how protests from Aboriginal peoples in Canada: have been treated *legally*, viewed from the general public, and how these groups of people have had to (sometimes unable to) present their arguments to the government of Canada.

Task 2: Individual Reflection Piece

As a class we are going to examine how art can be a representation of political ideology, a form of challenging societal injustice, and a presentation of one’s interpretation of reality. Art in this assignment consists of any presentation of perspective such as (but not limited to): Rap, spoken poetry, performance pieces, movies (short), music videos, and the traditional art forms (paintings, sculptures, etc.).

To present this aspect we will examine minimally 2 examples of aboriginal art. Such as:

1. Dreezus - ‘Warpath’ (to demonstrate music - rap - and videos)
2. The Red Dress Project – presenting the issue of Missing Murdered Indigenous Women.

**Expectations: Address the question proposed later in class**

4 marks: **Performance Piece)**

Students are to chose a perspective of which they would like to create a piece of Art representing that perspective. The actual piece of Art is open to student choice (after being approved by the teacher). Completion of this will result in full marks. \*presentation to class is encouraged but not mandatory for full marks.

* Art SLO’s will be utilized to asses the performance piece. (outlined in rubric)

As a class we will walk through/present our pieces of art to each other.

20 marks: **Rationale)**

a min. 500-word rationale explaining: 1) the students chosen perspective, 2) how the art is a representation of either 1 or ALL of the debates collectively, and finally 3) an in depth explanation of their artistic choices.

If the student feels that their rationale would be better presented they can do so orally, by either presenting to the teacher when available or through a voice recording. This option must be approved by the teacher.

Total unit marks: /40

Weighting of this assignment within student grades overall for the quarter will be determined at a later time.

To develop the groups students will hand in this outline with their most (1) to least (5) chosen.

\*Please note that students may not be placed on their most desired event \*\*

All debate topics will have the same amount of time for formation and research, debates will be on specific days

**Sign Up Sheet**

Oka Crisis (1990) Métis ‘Rebellion’ *Louis Riel Focus* (1869-1885)

Indigenous Affairs Protests (2016)

Killam Indians (2016)

Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric for Task 1 (research) Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
|  | All items correctly implemented and formatted | Missing one element | Minimal evidence of requested items |
| **Contribution to Group Research:**    **/3** | * Contributed a **reasonable amount** to the groups chosen resources. * **No issues** with other students regarding workload. * **The group as a whole** decided which resources to use collectively, without issue/teacher intervention. | * **Minimally** contributed to the groups chosen resources. Did not examine the resources given to the group.      * **Some issues** with other students regarding the workload. * **One person** decided on which resources to use. | Unacceptable level of group contribution.  Fought with group members.  Provided no resources to their peers.  If this is apparent teacher intervention should be sought beforehand.  Student can opt for absent student options. |
| **The resources chosen and provided by the group.**    **/3** | * **All** resources were shown to be credited/legitimate * The group used **more than** 3 different types of recourses (journals, media, newspaper, oral history, etc.) * **More than** four resources were presented and used. * The group was able to find resources on their **own**. | * **The majority** of resources were shown to be credited/legitimate * The group provided the **minimal** 3 different types of recourses (journals, media, newspaper, oral history, etc.) * **A minimum** of four resources were presented and used. | * **some** resources were shown to be credited/legitimate.   **\*Majority illegitimate**   * The group used **less than** 3 different types of recourses (journals, media, newspaper, oral history, etc.) * The **minimum** of four resources was **not met**. |
| **Citation and Annotated Bibliography**  **/3** | * **All** sources were cited **properly.** * 4-5 sentences provided an **in-depth examination** of each resource. | * **Most** sources were cited **properly.** * 4-5 sentences provided a **basic summary** of each resource. | * **Most** sources were cited **improperly.** * 4-5 sentences provided a **basic summary** of each resource. |
| **Specific SLOs met:**  *Skills & Processes*  S7.  .1, .2, .3, .4, .5, .6, .7, .8, .9  Social Participation as a Democratic Practice: all | All outlined SLOs*:*  1.1, 1.4, 1.8,  2.1, 2.4, 2.5, 2.9, 2.10, 2.11, 2.12  3.1, 3.2, 3.7, 3.8  4.2, 4.3, 4.4, 4.8, 4.10 |  | If the student is absent or is removed from their group and cannot be placed with another group, they can decide to do the assigned work for absent students.  These students **on their own** can find resources and provide their individual annotated bibliography.   * Will lose marks of cooperation if not absent |

/3x 3 = /9

**Rubric for Task 1 (Debate) Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **4** | **3** | **2** |
|  | All items correctly implemented and formatted | Missing one element | Minimal evidence of requested items |
| **Contribution to Argument formation and the Debate.**    **/4** | * Contributed a **reasonable amount** to the group’s opening and closing statements. * **No issues** with other students regarding workload and debate discussion. * The group as a whole worked **effectively** to present **a clear** argument. | * **Somewhat** contributedto the group’s opening and closing statements. * **Minimal issues** with other students regarding workload and debate discussion. * The group as a whole worked **ineffectively** to present **a clear** argument.   OR The group as a whole worked **effectively** but presented a **vague** argument. | * **Minimally** contributedto the group’s opening and closing statements. * **Noticeable issues** with other students regarding workload and debate discussion. * The group as a whole worked **ineffectively** to present **a vague** argument. |
| **Debate tactics, and demonstration of topic comprehension**  **/4** | * Student demonstrated debate tactics that are **above and beyond** what is expected. * **All** resources used during debate were **Referenced and Utilized appropriately**. * **Constantly** provided initial and counter arguments **logically.** * Rebutted **the majority** of points raised by opposition. | * Student demonstrated debate tactics that were **exactly** what is expected. * **Majority of** resources during debate were **Referenced and Utilized appropriately**.   Or:  **Half of** resources used during debate were **Referenced and Utilized inappropriately**.   * **Regularly** provided initial and counter arguments **logically.** * **Inconsistently** Rebutted points raised by opposition. | * Student demonstrated debate tactics that were **less than** what is expected. * **Majority of** resources used during debate were **Referenced and Utilized inappropriately**. * **Sporadically** provided initial and counter arguments **logically.** * **Ignored most** oppositional points. |
| **Topic of Debate**  **/4** | * **Always** stayed focused on the topic. * **Always debated from an Aboriginal Perspective.** * **Utilized** outside resources to reiterate or confirm discussion points. | * **Mostly** stayed focused on the topic. * **Mostly debated from an Aboriginal Perspective.** * **Attempted to** useoutside resources to reiterate or confirm discussion points. | * **Minimally** stayed focused on the topic. * **Attempted debated from an Aboriginal Perspective.** * **Did not** useoutside resources to reiterate or confirm discussion points. |
| **Participation as Audience Member**  **/4** | * **Constantly** listened and provided the expected courtesy of both yourself and your peers * **Extensive** and in depth note taking was demonstrated. * Demonstrated the above for **all** of the debates | * **Mostly** listened and provided the expected courtesy of both yourself and your peers * **Minimal** note taking was demonstrated. * Demonstrated the above for **Most** of the debates | * **Rarely** listened and provided the expected courtesy of both yourself and your peers * **Less than expected** note taking was demonstrated.   Demonstrated the above for **some** of the debates |
| **Specific SLOs met:**  *Skills & Processes*  S7.  .1, .2, .3, .4, .5, .6, .7, .8, .9  Social Participation as a Democratic Practice: all | All outlined SLOs*:*  1.1, 1.4, 1.8,  2.1, 2.4, 2.5, 2.9, 2.10, 2.11, 2.12  3.1, 3.2, 3.7, 3.8  4.2, 4.3, 4.4, 4.8, 4.10 |  | Absent students will have the option to demonstrate understanding 1 on 1.  Non absent students must work within a group for debate unless absolutely necessary |

/4x 4 = /16

**Rubric for Task 2 (Art) Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
|  | **2** | **1** |
| **Art SLOs achieved:**  Use Personal experiences as sources for image making:   * The selection and presentations of perceptions, conceptions and experience as visual content. | All items correctly implemented and formatted | Missing one element |
| **Artwork**    **/2** | * A **clear** Perspective is **heavily** demonstrated. * **Clearly** answers the inquiry question | * A Perspective is **Vaguely** demonstrated * **Somewhat** answers the inquiry question |
| **Completion**  **/2** | * **A piece of art was presented either to class or the teacher.** | * **Artwork was not presented, but handed in.** |

/2 x 2 = /4

**Assessment Tool for Task 2 (Rationale) Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Poor (1) Satisfactory (3) Excellent (5)

**Perspective** 1 2 3 4 5

*The response demonstrates clearly the*

*perspective chosen to present. The rationale*

*utilizes an in-depth explanation of why*

*the student chose said perspective.*

*.*

**Use of evidence** 1 2 3 4 5

*The rationale demonstrates how the artwork*

*is a reflection of either one or multiple*

*debate topics.*

**Description of artistic Method.** 1 2 3 4 5

*Student provides an in depth*

*explanation of their artistic choices.*

*Artistic choices clearly correspond with*

*aspects of perspective and evidence.*

**Representation** 1 2 3 4 5

*There is explicit evidence of how the*

*artwork combines the debate topic(s) and the*

*perspective chosen to then represent Aboriginal*

*Issues in Canada.*

TOTAL = /20

# Handouts:

These are the handouts students will receive as the audience for each debate. This will contribute to both student participation and appreciation of other debates, and to demonstrate what the student has learned or understands.

Name:

Debate topic:

Notes:

Group members debating and a number from 1 – 5 demonstrating how much you feel each member participated in the debate:

Who do you feel ‘won’ the debate and why?

I liked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_‘s Art piece the most because:

**Lesson Plans / Lesson Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Instructional Objectives | Length of Lesson | Lesson Procedure | List of Materials | Assessment |
| **Lesson 1**  Analyze resources to select appropriate sources that promote the perspective they are defending.  A. Properly cite all utilized resources  B. Use resources to develop argument  C. Find/use multiple types of sources  Develop an Argument  (Opening statements, main points for discussion)  A. Examine how traditional aspects of Aboriginal Ideology and their experiences created contemporary conflicts with Liberalism  B. Analyze and justify the extent of the conflicts where Aboriginal peoples challenged the Canadian government  **Lesson 2**  Communicate positions developed from analyzing historical and contemporary factors contributing to topic of conflict. (Communicate in a lawful and respectful way)   * 1. Clearly communicate an opening statement   2. Rebuttal raised oppositional points factually and logically   3. Clearly justify the Aboriginal perspectives resistance to liberalism.   4. Propose what the government should attempt after the conflict to promote individual and collective rights.   Demonstrate an understanding on how:   * Ideology can be a foundation of identity * Certain factors may influence individual and collective beliefs and values.   **Lesson 3**  Communicate positions developed from analyzing historical and contemporary factors contributing to topic of conflict. (Communicate in a lawful and respectful way)   1. Clearly communicate an opening statement 2. Rebuttal raised oppositional points factually and logically 3. Clearly justify the Aboriginal perspectives resistance to liberalism. 4. Propose what the government should attempt after the conflict to promote individual and collective rights.   Demonstrate an understanding on how:   * Historical issues continue to impact people today * Residential schools’ impact on ideology and perspective. | Each lesson Plan is projected (in theory) to be completed within one class time within a quarter system.  Each lesson plan is set for three hours.  If this unit was taught in a school with shorter lesson times, the lessons could be broken down to be roughly an activity per-lesson.  See Above  See Lesson 1 | Students are researching a provided conflict, in groups.  Making sure to cite and record resources students want to use.  Groups are developing aspects of their debate.  Opening statement, main points, and how they are going to use resources.  Students participate in a debate with the teacher attempting to justify aboriginal actions in the conflict.  Audience notes important points raised during the debate.  Students engage in the class discussions and lecture to further develop conceptual understandings.  Students examine Imaginary Indian and Dreaming in Indian and analyze their relevance to the debate and discussion topics.  Students participate in a debate with the teacher attempting to justify aboriginal actions in the conflict.  Audience notes important points raised during the debate.  Students engage in the class discussions and lecture to further develop conceptual understandings.    Students examine Seven Generations and Helen Betty Osborne and analyze their relevance to the debate and discussion topics. | Group lists  Computers  Martin Luther King’s ‘I Have a Dream’  Group list of students participating in debate  Resources the teacher will use to challenge the group’s points (teacher choice)  Podium  -Imaginary Indian    -Dreaming in Indian  Literature material to support lecture points  Group list of students participating in debate  Resources the teacher will use to challenge the group’s points (teacher choice)  Podium  Seven Generations and Helen Betty Osborne. By:  David Alexander Robertson & Scott Henderson  Literature material to support lecture points | Students will demonstrate (individually or as a group) a completed opening statement that outlines their stance defending Aboriginal responses to conflict.  Students in the Audience fill out a KWL chart, outlining what they have learned from both the debate and lecture. These demonstrations of understanding are examples of knowledge gained and individual conceptual understanding.  Group and individuals’ ability to utilize resources during debate properly and effectively  To properly utilize a resource for purpose of proving a point within a debate one would have to achieve a large majority of the expected learning outcomes. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson 4**  Communicate positions developed from analyzing historical and contemporary factors contributing to topic of conflict. (Communicate in a lawful and respectful way)   1. Clearly communicate an opening statement 2. Rebuttal raised oppositional points factually and logically 3. Clearly justify the Aboriginal perspectives resistance to liberalism. 4. Propose what the government should attempt after the conflict to promote individual and collective rights.   Demonstrate an understanding on how:   * Historical issues continue to impact people today * Residential schools’ impact on ideology and perspective. * How dismissal of Aboriginal perspectives and issues have built up and created major conflict. | See Lesson 1 | Students participate in a debate with the teacher attempting to justify aboriginal actions in the conflict.  Audience notes important points raised during the debate.  Students engage in the class discussions and lecture to further develop conceptual understandings.  Students examine Louis Riel Comic Biography and analyze the texts relevance to the debate and discussion topics. | Group list of students participating in debate  Resources the teacher will use to challenge the group’s points (teacher choice)  Podium  Louis Riel Comic Biography, By:  Chester Brown  Literature material to support lecture points | * Observation of student understanding during lecture and class discussions   Probe students that are quiet for their understanding/ opinion  Students that participate in discussions and answer probing questions will be demonstrating conceptual understandings of the lessons desired concept and debate topic. |
| **Lesson 5**  Communicate positions developed from analyzing historical and contemporary factors contributing to topic of conflict.  Demonstrate an understanding on how:   * Historical issues continue to impact people today * How dismissal of Aboriginal perspectives and issues have built up and created major conflict.   Demonstrate an understanding of:   * Art being a form of representation of political injustice, or perspective within conflict. | See Lesson 1 | Students examine instances of art being a form of political protest or perspective.  - Examine Drezus  Students’ overall objective is to answer the question ‘Are Aboriginal People Canadian?’ in an artistic manner.  To answer this question, students must create their artwork as a response to one or all of the debates.  Students then present their art to the class. And explain their rationale orally.  To end the unit students watch Aaron Huey’s Ted talk to summarize the entire unit. | Blank paper for drawn art  All handouts that have been submitted - return to students  Drezus “Warpath”  Aaron Huey’s ted talk  Dreaming in Indian | Rationale explanation of student artwork  Connections between Debate topics, Lecture topics, and the Aboriginal Perspective.  The in depth rationale will demonstrate connections between the desired outcomes. |

Opening Lesson Plan

Grade: 12

Subject: Social Studies

Unit: Badminton *FNMI*

Lesson Duration: 180 min. 3hrs

Date: \_\_\_\_\_\_\_\_\_ , 2016

|  |
| --- |
| **Outcomes From Alberta Program of Study** |
| **General Learning Outcomes:**  **Skills and Processes**  Research for Deliberative Inquiry   * develop, express and defend an informed position on an issue   1)Students will explore the relationship between identity and ideology.  2) Students will assess impacts of, and reactions to, principles of liberalism.  4) Students will assess their rights, roles and responsibilities as citizens |
| **Specific Learning Outcomes:**  S.7.1: develop, express and defend an informed position on an issue    S.7.3: draw pertinent conclusions based on evidence derived from research  S.7.5: consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues  S.7.8: select and analyze relevant information when conducting research  S.7.12: record relevant data for acknowledging sources of information, and cite sources correctly    S.7.13: respect ownership and integrity of information  1.4 examine historic and contemporary expressions of individualism and collectivism  2.11analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events)  2.12 analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, etc.)  2.13 evaluate the extent to which resistance to the principles of liberalism is justified  4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) |
| **Learning Objectives** |
| By the end of the lesson students will:   * Analyze resources to select appropriate sources that promote the perspective they are defending. (analyzing for bias and credibility)   1. Properly cite all utilized resources   2. Use resources to develop argument   3. Find/use multiple types of sources (news/newspaper/oral history/ etc.) * Develop an Argument (Opening statements, main points for discussion)   1. Examine how traditional (historical) aspects of Aboriginal Ideology and their experiences created contemporary conflicts with Liberalism   2. Analyze and justify the extent of the conflicts where Aboriginal peoples challenged the Canadian government.      1. (rights and roles of FNMI people in Canada) |
| **Assessments** |
| * Observation of student ability to collect resources on their own (L.O. #1)   + Assessing student progress in attaining resources [formative]   + Note groups/students that need some or significant aid [summative]   + Assess for student understanding *of* resources (analyses, comprehension, summary of) [Formative]   + Note students that minimally participate in debate formation {L.O. #2} [Summ.] * Observation of student participation during activity (L.O. #1/2)   + - Express to the students that their participation grade will be affected from this class [Formative]   + Observe which students are working alone/with group [Formative]   + Observe/assess by questioning if students are equally contributing to groups [Formative/Summative]   + When the group has found all handed in resources / working on their argument; assess by questioning for individual/group participation and cooperation [Summative/Formative] * Demonstration of: (L.O. #2)   + A formatted opening statement [Summative]   + Main debate points that align with resources found [Summative]   + Student understanding of their debate tactics & points (individual) [Formative] |
| **Materials and Resources:** |
| * Group lists / topics assigned.   \*Differentiation: (before lesson) note students that have trouble working with others/staying on task/ and interstudent conflicts to be able to change and rotate groups to create a positive learning environment for all students.   * Computers   + To access multiple types of resources     - Library     - Laptop cart (students share) * Martin Luther King’s – I have a Dream |
| **Introduction/Warm up (20 min):** |
| *Courts should already be assembled.*   * Attendance: (5 Min)   + Sit in assigned seating (seating areas have been altered to have groups be sitting in groups when entering class) * Get into groups: (1 Min)   + Explain to students that the groups they are sitting in are the groups that they have been assigned to based on their preferences handed in before the unit. * Introduce students to the first portion of the unit and title it as “How to Argue” * Have students watch all or most of MLK’s speech. (10-14 Min)   + This is meant to ignite student’s interest and motivation for the unit. |
| **Body (150 min):** |
| Activity 1: (40min) *I Have a Dream Analysis*   * Introduce concepts of how to argue   + Define and demonstrate opening statements   + Contextual information relevance   + Logical Debate VS Emotional Argumentation   + How to make an argument (debate) meaningful/powerful   **Teaching point**) demonstrate and examine all of these aspects compared to these opening statements:  “We don’t like the way the government has treated us” VS. “Hello to all those in attendance and hello to you (opposition), We are here to justify and argue why the political protest of Ghandi was justified.” VS. “Hello to all here in attendance, we are here standing within the largest signifier of British imperialism; to finally end the mistreatment and injustices that the Indian people have faced. The British power has destroyed and both figuratively and litterally raped our people for too long, and it was the courageous protests of our leader Mahatma Gandhi that have finally challenged the historical atrocity that is colonialism.   * Probe student groups for where each concept is demonstrated * Compare MLK’s opening statement to aspects discussed, as a class   \*Analyzing where and how MLK utilized these aspects of debate.  **Teaching point)** explain that in this classroom under no circumstances will emotional argumentation be tolerated.  \**Sets expectations of debate development and creates a safe/positive learning environment*.  \*either transfer to library/computer lab or distribute laptops.    Explain to students that their goal for task 1 is to formulate an argument highlighting social injustice just as MLK did.  Activity 2 (50 min) *Research.*   * Review what students have learned in the previous unit concerning resource:   + - Access, Bias, Credibility, Perspective, and Citation.   \**use of previous knowledge*   * Explain that students have 40 Min to find recourses that promote their (aboriginal) perspective before/during/ and after the conflict.   \**Allows for time fluency for slow students*   * Observe with only requested aid for 30 min.   **Key Point -** remind students of 20 Min. remainder.   * + Begin formatively questioning students on recourses they have picked or are looking at.   + State that groups that have finished researching can come and demonstrate understandings of their resources. (if insufficient send back to research) (if completed allow for them to begin the Annotated Bib. * At the end of the 50 Min groups should have completed research for information.   + - In groups of >3 they should have little trouble locating 4 or more resources.   \*transfer back to classroom or return laptops.  Activity 3 (60 min) *formatting an argument*.   * Explain to students that they are going to use their new knowledge to form both; an opening statement and general points of debate that they want to address.   **Key Point - *RE-EXAMINE THE RUBRIC FOR ARGUMENT DEVELOPMENT AS A CLASS***   * Observe Student participation and cooperation when developing their argument [summative] * Formatively question random students and/or groups when ‘flowing’ around the room to [Formatively] assess their knowledge of debate development and debate points chosen. * Have students check in when they feel they have completed their debate preparation. [Summative] * Assess any areas where students need to go more in depth. * Remind Students of Ten Min. Remainder   **Key Point –** Make sure students are appropriately providing contextual evidence of aboriginal perspective in their opening statements. |
| **Closure (10 min):** |
| * Assess if any groups have not finished either activity 1 or 2 and if proportion is significant a lot another / half a period to completing these activities.   1. If only a small portion has not completed allow them to work on during closing for ten min. or during Flex time. Otherwise the work will need to be done outside of the class (If the group was not on task).   **Reinforce why proper and prepared speeches are both important and powerful when exposing or challenging societal issues.** |
| Sponge Activity:  Have a final class discussion regarding the Black Lives Matter movement and its media coverage and associated issues. |

**Notes:**

Transfer of setting

* Attempt to transfer as effectively as possible because of time constraints

Make sure to discuss appropriate use of electronics (laptops/computers) AND internet use when researching their debate topic.

Students may know of a speech or argument that they feel is appropriate to share to the class, these may be more relatable and thus, powerful for these students.

The hard copy of the groups outline concerning their opening statement and following debate points is not meant to be perfect (LA speaking) but is meant for them to read/understand/and present.

ASSESSMENT OF BOTH ACTIVITY 1 AND 2 ARE FOCUSED ON CONTENT AND STUDENT CONCEPTUALIZATION NOT GRAMMAR OR PUNCTUATION.

Students that have no or little prior knowledge of Aboriginal Perspectives can access this information during their research. If the majority are having difficulties understanding FNMI ideologies, it may be best to have a lecture outlining Aboriginal; relationships to the land and each other, and aspects of group needs coming before the individual. Then proceed with research and/or debate development in the following lecture.

**Teacher Reflections:**

Day 2 Lesson Plan

Grade: 12

Subject: Social Studies

Unit: Badminton *FNMI*

Lesson Duration: 180 min. 3hrs

Date: \_\_\_\_\_\_\_\_\_, 2016

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| **Outcomes From Alberta Program of Study** |
| **General Learning Outcomes:**  **Skills and Processes**  **Communication**   * communicate effectively to express a point of view in a variety of situations   **Social Participation as a Democratic Practice**   * demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably * demonstrate leadership by engaging in actions that enhance personal and community well-being   **Critical thinking and creative thinking**   * Evaluate ideas and information from multiple sources   **Historical thinking**   * Analyze multiple historical and contemporary perspectives within and across cultures   1)Students will explore the relationship between identity and ideology.  2) Students will assess impacts of, and reactions to, principles of liberalism.  3) Students will assess the extent to which the principles of liberalism are viable in a contemporary world. |
| **Specific Learning Outcomes:**  S.1.5: evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue  S.1.9: Analyze current affairs from a variety of perspectives  S.2.1: Analyze multiple historical and contemporary perspectives within and across cultures  S.2.7: Develop a reasoned position that is informed by historical and contemporary evidence  S.5.3: Interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding  S.5.5: Respect the needs and perspectives of others  S.5.6: Collaborate in groups to solve problems  S.6.2: Acknowledge the importance of multiple perspectives in a variety of situations  1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)  2.13 evaluate the extent to which resistance to the principles of liberalism is justified  3.3 explore the extent to which governments should reflect the will of the people  3.7 analyze why the practices of governments may not reflect principles of liberalism  3.8 evaluate the extent to which governments should promote individual and collective rights  (First Nations, Métis and Inuit rights)  4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy)  4.8 evaluate the extent to which ideology should shape responses to contemporary issues |
| **Learning Objectives** |
| By the end of the lesson students will:   * Communicate positions developed from analyzing historical and contemporary factors contributing to topic of conflict. (Communicate in a lawful and respectful way)   1. Clearly communicate an opening statement   2. Rebuttal raised oppositional points factually and logically (use of references)   3. Clearly justify the Aboriginal perspectives resistance to liberalism.   4. Propose what the government should attempt after the conflict to promote individual and collective rights.      + (in combination with oppositional and own points raised) * Demonstrate an understanding on how:   1. Ideology can be a foundation of identity   2. Certain factors may influence individual and collective beliefs and values. |
| **Assessments** |
| * Observation of student Participation   + Individual participation: [Summative]     - Of debate (outlined in rubric)     - Audience Participation (outlined in Rubrics)   + Assessing student ability to analyze, evaluate, and counter oppositional points raised. [formative]   + Observation of group ability to work together effectively to summarize and ‘drive home’ points. Avoiding factory line work distribution. [Summative]     - Note students that talk minimally or too much [Summative]   + Group and individuals’ ability to utilize resources during debate properly and effectively [Summative]   + Group/Individual maintained on topic while debating. [Summative] * Audience (PRE-Debate) will write all the information they know about the conflict on the back of their handout.   + Notes on the topic of debate will formatively demonstrate what they have learned. [Formative] {KWL Chart}     - After the lecture coinciding with the debate topic students - on the backside of the handout - will then outline what they have learned as a result of the lesson and debate.   + Audience is observing which students are properly participating in the debate. [Formative] |
| **Materials and Resources:** |
| * Group list of students participating in debate * Resources the teacher will use to challenge the group’s points (teacher choice) * Podium * Imaginary Indian & Dreaming in Indian   -Literature material to support lecture points |
| **Introduction/Warm up (20 min):** |
| *Courts should already be assembled.*   * Attendance: (5 Min)   + Sit in assigned seating (seating areas have been altered to have groups be sitting in groups when entering class) * Pre-Debate: (10 Min)   + Explain to the group that the debate marks will be greater for groups that work effectively together than groups where one person speaks for a large portion of the debate.   + While this explanation is happening the audience is writing down all they already know about the topic.   **Key Point**- review as a class rubric and expectations of debate task.   * Introduce the audience to the debate topic title “Killam Indians Referendum” |
| **Body (140 min):** |
| Activity 1: (40min) *Killam Indians Debate*   * Allow the group to make their opening statement and main oppositional arguments   + Observe which student(s) are presenting opening statement.   + Note the group’s main points and arguments.   + Present an opposing opening statement and oppositional points.     - Acknowledge and counter-argue one main point of the group   + Observe group members that participate in their explanation of teacher counter point. – allow student group to make oppositional arguments to teacher opening statement.   + Continue in debate and Observe student participation and use of resources.   + Make Closing statements per perspective side of debate. **(30 Min)**   **Key Point**- Have a student keep track of time. Allow for audience questions to clarify  understanding. **(10 Min**) <- does not affect participation/debate marks.   * Audience is to fill out the final section of their handout. After the Q/A per.   + Private discussion with debating group outlining the mark they are receiving and for them to present any knowledge that was missed during the debate.   All handouts connected to debate are handed in.  Activity 2 (60 min) *Lecture.*   * Before the lecture begins ask students in pairs to list the number of pop-culture representations of Aboriginals. \**Previous knowledge*   + Survey for the pair/group that got the most – have them read their list aloud * Introduce the concept of racial imagery. * There are countless examples of Indians in pop-culture. For teacher list:   + Pocahontas, Indians (Cleveland Baseball), Seminoles (NCAA Florida), Big Chief Beef Jerky, Huron motorcycles, Savage Arms, Redskins (NFL), Western Movies (Stage Coach), Halloween costumes, etc. * Generate a class discussion on how throughout history images that accentuate race/culture have impacted the other citizen’s opinions or views. Positive then Neg.   + Positive (Heroes/Prime Ministers)   + Negative (Nazi Propaganda) –google image search.   \**Allows for generation or conceptualization of complex ideas.*  *And uses Previous knowledge*  **Key Point –** Discuss possible negative aspects of Racialized Indian Imagery.  (40 Min) Midpoint.   * Introduce texts to be used to reinforce this topic.   + - Dreaming in Indian (Editor, aspects, and summary)     - Imaginary Indian (Author, aspects, and summary)   + Have groups dissect and examine what the text analyzes concerning debate topic. * Have groups present their findings to other students.   + - Allow group exploration and examination of the opposite text.   **Key Point –** Re-address the class discussion and observe if students have changed their opinion on Pop-culture Indians. And the severity of these images on both the general public and the represented peoples.  (20 Min)  Activity 3 (40 Min)  Address the Debate that occurred. Understanding what we have examined in both the debate and lecture observe student opinion on whether or not the use of Indian Mascots is justified.   * Have students ‘Vote with their Feet’   (Opposing options are signified by sections of the room, and what the student agrees with is where they move to.)   * Encourage Class discussion between peers regarding the use of Indian Mascots.   (Students can physically move to signify their opinion has changed)   * Have the class acknowledge where they as a society voted on Indian Mascot use.   + Did that change after they examined and analyzed negative impacts of imagery?   Retrieve the decision passed by the town of Killam, Alberta concerning their Indian Mascot.  **Key Point –** Explain to the class how the powers of Canadian Government basically ignored oppositions put forth by Aboriginal People of Alberta. |
| **Closure (20 min):** |
| * Introduce in another class discussion the concepts raised by SLO points 3.3, 3.7, & 3.8   1. Discuss each concept individually and in relation to the entire class (5 Min Per.)   2. Observe student engagement and understanding during all class discussions.   **Have students write on a scrap piece of paper for 5 minuets about how they felt throughout the class. Beginning, lecture, and post. If they have any personal associations to the topics covered.** |
| Sponge Activity:  Ask students to try and think of other racialized images in pop-culture, are there any other as sports mascots? |

**Notes:**

Some students may feel very personally connected to this lesson’s topics. These students deserve to feel safe and supported in the classroom.

Make sure to Reinforce that the expectations of debating are used during class discussions.

ASSESSMENT OF ALL ASSIGNMENTS (exit slips, handouts, etc.) ARE FOCUSED ON CONTENT AND STUDENT CONCEPTUALIZATION NOT GRAMMAR OR PUNCTUATION.

**Teacher Reflections:**

Day 3 Lesson Plan

Grade: 12

Subject: Social Studies

Unit: Badminton *FNMI*

Lesson Duration: 180 min. 3hrs

Date: \_\_\_\_\_\_\_\_\_, 2016

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| **Outcomes From Alberta Program of Study** |
| **General Learning Outcomes:**  **Skills and Processes**  **Communication**   * communicate effectively to express a point of view in a variety of situations   **Social Participation as a Democratic Practice**   * demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably * demonstrate leadership by engaging in actions that enhance personal and community well-being   **Critical thinking and creative thinking**   * Evaluate ideas and information from multiple sources   **Historical thinking**   * Analyze multiple historical and contemporary perspectives within and across cultures   1)Students will explore the relationship between identity and ideology.  2) Students will assess impacts of, and reactions to, principles of liberalism.  3) Students will assess the extent to which the principles of liberalism are viable in a contemporary world. |
| **Specific Learning Outcomes:**  S.1.5: evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue  S.1.9: Analyze current affairs from a variety of perspectives  S.2.1: Analyze multiple historical and contemporary perspectives within and across cultures  S.2.7: Develop a reasoned position that is informed by historical and contemporary evidence  S.5.3: Interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding  S.5.5: Respect the needs and perspectives of others  S.5.6: Collaborate in groups to solve problems  S.6.2: Acknowledge the importance of multiple perspectives in a variety of situations  1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)  2.11 analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events)  3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism) |
| **Learning Objectives** |
| By the end of the lesson students will:   * Communicate positions developed from analyzing historical and contemporary factors contributing to topic of conflict. (Communicate in a lawful and respectful way)   1. Clearly communicate an opening statement   2. Rebuttal raised oppositional points factually and logically (use of references)   3. Clearly justify the Aboriginal perspectives resistance to liberalism.   4. Propose what the government should attempt after the conflict to promote individual and collective rights.      + (in combination with oppositional and own points raised) * Demonstrate an understanding on how:   1. Historical issues continue to impact people today   2. Residential schools’ impact on ideology and perspective. |
| **Assessments** |
| * Observation of student Participation   + Individual participation: [Summative]     - Of debate (outlined in rubric)     - Audience Participation (outlined in Rubrics)   + Assessing student ability to analyze, evaluate, and counter oppositional points raised. [formative]   + Observation of group ability to work together effectively to summarize and ‘drive home’ points. Avoiding factory line work distribution. [Summative]     - Note students that talk minimally or too much [Summative]   + Group and individuals’ ability to utilize resources during debate properly and effectively [Summative]   + Group/Individual maintained on topic while debating. [Summative] * Audience (PRE-Debate) will write all the information they know about the conflict on the back of their handout.   + Notes on the topic of debate will formatively demonstrate what they have learned. [Formative] {KWL Chart}     - After the lecture coinciding with the debate topic students - on the backside of the handout - will then outline what they have learned as a result of the lesson and debate.   + Audience is observing which students are properly participating in the debate. [Formative] * Observation of student understanding during lecture and class discussions[Formative]   + Students that are participating in discussions can be demonstrating conceptual understandings.   + Probe students that are quiet for their understanding/ opinion [Formative] |
| **Materials and Resources:** |
| * Group list of group participating in debate * Resources the teacher will use to challenge the group’s points (teacher choice) * Podium * Seven Generations and Helen Betty Osborne Comics by: David Alexander Robertson & Scott Henderson   -Literature material to support lecture points |
| **Introduction/Warm up (20 min):** |
| *Courts should already be assembled.*   * Attendance: (5 Min)   + Sit in assigned seating (seating areas have been altered to have groups be sitting in groups when entering class) * Pre-Debate: (10 Min)   + Explain to the group that the debate marks will be greater for groups that work effectively together than groups where one person speaks for a large portion of the debate.   + While this explanation is happening the audience is writing down all they already know about the topic.   **Key Point**- review as a class rubric and expectations of debate task.   * Introduce the audience to the debate topic title “Residential School Impacts” |
| **Body (140 min):** |
| Activity 1: (40min) *Indigenous Affairs Takeover*   * Allow the group to make their opening statement and main oppositional arguments   + Observe which student(s) are presenting opening statement.   + Note the group’s main points and arguments.   + Present an opposing opening statement and oppositional points.     - Acknowledge and counter-argue one main point of the group   + Observe group members that participate in their explanation of teacher counter point. – allow student group to make oppositional arguments to teacher opening statement.   + Continue in debate and Observe student participation and use of resources.   + Make Closing statements per perspective side of debate. **(30 Min)**   **Key Point**- Have a student keep track of time. Allow for audience questions to clarify  understanding. **(10 Min**) <- does not affect participation/debate marks.   * Audience is to fill out the final section of their handout. After the Q/A per.   + Private discussion with debating group outlining the mark they are receiving and for them to present any knowledge that was missed during the debate.   All handouts connected to debate are handed in.  Activity 2 (60 min) *Lecture.*   * Before the lecture begins acknowledge that the TRC has made a revolting amount of claims and won. Also acknowledge as a form of authority in the classroom that you understand and are mindful of the atrocities that devastated Aboriginal people.   **Key Point –** state clearly that people in our class may have relatives that attended residential school and that we must be careful of each other’s feelings on such a sensitive topic.   * Introduce the overall goal of residential schools. (kill the Indian, save the child)   + Discuss tactics residential schools took to achieve that goal   + Discuss as a class how these goals and tactic have affected Aboriginal peoples’ ideology or identity today.   **Key Point –** Introduce the many concepts identified by SLO 3.9. Then relate how residential schools were a cause or factor of those issues.  (40 Min / 60)   * Introduce texts to be used to reinforce this topic.   + - Graphic Novels by David Alexander Robertson & Scott Henderson (Editor, aspects, and summary)       * Helen Betty Osborne Story / Seven Generations collections   + Have groups dissect and examine one of the texts and what the text analyzes concerning debate topic. * Have groups present their findings to other students/groups.   + - Allow group exploration and examination of the opposite text.   **Key Point –** Re-address the class discussion and observe if students have changed their opinion on the impacts of residential schools. And the severity of the schools on Aboriginal interactions with the general public.  (20 Min / 60)  Activity 3 (40 Min)  Address the Debate that occurred. Understanding what we have examined in both the debate and lecture, observe student opinion on whether or not the IA protests are justified.   * Have students ‘Vote with their Feet’   (Opposing options are signified by sections of the room, and what the student agrees with is where they move to.)   * Encourage Class discussion between peers regarding the impacts of residential schools.   (Students can physically move to signify their opinion has changed)   * Have the class acknowledge where they as a society voted on the protestor’s actions.   + Did that change after they examined and analyzed negative impacts of residential school?   Retrieve the apology initially issued by the Federal Government of Canada concerning Residential Schools and their impact.  **Key Point –** Explain to the class how the powers of Canadian Government basically ignored oppositions put forth by Aboriginal People of Alberta. |
| **Closure (20 min):** |
| **Have students write on a scrap piece of paper for 5 minuets about how they felt throughout the class. Beginning, lecture, and post. If they have any personal associations to the topics covered.**  **Make a point of having a moment of silence for those that have died or been injured as a result of residential schools.** |
| Sponge Activity:  Ask students to try and think of other possible impacts that residential schools may have had. |

**Notes:**

Some students may feel very personally connected to this lesson’s topics. These students deserve to feel safe and supported in the classroom.

Make sure to Reinforce that the expectations of debating are used during class discussions.

ASSESSMENT OF ALL ASSIGNMENTS (exit slips, handouts, etc.) ARE FOCUSED ON CONTENT AND STUDENT CONCEPTUALIZATION NOT GRAMMAR OR PUNCTUATION.

**Teacher Reflections:**

Day 4 Lesson Plan

Grade: 12

Subject: Social Studies

Unit: Badminton *FNMI*

Lesson Duration: 180 min. 3hrs

Date: \_\_\_\_\_\_\_\_\_, 2016

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| **Outcomes From Alberta Program of Study** |
| **General Learning Outcomes:**  **Skills and Processes**  **Communication**   * communicate effectively to express a point of view in a variety of situations   **Social Participation as a Democratic Practice**   * demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably * demonstrate leadership by engaging in actions that enhance personal and community well-being   **Critical thinking and creative thinking**   * Evaluate ideas and information from multiple sources   **Historical thinking**   * Analyze multiple historical and contemporary perspectives within and across cultures   1)Students will explore the relationship between identity and ideology.  2) Students will assess impacts of, and reactions to, principles of liberalism.  3) Students will assess the extent to which the principles of liberalism are viable in a contemporary world. |
| **Specific Learning Outcomes:**  S.1.5: evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue  S.1.9: Analyze current affairs from a variety of perspectives  S.2.1: Analyze multiple historical and contemporary perspectives within and across cultures  S.2.7: Develop a reasoned position that is informed by historical and contemporary evidence  S.5.3: Interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding  S.5.5: Respect the needs and perspectives of others  S.5.6: Collaborate in groups to solve problems  S.6.2: Acknowledge the importance of multiple perspectives in a variety of situations  1.1 appreciate various perspectives regarding identity and ideology  1.2 appreciate various perspectives regarding the relationship between individualism and common good  1.6 explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism)  1.8 analyze collectivism as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)  2.12 analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism)  2.13 evaluate the extent to which resistance to the principles of liberalism is justified  3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism)  4.5 explore how ideologies shape individual and collective citizenship  4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy)  4.8 evaluate the extent to which ideology should shape responses to contemporary issues |
| **Learning Objectives** |
| By the end of the lesson students will:   * Communicate positions developed from analyzing historical and contemporary factors contributing to topic of conflict. (Communicate in a lawful and respectful way)   1. Clearly communicate an opening statement   2. Rebuttal raised oppositional points factually and logically (use of references)   3. Clearly justify the Aboriginal perspectives resistance to liberalism.   4. Propose what the government should attempt after the conflict to promote individual and collective rights.      + (in combination with oppositional and own points raised) * Demonstrate an understanding of:   1. Historical issues continue to cause conflict people today   2. Canada’s historical treatment of Aboriginals impacts on ideology and perspective towards discussed topics.   3. How dismissal of Aboriginal perspectives and issues have built up and created major conflict. |
| **Assessments** |
| * Observation of student Participation   + Individual participation: [Summative]     - Of debate (outlined in rubric)     - Audience Participation (outlined in Rubrics)   + Assessing student ability to analyze, evaluate, and counter oppositional points raised. [formative]   + Observation of group ability to work together effectively to summarize and ‘drive home’ points. Avoiding factory line work distribution. [Summative]     - Note students that talk minimally or too much [Summative]   + Group and individuals’ ability to utilize resources during debate properly and effectively [Summative]   + Group/Individual maintained on topic while debating. [Summative] * Audience (PRE-Debate) will write all the information they know about the conflict on the back of their handout.   + Notes on the topic of debate will formatively demonstrate what they have learned. [Formative] {KWL Chart}     - After the lecture coinciding with the debate topic students will then on a scrap piece of paper outline what they have learned as a result of the lesson and debate.   + Audience is observing which students are properly participating in the debate. [Formative] * Observation of student understanding during lecture and class discussions[Formative]   + Students that are participating in discussions can be demonstrating conceptual understandings.   + Probe students that are quiet for their understanding/ opinion [Formative] |
| **Materials and Resources:** |
| * Group list of group participating in debate * Resources the teacher will use to challenge the group’s points (teacher choice) * Podium * Louis Riel Comic Biography (Chester Brown)   -Literature material to support lecture points |
| **Introduction/Warm up (15 min):** |
| *Courts should already be assembled.*   * Attendance: (5 Min)   + Sit in assigned seating (seating areas have been altered to have groups be sitting in groups when entering class)   + Explain to the class that today two debates will be occurring that are similar in conflict. * Pre-Debate: (10 Min)   + Explain to the group(s) that the debate marks will be greater for groups that work effectively together than groups where one person speaks for a large portion of the debate.   + While this explanation is happening the audience is writing down all they already know about both topics.   **Key Point**- review as a class rubric and expectations of debate task.   * Introduce the audience to the debate topic title(s)   + “Louis Riel Rebellion”   + “Oka Crisis” |
| **Body (150 min):** |
| Activity 1: (40min) *Louis Riel Debate*   * Allow the group to make their opening statement and main oppositional arguments   + Observe which student(s) are presenting opening statement.   + Note the group’s main points and arguments.   + Present an opposing opening statement and oppositional points.     - Acknowledge and counter-argue one main point of the group   + Observe group members that participate in their explanation of teacher counter point. – allow student group to make oppositional arguments to teacher opening statement.   + Continue in debate and Observe student participation and use of resources.   + Make Closing statements per perspective side of debate. **(30 Min)**   **Key Point**- Have a student keep track of time. Allow for audience questions to clarify  understanding. **(10 Min**) <- does not affect participation/debate marks.   * Audience is to fill out the final section of their handout. After the Q/A per.   + Private discussion with debating group outlining the mark they are receiving and for them to present any knowledge that was missed during the debate.   All handouts connected to debate are handed in.  Activity 2: (40min) *Oka Crisis Debate*   * Allow the group to make their opening statement and main oppositional arguments   + Observe which student(s) are presenting opening statement.   + Note the group’s main points and arguments.   + Present an opposing opening statement and oppositional points.     - Acknowledge and counter-argue one main point of the group   + Observe group members that participate in their explanation of teacher counter point. – allow student group to make oppositional arguments to teacher opening statement.   + Continue in debate and Observe student participation and use of resources.   + Make Closing statements per perspective side of debate. **(30 Min)**   **Key Point**- Have a student keep track of time. Allow for audience questions to clarify  understanding. **(10 Min**) <- does not affect participation/debate marks.   * Audience is to fill out the final section of their handout. After the Q/A per.   + Private discussion with debating group outlining the mark they are receiving and for them to present any knowledge that was missed during the debate.   All handouts connected to debate are handed in.  Activity 3 (5 min) *Combining the debates*   * Ask students to present commonalities between the two conflicts   + Ideology   + Build up   + Rebellion   + Results? * Are there any significant differentiations?   Activity 4 (65 min) *Lecture.*   * Before the lecture begins acknowledge that the Canadian government has done disgusting things historically to force Aboriginal people into signing treaties. Also acknowledge as a form of authority in the classroom that you understand and are mindful of these atrocities that devastated Aboriginal people.   **Key Point –** state clearly that people in our class may have extreme feelings on such sensitive topics.   * Introduce the overall goal of the railway. (move/segregate Indians from society)   + Discuss tactics John A. McDonald took to achieve that goal   + Discuss as a class how these goals and tactic have affected Aboriginal peoples’ ideology or identity today.   **Key Point –** Introduce the many concepts identified by SLO 3.9. Then relate how residential schools were a cause or factor of those issues.   * Introduce texts to be used to reinforce this topic.   + - * Graphic biography of Louis Riel by Chester Brown   + Have groups dissect and examine the text and what the text analyzes concerning debate topics. * Have groups present their findings to other students/groups.     **Key Point –** Re-address the class discussion and observe if students have changed their opinion on the cause of the conflicts. And the severity of the conflicts’ impacts on Aboriginal interactions with the general public.  (30 Min / 60)  Activity 3 (40 Min)  Address the Debate that occurred. Understanding what we have examined in both the debate and lecture, observe student opinion on whether or not the claims TRC are justified.   * Have students ‘Vote with their Feet’   (Opposing options are signified by sections of the room, and what the student agrees with is where they move to.)   * Encourage Class discussion between peers regarding the impacts of residential schools.   (Students can physically move to signify their opinion has changed)   * Have the class acknowledge where they as a society voted on TRC’s actions.   + Did that change after they examined and analyzed negative impacts of residential school?   Retrieve the apology initially issued by the Federal Government of Canada concerning Residential Schools and their impact.  **Key Point –** Explain to the class how the powers of Canadian Government basically ignored oppositions put forth by Aboriginal People of Alberta. |
| **Closure (15 min):** |
| **Have students write on a scrap piece of paper for 5 minuets about how they felt throughout the class. Beginning, lecture, and post. If they have any personal associations to the topics covered.**  **Make a point of having a moment of silence for those that have died or been injured as a result of residential schools.** |
| Sponge Activity:  Ask students to try and think of other possible impacts that residential schools may have had. |

**Notes:**

Some students may feel very personally connected to this lesson’s topics. These students deserve to feel safe and supported in the classroom.

Make sure to Reinforce that the expectations of debating are used during class discussions.

ASSESSMENT OF ALL ASSIGNMENTS (exit slips, handouts, etc.) ARE FOCUSED ON CONTENT AND STUDENT CONCEPTUALIZATION NOT GRAMMAR OR PUNCTUATION.

**Teacher Reflections:**

Day 5 Lesson Plan

Grade: 12

Subject: Social Studies

Unit: Badminton *FNMI*

Lesson Duration: 180 min. 3hrs

Date: \_\_\_\_\_\_\_\_\_, 2016

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| --- |
| **Outcomes From Alberta Program of Study** |
| **General Learning Outcomes:**  **Skills and Processes**  **Communication**   * communicate effectively to express a point of view in a variety of situations   **Critical thinking and creative thinking**   * Evaluate ideas and information from multiple sources   **Historical thinking**   * Analyze multiple historical and contemporary perspectives within and across cultures   ART GLO: USE PERSONAL EXPERIENCES AS SOURCES FOR IMAGE MAKING.  1)Students will explore the relationship between identity and ideology.  2) Students will assess impacts of, and reactions to, principles of liberalism.  3) Students will assess the extent to which the principles of liberalism are viable in a contemporary world. |
| **Specific Learning Outcomes:**  SLOs that have been outlined by either one or all of the lessons {depending on the student}   * ART SLO: The selection and presentations of perceptions, conceptions and experience as visual content. |
| **Learning Objectives** |
| By the end of the lesson students will:   * Communicate (artistically) positions developed from analyzing historical and contemporary factors contributing to topic of conflict.   1. Demonstration of student representing conflict(s) artistically.   2. Explain how certain choices can signify perspectives chosen * Demonstrate an understanding of:   1. Art being a representation of political injustice or perspective within conflict. |
| **Assessments** |
| * Completion of creating a piece of artwork.   + Rationale explanation of student artwork     - Connections between Debate topics, Lecture topics, and the Aboriginal Perspective. * Audience will fill out their handout after all artworks have been presented.   + Audience is observing how students chose to demonstrate Aboriginal Perspectives. [Formative] |
| **Materials and Resources:** |
| * Blank paper for visual (traditional) art pieces * All handouts that have been collected so students memory can be ignited * Drezus – “Warpath” (available on YouTube) * Aaron Huey’s Ted Talk (available on YouTube) * Dreaming in Indian (again) {to demonstrate Metis and other perspectives’ uses of art} |
| **Introduction/Warm up (5 min):** |
| *Courts should already be assembled.*   * Attendance: (5 Min)   + Sit in assigned seating (seating areas have been altered to have groups be sitting in groups when entering class)   + Explain to the class that today we will be finishing the FMNI unit   State that “We as a class have researched atrocities, examined how aboriginal voices have been silenced. Today we are going to see how the Aboriginal voice demands to be heard.” |
| **Body (170 min):** |
| Activity 1 (30 min) *Art Addressing Injustice*   * Begin by ‘brainstorming’ as a class what are types of art.   \*Activating prior knowledge   * The forms that need to be present are:   + Movies/Music Videos, Photography, Music, Poetry, and Performance Art * What Pieces of art can the students think of that address social injustice? * Introduce Rap as an expression of reality.   + Expose students without discussion the Drezus music video.   \*using the Drezus Music Video begin class discussions on HOW exactly these 2 forms of art  address the social injustice.  Begin to analyze the Music video separate from the lyrics.   * How does the video represent a perspective? (what perspective is it?) * In what ways does the artist challenge social issues? * At any point in the video is a perspective or issue *not* presented?   Begin to analyze the lyrics.  Either by line or verse analyze collectively how the artist uses Rap/Poetry to:   * Present a perspective * Challenge social issues * Are these constant throughout the song?   Introduce the Concept of ‘The Red Dress Project’   * Aboriginal artists began hanging red dresses in trees to highlight the issue of MMIW to the general public. This performance piece was extremely powerful and was re-created all across Canada.   Explain to students that they have one hour to artistically answer the question **“Are Aboriginal People Canadian?”** in answering this question they must first:   * choose a debate and lecture (or all of) to represent. * *how* they are going to do so. (Chose art form) * Finally, they have to write or format a rationale. (can be minimal if expanded orally) * Review the rubrics for the artwork and rationale.   + Explicitly Reiterate the art is a completion grade and the rationale will be a heavily weighted   Activity 2 1 Hour of work.  If Artwork is not fully complete allow students to explain the art and then their rationale  Activity 3 (75 min) *Presentations.*   * Students will present their finished or unfinished artworks. * Each student will present their art to the class. * Each student will provide an oral rationale of their artwork. * Audience will maintain respect by demonstrating interest and engagement when others are presenting.   \*\*remind students that their final submission of which piece of art they liked and why will be handed in at the end of class.  While students are presenting, make sure to evaluate students’ rationales. If students feel that their grade is unjustified allow them to develop either a fully written rationale or a private presentation on the students’ time outside of class. |
| **Closure (15 min):** |
| **To end the unit and class have students watch Aaron Huey’s Ted Talk.**  **His ted talk is an emotionally driven and logically presented bone chilling speech exposing Aboriginal issues in America.**  **His speech also is accompanied by his photography work. He discusses how he uses Art as a way to highlight social injustice. Wrapping up the unit and concepts holistically.** |

**Notes:**

Some students may feel uncomfortable with creating or presenting artworks. It is important to make sure that what is presented in the classroom stays within the classroom, allow students with public speaking fears to present one on one with the teacher. All students deserve to feel safe and supported in the classroom.

**Teacher Reflections:**

Annotated Bibliography

Austen McDougall

Alberta Learning. (2005). Social Studies 12 [Program of Studies]. Edmonton: Alberta Learning.

The Social Studies Program of Studies outlines the expectations and outcomes set for teachers of social 30-1 or 30-2, This Program of Studies is extremely detailed oriented and is easy to navigate. The Program of Studies can be used effectively in a classroom to outline goals and reasons behind lessons set by the teacher to students and parents.

Brown, C., Drawn and Quarterly Publications, & Wigham Family Collection (University of Lethbridge. Faculty of Education. Curriculum Laboratory). (2007). *Louis riel: A comic-strip biography*. Montréal: Drawn and Quarterly Publications.

The Comic Biography of Louis Riel outlines the history of Prime minister John A. McDonald’s use of deceit and horrific tactics to expel the Métis out of their land. The novel is one of few that provides the story of Canada’s formation from an Aboriginal perspective that is easily understood and appreciated by younger readers.

Drezus - Warpath (Directed by Stuey Kubrick). (2014, July 16). Retrieved July 23, 2016, from

https://www.youtube.com/watch?v=E8Cy1Knyu6A

Drezus the rap artist released a music video with his song ‘Warpath’ in 2014. The song and video combined represent a large portion of Aboriginal People in its use of cultural signifiers such as drums, war paint, Powwow Dancers, etc. The lyrics are challenging the way Aboriginal are viewed negatively from Canadian society and how he will no longer tolerate this oppression.

Francis, D. (2012). *The imaginary Indian: The image of the Indian in Canadian culture*. Arsenal Pulp

Press.

The Imaginary Indian outlines ways in which Canadian and western society has created a mythological Indian, manifested in images of pop-culture and everyday life. I find that the use of the characterized ‘Indian’ is so ingrained into our culture that without being explicitly stated the general society will not understand the basis and therefore the consequences of the Imaginary Indian.

Huey, A. (2010). America’s native prisoners of war. *TED. com Talk: http://www. ted.*

*com/talks/lang/eng/aaron\_huey. html*.

Aaron Huey is a white photographer that spent 2+ years living on the pine ridge reservation with the Lakota Sioux Indians in North Dakota. Aaron presents a bone-chilling 15-minute speech arguing the wrongful obtainment of the Sioux’s sacred hills. Aaron Huey outlines a summary of American treatment of Indians and then discusses the issues that Pine Ridge faces specifically. An absolutely must watch for those that have minimal knowledge of how awful North America’s treatment of Aboriginal people has been and still is.

King III, M. L., & King, C. S. (2008). *The Words of Martin Luther King, Jr*. Newmarket Press.

Martin Luther King’s famous speech that changed the silenced cries of oppressed Black Americans into roars that could no longer be ignored. Some of the best uses of this speech in a classroom can be the examination of proper rhetoric use, how to make points powerful and meaningful.

Leatherdale, M. B., Charleyboy, L., & Wigham Family Collection (University of Lethbridge. Faculty of Education. Curriculum Laboratory). (2014). *Dreaming in indian: Contemporary native american voices*. Toronto: Annick Press.

Dreaming in Indian is a collection of stories and art that all are representative of Canadian Aboriginal perspectives. For FNMI students this literature may provide sought role models. The book also discusses the way Pocahontas sexualizes the true and horrific story of a 14 year old girl that was stolen and raped.

Robertson, D., Henderson, S. B., & Wigham Family Collection (University of Lethbridge. Faculty of Education. Curriculum Laboratory). (2010). *Seven Generations Collections*. Winnipeg: HighWater Press.

Seven Generations and the Helen Betty Osborne collections of graphic novels brilliantly expose the way residential schools have caused so much pain and issues of today. The two graphic novels also demonstrate the power of stories in an aboriginal ideology and how the silence of aboriginal voice causes pain and further oppression.

Robertson, D., & Blackstone, M. (2008). *The life of Helen Betty Osborne: A graphic novel*. Winnipeg: In a Bind.

Seven Generations and the Helen Betty Osborne collections of graphic novels brilliantly expose the way residential schools have caused so much pain and issues of today. The two graphic novels also demonstrate the power of stories in an aboriginal ideology and how the silence of aboriginal voice causes pain and further oppression. The Helen Betty Osborne story is more focused on exposing the issue of MMIW. The first book in the series does show her encounter with residential school and how that caused her to end up in a bad situation.