

## COMMUNITY

## Grade 12

## MAIN IDEA

This lesson will take several class periods to complete. Students will make a personal connection to the theme by initially writing a diary entry. Students will revisit the entry at the end of the lesson and write another entry to reflect on learning, as well as, a changing of opinion. The class will become familiar with successful communities across Canada and discuss what makes the communities successful. Finally, students will choose a community event and organize all aspects of the event in great detail. In the end, the class may want to pursue one or several event plans and carry it out in their community.

## ONTARIO SPECIFIC EXPECTATIONS

## NATIVE STUDIES

### Students will...

- Describe traditional and contemporary worldviews held by Aboriginal peoples and how these views promote positive growth and a sense of identity within Aboriginal communities.
- Demonstrate an understanding of strategies used to strengthen Aboriginal identity that restore and revitalize Aboriginal communities.
- Identify various models of decision making in Aboriginal communities.
- Identify Aboriginal community-based economic activities aimed at achieving Aboriginal self-reliance through 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.
- Assess the importance of community participation in Aboriginal communities in the future.

MATERIALS	RESOURCES & SOURCES
Computer Lab	Buffalo First Nations – <a href="http://www.buffalopoint-firstnation.ca">http://www.buffalopoint-firstnation.ca</a>
Internet	Opaskwayak Cree Nation – <a href="http://www.opaskwayak.ca">http://www.opaskwayak.ca</a>
Handouts	Moocreebek of Moose Factory Island – <a href="http://www.mocreebec.com">http://www.mocreebec.com</a>
Blackboard/Whiteboard	Truth and Reconciliation Commission: Community Event Criteria Guide – <a href="http://www.trc.ca">http://www.trc.ca</a>
Rubric	News Release - <a href="http://www.nan.on.ca/article/first-nation-communities-fast-544.asp">http://www.nan.on.ca/article/first-nation-communities-fast-544.asp</a>



## CURRICULUM GR. 9-12

1. Introduce the theme of the lesson as impacts with the focus on community. Distribute the **Dear Diary** handout. Students will complete **Part A**. This should be done in class; it is a diagnostic assessment of ideas and connections to the topic. Have students' hand in the diary entry once complete. The teacher will redistribute **Dear Diary** handout once the lesson is complete, for students to do **Part B**. This is a pre and post-thinking task that allows the students to view his or her changing opinions and thoughts.

- Possible Answers:** Consultation with elders, inclusive decision making, respect for one another, strong leadership, honesty, programs and services based on values (traditional or contemporary), management of natural resources, child welfare, conservation, family support, low crime rates, determination of individual members, employment opportunities.

- Burton Consulting Services



Nishnawbe Aski Nation

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HEALING THE GENERATIONS  
RESIDENTIAL SCHOOL

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6. The teacher will redistribute **DEAR DIARY** handout once the lesson is complete, for students to do **Part B**. This is a pre and post-thinking task that allows the students to self assess his or her changing opinions and thoughts.

## ASSESSMENT

**Formative:** Brainstorm Charts

**Summative:** Planning a Community Event Rubric

**NEWS RELEASE**

Wednesday November 9, 2011

FOR IMMEDIATE RELEASE

## FIRST NATION COMMUNITIES FAST 30 HOURS TO RAISE OVER \$30,000 FOR YOUNG GIRL AWAITING LIVER TRANSPLANT

FORT ALBANY, ON: This weekend three First Nation communities from the James Bay region came together to raise over \$30,000 for a 17-year-old girl awaiting a liver transplant in Toronto.

On November 4, 2011 Fort Albany, Attawapiskat and Peawanuck First Nations came together to fundraise for Courtney Koostachin, a 17-year-old currently at Sick Kids Hospital in Toronto awaiting a liver transplant.

According to organizers, the fundraiser was very unique and first of its kind in the region. Approximately 16 volunteers from Fort Albany, 15 from Attawapiskat, 10 from Peawanuck started a 30-hour famine. Each community challenged each other to see who can raise the most funds for this event that started November 4 at 12:00 (noon).

On Saturday, November 5th at 6:00 pm, all three communities calculated the final tally. They were all astonished. Attawapiskat came in at \$18,000, Fort Albany at \$11,000 and Peawanuck at \$1,300 for a total of \$30,300.

"We were all quite amazed at the amounts. It just goes to show you how our community can really pull together when something so important like this is happening," said Brent Edwards, one of the organizers of the event.

Lead organizers included Brent Edwards and Rex and Michael Knapaysweet. “Based on the population of the three communities, this final number that we’ve reached has got to be the highest number ever achieved within the Mushkegowuk territory. We would like to thank all the people and the organizations who made generous donations and supported this event.”

They would also like to thank Dennis Koostachin and Robert Nakogee in Attawapiskat and Isaac Bird in Peawanuck whose help was immeasurable.

We would like to acknowledge the commitment first nations have to their inherent values as Aboriginal people.

During the feast Courtney joined everyone live on the Internet. She was overwhelmed and said, “I’m not going to give up.”

For more information or info on how to make a donation, please contact

Brent Edwards in Fort Albany First Nation at 705-278-1044.

Source: <http://www.nan.on.ca/article/first-nation-communities-fast--544.asp>



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Name: \_\_\_\_\_

You have been asked to write a diary entry about your hopes and wishes for the future of a First Nations community. How will these happen? What will the community members do to make this come true? What do you see the future to be?

[illegible]



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**Name:** \_\_\_\_\_

Now that you have learned more about what makes a strong community, you have been asked to write a second diary entry. Have your views and wishes changed? Do you see a different picture for the future of your/a First Nations community?

[illegible]



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**Name:** \_\_\_\_\_

As you look at examples of successful communities in Canada, organize and record information in the chart provided. This chart will be used in the future when you are asked to create an event that will contribute to the forming of a successful community.

CRITERIA List of Factors	DETAILS Examples from communities. What have they done? What makes it successful?



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Name: \_\_\_\_\_

CRITERIA List of Factors	DETAILS Examples from communities. What have they done? What makes it successful?





CURRICULUM GR. 9-12

**Name:** \_\_\_\_\_

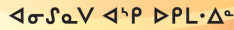
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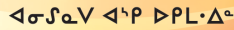
## Simulation

## ~ OUTLINE ~

- Your first task is to work with members in your group and agree upon an event idea. You will then brainstorm the details of the event: What is the reasoning behind your choice? Who will the event be geared toward? What is the goal of the event? How will the event strengthen the community?
- After the initial brainstorm session, the people of the community (students) will attend an in-class community meeting. The agenda for this meeting will be to share each group's event idea with a brief summary of event details. The Chief (Teacher) along with the community members will ask valuable questions, offer feedback, and give suggestions to encourage and support the group in planning the event. Each group should take notes from the feedback offered to them and use the feedback in organizing the event.



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## RUBRIC

## PLANNING A COMMUNITY EVENT COMMUNITY

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Knowledge/Understanding:</i>  Research, offers and receives feedback from class forum, aware of elements that make a successful community.	Shows limited knowledge and understanding of the topic.	Shows some knowledge and understanding of the topic.	Shows considerable knowledge and understanding of the topic.	Shows thorough knowledge and understanding of the topic.
<i>Thinking &amp; Inquiry:</i>  Brainstorming session, asks questions, offers and receives feedback during class forum, connections between event and presentation.	Progress and completion of the assignment shows limited thinking and inquiry skills.	Progress and completion of the assignment shows some thinking and inquiry skills.	Progress and completion of the assignment shows considerable thinking and inquiry skills.	Progress and completion of the assignment shows thorough thinking and inquiry skills.
<i>Communication:</i>  Group work, summary of event and discussion during class forum, oral presentation	Oral and written communication of information is presented with limited clarity.	Oral and written communication of information is presented with some clarity.	Oral and written communication of information is presented with considerable clarity.	Oral and written communication of information is presented with thorough clarity.
<i>Application:</i>  Effective choice of media for event presentation (connections made), choice of event and connection to community, application of knowledge to final product.	Applying knowledge and understanding is met with limited ability.	Applying knowledge and understanding is met with some ability.	Applying knowledge and understanding is met with considerable ability.	Applying knowledge and understanding is met with through ability.

*The rubric is based on the Ontario Ministry of Education expectations listed in the expectations section of the lesson. Expectations are categorized under the four strands of learning: knowledge/understanding, thinking/inquiry, communication, application.*