

## FIRST NATIONS SUCCESS IN EDUCATION      Grade 10

## MAIN IDEA

## NAN First Nation Vision

Through access to a holistic education, which integrates traditional and contemporary knowledge, values and teachings, members will be empowered to contribute to the sustainability of our culture, language, traditions, and the well-being of their family, community and the broader society.

<http://www.nan.on.ca/upload/documents/education-report-feb2012-final.pdf>

Highlighting successes in Aboriginal Education shows the determination of educators as well as the resiliency of Aboriginal culture to survive through the centuries. Many issues and concerns still exist regarding Aboriginal education. Students will have the opportunity to learn about and celebrate some of the successes as well as contribute ideas for the future of Aboriginal education.

## ONTARIO SPECIFIC EXPECTATIONS

## NATIVE STUDIES

### Students will...

- Identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues.
- Identify examples of the growing activism of Aboriginal groups in the twentieth century.
- Assess the efforts of individuals from different Aboriginal communities to further the interests of Aboriginal peoples.

MATERIALS	RESOURCES & SOURCES
Computer	Assembly of First Nations First Nation Control Over First Nation's Education <a href="http://www.afn.ca/uploads/files/education/">http://www.afn.ca/uploads/files/education/</a>
Internet	<a href="http://www.afn.ca/uploads/files/education/3_2010_july_afn_first_nations_control_of_first_nations_education_final_eng.pdf">3_2010_july_afn_first_nations_control_of_first_nations_education_final_eng.pdf</a>
Handouts	Nishnawbe Aski Nation's Report on the Challenges and Needs in Kikinahamaagewin (Education)
Rubric	<a href="http://www.nan.on.ca/upload/documents/education-report-feb2012-final.pdf">http://www.nan.on.ca/upload/documents/education-report-feb2012-final.pdf</a>
	Aboriginal Affairs and Northern Development Canada, Success Stories, Education (VIDEOS) <a href="http://www.aadnc-aandc.gc.ca/eng/1307099687962/1307099824470">http://www.aadnc-aandc.gc.ca/eng/1307099687962/1307099824470</a>
	Shkoday Abinojiiwak Obimiwedoan, Thunder Bay Aboriginal Head Start <a href="http://search.211north.ca/record/TBY1535">http://search.211north.ca/record/TBY1535</a>



## CURRICULUM GR. 9-12

1. Teacher will introduce the lesson by reading from **Where Are We Now?** focusing on how, since 1972, First Nations have regained (some) control over their own education and the success they have made since Residential Schools.
2. Students will participate in a Think-Pair-Share activity regarding Success Stories in Education from **Nishnawbe Aski Nation's Report on the Challenges and Needs in Kikinahamaagewin (Education)**. Students work in pairs, divide readings, share information with each other and complete the follow up activities on the handout.

Have students complete the **Think-Pair-Share Follow Up Activity**.

- <http://www.aadnc-aandc.gc.ca/eng/1307099687962/1307099824470>

- ### Questions:

- 49



## CURRICULUM GR. 9-12

- 50





















## 59





Nishnawbe Aski Nation

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HEALING THE GENERATIONS  
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

## ACTIVITY

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

### THINK-PAIR-SHARE FOLLOW UP ACTIVITY

**THINK-PAIR-SHARE** follow-up activity:

There are common themes for the above programs. As a team, find three examples for each category. Include the name of the program you obtained your example from.

***What services they provide?***

1.

2.

3.

***Ways in which organizations can help students succeed?***

1.

2.

3.

***What are the successes of the organizations?***

1.

2.

3.



CURRICULUM GR. 9-12

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

The goal of every Aboriginal Success Story was to include more **TRADITIONAL LEARNING**. The following activity gives you, the student an opportunity to contribute your thoughts, needs, ideas and wishes for some Traditional Learning that you'd like to see included in your school, by creating your own lesson plan.

<b><i>INSTRUCTOR</i></b> (Your name here)
<b><i>GRADE 10</i></b>
<b><i>SUBJECT/TOPIC OF LESSON</i></b> (What will the students be learning about?)
<b><i>MATERIALS</i></b> (What students will require during the lesson, some examples are; tools, a book, an Elder, a guest speaker, exercise equipment, a newspaper article etc.)
<b><i>LESSON OUTLINE</i></b> (What will occur during your lesson? What activities will the students do? Include at least 3 steps.)



Nishnawbe Aski Nation

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HEALING THE GENERATIONS  
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

*ACTIVITY continued...*

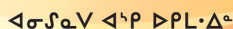
Name: \_\_\_\_\_

## LESSON PLAN

**ASSIGNMENT** (Follow up activities for students. Some examples are; writing an essay, interviewing a community member, completing a worksheet, taking a test, participating in a class presentation etc.)

**ASSESSMENT** (How will you know if students are learning? Some examples are; a checklist, a test, marking responses to written questions etc.)



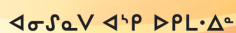


## CURRICULUM GR. 9-12

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

<b>Categories</b>	<b>Level 1</b> (50-59%)	<b>Level 2</b> (60-69%)	<b>Level 3</b> (70-79%)	<b>Level 4</b> (80-100%)
<i>Purpose</i>	Does not establish purpose; minimal awareness of audience.	Establishes purposes in a limited and inconsistent way; inconsistent awareness of audience.	Establishes and maintains purpose; shows an appropriate awareness of audience.	Develops and sustains an insightful purpose, demonstrating a sophisticated awareness of audience.
<i>Development</i>	Does not develop ideas or provides evidence; offers ideas or evidence that are irrelevant or inappropriate.	Develops ideas and/or offers evidence inconsistently; evidence or ideas may be vague, only implicitly relevant to purpose or marginally.	Provides ideas and evidence that are reasonably well-elaborated, relevant to purpose and appropriate for audience.	Ideas and evidence are challenging, rhetorically effective, insightful for purpose, and valuable for audience.
<i>Content</i>	Presents and interprets weak material with no regard for accuracy or context.	Presents and interprets thin or overly general material with inconsistent regard for accuracy and context.	Presents and interprets appropriate material with due regard for accuracy and context.	Presents and interprets complex material with sophisticated attention to accuracy and context.

<http://www.sfcollege.edu/academicaffairs/generaleducation/content/Rubrics/Empire-Basic-Communication-rubric.pdf>



## CURRICULUM GR. 9-12

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

<b>Categories</b>	<b>Level 1</b> (50-59%)	<b>Level 2</b> (60-69%)	<b>Level 3</b> (70-79%)	<b>Level 4</b> (80-100%)
<i>On Task</i>	Students were not on task.	Students were partly on task.	Students were on task most of the time.	Students were on task all of the time.
<i>Attention</i>	Students did not listen to one another.	Students partly listened to each other.	Students listened to each other most of the time.	Students listened to each other all of the time.
<i>Participation</i>	Students did not talk about their ideas or answers.	Students partly talked about their ideas and answers.	Students talked about their ideas and answers most of the time.	Students talked about their answers all of the time.
<i>Completion</i>	Students did not provide responses to the follow up activities.	Students partly provided responses to the follow up activities.	Students provided responses to most of the follow up activities.	Students provided all responses to the follow up activities.

This Rubric has been modified from: <http://www.rcampus.com/rubricshowc.cfm?code=H46482&sp=true>