

## IMPORTANCE OF EDUCATION (TRADITIONAL AND WESTERN)

## Grade 11

## MAIN IDEA

This lesson focuses on the importance of both traditional and western education of First Nation students. The class will take part in an initial discussion on the topic. Students will classify and organize information about traditional learning in First Nations culture. Students will create a life map focusing on past, present and future education in both traditional and western education. The life map is a reflection, as well as, a goal setting activity to show students the importance of education. Education in this lesson is considering the passing on of knowledge, skills, and beliefs from one person or source to another person. The lesson concludes with students being asked to reflect through paragraph writing on topics discussed throughout the lesson.

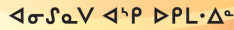
## ONTARIO SPECIFIC EXPECTATIONS

## NATIVE STUDIES

**Students will...**

- Describe how an Aboriginal worldview defines and promotes close relationships to the land, family, community, and culture.
- Describe how Aboriginal men and women maintain their traditions, customs and practices despite the external forces exerted by modern society.
- Demonstrate an understanding of the different perspectives of Aboriginal and Canadian youth on their historical and cultural roots.
- Describe how health and education issues relevant to the quality of life of Aboriginal people on and off reserve are a mutual responsibility of Aboriginal peoples and Canadian society.
- Identify customs, ceremonies, and spiritual beliefs that connect Aboriginal people to nature and to one another.

MATERIALS	RESOURCES & SOURCES
Handouts 1-4 (includes Rubric)	Virtual Museum: Community Memories <a href="http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&amp;fl=0&amp;lg=English&amp;ex=00000353&amp;rd=86627">http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=record_detail&amp;fl=0&amp;lg=English&amp;ex=00000353&amp;rd=86627</a>
Computer/Projector	
Paper, markers & supplies or computer to create: My Life Map	Google images: My Life Map <a href="https://www.google.ca/search?q=my+life+map&amp;hl=en&amp;client=firefox-a&amp;hs=Gmb&amp;tbo=u&amp;rls=org.mozilla:en-US:official&amp;tbm=isch&amp;source=univ&amp;sa=X&amp;ei=JBIIUFKCBcrayAGD04GwDA&amp;ved=0CDEQsAQ&amp;biw=1280&amp;bih=666">https://www.google.ca/search?q=my+life+map&amp;hl=en&amp;client=firefox-a&amp;hs=Gmb&amp;tbo=u&amp;rls=org.mozilla:en-US:official&amp;tbm=isch&amp;source=univ&amp;sa=X&amp;ei=JBIIUFKCBcrayAGD04GwDA&amp;ved=0CDEQsAQ&amp;biw=1280&amp;bih=666</a>



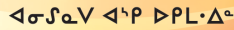
## CURRICULUM GR. 9-12

1. Introduce the theme of the lesson: The Importance of Traditional and Western Education. Have students answer the following questions on their own or in a small group. Discuss their answers as a class discussion.

- What is indigenous knowledge and teaching? (*Teaching based interests, skills, needs, and spiritual beliefs; a strong connection is made to the elements of the earth and the animals that inhabit the region*)
- Why is indigenous knowledge important to teach from one generation to the next? (*Passes on cultural traditions, teaches specific skills, knowledge, and beliefs*)
- What impact did Colonialism have on traditional teachings? (*Removal of children from families so the physical ability to teach children was taken away, children were taught by the churches, education included literacy, numeracy, chores, and religious studies*)
- Is there room in society for both ways of teaching? - Traditional and Western (*Yes, but how can it be done?*)

2. Distribute **Handout #1 - Aboriginal Education before Residential Schools**. Have students read through the handout, which includes examples of traditional teaching before colonization.
3. Distribute **Handout #2 - Aboriginal Education before Residential Schools: Chart**. Have students reread the information from Handout #1. As they read through the information they must classify and organize information onto the chart. An example is provided on the chart to guide students. Encourage students to read the information, think about what category of education it fits into, and paraphrase the information into brief informative points.
4. Once complete, review the content of the chart and form a discussion around these ideas.

- Do they experience some of these traditional ways of teaching with family members or elders in the community? If so, would they like to share their experiences with the class?
- If they are not exposed to this traditional teaching, do they wonder why not?
- What do they value greater: school or learning from the family or community? Should both be valued the same?



## CURRICULUM GR. 9-12



CURRICULUM GR. 9-12

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

*Celia Haig-Brown, page 37*



## CURRICULUM GR. 9-12



CURRICULUM GR. 9-12

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

Classify and organize information into the following charts from the reading provided on **Handout #1 – Aboriginal Education before Residential Schools**.

<b>Traditional Education</b>	<b>Examples</b>
<b>Knowledge</b>	<i>-Life began with learning</i>
<b>Skills</b>	
<b>Relationships</b>	
<b>Beliefs</b>	

## HANDOUT #3

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

## MY LIFE MAP

Education is the most important aspect of growth in life. Education can be acquired by anyone at anytime as long as something is being learned.

This assignment will highlight your past, present, and future education achievements classified into Traditional and Western learning (categorize your map into two sections using symbols. For example: two roads, two sides of the brain, two boots). Traditional education will include knowledge and skills passed on to you by parents, friends, and elders in the community. Western education will include knowledge and skills taught to you by teachers and students at school or any form of learning in modern society, for example books and computer programs.

Remember, both sources of education are equally valuable to you for a successful future!

### Task:

1. Fill in the following chart. This is the planning stage of the assignment.

Area of Learning	Traditional Education <i>(Family, community, and culture)</i>	Western Education <i>(School, books, and the internet)</i>
Knowledge	<i>Past</i>	<i>Past</i>
	<i>Present</i>	<i>Present</i>
	<i>Future</i>	<i>Future</i>



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2. Once you have filled in the chart, share it with your teacher to ensure nothing is missing.
3. Prepare the final product. You must create **My Life Map** that illustrates and communicates the information from your chart. Some ideas of how you may do this would be: a mind map, a timeline, a road or trail symbolizing each stage in your life. This assignment requires you to decide on a creative way to illustrate and inform others about the education in your life: past, present, and future. Examples can be found on Google images: My Life Map. Just remember, your map focuses on education or learning, not on all aspects of life, such as “lost my first tooth”.



Nishnawbe Aski Nation

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HEALING THE GENERATIONS  
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

## RUBRIC

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

## MY LIFE MAP

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Knowledge/Understanding:</i>  Makes personal connections to knowledge acquired through traditional and western education experiences.	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>  Commits to the planning process and asks questions to clarify ideas. Provides effective examples of education connected to personal life.	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>  Planning chart and Life Map are effectively pursued and completed.	Oral and written communication of information is presented with limited clarity and interest.	Oral and written communication of information is presented with some clarity and interest.	Oral and written communication of information is presented with considerable clarity and interest.	Oral and written communication of information is presented with thorough clarity and interest.
<i>Application:</i>  Content and information is applied to a final media 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.

*Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.*