





## CURRICULUM GR. 9-12

1. For the first part of this lesson, the teacher and students will form a **Sharing Circle**. This can be done on the floor or by placing chairs in a circle. The teacher will instruct the students that there are rules to follow while being an active part of the circle. The rules are as follows:

- The teacher will ask the following questions; the teacher may want to share his or her ideas or experiences first, to make the class feel comfortable. Give time for students to open up, it may take a little time. This activity may or may not be successful depending on the class involvement and/or interest so be encouraging.

- **Where do we come from?** *Students should be encouraged to discuss their past, their families past, and their communities past, the history of Indigenous people, or Canada's past.*
- **What are we? How has our past made us who we are? We would not be who we are today if it wasn't for the past - are we proud of who we are? Have we suffered? Are we still suffering?**
- **Where are we going?** *This may be responded to on an individual basis, as a community, or as a race, etc.*

- 177



## CURRICULUM GR. 9-12

- The nature of this assignment may be a challenge for some students who have a difficult time completing assignments outside of the classroom. The teacher should express the importance and value of this activity to encourage students to complete the task.

### Summative: Conducting and Interview Rubric



CURRICULUM GR. 9-12

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

- Can you tell me a little bit about the history of First Nation people in Canada? You can recount some of your own experiences or experiences of people who may be close to you?
  - What do you remember or what have you been told about the treatment of First Nation children while attending Residential Schools?
  - The information from question #2 may be painful to think about and difficult to talk about. Why do you think it is important for all Canadians to know about the history of Residential schools?
  - Do you think Canada is a great country to live in? What should we be proud of? What do we need to work on?
  - What would you like to see for the future of First Nation people in Canada? What would the relationship between First Nations and Canadians look like?
2. **Pair and Share:** Pair up with another student and share your 5 questions. Each partner must discuss possible answers to the questions, what will they find out, could there be several parts to the questions to encourage the interviewee to provide enough information? Please be thoughtful and critical when reviewing each other's questions. Hand your questions in to the teacher for review.
3. Find someone to interview. Organize a **date and time** to conduct the interview. This should be conducted as a formal process. Inform the individual that the interview will take approximately ½ an hour.



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

Fill in the following **PLANNER** (show this to your teacher before conducting the interview).

In addition to the questions provided by the teacher, I will ask the following questions:	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
---	--



CURRICULUM GR. 9-12

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

I will now review my questions with a classmate and ask for feedback:	<p>Classmate signature:</p> <p>Feedback comments:</p>
I have arranged my interview - the interviewee, time and place:	<p>Person's name (Interviewee):</p> <p>Relationship to you (friend, family, neighbour):</p> <p>Date and Time:</p> <p>Location:</p>
I will record the interview by:	Method:
I will show my teacher this planner before conducting the interview:	Teacher's Signature:



Nishnawbe Aski Nation

ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ

HEALING THE GENERATIONS  
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

## RUBRIC

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

### CONDUCTING AN INTERVIEW

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Knowledge/Understanding:</i>  Interview questions address the topic and should provide valuable answers, follows instructions and successfully completes the interview.	Demonstrates understanding of general information pertaining to occupations of interest with a limited degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with some degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with a considerable degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with a high degree of effectiveness.
<i>Thinking &amp; Inquiry:</i>  Interview questions are in depth, detailed, and well thought out; the interview process is smooth and organized.	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 show considerable thinking and inquiry skills.	Progress and completion of the assignment shows thorough thinking and inquiry skills.
<i>Communication:</i>  Productive discussion during pair and share session; voice and clarity during interview.	Oral and written communication of information presented limited clarity.	Oral and written communication of information is presented with some clarity.	Oral and written communication of information presented with considerable clarity.	Oral and written communication of information is presented with thorough clarity.
<i>Application:</i>  Conducts interview with professionalism; overall success of the interview process.	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 thorough ability.

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

*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.*