**Indigenous Exploration Project**  
**COL and English 9   
Riverside Secondary School**   
  
**Overview:**For this assignment, students will learn about some of the issues that surround indigenous people within Canada. As they analyze various types of media, they will eventually pick a path, either social issues or residential schools, where they will research and create a recorded conversation. To finalize the assignment, they will reflect on the process with a core competency-based reflection that will be posted on their Edublogs.  
  
**STEPS:**  
1) Teachers will pick 1 piece to READ, 1 to WATCH, and 1 IMAGE option to analyze as a class.

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| **READ (fiction)** | **WATCH (non-fiction)** | **IMAGE** |
| Option 1: - Title: "Surviving the City" (Graphic Novel) by Tasha Spillett Summer  - Link: (Riverside Library)  Option 2: - Title: "This Place" (Graphic Novel) by Kateri Akiwenzie-Damm,  - Link: (Riverside Library)  Option 3: - Title: "The Secret Path" (short poetry book) by Gord Downie  - Link: (we have a class set)  Option 4: - Title: "I Am Not A Number" by Jenny Kay Dupuis  - Link: (Riverside Library)  Option 5: - Title: "Missing Nimama" by Melanie Florence  - Link: (Riverside Library) | Option 1: - Title: Namwayut: we are all one. Truth and reconciliation in Canada  - Link: <https://youtu.be/2zuRQmwaREY>  Option 2: - Title: On National Child Day, meet clean water activist Autumn Peltier  - Link: <https://youtu.be/A33XRMLBbOc>  Option 3: - Title: Health Inequalities in Canada  - Link: <https://youtu.be/RMkBUXJLW9g>  Option 4: - Title: 11 facts about the gap between First Nations and the rest of Canada  - Link: <https://youtu.be/pWK6ChJw8hs>  Option 5: - Title: Canadians have breaking their promises to Indigenous People  - Link: <https://www.youtube.com/watch?v=IUHnKUaDYjs> | Option 1: - Title: West Coast Native Artists Database  - Link: <https://spiritsofthewestcoast.com/pages/artists>  Option 2: - Title: "The Scream" by Kent Monkman  - Link: <https://www.tvo.org/article/challenging-canadas-history-through-art>  Option 3: - Title: "Chippewar" by Jay Soule - Link: <https://www.nationalobserver.com/2018/03/02/opinion/so-much-reconciliation-canadian-maple-syrup-still-has-more-protection-indigenous>  Option 4: - Title: "Broken Trust" by Robert McAfee  - Link: <https://www.robertmcaffee.com/aboriginal-residential-schools.html>  Option 5: - Title: "Living Conditions"  - Link: <https://www.change.org/p/the-treatment-of-our-first-nations-communities-in-canada-are-unacceptable> |

2) Students, in groups of 3, will pick a route, either social issues or residential schools.

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| **SOCIAL ISSUES**  *(pick one from below)*  1) Health  -Possible Topics: health care access, diet, nutrition, life expectancy, infant mortality rate, disease rate, suicide rate  2) Education - Possible Topics: On-Reserve Schools vs Public Schools, Northern Community School, Rural School, Graduation Rates, Drop-Out Rate  3) Living Conditions - Possible Topics: potable water, long term abuse, housing, heat, hydro, running water in homes, access to schools, access to groceries, maintenance to roads 4) Land Stewardship (conservation of resources on property) - Possible Topics: ownership of land that was taken, use of land and rights to usage 5) Employment - Possible Topics: lack of employment, credentials for employment, pay, prejudice and racism in workplace 6) Incarceration (imprisonment) - Possible Topics: juvenile imprisonment, systemic drug and alcohol usage, foster care, reoffending rates, prosecution | **OR** | **RESIDENTIAL SCHOOLS**  *NEED TO COMPLETE EACH:*  1) Pick a school (years operating, location, population, day school or boarding, who ran the school) > Click [Here](http://www.iap-pei.ca/schools-eng.php) 2) Bands in area 3) Indigenous Languages Spoken > <https://native-land.ca/>  4) School Information 5) Anecdotes (stories from those who attended the school, such as impacts, day-to-day schedules, influence on self) 6) Effects/Impacts: why as Canadians should we explore schools such as these? Discuss the long-term effects of these schools? |

3) In groups, research and prepare notes regarding your topic for an audio recording (discussion style). Figure out who is going to speak for each section, should be conversational.   
  
4) Record your discussion as a group (should be 6-8 minutes in length).  
- Use the class microphone  
- Make sure the microphone is on, and that your output is Blue Yeti microphone in your sound settings.  
- Speak from an equal distance from the microphone, and make sure you are on the front side of the microphone  
- Programs to Record: Sound recorder, Quicktime, Audacity  
  
5) Individually write a reflection based on the following:

- Your experiences creating this assignment.  
- Your group’s path in researching the topic.  
- Obstacles or items you learnt in recording.  
- Reflection on one of the below core competency questions.

Option 1: *Critical Thinking* ... How does your artifact tie in with what you have learned before? How has your thinking changed? What made it change?   
Option 2: *Communication* ... What are some ways that you use to communicate your learning?  
Option 3: *Positive and Personal Cultural Identity*…What are some aspects you value about this culture, as well as your own?

6) Post to your Edublog   
- Group audio recording and individually written reflection  
- Title: Indigenous Exploration - "Topic"   
- Category: English 9  
 **DELIVERABLES:**   
a) Audio Recording as Group (6-8 minutes)   
  
b) Written Reflection Individually  
  
c) Edublog Post

**TIMELINE:**  
- Day 1 - Read, watch and analyze resources (teacher autonomy to select one from each section)   
- Day 2 - Mr. Barazzuol comes to class, explains assignment, have groups formed, video   
- Day 3 – Library research session with Ms. Henderson  
- Day 4 - In groups, research and write notes for script   
- Days 5-6 - Record discussion with microphones (in library if completed transcript, ready to record)  
- Day 7 - Write reflection using Core Competencies and post on Edublog



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This assignment touches upon the following **BIG IDEA**, from the BC curriculum…  
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.   
  
This assignment will also…  
- Develop an awareness of the diversity within and across First Peoples societies represented in texts  
- Use and experiment with oral storytelling processes.  
- Transform ideas and information to create original texts.

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| **Category** | **Extending - 4** | **Proficient - 3** | **Developing - 2** | **Emerging - 1** |
| **DELIVERY** | Speaks clearly and distinctly all of the time and mispronounces no words. Sound quality is excellent.  Between 6-8 minutes and did not seem hurried or too slow.    Enthusiasm is acceptable and draws in the listener.  Well-rehearsed with smooth delivery that holds audience attention and has a clear purpose throughout.  All group members effectively make connections | Speaks clearly and distinctly all of the time but mispronounces 1 or more words. Sound quality is acceptable to good.   Between 6-8 minutes but seemed SLIGHTLY hurried or too slow.  Enthusiasm is acceptable and draws in the listener.   Rehearsed with fairly smooth delivery that holds audience attention most of the time and has a purpose throughout.  All group members make connections | Speaks clearly and distinctly most of the time and mispronounces no words. Sound quality is poor.   Between 10 and 12 minutes but seemed VERY hurried or too slow.   Enthusiasm is acceptable and draws in the listener.   Delivery not smooth or maintaining interest of the audience is limited. Lacks clear purpose.  Group members (or some) make limited connections | Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word. Sound quality is unacceptable.   The conversation was too long or too short.   Enthusiasm is acceptable and draws in the listener.  Delivery not smooth or maintaining interest of the audience is missing. No clear purpose.  Group members (or some) make minimal connections |
| **RESEARCH** | Group researched the subject and integrated an exemplary amount of info/facts.  Covers topic in-depth with details and examples. Subject knowledge is excellent. | Group researched the subject and integrated info/facts.  Covers topic with details and examples. Subject knowledge is good. | Group researched the subject and integrated limited info/facts.  Covers topic with some details and examples. Subject knowledge is minimal | Group did not research the subject and did not integrate adequate info/facts.  Covers topic very minimally with details and examples. Subject knowledge is poor. |
| **FORMAT** | Uploaded correctly to blog with all components properly and effectively completed (title, tag, category, well-written reflection, audio file) | Uploaded correctly to blog with all components included (title, tag, category, well-written reflection, audio file) | Uploaded correctly to blog with some components being limited (title, tag, category, well-written reflection, audio file) | Missing components (title, tag, category, well-written reflection, audio file) |
| **WRITING (Reflection)** | Reflection clearly relates to the main topic and shows excellent connections to the core competencies. It includes several supporting details and/or examples.  Author makes no errors in grammar or spelling that distract the reader from the content. | Reflection clearly relates to the main topic and shows connections to the core competencies. It provides 1-2 supporting details and/or examples.  Author makes minimal errors in grammar or spelling that distract the reader from the content. | Reflection clearly relates to the main topic and shows minimal connections to the core competencies. No details and/or examples are given.  Author makes several errors in grammar or spelling that distract the reader from the content. | Reflection has little or nothing to do with the main topic and shows no connections to the core competencies.  Author makes several errors in grammar or spelling that distract the reader from the content. |

**SCHEDULE**

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|  | Class Spent Analyzing Media   Day #1 | Barazzuol Visit, Explanation    Day #2 | Groups, Pick Route and Research  Day #3-4 | Record, Microphone Reservation   Day #5-6  \* Can only use Library facilities for recording, when transcript finished, ready to record | Reflection and Core Competency   Day #7 | Due Date |
| ***Shong***  - A | Monday, February 27th | Tuesday, February 28th | Wednesday, March 1st  *(Library Research with Susan Henderson)* Thursday, March 2nd | Friday, March 3rd Monday, March 6th | Tuesday, March 7th | Wednesday, March 8th |
| ***Beckett*** - B | Monday, February 27th | Tuesday, February 28th | Wednesday, March 1st  *(Library Research with Susan Henderson)* Thursday, March 2nd | Friday, March 3rd Monday, March 6th | Tuesday, March 7th | Wednesday, March 8th |
| ***Gachallan***  - C - D | Monday, February 27th | Tuesday, February 28th | Wednesday, March 1st  *(Library Research with Susan Henderson)* Thursday, March 2nd | Friday, March 3rd Monday, March 6th | Tuesday, March 7th | Wednesday, March 8th |
| ***Rance***  - D | Wednesday, March 1st | Thursday, March 2nd | Friday, March 3rd *(Library Research with Susan Henderson)*  Monday, March 6th | Tuesday, March 7th      Wednesday, March 8th | Thursday, March 9th | Friday, March 10th |