

## CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES

### Cluster 5: Celebrations of Learning

**Suggested Time Allotment for Cluster 5: 15%**

#### Learning Experience 5.1: Looking Forward Looking Back

##### Targeted Enduring Understandings

- First Nations, Métis and Inuit peoples share a traditional worldview of harmony and balance with nature, one another and oneself.
- First Nations, Métis and Inuit peoples represent a diversity of cultures, each expressed in a unique way.
- Understanding of and respect for First Nations, Métis and Inuit peoples begin with knowledge of their pasts.
- Current issues are really unresolved historical issues.
- First Nation, Métis and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its successes.

##### Essential Question:

How do First Nations, Métis and Inuit cultures combine tradition and adaptation to meet the challenges of today and to ensure a better tomorrow?

##### Background

In this L.E., students work independently as individuals or as a group to develop and present a project of their choice that addresses the essential question in a creative way. Projects will combine research, presentation and may also include performance.

##### Projects:

- must look to the past, present and future
- must include a presentation (maximum one hour, minimum 30 minutes)
- must tie in explicitly with course (enduring understandings, essential questions, issues)
- involving performances must include a presentation on the development and background research involved
- may be thematic, e.g. oppression, decolonization, steps to the future
- may be organized as part of whole class celebration week or two
- may involve class, wider school population, community, special guests, family, honorees, etc.
- are evaluated on both content and presentation

##### **How to select content for this LE:**

*Projects will be based on the content studied in Clusters 1-4*

*Based upon students' prior knowledge, interests and needs, as well as available resources and time, the learning experience may be approached in a variety of ways:*

- *the entire class may focus on a study of the same development or event;*
- *groups of students may engage in a study of the same event, either student-selected or as assigned by the teacher;*

- *individual students may conduct inquiry on a particular event or development;*
- *small groups may study a selected topic and share their learning in the context of a cooperative project.*

### **Notes regarding assessment:**

A variety of assessment strategies should be integrated throughout the learning experience, including assessment *as* learning, assessment *for* learning, and assessment *of* learning. The applying phase of the learning experience includes suggested strategies for assessment *of* learning. **These suggested assessment strategies are indicated in bold and with the ✓ symbol.**

### **Suggested Activating and Assessment Strategies**

*Select one or more of the following suggested strategies to assess students' prior knowledge, to identify gaps or misconceptions, and to make lesson-planning decisions. Activating strategies allow students to generate questions to guide and motivate inquiry.*

1. Students read BLM 5.1.1 "Suggested Final Project Options" and brainstorm ideas for final project. Students begin project-planning forms in consultation with teacher. **Note:** *For information on "Planning Learning Projects" and "Devising a learning contract", see SFAL 8.4. Teachers may present examples of projects completed in this course in previous terms or years.*

### **Suggested Acquiring and Assessment Strategies**

*Select the following strategy to engage students in inquiry, using primary and secondary sources, and to assess their research.*

1. Using print, electronic, audio-visual and human resources, students research the background content for their projects and complete the project planning forms in consultation with teacher. Students record their findings in their learning logs.

### **Suggested Applying and Assessment Strategies**

*Select the following strategy to allow students to apply and reflect on their learning, and to assess their knowledge and skills.*

1. **Students present their projects.** ✓ Students add their projects to their portfolios.

### **Suggested Resources:**

See Appendix.