



A Festival of Learning by Ted Longbottom



CURRENT TOPICS IN FIRST
NATIONS, MÉTIS, AND INUIT
STUDIES

Cluster 5:
A Festival of Learning



Looking Forward, Looking Back by Ted Longbottom

LEARNING EXPERIENCE 5.1: LOOKING FORWARD, LOOKING BACK

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 Nations, 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 LE, students work independently 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 the course (enduring understandings, essential questions, issues)
- that involve 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 a whole-class celebration week or two weeks
- may involve the 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 on students' prior knowledge, interests, and needs, as well as available resources and time, this LE may be approached in a variety of ways:

- The entire class may focus on the 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 an inquiry into 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 LE, including assessment *as* learning, assessment *for* learning, and assessment *of* learning. The Applying phase of the LE 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: Celebrations of Learning** and brainstorm ideas for their final project. Students begin project-planning forms in consultation with the teacher. (**Note:** For information on "Planning Learning Projects" and "Devising a Learning Contract," see *Success for All Learners* 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.

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 the 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.

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

Suggested Resources

See Appendix.

