



## **The Clusters**



# ***It's Our Time: First Nations Education Tool Kit Teacher's Guide (National and Manitoba)***

## **The Clusters**

This document is designed for teachers, facilitators, and many others (e.g., Elders, administrators, and other community stakeholders). It is divided into four clusters:

**Cluster 1: Historical and Cultural Foundations of First Nations in Canada** explores the cultural, social, and political fabric of First Nations communities' traditional practices and perspectives, and how First Nations people view the world. Students examine how these were influenced and challenged by European contact during the formation of Canada, providing a historical foundation for the cultural and political relationships seen today in the country.

**Cluster 2: Understanding the Relationship** examines the ongoing impacts of contact and colonization on First Nations cultures and communities and how history continues to challenge—but provides opportunities for—healthy and sustainable relationships between First Nations and Canada. A large part of this involves understanding how First Nations cultures endure and grow in today's world—and how they continue to participate in Canadian society.

**Cluster 3: Towards a New Relationship in Canada** offers an educational platform for uncovering potential next steps between First Nations and Canadians throughout Canada and how this relationship may be forged, fortified, and sustained into the future.

**Cluster 4: Foundations for a New Relationship in Manitoba** offers an educational platform for uncovering potential next steps between First Nations and Manitobans and how this relationship may be forged, fortified, and sustained into the future.

## **Cluster Overviews**

Each cluster begins with an **overview** and includes connections to the Grades 7, 8, and 9 curricula. Each learning experience within a cluster focuses on a concept related to the cluster. Learning experiences may be taught as stand-alone studies or consecutively as one large cluster.

In each learning experience, there are numerous teaching/learning strategies. *Teachers are not expected to use each strategy.* However, depending on the student grouping, the time devoted to the learning experience, and the additional supports, more than one strategy may be used. Strategies are open-ended and should be adapted to meet learners' needs.

## Assessment *for* and *as* Learning

Most learning strategies are accompanied by a blackline master (BLM). These BLMs can be reviewed, discussed, or assessed to determine where students are at in their learning and to plan for next steps. Where BLMs are not possible, strategies include actions that can be observed as assessments *for* and *as* learning. At the same time, this teacher's guide is intended to support teachers in their teaching and assessment, not to replace existing classroom structures. Depending on curricular outcomes, classroom learning goals can also be assessed through

- quizzes
- tests
- independent worksheets and activities
- cooperative learning activities
- experiential learning
- oral discussion (group and individual)
- question-and-answer sessions
- other concrete and contextual activities

Because many of the learning experiences and lesson strategies are designed to encourage creativity and critical thought, it may be difficult to evaluate percentage grades, letter grades, and pass-fail marks, so teachers are encouraged to take a more qualitative approach to learning.