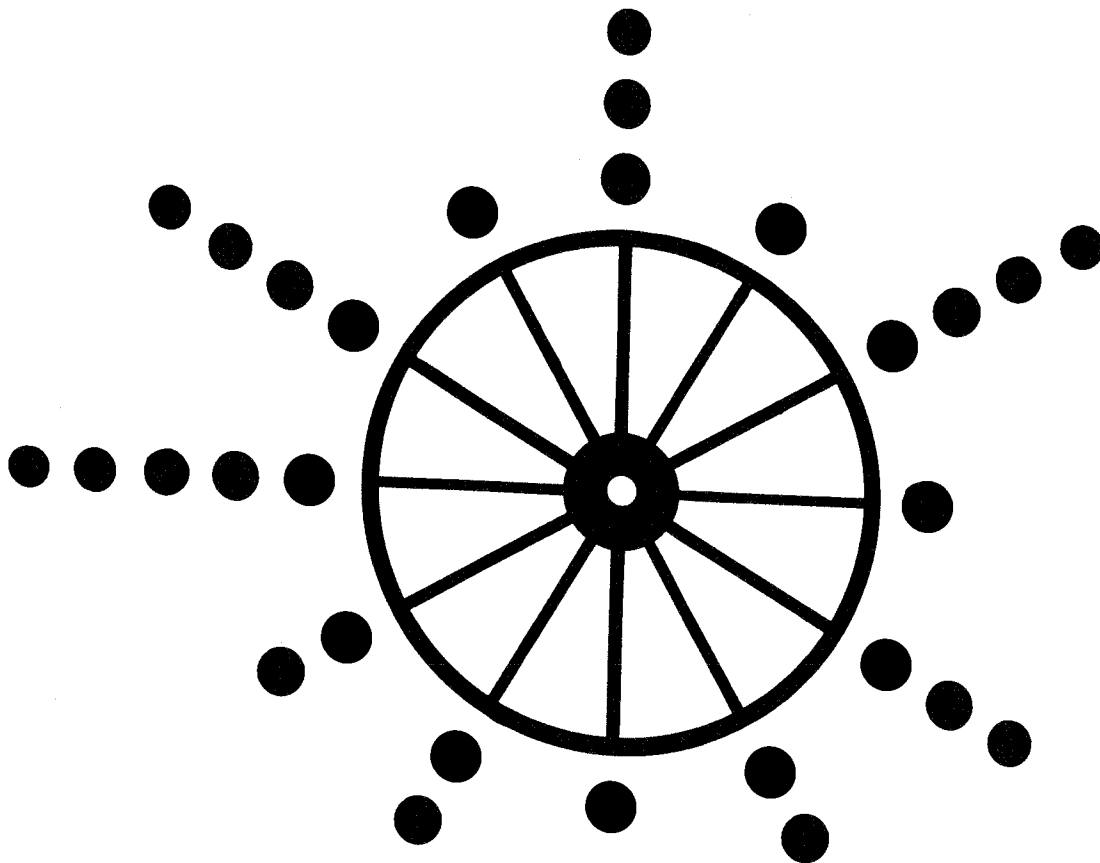# Native Studies
A Curriculum Guide for Grade 11
International Indigenous Issues

June 1992

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Saskatchewan Education
June 1992

Table of Contents

Acknowledgements

The Aim of Native Studies

The primary aim of Native Studies 10, 20, 30, is to develop in the student a personal and cultural awareness and understanding, and to promote the development of positive attitudes in all students towards Indian and Métis peoples. The student will learn to recognize biased and racist information.

The Challenge

The Indian and Métis Curriculum Advisory Committee (IMCAC) developed the following goals for Native Studies. These goals comprise a statement of the challenge or the goals of this course.

- Native Studies should help individuals clarify their cultural identities and function effectively within their communities.

- Native Studies should help individuals develop a sensitivity to, and an understanding of, other cultural groups, and to function effectively within them.

- Native Studies should facilitate in Indian and Métis students the development of a positive self-identity through the acquisition of a knowledge of their history and culture.

- Native Studies should increase awareness of the Indian, Métis, and Inuit nations.

- Native Studies should stress Indian philosophy underlying the importance of land, culture, and the ideals that help foster respect for the environment.

- Native Studies should enable **all** students to better appreciate the contributions made by Aboriginal peoples to the development of Canada, and contemporary Canadian society.

- Native Studies should develop an appreciation of current issues, and the historical bases which affect Aboriginal peoples and their position in Canadian society.

- Native Studies should develop an understanding of specific concepts such as treaties, Aboriginal rights, land claims, legal distinctions, *Indian Act*.

- Native Studies should provide opportunities to acquire and apply the skills of analysis, synthesis, organization, interpretation, and evaluation as well as those skills which are grounded in the Indigenous worldview.

Introduction

Native Studies 20 is an examination of contemporary issues of concern to Indigenous peoples around the world. Case studies are used to support and expand upon the basic concepts, legislation, and Indigenous perspectives presented in the Student Resource Guide. It is hoped that students will:

- gain an understanding of the historical bases of current issues of concern to Indigenous peoples;

- become aware of and increase their understanding of philosophies which are the foundations of Indigenous cultures;

- develop a personal sense of social commitment through the creation and implementation of action plans for social change.

Native Studies 20 is a global education curriculum which examines cultural values and priorities as they impact upon and influence each other and affect global indicators such as the environment, racism, poverty and debt, politics, urbanization, education, economic and social development, social justice, and human rights. The principle of **Wholeness** is the key to understanding the goals of Native Studies 20. The program aims to have students become aware that there are many perspectives through which to view, analyze, and categorize reality; however, reality itself is holistic.

The fundamental perspective is to seek to understand and respect the place of each aspect of Creation. This is in contradiction to the perspectives which seek to dissect and analyze each component of each aspect of Creation in order to understand. The goal of each perspective is similar, to seek a better understanding of Creation as a totality. However, the processes and methods used to implement these two perspectives do not often meet upon common ground. The points at which these perspectives contact each other and impact upon each other are the issues of concern discussed in Native Studies 20.

Aboriginal perspectives are most simply represented by the following statements found in the *Twelve Principles of Indian Philosophy* and the *Traditional Indian Code of Ethics* (Four Worlds Development Project, University of Lethbridge).

Wholeness: All things are inter-related. Everything in the universe is part of a single whole. Everything is connected in some way to everything else. It is only possible to understand something if we understand how it is connected to everything else.

It is significant that this statement also applies to the Euro-Canadian perspective of analyzing each component of reality in an effort to understand the whole. Only the processes and methodologies differ.

It is hoped that students will realize that the inter-connectedness of reality is of personal relevance, that for example: waste and pollution in one location or culture represents a proportionate loss of global resources and may impact upon peoples elsewhere; waste of paper and wood in one part of the world may cost another people and culture its rainforest; racism and human rights abuses diminish not only a specific person, group, race, or culture, but they also deny human potential for development and social justice. Racism denies human society the benefits derived from knowledge specific to Indigenous cultures. That knowledge may take the form of natural medicines which exist in a rain forest and/or sustainable development practices.

Knowledge, to be applied effectively, requires understanding of the philosophy that is its foundation. The principles and values determine not only the applications of knowledge, but should serve as criteria for the evaluation of practices and outcomes. When the principles and values used are those of an Indigenous people (or any specific nation), this is called cultural programming.

As stated in the *Traditional Indian Code of Ethics*:

"The hurt of one is the hurt of all. The honour of one is the honour of all. All races are children of the Creator and must be respected."

When we show respect for Creation, whether it be a people and their aspirations, or an aspect of the environment, we honour the Creator and ourselves.

The volume of information related to Indigenous peoples' issues is enormous. Therefore, some key issues have been arranged into three focus units which represent the concepts common to most Indigenous peoples.

* Self-Determination and Self-Government Unit
* Development Unit
* Social Justice Unit

The program will provide students with reference materials necessary to begin their personal investigations and develop their abilities, and holistic, critical and creative thinking. A sharing of information among students and subject area teachers will become a working model of holistic thinking. Decision-making by consensus through a process of negotiation involving mutual respect by all parties will become a model for cultural programming and social justice. The student will become aware of the holistic interdependence of all peoples and Creation. The examination of issues will question values and develop the holistic perspective many students already have.

Issues are created from human interests and expectations. They arise within social contexts that educators cannot ignore. Educators need to be cognizant of those contexts in order to clarify what is being taught. There is a need to comprehend not only the details of small-scale situations, but also the connection and importance of these issues to the larger social structure. Educators must become aware of values that are held by various interest groups involved in the issue, and values that are implied in its

resolution. It is the application of such values and beliefs that is the very stuff of individual points of view and public debate. A public issue, therefore, is created when the value and actions of a group are challenged by others.

A curriculum of issues must go beyond "information about" an issue and the "instructional strategies for" the classroom. Emphasis on such concerns often obscures an understanding of the social and ethical meaning of the issue itself. What is needed is the resolve necessary to develop personal understanding of current social trends and decisions. Such understanding should encourage personal social action by relating personal perspectives to current issues. It is this personal relationship that is central to Native Studies 20.

It is therefore appropriate that classroom implementation should emphasize discussion and debate, analyses of values and needs. This may be facilitated through open-ended questions. Guidelines for talking circles might be utilized. The passion of discussion is an indicator of personal involvement in a particular issue. It is important to illustrate the relationships amongst diverse issues and the effects of these issues upon real people(s) and places. Several processes for the implementation of this issues-oriented case study curriculum are discussed in later sections of this curriculum guide. Educators are encouraged to be imaginative in teaching of the issues in Native Studies 20.

An **Optional Introduction Unit** is provided for two important reasons. First, since there is no prerequisite for Native Studies 20, teachers may find it necessary to spend a week or more ensuring students have sufficient background information on the identities, diversity, and political evolution of Indian, Métis and Inuit peoples in Canada. It is important that students be aware of Canadian First Nations peoples, their historical and current treatment by dominant Canadian society, and issues of concern. The Optional Introduction Unit provides a brief summary of relevant information gleaned from Native Studies 10 and supplemented by historical summaries.

The second reason for the presence of the optional unit is that as Native Studies 20 is implemented and Indigenous peoples of Canada are considered as one component of an international Indigenous Fourth World community, it may be necessary to reference their political history and aspects of societies which were discussed in Native Studies 10. The teacher may wish to refer to relevant resources located in Native Studies 10 in any case. The Native Studies curricula stream is intended to be implemented holistically, allowing for the thematic grouping of resources.

Teachers may wish to immediately delve into international Indigenous issues and then allow the students to investigate the societal structures, and political history of Indigenous peoples of Canada as one of many Indigenous peoples case studies. Presentation of the Indian, Métis and Inuit Nations' situation in an international context emphasizes the commonalities amongst the Indigenous global community. This is a primary aim of the curriculum.

Native Studies 20: International Indigenous Issues

Self-Determination
and
Self-Government

Future   Past

Present

Indigenous
Cultural
Values
and
Worldview

- spiritual
- social
- political
- economic

Social Justice

Future   Past

Present

Development

Future   Past

Present
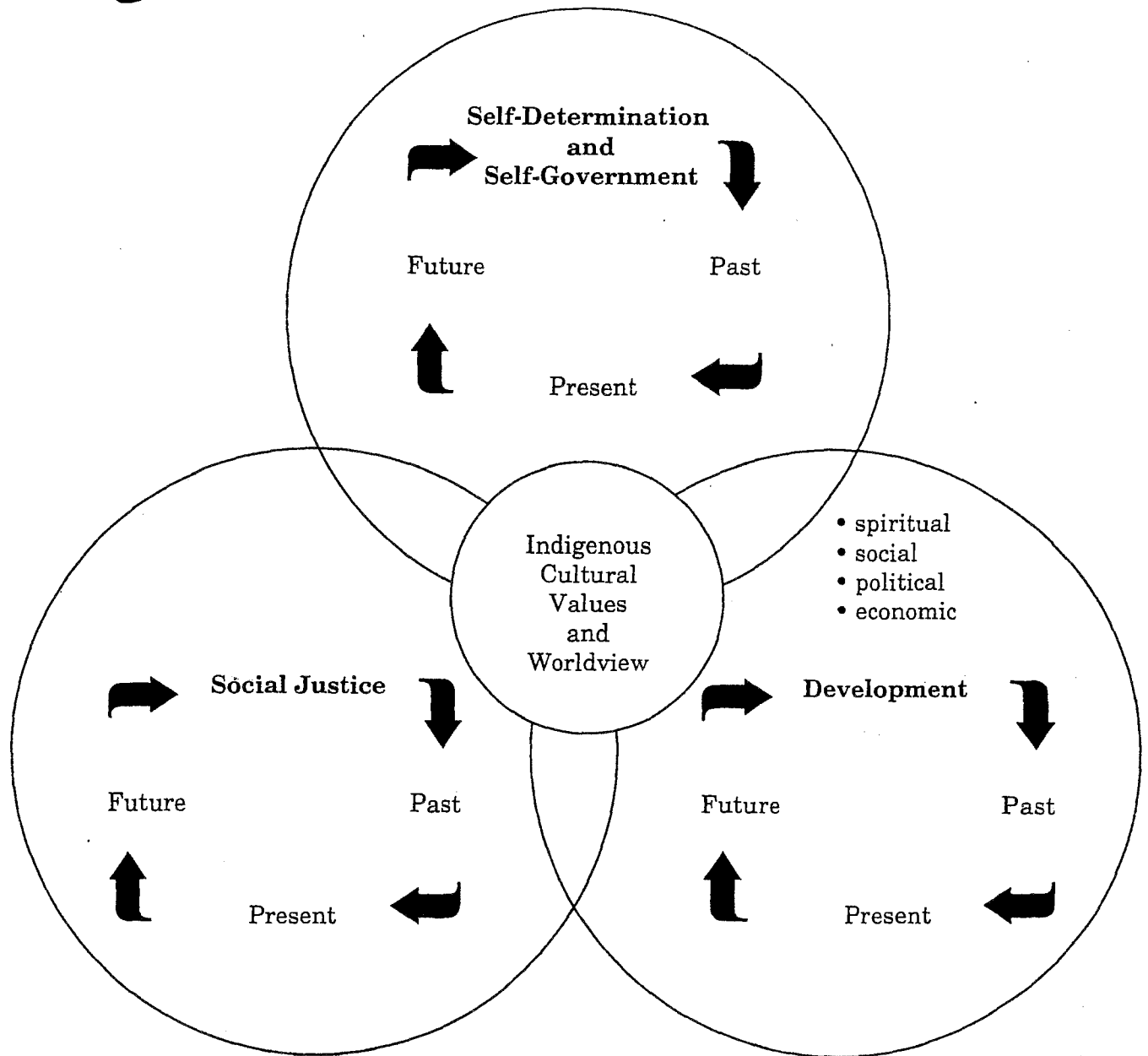
**Self-Determination
And Self-Government**
- sovereignty
- treaties
- Aboriginal rights
- land claims
- international declarations
- self-government
- resistance and protest for change

Development
- cultural programming
- environment
- convservation
- sustainable development
- industry/technology
- education
- urbanization
- poverty and debt
- multinational corporations
- development banks
- resistance and protest for change

Social Justice
- racism
- identity
- human rights
- child welfare
- genocide
- ethnocide
- justice system
- resistance and protest for change

Philosophical Statements

Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content into the Kindergarten to Grade 12 curriculum fulfils a central recommendation of *Directions. A Five Year Action Plan for Native Curriculum Development* further articulates the commitment and process. In addition, the *1989 Indian and Métis Education Policy from Kindergarten to Grade 12* makes the statement:

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary to benefit all students. (p.6)

It is recognized that, in a pluralistic society, affirmation of culture benefits everyone. This representation in all aspects of the school environment enables children to acquire a positive group identity. Instructional resources which reflect Indian and Métis cultures similarly provide meaningful and relevant experiences for children of Indian and Métis ancestry and promote the growth of positive attitudes in all students towards Indian and Métis peoples. Awareness of one's own culture, and the cultures of others, forms the basis for positive self-concept. Understanding other cultures enhances learning and enriches society. It also promotes an appreciation of the pluralistic nature of Canadian society.

Indian and Métis students in Saskatchewan have varied cultural backgrounds and come from geographic areas encompassing northern, rural, and urban environments. Teachers must be given support that enables them to create instructional plans relevant to meeting diverse needs. Varied social, cultural, and linguistic backgrounds of Indian and Métis students imply a range of strengths and learning opportunities for teachers to draw upon. Explicit guidance, however, is needed to assist teachers in meeting the challenge by enabling them to make appropriate choices in broad areas of curriculum support. Theoretical concepts in anti-bias curricula, cross-cultural education, applied socio-linguistic first and second language acquisition, and standard and non-standard usage of language are becoming increasingly important to classroom instruction. Care must be taken to ensure teachers utilize a variety of teaching methods that build upon the knowledge, cultures, and learning styles students possess. All curricula need specific kinds of adaptations to classroom strategies for effective use.

The final responsibility for accurate and appropriate inclusion of Indian and Métis content in instruction rests on teachers. They have the added responsibility of evaluating resources for bias, and teaching students to recognize bias.

The following points summarize expectations for Indian and Métis content and perspectives in curricula, materials, and instruction:

- concentrate on positive and accurate images;
- reinforce and complement beliefs and values;
- include historical and contemporary insights;
- reflect the legal, political, social, economic and regional diversity of Indian and Métis peoples; and,
- affirm life experiences and provide opportunity for expression of feelings.

Foundational Objectives

Articulated foundational objectives are basic to Core. These are being carefully laid out for each of the required areas of study thus ensuring that instruction and evaluation are tied meaningfully together, and that the Common Essential Learnings are seen as an integral part. Indian and Métis content and perspectives will be seen to have had an important influencing factor in the articulation process.

Foundational Objectives are statements of the desired outcomes which students are intended to achieve from their involvement in a particular subject area in a particular year. Foundational Objectives outline the learnings that are essential for a grade level and typically are developed gradually over the course of a unit or a year. The Foundational Objectives will direct teachers to the most important understandings and abilities to be developed in the subject area. They will give guidance to teachers in unit planning, on selection, organization, and presentation of resources. They should be within the range of abilities of the majority of students in the Native Studies program.

Foundational Objectives are meant to bridge the gap between the broad goals of the Native Studies curricula, and the specific objectives and activities which are integral to a specific course. Native Studies parallels Social Studies curricula by classifying objectives into knowledge, skills and abilities, and values. These Foundational Objectives form the basis for curriculum assessment and student evaluation.

Learning Objectives describe in specific terms what the students will do to achieve the Foundational Objectives of the unit. These are expressed in terms of student outcomes and provide focus to daily lesson planning. Those outlined in the Unit Overviews section of this guide represent some ways to achieve the goals of Native Studies curricula. They may be achieved over the course of a single lesson or through the cumulative experiences of a sequence of lessons. The sample lessons provided for Native Studies 20 tend to be progressional and may be expanded into units.

Learning Objectives give direction to, but should not be the main focus for summative student evaluation or curriculum assessment. Teachers should assess the learning objectives informally and routinely as part of their daily classroom responsibilities. They should be assessed for diagnostic purposes, to help teachers better plan for extensions, review, and individual assistance or assignments.

Inviting Elders to the School

All cultures are enriched by individuals who are valued keepers of unique knowledge. Elders in Indian and Métis communities possess specialized knowledge that can expand student insight beyond the perspectives of classroom resources.

Indian and Métis Elders play an integral role within the revival and retention of special kinds of cultural knowledge. Their involvement in support of curricular objectives develops a regard in students for a deeper meaning of culture. This has the added benefit of enhancing self-esteem in Indian and Métis students. All students gain heightened awareness and sensitivity which forms the basis for mutual respect.

There are protocols for approaching Elders before making requests of them. These may vary from community to community. The district chief's office, band council, or education committee on neighbouring reserves may be able to assist you. Prior to an Elder's visit, it will be important for the students and teacher to engage in a cycle of giving and receiving associated with making an offering to an Elder. The offering represents respect and appreciation for knowledge shared. It is important to ask what the offering should be. Traditions differ throughout Indian and Métis communities. In addition, school divisions are encouraged to offer honoraria, an expense reimbursement, or a combination of these to the Elder. It would be appropriate to extend this consideration to a visiting Elder.

Care should be taken to ensure that schools do not have the expectation that Elders will be readily available to make visits to the school. They are few in number and their commitments in their communities at all gatherings and ceremonies weigh heavily on their personal time. Many are responsible for the care of young children as well.
To initiate the process, a letter should be sent to the local band council inquiring about norms around Elder participation. Such a letter would also describe the setting and role the Elder would have. The band council may then be able to provide the names of persons who have the required knowledge and skills that meet specified needs. It is recommended that a prior consultation with the Elder be held to share ideas about learning outcomes.

Friendship Centres work closely with Elders and recognized resource people.
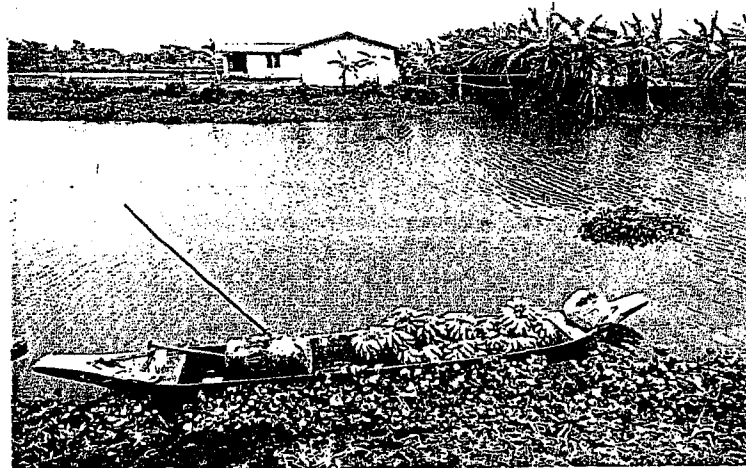
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Twelve Principles Common to First Nations Philosophies

1. **Wholeness.** (Holistic thinking). All things are interrelated. Everything in the universe is part of a single whole. Everything is connected in some way to everything else. It is only possible to understand something if we understand how it is connected to everything else.

2. **Change.** Everything is in a state of constant change. One season falls upon the other. People are born, live, and die. All things change. There are two kinds of change: the coming together of things, and the coming apart of things. Both kinds of change are necessary and are always connected to each other.

3. **Change occurs in cycles or patterns.** They are not random or accidental. If we cannot see how a particular change is connected it usually means that our standpoint is affecting our perception.

4. **The physical world is real. The spiritual world is real.** They are two aspects of one reality. There are separate laws which govern each. Breaking of a spiritual principle will affect the physical world and vice versa. A balanced life is one that honours both.

5. **People are physical and spiritual beings.**

6. **People can acquire new gifts, but they must struggle to do so.** The process of developing new personal qualities may be called "true learning".

7. **There are four dimensions of "true learning".** A person learns in a whole and balanced manner when the mental, spiritual, physical and emotional dimensions are involved in the process.

8. **The spiritual dimension of human development has four related capacities:**

    - the capacity to have and respond to dreams, visions, ideals, spiritual teaching, goals, and theories;
    - the capacity to accept these as a reflection of our unknown or unrealized potential;
    - the capacity to express these using symbols in speech, art, or mathematics;
    - the capacity to use this symbolic expression towards action directed at making the possible a reality.

9. **People must actively participate in the development of their own potential.**

10. **A person must decide to develop their own potential.** The path will always be there for those who decide to travel it.

11. Any person who sets out on a journey of self-development will be aided.
Guides, teachers, and protectors will assist the traveller.

12. The only source of failure is a person's own failure to follow the teachings.

Source

"Twelve Principles of Indian Philosophy", Four Worlds Development Project, University of Lethbridge, Alberta, 1982.

The information provided in this document was gathered at a conference held in Lethbridge, Alberta in December, 1982. Indian Elders, spiritual leaders, and professionals from across Canada offered these fundamental elements that they considered to be common among Canadian Indian philosophies. These have become the foundation of work currently being carried out by The Four Worlds Development Project, University of Lethbridge.

Saskatchewan Archives Board #R-D132

Ethics Common to First Nations

In addition to the sacred teachings concerning the nature of things, and the gifts of the four directions, the teachings of the Sacred Tree include a code of ethics to which all should conform their lives if they wish to find happiness and well-being. This code describes what wisdom means in the relationship between individuals, in family life, and in the life of the community. These are the sparkling gems of experience practices by Aboriginal peoples everywhere. They represent the path of safety leading around the Sacred Circle, and up the great mountain to the sacred lake. What follows is a summary of some of the most important of these teachings that are universal to all nations.

- Each morning upon rising, and each evening before sleeping, give thanks for the life within you and for all life, for the good things the Creator has given you and others and for the opportunity to grow a little more each day. Consider your thoughts and actions of the past day and seek for the courage and strength to be a better person. Seek for the things that will benefit everyone.

- Respect means "to feel or show honour or esteem for someone or something; to consider the well-being of, or to treat someone or something with deference or courtesy". Showing respect is a basic law of life.

    o Treat every person, from the tiniest child to the oldest Elder with respect at all times.
    o Special respect should be given to Elders, parents, teachers and community leaders.
    o No person should be made to feel "put down" by you: avoid hurting other hearts as you would avoid a deadly poison.
    o Touch nothing that belongs to someone else (especially sacred objects) without permission, or an understanding between you.
    o Respect the privacy of every person. Never intrude upon a person's quiet moments or personal space.
    o Never walk between or interrupt people who are conversing.
    o Speak in a soft voice, especially when you are in the presence of Elders, strangers or others to whom special respect is due.
    o Do not speak unless invited to do so at gathering where Elders are present (except to ask what is expected of you, should you be in doubt).
    o Never speak about others in a negative way, whether they are present or not.
    o Treat the Earth and all of her aspects as your mother. Show deep respect for the mineral, plant, and the animal worlds. Do nothing to pollute the air or the soil. If others would destroy our mother, rise up with wisdom to defend her.
    o Show deep respect for the beliefs and religions of others.
    o Listen with courtesy to what others say, even if you feel that what they are saying is worthless. Listen with our heart.

- Respect the wisdom of the people in council. Once you give an idea to a council or a meeting it no longer belongs to you. It belongs to the people. Respect demands that you listen intently to the ideas of others in council and that you should not insist that your idea prevail. Indeed you should freely support the ideas of others if they are true and good, even if those ideas are quite different from the ones you have contributed. The clash of ideas brings forth the spark of truth.

- Be truthful at all times, and under all conditions.

- Always treat your guests with honour and consideration. Give of your best food, your best blankets, the best part of your house, and your best service to your guests.

- The hurt of one is the hurt of all; the honour of one is the honour of all.

- Receive strangers and outsiders with a loving heart and as members of the human family.

- All the races and nations in the world are like the different coloured flowers of one meadow. All are beautiful. As children of the Creator they must all be respected.

- To serve others, to be of some use to family, community, nation or the world, is one of the main purposes for which human beings have been created. Do not fill yourself with our own affairs and forget your most important task. True happiness comes only to those who dedicate their lives to the service of others.

- Observe moderation and balance in all things.

- Know those things that lead to your well-being, and those things that lead to your destruction.

- Listen to and follow the guidance given to your heart. Expect guidance to come in many forms; in prayer, in dreams, in times of quiet solitude, and in the world and deeds of wise elders and friends.

Source:

The information provided in *12 Principles* and *Ethics* was gathered at a conference held in Lethbridge, Alberta in December 1982. Indian Elders, spiritual leaders, and professionals from across Canada offered these fundamental elements that they considered to be common among Canadian Indian philosophies. These have become the foundation of work currently being carried out by The Four Worlds Development Project, University of Lethbridge.

Ethics Common to First Nations (Summary)

1. Give thanks to the Creator each morning upon rising and each evening before sleeping. Seek the courage and strength to be a better person.

2. Showing respect is a basic law of life.

3. Respect the wisdom of people in council. Once you give an idea it no longer belongs to you; it belongs to everybody.

4. Be truthful at all times.

5. Always treat your guests with honour and consideration. Give your best food and comforts to your guests.

6. The hurt of one is the hurt of all. The honour of one is the honour of all.

7. Receive strangers and outsiders kindly.

8. All races are children of the Creator and must be respected.

9. To serve others, to be of some use to family, community, or nation is one of the main purposes for which people are created. True happiness comes to those who dedicate their lives to the service of others.

10. Observe moderation and balance in all things.

11. Know those things that lead to your well-being and those things that lead to your destruction.

12. Listen to and follow the guidance given to your heart. Expect guidance to come in many forms: prayer; dreams; solitude; and, the words and actions of Elders and friends.

Source

"Traditional Indian Code of Ethics", Four Worlds Development Project, University of Lethbridge, Alberta, 1982.

Culture

There are diverse definitions of culture. Culture may be said to be the product of a people's involvement with the processes of education, socialization, and personal and economic development. The development of institutions by a people, and processes of personal interaction with those institutions necessarily affect the cultural perspectives of those people. Political distinctions may determine diverse power relationships inside the group which in turn may affect power relationships and socioeconomic realities with external groups.

Culture may be thought of as the sum of a people's core beliefs and values, their ways of incorporating those beliefs and values through traditions, institutions and practice, and their perception of themselves through oral and written language. The Assembly of First Nations defines culture as the customs, history, values, and languages that make up the heritage of a person or people, which contribute to that person's or people's identity. Whatever the definition of culture, specific reference points in the historical experiences of a people must be included. The social sciences provide some categories for the investigation of culture.

One area for consideration is the relationship between a society and its environment. The society's economic lifestyles which are based upon traditional values and resource development, whether associated with hunting, trapping, fishing, mining, forestry or manufacturing, are keys to understanding culture. Social structures and interactions affect education, family, and community roles of individual members of the society. These, shaped by the environment, often determine aspects of social life such as recreation, physical fitness, moral and spiritual development. Respect for nature and the individual are important to the development of a compassionate, tolerant, and healthy society.

When people interact with nature and each other, they use tools, higher-level thinking skills and language. Indigenous peoples tend to perceive humankind in harmony with nature: non-Indigenous peoples may tend to see nature as a resource for individual or collective gain. In modern times, the philosophies of Indigenous peoples have been applied to problems of waste, pollution, and resource management, giving rise to environmental movements. The relationship between nature and humanity has increasingly become critical to the life of the planet.

Four main components of culture may be said to be people, technology and its objects or products, relationships, and institutions. A culturally-sensitive curricula must respect these aspects of a society and present them accurately, avoiding the pitfalls of anthropological interpretation, bias, stereotyping, and ethnocentrism.

A people's concept or perception of themselves is the most valid form of group identity. Self-determination is a struggle critical to all societies. How a society meets this challenge defines its cultural identity. The retention or loss of traditions, customs, ceremonies, languages, and institutions will determine the identity and culture of future

generations. The retention of traditional aspects of culture allows individuals and students to be aware of their ancestry, and the value and accomplishments of their family, community, and nation. This historical and cultural awareness enhances the concept of self and social worth.

Collective action, whether in a family, community, society, or classroom, influences the development of an individual's beliefs and social skills. Cultural and community interaction is therefore vital if students are to fully develop their potential. That potential strengthens and supplements all aspects of the culture of the student and the society in which the student participates.

When the individual creates products or changes processes, the structure of society is altered, forcing evolutionary changes upon a culture. Technology may be seen as the product. Politics, ethics, law, philosophy, the arts, and religion are some of the processes of change. Cultures evolve in diverse manners depending upon how these products and processes impact upon the individual, the family, the community, and society. Interaction with these processes and products may be positive or negative. It is the function of education, whether it be natural, cultural, social, public or private, to ensure that interactions are positive and productive for both the individual and society.

Source

Based upon "The Need for Multi-Cultural Anti-Racist Education in Northern Saskatchewan Emphasizing Indigenous Cultures" by Linda Goulet, with contributions by Keith Goulet, January, 1987.

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Creation-Nature

Past
Traditions
Customs
Language
Spiritual Beliefs

retention?

Evolution

loss?

Self-Determination

Identity

Change

Future
Products/Arts
Law/Products
Philosophy
Ethics

Creator

Present
Individual/
Generation

Environment

Education

Goals

Society
Community
Institutions
Economy

Education

Recreation

Technology
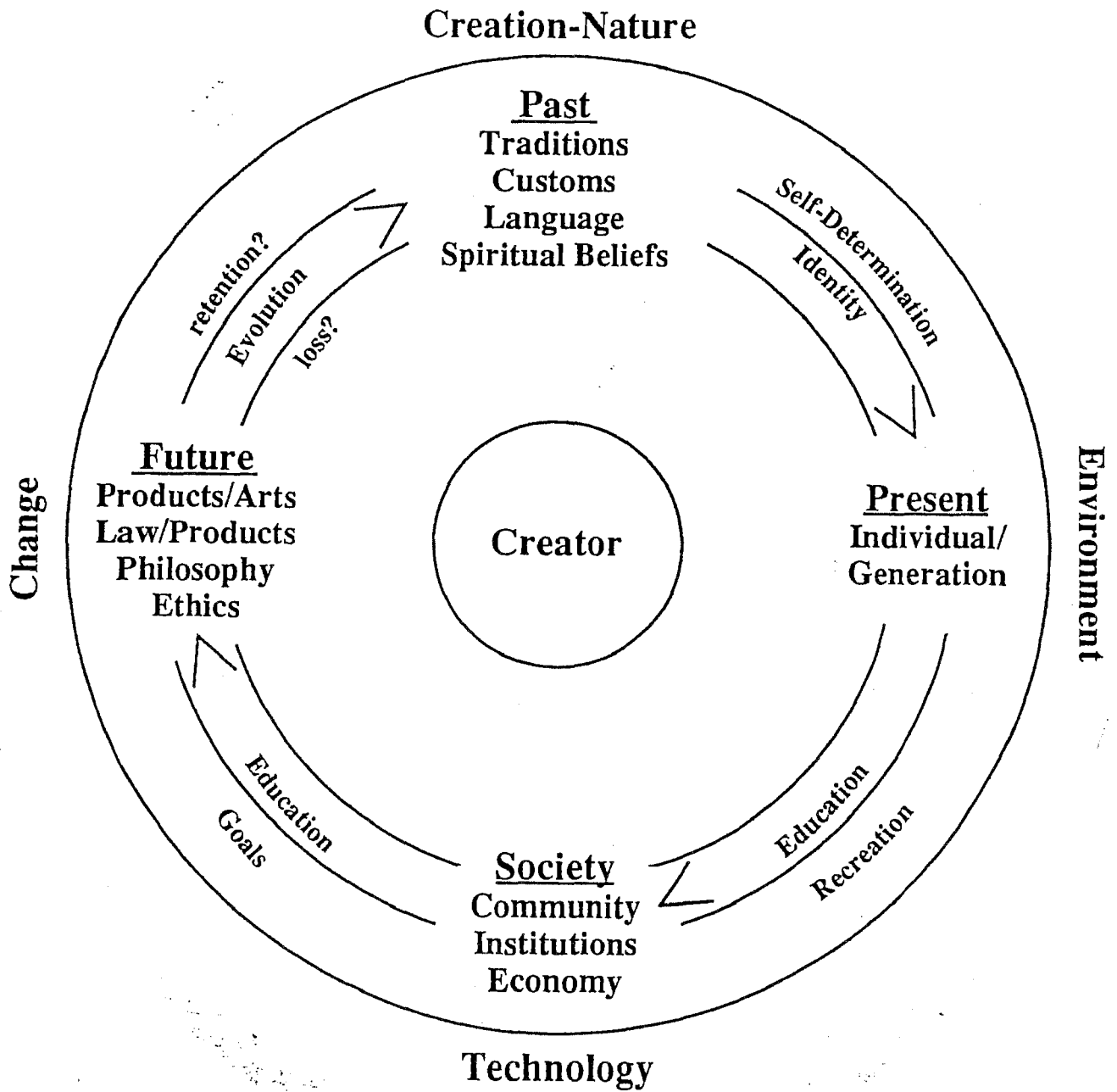
Approaches to Multicultural Curriculum Reform

James Banks' *Multicultural Education: Issues and Perspectives* (1989) identified the following four approaches to multicultural curriculum reform.

The **Contributions Approach** focuses on heroes, holidays, and discrete cultural elements, but does not help students to attain a global view of cultural groups in society.

The **Additive Approach** is accomplished by the addition of content, concepts, themes, and perspectives. A limitation of this approach is that students fail to view society from diverse cultural and ethnic perspectives because the additions selected for study are chosen according to "Mainstream-Centric and Euro-Centric" criteria.

The **Transformation Approach** differs fundamentally from the first two. The emphasis is on how society emerged from a complex synthesis and interaction of diverse cultural elements rather than the ways in which various cultural groups have contributed to society. Students learn to view concepts, issues, events, and themes from several perspectives and points of view.

The **Social Action Approach** requires teachers and students to make decisions on important social issues and take actions to help solve them. It includes all of the elements of the Transformation Approach and empowers students through the development of thinking and decision-making skills.

The four approaches are often blended. In teaching situations the first two approaches are the most common as they are the easiest to use and can serve as a means of moving to more challenging approaches where students are helped to understand cultures accurately and holistically.

Approaches to Multicultural Curriculum Reform

Social Action

Transformation

Additive

Contributions
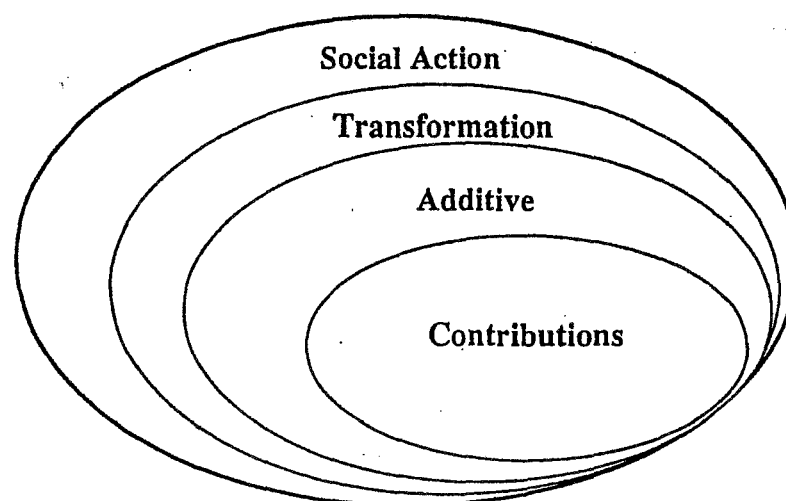
Adapted from *Multicultural Education: Issues and Perspectives* (1989)

Determining what is "appropriate and sufficient" Indian and Métis content and perspectives to integrate in each curriculum depends upon the nature of the curriculum, the relevancy of the content from Indian and Métis perspectives, and the degree to which it adheres to the established principles and guidelines. **Consensus agreement** among all interested parties is required. However, the appropriateness of Indian and Métis content is best determined by the individual communities through the Indian and Métis Education Advisory Committee (IMEAC). The selection of quality resources to support the curricula areas adheres to similar criteria.

Through learning about their own cultures and the cultures of others, all students' cultural awareness may be developed. To address the dual purposes of curriculum reform, the quantity or "sufficiency" of content must enable all students to extend their understandings of the nature, development, and complexity of society. Throughout the process of curriculum development, collaboration among Saskatchewan Education, the IMEAC, and program development teams is required. This cooperation is integral to reach consensus on how best to integrate Indian and Métis content and perspectives into **all** curricula to benefit **all** students.

One of the most important projects for teachers in the next decade will be the development of a critical literacy that incorporates the politics of cultural diversity with a view of pedagogy that recognizes the importance of democratic public life . . . I am arguing for a holistic notion of critical literacy that shapes a school curricula around democratic demands and tradition, that is attentive to critical knowledge that creates webs of possibility within shared conversations, and that encourages pedagogical practices that allow students to see the standpoint of others while recognizing the partial nature of all discourses.

Henry A. Giroux, *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning,* 1988

Ten Ways to Integrate Curriculum

To the young mind everything is individual, stands by itself. By and by, it finds how to join two things and see in them one nature; then three, then three thousand ... discovering roots running under-ground whereby contrary and remote things cohere and flower out from one stem ... The astronomer discovers that geometry, a pure abstraction of the human mind, is the measure of planetary motion. The chemist finds proportions and intelligible method throughout, and science is nothing but the finding of analogy, identity, in the most remote parts.

Robin Fogarty

The mission of both teachers and learners is to help the young mind discover "roots running underground whereby contrary and remote things cohere and flower out from one stem". Educators can achieve this mission, in part, by integrating the curriculum. The 10 models give school faculties a solid foundation for designing curriculums that help their students make valuable connections while learning.

FIGURE 1

HOW TO INTEGRATE THE CURRICULUM

| Fragmented | Connected | Nested | Sequenced | Shared | Webbed | Threaded | Integrated | Immersed | Networked |

Within single disciplines | Across several disciplines | Within and across learners
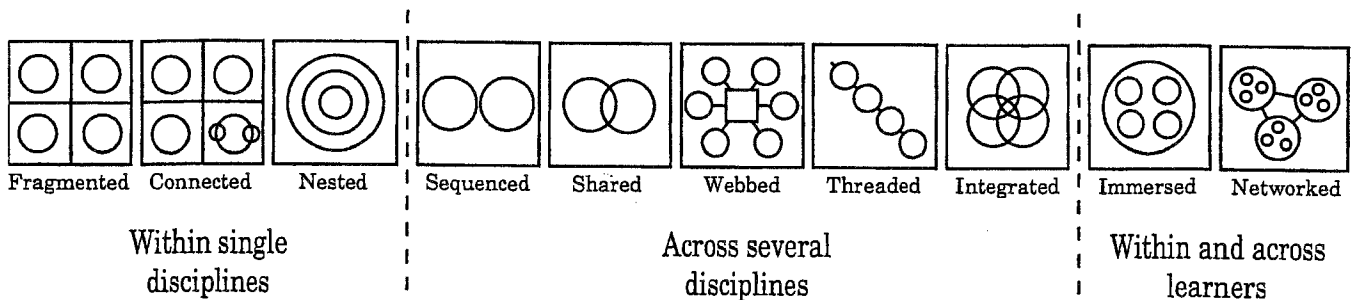
(Note that curriculum integration has been arbitrarily discussed as a linear model. Indigenous perspective would describe curriculum integration as holistic and representative of an expanding circle rather than progression along a line of development.)

Beginning with an explanation *within single disciplines* (the fragmented, connected, and nested models), and continuing with models that integrate *across several disciplines* (the sequenced, shared, webbed, threaded, and integrated models), the continuum ends with models that operate *within* learners themselves (the immersed model) and finally *across* networks" of learners (the network model). Figure 2 briefly describes and provides an example of each of the 10 models that teachers can use to design integrated curriculums.

FIGURE 2

TOWARD AN INTEGRATED CURRICULUM

Ten Views for Integrating the Curriculum: How Do You See It?

1 Fragmented
Periscope—one direction; one sighting; narrow focus on single discipline

Description
The traditional model of separate and distinct disciplines, which fragments the subject areas.

Example
Teacher applies this view in Math, Science, Social Studies, Language Arts OR Sciences, Humanities, Fine and Parctical Arts

2 Connected
Opera glass—details of one discipline; focus on subtleties and interconnections

Description
Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next, and relates idea(s) explicitly.

Example
Teacher relates the concept of fractions to decimals which in tur relates to money, grades, etc.

3 Nested
3-D glasses—multiple dimensions to one scene, topic, or unit

Description
Within each subject area the teacher targets multiple skills: a social skill, a thinking skill, and a content-specific skill.

Example
Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill), and plant life cycle (science content).

4 Sequenced
Eyeglasses—varied internal content framed by broad, related concepts

Description
Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaing separate subjects.

Example
English teacher presents an historical novel depicting a particular period while the History teacher teaches that same historical period.

5 Shared
Binoculars—two disciplines that share overlapping concepts and skills

Description
Shared planning and teaching take place in two disciplines in which overlapping concepts or ideas emerge as organizing elements.

Example
Science and Math teachers use data collection, charting, and graphing as shared concepts that can be team-taught.

6 Webbed
Telescope—broad view of an entire constellation as one theme, webbed to the various elements

Description
A fertile theme is webbed to curriculum contents and disciplines; subjects use the theme to sift out appropriate concepts, topics and ideas.

Example
Teacher presents a simple topical theme, such as the circus, and webs it to the subject areas. A conceptual theme, such as conflict, can be webbed for more depth in the theme approach.

7 Threaded
Magnifying glass—big ideas that magnify all content through a metacurricular approach

Description
The metacurricular approach threads thinking skills, social skills, multiple intelligences, technology, and study skills through the various disciplines.

Example
Teaching staff targets prediction in Reading, Math, and Science lab experiments while Social Studies teacher targets forecasting current events, and thus threads the skill (prediction) across disciplines.

8 Integrated
Kaleidoscope—new patterns and designs that use the basic elements of each discipline

Description
This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model.

Example
In Math, Sciences, Social Studies, Fine Arts, Language Arts, and Practical Arts, teachers look for patterning models and approach content through these patterns.

9 Immersed
Microscope—intensely personal view that allows microscopic explanation as all content is filtered through lens of interest and expertise

Description
The disciplines become part of the learner's lens of expertise; the learner filters all content through this lens and becomes immersed in his or her own experience.

Example
Student or doctoral candidate has an area of expert interest and sees all learning through that lens.

10 Networked
Prism—a view that creates multiple dimensions and directions of focus

Description
Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Example
Architect, while adapting the CAD/CAM technology for design, networks with technical programmers and expands her knowledge base, just as she had traditionally done with interior designers.

The Fragmented Model

The fragmented model, the traditional design for organizing the curriculum, dictates separate and distinct disciplines. This model views the curriculum through a periscope, offering one sighting at a time: one directed focus on a single discipline. Typically, the major academic areas are math, science, language arts, and social studies. Each is seen as a pure entity in and of itself. Relationships between subject - physics and chemistry, for example are only implicitly indicated.

In middle and secondary schools, the disciplines are taught by different teachers in different locations, with students moving from room to room. Each separate encounter has a distinct cellular organization, leaving students with a fragmented view of the

curriculum. A less severe model of fragmentation prevails in elementary classrooms, where the teacher says, "Now, put away your math books, and take out your science packets." The daily schedule shows a distinct time slot for each subject, with topics from two areas only occasionally related intentionally.

A high school student explained the fragmented curriculum like this: "Math isn't science, science isn't English, English isn't history. A subject is something you take once and need never take again. It's like getting a vaccination; I've had my shot of algebra. I'm done with that."

Despite the drawbacks of this traditional model, teachers can use it, individually or with colleagues, by listing and ranking curricular topics, concepts, or skills. In this way, teachers or teacher teams can begin to sift out curricular priorities within their own content areas - a much-needed first step.

The Connected Model

The *connected* model of the integrated curriculum is the view through an opera glass, providing a close-up of the details, subtleties, and interconnections within one discipline. While the disciplines remain separate, this model focuses on making explicit connections within each subject area - connecting one topic, one skill, one concept to the next; connecting one day's work or even one semester's idea, to the next. The key to this model is the deliberate effort to relate ideas within the discipline, rather than assuming that students will automatically understand the connections.

In middle or secondary school, for example, the earth science teacher could relate the geology unit to the astronomy unit by emphasizing the evolutionary nature of each. This similarity between the two units then becomes an organizer for students as they work through both. Teachers help students make connections by explicitly making links between subject areas.

The Nested Model

The *nested* model of integration views the curriculum through three-dimensional glasses, targeting multiple dimensions of a lesson. Nested integration takes advantage of natural combinations. For example, an elementary lesson on the circulatory system could target the concept of systems, as well as facts and understandings about the circulatory system in particular. In addition to this conceptual target, teachers can target the thinking skill cause and effect as well.

Another example might be a lesson in a high school computer science class that targets the CAD/CAM (computer-assisted design/computer-assisted manufacturing) programs. As the students learn the workings of the program, the teacher can target the thinking skill of "envisioning" for explicit exploration and practice. In this nested approach students in the computer class may also be instructed in ergonomics as they design furniture for schools of the future.

The Sequenced Model

The *sequenced* model views the curriculum through eyeglasses: the lenses are separate but connected by a common frame. Although topics or units are taught separately, they are rearranged and sequenced to provide a broad framework for related concepts.

Teachers can arrange topics so that similar units coincide. In the self-contained classroom, for example, *Charlotte's Web* can accompany the unit on spiders. *Johnny Tremaine* can parallel the study of the Revolutionary War. The graphing unit can coincide with data collection in the weather unit. In secondary school, one might synchronize study of the stock market in math class with study of the Depression in history.

John Adams once said, "The textbook is not a moral contract that teachers are obliged to teach children." Following the sequence of the textbook may work well in some cases, but it might make more sense to rearrange the sequence of units in other cases. The new sequence may be more logical if it parallels the presentation of other content *across* disciplines.

The Shared Model

The *shared* model views the curriculum through binoculars, bringing two distinct disciplines together into a single focused image. Using overlapping concepts as organizing elements, this model involves shared planning or teaching in two disciplines.

In middle and secondary schools, cross-departmental partners might plan a unit of study. The two members of the team approach the preliminary planning session with a notion of key concepts, skills, and attitudes traditionally taught in their single-subject approach. As the pair identify priorities, they look for overlaps in content. For example, the literature teacher might select the concept of *The American Dream* as an organizer for a collection of short stories by American authors. At the same time, the history teacher might note that his unit on American history could also use *The American Dream* as a unifying theme. In this way, the literature teacher and the history teacher team up to point out commonalities to students.

Elementary models of shared curriculums may embody standard planning models already in wide use. Typically, whole-language curriculums draw upon many curricular areas. The self-contained classroom teacher might plan a science unit (simple machines) and a social studies unit (the industrial revolution) around the concept of efficiency models. Teachers may ask themselves and each other: "What concepts do these units share?" "Are we teaching similar skills?"

The Webbed Model

The *webbed* model of integration views the curriculum through a telescope, capturing an entire constellation of disciplines at once. Webbed curriculums usually use a fertile theme to integrate subject matter, such as Inventions. Once a cross-departmental team has chosen a theme, the members use it as an overlay to the different subjects.

Inventions, for example, leads to the study of simple machines in science, to reading and writing about inventors in language arts, to designing and building models in industrial arts, to drawing and studying Rube Goldberg contraptions in math, and to making flowcharts in computer technology classes.

In departmental situations, the webbed curricular approach to integration is often achieved through the use of a generic but fertile theme such as Patterns. This concept theme provides rich possibilities for the various disciplines.

While similar conceptual themes such as Patterns provide fertile ground for cross-disciplinary units of study, one can also use a book or a genre of books as the topic to organize the curriculum thematically. For example, fairy tales or dog stories can become catalysts for curricular webbing. Figure 3 shows typical lists for theme development.

The Threaded Model

The *threaded* model of integration views the curriculum through a magnifying glass: the "big ideas" are enlarged throughout all content with a meta-curricular approach. This model threads thinking, social skills, study skills, graphic organizers, technology, and a multiple intelligences approach to learning throughout all disciplines. The threaded model supersedes all subject matter content. For example, "prediction" is a skill used to estimate in mathematics, forecast in current events, anticipate in a novel, and hypothesize in the science lab. Consensus-seeking strategies are used in resolving conflicts in any problem-solving situation.

Using the idea of a meta-curriculum, grade-level or interdepartmental teams can target a set of thinking skills to infuse into existing content priorities. For example, using a thinking skills curriculum, the freshman team might choose to infuse the skill of analysis into each content area.

As thinking skills or social skills are threaded into the content, teachers ask students: "How did you think about that?" "What thinking skill did you find most helpful?" "How well did your group work today?" These processing questions contrast sharply with the usual cognitive questions such as, "What answer did you get?"

Figure 3

Theme Development Ideas For Curricular Webbing

Concepts	Topics	Categories
freedom	The individual	animal stories
cooperation	Society	biographies
challenge	Community	adventure
conflict	Relationships	science fiction
discovery	Global Concerns	the Renaissance
culture	War	Medieval times
change	The Pacific Rim	the Impressionists
argument and evidence	Partnerships	Great Books
perseverance		

Reprinted with permission from *The Mindful School: How to Integrate the Curricula* by Robin Fogarty (Palatine, Ill.: Skylight Publishing Inc. 1991), p. 55.

The Integrated Model

The *integrated* model views the curriculum through a kaleidoscope: interdisciplinary topics are rearranged around overlapping concepts and emergent patterns and designs. Using a cross-disciplinary approach, this model blends the four major disciplines by finding the overlapping skills, concepts, and attitudes in all four. As in the shared model, the integration is a result of sifting related ideas out of subject matter content. The integration sprouts from within the various disciplines, and teachers make matches among them as commonalities emerge.

At the middle or secondary school, an interdisciplinary team discovers they can apply the concept of argument and evidence in math, science, language arts, and social studies. In the elementary classroom, an integrated model that illustrates the critical elements of this approach is the whole language strategy, in which reading, writing, listening, and speaking skills spring from a holistic, literature-based program.

The Immersed Model

The *immersed* model of integration views the curriculum through a microscope. In an intensely personal way, it filters all content through the lens of interest and expertise. In this model, integration takes place *within* learners with little or no outside intervention.

Aficionados, graduate students, doctoral candidates, and post-doctoral fellows are totally immersed in a field of study. They integrate all data by funnelling them through this area of intense interest. For example, a doctoral candidate may be a specialist in the chemical bonding of substances. Even though her field is chemistry, she devours the software programs in computer science classes so she can simulate lab experiments,

saving days of tedious labwork. She learns patent law in order to protect the ideas for her company and to avoid liability cases.

Likewise, a 6-year-old writes incessantly about butterflies, spiders, insects, and creepy-crawlies of all sorts. Her artwork is modeled on the symmetrical design of ladybugs and the patterns of butterflies. She counts, mounts, and frames bugs; she even sings about them. Her interest in insect biology is already consuming her. The books she chooses reflect her internal integration of information around her pet subject.

An immersed learner might say, "It is a labour of love. It seems that everything I *choose* to pursue with any fervour is directly related to my field." Just as writers record notes and artists make sketches, immersed learners are constantly making connections to their subjects.

The Networked Model

The *networked* model of integration views the curriculum through a prism, creating multiple dimensions and directions of focus. Like a three- or four-way conference call it provides various avenues of exploration and explanation. In this model, learners direct the integration process. Only the learners themselves, knowing the intricacies and dimensions of their field, can target the necessary resources, as they reach out within and across their areas of specialization.

Using the Models

Whether you are working alone, with partners, or in teams, the 10 organizers presented here can function as useful prototypes. In fact, a faculty can easily work with them over time to develop an integrated curriculum throughout the school. Each staff member or team might choose one model to work with each semester. As teachers begin the conversation about integrating the curriculum, they can work with the models to explore the connections within and across disciplines, and within and across learners.

These models are just beginnings. Teachers should go on to invent their own designs for integrating the curriculum. The process itself never ends. It's a cycle that offers renewed energy to each school year as teachers help the young mind discover "roots running underground whereby contrary and remote things cohere and flower out from one stem."

Author's note: For more information about the models described here, please see my book *The Mindful School: How to Integrate the Curricula* (Palatine, Ill.: Skylight Publishing, Inc.), from which this article was adapted.

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Gender Equity Perspective

Reprinted from *Gender Equity Policy and Guidelines for Implementation.*

Gender equity is defined as: the provision of equality of opportunity and the realization of equality of results for all students based on individual aptitudes, abilities and interests, regardless of gender.

Why Gender Equity?

Saskatchewan Education's *Gender Equity Policy and Guidelines for Implementation* grew out of a recognition that gender bias is detrimental for students, for communities and for society as a whole. It limits individuals' personal growth and career opportunities, and restricts the social and economic contributions of people of both genders.

Some reasons for making achievement of gender equity an objective of Saskatchewan's educational system are:

- To further the basic Goals of Education in Saskatchewan which are intended to develop the potential of each person to the fullest extent.

- To provide basic human rights to all students. Both the Canadian Charter of Rights and Freedoms and the Saskatchewan Human Rights Code prohibit discrimination in education and employment on the basis of gender.

- To provide an example of fairness and justice to students and to the community, because students learn by observing the world around them as well as through direct instruction.

- To promote the economic and social development of Saskatchewan and of Canada by ensuring that all individuals are equipped to contribute to the maximum of their ability.

Saskatchewan's educational system has recently developed a new Core Curriculum. Implementing gender equity at the same time as Core Curriculum will mean that gender equity becomes a part of the overall curriculum plan and of individual courses of study.

Basic Principles of Gender Equity

The principles which follow are fundamental to achieving gender equity. They provide a basis for planning and action by teachers, schools, school divisions, educational organizations and communities.

- Students have a right to a learning environment that is gender-equitable.

- Students, in consultation with their families, have a right to make individual decisions about the roles, programs of study and careers that are appropriate for

them. The school can help students choose by making them aware of the many, varied options available.

- Attitudes and behaviours which contribute to gender equity are learned and therefore can be taught to both students and teachers.

- Female and male students have had different experiences in school and in society and thus may have different ways of learning. In a gender-equitable educational system, all ways of learning are respected equally.

- Achieving gender equity will require the examination of all aspects of the school environment and may necessitate change in many of them.

- Language influences the way in which people understand and interpret the world around them. Therefore, language which includes both genders and gives them equal status is important to achieving gender equity.

- To a large extent, teachers structure what happens in classrooms. Therefore, it is vitally important that they have the skills and attitudes necessary to create gender-equitable classrooms.

- Because students observe and imitate the behaviour of others, role-models are very important. Teachers, administrators and other school staff are very powerful role-models.

- Achieving gender equity is an ongoing task that will require effort and energy over the years.

- Achieving gender equity will require cooperation between students, teachers, educational organizations and communities.

Policy

All curricula developed by Saskatchewan Education shall be gender-equitable. Assisting students to be aware of gender bias is one of Saskatchewan Education's curriculum objectives. Saskatchewan Education encourages schools and school divisions that prepare locally developed courses and alternative education programs to ensure that these curricula are gender-equitable and to also make awareness of gender bias a curriculum objective.

Resource Materials

Resource materials are the books, videos, filmstrips, computer software, assessment instruments, and other materials used during instruction as well as the materials in the school resource centre.

Gender-equitable resource materials:

- are written in language which includes both genders
- present the experiences and viewpoints of both genders
- show males and females as having a wide range of abilities, personality characteristics and emotions
- show both genders as being equal; neither is consistently subservient nor dominant
- show benefits and privileges being assigned on the basis of ability and individual preference, rather than gender

Policy

Saskatchewan Education considers fair and equitable treatment of the genders to be an important criterion when evaluating resource materials and recommending them for use in the schools. Saskatchewan Education encourages schools and school divisions to also consider fair and equitable treatment of the genders as an important criterion when selecting classroom and library materials, and to design instruction so that students develop the ability to recognize bias in the materials they read, view and hear.

Instructional and Assessment Practices

Instructional practices are the interactions that take place between teachers and students, the strategies that teachers use when teaching the various subjects, and the assessment techniques that teachers use to evaluate student progress.

Instructional and assessment practices which offer equal opportunity to both genders:

- give all students equal amount and types of teacher attention, praise and encouragement;
- use the same criteria when evaluating female and male students; and,
- create an expectation that both male and female students will do their best in all subject areas.

Policy

Saskatchewan Education shall provide leadership to schools and school divisions in promoting development and use of gender-equitable instructional and assessment practices. Saskatchewan Education encourages schools and school divisions to ensure that all instructional and assessment practices are based on students' individual aptitudes, abilities, interests, and needs, not on their gender.

School Environment

School environment refers both to the school's physical environment and to the atmosphere or feeling which gives each school (and school system) its unique character.

A gender-equitable school environment:

*   makes it clear that both genders have equal ability and potential;
*   treats students and staff of both genders with the same dignity and respect.

Policy

Saskatchewan Education endeavours to create a gender-equitable environment at all levels of the Department. Saskatchewan Education encourages schools and school divisions to ensure that school environments are gender-equitable and that students and school staff of both genders are given a wide range of opportunities and treated with the same dignity and respect.

The use of gender varies among sources quoted within the Native Studies 20 Resource Guides. There is a marked tendency for historical articles and commentaries to be distinctly male-oriented because of language differences. Many Aboriginal languages do not refer to the Creator by gender; however, when spiritual concepts are translated into English and other European languages, a gender bias is attached to the original concepts. The Dakota speak of the Creator as Grandfather (Tunkašila) or man (ulicaša ulica). The female identifier is used in specific instances. It is interesting that the Dakota term for humanity is the same as their term for man, wicaša wica. The concept of the Creator is not based upon a hierarchical model of authority; however, that impression is created by translation. Equity appears in the balanced roles of men and women in the Indigenous family and society.

Material has been written so as to avoid gender bias. The understanding and recognition of gender bias on the part of all students is essential. It is appropriate to analyze and discuss articles presented in this Native Studies curriculum for gender bias.

Students should be made aware of gender bias whenever and wherever it occurs. They should be aware of the perspectives and roles of women within the historical and cultural experiences of a people. Often the only data collected, presented and analyzed focuses upon the perspectives and roles of males in a society. A balance of female and male perspectives and roles supports the principles of Indian philosophy, and symbolism of the Sacred Circle.

For More Information

A copy of the complete *Gender Equity Policy and Guidelines for Implementation* has been distributed to every school in the province. To read the full policy or to discuss what gender equity means for your school or your community contact your local school principal.

The Adaptive Dimension

The Adaptive Dimension is an essential part of all educational programs. It is defined as the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student.

The essence of the Adaptive Dimension rests in the phrase "seeking alternative ways". Offering students alternative access to, and expression of, knowledge, facilitates their participation in learning just as an inviting and open instructional method encourages the participation of all students and the sharing of personal and diverse cultural experiences and knowledge. This is especially critical in the teaching of Native Studies which focuses on the knowledge, beliefs, practices, situations, and values of diverse Indigenous peoples.

The Adaptive Dimension is used to: maximize student independence; facilitate integration; maximize generalization and transfer; lessen discrepancies between achievement and ability; promote a love of learning, confidence, a positive self-image, a feeling of belonging, and subsequent participation.

Some general guidelines for adaptation follow:

• Alter the pace of the lesson to ensure that students understand the concept being presented or are being challenged by the presentation. Provide students with time to explore, create, question, and experience as they learn.

• Monitor the use of vocabulary and Native Studies terminology. It is possible to use advanced, simple and Native Studies specific vocabulary in the same lesson by incorporating these words and expressions into single sentences or readings.

• Consider becoming a storyteller of resource materials rather than having students independently responsible for the reading of materials. Share the reading of resources as a class or place the content on an audio-cassette. Allow students to create a dramatic reading of the content on audio-cassette or videotape.

• Alter the method of instruction and student assessment to meet the needs of the individual.

• Alter the setting so that the student may benefit more fully from the instruction and use diverse instructors.

• Change the materials and resources so that they enhance rather than impede learning.

• Have advanced or challenging tasks available for students who have become proficient.

It is intended that the Common Essential Learnings (C.E.L.s) be developed and evaluated within Native Studies subject areas. In order to explicitly demonstrate how the C.E.L.s have been incorporated into instruction, specific learning objectives which relate to the C.E.L.s have been identified in the Sample Lessons in the Unit Overviews section of this guide. Many of the skills, abilities, and understandings required for one or more of the six C.E.L. categories may contribute to the development of others (Communication, Numeracy, Critical and Creative Thinking, Technological Literacy, Personal and Social Values and Skills, and Independent Learning). For further information refer to *Understanding the Common Essential Learnings*, Saskatchewan Education, 1988.
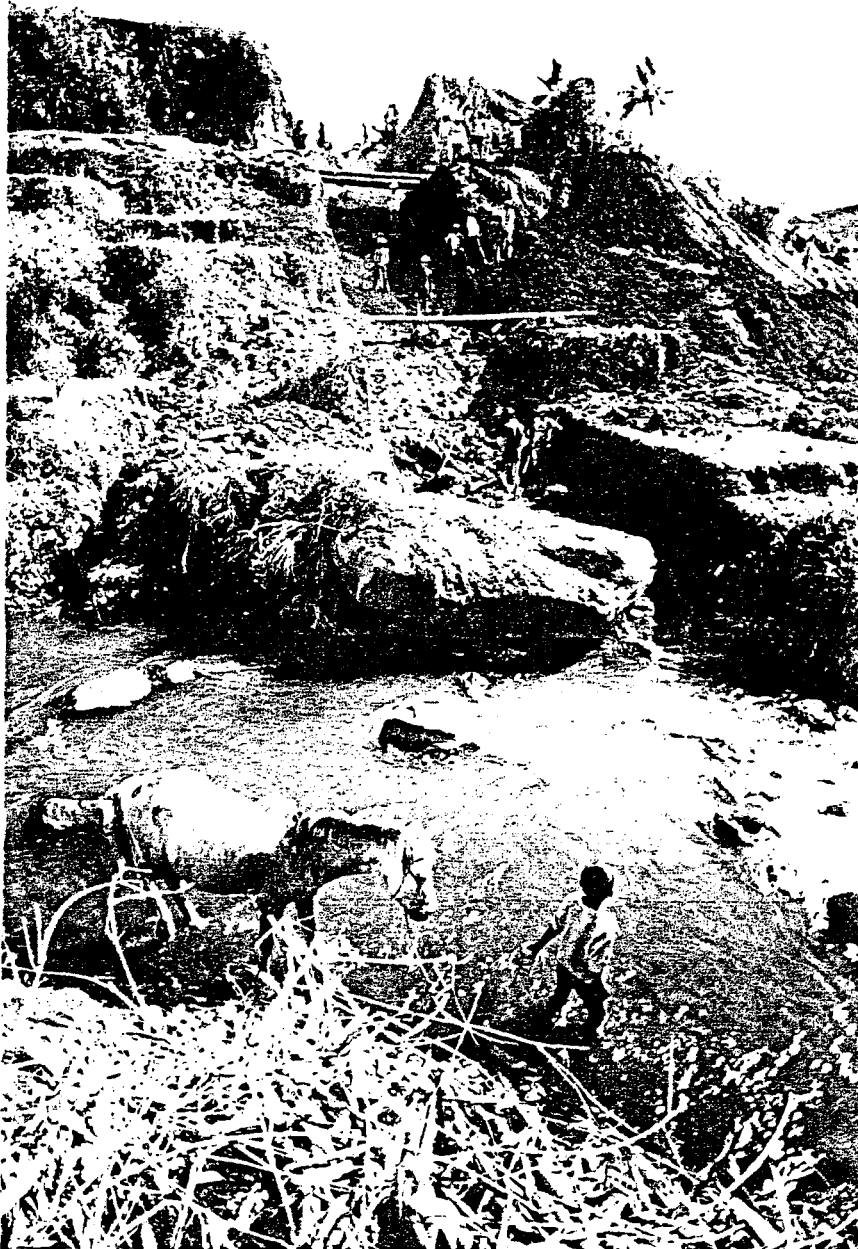
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Resource-Based Learning

Resource-based learning refers to a broad approach to instruction, in which children are actively and meaningfully engaged in the use of print, non-print and human resources.

> Where resource-based programs are in place, the classroom teacher assesses the needs, abilities and interests of individual students and attempts to meet them by matching the child with the appropriate resources. The strength of resource-based education is in its flexibility and in the number of options it offers to both the student and teacher who are striving to achieve educational objectives. *(The 4th R,* 1986)

The most successful resource-based learning programs have as their foundation, a school learning resource centre staffed by a professionally trained teacher-librarian. An effective learning resource centre:

- is an integral part of a school's instructional program;
- promotes the development of literacy in print and non-print media through resource-based learning;
- promotes cooperative planning and teaching;
- contributes to the development of independent life-long learning;
- promotes reading as a life-long leisure activity.

Effective learning resource centre programs are dependent upon:

- an inviting and functional facility;
- qualified professional and support staff;
- a collection which offers a variety of cultural perspectives on chosen topics
- a collection which meets needs, interests and abilities of students and staff;
- a budget adequate to support the instructional needs of the school;
- support, direction and coordination at the division level and at the provincial level.

For detailed information about learning resource centre development, refer to the Saskatchewan Education publications *Resource-Based Learning: Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centres* 1987, and *Learning Resource Centres in Saskatchewan: A Guide for Development,* 1988.

The role of the learning resource centre within a resource-based learning program is to ensure that students and staff become more effective users of information and ideas. The learning resource centre provides adequate information to enable students to learn in a holistic manner, and to develop understanding of varied points of view. The teacher, in cooperation with the teacher-librarian, plans units and assignments which bring students together with resources. It is the teacher-librarian who can change the teacher's solitary curriculum planning into a more broadly based and cooperative venture.

The teacher-librarian is ideally positioned for this role as a member of a large or small curriculum planning team. First, as a regular member of the school staff, the teacher-librarian has first-hand, intimate knowledge of the school setting; school curriculum policies; principal expectations; teacher predilections, interests and non-interests; available facilities and materials. Second, the teacher-librarian has expert knowledge of prescribed curriculum and of available print and non-print resource materials. When knowledge of the curriculum planning process is added to this already substantial body of expertise, the teacher-librarian is in a position not only to respond to teacher requests for help in curriculum planning, but also to go beyond teacher requests and make suggestions that can improve the curriculum planning process. (Oberg, 1986)

In order to become independent learners students need intellectual as well as physical access to resources. Teachers who use a resource-based approach plan projects which incorporate the skills and abilities for handling information. The emphasis throughout is on helping students to:

- choose resources that appeal to individual learning styles;
- choose resources appropriate to individual ability;
- try activities in a number of learning styles;
- ask effective questions;
- critically analyze and interpret information;
- process and present information.

Student choice plays a major role in increasing students' autonomy and in increasing their ability to think critically and creatively. The type and number of choices that students make depends upon their age and upon their previous experience in making decisions. In a resource-based program, one of the teacher's goals is to increase students' ability to make decisions by gradually increasing the number and complexity of choices students are required to make. In a resource-based program students may make choices about any or all of the following items:

- the topic to be studied;
- the resources to be used;
- the value and worth of information from different sources
- the way in which work will be shared within a learning group;
- methods of presentation;
- the type of evaluation which will be used for a particular assignment.

By encouraging students to make choices about their own learning teachers are modelling partnership - one of the foundations of resource-based learning. Student/teacher partnership becomes increasingly rich over time as students gradually assume more responsibility for their own learning. Eventually, modelling and an environment supportive of independent learning are more important than direct teacher guidance, because students have the skills and abilities to plan and conduct their own research.

A factor in determining the success of resource-based programs is the learning environment. When the atmosphere is one in which students' opinions are valued, their questions are welcomed, and cooperation is encouraged, students come to prize curiosity and self-direction. They come to see themselves as knowers as well as learners. Their positive self-concept is enhanced and they are further motivated to learn independently.

Another consideration is the quality of cooperation which exists between and among staff members. Healthy resource centre programs require visible administrative support. Team teaching and cooperative planning are the essence of a resource-based approach. Teacher and teacher-librarian or teacher and teacher work together to create resource-based units and assignments. Teachers and teacher-librarians collaborate to identify abilities and attitudes and to ensure that they are systematically incorporated into student projects. Trust, communication and sharing of expertise is therefore necessary to good resource-based teaching. Collection building, too, should be cooperative. When teachers and students are regularly asked for specific resources to be added to the collection, they are likely to be strongly motivated to use them for teaching, learning and recreation.

Cooperative learning methods such as team learning, jigsawing, and brainstorming are highly effective methods in resource-based teaching. Classroom teacher and teacher-librarian or classroom teacher and classroom teacher work as a team to:

- present the unit or assignment to the class;
- work with students to explore a focus for research;
- teach and reinforce the skills, abilities and attitudes for researching a chosen focus;
- monitor student progress, and assist groups and individuals in such things as group processes, use of tools for accessing information, use of production equipment, creative exploration of a topic, critical analysis of media, and presentation techniques; and,
- evaluate the success of students and of the unit or assignment, and plan for subsequent teaching and improvement.

Student Evaluation

Resource-based units and assignments require appropriate evaluation techniques. An evaluation program suitable to the learning processes of resource-based teaching would include such techniques as:
- student checklists
- interviews
- journal records
- observations
- participation charts
- student folders/scrapbooks
- peer evaluation
- questionnaire
- student self-evaluation

Further information may be found in Saskatchewan Education's document *A Teacher Handbook on Student Evaluation* (1991).

In the sections which follow, each of the Common Essential Learnings and the role that the learning resource centre can play in its development is discussed.

Independent Learning

Independent Learning focuses on creation of the opportunities and experiences necessary for students to become capable, self-reliant, self-motivated and life-long learners. The goals of this C.E.L. are:

- To support the development of a positive disposition to life-long learning;
- To develop students' ability to meet their own learning needs;
- To develop students' abilities to access knowledge.

The link between resource-based learning and independent learning is very strong. As students progress through the grades they become more sophisticated in their ability to locate, analyze and synthesize information. The range of choices that they make becomes broader. They progress from making choices about the information sources they will use, to assessing the validity of specific data, to deciding what topics they will study. Ultimately, they are able to assume responsibility for their own learning.

As students become independent learners, they:

- are self-reliant. They demonstrate a growing independence and responsibility for their own learning;
- are self-motivated. They actively participate in their own learning;
- demonstrate a love of learning - the desire to learn for the sake of learning;
- are able to find, retrieve, process, use and evaluate information from a number and variety of sources; and,
- are able to use a variety of approaches and methods in learning, which correspond to each individual's unique learning patterns.

Students who are independent learners have developed these characteristics, at least partially, because they have had opportunities to make increasingly complex decisions about aspects of their own learning.

A school-based continuum of information processing skills and abilities is one component of a resource-based learning program. The continuum moves from those skills and abilities that are largely teacher-directed to those which are almost totally student-directed. The continuum provides guidance for teachers and should be based upon objectives in curriculum guides.

Other factors contribute to the development of independent learners. Classroom and school environment is important. An atmosphere which makes it clear to students that they will be expected to gradually assume responsibility for their own learning - one in which self-direction is praised and valued - is highly conducive to independent learning.

Small-group learning encourages students to see each other as resources, to work cooperatively on learning tasks, and to support one another's efforts. Similarly, a teaching style which encourages students to pose questions, to find answers, and to solve problems helps them develop confidence both in their own abilities as learners and in their ability to use systematic and planned processes to answer questions. Students who can think critically are better equipped to apply new information to what they already know.

Resource-based learning, with its emphasis on finding the answers for oneself and using individual and group initiative, leads naturally to classroom environments and teaching styles that develop independent learners.

Communication

Communication, or language across the curriculum, as it is sometimes called, promotes students' learning of school subjects by improving their language abilities within each subject.

Students develop language ability by reading, writing, speaking and listening. In order to make ideas their own, to reconstruct knowledge and to construct new knowledge, children need to use language in a variety of contexts. Resource-based learning greatly facilitates communication because students are involved with a range of print, non-print and human resources and therefore have opportunities to experience language in different ways. When cooperative small-group learning is part of learning with resources, students develop confidence in expression and develop their ideas more richly through dialogue. When students are encouraged to present information in a variety of ways, they learn that many different media and many different techniques can be used to communicate with others.

Critical and Creative Thinking

The goal of Critical and Creative Thinking is to develop individuals who value knowledge, learning and the creative process, who can and will think for themselves, yet recognize the limits of individual reflection and the need to contribute to and build upon mutual understandings of social situations.

Effective critical thinking is based upon the ability to make judgements, to evaluate, and to analyze. All of these abilities are developed through resource-based learning programs. In such programs students are constantly required to analyze, evaluate, and make decisions about many aspects of their own learning.

Creative thinking does not originate in a vacuum. In order to think creatively, students need a mental pool of concepts, ideas and images to sort, restructure and reorganize. The pool of images and ideas that form the basis of creative thinking becomes richer when students hear, view, and read a wide range of materials in many different formats a range of materials that is best provided through resource-based learning programs.

Creative thinking often means using an old idea or technique in a new way; it means interpreting basic principles and concepts such as those of design, music, or history in ways that appear fresh and unique; it means coming at a familiar problem from a different perspective so that an unexpected solution emerges. Open-minded inquiry learning provides a framework for this type of creative problem solving.

Technological Literacy

The main goal of Technological Literacy is to develop individuals who understand how technology and society influence one another and who are able to use this knowledge in their everyday decision-making. It is intended to help students think critically and creatively about this particular aspect of society. When students obtain information and opinions about the relationship between technology and society from a wide range of print and non-print sources, they have a foundation upon which to base their own opinions and decisions.

Resource-based learning helps facilitate technological literacy in another way. Student choice and decision-making are fundamental to resource-based learning. Students are required to make dozens of choices, both large and small, every day. These everyday activities give them experience in the skills of decision-making - weighing pros and cons, identifying alternatives and looking beyond the surface. These experiences provide students with attitudes and abilities for making their own choices and decisions about technology.

As they become literate in the use of print and non-print materials, understanding that all resources are constructs born of the biases and beliefs of authors, illustrators, and society as a whole, students can see the implicit as well as explicit messages transmitted by these resources. In addition, students understand the role of media in both producing and reproducing culture.

Personal and Social Values and Skills

The goal of this Common Essential Learning is to assist in the development of compassionate and fair-minded individuals who can make positive contributions to society as individuals and as members of groups. This C.E.L. is critical to the successful implementation of Native Studies curricula which focus upon cultural and social beliefs, values and practices.

One of the most important ways that resource-based learning fosters this C.E.L. is through the creation of a cooperative atmosphere. Teachers and students together assume responsibility for making decisions about students' learning. Students are often encouraged to work in pairs or groups to locate, analyze and summarize information and to prepare presentations. In this way they learn to share responsibilities, to work in positive interdependence while respecting the rights of others, and to understand the dimensions and abilities of others. The partnership model provided by classroom teacher and teacher-librarian in a resource-based environment is fundamental to students' own growth in learning partnerships. Cooperative group learning and decision-making is basic to the implementation of Native Studies curricula and the achievement of its aim and goals.

In addition, students who are involved with a wide range of resources learn that there are many different viewpoints in the world. They learn to weigh and consider these various viewpoints and to respect that others' viewpoints may be as valid as their own.

Whether students work alone or in groups, managing oneself and one's personal resources of time and energy are important personal abilities - abilities which are an integral part of independent learning. Resource-based learning develops these skills as it helps students grow toward self-reliance as learners.

Numeracy

The goal of Numeracy is to develop individuals who can cope confidently and competently with everyday situations demanding the use of mathematical concepts, as well as to develop students' ability to use new concepts when necessary.

Students make mathematical concepts truly their own by applying them in many different situations and circumstances. Resource-based learning contributes to this process because it takes numeracy beyond the textbook and provides games, software, manipulative objects, statistical information, maps, and other resources which allow students to use basic numerical concepts in many different ways.

Conclusion

Resource-based learning can contribute to the development of all six C.E.L.s. Its greatest contribution, however, is to Independent Learning. Resource-based learning, with its emphasis on locating, evaluating, analyzing and synthesizing information, and its focus on the interdisciplinary nature of knowledge and the cooperation of learners in constructing knowledge, develops attitudes and abilities which students can use throughout their lifetime. The rapidly changing nature of society means that factual knowledge and specific job-related skills learned today may be obsolete tomorrow. In this situation, helping students to take responsibility for their own learning is the best way to assist them to direct their lives in a changing world.

References

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Oberg, Antoinette. (1986) The school librarian and the classroom teacher: Partners in curriculum planning. *Emergency Librarian, (1),* 9-14.

Understanding the common essential learnings: A handbook for teachers. (1988) Regina: Saskatchewan Education.

Building a Collection of Resources to Support Units of Study

The units that individual teachers organize generally require students to research a variety of topics and sub-topics. Units vary in depth, complexity and emphasis depending upon the ages and interests of students. A range of resources to support each of these topics is necessary if effective resource-based instruction is to occur.

When assessing the collection of resources available to support any particular unit of study, teachers should ask the following questions:
* Have the students collected and evaluated the resources for bias and racism?
* Are there enough items in the collection to meet the immediate and anticipated needs of students? Students shouldn't be competing for resources.
* Is information presented from different perspectives in order to provide for students who have different interests or learning styles and to give students the opportunity to critically analyze data sources?
* Is there a diversity of formats (both print and audiovisual materials)?
* Are the materials up-to-date?
* Do the materials have high student appeal?
* Are the number of duplicate copies appropriate for students' usage patterns (not too many or too few)?
* Are the reading/viewing and listening levels appropriate for students of different abilities?
* If students are using data bases (remote or CD-ROM) are there enough terminals to accommodate demand?

The Public Library

The public library system is another source from which materials may be borrowed. Saskatchewan has one of the best public library systems in Canada. A network of regional and branch libraries reaches most communities in the province. The public system should not be considered a replacement for good school library service, but in some cases it can supplement the resources available from the school, especially in the provision of films, videotapes, compact disks and software programs for computers.

The public system can use interlibrary loan to obtain appropriate information from science libraries anywhere in Canada. Since it takes between two and four weeks to process an interlibrary loan request, planning ahead is important. Good communication between school and public library staff is very important to students' success in using the public library.

Free and Inexpensive Materials

The vertical file and picture file are important sources of information. Vertical and picture files are low cost and also a good way of providing current information on popular topics. The importance of using up-to-date materials in all subject areas, especially Native Studies, cannot be over-emphasized.

The sources from which free vertical file material may be obtained are almost unlimited. Some are listed below.

- Daily and Aboriginal newspapers. Relevant news articles and features can be clipped for inclusion in the vertical file. These accumulate quickly so the file should be weeded on an ongoing basis and outdated articles discarded.

- Donated magazines. Ask parents for back issues of current events, wildlife and travel magazines. Clip relevant articles, label and date them, and file them in the appropriate file.

- Industries and manufacturers. For example, farm equipment manufacturers usually produce pamphlets and promotional material that describe their machinery.

- Embassies and consulates of foreign countries. Most embassies are willing to provide information on the country they represent. Information is often in the form of pamphlets, booklets and posters. Addresses of embassies and consulates can be found in most standard Canadian almanacs such as the *Corpus Almanac of Canada* or the *Canadian Almanac and Directory*.

- provincial and federal government departments. Government departments which deal with tourism, agriculture, natural resources, parks or health usually produce colourful, informative brochures on a variety of topics. Addresses of the central offices of many government departments appear in the blue pages of the phone book. As well, many provincial government departments have regional offices which are listed in local phone books. Refer to Indian Affairs *In Print* catalogue.

- travel agents. Travel agents may donate posters and brochures to the school. These often have beautiful pictures of cities or natural features which can be mounted and used in Native Studies, social studies, or language arts classes.

- local businesses. Farm equipment dealers, auto dealers, banks, hardware stores and industries of various types often have brochures available that describe the products or services they sell.

- Aboriginal representative and rights organizations.

Obtaining materials for inclusion in the vertical or picture files shouldn't be viewed as the teacher's responsibility only. Students should be active participants in the process. Indeed, searching for information in the community is a requirement of the new Health program. **Involving students in the acquisition of materials has numerous educational advantages including:**

- teaching students about sources from which information may be obtained.
- giving students practice in writing letters, making phone calls and requesting materials in person.
- helping students distinguish between relevant and irrelevant, current and outdated information.
- giving students a sense of responsibility for their own learning.
- teaching students to identify biased and racist resources.

Buying Materials

Saskatchewan Education Bibliographies

Each year the school will buy a certain number of new materials for the resource centre. There are several ways in which new materials may be identified. The Instructional Resources Branch of Saskatchewan Education produces bibliographies of materials recommended for use in particular subject areas at specific grade levels. All materials listed in the bibliographies have been reviewed and evaluated by practising teachers. A descriptive annotation and full ordering information are provided. Usually, two free copies of these bibliographies are mailed to every school at the time of publication. Additional copies of bibliographies can be purchased from:

The Saskatchewan Book Bureau
1330 Winnipeg Street
Regina, Saskatchewan
S4T 1J8
(306) 787-5987

Refer specifically to the Native Studies curricula Resource Bibliographies. The *Indian and Métis Education Policy from Kindergarten to Grade 12* of Saskatchewan Education supports the integration of Indian and Métis content and perspectives across the curricula. This is reflected in relevant resources being integrated into the bibliographies of subject areas other than Native Studies. Refer to the bibliographies and educational resource kits available in Social Studies, Arts Education, English Language Arts, Science, and Health Education for additional listings of available resources.

Computer Applications

Consider inputting resource readings and case studies for student access and networking. Teachers may have students use word processing programs for the production of essays, reports, and data files. Students with keyboarding experience would find the creation of a case study report much simpler using a computer than a typewriter. Revision and editing are necessarily easier to accomplish on a computer. The assignment need not be produced as hard copy (on paper) at all. Rather, a diskette containing the report provided for the teacher to examine and evaluate the content is sufficient.

Software programs and game simulations of global interactions and development will enhance students' understanding of the interrelatedness of all peoples and things in the world. Consider using these programs in conjunction with the more common board games which examine environmental, human and political development themes.

Students who are poor writers may excel in composition when the opportunity is provided to more readily collect their thoughts, organize their data, and produce a final report using a computer. It is often the time required to produce multiple draft copies of a report or essay that influences students in their choice to run with a first effort, rather than a product representative of their best effort.

The provision of computers loaded with word processing programs will become more practicable over time. Time to write reports and essays in the classroom is already changing into time on school, classroom, and home computers. There may come a time when curriculum could be provided to schools and teachers on computer discs rather in the format of bulky and expensive paper packages. Schools will be able to access curricula by tapping directly into computer library systems at the Book Bureau and Saskatchewan Education. The cost savings to schools for the purchase of instructional resources would be enormous and allow for the implementation of a greater variety and number of curricula.

For more information, refer to *Integrating Computers Into Curriculum and Instruction: A Teacher's Self Study Handbook, Interim Edition,* Saskatchewan Education, June 1991.

Implementation Strategies

An outline of the entire Native Studies 20 program is provided in the curriculum guide. It is up to the educator to set instructional objectives and provide learning activities to achieve the objectives.

In teaching, there is a danger that activities will be taught as isolated events. The educator should become familiar with the materials in all three units of Native Studies 20, with particular attention paid to the Introduction and goals of the program. Should a lesson or activity touch upon an issue or case study in other units, the educator should not hesitate to utilize the related material in follow-up sessions. Issues do not often occur in isolation or affect only one specific group or culture. To model the world in the classroom, it is important that the traditional structuring of lessons which focus upon a specific topic or case, be expanded to relate to similar cases and related topics. Related material and case studies may be examined at a later time. However, the connections should be made by the teacher and students at any appropriate time.

Small group work and independent learning procedures may be enacted to examine related issues and case studies while the larger group continues working on central issues or a major case study. Students might research an issue and find concrete examples of their topic in the case studies, readings, and current resources such as newspapers, magazines, periodicals, television programs, films, etc. A research report with a written summary component, clippings file and/or bibliography of related audio-visual materials might be produced by a student individually or as a group activity. Reporting and discussion techniques will allow the large group to understand the connections of one case to several others. Determining and understanding the commonalities of issues, values and situations will develop the holistic perspective which is a major goal of this program.

Issues and case studies examined and discussed in Native Studies 20 should be selected through a process of negotiation and consensus involving the educator, the students and the community. It is the responsibility of the educator to be sufficiently familiar with the curriculum materials as to facilitate discussions and point out to all involved parties, what is available for curriculum implementation and how specific materials relate to student concerns and community needs. Discussions among the teacher of Native Studies 20, the principal and community members should occur early in the implementation of this curriculum. All parties should be made aware of the issues to be discussed. Community resources should be identified for integration in curriculum implementation, either by bringing the resource into the school, or even better, by allowing the students individually or as a group, to access community resources.

It is necessary for students to become aware of community issues, existing strategies for social change, and support programs and services. This awareness will allow a degree of personal involvement and promote the development of a personal action plan for social change.

Strategies need to be viewed within the context of the entire instructional process. Teaching is a decision-making process. It involves the continual selection of appropriate curriculum content, objectives, strategies, and activities in terms of their effectiveness for student learning and achieving the goals of the program.

Approaches to the curriculum may be issue-oriented or case study-oriented. Particular issues may be discussed and examined using base documents provided in the Student Resource Guide. These issues may then be examined as they have developed in particular cases. The differing coping or resisting strategies of several specific cases can then be examined and judged as to their efficiency in creating social change. Students may modify existing strategies for change, and create new strategies of their own. The students must then participate in the realization of a chosen strategy, whether it already exists or will be developed and implemented by the students.

Curriculum implementation may be case study oriented. Specific situations and strategies for change may then be analyzed and researched: to discover the historical context and bases for the current issue; to discover and relate relevant laws and declarations to the issue; to determine the conflicting values, perspectives and goals which have created the issue of concern; and to understand why certain strategies have been selected to deal with particular issues of concern. The commonalities evident in the case studies will develop a holistic perspective of society and the global environment. The commonalities will raise questions of ethics and cultural priorities, especially where the ethics and priorities of one culture are imposed upon another regardless of the ethics, priorities and concerns of that culture.

Students should attempt to identify local situations which model larger issues. Local case studies are often the most personally relevant and should be integrated whenever possible into the curriculum implementation. Several processes for case study and issue generation and analysis are provided.

Perspectives on Instruction

In the broadest sense, teaching strategies encompass a range of behaviours which a teacher utilizes in order to meet varied instructional needs that are both unique and common to all students. The handbook *Instructional Approaches, a Framework for Professional Practice* (1991) refers to effective instruction as "empowered professional practice in action." It goes on to say that teacher flexibility in adapting curricula to meet a variety of student needs must be nurtured and encouraged. (p. 2) The document further recognizes that successful teaching relates to "the availability of a repertoire of teaching behaviours." (p. 45) By inference, what is known about the uniqueness of Indian and Métis students must be described in terms of appropriate teacher behaviours.

Native Studies 20
Implementation Approaches Model

Concepts/Principles/Values

Base Readings, Legislation, Declarations (Student Resource Guide)

Case Studies (Case Studies and Readings Package, and integrated case studies in Student Resource Guide)

Issues (current concerns and resources)
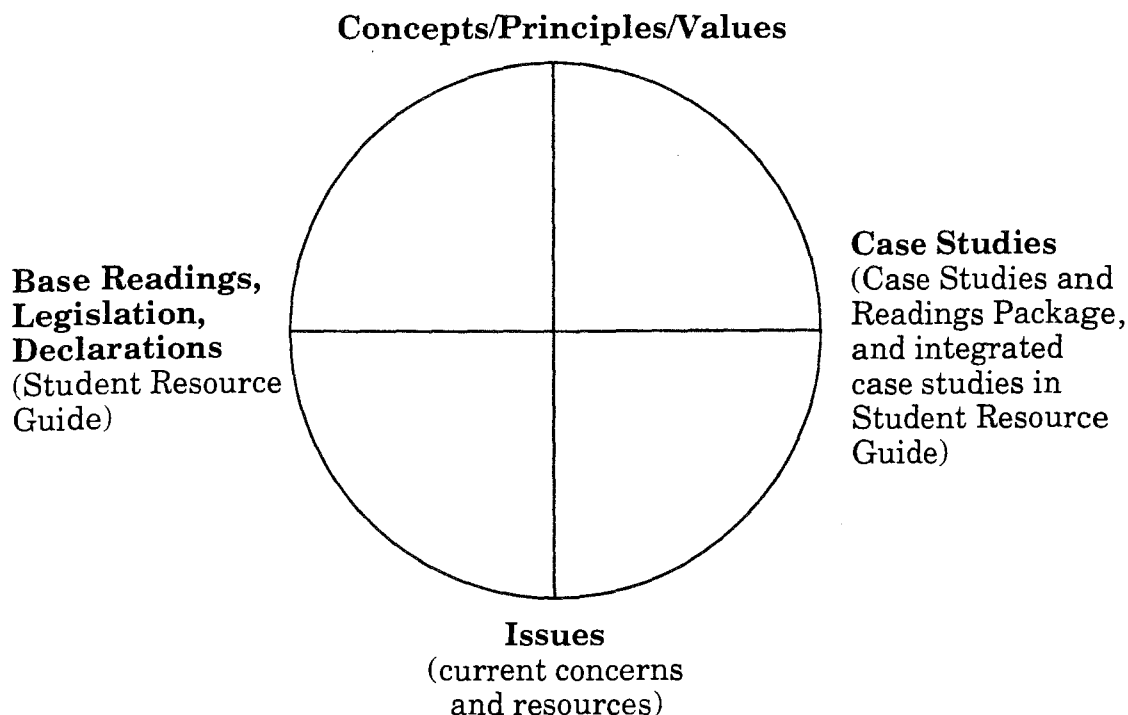
Implementation may originate at any of the four foci within the holistic model, then move in any sequence to the remaining foci. Discussion regarding the implementation process should occur amongst all interested parties: the Native Studies teacher; the students; school staff; the community. A decision reached by consensus supports the principles of Indigenous Nations philosophy and more readily meets the needs of all the parties.

Note that within the Case Studies focus, a class discussion of commonalities amongst the case studies may follow small group examination of a variety of case studies. These commonalities may arise regarding: concepts/principles/values; legislation and declarations; issues; socioeconomic realities; worldview; resistance and protest; and, strategies for change. Consider these areas and any others that students raise during the implementation of the course.

Issues may be webbed across the curriculum as a result of school staff consultations. Student action plans for personal and/or class involvement may become school-based activities centred upon the environment, the needs of the Third and Fourth World peoples, or community development. **Think globally and act locally.**

Case Study Implementation

Case studies, by nature, are specific and exclusionary. However, the aim of Native Studies 20 is to allow students to develop an awareness of the commonalities amongst Indigenous peoples, their common beliefs, values, aspirations, and concerns. It is therefore necessary to utilize the case studies presented and the case study format to facilitate holistic creative and critical thinking.

Students should be encouraged to determine their own issues and develop a case study which is personally relevant or interesting. The case study may be concerned with a current community concern or development. A survey of issues of concern to other students, the school and community would allow students to increase their own awareness and relate their personal perspectives to those of society at large. Case studies could then be developed to examine a specific issue. A needs assessment may be necessary to determine deficiencies and strategies for improvement.

Some components of a comprehensive case study are:

- the beliefs, values, practices, needs and aspirations of the group affected;
- the beliefs, values, practices, needs and aspirations of the dominant group;
- the history of the affected group in dealing with the issue and all related agencies, organizations and governments of the dominant group;
- the key documents and declarations related to the issue;
- the resources, support structures and initiatives that are available or exist inside and outside the affected group;
- strategies for change and improvement whether personal, social, political, economic, educational, local, national, or international;
  - o strategies should reflect the beliefs, values, practices, needs and aspirations of the affected group; and,
- development of a personal action plan for change.

Keep in mind that one person *can* make a difference. One hand-written letter sent to a corporation, organization, or government represents 10 people who were also upset but did not take responsibility and show the initiative to write a complaint. One person's actions are often enough to motivate thousands to care and participate in social change. Students may wish to list examples of individuals who have initiated great changes in society or made great personal contributions to a better world. A journey of a thousand kilometres begins with a single step. It is no longer a time to *Go placidly among the noise and haste and remember what peace there may be in silence.* (Desiderata)

A holistic perspective is best developed by identifying the commonalities amongst diverse peoples and cultures and their concerns. The inter-dependence and inter-connectedness of peoples and societies with one another and the global environment are seen more clearly when comparing diverse cases. Essential truths are to be discovered, seen in practice as they are applied, and internalized by students. The perspectives of diverse peoples, races, cultures and classes, need to be examined. The basis of each perspective must be understood for a process of global reconciliation and development to prosper.

One strategy is to place 4-5 students into a group and assign one case study to each student. Each student is then responsible for digesting the information provided in the curriculum specific to their assigned case study. Related research and the inclusion of current and community resources should be encouraged. Each student becomes responsible for the effective presentation of the case study material to the group. A seminar format may be utilized in small groups or in classroom situations. The issues and values contained in the case study should be presented by the assigned student and then discussed by the group.

Discussion amongst the students in the group should allow for the determination of commonalities and an exchange of strategies for survival, protest and development. One student may identify an experience or practice that would be useful to other students as they represent their own assigned culture or people. This models the exchange that occurs at national and international conferences called to examine specific issues and situations, and to generate co-operative strategies and solutions. The educator may wish to create an *International Conference on ... (poverty, human rights, development, etc.)* as a summative evaluation strategy. This could be held in the classroom or open to the school and community. A day-long schedule of speakers might be followed by a panel discussion of key issues and questioning by the public at large. Guest speakers may be included in the program to focus upon specific programs and strategies for change.

To add interest to this process, assign one student to represent the dominant people or culture. This student may represent a government, corporation, agency or just a member of the dominant group. Questioning why power is applied in a particular place to a particular people and in a particular way, may reveal underlying values and philosophies. Heated discussions may develop as they do in the real world. However, by enforcing group norms, participants would be able to engage themselves in productive discussions and leave the session enlightened and personally motivated, but not angry or abusive towards other group members.

Cooperative Group Norms

- Opportunity for uninterrupted input from all group members.
- Listen carefully to others and one person speaks at a time.
- No putdowns of self or others.
- All ideas offered belong to the group.
- Work toward a consensus.
- Group members try to speak briefly and concisely.
- Once a solution is chosen, all group members provide support.
- All group members participate as learners.

A Sergeant-at-arms or speaker-of-the-group may be assigned to regulate discussion and enforce group norms. Procedures for either of these roles must be determined by the teacher and students prior to the activity.

Another strategy is to utilize a number of case studies as a summative assignment. Allow a student or group to select any 3-5 case studies from all three units of study, and relate them in a presentation or written report. The student may wish to develop and include a new case study. Independent research, recommended readings and community resources could be included in the student's discussion of an issue common to Indigenous peoples.

Strategies for change and a personal action plan should follow the analytical material. These strategies might then be examined on the bases of applicability to specific cases, advantages and disadvantages. Strategies should, if possible, be seen to be implemented by the student, class, school and community. Knowledge does not necessarily lead to action; however, action will internalize knowledge and affect the issue of concern.

Refer to Learning Cooperatively Section.

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Curricula Webbing

Curricula webbing of concepts, materials and activities enhances the holistic perspective and resource-based learning format of Native Studies curricula. Skills and strategies may be supported in all subjects. Note that the use of diverse and current resources focused upon Indigenous peoples and international socio-economic issues enhances resource-based learning which is fundamental to the Native Studies curricula 10-12.

English Language Arts
Readings that consider the countries, peoples, and environments under study. Related writing projects and letter campaigns on social issues of importance to Indigenous peoples support the objectives of this course.

Science
Units that investigate environmental conservation, destruction, sustainable economic development, the rainforest, forestry management pulp mills, mining, toxic waste disposal, greenhouse effect, ozone depletion, wildlife management, hydro-electric dam projects and environmental impact assessments relate to this course.

Mathematics/Numeracy
Activities and exercises that utilize and extrapolate trends from a statistical data base concerning any of the following areas: environmental destruction issues such as rainforest protection, toxic waste dumping, clearcut logging, hydro-electric dam projects (megawatt capacity, costs, square kilometres flooded, impact assessment data); Indigenous population figures; urbanization; land claims settlements; Department of Indian Affairs budget and funding distributions; socio-economic status and Aboriginal education; poverty; Third World debt and World Bank and International Monetary Fund (IMF) loans/projects; export economies; per capita incomes; child welfare and health services; Corrections Canada statistics on Aboriginal over-incarceration; and, effects of Bill C-31 upon individuals, bands, and communities.

Social Studies/History
Units concerning the following countries, regions, and continents and their respective Indigenous peoples identified in Native Studies 20 materials: Canada, United States, Central and South America, Africa, South Africa, Namibia, Tanzania, Zaire, East Timor, Indonesia, Malaysia, India, Scandinavia, Equador, Brazil, Chile, Madagascar, Peru, Mexico, Britain, France, Spain, Portugal, Australia, New Zealand, Hawaii, and West Papua New Guinea.

Units and activities dealing with provincial, national, and international human and Indigenous Rights, racism, ethnocide, genocide, and social justice issues.

Units and activities dealing with Indigenous philosophies and lifestyles, beliefs and values, worldview, cultures, concepts of development, socialization and leadership, sovereignty, self-determination and self-government.

Units and activities concerning economic development, child welfare, urbanization, ecology, colonialism, slavery, treaties, constitutions, inter-cultural contact and conflict, oppression, political representation and institutions, land claims, education, poverty and racism, debt, transnational corporations, World Bank and IMF loans and funding, Amazonia and global rainforests, environmental issues, subsistence exchange and traditional economies, industrialization and technological change, apartheid, Amnesty International, Elders and oral history.

Business Education
Refer to Computer Applications. Units and activities concerned with cooperative entrepreneurship and community development models support Indigenous concepts of socioeconomic development.

Consumer Studies
Selective consumer purchasing has become increasingly important when considering personal finances, poverty, nutrition, and national economies. Today, the practice of selective purchasing and consumer complaint may make a political and personal statement concerning product development and production, use of environmental resources, packaging and waste disposal, corporation and company support for oppressive governments (Apartheid in South Africa), inappropriate practices (baby formula feeding in Third World countries), oppressive labour practices and other social issues.

Home Economics
Units concerning lifestyles, home design, life skills development, foods and nutrition, clothing and culture, families and socialization mechanisms, Canadian family law (child welfare, common law marriage etc.), market economies and consumerism.

Economics
Units and activities concerning local and national economic development, exports and imports, subsistence and traditional economies, poverty and debt apply to all peoples and nations.

Geography
Units and activities investigating global and national physical features and environments are fundamental to the development of cultures and Indigenous lifestyles and philosophies. Map work necessarily supports the focus of this course upon the Third and Fourth Worlds, Indigenous populations, and the case studies based in various countries, regions, and continents.

Psychology
Units and activities concerning the individual, family and community, human development and socialization practices, the holistic global perspective, ethnocentrism and cross-cultural interaction.

Law

Units and activities concerning provincial, national and international human and Indigenous rights legislation and declarations, treaties, constitutions, the *Indian Act* and Bill C-31, the *Royal Proclamation* 1763, the *BNA Act* 1967, the *Constitution Act* and *Charter of Rights and Freedoms* 1982, Indigenous representative institutions and governments, Indigenous concepts and models of leadership, criminality and penology, Aboriginal over-incarceration, child welfare, affirmative action and access programs.

Consider units and activities concerning sovereignty, self-determination and self-government, land entitlements and land claims, Aboriginal Title and Rights, ethnocide and genocide, equality and equity, Amnesty International, systemic and political racism and discrimination, Young Offenders Act, Aboriginal justice inquiries in Alberta, Saskatchewan, Manitoba and Ontario, the cases of Donald Marshall, Wilson Nepoose, Kenny Morin, Helen Betty Osborne, J.J. Harper, Nerland, Antoine, Leonard Peltier (Wounded Knee), forced sterilization of Indian women, South African Apartheid, taxation of Treaty and Status Indian peoples (GST, income tax, property tax, education and health tax, customs and excise duties etc.)

Consider case law related to the Indian Act and Bill C-31, Aboriginal Title and Aboriginal Rights, Treaty Rights, James Bay and Northern Quebec Agreement, Sechelt and Cree-Nascapi self-government agreements. You may wish to use the following cases and situations to make Law more inclusive and relevant; Lovelace (Bill C-31), Guerin, Giroux, Greyeyes, Francis, Kinookimaw Beach Association, Noweijick, Isaac, Horseman, Nishga, Status of Eskimos, Sparrow, Vanderpeet, Potts, Saskatchewan Treaty land entitlements, etc.).

Arts Education

Units and activities regarding the graphic, aural and dramatic arts, traditional dress and dance, artifacts, symbology of diverse Indigenous peoples in the countries studied. Protest concerts, posters, songs, graphic and visual arts are more frequent and evident in contemporary society when they concern national and international Indigenous and environmental issues. Political cartooning, collage, and role play are instructional, assessment and evaluation strategies that enhance resource-based learning and empathy with Indigenous peoples.

Consider utilizing Arts Education packages such as *Steps in Time: Métis Dances, Let's Dance: Indian Social and Cultural Dances, Visual Art Resource for Grades 9 and 10, Inuit, Métis, and Indian Art, Saskatchewan Art Works.*
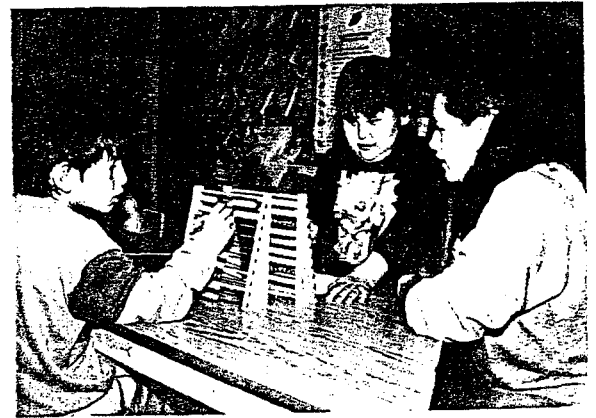
Time Frame for Delivery

It is recommended that all units be touched upon; however, the students, teacher, school staff, and community may determine which concepts, issues and content are taught and when, in order to facilitate the webbing of Native Studies with other curricula. Instructional time should allow for independent learning, research, group discussion and assignments, supplementary materials, and the participation of community resource people whenever possible. Field trips to cultural and friendship centres, reserves, museums, and historic parks are an invaluable learning experience that complement the resource-based nature of this curriculum.

Because this is an issues-oriented course, time should be set aside for daily or weekly discussion of current events. It is important that students have access to current resources such as First Nations newspapers, magazines, and journals so they may keep themselves informed on key issues and be able to appreciate the diverse perspectives present in the First Nations media.

The following time allotments are suggested though not prescribed for the implementation of Native Studies 20 content. Implementation of materials from the various units is to be holistic wherever possible. However, the key concepts and issues of each unit may be used in the determination of unit time allotments. Teachers are advised to relate concepts and issues to provide materials and current resources at all times. Teachers may set aside a month to deal with Racism in the *Social Justice Unit*, but Racism must be dealt with wherever it appears in materials used and issues raised in the other units.

Because Indigenous philosophy and spirituality are integral to all aspects of Indigenous lifestyles and perspectives, and because students may require some background information on who Canadian First Nations peoples are and what their varied histories have been, teachers may wish to allow the first month of classes to discuss materials located in the *Introduction,* and in the *Optional Introduction Unit* located in the Case Studies and Readings Package. Instruction from that point may move anywhere within the curriculum.

The course is based upon 100 hours of instructional time. Community participation, cross-curricular programming and independent research may affect time allotments.

Introduction/Optional Introduction Unit	**10 hours**
Unit One: Self-Determination and Self-Government	**30 hours**
Unit Two: Development	**30 hours**
Unit Three: Social Justice	**30 hours**

Information meetings with school staff, parents, and interested parties within the community are advisable. The meeting should present an overview of Native Studies 20 and create an awareness of the possible interactions among the concerned parties during the delivery of the curriculum. Community resources may be identified at that time, and integrated into the curriculum implementation plan.

Instructional Strategies

In short, learning is a path of discovery governed by the individual but assisted by others with the appropriate knowledge and wisdom. Education is intended to help the students become autonomous learners confident in themselves and in their abilities. Native Studies 20 is designed to nurture the development of thinking processes and the acquisition of knowledge strengthen the sense of a cultural worldview. It is strongly recommended that all instructional approaches allow for a creative process of describing, explaining, clarifying, and evaluating various relationships contained in the resources provided. This type of method necessitates honesty in the classroom and mutual exploration and support between the teacher and students.

Concept Teaching

The term "Concept Attainment" was first introduced by Joyce and Weil in Models of Teaching (1972) to describe a particular way of organizing a classroom lesson to encourage the sorting and categorizing process. Based on the research of Jerome Bruner, it is a way of structuring lessons for students to stretch their thinking; and develop inductive reasoning and analysis skills while they learn concepts.

This is a yes: Concept attainment, SIDRU 1991

What is a Concept?

A concept is a class or category of things or events sharing one or more common characteristics. It is a thought or mental image of a category of things.

Categorizing involves identifying and placing events or objects into classes on the basis of criteria. People naturally invent categories and form concepts. These categories allow the grouping together of objects that have real differences but that classify together on the basis of their common traits.

Purpose or Rationale of Concept Teaching Strategies

Much of what students learn is through association or rote learning. Facts are memorized and recalled to produce the right-answer.

Conceptualization is a different kind of thinking. Concept learning requires the ability to sort and make sense of the multitude of data, events, and behaviours encountered daily. Concept teaching strategies provide opportunities for students to learn by identifying and categorizing new information into previously learned structures, or to form new categories. Ideas are learned in relation to previous knowledge and put into context.

The ability to work through the elements of a concept is the difference between a guessing game and conceptual learning. By focusing discussion on the attributes of a concept, the student comes to understand the idea under study and does not just learn the "right answer".

Elements of a Concept

A description of a concept has four elements:

A Name	The term used to describe the idea category of objects or events (ethnocide)
Examples	Instances of the concept (Indian residential schools, White Paper - 1969) Objects or ideas which do not represent the concept are called non-examples (Friendship/Cultural Centre)
Attributes	Common features or characteristics that cause us to place examples in the same category (low self-esteem and marginalization in society) Concepts have essential or "critical" attributes as well as those which are not relevant to the classification objects as examples (employment)
A Rule or Definition	A statement specifying the essential attributes of a concept [the denial or deliberate denigration of a group's cultural/ethnic identity and heritage (history, language, institutions, practices, beliefs, and values) by another group with more power]

Concept Teaching Steps

While there are many ways to teach concepts the essential steps are the same:

- Examples of the concept are presented.
- Non-examples of the concept are presented.
- The essential characteristics (attributes) of the concept are identified.
- The non-essential characteristics (attributes) of the concept are identified but not stressed.
- The relationship among the essential characteristics is identified.
- The concept is defined in terms of the essential characteristics.
- The concept is related to larger concepts and sub-concepts, for example, plant, fruit, and banana.

Preparing for Concept Teaching

Step 1   Decide if a concept lesson is needed.

Step 2   Define the concept in a few words.

Step 3   Identify the essential characteristics.

Step 4   List the non-essential characteristics.

Step 5   Decide on the kinds of examples to be used:
* concrete - examples presented will be actual objects or actions
* graphic - examples presented will be in picture or diagrammatic form

Step 6   Collect a set of examples and non-examples.

Step 7   Arrange examples from distinct to vague.

Step 8   Put the concept into a hierarchy by identifying larger concepts and sub-concepts (if possible).

Step 9   Develop a concept data sheet.

Step 10   Plan how to introduce the concept:
* relate the new concept to student's previous knowledge or experience
* arouse curiosity
* give background information
* give an overview of the lesson.

Step 11   Outline the steps of the lesson.

Step 12   Choose an evaluation strategy.

Step 13   Arrange the physical environment.

Example of Concept Data Sheet

Subject Area: Native Studies

Concept Name: Racism

Critical Attributes:
* Classification of people by race
* inequity in treatment of a person by individuals, institutions, society, or legislation.

Non-critical Attributes:
- Education
- Income
- Employment
- Marital Status

Concept Rule: power plus prejudice equals racism

Some Concept Examples (with slides or pictures):
- South African Apartheid
- Indian Act
- Indian Residential School
- The Holocaust (Nazi anti-semitism)

Some Concept Non-examples:
- Representative democracy (one person-one vote)
- Multiculturalism
- Cross-cultural education

Relationship to Another Concept:

Racism

Democracy   Human Rights   Genocide   Ethnocide

International Laws   National Charter   Provincial Codes
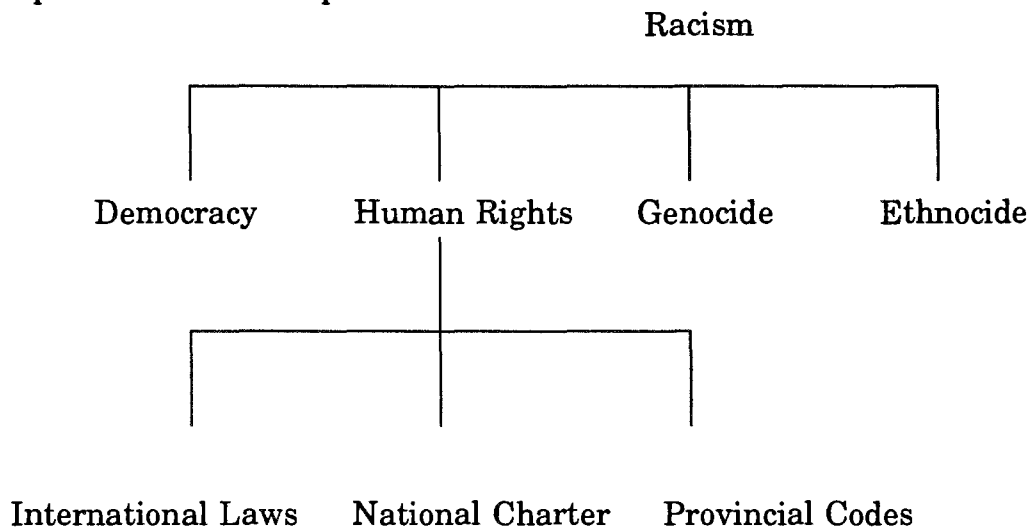
Uses of Concept Teaching Strategies

- For instruction on specific concepts and the nature of concepts.

- To introduce a unit of study. A number of concept lessons could provide the foundation at the beginning of a unit of study. This would clarify the terms and ideas of the unit and provide a focus for the remaining lessons.

- To provide practice in inductive reasoning and opportunities for altering and improving students' concept-building abilities.

- As an evaluation tool when teachers want to determine whether important ideas introduced earlier have been understood. It quickly reveals the degree of students' understanding and enhances their previous knowledge.

Using Concept Teaching at Different Levels

Concept teaching can be used with all ages and at all grade levels. Student analysis of the concept is the major thrust of the learning activity regardless of the level. The kind of presentation, complexity of the concept and examples, and structure and duration of the lesson used are varied for the different levels.

For a basic understanding of the concept, examples must be relatively simple and concrete. The lesson must be short. Concrete examples are necessary when working with students at this level.

Example:

Students could become aware of and participate in a Student Representative Council (SRC), municipal and provincial elections, and visit an SRC meeting, community council meeting, campaign office or legislature. They might become scrutineers for a political party during an election. An examination and discussion of the Constitution and Charter of Rights and Freedoms (1982) and Saskatchewan Human Rights Code would clarify the specific rights essential to citizens' participation in an operative democracy. Students could be asked which rights and freedoms are critical to the democratic process and which are not. Students might discuss specific "affirmative action programs" and how they support the concept of democracy.

When using concept teaching lessons with students in the upper grades or when emphasizing higher order thinking skills, concrete examples are still appropriate but concepts as well as examples can be increasingly more complex and abstract. Students can often take the lead in the categorization of ideas and forming of concepts. Once the students have learned the steps of the process and had several opportunities to practice and experiment with concept learning, there is less need for a teacher-directed approach.

Example:

Older students could examine different concepts of democracy and their implications. For example, in Canada a representative is elected by a majority of the votes cast (direct) while in Israel, a party is allotted seats in the Knesset (parliament) based on the percentage of the popular vote the party received in the election. The party then selects the representatives to fill the allotted seats (indirect). How would our parliament look if Canadians used the Israeli system? Would marginalized parties, regions and peoples be better represented in parliament? Would representatives be less responsible to their electors?

Students might move into concepts and procedures involved with citizenship, levels of government, and the electoral process itself.

Considerations When Using Concept Teaching

• The greater the number of essential attributes, the more difficult it is to learn the concept.

• Presenting numerous examples and a wide range is more effective than providing only one or two examples.

• It is more effective to present examples than non-examples.

• Matching examples and non-examples increases learning.

• Students are usually able to distinguish examples correctly before they are able to explain verbally either the concept name or its essential characteristics.

• The only way to know if a student understands a concept is to have the student select examples of the concept. Simply talking about a concept does not indicate understanding.

• Students understand a concept when they can create their own examples or provide an analogy of the concept inherent in another situation.

• Use of analogy, for example, a living cell with a city, allows students to consider what knowledge they already have, to analyze the constituent parts and functions of different items or models, and analyze them for identification of commonalities and differences. Extending this exercise to models provided by the students supports critical and creative thinking.

• This process works best when students are in a comfortable risk-taking environment which allows for non-judgmental discussion of proffered information and examples.

Source: Adapted from Social Studies Teaching And Evaluation Strategies, Saskatchewan Education, 1985. Refer to *Incorporating the Common Essential Learnings* and *The Adaptive Dimension: A Resource Package*, Saskatchewan Education, 1991, and "Developing Concepts", pp. 43-59.

Independent Research Activity

Concepts and issues could be assigned as independent learning topics to students who would use the resource information, listed sources, and independent research to document and discuss the topic. A seminar presentation with handouts might be used rather than the traditional research essay. The teacher resource sheets often supply the names and addresses of organizations and companies involved with the subject of a particular unit. Further correspondence may yield more specific and current information.

The Research Process

	The Research Process	Student Information Skills Required
Finding Information	• choose a topic • narrow a topic • identify sources • locate individual resources	• choose subject headings • use card catalog, computer catalog • check out and renew materials • have working knowledge of library organization • locate materials using call number • be familiar with different kinds of media • use table of content, index, subject headings, glossary, illustrations, charts, etc. • use bibliographies for additional resources • locate and use periodical indexes, vertical file, film catalogues, TV and radio schedules, newspapers, computer programs, models, maps and other information sources • locate and use almanacs, directories and specialized reference books • approach people with specialist knowledge or experience • identify primary, secondary and tertiary resources
Processing Information	• frame clear, appropriate questions • select which resources are most important • obtain information through a variety of sources • select strategies for extracting pertinent information (eg. reading, viewing, listening, interviewing) • determine whether information is useful • record and store information	• skim and scan • use key words • identify the main idea • know how to work independently and in small groups • reason logically and clearly • distinguish between relevant and irrelevant content • make generalizations from particulars • develop concepts • understand cause and effect • compare sources, check facts • identify bias and prejudice • seek out alternate points of view

- distinguish between fact, fiction and opinion
- understand use of imagery and symbolism
- understand importance of colour and sound to mood and content
- organize information through notetaking, paraphrasing, outlining, charting, etc.
- synthesize information extracting meaning through interpretation and analysis
- apply learning to prior knowledge
- draw conclusions
- write multi-paragraph compositions
- use correct documentation
- appreciate and enjoy what is learned

Sharing Information

- choose appropriate format for presentation
- determine audience
- determine structure and style of presentation
- evaluate effectiveness of presentation

- understand value of specific modes of presentation:

charts	essay
diagrams	dramatization
picture	simulation
graph paper	research
model	debate
seminar	interview
oral presentation	
audio-visual presentation	

- apply skills of analysis and criticism to evaluation of own work
- appreciate the value and enjoy the process of sharing information

Project Plan

Name: Teacher:
                                                         Date:

Project Topic:

• What I already know about this topic:

• What I want to find out about this topic:

   Questions   Key Word

   1.
   2.
   3.
   4.
   5.
   6.

• I will check the following for information:

   encyclopedia   card catalogue
   books   librarian
   magazines   other people
   textbooks   National Geographic Index
   pamphlets   pictures or slides
   maps   filmstrips
   yellow pages of   film or video tapes
      the phone book   tapes or records

• Discuss my plans with my teacher

• Read the material

• **My bibliography and notes are as follows:**

Bibliography	**Remembering List Of Words Or Phrases**
(author, title, publisher, copyright date, and pages used)	Rewrite the question:

Bibliography

1.

2.

3.

4.

5.

6.

Remembering List Of Words Or Phrases

1.

2.

3.

4.

5.

6.

- Discuss notes with my teacher and plan for my presentation.

- Choose one or more of the following ways to make my presentation - photographs, demonstration, maps, drama or puppets, mural, transparency, poster, panel discussion, chart or graph, interview, diorama, written report, cartoons, speech, poems, letter, or tape recording

- Notes or outline for my presentation

- Time To Evaluate

Which of these did you do?

	Yes	No
o Did you relate your remembering word to the questions?	_____	_____
o Did you record the sources uses?	_____	_____
o Did you use more than one source?	_____	_____
o Did you use your own words?	_____	_____
o Did you use variety in sentence structure?	_____	_____
o Did you get information from sources other than our school library?	_____	_____

How do you feel about your project?

o What part of the report did you most enjoy?

o What was the most interesting thing you learned about your topic?

o What part did you find most difficult?

o What would you do differently next time?

Do you want to learn more?

o Will you read more about this topic?

o Has this project aroused your interest in another topic?

Pre-Planning Instrument

Unit of Study: Teacher:
Grade Level(s):   Number of Students:
Time Allotment:

General Objectives:

C.E.L. Related Objective:

Information Handling Skills Required *(Library Skills):*

Instructional Strategies:

Specific Responsibilities:
• Teacher

• Teacher-Librarian

Evaluation: *(Who does what and how)*

• Teacher

• Teacher-Librarian

• Joint Unit

A Student Inquiry Checklist

What do I need to do?

What topic shall I choose? What is the topic?
What do I already know about this topic and what must I find out?

Where could I go and when?

What sources exist?
How accessible are they
How appropriate is each one to the topic?
Where do I go first?
Do I need to create my own information?

How do I get at what I want?

What procedures should I follow?

Which shall I use?

How should I choose?
What resources are there?
How can I tell which to select? What other sources could they lead me to?

How shall I use them?

What will help me to find the information I am looking for? What strategies could I use?

What should be recorded?

How can I record it and how should I arrange it?

Have I got the information I need?

What have I got?
What do I think?
What does it all add up to? Have I got what I wanted or need?
Should I look further?

How should I present it?

In what format should I present it? (if choice is allowed)
Who is my audience?
How should I report it?
How should I structure it?

How have I done?

In my opinion
According to others what knowledge have I learned?
What skills have I developed?
What should I improve and how?

Student Research Plan
Stage 1: Planning

Name:_____ Subject:_____ Grade:_____

Theme:_____

Establish Topic

Topic Statement:_____

_____

Subtopics:_____

_____

Subject Headings:_____

_____

Identify Information Sources

Resources:_____

_____

_____

Identify Audience and Presentation Format

Presentation Format _____

and Needs: _____

Audience:_____

Establish Criteria

Guidelines:_____

_____

Evaluation:_____

_____

Timeline:_____

_____

Checked and

Approved:_____

Teacher Guide for Planning Research: Areas for Consideration

The Assignment   _____   Curriculum Fit
                                  _____   Format
                                  _____   Research procedures to be taught
                                  _____   Evaluation
                                  _____   The purpose
                                        _____   to introduce
                                        _____   to review
                                        _____   to expand information and knowledge
                                        _____   to focus (e.g., general information, subject specific, opinion, issue based)

The Students   _____   Ability and stage of development
                             _____   Learning preferences
                             _____   Social groupings
                             _____   Cooperative learning skills

The Resources   _____   School library
                             _____   Other libraries
                             _____   Teacher-librarian
                             _____   Other resource people
                             _____   Community
                             _____   Other

Objectives

Concepts   _____   to apply or practise research procedures
                     _____   to improve decision-making ability

Skills   _____   to plan for research
               _____   to work in a variety of social situations
               _____   to support a personal opinion
               _____   to develop cooperative learning skills

Attitudes   _____   to develop an appreciation for knowledge and culture
                   _____   to recognize that a variety of opinions exist
                   _____   to experience pride in creating a product
                   _____   desire to improve future efforts
                   _____   to understand and value effective research procedures
                   _____   to appreciate need for lifelong learning skills

Research Activity Unit Plan

Subject/Unit:

Theme:

Timeline:

Grade:

Stages	Time	Strategies	Resources
Stage 1: Planning • Establish Topic • Identify Information Sources • Identify Audience and Presentation Format • Establish Evaluation Criteria • Review Process			
Stage 2: Information Retrieval • Locate Resources • Collect Resources • Review Process			

Stages	Time	Strategies	Resources
Stage 3: Information Processing • Choose Relevant Information • Evaluate Information • Organize and Record Information • Make Connections and Inferences • Create Product • Revise and Edit • Review Process			
Stage 4: Information Sharing • Present Findings • Demonstrate Appropriate Audience Behaviour • Review Process			
Stage 5: Evaluation • Evaluate Produce • Evaluate Research Procedures and Skills • Review Process			

Student Self-Evaluation

	Very Easily	Easily	With Difficulty

Using My Planning Skills

- I understood the topic.

- I made up research questions.

- I suggested possible information sources.

- I chose my questions.

- I developed a research plan.

Using My Information Retrieval Skills

- I identified sources of information.
  o in the school

  o in the community

Using My Information Processing Skills

- I gathered and organized my information.

- I discovered information I did not know before.

- I answered the question(s).

- I used my own words in writing the research.

- I edited my work.

Using My Information Sharing Skills

- I presented my research.

Using My Evaluation Skills

- I carried out my action plan.

- I learned the following skills and knowledge which can be used in other activities:

Peer Evaluation: Oral Presentations/Speeches

	Very Good 3	Satisfactory 2	Poor 1
• Gave an interesting introduction			
• Presented clear explanation of topic			
• Presented information in acceptable order			
• Used complete sentences			
• Offered a concluding summary			
• Spoke clearly, correctly, distinctly and confidently			
• Maintained eye contact*			
• Maintained acceptable posture			
• Maintained the interest of the class			
• Used visual/audio aids well			
• Handled questions and comments from the class very well			
		Total	/33

* Note: Behaviours may not be appropriate for all students or in all situations. Example: eye contact, complete sentences. Adapt the model when required.

Group Effectiveness Appraisal

Name: Group:
Project Title:
Audience:

Rate your group on a 1 to 5 basis (1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

• We worked cooperatively with all group members.	1	2	3	4	5
• We accomplished what we set out to complete.	1	2	3	4	5
• We were satisfied with our performance of this group task.	1	2	3	4	5
• We used our group time efficiently without wasting or misusing time.	1	2	3	4	5
• We all contributed to be best of our ability in the completion of this group task.	1	2	3	4	5

Personal Assessment and Observations:

• Did you feel satisfied with your own participation in the project? Discuss your feelings honestly?

• Did you think that others worked to the best of their ability?

• Did you think there are some ways your group could have learned more?

• Did you like doing a project like this, or do you honestly prefer to work on your own? (Please answer explaining why or why not?

• What is one thing your learned by working on this project?

Refer to Group Assessments, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, pp. 50-51.

Student Information Sheet
Working in Groups

Place a check mark in the column that best describes how your group members performed.

Skills which help get the job done	All of the time	Most of the time	Some of the time	Not at all
Initiating Activity Tried to arouse interest of other group members, suggested courses of action to follow, suggested new courses of action when the group got bogged down.				
Giving Information Provided factual information to the group.				
Giving Opinion Gave personal opinion on a topic to the group.				
Evaluating Evaluated suggestions of group members to determine whether ideas would work or whether two ideas were contradictory.				
Decision Making Encouraged the group to make a decision.				
Keeping on Track Kept the group focused on the job at hand, deflecting irrelevant ideas, maintaining standards, setting an agenda and seeing that it was followed.				
Recording Writing down the ideas expressed by the group.				

Skills which help students cooperate	All of the time	Most of the time	Some of the time	Not at all
Encouraging Encouraged other members of the group to speak up and give their ideas or opinions.				
Supporting Supported other group members by accepting with their ideas and suggestions.				
Mediating Tried to get people with different points of view to think about differing points of view and reach a consensus.				

Write down some examples of what group members did in the areas in which you were successful.

-

-

-

-

-

-

-

-

-

-

Individualizing Through Contracts

The teacher and student who plan to use learning contracts must prepare the contracts (agreements between teacher and learner) once they determine the formulation of objectives, the selection and development of appropriate activities.

Some activities may be designed by the teacher, while others may be developed by the learner; some activities may be required, while others may be elective. Each activity, however, is intended to help students to achieve the objectives.

Since the date for contract completion, and the amount and quality of work may vary among students, many teachers actually prepare a formal document to be signed by the learner, the teacher, and two or three other class members. Sharing the commitment provides a sense of ownership.

The contract method is flexible and may involve varying degrees of student self-direction and teacher participation. Students may merely agree to complete assignments, or they may, with teacher approval, select their own topics of study, and assume a major part of the responsibility for forming objectives, developing and selecting activities, and securing materials needed to complete the activities. Expectations of the teacher may also be listed in addition to the work expectations of the student. For example, students may state in their contract that they will be working for part of their time in the library resource centre.
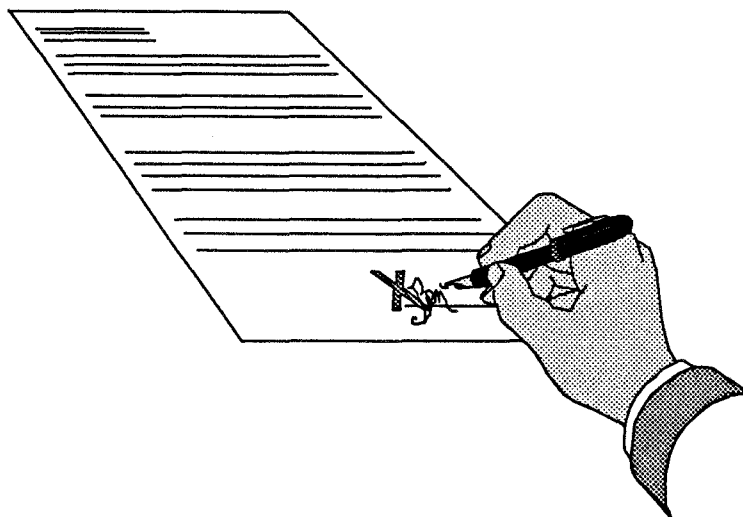
Refer to Contracts, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, pp. 52-58.

Sample Contract

My Goal:

_____

_____

My Plan:

_____

_____

_____

_____

Obstacles I might encounter:

_____

_____

_____

_____

Persons I could consult if unexpected obstacles occur:

_____

_____

_____

We, the undersigned, agree to consult from time to time to discuss my goal and to review my plan.

_____   _____
Student's Signature   Teacher Librarian's, Parents,
                                or Classmate's Signature

Learning Contract

I, _____ hereby agree to the terms of this contract as follows:

Required Assignments (Complete all):

• Read Unit I Student Resource Manual.
  Date to be completed: _____

• Thoroughly research one topic in Unit I.
  Date to be completed: _____

• Compile research findings into a format suitable for class presentation.
  Date to be completed: _____

• Make class presentation:
  Date to be completed:

Elective Assignments (Choose one):

• Develop objectives, activities, and resources for in depth study of one aspect covered in Unit I.
  Date to be completed: _____

• Interview community resource people to examine the contemporary role of Indian and Métis families in retaining cultural traditions.
  Date to be completed: _____

I also agree to ensure that the quality of the work agreed to above, will be at the highest standards of which I am capable.

_____   _____
Student Signature   Parent/Witness Signature

Journals

A journal is one way to help students think about and record what is happening as they move through new classroom experiences and course materials.

Make it clear that although there will be specific time allotted daily for journal entries, individuals may make an entry any time they want to. Confidentiality should be guaranteed. No entry shall be shared with the class without the individual's permission; even then, they may choose to have the teacher share it, and have authorship remain anonymous. These general rules of journal ownership and confidentiality should be clearly stated.

Allow follow-up time for journal entries immediately after class discussion, introduction of new and stimulating material or specific issues. Initial teacher guidance is often crucial. Ask open-ended questions so as to stimulate the students' feelings and ideas. Prepare and display a series of questions which may be used as a journal recording guide. Provide time for reflection before, between and after questions. For example:

- In your opinion, what was the main issue that stood out from the others? What did you learn?

- How did you feel after the experience and discussion? Why?

- What new questions did it bring to you or what puzzles you?

- What is your opinion about the position taken by other individuals? Why? Be prepared to back your position.

Journal entries may include poems, short stories, artwork, questions or any individual comments the students wish to note that are related in some way to the topic under study.

Journal entries can be utilized as a springboard for other discussions and activities. As you periodically review the journals, choose entries which reflect differences in perception and outlook or those which record significant insight and share those (with the author's permission) with the class. This gives the students another experience that illustrates how unique we all are; that each of us may perceive a single event in a different way.

Periodically, and at the end of the year, ask the students to reread their journals, and look for specific instances of their own growth and change, especially as it relates to an understanding of the need to support and nurture uniqueness. Ask them to share with others some of their personal feelings as a result of this growth.

Journals may also be used for unit-closing activities such as verbal summaries, references for short essays, for display materials (especially where poems and artwork have been used), for assessing personal growth through written records, and so on.

It would be beneficial if the teacher kept a similar journal and occasionally shared some of the entries with the class. In this way the students can appreciate that the teacher can learn with them, and is willing to share with them.

Responding Process in Journal Use

Teachers and/or students may consider the following factors.

- Initial response to topic/student questions.
- Preparation for activity or investigation of topic.
- Strategies to use for inquiry and reporting.
  o resource materials -- libraries
  o resource persons -- interview techniques
                       -- invitation to class
  o response paper/report
  o audio visual support for topic or how to operate audio visual machinery for presentation
  o oral presentation to class, either individually or in pairs or small groups (sharing of found information with fellow learners)
  o bulletin board display by student(s)
  o display table of found information, artifacts etc. (by student(s)
  o testing/grading/evaluation process established prior to activity in co-operation with student and teacher
- Analysis of information and interpretation/personalization.
- Impact now and in the future.
- Summary

A related type of writing is the learning log. Learning logs differ from journals in that the focus is upon course content and on what happens in the classroom. Generally, topics are not initiated by the students, but by the teacher and by the required readings for the course.

When using learning logs for the Native Studies classroom, teachers fulfil a number of important roles. They can respond to student writing by urging the students to write more, to provide more detail, or to investigate an issue. They can take a more traditional role by asking students to perform specified tasks, then responding to the product. They may become involved throughout the students' problem-solving process by modelling a way of thinking, by providing ideas through which the student and teacher may establish a common goal, and actively investigate together on how to reach the goal.

Benefits of Journal Writing

- Writer learns to summarize.
- Writer learns to transfer thoughts into words.
- Writer has an on-going source of writing.
- Writer is provided with a daily source of reflection and self-examination.
- Writer has opportunity to rehearse writing.
- Writer has opportunity to try out different forms and styles of writing.

- Writer develops a daily "habit" of writing.
- Writer is provided with a sense of importance of every day events.
- Writer is provided with a record of events.
- Everyone writes (including teacher)
- Can be read to teacher or small group.
- Can be private.
- Teacher can write back.
    o Shouldn't be graded or marked with a red pen.

Kinds of Journals

Dialogue Journal
Communication between teacher and student and student and self.

Journalogs
Usually chronological order, cover main ideas/generalizations, opinions.

Reaction Journals
Assist in absorbing materials, questions answered, main points highlighted, new information sorted, feelings expressed, sharing encouraged. Students individually reflect upon classroom learnings.

Diary
Personal, student's choice when and if to share.

Additional Writing Activities

Poem/Song Activity

Students would compose a poem or song based upon the concepts or facts in a particular Case Study or Unit. Specific topics and/or historical perspectives may be used. Examples:

Buffy Sainte-Marie:
"Now That the Buffalo is Gone"
*"My Country T'is of Thy
   People You're Dying"*

Bruce Cockburn
"If I Had a Rocket Launcher"
"If a Tree Falls in the Forest"
"Stolen Land"

Buddy Red Bow:
"Wounded Knee"
"Run Indian Run"
"Black Hill Dreamer"

Paul Simon:
"Boy in the Bubble"
"Sounds of Silence"

Maurice McMcArthur:
"Take a Stand" (OKA)
"Tribute to J.J."
(J.J. Harper)
"Blind Justice"
(Donald Marshall)

David Campbell
"Pretty Brown"

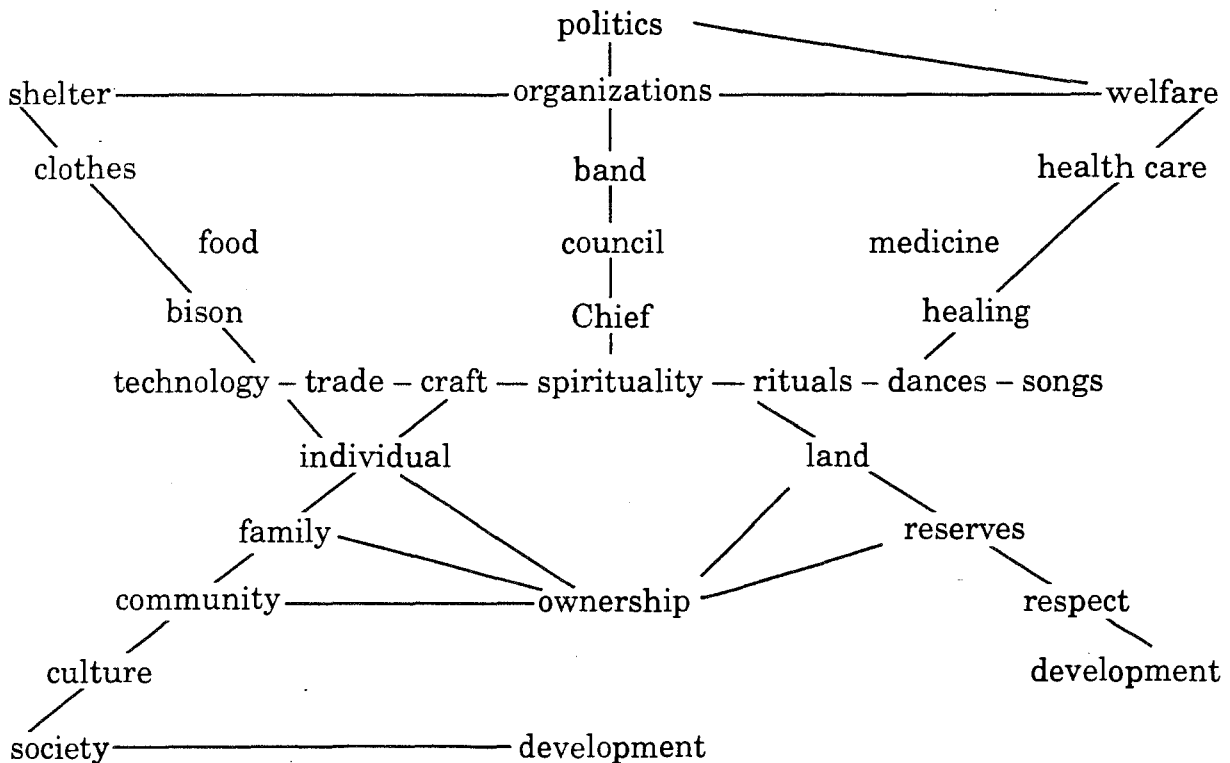**Winston Wuttunee**
"The Beaver"

Allegory Activity

Students would create an animal allegory or fable representing one of several key concepts in a particular unit. This may be written as a short story, told to the class in the round, performed dramatically with or without costume in class.

Directed Concept Webbing/Mapping

Have students read the material. Choose a specific issue or concept. Students are then given small cards, each with an issue/concept word related to the reading material. These concepts should be chosen by the teacher and related to the introductory materials presented in each unit of the Student Resource Guide. Students may work in pairs to arrange the concepts on their desks/tables in such a way as to show how the concepts are related. Pairs of students could then share their concept web or map with other pairs and discuss any differences in orientation. Through a class discussion, the teacher would ensure that the major concepts and their relationships are understood. The teacher by observing this activity may gain insight into how well the students are comprehending and applying the material.
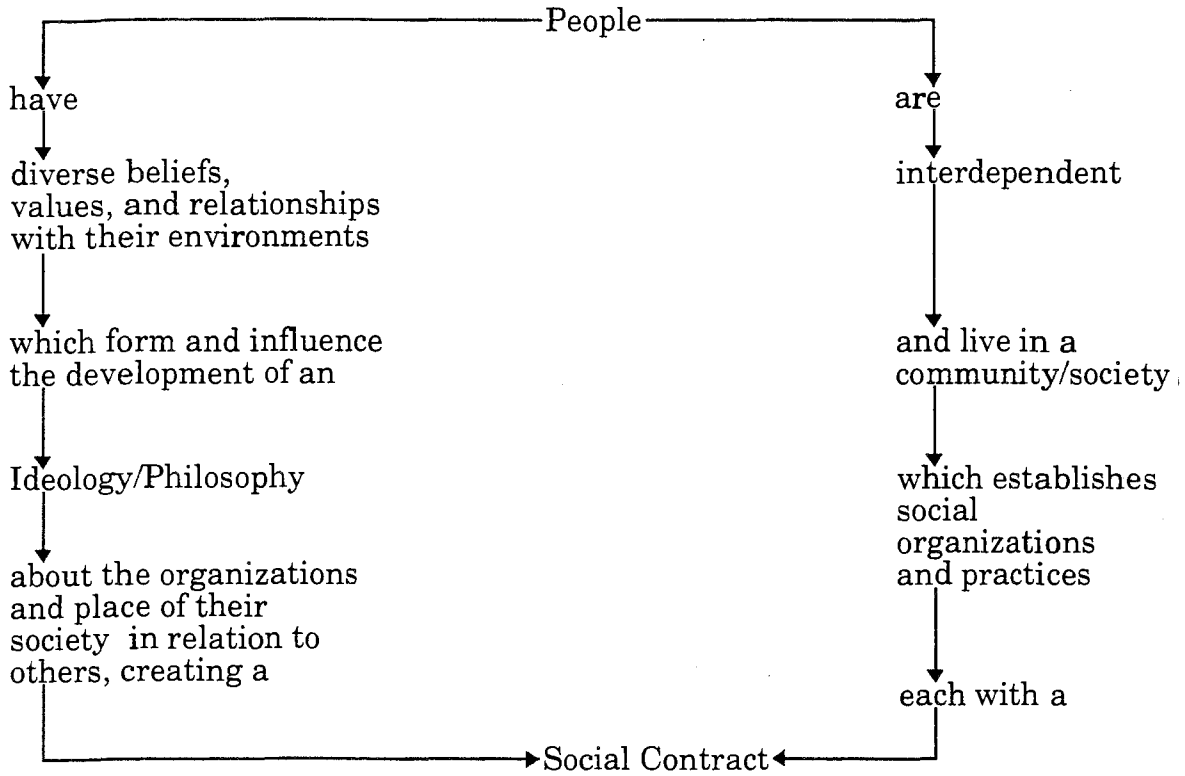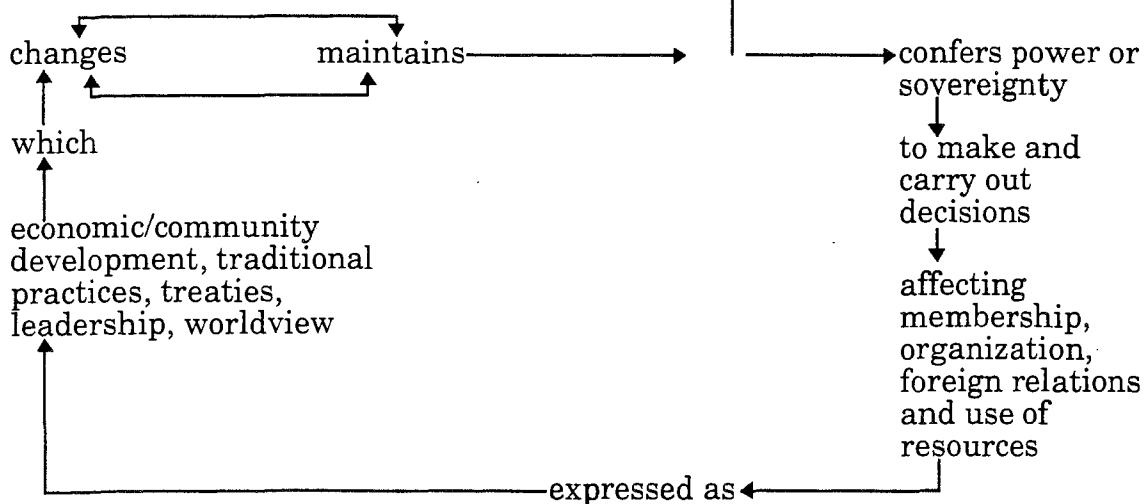
Concept Web

Concept Map

Note: Concept maps tend to be hierarchical.

Self-Determination:

People

have → diverse beliefs, values, and relationships with their environments

which form and influence the development of an

Ideology/Philosophy

about the organizations and place of their society in relation to others, creating a

are → interdependent

and live in a community/society

which establishes social organizations and practices

each with a

→ Social Contract ←

Self-Government:

changes   maintains →

which

economic/community development, traditional practices, treaties, leadership, worldview

confers power or sovereignty

to make and carry out decisions

affecting membership, organization, foreign relations and use of resources

— expressed as ←

Adapted from Grade 10 Social Studies, Unit 3, 1991.

Variations

- Students could do the former, concept webbing or the latter, concept mapping, before the reading.
- Students could do the webbing or mapping individually or in groups of three.
- The teacher and students together could construct a concept web or map for the Unit being studied either before reading the material or after as a review, or summative and evaluation technique.
- Students could incorporate their concepts into a poster which represents the main concepts of the unit.

Source

Novak and Gowan, *Learning How to Learn*, 1984.

Reading Guides

For each concept in a unit, students could be given a structured reading guide which could focus upon:

Comprehension at different levels
Text organization
Related concepts
Information Patterns

Source

Vacca, *Content Area Reading, 1986.*

Prior Questions

Students could develop prior questions for a case study, issue, or unit before working through the material. Prior questions draw upon students prior knowledge and upon what they consider to be important.

Note-Making Activity

Students would read a short section, case study or article and discuss the central or difficult ideas in pairs. They would then write out the basic points of the selection without referring to the text. The student groups would then discuss their results with the class, and a class report on the key concepts in the selection could then be compiled on the blackboard, or on chart paper. This activity encourages students to use their own words when making notes.

Time-Line Chart Activity

• The Aboriginal and holistic perspective of time emphasizes cyclical time. The cyclical concept of time is developed through observation of and attempts to live in harmony with the cyclical patterns of nature. The cyclical concept of time ties human events to natural events and patterns and does not necessarily recognize the passage of years essential to the linear concept of time. The sequential happenings of linear thinking do not fully determine the way people relate to their history, prior experiences and emotions. Existence is more immediate and recollections of the past serve as guides to present and future actions. People participate to a greater extent in the past, present and future existence of the earth, societies and cultures. By guaranteeing the preservation and continuance of the environment, spiritual practices, rituals, and recollections of historical events, societies, cultures, and individuals secure their present and future. The cyclical concept might be represented by a person recalling past sunrises, waiting, and recognizing the repetition of the pattern.
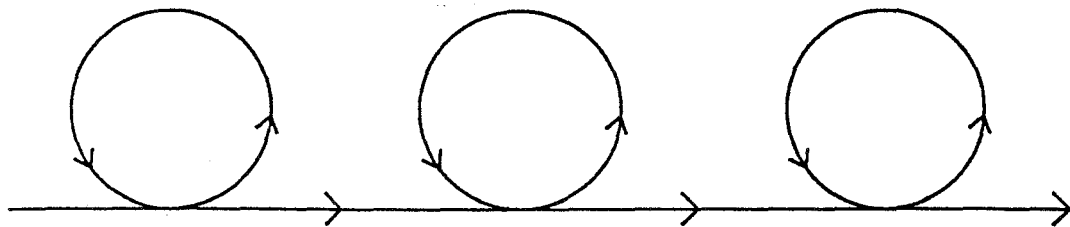
• Have the students read the material in a particular Unit and based upon the resources, produce a chronological flow chart for that aspect of Indigenous life. For example, the Unit Two-Development flow chart may start with an Indigenous self-sufficient economy based on the buffalo, hunting and gathering.

Students should use specific dating for key moments or developments along the time-line and may wish to extrapolate beyond the most recent material presented in the Unit. Students should be made aware that a linear concept of time tends to result in and require control of the environment.

• Time-Line charts for each unit could be combined or written onto a Master Flow Chart of the Indian and Métis peoples historical and current perspectives in the areas of Self-Determination, Self-Government, and Social Justice. The Master Flow Chart could be done on a bulletin board or on long roll art paper. This could be a group and summative activity for each case study, unit and the entire course.

Glossary Activity

Students would compile a glossary of terms, concepts, and organizations which appear in a specific unit of Native Studies 20. This glossary would be used in class and kept as a permanent appendix item in the Student Resource Guide.

Collage Activity

Students would work through a particular article, case study or unit and then collect and/or research photographs, pictures, cartoons, articles, and headlines for the production of a collage, or mixed-media work illustrating the Indigenous peoples' perspective. An attached explanation would be useful for highlighting specific elements, and explaining the concepts illustrated and their connections.

Current Affairs Activity

Students will search various reference materials and sources for current information on subjects of concern to Indigenous peoples, or subjects mentioned in specific Units of Native Studies 20. Appropriate sources may be:

Newspapers (local, provincial, Aboriginal)
Journals
Magazines (regional, national, cultural, international)
Radio and television programs
Friendship Centres
Indigenous rights organizations
Records and audio tapes

Clippings and references may be compiled into folders for class use and eventual placement in a school resource centre or placed on display in the classroom on a unit by unit basis.

Issue Cards

Prepare students for informal and formal debate by using issue cards to create spontaneous debate on any given issue. Prepare a selection of 5 X 7 inch file cards, each with two opposing statements, one on each side of the card. For example,

Side One: The legal voting age should be lowered.
Side Two: The legal voting age should be retained.

Side One: First Nations are sovereign and should be allowed to develop their own models of self-government.
Side Two: All First Nations peoples are Canadian citizens and as such should participate in existing provincial, territorial, and federal governments.

Side One: First Nations peoples must be allowed to create their own criminal justice system.
Side Two: First Nations peoples must be under the jurisdiction of the existing national criminal justice system.

Side One: Compensation should be made to victims of the residential school system.
Side Two: There is no need or obligation to compensate residential school students.

Have students form pairs and give each pair (or have them draw blindly) one issue card. The pair of students have one minute or less to decide who will argue each one of the two opposing statements on the card. The students need not agree with the position they are to argue.

Allow 2-3 minutes for each student to prepare an argument in support of the statement they have been given.

Each student then has 2-3 minutes to state their case without interruption. The student not presenting is responsible for noting his/her partner's data, points of argumentation, and the reasons given for that particular position.

A third party might act as timekeeper for each pair of students or the class as a whole. The third parties in each pair might act as the facilitators and then as the judge of the debate.

Alternatively, partners could develop arguments and present their side in a small group. Opposing partners would also have the opportunity to present their argument in the small group forum (eg., eight students). Small group discussions could then focus on these issues and attempt to synthesize the opposing views into general statements which reflect their discussion for the large group.

Issues presented in the curriculum might be initially introduced to the students in this manner and then expanded upon in subsequent classes through the development of prior questions, further investigation of the issue in resources and case studies, discussion, and formal debate. It is important for students to reflect on their own prior knowledge and understanding of issues and concepts, and to subsequently clarify their positions on them.

Students should then determine (through prior questions and research process checklists) for themselves, what else they need to learn in order to be able to make a well-informed responsible judgement. Identification and evaluation of resources is critical to the development of well-informed and responsible decision-making.

Consider issues of concern in this curriculum such as those mentioned previously, as well as:
• funding for post-secondary education
• land selections subsequent to land entitlement settlements
• land claims disputes and third party interests
• control over education
• political representation and the electoral process
• sovereignty of and implications in a federal system
• child welfare, social security, and health programs and services
• Aboriginal and Treaty rights
• economic development projects and community/band-based businesses
• taxation
• the *Indian Act*, and the Department of Indian Affairs and Northern Development
• the environment and joint management situations

- participation in and benefit from resource exploitation (royalties, employment, training, administration)
- Métis claims for compensation, land, and self-government
- implications of Quebec sovereignty to First Nations autonomy

This instructional method may be extended into many student-oriented activities which promote academic, personal, and social skills development. An informed judgement should be translated into or implemented in an individual or group action plan that may be class-based, school-based, or community-based.

Authoritative persons and Elders might be invited to share their expertise on particular subjects or respond to student inquiries.

It is essential that students practice discussing opposing viewpoints just as they must practice academic, personal, and social skills. Over time, students will enhance their creative and critical thinking skills, and oratorical abilities to the point where effective debate is possible.

Debate

The implementation of controversial issues presented in the resource-based materials of this curriculum is best developed by formal debates rather than spontaneous discussions and perhaps spontaneous emotional comments. Debating an issue involves preparation and procedures, and develops research skills, oral communication, critical thinking, and courtesy for persons presenting different points of view.

There are two sides in every formal debate. One side is called the **Affirmative or Government** and the other side is called the **Negative or Opposition**. Every debate has a subject known as the resolution or bill, for example, "Be it resolved that debate is the greatest activity."

The Affirmative always promotes the resolution. This position is considered the more difficult because fewer opportunities exist for winning the debate. The Affirmative best wins by proving the resolution true. The Negative can win by attacking the issue and the Affirmative's methods, logic, definitions, evidence, etc. The Negative is not safe from attacks but the Affirmative is more vulnerable; therefore, the Affirmative speaks first and last in any debate.

There are three types of debate
- **A proposition of fact:** for example, "Resolved that aliens have visited earth." This type of debate only occurs when evidence is vague and leaves the question open to interpretation.
- **A proposition of value:** for example, "Resolved that these are the best of times." This is a debate of opinions.
- **A proposition of policy:** for example, "Resolved that the *Indian Act* be extinguished." Here, a particular course of action is proposed.

Physical Layout

• Two teams, one Affirmative, one Negative, each with two or three members.
• An odd number of judges, usually three or five, to prevent a tie.
• A Chairperson/Timekeeper who introduces the debaters, the topic, starts the debate, introduces the respective speakers, and at the end, announces the judges' decision. This person also times speeches, and signals speakers regarding time left in the speech.

Negative

Affirmative

Chairperson Timekeeper

Judges
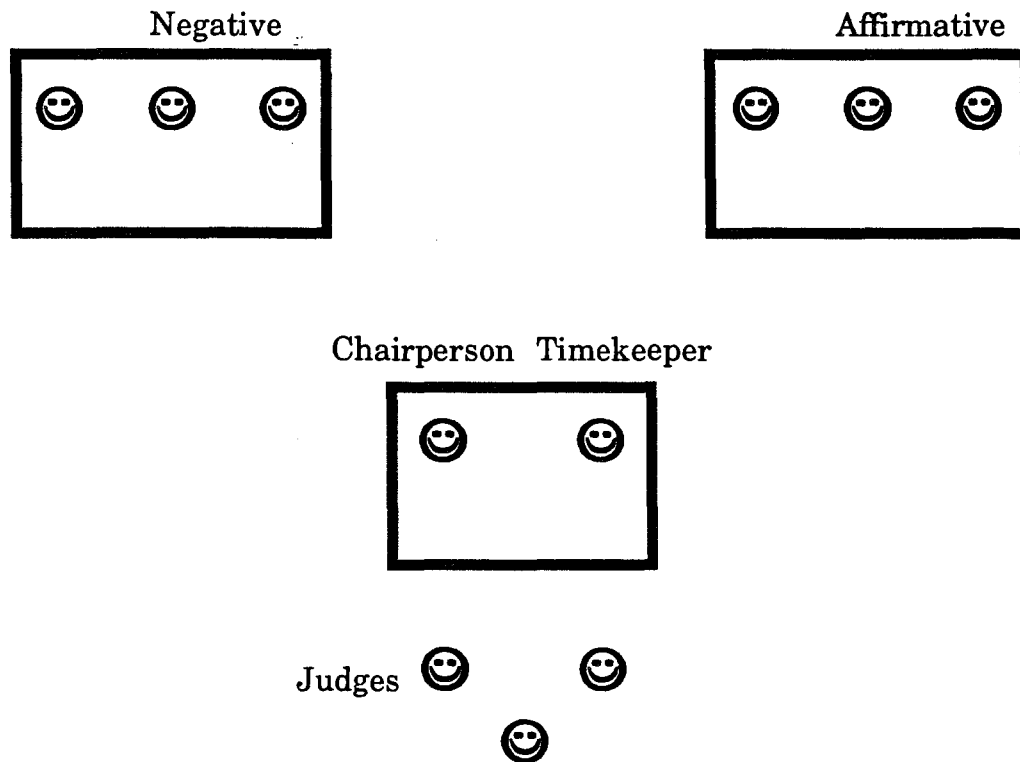
Procedure

A discussion debate has three sections:

1. The *Constructive Portion* in which debaters build their cases:
    1st Affirmative Speech,
    1st Negative Speech,
    2nd Affirmative Speech,
    2nd Negative Speech, and so on.

2. The *Discussion Period* is an unstructured discussion. Debaters may ask and answer questions, refute points, or provide further evidence supporting contentions made in the constructive speeches. No new constructive arguments or contentions can be introduced. The Chairperson controls discussion.

Five Minute Break (students prepare their rebuttals)

3. The *Rebuttal Period* in which debaters summarize their arguments and rebut or attack their opponents' points. Students should begin to rebut their opponents' arguments before the formal Rebuttal Period.

    *   Negative Rebuttal Speech
    *   Affirmative Rebuttal Speech

    a. The First Affirmative Constructive Speech should contain a statement of the resolution, the definition of the terms of the resolution, a presentation of the need for change by using evidence to prove that there are serious ills in the present system, and an outline of the plan for change.

    b. The First Negative Constructive Speech introduces the basic Negative case, and challenges Affirmative definitions of terms (if necessary). This must be done in this first speech, otherwise it is assumed that the definitions are accepted for further discussion. This is followed by an attack on the need for change and on the plan for change.

    c. The Second Affirmative Speech presents the plan if the First Affirmative has not, explains benefits of the plan, attacks the Negative point of view, rebuilds the Affirmative reasons for change and answers all the First Negative's attacks.

    d. The Second Negative Speech extends and develops arguments in light of attacks, disputes the plan as unworkable and undesirable, challenges the insignificant benefits, and emphasizes points made by partner.

The formal Secondary level procedures differ between the Discussion and Cross-Examination formats.

Discussion:

1st Affirmative Constructive	5 min
1st Negative Constructive	5 min
2nd Affirmative Constructive	5 min
2nd Negative Constructive	5 min
Discussion Period	10 min
1st Negative Rebuttal	3 min
1st Affirmative Rebuttal	3 min

Cross-Examination:

1st Affirmative Constructive	5 min
1st Affirmative Cross-Examined by 1st Negative	3 min
1st Negative Constructive	5 min

(Cross-Examination continued)

1st Negative Cross-Examined by 2nd Affirmative	3 min
2nd Affirmative Constructive	5 min
2nd Affirmative Cross-Examined by 2nd Negative	3 min
2nd Negative Constructive	5 min
2nd Negative Cross-Examined by 1st Affirmative	3 min

Five Minute Break

Negative Rebuttal	4 min
Affirmative Rebuttal	4 min

Secondary level also uses the Parliamentary style:

Prime Minister's Introduction	5 min
First Opposition Speech	8 min
Second Government Speech	8 min
Leader of Opposition's Speech	8 min
(last 3 minutes is a rebuttal)	
Prime Minister's Rebuttal	3 min

Organization:

A large part of the debate involves impromptu speaking. This means giving a speech which is not written out, but rather made up while the debater speaks. Research notes, key arguments, points for discussion, and rebuttal should be used as part of the process. This is a responsive process, and is not just giving a prepared speech.

Some key points to develop:

- Listen carefully to opponent and respond specifically to statements and attacks.
- Keep point form notes on flow sheets of the discussion.
- Organize the material for best effect.
- Research, collect, sort, select and organize data and information prior to debate.
- Discuss the issue with other persons prior to debate in order to discover important, current or noteworthy aspects of the issue.
- Formulate arguments and rebuttals.
- Use good physical mannerisms such as correct posture, and have a neat appearance.
- Pace speaking, pause for emphasis, and use rhetorical questions that involve the audience.
- Use facial expressions (smile a lot), gestures, and small cards for notes.
- Strive for spontaneity and humour in your speeches and look beyond the microphone (if there is one).

A number of strategies may be used by the Affirmative and Negative in a debate. These are detailed, and explained with examples (as is the material presented here) in *The Step By Step Guide to Debate* published by the Saskatchewan Elocution and Debate Association. The association is a non-profit organization, and school memberships are a phone call away. Support materials, clinics, workshops, and videotapes of debates are available in both English and French. The Saskatchewan Elocution and Debate Association (SEDA) may be contacted at: 1860 Lorne Street, Regina, Saskatchewan, S4P 2L7, 780-9243. Reprinted with permission from Rolf Pritchard.

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Surveys

Refer to *Developing a Process for the Examination of Contemporary Issues.* A survey is a fact-finding study. A group of people is selected (a sample) and then a number of questions are asked of each person. Information is collected, then results are put together and conclusions are formed from them. Refer to the Angus Reid Poll on Aboriginal Issues in the Social Justice Unit of Native Studies 20.

This technique involves planning the survey process, determining the questions to be asked based upon the purpose of the survey, collecting the data, analyzing the findings and presenting the results. Questions should be clear, concise and concrete. The questions should not lead people on or be subject to personal interpretation. Closed questions require a yes or no response. Open questions ask for detailed information and require people to answer and elaborate from their own experience. Sometimes, a prepared list of alternative responses which may be checked by the respondent allows for degrees of agreement, disagreement or emotional response. These are found in coded questions.

A representative sample is easier to study than a whole group. A random sample means that each member of a survey population has an equal chance of being chosen. This sample necessarily needs to be very large to ensure it represents different peoples and groups within the population.

A stratified sample involves choosing individuals so certain distributions of ages, gender, ethnic and racial backgrounds and economic groups are represented. Smaller samples can be chosen when stratified sampling is used. Professional pollsters use this method most often to extrapolate national opinions and trends from a selected sample of about 1500 persons.

Surveys may be answered by the respondent while the surveyor waits. However, many lengthy surveys must be presented to the respondent and returned to the surveyor by a certain date. Calculations and results are based upon the number of surveys returned. A follow-up notice or phone call will ensure most surveys are completed and returned.

Once the surveys are returned, the information needs to be reviewed. Answers to a particular question are tabulated and percentages calculated based upon the total response. Where open-ended questions are used, answers are reviewed and categorized. Summary statements are written about the categories. Conclusions are then drawn from the figures or summary statements. Be careful in forming conclusions. Try to look at your findings from several different points of view to get as much information as you can out of your data. Relate data and be aware of the limitations of your survey.

The final step is presentation of the results which are usually displayed in graphic and written form. Circle graphs are used to show the relationship between parts of the whole. Often they are used to show budgets and are commonly referred to as pie graphs. Bar graphs are used when comparing things such as exports and imports, population growth or data from different sample groups, provinces etc. Diverse colours and patterns are used to indicate different elements. Line graphs usually demonstrate

trends. These clearly show whether something is increasing or decreasing. Companies use these to show profits and losses. Tables organize figures so you can quickly pick out the ones you require. They are often shown with graphs to expand the information that the graph presents. Diagrams are drawings that show parts of something, how something works and how to do something. They make things easier to understand. Charts are another way to present information. They are similar to graphs and diagrams but are usually more visibly exciting.

The presentation may be written or verbal and should include a statement of the aim of the survey; a full description of the method used; a display (graph, table, diagram, chart) and written description of the findings; a conclusion or conclusions; and, a summary. Bonus marks may be given for the accomplishment of the assigned task within the time allotted, or for each student who achieves a particular range of grades. For example, a student who achieves a higher grade than the last time may receive 2 bonus points. The teacher in consultation with the students should pre-determine the evaluation method to be used with any activity.

Adapted from *Social Studies Teaching and Evaluation Strategies*, Saskatchewan Education 1985.

Developing a Process for the Examination of Contemporary Issues

Background Information

The teaching of contemporary issues involves more than the mere teaching of content. In order for students to fully grasp the implications that contemporary issues hold for them personally they must develop a process for the examination of these issues. This is the goal of this process. Students will be shown the importance of evaluating the information they utilize to understand an issue. They will learn the importance of evaluating sources of information, of examining new perspectives, of developing critical thinking skills, and of developing a personal commitment to action with regard to some of the issues.

Suggested Teaching Strategy

Objectives:

• Students will develop a process for the examination of contemporary issues and apply this method in a number of situations.

• Students will appreciate the necessity of approaching the study of issues with a critical mind. Students will demonstrate a desire to examine contemporary issues using a process of acquiring information.

• Students will develop a sense of empathy for the peoples who are directly affected by these contemporary issues and recognize the implications for all peoples.

Procedure:

- Brainstorm with the students what they regard as the most pertinent contemporary issues of our times.

  Record their answers. Once a list has been recorded, introduce the issues which will be examined in the Native Studies 20 course, and note those that are similar.

- Utilizing the brainstormed list of issues which the students produced, conduct a reverse weight priorization. The method is as follows:

Reverse Weight Priorization Technique
- Each student selects the five (5) issues that they personally feel are the most important.

- Each student then ranks their choices:
1st choice	"5"
2nd choice	"4"
3rd choice	"3"
4th choice	"2"
5th choice	"1"

- Each individual student's choices are then summarized.

- The rows are totalled (across) to determine the class priorities.

- Discuss with the students why this procedure of priorization is important. Students should be aware that when there are several issues that demand attention, sometimes this procedure should be conducted to determine which issues the group (as opposed to individual) feels are most important.

- Utilizing the issues identified for Native Studies 20, conduct the reverse weight priorization procedure again. This list should indicate to the teacher the issues that should be focused upon with each particular class. All issues need to be considered. However, this priorization will serve as a guide for areas which will be studied in greater detail.

- Students will now have an understanding of what some key issues are in their own lives and in the reality of Indigenous peoples. Have students highlight the issues which they feel are of personal relevance to them. Tell students that the issues they highlight are the areas that they will have the opportunity to explore further.

- Introduce the students to the data which outlines a step-by-step process for analyzing issues. Choose one issue from the priorized lists compiled in previous activities and illustrate how to use this process with the issue. For example:

Identify and focus on the issue.
- Stereotyping

Establish research questions and procedures.
* What is stereotyping?
* How does it manifest itself in today's society? What are the effects?
* What can be done to overcome its negative effects?

* Research in library on stereotyping. Survey school materials for examples of stereotyping.
* Survey media reports for examples of stereotyping.
* Interview individuals who have experienced the effects of stereotyping.
* Develop a plan of action to respond to publishers of stereotyped materials and to the media who utilize stereotyping in the news.

Gather and organize data.
* Visit libraries and media collections.
* Set up interview.
* Draft an outline for reporting about this issue.

Analyze and evaluate data.
* Utilize critical reading techniques to assess data.
* Check with experts on authenticity of information.

Synthesize data.
* Write report answering questions.

Plan for individual or group action.
* Organize a meeting to draft a letter to each of the publishers who are producing inappropriate materials.
* Write to members of the news media who utilize stereotypes in publications.

Operationalize action plan.
* Produce letters and get signatures from classmates.

Evaluate the action plan process.
* Set a time limit for response from publishers and media who have been identified as utilizing stereotyping techniques.
* Ask yourself the questions:
  "Has action been taken?"
  "What has been the response?"
  "What has been accomplished?"

Begin new inquiry.
* Examine additional materials for stereotypes.

As students develop an understanding of how they can use the process to look at various contemporary issues, assign the task of using the process with an issue.

When studying a contemporary issue consider the following activities and questions (again students should apply an issue from one of the previously priorized lists):
- Why is the area of concern an issue?
- To what extent is the issue a local problem?
- What are the similarities and differences of viewpoints among people on the issue?
- What significant social and ethical questions does the issue raise for you?
- What degree of social and political tension is created by the issue?

- Read a newspaper or magazine article about a current area of concern related to one of the issues and identify the perspective toward the issue. To illustrate understanding of that perspective, restate the concern from an opposing perspective.

- Ask students to consider one of the issues that is of significance to them. Compare viewpoints with others who consider that issue significant. Examine how these viewpoints are a reflection of a person's values and beliefs.

Evaluation:

- Assess students' understanding of the process of examining contemporary issues as illustrated in the application of the process from the priorized lists of issues.

- Students will be required to compose two news reports dealing with one of the issues priorized in earlier activities; these reports would reflect two differing perspectives of the same issue. In this way, through application, the teacher could assess students' understanding of the importance of perspective when examining issues.

- Students will be required to prepare an oral report which deals with applying the process to one of the issues noted.

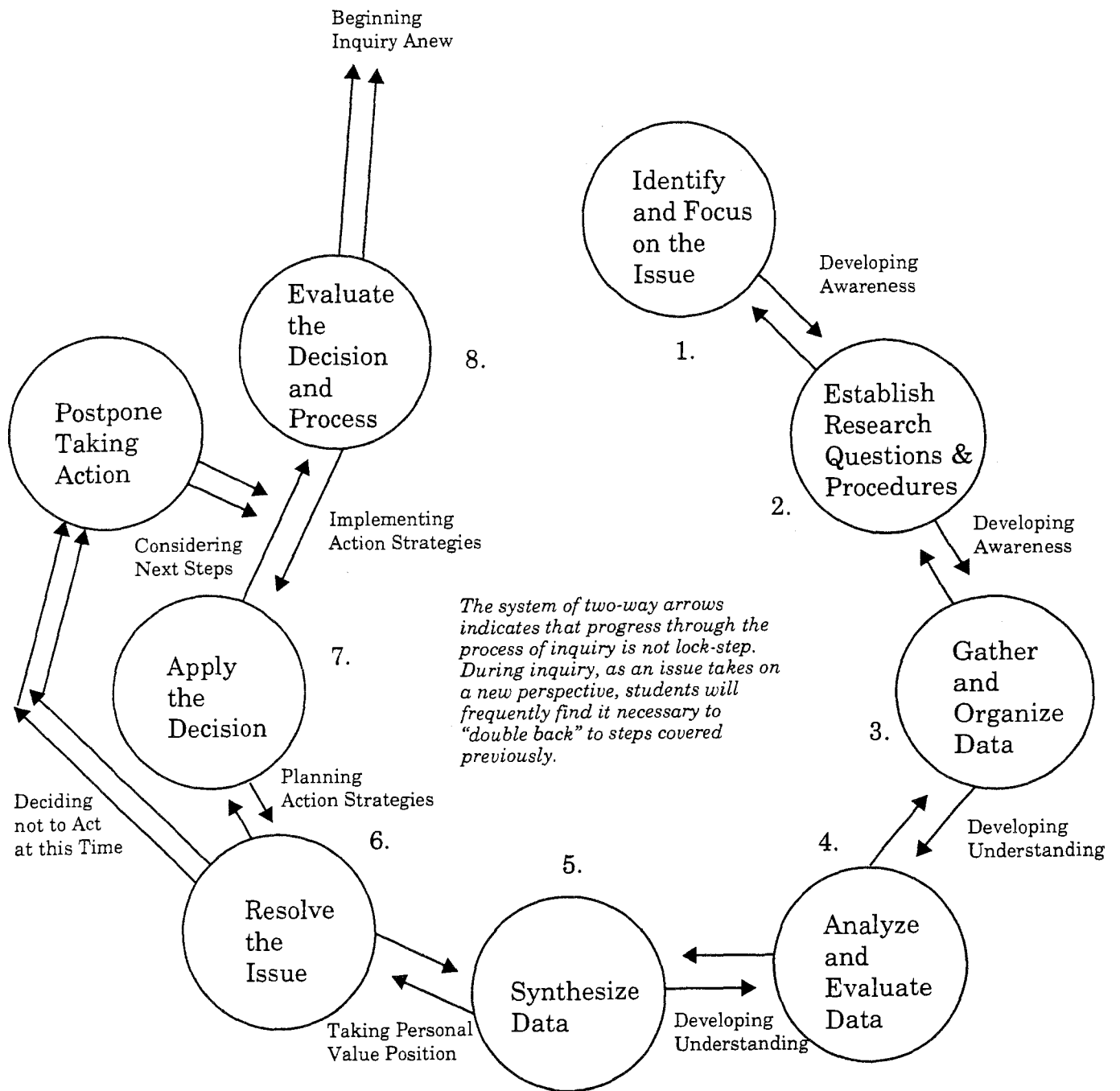- Students will decide on a process of analysis of a local issue.

Reverse Weight Priorization Summary Sheet

Item	Individual Ratings	Total
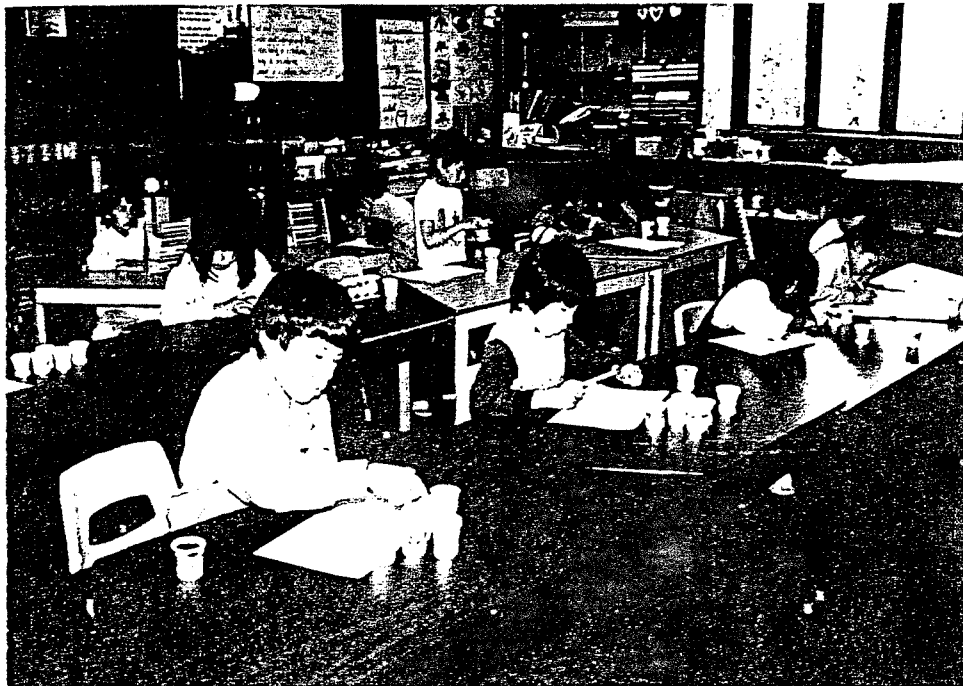
Process for Issues Analysis

• Identify and focus on the issue. Priorize if more than one issue.	
• Establish research questions and procedures.	Developing Issues
• Gather and organize data.	

• Analyze and evaluate data.	
• Synthesize data compiled.	Developing Understanding

• Plan for individual or group action. o Postpone taking action.	Taking Personal Value Position (Deciding Not to Act at This Time)
• Operationalize action plan.	Planning Action Strategies
	Implementing Action Plan

• Evaluate The action plan process.	
• Begin new inquiry.	Beginning Anew

Source: (Adapted from) Alberta Education, Society for The Prevention and Elimination of Discrimination and Stereotyping. Calgary: AB, 1980.
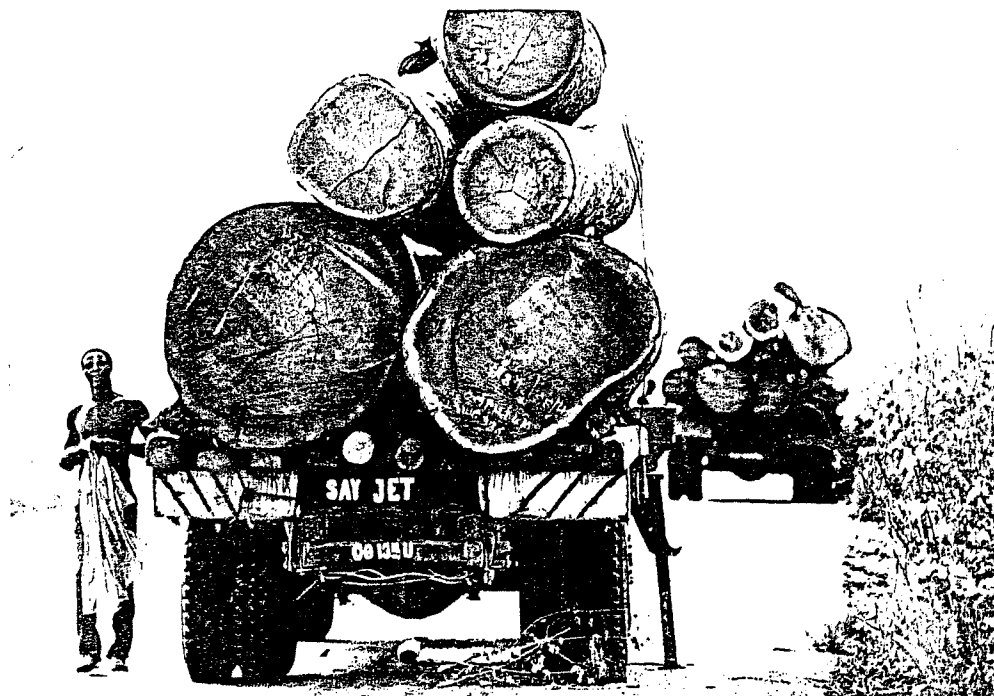
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A Process for Social Inquiry

Beginning
Inquiry Anew

Identify
and Focus
on the
Issue

Developing
Awareness

1.

Establish
Research
Questions &
Procedures

2.

Developing
Awareness

Evaluate
the
Decision
and
Process

8.

Postpone
Taking
Action

Implementing
Action Strategies

Considering
Next Steps

Apply
the
Decision

7.

The system of two-way arrows indicates that progress through the process of inquiry is not lock-step. During inquiry, as an issue takes on a new perspective, students will frequently find it necessary to "double back" to steps covered previously.

Gather
and
Organize
Data

3.

Developing
Understanding

4.

Planning
Action Strategies

Deciding
not to Act
at this Time

6.

5.

Resolve
the
Issue

Synthesize
Data

Developing
Understanding

Analyze
and
Evaluate
Data

Taking Personal
Value Position

Adapted from Alberta Education, Society for the Prevention and Elimination of Discrimination and Stereotyping. Calgary AB: 1980.

Learning Cooperatively

This information appears in *Incorporating the Common Essential Learnings* and *The Adaptive Dimension: A Resource Package*, Saskatchewan Education, 1991, that has been distributed to provincial schools. Cooperative group learning is an instructional approach which supports directly the goals of the Native Studies curricula and Indian and Métis education.

Refer to the Resource Package for supportive resources and references on: the use of interactive lecture; language in areas of study; developing concepts; inquiry learning; focused imaging; and, learning cooperatively.

Definitions

Cooperative learning is an approach where students work together to complete a task or project which is often based on their strengths, needs or interests. These groups vary in size from two to six members and use peer interaction and cooperation to help each other learn. Students engage in brainstorming, reflective discussion, mutual decision-making or conducting research. The purpose of using cooperative learning groups is to:

- minimize competitiveness and the feelings of low self-esteem which students may have acquired through past failures;
- increase students' respect for and understanding of each others' unique abilities, interests, and needs. This approach works toward the development of authentic and compassionate self- and group-motivated learners. Such motivation comes from genuine interest, and from the positive feelings and fun which come from doing things together;
- shift the burden for achievement from the teacher alone to all individuals in the classroom;
- allow teams to work toward a common goal, discuss problems, make decisions, and quiz and encourage one another; and,
- allow the teacher to become a facilitator, catalyst, resource person, and evaluator.

The incorporation of the C.E.L.s in Core Curriculum works toward increased self-understanding, respect for others, tolerance and a belief in the necessity for co-operation in a "global village" rather than emphasizing competition. Cooperative learning appears to improve student achievement and enhance self-esteem. It supports Indigenous philosophical principles and ethics of cooperation, sharing, wholeness, respect and harmony.

Learning Together

There are many types of cooperative learning methods. Johnson and Johnson (1988) have developed the Learning Together method which emphasizes the five elements of: positive interdependence, face-to-face interaction, individual accountability, social skills and abilities, and group processing or reflection. A brief discussion of each element follows.

Positive interdependence supports students in working together. Such interdependence can be structured in many ways. For example, students can:
* Have a common goal to reach (academic, social or both). Positive interdependence is supported when social goals are combined with the academic task.
* Share resources. Students may work together to develop one chart or each student may receive a different section of the assignment materials to explore and share with other group members.
* Choose and rotate roles.
* Work through a task that is sequenced, so that each member completes a portion of the task.

Flexible seating arrangements facilitate face-to-face interaction. Consider using a circle. Refer to *Guidelines for Talking Circles*. Students should be able to see and hear each other clearly. By explaining, elaborating and deliberating, students clarify their thoughts and start to develop connections between their present learning and their prior knowledge and experiences. Through hearing different points of view, students learn to rethink as well as clarify their own positions. This type of discussion with peers in cooperative learning groups promotes increased understanding of ideas.

The element of individual accountability encourages students to take responsibility for their own learning. Teachers can promote individual student learning and responsibility through:

* jigsawing materials so that each student has an opportunity to explain their section of the materials to the other members in the group;
* designing individual assignments or exams based on material which has been learned or studied in groups;
* randomly calling on students during the processing of, or reflecting upon, academic or social goals so that individual students have the opportunity to share their group's discussion and understanding;
* providing time for individual journal writing or self-evaluation following each group assignment. This allows students to reflect upon their strengths and weaknesses and upon the consequences of their choices or decisions.

Social processes and values related to communication, trust and conflict resolution need to be examined by students in order for cooperative learning groups to facilitate learning. Students need help in further developing their social skills and abilities by focusing on these separately through reflective classroom discussion and through opportunities to apply their understanding to a group situation. The class can discuss what goes wrong in group work and why, and generate their own list of social skills and abilities to work

on. Academic tasks can be accompanied by social goals such as moving quietly into groups or criticizing ideas without criticizing people. Data is collected, on the social skill or ability being practised, by the teacher or student(s) or both. It is important to focus on no more than two or three skills or abilities per lesson.
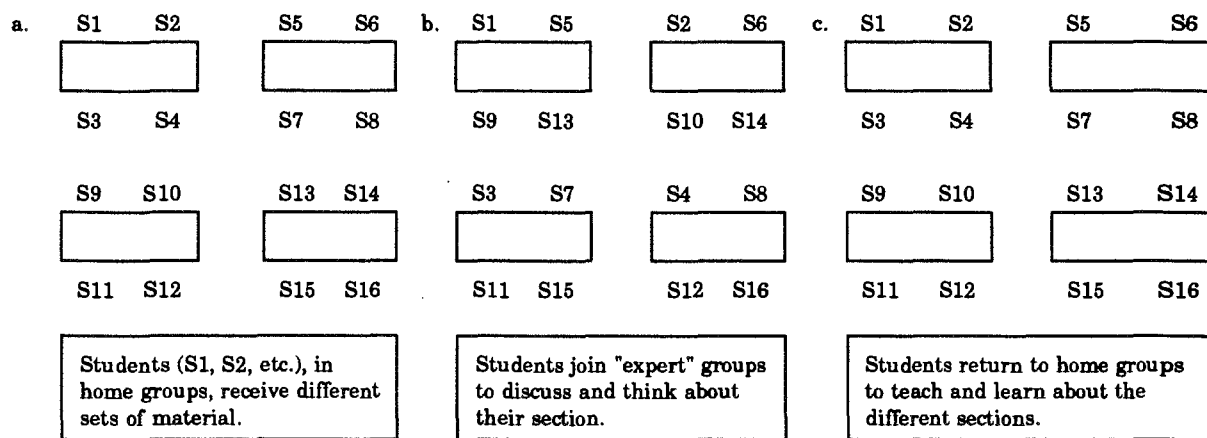
The group processing or reflection at the end of the lesson addresses both the academic and the social goals. The social skill or ability might even be addressed before the academic task in order to emphasize the importance of developing the skills, abilities and processes required to work cooperatively with others. It is important to provide students with time to reflect individually or in small groups on how well they practised the social skills and abilities and on how they could improve. Large group discussion and sharing should focus upon the positive aspects of how the group worked together and on what specifically facilitated their success. Teacher or student sharing of objective data related to individual and group use of the social skill or ability should also focus on the positive aspects and should give ideas for further student success. In this cooperative setting, students evaluate not only the final product but also how well they maintained good working relations.

In summary, Johnson and Johnson (1989) assert that co-operation among students promotes instructional outcomes such as higher self-esteem, general improvement in psychological adjustment and health, greater social skills and abilities, increased achievement and higher level reasoning when the learning groups demonstrate the five elements of: positive interdependence, face-to-face interaction, individual accountability, social skills and abilities, and group processing or reflection.

Jigsaw

Aronson (1978) developed this method whereby students become "experts" on a topic and then meet with other "experts" to study their chosen or assigned topic. This is accomplished by jigsawing the materials. That is, each student receives a portion of the materials to be introduced. Students leave their home groups and meet in *expert* groups to discuss the material and to brainstorm a number of ways in which to best present their understanding to the other members of their home group. The *experts* return to their home groups to teach their portion of the materials and to learn from the other members of their home group. See the figure on the next page for a diagrammatic representation of this process.

a.

S1 S2 | S5 S6

| | | |

S3 S4 | S7 S8

S9 S10 | S13 S14

| | | |

S11 S12 | S15 S16

b.

S1 S5 | S2 S6

| | | |

S9 S13 | S10 S14

S3 S7 | S4 S8

| | | |

S11 S15 | S12 S16

c.

S1 S2 | S5 S6

| | | |

S3 S4 | S7 S8

S9 S10 | S13 S14

| | | |

S11 S12 | S15 S16

| Students (S1, S2, etc.), in home groups, receive different sets of material. | Students join "expert" groups to discuss and think about their section. | Students return to home groups to teach and learn about the different sections. |

Diagrammatic representation of Jigsaw method

This method is particularly appropriate when dealing with large amounts of material within a unit. It also promotes individual accountability as each person has the opportunity to discuss and present a portion of the unit under study. Materials can also be adapted to address the varied ability levels of students.

Group Investigation

This is a cooperative group inquiry which emphasizes student collection of data, the interpretation of this information through group discussion, and the synthesis of individual student contributions into a group project. Sharan and Sharan (1989-90) have refined Thelen's model and outline six consecutive stages that students move through (see Joyce & Weil, 1986, for a fuller description of Group Investigation).

In the first stage, students identify the topic to be investigated and organize into research groups. During the second stage, students plan the investigation in their cooperative learning groups. Students carry out the investigation in the third stage. The fourth and fifth stages are the preparation and presentation of the final report. Evaluation comprises the sixth and final stage. **The diversity of students' cultural backgrounds and learning styles must be recognized and respected in the evaluation process.**

Evaluation includes student self-evaluations and anecdotal records taken by the teacher regarding individual student progress during all five stages, the report itself and perhaps a culminating exam which includes all of the material presented by each group. Such exams can have individual groups contribute two exam questions and be responsible for marking the responses to these particular questions as well.

Large-scale experiments demonstrate that Group Investigation promotes higher academic achievement than whole-class instruction and supports positive social interaction among classmates from different ethnic groups (see Sharan and Sharan, 1989-90, p.19 for references).

Think-Pair-Share

This structure (see Kagan) has students think individually on a topic before discussing it with another student. This is usually followed by a whole class sharing. Kagan has developed a number of cooperative learning structures (see Kagan, 1989-90, p.14 for an overview of selected structures). The most important principles, according to Kagan, incorporated into the various structures are positive interdependence and individual accountability.

Group Composition

Use academically, linguistically and socially heterogeneous groups. Benefits accrue to all group members when they are mixed by gender, race, ethnicity and abilities.

Groups can be informal and formed on an " ad hoc" basis. Such groups can be used to draw students' attention to important understandings in a unit, to provide an introduction or closure to a unit of study, or to provide instructional variety within a lesson. Activities might consist of interrupting a lecture and asking students to discuss, in pairs, the major theme of the lecture or one question they have formed during the presentation. Formal groups are usually structured to meet for a longer time in order to complete a project or assignment. Base groups are long-term and usually meet over a semester or year. These groups give prolonged support, encouragement and assistance for academic and social progress.

A common thread which weaves through all of the methods is the recommendation to leave groups together long enough to run smoothly. A group that is having trouble can be supported with student problem solving, teacher intervention or the incorporation of social skills and abilities.

Goals

Academic and cooperative or social objectives need to be shared or developed with students. The academic task and desired social behaviours should be clearly understood.

Monitoring and Intervention

All of the methods reveal the critical role that teacher monitoring and intervention play. This provides an opportunity to clarify task directions, to observe how well students are conceptualizing, to foster students' questioning and thinking, to model desired cooperative behaviours and questions, and to collect data regarding individual student learning and behaviour.

Individual Accountability

If students are to meet objectives, their learning endeavors need to be valued. Individual accountability or investigating individual student learning can be structured in a number of ways. Students can be given individual issues to explore or may be tested individually on the material discussed in groups. When completing one assignment, all students can sign the product demonstrating that they understand and can explain the group process or response. Large class discussions allow teachers to call on individual students for sharing of small group discussions or reflections.

Reflection

Analyzing, evaluating or reflecting on what students have accomplished in their groups, both academically and socially, is extremely important. This process can take two minutes or twenty minutes. The length of time is not important; the process is. The emphasis here is one of critical thinking, sincerity and reflection.

A Sample Lesson from Native Studies 20

The following example illustrates how co-operative learning groups may take shape in the classroom. The lesson also illustrates how the C.E.L.s and the Adaptive Dimension can be incorporated.

Background Information

"Development" is a complex term which may be defined in any number of ways by any number of authors, commentators, peoples and cultures. What is common to all definitions, however, is that the cultural and social experiences and perspectives of the author will determine not only what "development" consists of and involves, but also a social and economic context wherein development may exist. In the Western industrial tradition, development is seen as a movement along a line from less developed to more developed. Thus, a value judgment is involved. There is an external standard applied to the group.

The Indigenous peoples' perspectives tend not to function on this linear model. "Development" is seen as the fulfilment of the Great Circle of Life. This may be fulfilment on an individual, social, economic, cultural, or environmental basis. Development in a young boy's life might be symbolized by the living out of his vision quest. In a young girl's life, development might be to assure the continued survival of her people and culture by supporting and strengthening social structures and cultural practices.

The movement of an individual through the Four Hills of Life within the Sacred Circle -- infancy, youth, adulthood and old age -- is the individual's development. Development for these perspectives would not involve anything which diminishes the quality of these cultures as a whole or which isn't connected to a 'natural' rhythm. Development here is communal as well as individual and at the same time is holistic and all-encompassing.

Materials on the topic of development are limitless. Almost every magazine on the news- stand contains articles about development, developing nations, development projects, etc. These can be a valuable source of information after the students have been helped to identify the various definitions of development and are able to examine these articles using Indigenous perspectives.

Indigenous peoples' perspectives on many contemporary "developments" promoted by the Canadian government and other governments and supported by much of the Canadian public are critical of these development projects. However, the intention of this unit is not to prematurely judge the merits of such projects. Rather, the intent is to make students aware of and challenge them to think about and analyze the development from the Indigenous peoples' perspectives. This may, however, affect some of their future 'judgements' about such perspectives and projects by offering them another point of view.

Procedure

Prior to this lesson, students have submitted the names of two other students that they would like to work with in small groups for the coming month. The teacher is making up the groups and will try to accommodate each student's request by putting at least **one** person in the group that a student requested. Each group will have 3-4 members and will be academically, linguistically and socially heterogeneous.

The students read the article *Survival: Life and Art of the Alaskan Eskimo*. The article has also been summarized by the teacher assistant to accommodate the reading level of two students. These students receive the adapted version to read. The students discuss and record significant elements of the article focusing, in particular, on the Alaskan Native Claims Settlement. Since they have already studied the Haida Settlement, they are able to compare the similarities and differences of the cases through the following questions:

• What motivated the settlements?
• What input did the Indigenous people have in the settlements?
• What effects were felt on the way of life of the two Indigenous groups?

In addition, the teacher has prepared a set of questions to help the students interpret the table and graph contained in the article. The questions focus students on the relationships among the numbers and on the significance of these numerical patterns.

The cooperative behaviours that students have chosen to work on during this lesson are: giving factual information and active listening. The teacher facilitates a class discussion regarding the difference between factual information and personal opinion. Students also generate a number of non-verbal and verbal characteristics of active listening. The teacher will be observing and recording data on these two behaviours. See the following figure.

Observational Sheet for Giving Factual Information and Active Listening

Group 2

Students	Giving Factual Information	Active Listening	
		Non-Verbal*	**Verbal**
Joan		Looked at speaker (Tom)	
Tom		Leaned toward speaker (Leanne)	Let me see, you think that . . . "
Barry		Nodded head while looking at speaker (Joan)	
Leanne	I thing the last paragraph stated . . .	Nodded head while looking at speaker (Joan)	

Example of observational sheet for recording data on giving factual information and active listening. The observer has one sheet for each group.

The purpose of this observation sheet is to provide the observer with some concrete information to share with the class. The intent is to get a holistic view of the workings of the group and individuals within the group. In addition, cultural background may affect the level of verbal or non-verbal involvement demonstrated. Refer to Native Studies Observational Checklist in the Evaluation section of this guide.

After the small group discussions, the teacher shares the positive observational data which was recorded during their small group discussion. Individual names of students are not mentioned, only their behaviour or comments which model either or both of the social skills/abilities. The teacher then facilitates a large group discussion of the Alaskan Native Claims and Haida Settlements. Individual student responses are noted by the teacher throughout the discussion in order to provide for individual accountability.

Conclusion

The opportunity to discuss and summarize important understandings from text material and compare similarities and differences in events fosters the C.E.L.s of Communication and Critical and Creative Thinking. This lesson also allows students to refine their understanding of human rights and their relationship to human needs, and cultural heritage shapes understanding. With this emphasis, the development of Personal and Social Values and Skills is promoted. Numeracy becomes a focus as students' understanding of numbers and their interrelationships is strengthened. In this lesson, the reading material was adapted in order to accommodate particular students' needs and maximize their learning.

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Three Generations File Hills Agency, c. 1926. Saskatchewan Archives Board #A14,854

Brainstorming

Brainstorming is a technique for generating ideas. A group, working under ground rules is encouraged to state any and all possible solutions to a problem. Brainstorming is a way to come up with creative and exciting ideas, and can also be used to get reactions or opinions on an activity, new story, or field trip. Brainstorming is based upon the belief that when a great number of ideas are generated, the chances of uncovering a good idea or solution are increased.

Brainstorming can be used to initiate a problem-solving session on a social issue related to social justice, development or self-determination and self-government. A situation may be described; then brainstorming can be used to generate ideas on the nature of the problem. Brainstorming is especially useful when seeking alternative solutions to an issue or problem.

Some ground rules must be observed if this activity is to be effective and successful.

* All critical judgement is suspended. List as many ideas as possible, without judging them. This tends to inhibit creativity and decreases the number of ideas generated.
* Expect wild ideas: the sky is the limit. Since there is no commitment to using any of the ideas, it is advantageous to brainstorm as many as possible.
* Quantity is more important than quality.
* Hitch-hike and piggy-back on others' ideas. Use other peoples' ideas and modify them.

Use small groups and recorders. The activity stops when the group runs out of ideas or the time allotted (3-6 minutes) has run out. Ask for single word or single phrase items and write everything down. Use more than one recorder or ideas may be lost. Use topics that are open-ended to teach students how to brainstorm; then move to more specific topics. It is wise to post the rules for brainstorming where all students may see them. All students should face the chalkboard or flip chart where ideas are being recorded. It is often best to place all students in a circle.

Inquiry

Inquiry is a technique which involves students in questioning to explore an area of study. It is a process students engage in to investigate and explain problems or inconsistent events. Students collect and test data logically in order to discover why things happen the way they do. It is a student-oriented strategy which requires active participation in questioning events and in putting several factors together (conceptualizing) to explore a hypothesis or theory.

The general goal of inquiry is to help students develop the intellectual discipline and skills necessary to raise questions and search out answers stemming from their curiosity. The ultimate goal is to have students experience the creation of new knowledge based on the logical exploration of ideas and theories.

The purposes of inquiry are to stimulate scientific thinking, develop problem-solving skills, and acquire new facts. Inquiry can be used to study civil law and social justice issues. Students could to isolate the specific aspects of the violation of rights and come up with the solution or solutions by testing hypotheses. Refer to legislation and declarations presented in the resource packages of Native Studies 20.

The inquiry process begins with the presentation of a puzzling event or situation which motivates interest. Students question the teacher to gain information about the problem or situation. During this stage in inquiry, the objective is to verify the facts of the situation. Students are to ask questions which can be answered with a "yes" or "no" response. During the questioning, students try to discover the following aspects of the problem situation: the events (observable experiences that have a time dimension); the objects (separate components of the event); the conditions (the state of the objects); and the properties (characteristics of the objects).

As students become aware of the facts, they can begin to look at relationships among the factors in the situation. At this stage, students need to formulate hypotheses or suggest alternate solutions to the problem statement.

In the third stage of the inquiry process, students gather data to test and/or support the hypotheses or solutions formulated in stage two. Conducting experiments, gathering materials, holding discussions, or surveying a sample are some of the ways to collect data related to a hypothesis. Students continue to question the teacher during this step to verify their ideas and solutions.

During the next phase, the teacher calls upon the students to organize the data collected, to summarize the results of the discussion, and to formulate an explanation for the problem situation. First, information needs to be organized to facilitate analysis. Information can be organized by placing it on charts, by graphing it, or by sorting it in some way. Summarizing should include all activities of the lesson and a review of the findings so that conclusions can be made. These conclusions form the major content of the lesson and should be recorded.

A final stage often included in the inquiry process is reflection. Students analyze their pattern of inquiry by asking:
• Were the questions effective?
• Which lines of questioning were most productive and which were not particularly useful?
• Was enough information gained to allow the formation of hypotheses?
• Was the data collection technique appropriate for testing the hypothesis?
• What was learned about the inquiry process?

The role of the teacher is to:
• create a responsive, helpful learning environment;
• teach the skills of inquiry in a systematic manner: observation; classification; formulation of hypotheses; collection and organization of data; and, drawing conclusions;
• select or construct the problem situation or issue;

- referee and monitor the inquiry;
- respond to students' inquiry problems with the necessary information;
- help beginning students establish a focus and give direction to ensure the topic is fully explored;
- facilitate discussion of the problem situation among the students;
- react to pupil statements and activities, often by asking the students questions which elicit further inquiry;
- serve as a resource person.

The process may extend over a period of several days, weeks, or longer. The amount of material covered is reduced because more time is used to develop the thinking process. Time spent on memorization of facts or content is reduced. Fact gathering should precede hypothesis development. During the data gathering phase, students must isolate different factors and test them singly. Thus, the irrelevant ones can be eliminated and relationships between variables discovered. Grouping of students should be considered for some inquiry lessons or for parts of the lessons to allow for diverse student ability levels.

Inquiry promotes active, autonomous learning. The learner is actively engaged in higher level thinking. Students become more proficient in verbal expression, listening to others and remembering what has been said. Content is dealt with in a more thorough manner. Students think, hypothesize, and test content and do not simply memorize it. Students develop skills in the processes of inquiry.

The inquiry method is the teaching strategy most consistent with the education philosophy of Indigenous peoples. Learning, above all, is the responsibility of the individual. Although Elders and family members have specific responsibilities in the socialization of the young, every attempt is made to nurture, support and encourage the learner. In no way should others impose their definition of the world on anyone else. The world and all its wonders will be revealed to each person in a unique and individual way. Consequently, individuals will develop an identity and personality consistent with their emotional, physical, social and spiritual experiences and understandings.

Classroom Discussion

The teacher's ability to conduct discussions is a key element in the promotion of inquiry and critical thinking. Skill in facilitating a discussion is achieved through continued practice. There are, however, certain basic requirements for an effective discussion.
- Discussion should have an explicit purpose. The purpose can be varied, but it should be obvious in the teacher's introduction to the subject. The objective of this discussion should be clearly stated.
- Students must have an information base for the subject under discussion. Data sheets, case studies, readings, films and other resources, invited guests, other students and the teacher will contribute to the establishment of an information base.
- Terms must be defined. This activity will be necessary for many of the data sheets and discussion topics.

- The discussion must be flowing and directed to the stated purpose.
- Seek wide participation. Such efforts normally improve participation in discussions. This may be a challenge but might be accomplished by:
  o discussing with the class the need for all students to participate equally;
  o aiding the talkative to accept a heavier responsibility for listening;
  o encouraging shy students by specifically calling upon them when their interest or knowledge is thought to bear upon the matter being discussed;
  o building confidence by bringing students together occasionally in smaller discussion groups; and,
  o dealing with over-assertiveness and shyness by trying to get at the causes or circumstances that produce these behaviours.
- Seek "interaction" rather than "co-action". Co-action is an exchange between two persons, usually the teacher who asks the question and the student who answers it. When interaction operates, students address one another, or the entire group, instead of directing their remarks to the teacher. Whenever possible, having the class sit in a circle, rather than in rows with the teacher at the front, facilitates this mode of discussion. Pupils can learn to talk without raising their hands by using mutually accepted turn-taking signals or the passing of a "talking stick" or "feather". Each person is allowed to speak without interruption and in order around the circle. A student may pass the "stick" without speaking. This simulates traditional communication styles. Refer to *Guidelines for Talking Circles*.

Group Activity

Divide the students into groups before instructions are given. Attempt to place students of diverse abilities and backgrounds in each group. This facilitates the presentation of diverse perspectives and allows students to gain support from peers.

Assign a leader to keep group members on task, on time, and to encourage participation by all members.

Assign a recorder to take down ideas, decisions, solutions etc. This enables the leader or chairperson to attend to the dynamics of the group and to task accomplishment. Information may be recorded on chart paper with felt pens, on file cards, on overhead transparencies, on audiotape, on a chart or graph or on a structured response sheet which will direct group investigations and discussions. Once students become familiar with the process, groups may select their own leaders, recorders and presenters. All students should have the opportunity to do each role.

Give clear instructions, verbal and written whenever possible. State the objective clearly. Outline the task. Define the product the groups are to produce and define time limits. The teacher's role is to circulate among the groups and check that the groups have a clear understanding of the task. Monitor the group process. Are the groups finishing early or do they need more time? Some group work can be done in one period; other activities and projects may extend over several class sessions. Clarify questions and act as a resource.

Provide for sharing among groups if this is applicable to the activity. At the end of the allotted time, call small groups back to the large group to report upon what they have done. One or two persons from each group can share information with the total group. Groups may be paired to share information. Have each group present only one or two ideas. Collect and synthesize group data on wall charts or the blackboard. Have groups hand in sheets or file cards; organize and collate ideas and present the data to the entire class. Photocopy small group summary sheets and distribute these to the entire class. A seminar presentation by each group to the entire class may be supported by these photocopied group summary sheets and audio-visual materials.

Group work may be evaluated in a variety of ways. Observational checklists may be used to determine student participation and group processes. Self-evaluations and student peer-evaluations may be done on the group activity and classroom presentation. Ask students how well they thought the group functioned, what some of the problems were and what possible solutions or strategies for prevention might be used next time. A panel review is most appropriate for evaluating a project as a whole. Written reports or response sheets may be used to evaluate the quality of thought and work done by a group. Refer to the sample evaluation tools presented in this curriculum guide. Task performance within the time allowed should be a consideration. Encourage the groups to investigate their interactions. Ask students what they enjoyed most and least.

Social Response Letters

Students may wish to address specific social issues by outlining their concerns to politicians responsible in that area. Letters to politicians addressed to the provincial legislature or federal House of Commons and Senate, travel postage free.

Graduation exercises at Qu'Appelle Indian Residential School

Sample Letter (Postal-Ready)

Front

Senator, Prime Minister, President etc.
Senate of Canada, House of Commons of Canada, etc.
K1A 0A4 (Senate) etc.

Back

Date _____

Prime Minister Mulroney
House of Commons
Ottawa, Ontario
K1A 0A4

Dear Mr. Mulroney:

Re: **The Lubicon Lake Cree Land Claim Situation** or
     The Proposed Legislation on . . . . or
     The Process of Environmental Impact Assessments

As a citizen concerned about the harmful effects of the proposed . . . . , I am
asking you to . . . . in order to promote social justice and . . . . I (we) feel
you must do this because:

1.

2.

3.

Thank you,

Signature(s) _____

George John Smith or
the entire grade 11 class of
J. Gingatt Collegiate
2426 Watt Street
Regina SK S0S 0M0

Guidelines for Talking Circles

Talking circles are useful when the topic under consideration has no right or wrong answer, or when people need to share feelings. Moral or ethical issues can often be dealt with in this way without offending anyone. The purpose of talking circles is to create a safe environment for people to share their point of view with others. This process helps people gain a sense of trust in each other. They come to believe that what they say will be listened to and accepted without criticism. They gain an appreciation for points of view other than their own. This exercise should be done a number of times and may serve as a formative evaluation technique.

The basic rule is that the group sits in a circle and each person gets a chance to say whatever is on their mind without being criticized or judged by others. Sometimes groups pass around a feather, stone, or talking stick. Whoever is holding the object has the floor.

Talking circles usually need a facilitator to ensure that the guidelines are being followed. As they gain experience with this approach, most people can be organized into groups of up to 30 persons. With really big groups it is usually more effective to set up an inner and outer circle. Five to ten people sit in a circle. The rest of the participants arrange their chairs in a circle around this inner circle. Only people in the inner circle are allowed to speak. The outer circle listens. People take turns being in the inner circle.

During the circle time, people are free to respond however they want as long as they follow these rules:

- All comments should be addressed directly to the question or issue, not to comments that another participant has made. Both negative and positive comments about what anyone else in the circle says should be avoided. Just say what you want to say in a positive manner. Speak from the heart.

- Only one person speaks at a time. Everyone else should be listening in a non-judgemental way to what the speaker is saying. Some groups find it useful to signify in some way who has the floor. Going around the circle systematically is one way to achieve this. Another is to use some object (such as a feather or a stone) which the person who is speaking holds and then passes to the next person who has indicated a desire to speak.

- Silence is an acceptable response. No one should be pressured at any time to contribute if they feel reticent to do so. There must be no negative consequences, however subtle, for saying, "I pass."

- At the same time everyone must feel invited to participate. Some mechanism should be built in for ensuring that a few vocal people don't dominate the discussion. An atmosphere of patient and non-judgemental listening usually helps the shy people to speak out and the louder ones to moderate their participation. Going around the circle in a systematic way, inviting each person to participate by simply mentioning each name in turn can be an effective way to even out participation.

- It is often better to hold talking circles in groups of ten to fifteen rather than with a large group, because in smaller groups each person has time to say what they need without feeling pressured by time restraints.

- The group leader facilitates the discussion by acknowledging contributions in a non-judgemental way (that is, by avoiding comments like "great", "far out" or "good" which can be seen as making comparisons between different contributions) and by clarifying comments when necessary (e.g. "If I understand what you're saying, you . . .").

- No comments which put down others or oneself should be allowed. Some agreed upon means of signalling the speaker when this is occurring should be established (e.g. holding up a card labelled "Put Down"). Self put downs include such comments as, "I don't think anyone will agree with me, but . . .," or "I'm not very good at . . ."

- Speakers should feel free to express themselves in any way that is comfortable: by sharing a personal story; by using examples or metaphors; by making analytical statements.

- Some groups have found it useful to encourage participants to pray silently for the one who is speaking, or to at least consciously send the speaker loving feelings. In this way listeners are supporting the speaker, and not tuning out while they think about what they will say when it is their turn.

Source

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Developing Classroom Strategies - "Be"

There is no magic formula or recipe for teaching Indian and Métis students. There may be misconceptions and misunderstandings, but the bottom line is that good teaching practice is essential. A caring and sensitive teacher will find positive ways to deal with each student as an individual.

Be a Communicator: Open up communication with students, parents and community. Encourage parent involvement and responsibility. Establish a relationship with the child and family. Visit the home. Give the family your home phone number. Start small. Visit without being a bearer of bad news. Talk to colleagues and share ideas.

Be Aware of Each Student's Potential: Demand high standards from all students. Help students to understand that making mistakes happens to everyone. Seek to find and celebrate positive role models.

Be Flexible: Allow different learning processes to take place. Be flexible in terms of teaching style, testing and evaluation. Do not emphasize competition. Give students the option of re-testing. Be aware of other learning strategies.

Be Informed: Try to learn as much as you can about the culture and heritage of students and their community. Do not make assumptions based on past knowledge or generalizations. Be aware of your own assumptions, perceptions and conditioning.

When studying Indian and Métis peoples, be sure to cover more than one time period. Don't talk about Indian and Métis peoples as if they only lived in the past and don't exist today.

Help students understand that Indian and Métis peoples can be from many different groups and each has a distinct name, history, language and culture.

Be Analytical: Analyze your classroom materials. Be particularly careful of books written before 1970. Make use of good resources. Watch out for errors in fact, errors in interpretation, and stereotypes. If materials demean, stereotype, or patronize Indian and Métis peoples they should not be used unless they are used as examples of stereotypes to increase understanding. Give a balanced view of history. Make students aware that all history is written from a certain perspective. Explore all sides of an issue. Be aware of biased words, eg. massacre vs. kill. Challenge T.V. and movie stereotypes of Indian and Métis peoples.

Be Effective: Use positive classroom techniques. Storytelling and small group work fit in with Indian and Métis traditions and are good general teaching techniques. When possible, demonstrate and then explain.

Storytelling should be an integral part of the education process. We all remember more from stories than lectures. Storytelling is an art and should be fostered. Develop storytelling as part of teaching skills. When possible, bring in storytellers. Use

appropriate protocol when asking Elders to come into the school. Refer to *Inviting Elders to the School.*

Expose students to tangible Indian and Métis art such as dances, artwork and crafts, but be sure these are explored within a context so some understanding is gained; for example, colour and form in art, origins and meaning of dances.
Incorporate these into core subjects.

Allow students to appreciate the excellent crafting of the "real thing" rather than just paper or cardboard replicas. Have a craftsperson come into the classroom and demonstrate.

Encourage small group work. This allows for "group success" without isolating an individual. It allows students to share ideas without being in competition.

Be Sensitive: Each student is different. Each Indian and Métis community is different. It does not make sense to learn about Indian and Métis peoples from a distance. Bring in an Elder or someone from your nearest Indian and Métis community or organization to learn from the people themselves. In areas where parents are reluctant to communicate with the school, arrange for a home/school liaison officer to bridge the gap.

Be Positive: Accept Indian and Métis cultures and ways of life for their own worth. Assist Indian and Métis students in feeling pride in their heritage and cultures. Encourage awareness of the historical contribution of the Indigenous peoples. Indian and Métis philosophy and ways of life have meaning for life today, eg., respect for the earth and living in harmony with nature is important for human and ecological survival. It is part of traditional Indian philosophy that one does not take something from the earth without putting something back.

Be a Bridge Builder: Seek commonalities rather than differences. We are products of our past. People do things the way their families did them.

Rather than emphasize differences, concentrate on the human experiences we all share: birth, kinship, friendship, learning, celebrating, gift giving, sense of humour.

Be Patient: It takes time to build trust and understanding.

Adapted from Handout #6
Native Awareness: Behind the Mask Workshop Leader's Guide.
Access Network
Program Sales
295 Midpark Way S.E.
Calgary, Alberta
T2X 2A8
Phone: (403) 256-1100
Telex: 03824867

Native Studies 20 Unit Overviews

Unit Overviews

Native Studies 20 consists of an Introduction Unit and three thematic units: Unit One: Self-Determination and Self-Government; Unit Two: Development; and, Unit Three: Social Justice.

Each unit overview contains an introduction, table of contents, objectives for the lesson and Common Essential Learnings (C.E.L.s) to be developed - C.E.L.s integrated sample lessons. The Common Essential Learnings will be identified by the acronyms given below:

- Communication   C
- Numeracy   N
- Critical and Creative Thinking   CCT
- Technological Literacy   TL
- Independent Learning   IL
- Personal and Social Values and Skills   PSVS

In order to explicitly demonstrate how the C.E.L.s are incorporated into the sample lessons, specific learning objectives which work support the achievement of the C.E.L.s appear at the start of each suggested activity. Note that sample lessons present sequential activities that may take several days to implement and therefore, may be considered a unit of study.

All tables of contents of resources provided follow. Teachers should consider the foundational objectives, and available resources identified in tables of contents when planning. A Unit Plan Organizer, which is provided in this section, will facilitate course implementation.

Table of Contents (Student Resource Guide)

Optional Introduction Unit: Located in Native Studies 20 Case Studies and Readings Package. (Refer to Native Studies 10 documents as required).

Note: Alternate and supplementary case studies and readings are located in the Case Studies and Readings Package which supports the Native Studies 20 curriculum.
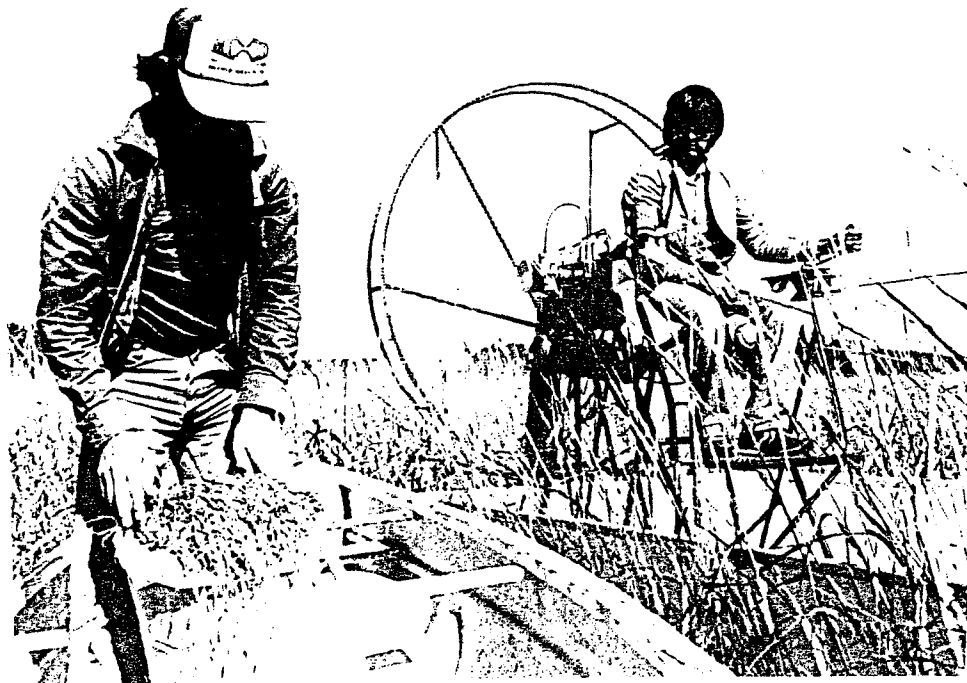
Optional Introduction Unit (Case Studies and Readings Package)

Table of Contents

List of Resources (Case Studies and Readings Package)

Unit Three: Social Justice

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Issue(s)/Concepts/Values

Student Resource Sheets (Student Resource Guide)

Case Studies and Readings
(Student Resource Guide/Case Studies and Readings Package)

Implementation Strategies
(Survey, debate, report)

Sample Lessons
(Question/activities/assignments)

Supplemental Resources
(New Internationalist, C.I.D.A)

Assessment Tools
(check lists, rating scales, etc.)

Evaluation Strategies
(Test, debate, seminar, project)

Introduction Unit

Indigenous peoples' situations and issues of concern need to be carefully examined. There are basic issues regarding human rights, social justice, self-determination, self-government and development. What emerges from an analysis of the contemporary issues of Indigenous peoples is the similarity of their experiences. Globally, the rights of many Indigenous peoples are ignored, overlooked or subjugated.

This unit presents a structural overview of the Native Studies 20 program and a listing of key issues of concern. The Table of Contents for each Unit are presented in this Introduction to facilitate the selection of related resources and case studies from all materials provided in the program.

The aim and goals of Native Studies 20, stress an appreciation of Indigenous cultures, their beliefs and practices and an understanding of Indigenous peoples' common respect for the land. The Introduction introduces the concept that there is a common Indigenous spirituality and code of ethics that comprise the philosophy and perspective of many diverse Aboriginal peoples. This perspective governs how Indigenous peoples relate to their environment, and the world. Social interactions and aspirations are determined by this perspective or philosophy of Creation and knowledge.

Refer to the following resources:

12 Principles Common to First Nations Philosophies
Ethics Common to First Nations
The Sacred Tree

Foundational Objectives

- Students will be made aware of the 12 Principles Common to First Nations Philosophies and related resources. Students will be provided with the opportunity to relate Indigenous philosophy with their own and other philosophies and codes of ethics or behaviour.

- Students will develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.

- Students will develop an appreciation for an Indigenous worldview and identify it as practised by Indigenous peoples.

- Students will develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.

C.E.L. emphasis is placed upon the following foundational objectives:

- To support students in coming to a better understanding of the personal, moral, social, and cultural aspects of Native Studies. **(PSVS)**

- To promote both intuitive imaginative thought and the ability to evaluate ideas, processes, and experiences in a meaningful way. **(CCT)**

- To promote an understanding of discrimination, bias, racism, sexism and all forms of inequality, and a desire to contribute to their elimination. **(PSVS)**

Lesson One

Learning Objectives:

- Students will discuss or write about their perspectives regarding key aspects of philosophy and worldview using their own language. **(C)**
- Students will explore how cultural heritage shapes understanding, and how moral principles influence behaviour. **(PSVS)**

Brainstorm with students what their definition and understanding of the term "philosophy" would include. Discuss with students key aspects of the concept "worldview". Key aspects include:

- philosophy as the pursuit of wisdom; philosophy as a search for a general understanding of values and reality;
- philosophy as an overall vision of or attitude towards life and the purpose of life;
- worldview as the position of oneself, one's community, one's culture, and one's society in relation to other persons, communities, cultures, and societies;
- worldview as the position and relationship of oneself, community and culture to the Creator and Creation (land and environment).

Students should be provided with the opportunities to express what they feel are their perspectives of each of the key aspects of philosophy and worldview mentioned above. Expression may be verbal, visual or as a written journal entry. Key questions for encouraging cogitation and discussion might include:

- How do you learn? Why do you desire learning and knowledge? What, according to your personal experiences, is the result of an individual's pursuit of knowledge? How is a particular person's or culture's philosophy transmitted?

- What things do you value? What is necessary for your survival as an individual and as a member of a community, society and culture? What are the values you see expressed in your school, culture and society? Which ones are constructive and beneficial to social harmony and which are not? Why? Can values be changed? How may values be changed?

- What are your beliefs? What are the beliefs of your religion, culture or ethnic group? Do you believe in one all-powerful Creator (monotheism)? What one belief do you wish all other peoples believed? Do you strongly agree with or oppose the beliefs of another group or culture? Do you believe that everyone has the right to exercise their beliefs, and if not, where is your line drawn? Consider Louis Riel, Poundmaker, Elijah Harper. Consider Adolph Hitler, Martin Luther King, Jim Keegstra, Philip Rushton, South Africa, and religions that prostelitize (actively seek converts and financial support as part of their creed).

Note: Because of the often sensitive nature of these inquiries, students and teachers may wish students to enter their reactions in private journals. Lengthy debate is not necessary at this time. However, these questions may be raised again as the Social Justice materials are implemented. Time for reflection is necessary.

Lesson Two

Learning Objectives:

- Students will make connections to prior learning through a previewing exercise. **(C)**
- Students will work cooperatively and contribute positively in group learning activities. **(PSVS)**
- Students will summarize important understandings from the videotape in a variety of ways. **(C, CCT)**
- Students will identify, discuss, and represent philosophical concepts in a variety of ways. **(C, CCT)**

Show students the videotape *Walking With Grandfather* available for purchase from Four Worlds Development Project. The video may be available for loan from the resource centres of the Gabriel Dumont Institute of Native Studies and Applied Research, the Saskatchewan Indian Federated College, and the Saskatchewan Indian Cultural Centre. If the videotape is unavailable, have the students read, discuss and visually represent *The Sacred Tree*. You may substitute any of the following videotape programs: *Earth Circles, Native People, The Sacred Circle, Behind the Mask,* or *Spirit of the Hunt*.

As a previewing exercise, tell students that they are to watch the videotape with the purpose of noting aspects of the philosophy and worldview the grandfather is transmitting to the grandchildren. Inform students of "Group Norms" which appear in the *Group Activity* item in the Implementation Strategies section of this Curriculum Guide. After students have viewed the tape, you may select one of the following activities.

- Conduct a class discussion whereby students present their perceptions of the lessons taught by the grandfather. Small group discussion may be utilized with each group then reporting to the entire class. Identify beliefs and values. Verbalize and write philosophical principles.

Flip chart paper and felt pens should be provided to the students and groups for recording. To extend this activity, students could be given the assignment of, firstly, listing the teachings from the videotape, and secondly, developing strategies to teach the principles to other students.

- As a post-viewing exercise the students could be provided with the opportunity to artistically represent the teachings, philosophy and worldview presented in the videotape. Chart paper and coloured felt pens need to be distributed to groups. The drawings may be symbolic, synthesizing a variety of teachings and relationships. Allow 20-30 minutes for this activity. Groups should then report to the entire class with an explanation of their representation. These artistic renderings will represent the aim and foundational concepts of Native Studies 20 and might be prominently displayed in the classroom as a reminder, during the study of specific resources and case studies, of the holistic philosophy of this curriculum.

Lesson Three

Learning Objectives:

- Students will discuss factors that put the natural environment at risk. **(PSVS)**
- Students will refine their understanding of prejudice, discrimination and racism. **(PSVS)**

Have the students read the *12 Principles Common to First Nations Philosophies* and discuss the implications of this worldview as it relates to the following:

- respect for the environment and its preservation;
- the concept of time and the individual's use of it;
- religions of other races and nations;
- education, students, and teachers;
- dreams and goals;
- personal responsibility;
- social and community responsibility;
- personal development and the fulfilment of potential;
- the sciences, for example quantum physics (sub-atomic particles) and the unified field theory (Einstein) which attempts to relate all forces in nature;
- prejudice, discrimination, and racism.

Have the students discuss where they may have seen or heard these principles stated before, in other documents and in other cultures. Are these principles common to all peoples? Are these basic guidelines for successful living, living within an environment and a society?

Lesson Four

Learning Objective:

• Students will summarize important understandings from the 12 Principles. **(C)**

Give students the opportunity to read the 12 Principles. Have them rephrase or summarize each principle in a single statement or word. These should be displayed in a prominent location in the classroom because they will provide the philosophical framework for the course.

Lesson Five

Learning Objectives:

• Students will use a variety of sources to cover the breadth and depth of a topic. **(C)**
• Students will understand human rights and their relationship to human needs. **(PSVS)**
• Students will explore how cultural heritage shapes understanding and how moral values influence behaviours. **(PSVS)**

Have students read the *Ethics Common to First Nations*. Where else have the students heard or seen these maxims stated or applied? Relate the Ethics to your school's code of behaviour or that stated in the *Education Act* under the sections detailing the responsibilities of principals, teachers, and students.

Have students relate the 12 Principles Common to First Nations Philosophies to the Ethics common to First Nations which are the subsequent behaviours and attitudes.

Relate the Ethics to the *10 Commandments of the Hebrews* in the Bible's Old Testament, the Codification of Roman Laws by Julius Caesar, the *Canada Act* and *Charter of Rights and Freedoms*, 1982. Relate the Ethics Common to First Nations to the *Saskatchewan Human Rights Code*, or the *United Nations Declaration of Human Rights*, 1976.

Have students determine the human needs that give rise to legislated human rights and First Nations' ethics.

Most of these documents appear in the Social Justice Unit of the Student Resource Guide and are suitable subjects for further investigation and discussion, as they define what is acceptable behaviour before the Creator, and in society. It is appropriate to utilize materials from the Social Justice Unit, or any other unit if they are relevant to the issue or concept being discussed. A holistic perspective is necessary to fully understand and appreciate the implications of facts and concepts arising from the case studies.

Lesson Six

Learning Objectives:

- Students will explore how moral principles and cultural philosophy influence peoples' behaviours and practises. **(PSVS)**

  Invite an Elder or Aboriginal spiritual teacher into the classroom to speak about aspects of Indian philosophy and spirituality. Refer to the *Inviting Elders to the School.*

Evaluation of Unit

- Students may produce an oral or written report which outlines the similarities and differences between their personal philosophies and those stated in the curriculum documents. **(C, CCT, PSVS)**

- Students may produce an oral presentation or a written journal entry which speaks to the topic, "The role of philosophy in my personal life". **(C, PSVS)**

- Students may wish to examine a case study and report back to the teacher or class on any evidence they found which supports the concept of a common Indigenous philosophy, perspective, or code of ethics. A comparison report on the same topic, utilizing several selected case studies, may serve as a summative program evaluation. **(CCT, C, PSVS)**

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Unit One: Self-Determination and Self-Government

Aboriginal peoples are involved in a process of empowerment in Canadian society. Existing social infrastructures and support programs and services are increasingly successful in meeting the legitimate needs and aspirations of these unique societies.

The paternalistic mechanisms of the *Indian Act* and the Indian Affairs Department no longer manage and direct the social, economic and political lives of First Nations peoples without question or resistance. Meech Lake and the opposition to it (1990) by Elijah Harper, the single Aboriginal MLA in Manitoba, showed all Canadians that Aboriginal peoples can no longer be considered an invisible minority, without political clout. The Mohawk protest at Oka, Quebec, (1990) showed all Canadians that there is a limit to Aboriginal peoples' patience for recognition and real change.

As is the case in Canada, historically, the political rights of Indigenous peoples globally have been diminished. This denial is based upon the ethnocentrism of the colonizer and dominant culture. The dominant cultures have often received the best jobs, the best land, the best education, the best health care, the best programs and services and most important of all, the right to the best by virtue of their beliefs and values. In our time, decolonization is leading to an emergence of self-government and self-determination for many peoples.

The survival of the world's Indigenous peoples is a testimony to their strength, knowledge and determination to exist and control their own destinies. Unfortunately, many Indigenous societies and cultures have been on the brink of extinction for a variety of reasons, most of which are applied mercilessly to them by outsiders. Many individuals and groups in the dominant culture are working together for equity, combatting the loss of traditional Indigenous territories, and the theft and destruction of natural resources. Development issues must be addressed if greater social justice is to be achieved.

The historical bases of denial of self-determination and self-government to Indigenous peoples must be understood if culturally sensitive strategies for change are to be generated and effectively applied. Historical and current injustices must be examined if strategies are to be implemented to achieve peaceful and productive coexistence. Strategies must promote and support individuals and cultures in their desire to develop their full potential. Only then will these individuals and cultures be able to share their knowledge, experiences and strengths. Only then will the dominant societies be willing to accept what is given.

Development strategies must recognize the traditional, historical and current experiences of Indigenous peoples if development is to benefit all peoples without destroying diminishing global resources, whether these resources are in the form of renewable resources, non-renewable resources or human resources.

The political empowerment of Indigenous peoples is dependent upon many diverse factors in often distant parts of the world. Each situation is unique, yet most Indigenous peoples have a similar worldview or philosophy and most are oppressed by similar foreign values and perspectives. This unit examines the right of Indigenous peoples in Canada and around the globe, to self-determination and their struggles for control over their destinies through self-government.

GUATEMALA 432-12-13 ACDI/CIDA BENOIT AQUIN

Self-Determination and Self-Government Unit
Table of Contents (Student Resource Guide)

Note: Alternate case studies and supplementary readings are located in the *Case Studies and Readings Package* which supports the Native Studies 20 curriculum.

Unit One: Self-Determination and Self-Government Case Studies and Readings

The following case studies and readings are located in the *Case Studies and Readings Package* which is a support document for Native Studies 20.

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Foundational Objectives

Students will understand and appreciate that:

- Indigenous peoples' political rights are based upon the traditional exercise of such rights;

- Political rights of Indigenous peoples have historically been repressed by mainstream societies;

- The repression of Indigenous peoples' political rights has caused social turmoil and conflict and resulted in the near extinction and subjugation of many Indigenous cultures and societies;

- Indigenous peoples continue to struggle for empowerment through the recognition of their unique political rights;

- Political concerns involve control over internal affairs and relationships with mainstream societies;

- Political concerns vary among Indigenous peoples;

- Varied methods and strategies exist and must evolve to resolve political issues;

- The pursuit of self-determination and self-government by Indigenous peoples is a global phenomenon;

- Individual and organized effort is necessary to protect the rights of Indigenous peoples and assist them in realizing self-government;

- Commonalities exist among Indigenous peoples and their struggles for political, social, economic, spiritual and cultural survival and development.

C.E.L. emphasis is placed upon the following foundational objectives:

- To support students in coming to a better understanding of their personal, moral, social and cultural aspects. **(PSVS)**
- To promote both intuitive imaginative thought, and the ability to represent key understandings visually. **(CCT)**
- To use a wide range of language and visual experiences for developing students' knowledge of Indigenous peoples. **(C)**
- To enable students to understand and use the vocabulary, structures and forms of expression used in Native Studies. **(C)**
- To support students in treating themselves and others with respect. **(PSVS)**

Lesson One

Learning Objectives:

* Students will summarize, categorize and represent visually, diverse components and aspects of human identity. **(CCT)**
* Students will define "identity" and increase their awareness of how "identity" can be determined and shaped. **(C, CCT)**
    o Have students define the term *identity* individually (in journals) or as a small group activity. Present and record individual and group statements of "identity". Have each student write a sentence which makes a statement as to their personal identity. This may be written in journals, presented in groups or in class. Discuss and identify general categories for various "identity" statements. Possible categories may be ethnic or national, gender, family, religion, value or occupation-based. Which category is most prevalent? Discuss possible reasons for this. Discuss the differences among types of "identity" such as self-determined, assigned by some other person or group, political *(Bill C-31* and the *Indian Act),* cultural, religious, racial etc.

    o Have students draw each other's outline as silhouetted by a light source on Bristol board or roll paper . You will need paper for full silhouettes or busts, scissors, glue, magazines and newspapers, and a light source - a projector or lamp. Students will then cut out their silhouette and cover it completely with a collage consisting of images, words and statements that reflect their individual identity and present a strong visual statement about who they are. Students may then share their collages with each other or have students from another class attempt to guess which person is represented by which silhouette.

Refer to the Optional Introduction Unit located in the Case Study and Readings, and the resources in this Self-Determination and Self-Government Unit which identify Indigenous peoples.

Resources:

Optional Introduction Unit
Who Are Indian, Métis and Inuit Peoples?
Indian Linguistic Groups
Modern Range of Major Indian Linguistic Groups in Canada
Canadian Indian Treaty Areas
Saskatchewan Indian Treaty Areas
Saskatchewan Indian Bands and Reserves

Self-Determination and Self-Government Unit

The World Council of Indigenous Peoples
Some Indigenous Peoples of the World (maps)
What is the Fourth World?
Indigenous Nations of the Americas (reading and videotape)

Lesson Two

Learning Objectives:

- Students will develop an awareness and appreciation of the diversity of Indian, Métis and Inuit peoples in Saskatchewan and Canada. **(C)**
- Students will develop an awareness and appreciation of the diversity of Indigenous peoples worldwide. **(C)**

Show the videotape entitled *Indigenous Nations of the Americas* (available for dubbing from Media House).

Have students prepare to list the individual nations mentioned in the video as well as some of the contributions of these nations to human development. The video is supported by the article of the same name located in this unit. Record and discuss the nations and contributions students have identified in the video. You may wish to use the supporting article at this time.

Have the students (individually or in groups) locate the nations mentioned in the videotape on the maps, *Some Indigenous Peoples of the World* (located in this unit).

Lesson Three

Learning Objectives:

- Students will develop an awareness that the Indian, Métis and Inuit peoples of Saskatchewan and Canada are members of the global Indigenous community. **(PSVS)**
- Students will become increasingly familiar with the vocabulary, and forms of expression specific to Native Studies. **(C)**

Discuss the following terms in isolation, and as they are used in the context of the Native Studies Curricula. Refer to *Terminology* located in the *Optional Introduction Unit*, which is located in the Case Studies and Readings Package.

- Indian
- Inuit
- Aboriginal
- Amerindian
- First Nations
- nation
- culture

- Métis
- Indigenous
- Indigenous peoples
- (n) Native
- autochthonous (having existed in the land since time began as in having sprung from the rocks)

Student interaction is essential for the recognition of diverse student perspectives and understandings created by unique individual experiences. A sense of appropriate terminology should be developmental.

Students should note any similarities, differences, and connotations regarding these terms during the course of discussions. Students should attempt to give reasons for those similarities, differences and connotations. This will force students to focus upon and question personal and social perspectives and values.

Here are some questions for students to consider as they discuss the terms.
• Which terms seem positive? negative? Why?
• What does each term imply? Why?
• Which terms are specific?
• Which terms are preferred and by whom? Why?

Lesson Four

Learning Objective:

• Students will increase their awareness of value-based concepts and examine their own values and perceptions regarding the "development" and validity of other cultures and societies. **(CCT, PSVS)**

Have the students discuss what is meant by First, Second, Third, and Fourth Worlds. Have the students brainstorm and identify nations which belong to each "World" category. Colour code nations of each "World" on the maps *Some Indigenous Peoples of the World*, or a world map of countries. Students should be immediately aware of overlaps. (You may mention archaic designations such as Old World and New World.)

Have students discuss why particular peoples and countries have been identified as 1st, 2nd, 3rd, or 4th Worlds. Examine the criteria involved in determining "Worlds" selection and the value judgements that were involved. Ask the students if they feel that the First World is the best, the Second World is second best, and the Fourth World is the worst respectively. Investigate what the students use as criteria to judge best and worst, more ... or least ... This activity involves higher-order thinking skills.

Lesson Five

Learning Objective:

• Students will examine their own knowledge of Indian, Métis and Inuit peoples and current First Nations issues and events. **(C)**

Administer the following Pre-Test to students individually, in small groups, or as a class. Discuss the answers using the resources listed at the beginning of this sample unit. (Refer to Native Studies 10 if necessary.)

Pre-Test
Self-Determination and Self-Government

1. What are the Aboriginal races in Canada as identified in the British North America Act, 1867?

2. Name the 5 Indian First Nations located in Saskatchewan.

3. How many major Indian linguistic groups are there in Canada? Name them.

4. What is the language spoken by Inuit?

5. What is the Métis language that is derived from French and Cree?

6. How many separate treaties were signed in Canada prior to 1930?
   o eight
   o ten
   o more than eleven

7. How many treaty areas fall within the boundaries of Saskatchewan?
   o 1
   o 3
   o 5
   o 6

8. What do the following acronyms stand for?
   o INAC
   o DIAND
   o FSIN
   o AFN
   o MSS
   o WCIP

9. Identify three Indigenous nations presently protesting for change in Canada.

10. Identify at least three international Indigenous nations protesting for change.

Pre-Test Answers

1. The Aboriginal races recognized in the BNA Act, 1867 are the Indian, Métis and Inuit peoples.

2. The five Indian nations located in Saskatchewan are Cree, Dene (Chipewyan), Dakota and Lakota (Sioux), Anishinabeg (Plains Ojibway or Saulteaux), and Nakota (Assiniboine).

3. There are 10 major Indian linguistic families in Canada (generally accepted). These Indian language families are Algonkian, Athapaskan, Haida, Iroquoian, Kootenayan, Salishan, Siouan, Tlingit, Tsimshian, and Wakashan.

4. The language spoken by Inuit is Inuttitut.

5. The language derived from French and Cree is Michif.

6. There were more than 11 treaties signed in Canada prior to 1930 including the Jay and Robinson treaties.

7. Six treaty areas fall within the boundaries of Saskatchewan. The Treaty Areas are No.'s 2, 4, 6, 5, 8, and 10.

   o INAC stands for Indian and Northern Affairs Canada
   o DIAND stands for Department of Indian Affairs and Northern Development
   o FSIN stands for Federation of Saskatchewan Indian Nations
   o AFN stands for the Assembly of First Nations, a Canadian representative organization based in Ottawa
   o WCIP stands for the World Council of Indigenous Peoples, a council operated under the jurisdiction of the AFN (ISI or Indigenous Survival International also operates under the jurisdiction of the AFN formerly the National Indian Brotherhood)
   o MSS stands for the Métis Society of Saskatchewan

9. First Nations presently protesting for change in Canada are the Lubicon, Peigan, Innu, Métis, Mohawk, James Bay Cree, Dene, Inuit, Anishinabeg, Haida, MicMac and many more.

10. International Indigenous nations presently protesting for change are the Yanonami in Brazil, the Maori in New Zealand, the Mapuche in Chile, the Dakota in Canada and the United States, the Navajo in the United States, the Aboriginals of Australia, the Black nations of South Africa and many more.

Evaluation (of this section of Sample Unit Two)

- Students should reflect upon their participation and productivity in the group process. **(PSVS)**

- Students may be evaluated on their knowledge of the applicable curriculum terminology and diversity of First Nations in Canada and Indigenous nations internationally. **(C)**

- Students should be able to demonstrate orally, visually or in written form, the concepts of "identity" and "Fourth World". **(C, CCT)**

- Students may be assigned a selected First Nation of Canada to follow in current events. Classroom subscriptions to magazines and newspapers, especially the Aboriginal media, will yield a diversity of information which may be organized in clipping files for later discussion and production of case studies. Students should consider all aspects of their designated nation; spiritual, social, political, economic, educational, etc. When the files get full, sub-categories should be developed. This will facilitate the digestion of information and the production of reports. **(CCT, IL)**

- Student research into family trees may be implemented as a means of establishing personal, social and cultural identities. Indian students may relate this activity to *Bill C-31*, 1985, which allows for the reinstatement of Status based upon application and proof that at least one grandparent was at one time considered by Indian Affairs to be a Status Indian. Application forms and information brochures for *Bill C-31* are available from any Indian Affairs office. **(PSVS, IL, C)**

  Teachers should be sensitive to the personal, social and political implication of this activity.

Lesson Six

Learning Objectives:

- Students will be introduced to the concept that Canadian Aboriginal peoples and international Indigenous peoples face and deal with similar problems and issues. **(PSVS)**
- Students will expand their awareness of the number and diversity of declarations, acts and codes dealing with rights and freedoms. **(C)**
- Students will appreciate the reasons for the proliferation of these declarations, acts and codes. **(PSVS)**
- Students will investigate the commonalities among selected declarations, acts and codes. **(CCT)**
- Students will summarize data in a variety of ways and relate this data to social regulatory structures and regulations. **(C, CCT)**

Resources:
The Indian Act (September 1989)

Introduction

Ethics Common to First Nations

Self-Determination and Self-Government Unit

Métis Declaration of Rights, 1979 A Declaration of First Nations, 1981 A Declaration of the Nishnawbe-Aski Solemn Declaration of the WCIP, 1975 Pacific Region Declaration, 1984

Development Unit

First Nations Declaration on Jurisdiction over Education

Social Justice Unit

Universal Declaration of Human Rights
Declaration of the Rights of the Child
ILO Convention #107 on Indigenous Rights
Canadian Charter of Rights and Freedoms, 1982
Saskatchewan Human Rights Code

- o As a class or in small groups, have students brainstorm rights and freedoms to which they believe they are entitled. List all submissions no matter how eccentric. Have the students categorize and synthesize similar rights and freedoms into a condensed list. The entire class then discusses each item and discards those that are not accepted unanimously. Remind students they will have to live by all items retained.

- o When a final list is produced, have the students (in small groups or as a class) discuss each item and present reasons why it is justified or desired. Categorize the reasons given under concept headings such as Human Rights, Cultural Rights, Traditional Rights, Necessary for Survival, Developmental Rights and Freedoms etc.

- o Produce a final condensed **Declaration** of group or classroom rights and freedoms, and display it in a prominent location in the room. Have students examine existing legislation (acts, charters, and legal codes) and check off on their Declaration, any items already in law. Discuss why students included these if legislation already exists? Brainstorm which rights and freedoms have not yet been legislated, or should be (decided by classroom consensus). **Ask** students why these have not yet been legislated and examine the values involved, what they are and whose they are.

- o Have students examine a variety of Human and Indigenous Rights documents as a small group activity and discuss any commonalities. Use the documents identified under **Resources**.

o Have students discuss what society would be like locally, nationally and internationally without these documents. Some questions to **raise** at this time are:

Who is responsible for monitoring the implementation and enforcement of these documents?

What actions can be taken against abusers? What do students feel should be done? Who decides upon any penalties assessed the abuser?

What may be done to an abuser who does not recognize these documents or your right to create them and enforce their compliance with them? Can the students think of any current examples of this situation?

Do these documents interfere with the sovereign rights of the abusive country? What values appear in these documents and whose values are they? By what right would students enforce these documents?

Lesson Seven

Learning Objectives:

- Students will summarize data in a variety of ways and develop their understanding of ethnocentrism, prejudice, discrimination and racism. **(PSVS)**
- Students will relate these concepts to the historical Euro-Canadian treatment of Aboriginal peoples. **(CCT)**

Have students, in small groups, read and discuss the following Proclamation of 1992 which is based upon many of the attitudes and historical situations created and developed by traders, settlers, and governments (Canada) in their attempts to colonize the "New World".

Siksika warrior's robe. National Archives of Canada, #C18696

Proclamation of 5,575 A.W. (1992)

From: The Galaction Empire
To: Foopdoodles on the planet Wog (formerly humans on the planet Earth)

Issued from Fort Wogensis (formerly Regina) in the year of our Lords Widgets, Mican 8, 5,575 A.W. (1992 Wog time).

Foopdoodles: As the newest addition to the Galaction Empire, it is an honour and a privilege to bid you welcome.

We wish to make it perfectly clear that you have not been conquered. We want to share the abundant resources of Wog in an effort to develop a new inter-stellar order based upon friendship and harmony between our two species.

The benefits to your lives will be substantial. You will have access to many of the products of our superior science and technology.

You will have the benefit of our enlightenment. Many of you believe in one true God. This belief is wrong, as all enlightened species now realize. We will educate you in the true faith - The Symbiosis of Light - the true Gods, Widgets, inhabitants of the planet Gromesh, (praise be their vonks). Soon you will share in the universal worship of Widgets (praise be their vonks) and be raised from your present state of darkness to the Third Level of Widgdom, or at least the Second Level. We Light Bringers are of course of the Eighth Level.

In order to protect your rights we have created for you, the *Foopdoodle Act* which will be administered by the Department of Foopdoodle Affairs based on Galactia. Branch offices will open shortly in all major Foopdoodle settlements.

In preparation for Galactian settlement, it will be necessary for all Foopdoodles to be relocated into settlement areas referred to in the *Foopdoodle Act* as "reserves", a traditional Wog term. This will enable Galactian settlers and merchants to utilize Wog's tremendous wealth for the greater glory of Widgets (praise be their vonks) and the benefit of the Empire. Do not be frightened. We guarantee that Foopdoodles will be consulted as to the location and size of these reserves.

We also recognize the fact that for countless of your centuries, Foopdoodle kind has occupied and used Wog and its resources, however inefficiently. Be assured, treaties will be signed with all Foopdoodle settlements and we guarantee a just and fair compensation for loss of your lands. Payment will of course be made in "gromlits", the standard unit of exchange of the Galaction Empire.

To ensure Foopdoodles adjust without undue hardship to Empire membership and participate to the best of their ability in Empire culture, we will be sending teachers to train your young and make them fit for entry. We will teach you Empire history and

customs, our language and technology. There is no longer any need for the use of English or any other primitive Wog language to be taught or spoken. Your young will be well looked after on the forest moon of Endor during their training. You may visit on the specified days. Refer to your copies of the *Foopdoodle Act*, under Section: Training of Young, 35.1. visitation rights.

You may keep most of your existing cultures. However, for your own benefit, we must prohibit certain practices as they are offensive in the sight of Widgets (praise be their vonks). Effective this date, music, particularly so-called rock and roll, is banned. Such diversion creates unhealthy passions and disturbs the Symbiosis of Light. Movies will have to be approved by the Galaction Board of Widgetness as appropriate for an undeveloped and primitive species training for full Empire membership. The Foopdoodle practice of chewing gum shall immediately be subject to 5 medrons hard labour in the stit mines of koosbane. You will appreciate why this is necessary as your education progresses. We know that you will understand and appreciate these measures when a deeper understanding of our motives is known.

We welcome you to the new order. If you apply yourselves, with training and discipline (and a great deal of luck), we are confident that all Foopdoodles can easily and quickly achieve Level Three, or at least Level Two. Speedy integration into the glorious Galaction Empire is assured.

Delivered by the Galactian Emisary to Wog
Its Widgetness J15 Trootell

Source: The Proclamation is based upon an exercise taken from Native Land Claims in B.C., Teacher's Manual, Public Schools Legal Education Project, Target Canada, 1976.
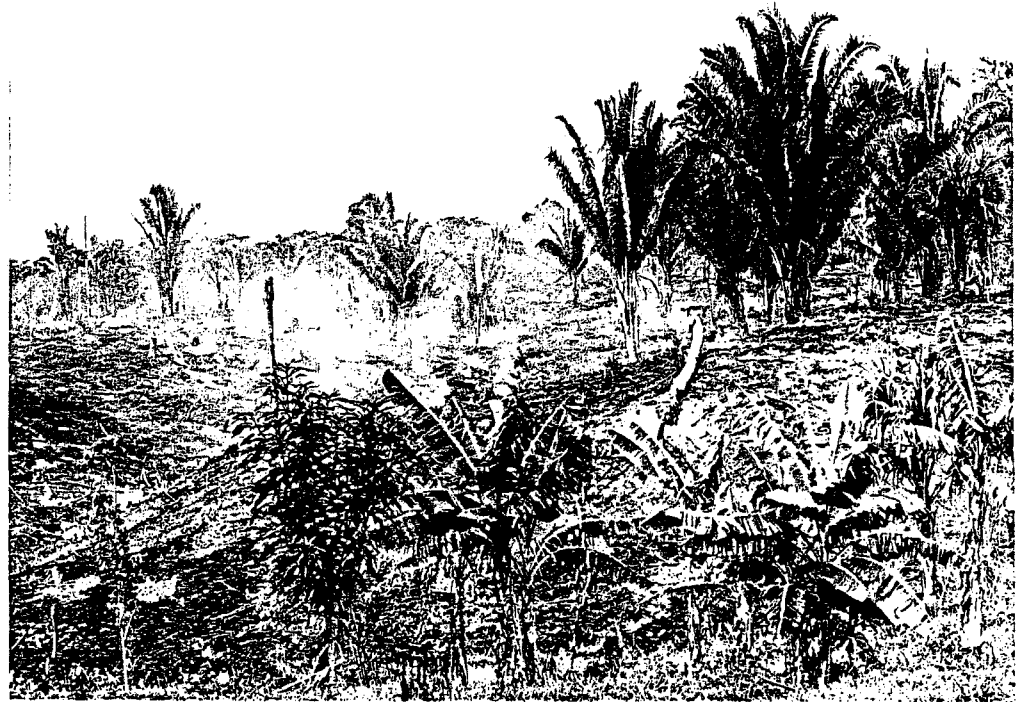
BELIZE 208-09-19 ©ACDI/CIDA CHRIS BROWN

- Have the students relate to other group members, their feelings in reaction to the *Proclamation of 1992*. Encourage them to consider it seriously. Emotional reactions might be recorded as journal entries.

- As a group, have students identify specific items which upset or offend them. These should be recorded on chart paper. Groups may share and report their items to the class for synthesis into one condensed list. Reasons for resentment to each item on the final list should be given by respective groups or discussed as a class.

- Have students identify specific examples of ethnocentrism. These may be in the form of values, attitudes and terminology. Group reporting procedures and class discussion will clarify and synthesize this information.

- Have students list (in groups or as a class) their specific rights and freedoms ignored or abused by the Proclamation. Synthesize these to create a *Declaration of Foopdoodle, (Human Rights and Freedoms)*.

- Have students discuss the differences among the terms proclamation, declaration, charter, and code. Ask students what they expect their Declaration to do for them.

Extension Exercise: Read the following to the class.

The Galaction Empire has refused to take the human Declaration seriously, because after all, they are a primitive species and the Empire knows what is best for unenlightened planets. Misunderstanding of the motives of the Empire is the natural result of a species of limited intellect trying to comprehend all aspects at once. The Empire will therefore have to monitor, control and direct human development until adequate enlightenment has been achieved. Should humans not achieve enlightenment of the third or at least second level, they will at least be granted the honour of participating in Empire commerce. Humans will produce and export raw materials, serve as a market for surplus and inferior trade goods, and provide a source of cheap labour for export to more productive parts of the Empire.

Humans have decided to resist the Proclamation and domination by the Empire. Have students brainstorm strategies to achieve self-determination and self-government. What are the possible consequences of each strategy? Note, the Empire has superior force, technology and seemingly unlimited resources. The Empire has done this for commercial and spiritual reasons.

- Have students relate their strategies to current protests by Canadian and international Indigenous peoples. Have students examine Declarations and Charters presented in the Student Resource Guide for similarities to their own Declaration of Human Rights and Freedoms.

Lesson Eight

Learning Objective:

• Students will expand and apply their prior knowledge to meaningful experience and the *Indian Act*.

Have students examine a copy of the *Indian Act, 1989*. Highlight examples of ethnocentrism, restrictive and offensive clauses. Note terminology, qualifications for membership and rights, Section 73(1) and Section 120, especially Section 120 (6).

Compare the *Indian Act* to similar sections of the *Education Act*, especially truancy.

Evaluation

• Teachers may choose to evaluate students in a variety of ways. Journal entries may be examined for evidence of expanded understanding of key concepts. Cooperative learning checklists and peer evaluations may be used to evaluate participation and performance during the activities and discussions. Observational checklists may also be used.
(C, PSVS)

• A written report summarizing what the student has learned may be evaluated against the objectives for the lesson. A comparison study of the student declaration and those in the Student Resource Guide may be an appropriate summative assessment tool.
(C, CCT)

• Refer to the Evaluation Strategies section of the Curriculum Guide for sample evaluation forms and forms of evaluation.

NiGERiA   702-60-15   ©ACDi /CiDA BRuCE PATON

Unit Two: Development Unit

Development is a complex term which is defined in a variety of ways, all of which reflect the cultural values and philosophical perspectives of the peoples that use it. This unit is an investigation of what development means to Indigenous peoples in Canada and globally, and Western European technological societies. Some key points of ideological diversity will be discussed as well as several social flashpoints where Western technological "progress" and "development" has been applied indiscriminately to Indigenous cultures, often with catastrophic results. The general effects of a capitalistic technological economy and global market manipulated by multinational corporations and global loan banks, such as the World Bank and International Monetary Fund (IMF), will be examined.

Factors affecting the personal, spiritual, social, educational, political, and economic development of Indigenous peoples are examined and commonalities among Indigenous societies are made apparent through the examination of a variety of case studies and readings. Some areas of concern discussed in this unit are: Aboriginal education; the effects of urbanization upon Indigenous peoples; poverty and debt; the effects upon the environment of non-indigenous cultural programming for development; the deliberate genocide of Indigenous populations; and the dumping of First World wastes, often very toxic, upon Third and Fourth World countries.

To understand the Indigenous peoples' concept of development, the philosophical principle of Wholeness must be appreciated.

Wholeness: All things are inter-related. Everything is part of a single whole. Everything is connected in some way to everything else. It is only possible to understand something if we understand how it is connected to everything else. (The Sacred Tree, Four Worlds Development Project)

A discussion of the contrast between the Aboriginal and European philosophy of knowledge and knowledge attainment is presented in the article Contemporary Ecology and Traditional Native Thought. The contrast among various methods of development programming is presented in the article and charts developed by Mr. Bill Hansen. What would have happened if Indigenous peoples had colonized European societies? Why was it the other way around? Read *The Accidental Conqueror* in the Development Unit of the Case Studies and Readings Package.

Development Unit
Table of Contents (Student Resource Guide)

Environment

Note: Alternate case studies and supplementary readings are located in the Case
        Studies and Readings Package which supports the Native Studies 20
        curriculum.

Illustration by Patricia Lucas. Reprinted from *The Sacred Tree* with permission of The Four Worlds Development Press.

Unit Two: Development Case Studies and Readings

The following case studies and readings are located in the *Case Studies and Readings Package* which is a support document for Native Studies 20.

Foundational Objectives

Students will understand and appreciate that:

- Indigenous peoples' concept of development is defined by their common respect for the land. That concept is both individual and communal;

- Indigenous peoples' concept of development reflects the principles of wholeness and change. Indigenous peoples view their society and the world holistically;

- The right to self-determination and self-government is essential to Indigenous peoples' concepts of personal and communal development. Dependence upon others decreases self-determination and domination by others leads to social injustice;

- Development, that has been forced upon Indigenous peoples, denies their human and Aboriginal rights;

- Indigenous peoples and their traditional territories are threatened by the effects of foreign concepts of development which are insensitive to Indigenous beliefs and practices;

- Development projects designed, funded and supported by non-Indigenous corporations, agencies and banks have created widespread situations of poverty, debt, urbanization, ethnocide and genocide;

- Indigenous peoples and social scientists, globally, are demanding more culturally-sensitive programs for personal, social and economic development;

- Indigenous principles of development, conservation and change are increasingly relevant to non-Indigenous science and technology, and schemes for sustainable development, pollution control and waste management.

C.E.L. emphasis is placed upon the following foundational objectives:

- To use a variety of language experiences for developing student's knowledge of development issues. **(C)**
- To support students in coming to a better understanding of the personal, moral, social, and cultural aspects of development issues and projects. **(PSVS)**
- To develop an understanding that technology both shapes and is shaped by society. **(TL)**
- To develop student's abilities to meet their own knowledge needs and access information. **(IL)**
- To allow students to use language for differing audiences and purposes which are relevant development issues and Native Studies. **(C)**

Lesson One

Learning Objectives:

- Students will identify, categorize, record, discuss, and summarize data from a variety of sources. **(CCT)**
- Students will explore the positive and negative effects of development projects, and make some value judgements based upon these observations. **(PSVS)**
- Students will increase their understanding of the threat to the survival of Indigenous peoples and their cultures from development projects forced upon them. **(PSVS, CCT)**
- Students will consider alternative and co-operative strategies for economic development, strategies sensitive to cultural beliefs and practices. **(TL, PSVS)**
- Students will develop an action plan for social change. **(PSVS, CCT)**

Resources

Native Studies 20: A Bibliographic Supplement for Grade 11

Note: All supplemental A.V. resources should be previewed.

- *Why Should I Care* ... about hunger, poverty and injustice?, slide-tape kit, One Sky
- *What Can I Do* ... about hunger, poverty and injustice?, slide-tape kit, One Sky
- *Power Struggle*, slide-tape kit, One Sky
- *One World Series*, videotape programs 1-10, One Sky, free of charge, Program 1 - Environmental Issues
- *Amisk*, 16 mm, NFB
- *Our Land is Our Life*, 16 mm, NFB
- *Power in Perpetuity*, 16 mm, NFB
- *Amazon, Land of the Flooded Forest*, National Geographic **You may make one off-air copy of this program for educational use, free of any copyright charges.
- *Amazon*, National Geographic, 1968
- *Rain Forest*, National Geographic
- *Incident in Restigouche,* 16 mm Film, National Film Board.

Note: For information on National Geographic's video duplication rights call 1-800-268-2948 or write National Geographic Society, Educational Services, Suite 210, 211 Watline Avenue, Mississauga, Ontario, L4Z 1P3

Development Unit

Development Is ...
Barriers to Indigenous Development Dual Focus of Strategies - Bill Hansen
Indigenous Development
A New Approach: Anticipate and Prevent

Development Case Studies and Readings Section

Brazil, Amazonia, and the Yanomami
Alaska
Development Simulations: the Rampart Dam Project
Environmental Impact Assessment (EIA) and Resource Management, A Haida Case
   Study: Implications for Native People of the North (reading)

• Show students any one or a selection of several audio-visual resources from the
  previous listing as background information to the issue of development.

• **Prior to Viewing** tell students they are to note conflicting perspectives and values
  presented, Indigenous and non-Indigenous, and the results of the project including the
  effects upon the Indigenous peoples and the environment.

  Brief point-form notes may be kept under three general headings: Indigenous
  Perspective, Non-Indigenous Perspective, and Results and Effects. Use the small
  group process and reporting procedures to collect and synthesize the information noted
  by the students.

Prior Questions:

• How is property defined in the Indigenous perspective? non-Indigenous perspective?
• What is the relationship to the land of the Indigenous group? the non-Indigenous
  group?
• How is the land used by the Indigenous group? the non-Indigenous group?
• Have Indigenous peoples participated in any way and at any time in the inception,
  planning and implementation of the project? How have they been involved? Why have
  they not been involved? How may they become involved?
• Who made/is making the decisions?
• What were/are the options for the Indigenous peoples?

Discussion Questions:

• Is one perspective more valid than another? Reasons?
• Which perspective creates the greatest social and environmental damage?
• Which perspective creates the greatest benefit? for whom? in the short term? for the
  long term?
• Which development perspective won or will win in your opinion? Give reasons.
• Who paid what price? What was/is the ecological price? What was/is the gain? What
  was/is the social cost? cultural cost?

Action Plan Questions:

• What similar projects are presently underway? (James Bay II, Amazon Dam Projects,
  Rafferty and Alameda Dam Projects, Kemano II - B.C.)

- What lessons should be learned from previous dam projects?
- Do you personally support or oppose a specific ongoing or proposed dam project? Give your reasons.
- How will you personally support or oppose that project?
  - ○ Carry out your personal action plan of support or opposition. Write a letter, join an organization, reduce, recycle and reuse a resource, increase local and community awareness etc. One letter represents 10 people who didn't take the responsibility to act in support or opposition. Letters to political representatives are postage-free in Canada. Investigate organizations and agencies which support and oppose your position on an issue.
  - ○ Determine to whom you should write to get your opinion heard. Write a letter to the editor of your local newspaper explaining your support or opposition to a development issue you personally care about. Examine some sample letters to the editor before you attempt to write your own. The newspaper will verify your name and address, and may edit your letter for printing.

Lesson Two

Learning Objectives:

- Students will increase their understanding and appreciation of diverse cultural-based perspectives regarding development issues and projects. **(PSVS)**
- Students will engage in a simulation of a hydro-electric dam project and become aware of the possible consequences of such a project upon the environment and the Indigenous peoples. **(C, PSVS, TL)**
  - ○ Have students engage in the Rampart Dam Development simulation located in the Development Section of the Case Studies and Readings Package.

Lesson Three

Learning Objective:

- Students will examine a number of resources and determine commonalities which illustrate essential truths. **(CCT)**
  - ○ Have students, individually or in small groups, identify any commonalities that exist among the dam projects presented as case studies in this unit. These case study analyses and commonalities might be presented for discussion by the entire class, or presented to the teacher as a written report.

  - ○ Have the entire class brainstorm, synthesize, evaluate and select strategies they will use to support, oppose or increase awareness of the project. The class, by consensus, is to implement one strategy.

  - ○ Have students brainstorm development projects and processes which are more culturally sensitive and which will create: less social unrest; less environmental change or damage; less economic dislocation; and less political furor.

Lesson Four

Learning Objective:

• Students will explore how technological advances affect the physical world and may threaten Indigenous peoples and their cultures. **(TL, CCT, PSVS)**

   o Have students, individually or in small groups, research and create a development case study. The development may be a community facility or program, or a local economic development project which involves construction, social and environmental change.

   o Have students brainstorm development projects locally, provincially and nationally, that appear to be culturally and environmentally sensitive. Research and report upon selected projects. Students should identify the goals, projected benefits and values behind diverse developmental perspectives and ask themselves which perspectives should be supported and which opposed. Students must give reasons and logical arguments for their choices and opinions.

Lesson Five

Learning Objectives:

• Students will acquire information at one level and apply knowledge at another level to create their own Environmental Impact Assessment (EIA) strategies and procedures. **(CCT)**

• Students will understand that knowledge alone cannot produce wisdom and that wisdom depends upon the interplay of knowledge, experience, compassion and reflection.
(CCT, PSVS)

• Students will write and dramatize a scenario which represents an EIA and courtroom challenge. This will allow students to demonstrate their understanding of and sensitivity to Indigenous peoples and perspectives. **(C, PSVS)**

   o Have students read the paper Environmental Impact Assessment and Resource Management; A Haida Case Study, and make brief notes for themselves. Important data and key concepts should be highlighted for subsequent classroom discussion. Students may report verbally to the class or present a written paper to the teacher on what they have learned about the relationship of EIA's to the concerns of Indigenous peoples.

   o Have students, in small groups, discuss why present EIA's to not address the needs and concerns of the Indigenous peoples affected by a development project. Brainstorm and synthesize strategies and processes which will make the EIA procedures and report more sensitive and responsive to Indigenous peoples. Refer to, and critically analyze, the federal Green Plan document.

   Independent research may be required to collect relevant data. The Ministries of

the Environment in Ottawa and Saskatchewan should be able to provide information on EIA guidelines, procedures and reports as well as licensing requirements and legal remedies and penalties for abuse.

Have students brainstorm possible social and economic development projects for their classroom, school, and community. The projects must affect people and the surrounding environment. Have students discuss and select by consensus one project for further study. Students will prepare an application for the project outlining the goals, location, size, costs and benefits of the project.

Select 5-8 students as an Environmental Impact Assessment Panel which will be mandated to investigate the merits, procedures and effects of the selected project. Remaining students are to prepare cases for and against the project, which will be heard by the panel.

Once the hearings are concluded, the panel is to compile the data, list the witnesses heard, and write a summary report for presentation to the entire class or school administration. The higher authority (teacher and/or student) will consider the report and either reject the project application or grant a license.

Extension Exercise

Learning Objective:

- Students will participate in a mock environmental impact assessment hearing. (**C, CCT, PSVS**)

  The project has adversely affected the Indigenous population in ways to be determined by selected students acting as Indigenous representatives and their legal council. The Indigenous peoples have protested rigorously, demanding an end to the project and compensation for damage and loss from the development company and government authorities.

  Arrange the class into a court room (similar to the stage set used in the play Trial of Louis Riel by Coulter) and select students to play the roles of judge, jury, Queen's Council, Counsel for the Prosecution (representing the Indigenous peoples), Bailiff (to maintain order and swear in witnesses), witnesses for the Crown and the prosecution.

  A script would facilitate this activity. This might be written and dramatized in cooperation with the English and Drama departments/teachers.

  o Have students judge whether the present EIA process as discussed in the Haida Case Study is fair to Indigenous peoples' beliefs, practices and rights. Have students assess whether Indigenous peoples receive fair remedy in the courts for damages and loss.

Some key questions to consider are:

* What changes must occur to ensure social justice for all parties concerned in development projects?
* At what point does economic benefit and political agenda outweigh the rights and aspirations of a minority?
* Can equitable benefit be ensured for all parties involved? How? Consider the loss of traditional beliefs, practices, and economic livelihood by Indigenous peoples against lower taxes, job creation, more consumer goods and a "higher standard of living".

  o Have students engage in the development simulation *Alaska Native Claims Act: Native Corporation Business Ventures* or *Atlantard Oil Company*. (CCT, PSVS, IL)

Evaluation

* Students may be observed and evaluated on their group participation and contribution. Social skills may be judged against group performance norms set out in Group Activity located in the Implementation Strategies section of the Curriculum Guide. (PSVS)
* Students may write objective tests which evaluate their knowledge of terminology and concepts taught in this lesson. Students should be allowed to demonstrate their application of terminology and concepts to real or hypothetical development projects. (C, CCT)
* A summary report upon the EIA process and suggestions for improvement may be presented orally or in written form. (C, CCT)
* Assess the student's participation in a personal action plan or classroom action plan for social change. (PSVS)
* Have students write a paper discussing how the right to self-determination and Indigenous self-government apply to development. A variety of case studies may be selected for reference. (CCT, IL)
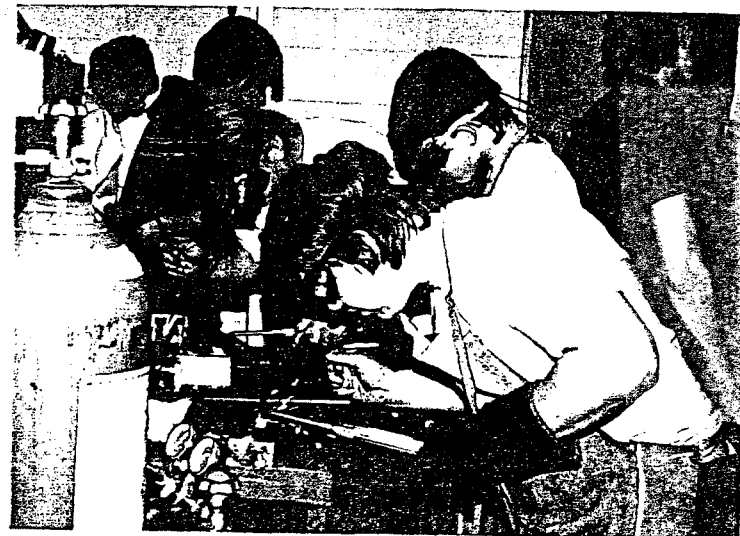
Unit Three: Social Justice

The concept of social justice arises out the individual's inherent sense of what is required for survival without external threat, and a personal sense of dignity and respect. Respect is fundamental to Indigenous philosophy. To show respect for the Creator and what the Creator has given to the peoples of the earth for their use, respect must be accorded each aspect of Creation. Every thing is a part of the whole and is connected in some way with everything else. Each thing has a place and a purpose in Creation, an inherent spirit which is an aspect and component of the Creator.

In some Indigenous cultures, the earth and the rocks have spiritual aspects which are to be respected and honoured with prayers and traditional practices. For example, the spirit gods of the Gagudgu (Australia) were transformed into the land (the Dreamtime), the very rocks of Kakadu, the people's traditional territory. Through ritual journeys to sacred places, sacred paintings, and the recitation of traditional prayers, songs, stories and chants, the Gagudgu, show respect for Creation, the spirit gods, and for what they have been given. When each generation of Gagudgu conducts the necessary practices, the spirit powers are honoured, and reality is confirmed and strengthened for future generations.

Respect for Creation necessary includes respect for the land, the animals, and the plants of the earth within traditional territories and globally. Indigenous worldviews are ecological and global in perspective because Indigenous philosophy is holistic. Respect must be shown ALL the peoples of the earth because all peoples are the children of the Creator, and all have a spiritual aspect. The degradation of one is the degradation of all: the Creator and Creation are dishonoured. The hurt of one is the hurt of all. The honour of one is the honour of all.

When society creates a declaration of rights to promote and protect the dignity of individuals, society is honouring the human aspect of Creation and showing respect for all peoples. As a species, homo sapiens is just another animal and not invulnerable to extinction. Humanity must learn to show respect for itself and for the environment if it intends to continue. Many species have existed and thrived for thousands of years more than homo sapiens: many species now exist only in the fossil record. Homo sapiens may become the only species to knowingly bring about its own extinction, a dubious honour.

This unit, founded upon Indigenous philosophy of social justice, presents many examples of human rights legislation, many examples of declarations by Indigenous peoples struggling to achieve the respect they deserve, and many examples of social injustice. Historical injustices created by racism and ignorance must be understood. Current injustices must be recognized, analyzed and corrected if future injustice is to be prevented.

Just societies are places where all peoples and cultures and beliefs are shown respect and where the legitimate aspirations of all peoples may be achieved and honoured. When social justice is actively promoted and supported and enforced, we guarantee not

only justice for others, but also for ourselves. Examine the case studies and examples of social injustice presented in this unit and identify their commonalities because herein lies the dual nature of humanity, a nature which has seen forced sterilization of Indigenous women, the oppression of millions, and genocide while seeking dignity and respect for the Creator and all Creation.

It is a truth in the quest for social justice that if you are not part of the solution, then you are part of the problem. This examination of the historical and current injustices inflicted upon Indigenous peoples by non-Indigenous peoples represents one aspect of the global injustices perpetrated and perpetuated by the human species against itself. Get involved. Walk a mile in another person's moccasins. Be part of the solution. Silence is acceptance.

In Germany they came first for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me, and by that time no one was left to speak up.

Attributed
Martin Niemoeller (1892-1984)

German anti-Nazi Protestant theologian who had opposed Communism, joined the Nazi Party (briefly), became leader (1933) of opposition to Nazi and state totalitarianism and was imprisoned in a concentration camp (1937).
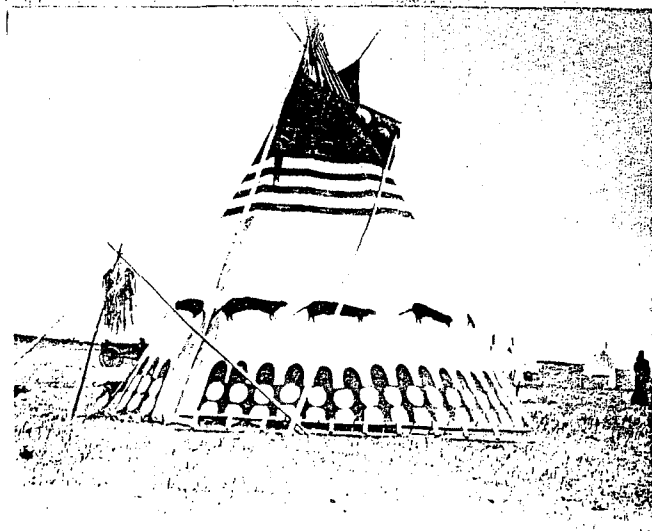
Blackfoot tipi. National Museums of Canada: Canadian Museum of Civilization #585569

Chief Walkingsun holding *pipe of chiefs*, Assiniboine Reserve, 1945. Saskatchewan Archives Board #12660

Social Justice Unit
Table of Contents (Student Resource Guide)

Saskatchewan Human Rights Code

Criminal Justice System

The Last Word

Note: Alternate case studies and supplementary readings are located in the Case Studies and Readings Package which supports the Native Studies 20 curriculum.

Beadwork designs - Saskatchewan Archives Board #B4015

Unit Three: Social Justice
Case Studies and Readings

The following case studies and readings are located in the Case Studies and Readings Package which is a support document for Native Studies 20.

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Foundational Objectives

Students will:

- Increase their understanding of the history, nature and effects of prejudice, discrimination, racism, ethnocide and genocide;

- Develop an understanding and increased awareness of the social justice issues and realities of Indigenous peoples in Canada and internationally;

- Increase their understanding of Indigenous philosophy and how it relates and is applied to issues of social justice;

- Become familiar with human rights legislation and declarations made by diverse groups struggling for social justice and human dignity;

- Become aware of their fundamental human rights and freedoms as stated and protected by national and international legislation. recognize rights and freedoms not yet stated and protected by national and international legislation;

- Become aware of specific situations of social injustice, historical and current;

- Be able to identify the common bases for injustice among diverse Indigenous peoples. recognize the commonality of human rights abuses among diverse Indigenous peoples;

- Increase their understanding of and appreciation for the role and necessity of social protest;

- Increase their awareness of organizations, inquiries, and task forces which strive to identify injustice, and strategies which seek to promote, implement or enforce social justice;

- Develop a personal action plan for social change and be seen to have taken action on an issue of personal concern.

C.E.L. emphasis is placed upon the following foundational objectives:

- To promote intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences in meaningful contexts. **(CCT)**
- To enable students to think for themselves, to recognize the limits of individual reflection and the need to contribute to and build upon mutual understandings. **(CCT)**
- To promote understandings of discrimination, bias, racism, sexism and all forms of inequality, and a desire to contribute to their elimination. **(PSVS)**
- To develop students' abilities to access knowledge. **(IL)**
- To enable students to understand and use the vocabulary, structures and forms of expression which characterize Aboriginal social justice issues. **(C)**
- To contribute to the development of strong sense critical thinkers. **(CCT)**
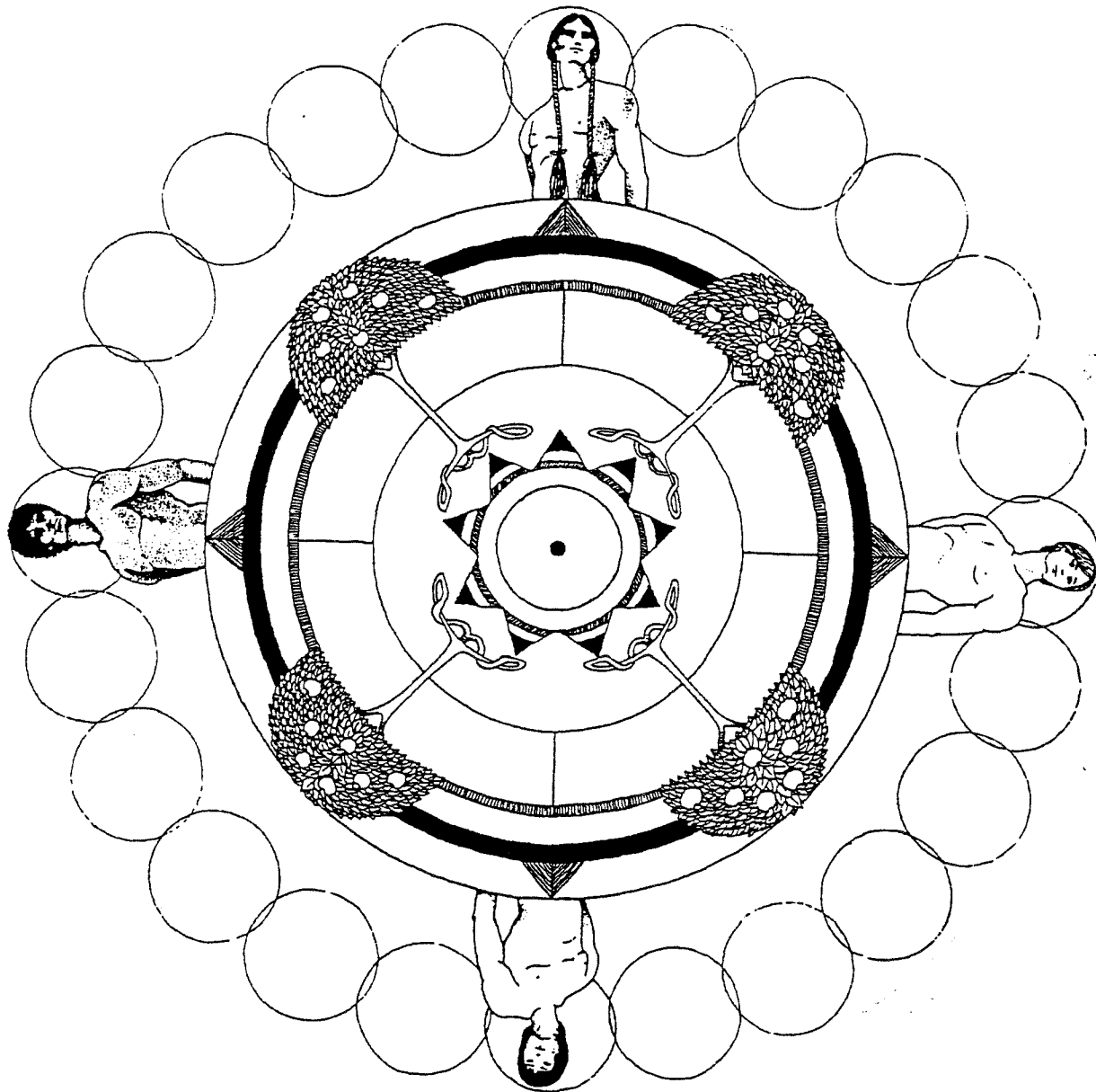
Illustration by Patricia Lucas. Reprinted from *The Sacred Tree* with the permission of The Four Worlds Development Press.

Lesson One

Learning Objectives:

- Students will appreciate the difference between "equality" and "equity/equal benefit", and strategies to achieve the latter. **(C, PSVS)**
- Students will create working definition of social justice. **(C, CCT)**
- Students will examine knowledge in terms of its relationship to other knowledge and to their experiences and understandings. **(CCT)**
- Students will define social justice terms and apply them to existing legislation and personal values. **(C, PSVS)**

Resources:

Reflect upon prior learnings from Units 1 and 2

Social Justice Unit

Angus Reid Poll
Definitions of Racism
In Search of Justice
W.C.I.P. Newsletter
Declaration by Indigenous Women to U.N.
First Nations Child Care Inquiry
Indian Peoples' Resistance in the 20th Century

Social Justice Case Studies
Alberta Task Force
Forced Sterilization
South African Apartheid
Manitoba Native Justice Inquiry
Amnesty International

Self-Determination and Self-Government Case Studies
Lubicon Lake Cree
Namibia
Aboriginal Media Cuts

- o Have students, in small groups, discuss their personal perceptions of social justice and record necessary components for the achievement of "social justice". Each group is to create a common definition of social justice.
- o Have students apply their definition of social justice to these two terms, "Equality" and "Equal Benefit". Have each group consider the following questions:
- o Does your definition of social justice demand all persons be treated equally?
- o Does your definition allow for individual, racial, ethnic and historical differences of all peoples?
- o Does your definition assume that all peoples are equal and have equal access to resources and opportunities to develop?

o Does your definition allow all peoples to benefit equally in society?

Note: The Saskatchewan Human Rights Code is legislation which regulates and enforces **equal benefit** to all persons on certain bases. For example, persons may not be discriminated against on the basis of gender ... etc. Further examination of these bases is encouraged and may be done at this time. Sexual orientation is not yet a criteria in the Saskatchewan Code, but it is in several other provinces.

Use group discussion and reporting procedures to synthesize the data students produced.

o Discuss the function of *Affirmative Action Programs* in the workplace and the initiatives of Saskatchewan Education which strive to provide and ensure equal benefit to ALL students in the education system. Have students identify the components of one of these policies which attempt to acknowledge the special interests and characteristics of a particular group and to ensure that group receives "equal benefit" in the educational system. (C, PSVS)

Indian and Métis Education Policy From Kindergarten to Grade 12
Gender Equity Policy
Common Essential Learnings Initiative (C.E.L.s)
Multi-Cultural Policy
Official Minority Language Policy (French)

Note: Affirmative action programs are instruments of social and political policy but do not have bases in law. These programs are designed to discriminate, granting special rights, a certain percentage of jobs or higher visibility to a particular group. **These programs promote equal benefit to disadvantaged groups, not equality.**

Lesson Two

Learning Objectives:

• Students will investigate case studies and other materials which illustrate strategies for achieving social justice. (C, IL)
• Students will discuss the effectiveness of diverse strategies used by Indigenous peoples to achieve social justice. (CCT, C)
• Students will realize the need for social justice through investigation of resources. (PSVS)

o Assign selected case studies and resources to designated small groups for reading and analysis. Each group is to examine their resource(s) and identify specific social justice issues and all strategies used by the oppressed group to achieve their own concept of social justice. Have the students record their data on chart paper for subsequent presentation to the class using group reporting procedures to synthesize data. This will produce a class list of issues and a class list of social protest strategies. Post these two lists for reference.

o Have each group discuss the positive, negative and interesting aspects of each social protest strategy listed. Have each group record their observations. Use group reporting procedures for class presentations and discussion.

o Present the class with the following terms and definitions which represent three methods Indigenous peoples rely upon to effect social change. Have the groups relate their case studies, resources, and list of strategies to one or more of these methods.

Power Sharing: redistributing power so that entry to various social, economic, and political institutions is determined through shared control.

Power Shifting: establishing social, economic, and political institutions that are controlled by the Indigenous group.

Awareness Raising: applying educational strategies and social pressure to modify the attitudes of those who hold power and convincing them to alter the entry criteria to provide greater opportunity for full societal participation.

Use group reporting procedures to ascertain which methods have been or are being used by various Indigenous people and groups.

o Present each group with the following definition.

Social Protest is a movement by which groups express their dissatisfaction with injustice and unequal opportunity. Social protest is a form of social action to achieve the goal of social justice. Social protest is used by Indigenous peoples and other groups to develop pride, to shape new identities, to gain political power and control of institutions and to shatter stereotypes. The intensity, the scope and methods of social protest used varies widely from group to group. (Banks 1979:99) However, groups tend to resort to extreme measures such as riots and rebellions when they feel that no legitimate channels for the alleviation of their grievances exist. Groups must feel that there is no hope, that their protest movement will succeed before embarking on such a course of action. (Banks 1979:82)

o Have the class brainstorm examples of this and possible exceptions to Banks' statements. Have the class brainstorm strategies and expressions of social protest not yet mentioned. Some examples are; boycotts, civil disobedience, letter-writing, armed protest, terrorism, pins, bumper stickers, declarations, strikes, sit-ins, marches, blockades, pink and black listing, sanctions, lobbying, placards, horn-honking, advertising, brochures, fliers, T-shirts, clothing styles, jewelry, haircuts, music, and language. Some negative outcomes have also included revolution, bombings, assassination, cross burning, lynching, defacement and graffiti, hunger strikes, etc.

o Have students categorize and arrange these forms of social protest by method and severity, from those considered least severe to those considered most severe. have students relate these methods of protest to specific contemporary events and situations. Examine the outcomes.

o Ask the class why they think all this social protest is occurring nationally and internationally. Ask the class why these strategies are necessary in a "democratic federation" such as Canada. Have students determine which forms of social protest are accepted or legal in our democracy and which are not. It might be an appropriate time for students to clarify their own understanding of what a democracy is and how it operates upon the principles of representation by population and majority rule.

Lesson Three

Learning Objective:

• Students will participate and reflect upon the weaknesses and strengths of democratic processes. (CCT)

o Have students consider the influence of the majority. For example, in October, 1990, Prime Minister Brian Mulroney and the Conservatives, according to most opinion polls, had only 15-25% popular support from Canadians and pushed the unpopular Goods and Services Tax through parliament against the wishes of 80-90% of Canadians. This was accomplished by virtue of a Conservative majority of representatives in the House of Commons, and the appointment of a sufficient number of new Senators to ensure a Conservative majority vote.

o Have students discuss whether a government, elected with a majority years earlier, should lose its mandate when it loses its support. What are the implications of this situation upon the concept of democracy and social justice? What happens to a country when a minority rules the majority as in the previous example and South African Apartheid? Does a better system of government exist? Where? If not, what would it look like?

Note: Israel has more that 30 political parties because it operates on representation by percentage of the popular vote. Therefore, in an election, the party that receives 20% of the vote, gets to select by itself, 20% of the representatives in parliament (Knesset). A party with 2% will get 2% of the total number of representatives allowed in the Knesset. This system allows all votes in the country to count, all parties to hold a share of power, but, this system also guarantees minority governments often made up of 5-8 diverse parties with diverse interests. This system does not allow the people to choose their own representatives. This is what has stalemated the Knesset for years. There is current social protest to change the system of government.

o Have the class vote on the following proposition after considering all the possible benefits and consequences of this law.

"All citizens of this municipality shall recycle glass, plastic and aluminum by placing all bottles and cans in city garbage bins for collection, or be subject to fines or imprisonment."

Consider:

• Only the city would or could recycle these materials and thereby gain the revenue.
• The city must collect all bottles and cans to operate this scheme without a deficit. The program will not be offered otherwise.
• The poor would no longer be able to collect bottles and cans for cash redemption, and local stores would no longer accept bottles and cans for the distributor.
• Organizations and groups would no longer be able to use bottle collections for fundraising.
• The environment benefits and 100% of these resources may be recycled.
• Consumers would no longer be required to pay bottle or can deposits.
• A woman in a southern California municipality was recently charged under such a by-law for the removal of bottles and cans from city garbage bins. She said she needed the money to supplement her meagre income. Charges were eventually dropped.

o Have students vote and record the results. Explain the meaning of:

Majority: more than 50% of the possible votes
Plurality: more votes than any other but less than 50% of the possible votes
Minority: less than 50% of the possible votes

o Ask how those who voted and lost feel about it. Would they comply with the law, if it passed? Would they protest? Would they protest for the law, if they lost the vote? What strategies would be used to protest this issue? Why? Have the rights of the minority been represented? Is this social justice? majority rule? minority rule?

o Have students negotiate the recycling matter and come to a decision only by **consensus** on an appropriate proposition or strategy. Were all concerns addressed and all opinions respected? what changes had to be made to the original proposition? What alternative strategies were created? Will the benefits be the same or for the same people as in the original law? Which system is most supportive of social justice and social harmony, representative democracy, democracy by percentage of the popular vote, or democracy by consensus? Which form of government is Indigenous?

Lesson Four

Learning Objective:

- Students will recognize the need for personal participation and social protest about social justice issues. **(PSVS)**

    o Have students select a social justice issue concerning Indigenous peoples and agree by consensus upon an appropriate strategy for change.

    o Have students develop a personal or class action plan for social change and have them enact it.

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Materials Evaluation

The resource-based format and teaching strategies of this curriculum necessitate the implementation of basic procedures, that BOTH teachers and students may use, to ensure that selected resources are evaluated for bias. Recognition and discussion of biased materials is critical to the development of the lifelong independent learner who will be an active, and compassionate member of society. The following material has been adapted with permission, from three sources:

10 Quick Ways to Analyze Children's Books for Racism and Sexism, Council on Interracial Books For Children, 1841 Broadway, N.Y., 10023

Books Without Bias: Through Indian Eyes, Slapin, B. and Seale, D. Oyate (revised 1988), 2702 Mathews Street, Berkely, California, 94702

Refer to *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education,* Saskatchewan Education, 1992.

Guidelines for the Identification of Bias

Check the Illustrations

A stereotype is an over-simplified generalization about a particular group, race, or gender, which usually carries derogatory implications. Look for balance in the presentation of racial groups, accurate presentation of racial characteristics, tokenism, caricatures, cartoons, minorities, or women in subservient roles.

Check the Content

Although publishers are becoming more aware of bias in material, you should still look for disparaging comments and slanted perspectives. These should then be discussed and brought to the attention of the author and publisher. Students should be directly involved in this process. One letter of complaint represents approximately 100 people who are upset, but who do not write letters.

The following questions should be asked. Does it take majority or male behaviour standards for a minority person to get ahead, to gain acceptance? Do persons of colour have to be extraordinary to be equal? Are minority people presented as the problem or the source of their own problems (blaming the victim syndrome)? Are the reasons for poverty etc. explained? Is a problem of a minority person or female resolved by a dominant, compassionate Caucasian male? Are achievements based upon personal initiative and intelligence, or good looks, relationships to males or subservience?

Look at Lifestyles

Are minority persons and their setting or culture presented in such a way that they contrast unfavourably with the unstated norm of middle-class suburbia? If they are presented as different, are there negative value judgements attached or implied such as "ghetto", It underdeveloped", "uncivilized", "primitive"? Do information or illustrations oversimplify or present genuine insights into culture and diversity of peoples? Watch for the quaint Natives in costume syndrome, extending to behaviour and personality traits.

Weigh the Relationships Between People

Who possesses the power, takes the leadership and makes all the important decisions? Do minorities and women function in only supporting roles? How are family relationships presented? In Black families, is the mother always dominant? In Hispanic families, are there always a lot of children? Is the family separated, unemployed, poverty-stricken?

Note the Heroes

Are only a "safe" minority of female leaders presented, those that avoid serious conflict with the male establishment? Are minority groups and women allowed to determine their own values and heroes? Whose interests is a particular hero serving.

Consider the Effects Upon a Child's Self-Image

Are norms established which limit any child's aspirations and self-concept? Whose image of beauty, good, justice, cleanliness is used? Is black aligned with evil or menace or dirt? Does the material counteract or reinforce the association of white with good, clean, the truth? Do only males perform adventures and great deeds? Are there characters or material for minority peoples to identify with positively?

Consider the Author's and Illustrator's Backgrounds

Remember that history is written by and about the victors of conflicts and most often, only by men. What qualifies the author or illustrator to present cultural information or portray minorities in a particular subject? What is the author's perspective? What race, sex, culture, or class in society does the author represent?

Watch For Loaded Words

A word is loaded when it has insulting overtones. Examples of loaded adjectives, which are often racist, are "savage", "primitive", "underdeveloped", "conniving", "lazy", "superstitious", "treacherous", "victorious", "inscrutable", and "backward". Materials should use inclusive terminology that does not exclude either the male or female gender. Does the source use inclusive terms such as humanity and society instead of man or mankind, ancestors instead of forefathers, hand-made instead of man-made, community instead of brotherhood of man?

Look at the Copyright Date

Hastily conceived books and materials about minorities appeared in the sixties, followed by minority perspective books. Look for realistic presentations and balance in race and sex. Make sure materials are current.

The Indian and Métis Perspectives

Through whose eyes is historical background presented? Are Indian and Métis values and achievements presented? How are the cultures and customs of Indian and Métis peoples presented? Are they viewed from the perspective of a Caucasian middle class person? Are the cultures presented as exotica or in a romantic fashion? Are stereotypes used? Are the language and terminology appropriate and accurate? Is there repetition of character traits?

Culture should be presented as a living continuum, not by dead artifacts. Check content for cultural authenticity. Photographs are better than cartoons and most illustrations. Look for tokenism and use of caricatures.

Between all cultures
Through educational means
Having equal opportunities
With intercultural communication

Saskatchewan Association for Multicultural Education (SAME)

> *Beyond Tolerance to Cultural Understanding and Appreciation: Reducing Bias and Stereotyping*

A bias can be defined as an inclination towards a specific attitude or preconceived opinion about certain groups of people or things. We all have biases that affect our behaviour toward others. For example, some people might have a bias against foreigners that causes them to avoid contact with foreigners.

A stereotype can be defined as an oversimplified generalization about a particular group of people that usually carries derogatory implications. A stereotype represents a wider-spread view of a group which doesn't take into consideration intrinsic, individual characteristics and/or intragroup diversity. Stereotyping involves the identification of a category of people, the belief that people in the group share certain traits, and the attribution of those traits to everyone in that category. Stereotyping exaggerates the uniformity within a group and is an incidious reinforcer of prejudice. An example of an overt stereotype is the depiction of Native Canadians as 'primitive braves'.

Stereotyping is a way of organizing information which makes it easy to respond to objects, people, and situations. When people categorize, they make things which are different appear to be more alike; they group objects, events and people into classes, and then respond to them in terms of their class membership rather than their uniqueness. People establish their social identity by typing individuals in accordance with culturally prescribed social categories. This gives the individual a quick method for securing what is assumed to be high predictability as well as economy of attention and effort in social interactions.

The cognitive process of categorization is largely responsible for stereotyped values, attitudes and personality traits being attributed to groups of people who are perceived to share certain characteristics. This results when categories become narrow based on limited experience and information. Lack of information can be a source of stereotyped judgements about other people's values and motivations. Stereotypes also have a marked evaluative or emotional component that makes them resistant to change. However, a stereotype is not an attitude. The stereotypes one adopts can in fact be independent of the attitudes a person holds toward a group, but there is often a correspondence.

Selectivity Processes and Stereotyping

Once a stereotype is formed it tends to persist. Stereotypes structure our perception so that over time we both consciously and unconsciously notice and are impressed by information that fits in with our preconceptions. Unless one is cognizant of and careful about one's selectivity processes then stereotypes can affect one's perception, cognitive processes, and attitudes both knowingly and unknowingly. In order to deal effectively with stereotypes, people must be made aware of selective processes, particularly in interaction with members of minority groups. The individual must also make a conscious and determined effort to overcome these selectivity processes.

Stereotyping, as a process, becomes dangerous when it blinds a person to the individuality of others. When one becomes reliant upon preconceptions, which are regarded as irrefutable, individual multi-dimensional qualities in others are often ignored. It is important to keep in mind that selective exposure, attention and retention of information that reinforces stereotypes is to a large degree influenced by enculteration and socialization practices that one is exposed to. In order to perceive stereotypes one must examine the societal conditions that perpetuate them.

Cognition and Emotion In Stereotyping

Various researchers have noted that students with greater reflective thinking ability and developed cognitive skills are better able to deal with stereotypes and explain why differences exist. Cognitive sophistication or critical thinking ability is developed through the use of concepts in the higher processes (analyzing, synthesizing, hypothesizing, predicting, evaluating), but it relies on the proficient use of lower-level processes as well. The development of people's thinking and valuing processes must be a part of any strategy that attempts to eliminate the effects of negative racial stereotyping in society. In addition, stereotypes have an emotional component. Attacking a person's stereotypes may be akin to an attack on their feelings and sentiments. One can expect that many will respond in a defensive manner. As with prejudices, eliminating stereotypes can be curbed when people are able to identify and question the stereotypes they hold, can deal with the feelings attached to acquired stereotypes, can consciously counteract selectivity processes, are willing to interact with members of stereotyped groups as individuals, and are cognizant of the ways in which stereotyping is used to sway opinions.

Correcting Stereotypes Through Contact

Stereotypes hinder inter-cultural contacts in many ways. In fact, they may prevent contact from occurring in the first place. If a person has strong negative stereotypes, that person may choose to minimize contacts with persons from disliked or stigmatized groups. Stereotypes also affect the type of interaction and the quality of intercultural encounters. Distortions and defensive behaviours are often produced by selectivity in perception and interpretation of the encounter. Superficial and defensive communication, for example, can lead to the reinforcement of stereotypes further hindering the potential for a positive encounter. If the stereotypes are intensely negative, then the person holding those stereotypes may talk to others about a

stigmatized group in a hateful manner or engage in discriminatory behaviours that can lead to confrontation and conflict.

Controlled contacts between members of different groups can assist in overcoming stereotypes. This is based on the hypothesis that contact between the stereotyped and those who hold the stereotypes can assist in breaking down any false stereotypes held and the negative attitudes that may be associated with them. This occurs when first-hand knowledge is gained about members of other groups that discredits false stereotypes. There is evidence that stereotypes are lessened with continued contact with a particular group and that as long as contact persists the stereotyping is reduced. However, it also seems that once contact is discontinued and the individual is returned to a situation in which the norms encourage the used of stereotypes, the old habits may eventually return. In other words, long-term contacts and societal support are necessary for the reduction of stereotypical thinking and behaviour.

Reducing Stereotypes Through Critical Reading

A critical reading methodology can be employed to reduce the tendency to stereotype. It is the application of critical thinking skills to the reading process with a discussion component included. The methodology does not merely involve the passive reception of the literal meaning of a reading selection, but the active involvement of the reader with the text. Critical reading includes many skills and is a continuum along which a reader can progress. Readers must not only be introduced to the idea of stereotyping and ways to identify it in selected texts, but need to be able to identify stereotypes in more general reading and be able to discuss them with others. Saunders (1982, p. 114) indicated that critical reading includes the following:

- An attitudinal factor the questioning of and suspension of judgment,
- A functional factor - the development of rational enquiry and problem solving,
- An evaluative factor the application of generally accepted standards or norms.

Robinson (1964) also described twelve constituents of critical readings:

- Recognizing and discriminating between judgments, facts, opinions and inferences;
- Comprehension of implied ideas;
- Interpretation of figurative and implied ideas;
- Detection of propaganda;
- Formation of and reaction to sensory images;
- Anticipation of outcomes;
- Generalization within the limits of acceptable evidence;
- Making logical judgments and drawing conclusions;
- Comparison and contrast of ideas;
- Perception of relationships of time, space, sequence and cause-effect;
- Identification of bias and point of view; and,
- Reaction to literary forms such as irony, satire and cynicism.

Using Dissonance to Reduce Stereotypes

Dissonance refers to a state of cognitive inconsistency that is uncomfortable for the individual. This state of inconsistency occurs when an individual knowingly and voluntarily advocates a position that is opposite to their personal views. For example, a smoker giving a speech to his classmates explaining the health hazards of smoking. If stereotypes are seen as an expression of an individual's values, arousing dissonance in the person by pointing out inconsistencies and ambiguities can challenge the self-concept of the individual to create conditions for the abandonment of currently held stereotypes.

Using Accurate Information to Reduce Stereotypes

The evidence of omission and distortion of information concerning minorities in our society is clear. A number of methods can be used to evaluate print and non-print material. One qualitative method for identifying stereotyping is based on the Interracial Books for Children analysis *Ten Quick Ways to Analyze Children's Books for Racism and Sexism*, and that provided by Saskatchewan Education in the publication *Diverse Voices*. In applying the following guidelines, sources should be reviewed for words, images, and situations that reinforce erroneous or negative preconceptions or suggest that all or most members of a racial or ethnic group are the same.

Guidelines for Identifying Racial Stereotyping

Check Visuals for the Following:

- *Unrealistic Descriptions.* Images are used that portray visible minorities as identical in appearance, as caricatures, oddities, or in a manner that ridicules or demeans.
- *Slanted Dichotomy.* Visible minorities are consistently depicted as an extreme, for example, as victims or aggressors.
- *Tokenism.* An example would be a magazine advertisement where a minority person looks as if he or she was coloured in as an afterthought.
- *Roles.* Minority group members are depicted in submissive, subservient, or in passive roles as opposed to leadership or action roles.
- *Life Situation & Status.* Minority group members are consistently depicted in less affluent circumstances. Job occupancy is limited to those with low pay or status.
- *Omission.* When people are predominantly featured to the partial or complete exclusion of minorities.
- *Mainstreaming.* Minority group members are not displayed as part of the mainstream. They are not depicted in a full range of human behaviour nor in a variety of occupations and professions within a broad range of economic achievement.
- *Cultural Setting.* Cultural settings are not depicted accurately, authentically, or appropriately. Cultural distinctions are blurred.
- *Exoticism.* Minority group members are depicted in exotic, bizarre, and unusual circumstances that emphasize only differences between groups.
- *Negative Judgments.* When minorities are depicted as different, negative value judgments are implied.
- *Avocations.* Minority groups members are not portrayed as being involved in a variety of sports or as having a wide range of interests or hobbies.

- *Abilities.* Minorities are not depicted as equally capable, resourceful, sell-confident, intelligent, imaginative and independent.
- *Cultural Events.* Visible minorities are not adequately depicted as both observers and participants in mainstream cultural events (music, theatre, etc.). Instead they are depicted mainly in festivals that focus on multiculturalism per se.

Check for Eurocentric and Ethnocentric Perspectives:

- *Attributes.* Only Euro-Canadians or "whites" are depicted as having positive or attractive physical or personal attributes.
- *Paternalism.* Minority group members are characterized as requiring the assistance of majority group benefactors or of being incapable of handling economic matters or sell-government.
- *Dominance-Subservience.* The relationship between majority/minority cultures is depicted as one of dominance/subservience.
- *Cultural Chauvinism.* Minority cultures are depicted in a culturally chauvinistic or degrading manner as 'inferior', 'uncivilized', 'backward', 'childlike', 'warlike', 'incorrect', 'immoral', or 'barbaric".
- *Personality.* Non-European group members are characterized as 'irresponsible', 'lazy', or 'lacking in frugality'.
- *Negative Evaluation.* Euro-Canadians are depicted in a positive manner while other ethnic group members are evaluated negatively.
- *History.* The history of the nation is described from a European perspective without due consideration for the impact of other groups on its development.
- *Ethnocentrism.* Euro-Canadian values or lifestyles are used as criteria for judging other ethnic groups. Minority cultural perspectives are not given due consideration and respect.
- *Colonialism.* The colonization of the countries of the new world is considered completely beneficial for those peoples 'discovered'. None or few of the associated problems for indigenous people are discussed.
- *Development.* Europeans are considered the developers of the rest of the world to the exclusion of other groups.
- *Roles.* Euro-Canadians are regarding as doers, thinkers, and problem-solvers while others are given passive roles.
- *Contributions.* European discoveries, aspirations, inventions, etc. are described while those of indigenous people or non-Europeans are ignored.

Examine the Lifestyles Depicted:

- *Inaccuracy.* Facts and details about the lifestyles of minorities are inaccurate or inappropriate.
- *Unfavourable Contrast.* The lifestyles of minority groups are contrasted unfavourably with the unstated norms of the majority group.
- *Negative Judgments.* When minorities are depicted as different, negative value judgments are implied.
- *Ghettoization.* Minority groups are consistently depicted as separate from the rest of society in ghettos, barrios, migrant camps, or inner-city areas.
- *Oversimplification.* The lifestyles of minority group members are oversimplified. Real

insight into their lifestyles aren't given.
- *Homogenization.* Minority group members are homogenized in such areas as behaviour, personality traits, physical appearance, etc. Individual differences among members of a minority group are not portrayed nor are individuals personalized.
- *Exoticism.* The lifestyles, behaviour and personalities of minority group members are characterized as 'quaint', 'exotic', or 'bizarre'.
- *Interpretations of Progress.* The criteria used for measuring progress hinge primarily on technological advances.
- *Innateness.* Cultural differences in lifestyle are regarded as biologically transmitted.
- *Assumptions.* All members of a minority group are assumed to live in similar circumstances, occupy certain roles or occupations, share the same attitudes and values, participate in the same festivals, etc.

Examine the Relationships Between People:

- *Family Relationships.* Families are consistently depicted as large, poor, uneducated, on welfare, separated, etc. The minority mother is considered dominant. When family members are separated, societal conditions - unemployment, poverty, etc. are not cited among the reasons for the separation. Minority families are depicted as single-parent units and alternatives are not shown.
- *Power.* "Non-whites" are consistently shown in positions without power, leadership, control, or decision-making ability, and function essentially in supporting or low status roles.

Note the Heroes and Heroines:

- *Whose Interests.* Heroes and heroines serve the interests of the dominant group.
- *Membership.* The heroes and heroines are primarily from the dominant culture.
- *Exclusion.* Only 'safe' minority heroes and heroines are depicted - those who avoid serious conflict with the majority establishment.
- *Self-Determination.* Minority groups have the right to decide who their own role models should be and how they are depicted.
- *Exceptionality.* Individual members of ethnic/racial minorities are identified as 'super-athletes', 'exceptional musicians', etc. because of their group membership. Exceptional personal attributes of minority group members are regarded as biologically transmitted.

Effects on a Person's Self-Image:

- *Superiority Reinforcement.* White persons feelings of superiority are reinforced by what they see, read and hear.
- *Word Associations.* Material examined or images portrayed reinforce only positive associations with 'whiteness' and negative associations with 'blackness".
- *Attractiveness Standards.* Standards of beauty are linked to whiteness or associated physical characteristics.

- *Aspirations.* Norms are evident that seem to link the self-concept or aspirations of particular groups of people.
- *Identification.* There is an absence of persons that minority group members can identify with and feel proud of.

Check the Credibility of the Source:

- *Author's Perspective.* The author does not show reasonable objectivity. The author's cultural biases weaken the material through such means as eurocentric, ethnocentric, or social class perspectives.
- *Biographical Data.* The source is not identified as qualified, expert and trustworthy in the subject area dear with.
- *Publisher's Date.* Material published before the mid-1970s may not reflect a multiracial, multicultural reality and should be examined even more carefully for instances of bias or stereotyping.

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Refer to Native Studies Curricula Glossary of Terms

Refer to *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education.* Saskatchewan Education, 1992.

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Selecting Instructional Materials

The School Selection Policy

The process of selecting and obtaining instructional resources is complex. There are literally hundreds of sources from which materials can be obtained. School divisions are required to have a policy in place which governs the selection of materials. Such a policy should set out a philosophy of resource-based learning, define responsibilities for selection and provide selection guidelines. More information on comprehensive learning resource centre policies and selection policies appears in the Saskatchewan Education publication *Learning Resource Centres in Saskatchewan: A Guide for Development*, 1988.

The materials available for purchase and those which can be obtained free, vary greatly in quality and in appropriateness for school use. In addition, learning materials today are very expensive. Careful selection is therefore necessary. The training that teacher-librarians receive emphasizes selection of materials. They are able to work with classroom teachers to choose resources that are relevant both to the needs of students and to the requirements of the curriculum. In the absence of a teacher-librarian the task of obtaining and selecting materials falls to classroom teachers in consultation with principals and/or division school library coordinators. The information and suggestions which follow are intended for classroom teachers who find themselves in this latter situation.

The following four basic principles provide a framework for developing learning materials that represent racial, religious, and cultural minorities. Learning materials should:

- contribute to a feeling of self-worth in all students;
- reflect fully and accurately the reality of Canada's racial, religious, and cultural diversity;
- facilitate the development of mutual awareness, understanding, and appreciation among all racial, religious, and cultural groups in Canada; and,
- recognize the universality of the human experience and the interdependence of all human beings and communities.

Evaluating Instructional Resources

Regardless of whether they are purchased or borrowed, all instructional materials must be evaluated to determine their appropriateness for classroom use. Each item should be assessed to ensure that it:

- is relevant to the curriculum;
- contains accurate information;
- has appeal for students and is appropriate to their needs;
- treats all people in a fair and equitable way, and avoids stereotypes;
- enhances the quality of the collection as a whole.

A list of selection criteria for choosing learning resources and detailed information about selection is provided on pages 51 to 63 of the Saskatchewan Education publication *Learning Resource Centres in Saskatchewan: A Guide for Development*, 1988.

Selection Aids for Saskatchewan Schools

Selection Aids for Saskatchewan Schools (1990) is a Saskatchewan Education publication that lists approximately 100 recommended bibliographies and journals which review learning resources. An annotation and full ordering information is provided for each item listed. One copy of this publication was distributed to each school in the province in early 1990. Additional copies are available from the Saskatchewan Book Bureau.

Every school and/or school division resource centre should subscribe to a few of the selection aids listed in this publication. Print and audiovisual materials listed in any selection aid have been reviewed by at least one expert who offers commentary and makes recommendations concerning purchase of individual items. This is in marked contrast to publishers' catalogues which are promotional in nature and should not be used to select materials.

Refer to the document *Selecting Fair and Equitable Learning Materials*, Saskatchewan Education, March 1991 for bias checklists that may be used to examine the portrayal of: women and men; people from various cultures; people with disabilities; and, the elderly.

Refer to *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (1992), Saskatchewan Education, for bias checklists that reflect the Indigenous perspective.
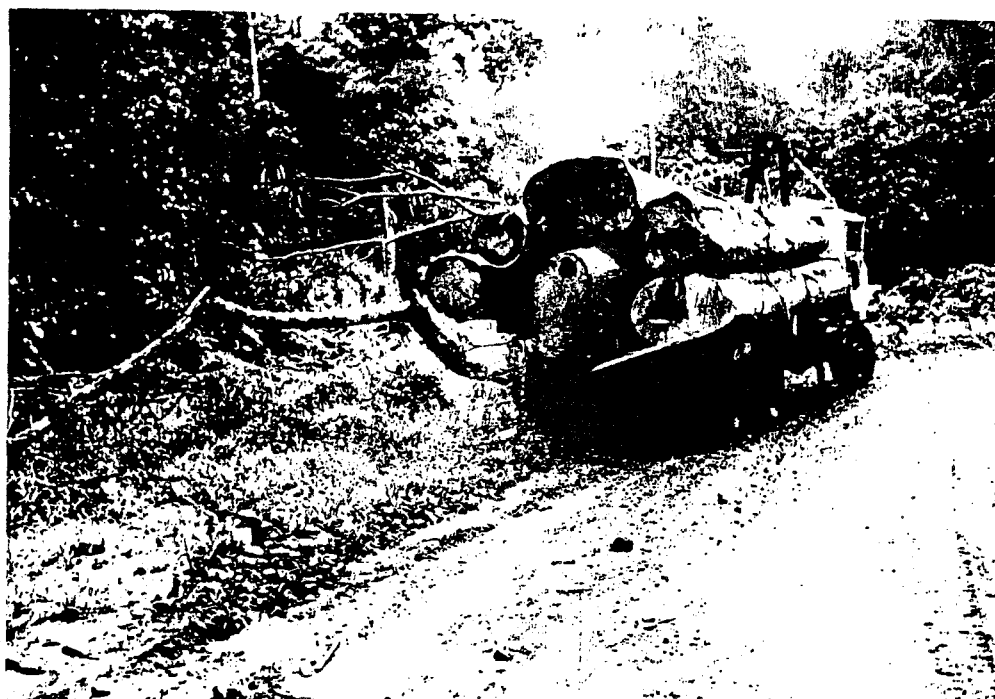
MALAYSIA 600-44-07/89 © ACDI/CIDA VIRGINIA BOYD

Native Studies
Print Evaluation Form

Author _____

Title _____

Series _____

Publishers _____
  (include address if not well-known publishing house)

Canadian Distributor _____

Edition:_____ Copyright date: _____ ISBN: _____

Price:_____ N.S. 10_____ N.S. 20_____ N.S. 30_____

Is this resource compatible with the philosophy of Native Studies?   Yes___ No ___

Information checklist: Check one for each item   **Included**   **Not Included**

	Included	Not Included
Table of Contents	_____	_____
Bibliography	_____	_____
Photos/Illustrations	_____	_____
Glossary	_____	_____
Index	_____	_____
Pronunciation Guide	_____	_____

Special Features: _____

Fiction:____ Non-Fiction:____ Reading Level: Student:____ Teacher:____ Student/Teacher:____

Content Annotation: Summary of contents for possible use by Department: _____

_____

_____

_____

_____

_____

Treatment: (Please check these if applicable) Outdated Language:____ Conversational:____
Academic:____ Overview:____ Capitalization of Terms: (Native, Indigenous, Aboriginal)____

Physical Layout: Please circle

	Unacceptable			Acceptable	
Vocabulary	1	2	3	4	5
Print Size	1	2	3	4	5
Index Use	1	2	3	4	5
Glossary Use	1	2	3	4	5
Table of Contents Use	1	2	3	4	5
Pronunciation Guide	1	2	3	4	5

Gender Roles: Please circle

	Unacceptable			Acceptable	
Balance of male/female perspectives	1	2	3	4	5
Terminology (inclusive or exclusive)	1	2	3	4	5

Stereotypes and Bias: refer to Native Studies Curricula Glossary of Terms, Glossary/Preferred Terms/Loaded Words

- **Loaded Words and Phrases:** e.g. young buck, brave (adjective), nomadic, whooping, warpath, primitive, massacre, prehistoric, savage

  _____

  _____

- **Are preferred terms used?** refer to _Diverse Voices_---Saskatchewan Education, 1992

  Yes___No___   Please list some examples: _____

  _____

- **Illustrations/Photos**   Included   Not Included
  Traditional dress only   _____   _____
  Ceremonial attire (only one type of headdress?)   _____   _____
  Modern focus   _____   _____
  Captions (recognition of diversity)   _____   _____

- **Author's Perspective:** Please circle

  Discovery (European)   Invasion (Indigenous)   Linear   Holistic

  1   2   3   4   5   1   2   3   4   5

- **Omissions/Generalizations of nations, groups, etc.** (What are they?)

  _____

  _____

  _____

Recommended for inclusion in school collection: Yes___ No___
(Omit this section for student use)

Signature of Evaluator: _____Date:_____

School:_____

Can you recommend other better related materials on this/these topics?

Author:_____

Title: _____

Publisher: _____

ISBN:_____ Copyright Date: _____

And thank you for your support!

Evaluation

Evaluation is an important component of the teaching-learning process, and its main purposes are to facilitate student learning and to improve instruction. Teachers make judgments about student progress based on information gathered through a variety of assessment strategies. This information assists teachers in planning or modifying their instructional programs, which in turn helps students to learn more effectively. Evaluations are also used for reporting progress to students and their parents, and for making decisions related to such things as student promotion and awards.

To meet the needs of students in a rapidly changing world, Saskatchewan Education has begun the development and implementation of a new Core Curriculum. Core Curriculum spans the K-12 learning continuum and is comprised of two main components, Required Areas of Study (RAS) and Common Essential Learnings (C.E.L.s).

The RAS are language arts, mathematics, arts education, health education, physical education, science, and social studies. These areas of study are considered to be important core subjects which all students should experience. The C.E.L.s include communication, critical and creative thinking, independent learning, numeracy, personal and social values and skills, and technological literacy. They are a set of interrelated elements considered important foundations for learning and are incorporated into all curricular areas. New curriculum guides include provisions for locally determined options which may occupy up to 20 percent of the time in a given subject area. An adaptive dimension provides flexibility of program and instruction which may be necessary and appropriate in meeting the needs of students.

Core Curriculum is designed to provide students with the knowledge, skills, and abilities needed for further education, work life, and daily living. It requires changes in the ways children have traditionally been taught and evaluated. Formerly, evaluation of student learning focused on factual content, and student progress was assessed by using traditional strategies such as paper-and-pencil tests. However, to evaluate learning in areas such as critical and creative thinking, independent learning, and personal and social values and skills, nontraditional strategies are required. More often than before, teachers will rely on strategies such as observation, conferencing, oral and written assignments, and process (or performance) assessment to gather information about student progress.

Although the responsibility to establish student evaluation and reporting procedures resides with the school principal and the teaching, staff, the classroom teacher has the daily responsibility for student evaluation. The teacher is at the forefront in determining student progress using sound evaluative practices which include careful planning, appropriate assessment strategies, and, most importantly, sound professional judgment.

Clarification of Terms

To enhance understanding of the evaluation process it is useful to distinguish between the terms **"assessment"** and **"evaluation"**. These terms are often used interchangeably which causes some confusion over their meaning. Assessment is a preliminary phase in the evaluation process. In this phase, various techniques are used to gather information about student progress. **Evaluation** is the weighing of assessment information against some standard (such as a curriculum learning objective) in order to make a judgment or evaluation. This may then lead to other decisions and action by the teacher, student, or parent.

There are three main types of student evaluation: **formative, summative, and diagnostic evaluation.** Assessment techniques are used to gather information for each type of evaluation.

Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with valuable information upon which instructional modifications can be made. This type of evaluation helps teachers understand the degree to which students are learning the course material and the extent to which their knowledge, understandings, skills, and attitudes are developing. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.

Summative evaluation occurs most often at the end of a unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress relative to curriculum objectives to students, parents, and educators.

Seldom are evaluations strictly formative or strictly summative. For example, summative evaluation can be used formatively to assist teachers in making decisions about changes to instructional strategies or other aspects of students' learning programs. Similarly, formative evaluation may be used to assist teachers in making summative judgments about student progress. However, it is important that teachers make clear to students the purpose of assessments and whether they will later be used summatively.

Diagnostic **assessment** usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure they are being sufficiently challenged; and to identify student interests. Diagnostic evaluation provides information essential to teachers in designing appropriate programs for students.

Teachers conduct all three types of evaluation during the course of the school year.

Phases of the Evaluation Process

Although evaluation is not strictly sequential, it can be viewed as a cyclical process including four phases: **preparation, assessment, evaluation, and reflection.** The evaluation process involves the teacher as a decision maker throughout all four phases.

In the **preparation** phase, decisions are made which identify what is to be evaluated, the type of evaluation (formative, summative, or diagnostic) to be used, the criteria against which student learning outcomes will be judged, and the most appropriate assessment techniques with which to gather information on student progress. The teacher's decisions in this phase form the basis for the remaining phases.

During the **assessment phase,** the teacher identifies information-gathering techniques, constructs or selects instruments, administers them to the student, and collects the information on student learning progress. The teacher continues to make decisions in this phase. The identification and elimination of bias (such as gender and culture bias) from the assessment techniques and instruments, and determining where, when, and how assessments will be conducted are examples of important considerations for the teacher.

During the **evaluation phase,** the teacher interprets the assessment information and makes judgments about student progress. Based on the judgments or evaluations, teachers make decisions about student learning programs and report on progress to Students, parents, and appropriate school personnel.

The refection phase allows the teacher to consider the extent to which the previous phases in the evaluation process have been successful. Specifically, the teacher evaluates the utility and appropriateness of the assessment techniques used, and such reflection assists the teacher in making decisions concerning improvements or modifications to subsequent teaching and evaluation.

All four phases are included in formative, diagnostic, and summative evaluation processes. They are represented in Figure 1.
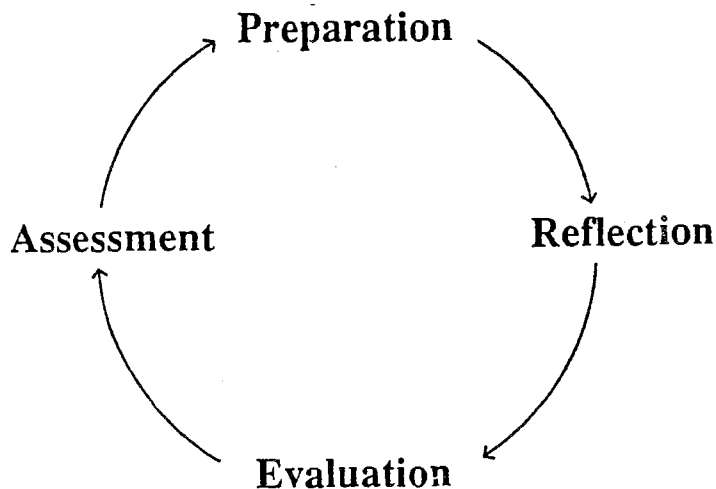
Figure 1. Process of Student Evaluation

Guiding Principles

Nine guiding principles are presented in the final report of the Minister's Advisory Committee on Evaluation and Monitoring, entitled, *Evaluation in Education.* The purpose of these principles is to provide guidance on educational evaluation in several areas. One of these areas is student evaluation. The evaluation of student progress has a strong influence on both teaching and learning. If used appropriately, evaluation can promote learning, build confidence, and develop students' understanding of themselves.

Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education has developed five general guiding principles which are closely linked to the *Evaluation in Education* report, and provide a framework to assist teachers in planning for student evaluation.

- Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.

- Evaluation should be guided by the intended learning outcomes of the curriculum, and a variety of assessment techniques should be used.

- Evaluation plans should be communicated in advance. Students should have opportunities for input to the evaluation process.

- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills, and attitudes.

- Evaluation should help students. It should provide positive feedback and encourage students to actively participate in their own teaming.

Focuses of Evaluation

Evaluations may focus on progress in student learning **(student evaluation),** the effectiveness of school programs **(program evaluation),** and the effectiveness of the curriculum **(curriculum evaluation).** Teachers also reflect on the effectiveness of their instruction **(teacher self-evaluation).**

Student Evaluation

Specific assessment techniques are selected or devised to gather information related to how well students are achieving the learning objectives of the curriculum. The assessment techniques used at any given time will depend on several factors such as the type of learning outcomes (knowledge, understanding, skill, attitude, value, or process), the subject area content, the instructional strategies used, the student's level of development, and the specific purpose of the evaluation.

Various assessment techniques are listed in Table 1 as a reference for teachers. Selected techniques are also listed after each suggested learning activity in this Curriculum Guide. The assessment techniques are not prescribed; rather, they are meant to serve only as suggestions, since the teacher must exercise professional judgment in determining which strategies suit the specific purpose of the evaluation. It would be inappropriate for curriculum guides to give teachers specific formulas for assessing students. Planning for assessment and evaluation must take into account unique circumstances and purposes which will vary. For further information on the various assessment techniques and types of instruments that can be used to collect and record information about student learning, refer to the *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991).

Table 1. Assessment Techniques

Methods of Organization:

- Assessment Stations
- Individual Evaluations
- Group Evaluations
- Contracts
- Self and Peer Assessment
- Portfolios

Methods of Data Recording:

- Anecdotal Records
- Observation Checklists
- Rating Scales

Ongoing Student Activities

- Written Reports
- Presentations
- Performance

Quizzes and Tests:

- Oral Assessment
- Performance Assessments
- Extended Open Response Items
- Short-Answer Items
- Matching Items
- Multiple-Choice Items
- True/False Items

Common Essential Learnings (C.E.L.s) will be incorporated in the foundational and learning objectives of each course. As each subject area is assessed and judgments are made, the C.E.L.s will form an integral part of the evaluation process within the Required Areas of Study and the other provincially developed curricula. For example, in a unit of instruction, some learning objectives will identify expected learning outcomes associated with C.E.L.s, but they will be imbedded within the subject area content. Assessment techniques will be used to gather student progress information on C.E.L.s through assessment in the subject area. When all assessment information has been gathered, it will form the basis for an evaluation. **It is inappropriate to evaluate student progress in the Common Essential Learnings independent of the subject area content.**

Program Evaluation

Program evaluation is a systematic process of gathering and analyzing information about some aspect of a school program in order to make a decision, or to communicate to others involved in the decision-making process. Program evaluation can be conducted at two

levels, relatively informally at the classroom level, or more formally at the classroom, school, or school division levels.

At the classroom level, program evaluation is used to determine whether the program being presented to the students is meeting both their needs and the objectives prescribed by the province. Program evaluation is not necessarily conducted at the end of the program, but is an ongoing process. For example, if particular lessons appear to be poorly received by students, or if they do not seem to demonstrate the intended learnings from a unit of study, the problem should be investigated and changes made. By evaluating their programs at the classroom level, teachers become reflective practitioners. The information gathered through program evaluation can assist teachers in program planning and in making decisions for improvement. Most program evaluations at the classroom level are relatively informal, but they should be done systematically. Such evaluations should include identification of the area of concern, collection and analysis of information, and judgment or decision making.

Formal program evaluation projects use a step-by-step problem-solving approach to identify the purpose of the evaluation, draft a proposal, collect and analyze information, and report the evaluation results. The initiative to conduct a formal program evaluation may originate from an individual teacher, a group of teachers, the principal, a staff committee, an entire staff, or central office. Evaluations are usually done by a team, so that a variety of skills are available and the work can be distributed. Formal program evaluations should be undertaken regularly to ensure programs are current.

To support formal school-based program evaluation activities, Saskatchewan Education has developed the *Saskatchewan School-Based Program Evaluation Resource Book* (1989) to be used in conjunction with an inservice package. Further information on these support services is available from the Evaluation and Student Services Division, Saskatchewan Education.

Curriculum Evaluation

During the decade of the 1990s, new curricula will be developed and implemented in Saskatchewan. Consequently, there will be a need to know whether these new curricula are being effectively implemented and whether they are meeting the needs of students. Curriculum evaluation, at the provincial level, involves making judgments about the effectiveness of provincially authorized curricula.

Curriculum evaluation involves the gathering of information (the assessment phase) and the making of judgments or decisions based on the information collected (the evaluation phase), to determine how well the curriculum is performing. The principal reason for curriculum evaluation is to plan improvements to the curriculum. Such improvements might involve changes to the curriculum document and/or the provision of resources or inservice to teachers.

It is intended that curriculum evaluation be a shared, collaborative effort involving all of the major education partners in the province. Although Saskatchewan Education is responsible for conducting curriculum evaluations, various agencies and educational

groups will be involved. For instance, contractors may be hired to design assessment instruments; teachers will be involved in instrument development, validation, field testing, scoring, and data interpretation; and the cooperation of school divisions and school boards will be necessary for the successful operation of the program.

In the assessment phase, information will be gathered from students, teachers, and administrators. The information obtained from educators will indicate the degree to which the curriculum is being implemented, the strengths and weaknesses of the curriculum, and the problems encountered in teaching it. The information from students will indicate how well they are achieving, the intended learning outcomes and will provide indications about their attitudes toward the curriculum. Student information will be gathered through the use of a variety of strategies including paper-and-pencil tests (objective and open-response), performance (hands-on) tests, interviews, surveys, and observation.

As part of the evaluation phase, assessment information will be interpreted by representatives of all major education partners including the Curriculum and Evaluation Division of Saskatchewan Education and classroom teachers. The information collected during the assessment phase will be examined, and recommendations, generated by an interpretation panel, will address areas in which improvements can be made. These recommendations will be forwarded to the appropriate groups such as the Curriculum and Instruction Division, school divisions and schools, universities, and educational organizations in the province.

All provincial curricula will be included within the scope of curriculum evaluation. Evaluations will be conducted during the implementation phase for new curricula, and regularly on a rotating basis thereafter. Curriculum evaluation is described in greater detail in the document *Curriculum Evaluation in Saskatchewan* (Saskatchewan Education, 1990).

Teacher Self-Evaluation

There are two levels of teacher self-evaluation: reflection on day-to-day classroom instruction, and professional self-evaluation.

Teachers refine their skills through reflecting upon elements of their instruction which includes evaluation. The following questions may assist teachers in reflecting on their evaluations of student progress.

• Was there sufficient probing of student knowledge, understanding, skills, attitudes, and processes?

• Were the assessment techniques appropriate for the student information required?

• Were the assessment conditions conducive to the best possible student performance?

• Were the assessment techniques fair/appropriate for the levels of student abilities?

- Was the range of information collected from students sufficient to make interpretations and evaluate progress?

- Were the results of the evaluation meaningfully reported to students, parents, and other educators as appropriate?

Through reflection on questions like those above, teachers are able to improve their techniques for student evaluation.

It is also important for teachers, as professionals, to engage in self-evaluation. Teachers should take stock of their professional capabilities, set improvement targets, and participate in professional development activities. Some ways teachers can address their professional growth are by: reflecting, on their own teaching; reading professional documents (e.g. articles, journals and books); attending, workshops, professional conferences, and courses; and developing networks with other professionals in their fields.

Information Gathering and Record Keeping

Having summarized the various types of assessment and evaluation, it is obvious that large amounts of data are gathered by teachers, schools and school divisions, and Saskatchewan Education. It is important that teachers maintain appropriate records to ensure data are organized and accessible for making judgments and decisions. Records can be kept in a variety of ways; however, it is recommended that teachers keep separate files on student progress (student portfolios), teachers' self-evaluations (professional files), and program evaluation. Schools and school divisions also keep records of student enrolment and progress which support decision making at the local level. Saskatchewan Education is developing and implementing, a comprehensive student record system with the capacity to register students K-12. This database will assist schools, school divisions, and the province to make informed decisions related to areas such as student mobility, dropout rates, and retention rates. Saskatchewan Education also requires comprehensive information to make informed decisions at the provincial level In areas such as program and curriculum evaluation.

Conclusion

Evaluation is the reflective link between what ought to be and what is, and therefore, it is an essential part of the educational process. The main purposes for evaluating are to facilitate student learning and to improve instruction. By continuously evaluating student progress, school programs, curriculum, and the effectiveness of instruction and evaluation, these purposes will be realized.

Assessment Tools and Evaluation Strategies

The central function of evaluation is to determine the extent to which objectives are achieved by both the teacher, through the strategies, and the student, through the activities. In appraisal by the teacher, and in self-evaluation by students, objectives should be clear and attainable.

One objective of the course is to develop inquiring, critical thinkers. Secondly, the course strives to develop certain attitudes and values in the student. This implies that several different evaluation techniques are required in addition to exams which evaluate knowledge acquisition and retention. For example, checklists can be designed to appraise co-operation, discussion and use of materials. Anecdotal records, questionnaires, and charts can be used for specific objectives. Some of the following devices may be useful in classroom practice, and the evaluation of students.

- Directed observation
- Informal observation
- Group discussion
- Interview
- Case conference
- Checklists
- Newspaper files
- Flow-of-discussion charts
- Audio-visual centres
- Concept mapping
- Seminars
- Prior questions
- Artistic expression

- Questionnaires
- Charts
- Logs
- Diaries
- Autobiographies
- Scrapbooks
- Collections
- Learning centres
- Student self-assessment
- Teacher self-assessment
- Time-line charts
- Contracts
- Glossary
- Survey

- Work samples
- Teacher-made
- Content/concept
- Tests
- Anecdotal records
- Activity
- Creative writing
- Newspaper

The Saskatchewan Education document *Student Evaluation: A Teacher Handbook* (December 1991) has within it, assessment strategies which may be valuable to teachers in evaluating student progress. The listing of the strategies is as follows:

- Anecdotal Records
- Observation Checklist
- Rating Scales
- Major Projects and Written Reports
- Contracts
- Laboratory Reports
- Portfolios

- Self and Peer Assessments
- Test Stations
- Test Questions:
  Short Answer
  True/False
  Essay
  Matching
  Multiple Choice
  Oral

Background and suggestions for usage of each of these strategies is included in the *Handbook*, along with supporting blackline masters.

Suggestions as to how these strategies may benefit teachers are included in Chapter 4. This will give teachers a preliminary look at how various assessment strategies may be used to assess student progress in the objectives of the lessons.

Self-Evaluation

Self-evaluation that promotes increasing self-directedness is strongly encouraged. It is a mode of appraisal that can be used successfully throughout life. Through self-evaluation, students gain the ability to analyze their own skills, attitudes, behaviours, strengths, needs, and successes in achieving objectives. They develop feelings of personal responsibility as they assess the effectiveness of individual and group efforts. They learn how to face squarely their own potential and contributions.

Their role in group processes can be clarified as they check themselves on co-operatively established criteria. Social learning is enriched through self-evaluation because the student is participating more extensively in the learning processes.

If students are to be effective in self-evaluation, they will need assistance to develop objectives to guide their evaluation efforts. Examples of self-evaluation devices are journals, logs, samples of work through the semester, standards developed by the group and placed on charts or checklists.

NICARAGUA 696-06-03 ACDI/CIDA MICHAEL MITCHELL

Taking Stock

This chapter will help you make explicit how and why you are currently evaluating your students. This information will provide a baseline from which further planning can begin. It's a bit like making an initial trip to a financial planner. The first thing that planners require you to do is to list all your assets and liabilities so that they (and you) can identify what needs to be done in order to provide a more thorough and appropriate plan for you to reach your financial goals. They know, too, that the very act of requiring you to build an organized picture of where you stand will often suggest to you what further action needs to be taken, without any prodding from them. They, of course, stand ready with the expertise to help you follow the path you have set yourself.

At the same time, they will use the initial visit to introduce some technical terms and concepts common in the world of financial planning. These will enable you to enter into the language and way of thinking of their world. By analogy, then, the objectives of this chapter are to:

* let you prepare a student evaluation inventory of your current teaching.
* introduce you to, or to refresh your memory of, some key concepts in the field of student evaluation which will help you understand the subsequent planning activities.

Refer to Chapter 1: Taking Stock (pp. 4-16), *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991.
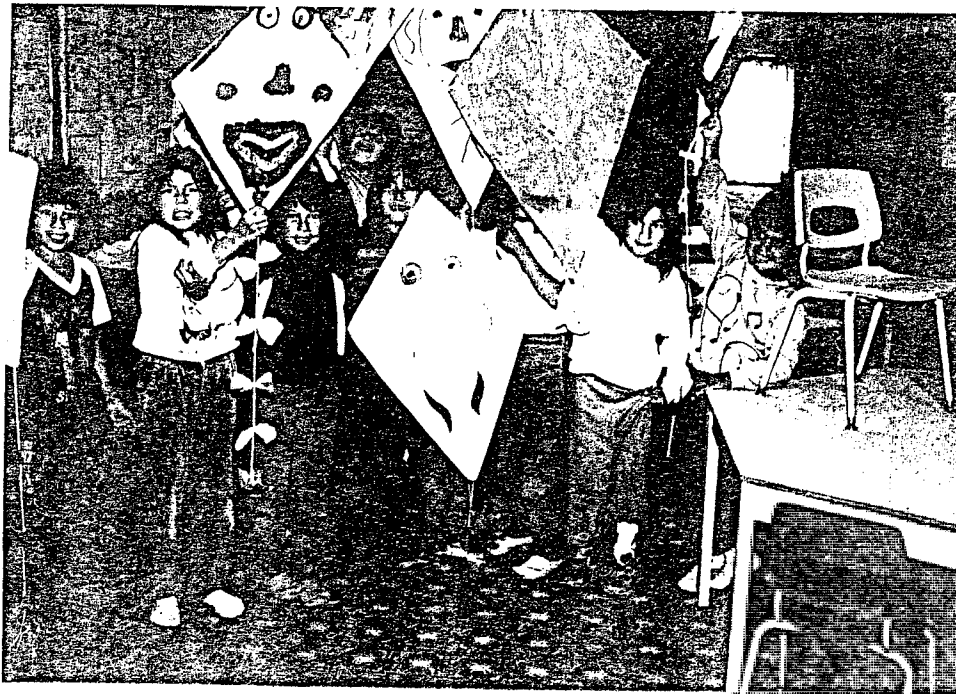
Student Evaluation Inventory Sheet

Number and Name of Student Evaluation Grouping:
Number of Grouping:
Name:

Student Evaluation Techniques	Sample Used (page)	Purposes What do students know?	Establishing Continuous Progress	How Much Has Been Learned?	Planning Decisions
Student Classroom Techniques **Teacher Observed** Anecdotal Records Observation Checklists Rating Scales **Student Activities** Contracts Group Evaluation Laboratory Reports Major Projects Portfolios Self-assessment Peer Assessment Test Stations Mixed-media Projects **Student Test Performance** Essay Matching Item Multiple Choice Oral Performance Test Short Answer True/False					

Adapted from Student Evaluation Summary Inventory Sheet, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, pp. 15-16.

Instruction Plan

Objectives

Foundational and Learning Objectives

Instructional Strategies & Methods

Strategies:
- Direct
- Indirect
- Interactive
- Experiential
- Independent

Methods

Assessment Techniques

Methods of Organization:
- Assessment Stations
- Individual Assessments
- Group Assessments
- Contracts
- Self- and Peer-Assessments
- Portfolios

Methods of Data Recording:
- Anecdotal Records
- Observation Checklists
- Rating Scales

Ongoing Student Activities:
- Written Assignments
- Presentations
- Performance Assessments
- Homework

Quizzes and Tests:
- Oral Assessment Items
- Performance Test Items
- Extended Open-Response Items
- Short-Answer Items
- Matching Items
- Multiple-Choice Items
- True/False Items

Time-lines

Criteria For Evaluation

Synthesis	Evaluation	Creative Thinking
compose / organize design / arrange create / collect invent / publish plan / film assemble / tape	judge / decide evaluate / determine rate select criticize	many ideas unusual ideas original ideas new viewpoints
	Analysis compare / examine experiment / distinguish contrast / dissect question / survey solve / deduce diagram / chart	
	Application solve / operate apply / dramatize use / illustrate practice / construct dramatize	
	Comprehension describe / calculate explain / discuss identify / express report / locate	
	Knowledge define / name list / label memorize / repeat record / read	

Source

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The Stages of your Project

- what do I need to do? what topic should I choose?
  what is the topic?
  what do I ready know about this topic and what must I find out?

- where could I go and what sources exist?
  when? how accessible are they?
  how appropriate is each one to the topic?
  where do I go first?
  do I need to create my own information?

- how do I get at what what procedures should I follow?
  I want?

- which shall I use? how should I choose?
  what resources are there?
  how can I tell which to select?
  what other sources could they lead me to?

- how shall I use them? what will help me find the information I'm looking for?
  what strategies could I use?

- what should I make a what is important?
  record of? how could I record it?
  how should I arrange it?

- have I got the what have I got?
  information I need? what do I think?
  what does it all add up to?
  have I got what I need?
  should I look further?

- how should I present in what form could I present it (if choice
  it? allowed)?
  who is my audience?
  how should I report it?
  how should I structure it?

- how have I done? in my opinion?
  according to others?
  what knowledge have I learned?
  what skills have I learned?
  what should I improve and how?

From *Information Skills in the Secondary Curriculum* by permission of the Schools Council and Methuen Educational Ltd., London, England. Also printed in Terence Brake, *The Inquiry Framework* (London: Information Skills in the Curriculum Research Unit, Inner London Education Authority, 1983. See also Ann Irving, *Study and Information Skills across the Curriculum* (London: Heinemann Educational Books, 1985).

Suggested Evaluation Criteria for Projects:

This information is adapted with the publisher's permission from Cornfield, *Making the Grade: Evaluating Student Progress*, Prentice-Hall Canada Inc., Toronto, 1987.

The following points may guide teachers in developing specific criteria for the evaluation of projects. Whatever criteria are selected, they must be included on the "project assignment sheet" given to the students.

The following points are divided into two sections. The first section deals with the **process**, or the activities, leading to the completed project. The second deals with the **product**, or the completed project, itself.

Evaluation of the Process or Activities Leading to the Completed Project

- Did the student understand the task assigned?
- Was the student's attitude towards the task positive?
- Did the student show a willingness to be involved in the work?
- Was the student prepared to engage in a number of approaches to the task?
- Was the student willing to undertake any extra work?
- Did the student assume personal responsibility for the work?
- Was the student open to suggestions from his or her peers and from the teacher?
- In teacher-student consultations, peer discussion groups and progress reports:
  o Was the student always aware of the purpose of the assignment?
  o Did the student constantly encourage the others in the group to work towards the purpose of the assignment?
  o Did the student keep the group on topic?
  o Was the student sensitive and attentive to the needs and contributions of the others in the group?

The information gathered by considering the above questions will assist the teacher to help students in their social development, as well as in their work habits, study, and research skills. This information should be used as a basis for anecdotal comments to be used for diagnosis, reporting and interviewing purposes. It should not be transferred into marks or grades. Perhaps the most important use of this kind of evaluation can occur in a student-teacher conference in which life skills, such as those outlined above, can be emphasized.

Evaluation of the Product or the Completed Project

- Did the completed product indicate that the student understood the task and the concepts under study?

- Were all the required elements incorporated?
  - Were they complete?
  - Were they relevant?
  - Were they accurate?

- Did the project display:
  - unity of elements?
  - logical organization and sequence?
  - appropriate emphasis?
  - use of support materials?
  - originality of ideas and presentation?
  - positive visual impact?

Examples of Project Assignment Sheets

The following are examples of project assignment sheets which could be used with the appropriate students:

Native Studies Project

General Topics
The Inuit and their environment

Topic Choices
Select one of the following topics:

Inuit Transportation
Inuit Homes
Inuit Food
Inuit Family Life
A topic of your choice which has been approved by the teacher

Objectives

- To show through your specific topic, your understanding of the important effect of the environment upon the Inuit; and,

- To show your ability to research, organize, and present your information in a clear, informative, and attractive way.

The Task

- From sources such as the various texts and picture sets in the classroom, books and visual materials in your school resource centres, other libraries, and any other sources you can find, locate and record all information you need to complete your project.

- Decide the best way to present the information you have collected. Your final project could be a written report, a collage or a model. A written report could include some or all of pictures, drawings, charts or maps. A collage or model should have a written explanation with it.

- You will be given ___ periods to work on your project in class. You should plan to spend no more than ___ hours outside of class working on your project.

Dates

Project Discussed   _____

Student/Teacher Consultations _____

Progress Report or Teacher   _____
Review of Draft Copy

Project Handed In   _____

How Your Project Will Be Marked

Marks will be awarded for:

- specific evidence or examples related to your topic, which clearly and accurately demonstrate the effect of the environment on the Inuit;

- indications that you have done some outside research on this topic; eg. use of various sources, including print, non-print, and human resources; and,

- the presentation of the information from your research in a manner which is well-organized, easy to understand, interesting, and attractive.

Example of an Effective Essay Assignment

Merely asking students to write an essay of a specified length on the topic of "Acid Rain" would provide ineffective and inadequate instructions to the students. If, however, objectives are clearly established for the students and the purpose, audience, and format of the essay are clearly understood by them, then the essay assignment will be much more effective. Ensure students have the knowledge and skills to draft a thesis

statement, and to support that thesis with examples or evidence. Students should be able to tie the conclusion to their thesis, and organize paragraphs.

The following example illustrates clear and detailed instructions for an essay assignment in which the teacher has established the purpose, audience, and format.

Essay Assignment

You are a journalist who writes a daily column for one of the Aboriginal newspapers we recently studied. Choose and identify the newspaper for which you are writing.

Your editor has asked you to write a column on acid rain. In the column you are to write about at least two of the following aspects of the problem: the costs to the economy; the moral obligations of industry and individuals; the ecological consequences for the future; the possible deterioration of Canadian-American relations. If you are interested in an aspect of the acid rain issue other than those listed, you may include it as part of your discussion. Your essay will be evaluated for the following:

- accuracy of information;
- organization of information;
- style suitable for the chosen audience;
- initial note taking;
- outline, first draft;
- number and variety of sources;
- final copy;
- extension and application of original topic;
- clarity and effectiveness; and,
- correctness of grammar and spelling.

Note

This assignment assumes that the students have studied the different types of columns found in at least three national newspapers, and are familiar with the style and format of column writing in each of these newspapers.

An assignment of this type provides a clear-cut purpose, suggests an audience, and requires the student to make decisions regarding style, format, and length.

"The First Draft Syndrome"

Professional writers rarely submit their work for publication without first revising carefully, and proof-reading it. Students, however, often submit for evaluation what is, in effect, their first draft, with the merely cosmetic improvements offered by better handwriting or typing.

It is better for all concerned if students are encouraged to submit essays only after completing the following process.

- Discussing the topic with the teacher, parent or mentor, and/or with one or two other students prior to writing.

- If necessary, discussing the topic briefly and informally with the teacher, and/or one or two other students while the first draft is being written.

- Briefly consulting on key ideas or arguments, and how they are supported in the report, with one or two students, or a teacher after they have read the completed first draft.

- Re-writing the first draft as a result of the brief, informal conferences.

- After the revision process, having either peer and/or teacher aid proof-read for grammar and spelling errors.

It is good practice to allow a student to select one of three or four essays written in this fashion for formal evaluation by the teacher. Students given the opportunity to follow this writing process tend to become more discerning about the quality of their own writing. This is an important component in evaluating one's own writing.

Marking the Essay

It is helpful to both teachers and students if a "criteria for marking" sheet is used to evaluate, and discuss an essay.

When marking essays, teachers should confine their comments to previously established criteria related to student understanding, and then to the techniques of effective writing, and the relative strengths or weaknesses of the arguments presented. These comments should refer to the development process, presentation of content, and the effectiveness of the discussion or argument. It is understood that these aspects of essay writing will have been explored and practised in previous lessons. In the evaluation of essays derived from units in which the teaching emphasis is placed on the development of a particular concept, ability or process, teachers should evaluate only that one aspect of the student's writing. The aspect of the student's writing to be evaluated should be clearly stated in both objectives for the assignment, and the criteria for marking it.

With certain kinds of essay assignments, it may be desirable to focus on such aspects as the student's skill in presenting and developing a point of view, or the development of a personal writing style. If the emphasis is to be placed on a particular aspect, then the distribution of marks on the "criteria for marking" sheet should be adjusted accordingly. The teacher's written and oral comments should reflect the aspect being emphasized.

If, for example, the focus is on point of view, comments on spelling and grammar should be kept to a minimum.

After the essay is marked, a brief oral discussion offers an efficient and personal way of communicating constructive criticism and suggestions to the student. The discussion should be based upon the "criteria for marking" sheet, and may lead to a follow-up

assignment which should be specific, and directly related to identified weaknesses in the student's writing or analysis.

The following is an example of a sheet for marking short expository essays. The blank marking sheet, can be adapted for use by the teacher. The adapted sheet can be photocopied in quantity to be completed and attached to essays prior to returning the essay to the student. Each student should keep a file folder of the marked assignments. A copy of the adapted blank marking sheet should be given to each student at the time the essay is assigned.

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Native Studies Observation Checklist

Class:
Date:
Topic/Concept:

Categories	Names of Students
Group Work	Observed group norms of respect and cooperation. Accepted role willingly. Fulfilled role effectively and/or eagerly. Supportive of other members. Made personal notes and recorded references for future use.
Discussion/Reporting Techniques	Spoke clearly and concisely. Listened to others. Not repetitious. Relevant and accurate. Used appropriate terminology and forms of expression. Innovative or effective use of materials and resources at hand. Remembers data and concepts readily. Responds to opposition politely and logically.
Creative and Critical Thinking	Challenged a remark. Gave reasons for the challenge. Connected information to: • personal perspectives and experiences • other reports • current events and actual situations • global issue or problem Discovered underlying values. Offered hypothesis or strategies.

Refer to Presentations, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, p. 97.

Refer to Observation Checklists, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, pp. 72-75.

Using a Checklist for the Marking of an Essay or Essay Question

Student Name:
Date or Time Period of Marking:

	In Evidence	Not in Evidence
General Elements • theme or point of view is evident • theme or point of view is development in a systematic way • the arguments have a logical consistency • examples of illustrations of the theme or point of view are evident • composition reflects proper essay form • the information included in the essay is compatible with the form in which it is written		

Criteria for Confirming a Mark or Grade

Above Average Answer	Check (✓) Applicable Criteria
• Clearly states an overall conclusion based on a synopsis of facts	
• Includes information suitable for the main idea or theme	
• Presents data to reinforce the particular point of view or idea which is being proved	
• If applicable, presents alternate aspects of an issue to demonstrate the superiority of a certain interpretation	
• Illustrates the underlying values/issues of the subject and extends into commonalities evident in earlier or corollary work	
• Presents alternative strategies for resolution/personal action plan	
• Contains convincing evidence of development of form and clearness of organization and display	

Average Answer	Check (✓) Applicable Criteria
• Includes sufficient detail to explain the question/topic sufficiently	
• Illustrates a perception of the facts implicated in the issues however constructs only sufficient connection between the facts and the main idea or point of view	
• Undertakes with fair success to validate a point of view and associate proof to that point of view	

Below Average Answer	Check (✓) Applicable Criteria
• Includes inadequate data to answer the question sufficiently	
• Does not validate a point of view and unfailingly maintain it	
• Gives a listing of data rather than structuring them and giving a point of view supported by the data	
• Does not relate to underlying values/issues or commonalities	

Note: This instrument could be adapted to serve as a rating scale as well. This instrument could be adapted to serve as criteria for anecdotal records as well. This instrument could serve as the basis of a negotiated agreement for improvement of student skills and abilities.

Refer to Written Assignments, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, pp. 94-93.
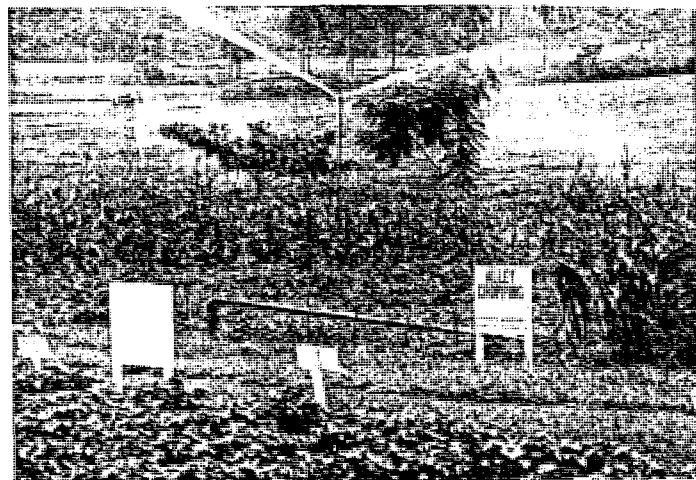
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Using Anecdotal Records to Record a Conference with a Student for Assessment of In-class Work Habits

Name of Student
Date or Time Period of Assessment

Entry # _____

Time/Subject/Location:

Main Topic of Conference Discussion:

Key Points Brought Up to Student in Discussion:

Key Points Brought UP By Student in Discussion:

Student Reaction:

Areas For Improvement:

Teacher Support (possible contractual arrangement):

Refer to Anecdotal Records, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, pp. 69-71.

Rating Scale

Activity   Course   Date

Student	Description of Activity Components	Scale Points
	1.	
	2.	
	3.	
	4.	
	5.	
	1.	
	2.	
	3.	
	4.	
	5.	
	1.	
	2.	
	3.	
	4.	
	5.	
	1.	
	2.	
	3.	
	4.	
	5.	
	1.	
	2.	
	3.	
	4.	
	5.	

Refer to Rating Scales, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, pp. 84-92.

Technique		Where in my course
Student Classroom Performance **Teacher observed** • Anecdotal records • Observation checklists • Rating scales **Student Activities** • Contracts • Laboratory reports • Major projects and written reports • Portfolios • Self- and peer-assessment • Test stations		
Student Classroom Performance • Essay • Matching item • Multiple choice • Oral • Performance test • Short answer • True/false		
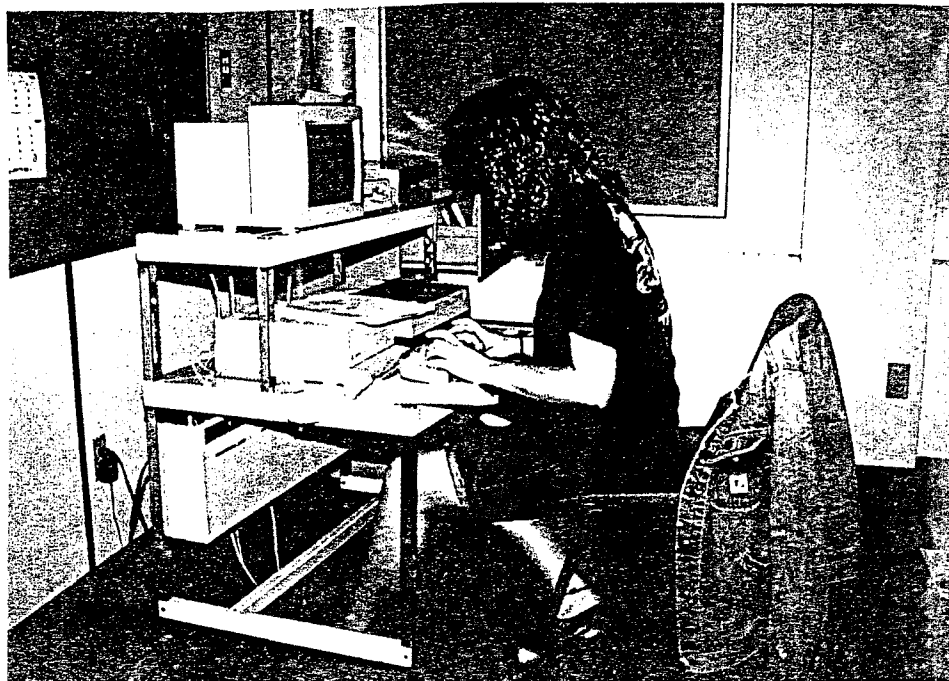
Rating Scale

Activity   Performance in Debates   Date

		Student	Name		
Activity Component	Scale Points				
States argument clearly	**5** Very logical	5	5	5	5
	4 Logical	4	4	4	4
	3 Average	3	3	3	3
	2 Not very logical	2	2	2	2
	1 Virtually logical	1	1	1	1
Demonstrates background preparation	**5** Very well prepared	5	5	5	5
	4 Well prepared	4	4	4	4
	3 Average	3	3	3	3
	2 Not all that well prepared	2	2	2	2
	1 Ill prepared	1	1	1	1
Responds to opposition arguments relevantly	**5** Very relevant argument	5	5	5	5
	4 Relevant arguments	4	4	4	4
	3 Average	3	3	3	3
	2 Only some relevance	2	2	2	2
	1 Virtually irrelevant	1	1	1	1
Speaks clearly and without hesitations	**5** Very clear, no hesitation	5	5	5	5
	4 Clear, few hesitations	4	4	4	4
	3 Average	3	3	3	3
	2 Not always clear	2	2	2	2
	1 Not clear; many hesitations	1	1	1	1

Refer to Rating Scale, *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, December 1991, p. 84.

Portfolio Assessment

Student Name   Class   Date

Attribute to be evaluated (eg., originality)	Scale				
	Very Good	Good	Average	Poor	Very Poor

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Suggested Criteria For Marking a Short Story Expository Essay

Student's Name _____ Title of Essay _____ Date _____

Development Process Marks: Drafts   Sources (etc.)

Main Merit(s)

Criteria	Possible Marks	Student's Marks	Comments
Content: convincing, pertinent imaginative,specific perceptive	20		
Point of View: clear, consistent, appropriate in mood and emphasis to purpose and approach based on evidence or proof	10		
Essay Organization: logical, coherent, unified, suitable to purpose, developed in an orderly way building to an effect or conclusion	10		
Paragraph Organization: precise statement of topic, effective development, varied paragraph structures	10		
Style: flavour, interest, flair, imagination, freshness, expression suited to content, flow, dominant effect	10		

Sentence Structure:
skilful use of a
variety of sentence
patterns such as
parallelism, contrast,
balance, repetition,
and exclamation   10

Diction:
vocabulary and tone
appropriate for topic
and projected
personality of the
writer; specific,
imaginative, vivid,
precise   10

**Use of Language
Conventions:**
correctness in
punctuation,spelling,
and grammar; avoidance
of awkward, disjointed,
fragmented, run-on
sentences   20

Total   100

Additional Comments:

Suggested Checklist to Grade Case Studies Using Problem-Solving/Decision-Making Process

Name: _____ Case: _____

	Yes	No	Comments	Marks
Identify the Problem: Clearly defined problem.				
List Possible Solutions: Reasonable number of proposed solutions? Are solutions comprehensive?				
List Consequences of each Solution: Are consequences for each solution addressed? Are consequences reasonable?				
Select Best Solution: Are reasons to support decision listed? Is solution logical/reasonable/possible?				

Native Studies Curricula
Glossary of Terms

Self-determination is an inherent right of all cultures, nations and societies. This right legitimizes whatever terminology a particular group of people chooses to use when referring to itself. This preferred terminology supercedes the terminology and references applied to a specific culture, nation, or society by non-group members.

Terms and references applied to a culture by non-group members, strongly influences stereotypes and generalizations which may be made of the group. Group members' self-concept and sense of self-esteem may be influenced by such perceptions. The frequent use of certain terms over time in reference to a cultural group can create a mindset which will either support or detract from the way group members wish to be perceived. For example, use of the terms "Indian and Métis peoples", "Indian nations", and "Métis" acknowledges the diversity of "Aboriginal peoples" and precludes the use of general and inappropriate terms.

Terms of reference vary and evolve. Students are likely to refer to themselves and the nations by a variety of terms. They have that right, however, discussion of the preferred or more appropriate terms could follow. **Note that you should determine which terms of reference are preferred by a person or nation in any particular location, and use the appropriate terminology**. The following informational points may be used as guidelines in determining the most appropriate terms and acceptable references to use in relation to the Aboriginal peoples of Saskatchewan.

- According to the *Constitution Act*, 1982, the Aboriginal peoples of Canada include the Indian, Métis, and Inuit peoples. The Aboriginal peoples indigenous to Saskatchewan are the Indian nations and the Métis. The Indian nations are the Cree, Dakota, Anishinabeg, Nakota, and Dene.

- The appropriate use of terms specifying cultural origins and political and legal status will recognize and support the diversity of Aboriginal peoples, and will affirm their continuing existence as Canada's Indigenous peoples.

- The use of the terms "Indian and Métis peoples", "Métis", and "Indian nations" acknowledges the diversity of Aboriginal peoples. These inappropriate terms are non-inclusive and imply that the people indigenous to the Americas are the same culturally, politically, and historically.

- Certain all-inclusive terms are accepted for practical purposes:

  o The use of the terms "Indian peoples", "Indian nations", and Aboriginal peoples", is appropriate when referring to a situation or instance that applies to ALL original peoples of the Americas, regardless of legal or political status. When the term is meant to include the Inuit and Métis, use the term "Aboriginal peoples".

o The term "First Nations" has been and is presently being used by the National Indian Brotherhood, The Assembly of First Nations, the Federation of Saskatchewan Indian Nations and many other Aboriginal nations and organizations. First Nations is increasingly replacing the term "Aboriginal", which is a legal construction of the federal government based upon First Nations' claims to the land.

Legal distinctions exist in the relationships between the Crown, the Government of Canada, and the Indian peoples. It is appropriate to use these terms when referring to the Aboriginal peoples of Canada in a political and legal context.

- Registered Indian peoples and Status Indian peoples are those persons registered with the federal government through the Department of Indian Affairs and its authority as granted in the *Indian Act*.

  Treaty Indian peoples are those persons who are recognized as Status Indian peoples by virtue of their ancestors or themselves having entered into a treaty with the Crown or federal government.

  Bill C-31, an Amendment to the *Indian Act*, 1985, made it possible for Indian women and their children to be reinstated as Status and Registered Indian peoples, if they had lost Status by marrying a non-Status person prior to 1985, or if they had been enfranchised. The Amendment corrected the sexual discrimination that existed in the *Indian Act* and was illegal under the *Canadian Charter of Rights and Freedoms*, 1982. If a grandparent had been Status, the descendants are eligible to apply for reinstated Status; however, they may not be Treaty Indian peoples or a member of an Indian Band.

- Métis are excluded from the *Indian Act* except for those who chose to take treaty at the time of the treaty signings. The Crown offered the Métis land and money scrip (vouchers) in exchange for Aboriginal title to lands, instead of treaty rights. **Métis** is the term preferred by the Métis Society of Saskatchewan. In the future, the term First Nations may increasingly be applied to the Métis nation.

- Inuit have been determined by the Supreme Court of Canada to be Aboriginal peoples under the authority of the *British North America Act*, 1867. A separate branch of Indian Affairs monitors and provides services to the Inuit peoples.

- Many Aboriginal peoples choose not to use legal and political terms of reference other than those that exist in the British North America Act, 1867. This Act defines Canadian Aboriginal peoples as Indian, Métis, and Inuit.

Native Studies Terms	*Rather Than These Terms*
Indian peoples	native(s), Indian(s), Amerindian(s)
Aboriginal peoples, Native	Native Canadian(s), Native
American(s), First Nations peoples	
Indigenous peoples (international context)	
Métis (May'-tee)	Half-breed, Mixed-Blood
Inuit (In'-oo-eet)	Eskimo
Dakota and Lakota	Sioux
(Dah-ko'-tah) (Lah-ko'-tah)	
Nakota (Nah-ko'-tah)	Assiniboine
Siksika (Seek-see'-kah)	Blackfoot proper
Dene (Deh'-neh)	Chipewyan
Kainai (Ki'-ni) long vowel sounds	Blood
Tsuu-t'ina or Sarcee (Tsoo'-t-i-nah)	Blackfoot
Peigan or Pikuni	Blackfoot
(Pay'-gan, Pi-koo'-nee)	
Nakoda (Nah-ko'-dah)	Stoney
Anishinabeg	Saulteaux, Ojibwa
(Ah'-ni'shi'nay'-beg) plural	
Anishinabe(h) (Ah'-ni-shi-nah'-bay) singular	
Atsina or Gros Ventre (At'-see-nah, Grow-Vont')	
Neenoilno	Naskapi
Dunne-za	Beaver

Background Information

"Assiniboine" is an Anishinabeg word meaning "people who cook with stones". The Nakota were originally a branch of the Dakota nation.

The "Sioux" have always referred to themselves as the Dakota or a variation of the word. Sioux comes from the word "nadouessioux" meaning adders in the sense of enemies.

The Blackfoot Confederacy consisted of three branches, the Siksika (Blackfoot proper), the Kainai (Blood), and the Pikuni (Peigan) nations.

"Sarcee" comes from a Siksika phrase "arsi" which means "not good". This is why Tsuu-t'-ina is the preferred term of reference.

"Gros Ventre" is French for "big bellies". In sign language this nation was indicated by moving the hand in front of the speaker as though to show the person had a big belly. The true meaning of the sign was "no matter how much they are given, they want more" or "they must have big bellies for they eat everything given them". This nation is also referred to as the Atsina, a Siksika word that means much the same thing.

"Chipewyan" is a Cree word which refers to the "pointed hoods" that the Dene traditionally wore. It traditionally means "pointed cloth".

The "Plains Ojibwa or Saulteaux" people traditionally referred to themselves as the Anishinabeg or a variation of that word, which means "First Man" or "First People". Anishinabe is the term of choice used by this nation's representative organization located in Ontario. "Saulteaux" refers to the original location of this nation which was from the area of "Sault-de-Ste. Marie" (Sault Ste. Marie). "Ojibwa" is a Cree word meaning "to speak Cree in a contracted form".

"Iroquois" is the result of a slurred French compound term consisting of "hiro" meaning "I say" or "I have said" and "kone", an exclamation indicating joy or sorrow, depending upon context. An Aboriginal speaker may have concluded an address with "... hiro kone", "I have said joyfully" or "I say sorrowfully." The **Haudenosonee** (Ho-dey-no'-saw-nee) are commonly referred to as "people of the longhouse".

Nehiyawak (Nay-heh'-yeh-wuk)
The original term of reference of the Cree. Cree is the generally accepted term of reference used in Native Studies materials.

"Naskapi" means 'rude, uncivilized people' so use the self-determined Neenoilno which means 'perfect people'.

"Tsa-tine" means "Beaver People" but this nation has always referred to itself as "Dunne-za" which means "Real People".

Aboriginal peoples
The term Aboriginal is used in the context of the Indigenous peoples of a particular country and is increasingly considered a federal construction based upon the original peoples' claims to the land. (see Indigenous peoples, First Nations peoples)

Aboriginal right
An inherent and original right possessed individually by an Aboriginal person or collectively by an Aboriginal people in their status as Aboriginal people in their own land.*

autochthonous
The earliest known inhabitants of a land, as in "having sprung from the rocks".

constitution
The basic laws and practices that govern the operation of a state or First Nation.*

control
A central issue area taken from the Indian Control of Indian Education policy paper of 1973 (National Indian Brotherhood).

culture
The customs, history, values, and languages that make up the heritage of a person or people and contribute to that person's or people's identity.*

devolution
The process of passing duties from one body to another. In practice, this federal program has often resulted in First Nations administering a federal program without exercising any authority.

economic base
Sufficient capital for economic development or sufficient industry and business initiatives to provide a First Nation with a subsistent lifestyle and possibilities for growth and investment.

enfranchisement
Indian peoples were not considered citizens of Canada and did not have the right to vote in provincial or federal elections until the mid 1900s. Canadian citizenship was granted to Indian peoples in 1952, and the franchise (right to vote) was granted in 1960.

Under the *Indian Act*, a status Indian person could choose to become enfranchised by giving up their status or treaty rights, meeting certain "responsible" citizen requirements and filling out the appropriate forms. Many were enfranchised without their full knowledge and consent, by Indian Agents of the Crown. Enfranchisement was ended in 1985 with the passage of Bill C-31.

Bill C-31 amended the *Indian Act* so that an Indian woman does not lose her status if she marries a non-Indian. An Indian or Inuit person in order to be registered, must be of at least one quarter Indian or Inuit descent. In other words, at least one grandparent must have been legally recognized as Indian or Inuit under the Act.

First Nations
The term is preferred by many Aboriginal peoples and the Assembly of First Nations to refer to the various governments of the Aboriginal peoples of Canada. First Nations is preferred over the terms Indians, Tribes and Bands, which are used extensively by the federal, provincial, and territorial governments. An individual government or a group of individual governing bodies that mutually agree to join together and form a new entity representing all of the bodies is termed a First Nation. First Nations is used as a noun-adjunct as in First Nations education, instead of Indian in phrases such as Indian education.*

First Nations Peoples
The term is increasingly applied to all Canadian and international Indigenous peoples and carries definite political connotations of self-determination and self-government.

Indian

According to the *Indian Act*, an Indian person is "a person who pursuant to the Act is registered as an Indian or is entitled to be registered as an Indian." This is a highly selective legal definition, subject to historical events, political decisions, bureaucratic processes, and legislative amendments.

The term Indian supposedly resulted from a case of mistaken identity on the part of Columbus, who believing that he was just south of China when he sailed into the islands around Cuba, and upon seeing dark-skinned Indigenous peoples, called them "Indians", the Indigenous peoples of **India**.

independence

A political term similar and related to the political autonomy of a nation. Independence is the stage or ability of a nation to exercise their sovereignty free from the control and interference by another nation.

indigenous

Produced, growing, or living naturally in a region; native to the country.

Indigenous peoples

Indigenous peoples are peoples who are born in and naturally inhabit a region. All First Nations/Aboriginal peoples are indigenous to their countries of origin; however, use this term when referring to these peoples from a global perspective, as part of an international collective.

Inuit

The Inuit are excluded from the *Indian Act*, but the Supreme Court held that they are "Indians" within the meaning of Section 91 (24) of the *British North America Act*. For this reason, the Department of Indian and Northern Affairs has created a special branch to deal with Inuit affairs.

jurisdiction

It is the inherent right to exercise its authority, develop its policies and laws, and control financial and other resources for its citizens. Certain areas of jurisdiction include justice, citizenship and naturalization, taxation, economic development, land, health, housing, education, policing, corrections, culture, religion, language, collective rights, resources, agriculture, census and statistics, public borrowing and debt, property and civil rights, and any other matter of interest under Indian self-government. The only limits of jurisdiction are the international treaties. *(Refer to Native Studies 10, Unit-5: Educational Life, Declaration of First Nations Jurisdiction Over Education)

land base

Aboriginal, traditional or ceded land upon which a First Nation exists and develops. Sufficient land to provide a subsistent lifestyle, and/or legal identity, political identity, economic development.

legislation
Written or unwritten laws and practices/customs of a nation.

Métis
The Métis are excluded from registration in the *Indian Act*. They were allotted money scrip or land. During the major western treaty negotiation period, there were two sets of Commissioners, one to negotiate treaties with the Indian peoples and the other to settle the Aboriginal claims of the Métis. During these transactions, many Métis who lived with Indian peoples and followed their ways were given the opportunity to take treaty.

Those who took treaty were registered and were deemed to be Indian peoples by the Department of Indian and Northern Affairs.

nation
A group of people with a common history, language, and culture, that use a particular territory and live upon it (reserves) and a government. First Nations have all of these common features.

political autonomy
A nation has political autonomy when it chooses the kind of government it wants and exercises its right to govern itself without interference from another nation.

resource base
Sufficient economic resources accessible by a First Nation to provide a subsistent lifestyle and economic development. Resources may be in the form of renewable or non-renewable resources which exist on a First Nation's land base.

self-determination
Self-determination is a concept or idea, accepted in the international community of nations, that a people have the right to decide their own future, freely without outside interference. A people, like the First Nations of Canada, can decide to set up and organize their own governments or freely decide to associate or integrate themselves into another governing system like Canada.

self-government
First Nations exercising their inherent right to govern and make decisions affecting their own lives and the affairs on their own lands and resources with all of the duties and responsibilities of governing bodies. First Nations have never relinquished their inherent right to exercise self-government although the practice of First Nations self-government has been greatly disrupted by the action of federal, provincial, and territorial policies and laws.*

sovereignty
The highest power which comes from within a nation of people, and from which all other political powers exercised by a nation, receive their authority. This concept embodies self-determination which is usually based upon Aboriginal rights (claims to the land), and autonomy, the power to decide and act independently.

Status Indian

A "status" or "registered" Indian is a person who is registered as an Indian under the terms of the *Indian Act*. The criteria for registration in an Indian register kept by the Department of Indian and Northern Affairs Canada (INAC) are historical and legal rather than racial. The Act excludes: Métis who chose scrip or lands rather than treaty rights; enfranchised Indians; and Inuit. Thus the definition of "Indian" is narrower in the *Indian Act* than in Section 91 (24) of the *British North America Act* which includes Inuit.

treaty rights

Rights owing to First Nations as a result of treaties negotiated between themselves as sovereign nations or tribes, bands and clans, and the British Crown or Government of Canada.

Source

* Taken from "Declaration of Jurisdiction Over Education", with the permission of the Assembly of First Nations.

Acronyms

AAPS	Assembly of Aboriginal Peoples of Saskatchewan
AFN	Assembly of First Nations, formerly the National Indian Brotherhood
AWC	Aboriginal Women's Council
DIAND	Department of Indian Affairs and Northern Development
FSIN	Federation of Saskatchewan Indian Nations
GDI	Gabriel Dumont Institute of Native Studies and Applied Research Inc.
INAC	Indian and Northern Affairs Canada
MSS	Métis Society of Saskatchewan
PTNA	Prairie Treaty Nations Alliance
SIFC	Saskatchewan Indian Federated Centre
WCIP	World Council of Indigenous Peoples, based in Ottawa and founded by the late George Manuel of the National Indian Brotherhood

• Refer to *Beyond Bias* (1984), the *Indian and Métis Education Policy for Kindergarten to Grade 12* (1989), and *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education*, Saskatchewan Education (1992) for further information about stereotypical and preferred terminology, usage, and perspectives.

Treaty Rights

These are the rights under Treaty Six. Other treaties and jurisdictions may vary. In Saskatchewan all Status Indian peoples are given an "R" number.

Hospitalization
An R number means drugs and dental work are covered. Medical Services has been providing services since April 1, 1975. People may have been transferred to Social Services and have a "Y" number but they may apply for an R number if they have the Y number cancelled. This is handled by National Health and Welfare.

Off-Reserve Housing
This is operated by Indian Affairs and the Canadian Mortgage and Housing Corporation (CMHC). Indian Affairs guarantees loans. A person who applies for assistance should have been working for at least a year in order to gain financing for a mortgage. This is available to treaty Indian peoples only, and eliminates anyone collecting social assistance.

Education
According to the specific clauses embodied in the treaties, financial support is provided upon registration in a valid education program. The home district is responsible for approving a person's request for educational assistance. Treaty Indian peoples receiving social assistance from Indian Affairs also get school supplies for the children in the fall.

Supplies are picked up at Indian Affairs offices. A list of supplies, the name of the school and grade of the children, plus the Band, Treaty number and birthdates of the children are required. This may vary according to jurisdiction.

Financial Assistance
This is given on the basis of need. An Indian person, off the reserve within the last year, is still the responsibility of Indian Affairs. Once the year is up, the person has a choice whether they want to receive services from Indian Affairs or Social Services. If employed and earning a low income, supplements may be available. These include travel warrants and purchase orders for people eligible for assistance.

Treaty Card
A Status person is eligible for a Treaty Identification Card from Indian Affairs District Offices. The Card exempts the person from paying the education and health tax, except where harmonized. All other taxes are paid, such as tax on long-distance phone calls, power and water bills, property tax, gasoline tax and hidden taxes on cigarettes and liquor. Some tax rebate programs exist. A Status Indian person employed on a reserve is exempt from income tax.

A Treaty Card entitles the person to one third off the blue standard fare on Canadian National Railways, and cross-border custom duties.