

Grade 12 Social Studies Current Topics in First Nation, Metis and Inuit Studies

Unit 3- Role Play Unit

<p>Grade 12: Social Studies Current Topics in First Nation, Metis and Inuit Studies</p> <p>Unit 3: Image and Identity (Cluster 1), A Profound Ambivalence (Cluster 2), Towards a Just Society (Cluster 3),</p> <p>Essential Question Tackled: Why is the preservation of Indigenous cultures vital for both Indigenous and other citizens of contemporary Canada?</p> <p>Focus Question: What are traditions that connect Indigenous people? Why is the preservation of cultural traditions important? Why is it important to belong to a community?</p> <p>Class Set Up: Mini Lesson followed by roles play/community work time.</p>	<p>Culminating Tasks: Creation of Cultural Projects and Relational Traditions Journal Responses</p> <p>Individual Assessment Pieces: Documentation show casing the creation of the cultural product Trading agreements/ regulations. Documentation introduction the community and their core cultural traditions. Origin Story (optional)</p>
<p>Unit Goals:</p> <ol style="list-style-type: none">1. Honouring traditions while creating new ways of seeing, doing, and celebrating.2. Begin to develop an understanding of the importance social roles play in maintaining, transmitting, and receiving traditions.3. Understand the importance cultural products play in defining and maintaining community's traditions and identities.4. Begin to understand the importance of preserving Indigenous culture within in Canada through experiential means and inquiry.	<p>Pedagogical approach: Traditions: <i>a) Cultural Products (Focus)</i> <i>b) Stories/Myths</i> <i>c) Relational Practices</i></p> <p>The idea behind this unit is to embark on a journey of transmitting and receiving traditions using role play. The role play exercise will center around developing and trading cultural products and relational traditions. The role play will allow students to experience the importance of preserving traditions. Students should be divided into community groups where they will solve the various problems presented throughout the course of the unit within the characteristics of their role.</p>

Unit Instructional Plan/ Lesson Sequence	
<p>Focus of Learning:</p> <ol style="list-style-type: none"> 1. Identity, Community, and Culture 2. Power and Authority 3. Creation of Traditions- Cultural Products and Relational Practices 4. Preservation of Culture <p>Note: The mini lesson sections are optional and up to the teacher to decide what cultural product or social practice they wish to cover. The thought is to introduce students to a wide range of social practices and relational practices from different cultures particularly zoning in on Indigenous people of the world.</p> <p>Outcomes:</p> <p>Due to this unit being based on experiential learning and inquiry, there is a wide range of outcomes from the Manitoba curricular document <i>Integrating Aboriginal Perspectives into Curricula</i> that may be covered. The outcomes that will be covered will be determined not only by the students interests and selections but also the mini lesson material the teacher decided to use. Any one of the outcomes listed on the Potential Outcomes document sheet could be covered over the course of this unit depending on the inquiry process.</p>	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> -Understanding of and respect for First Nations, Metis and Inuit peoples begin with knowledge of their pasts. -Current Indigenous issues are really unresolved historical issues -First Nations, Metis, and Inuit peoples want to be recognized for their contributions to Canadian society and to share in its success -First Nations, Metis and Inuit peoples share a traditional world view of harmony and balance with nature, one another and oneself -First Nations, Metis and Inuit peoples represent a diversity of cultures each expressed in a unique way <p>Essential Skills:</p> <ul style="list-style-type: none"> - Research -Organize and Record Information -Communicate -Collaborate -Critical and Creative Thinking (analyze, compare, evaluate)
<p>Introduction: What is A Community?- A Visit From an Elder & Division of community Groups (Note: Since this unit is community based, it would be ideal to have a Elder come in and speak with the class to talk about their community and traditions. This will provide Aboriginal perspectives from the start and activate students thinking towards the importance of preservation of traditions, community roles and belonging as the unit continues.)</p>	
<p>Lesson 1: Origin Stories & Community Creation of their Origin Story</p>	
<p>Lesson 2: What is a Cultural Products? What is a Relational Practice?</p>	
<p>Lesson 3: Selection of Roles, Problem 1 and Work Time.</p>	
<p>Lesson 4: Mini lesson (on a cultural product or social practice, or go through Stat Canada Cultural Products Defined), Community Work Time</p>	
<p>Lesson 5: Mini Lesson (on a cultural product or social practice), Community Work Time</p>	

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Lesson 6: Mini Lesson (on a cultural product or social practice), Community Work Time
Lesson 7: Mini Lesson (on a cultural product or social practice), Community Work Time
Lesson 8: Community Work Time
Lesson 9: Community Work Time
Lesson 10: Present Problem 2/ Community Collaboration and Work Time
Lesson 11: Present Problem 3 (Optional depending on chain of events)
Lesson 12: Unit Reflections and Final Comments
Potential Resources:
Required Resources: Role Play Cultural Traditions Sheet Origin Stories Sheet List of Roles
This is a short list of potential resources which could be incorporated into lessons.
Introduction: Ted Talk The Essentials of Community and Culture- https://www.youtube.com/watch?v=-0eZsorNQ1k Ted Talk DIY Building Community- https://www.youtube.com/watch?v=p_c93ohnllo
Lesson 1: Relational Practice/ Community Building (Activating) Big Bang The Friendship Algorithm- https://www.youtube.com/watch?v=k0xgiUhEG3U Canada Museum of History- http://www.historymuseum.ca/cmhc/exhibitions/aborig/fp/fpz2f02e.shtml Creation/ Migration/ Origin Stories- http://www.indigenouspeople.net/legend.htm National Geographic Australian Aboriginal Creation Story- http://channel.nationalgeographic.com/the-story-of-god-with-morgan-freeman/articles/australian-aboriginal-creation-stories/
Lesson 2: Statistics Canada- https://www.statcan.gc.ca/pub/87-542-x/2011001/section/s4-eng.htm Cultural Products, Perspectives and Practices- http://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf Any artifacts that would count as a Cultural Product- musical instruments, songs stories, prints etc.

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Mini Lessons Resource Options:

CBS News for latest Current Events- <http://www.cbc.ca/news>

Orchestra Tales- <http://www.cbcmusic.ca/posts/17865/orchestral-ales-signature-series> (Violin or Viola)

Buffy Sainte Marie The Mouth Bow - <https://www.youtube.com/watch?v=DkWMC2zS1fU>

First Nation Cultural Preservation through Art Ted Talk - <https://www.youtube.com/watch?v=-HHvaZKFgRA>

Dreaming in Indian: Contemporary Native American Voices by Lisa Charleyboy & Mary Beth Leatherdale (Book)

Hashtag Toy Story Social Meme (Example)- <https://profitparrot.com/the-best-memes-about-social-media-for-2016/>

Indigenous Art Winnipeg - <http://wag.ca/visit/shop/indigenous-art>

Star Quilt (A Cultural Product) - <http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=8594>