**Indigenous Exploration Project**  
**COL and English 9 - Riverside Secondary School**

**Overview:**For this assignment, students will learn about some of the issues that surround indigenous people within Canada. As they analyze various types of media, they will eventually pick a path, either social issues or residential schools, where they will research and create a recorded conversation. To finalize the assignment, they will reflect on the process with a core competency-based reflection that will be posted on their Edublogs.  
  
**STEPS:**  
1) Teachers will pick one piece to READ, one to WATCH, and one IMAGE option to analyze as a class.

|  |  |  |
| --- | --- | --- |
| **READ (fiction)** | **WATCH (non-fiction)** | **IMAGE** |
| Option 1: - Title: "Surviving the City" (Graphic Novel) by Tasha Spillett Summer  - Link:  Option 2: - Title: "This Place" (Graphic Novel) by Kateri Akiwenzie-Damm,  - Link: <https://www.portageandmainpress.com/flipbooks/This_Place/html5forpc.html?page=0>  Option 3: - Title: "The Secret Path" (short poetry book) by Gord Downie  - Link: (we have a class set)  Option 4: - Title: "I Am Not A Number" by Jenny Kay Dupuis  - Link: (Riverside Library)  Option 5: - Title: "Missing Nimama" by Melanie Florence  - Link: (Riverside Library) | Option 1: - Title: Namwayut: we are all one. Truth and reconciliation in Canada  - Link: <https://youtu.be/2zuRQmwaREY>  Option 2: - Title: On National Child Day, meet clean water activist Autumn Peltier  - Link: <https://youtu.be/A33XRMLBbOc>  Option 3: - Title: Health Inequalities in Canada  - Link: <https://youtu.be/RMkBUXJLW9g>  Option 4: - Title: 11 facts about the gap between First Nations and the rest of Canada  - Link: <https://youtu.be/pWK6ChJw8hs>  Option 5: - Title: Canadians have breaking their promises to Indigenous People  - Link: <https://www.youtube.com/watch?v=IUHnKUaDYjs> | Option 1: - Title: West Coast Native Artists Database  - Link: <https://spiritsofthewestcoast.com/pages/artists>  Option 2: - Title: "The Scream" by Kent Monkman  - Link: <https://www.tvo.org/article/challenging-canadas-history-through-art>  Option 3: - Title: "Chippewar" by Jay Soule - Link: <https://www.nationalobserver.com/2018/03/02/opinion/so-much-reconciliation-canadian-maple-syrup-still-has-more-protection-indigenous>  Option 4: - Title: "Broken Trust" by Robert McAfee  - Link: <https://www.robertmcaffee.com/aboriginal-residential-schools.html>  Option 5: - Title: "Living Conditions"  - Link: <https://www.change.org/p/the-treatment-of-our-first-nations-communities-in-canada-are-unacceptable> |

2) Students, in groups of 3, will pick a route, either social issues or residential schools.

|  |  |  |
| --- | --- | --- |
| **SOCIAL ISSUES**  *(pick one from below)*  1) Health  2) Education  3) Living Conditions 4) Land Stewardship (conservation of resources on property) 5) Employment 6) Incarceration (imprisonment) | **OR** | **RESIDENTIAL SCHOOLS**  STEPS HAVE TO COMPLETE EACH: 1) Pick a school 2) Region/area information 3) Bands in area 4) Indigenous Languages Spoken 5) School Information 6) Anecdotes (stories from those involved) 7) Effects/Impacts |

3) In groups, research and prepare notes regarding your topic for an audio recording (discussion style). Figure out who is going to speak for each section, should be conversational.   
  
4) Record your discussion as a group (should be 6-8 minutes in length).  
- Use the class microphone  
- Make sure the microphone is on, and that your output is Blue Yeti microphone in your sound settings.  
- Speak from an equal distance from the microphone, and make sure you are on the front side of the microphone  
- Programs to Record: Sound recorder, Quicktime, Audacity  
  
5) Individually write a reflection based on the following:

- Your experiences creating this assignment.  
- Your group’s path in researching the topic.  
- Obstacles or items you learnt in recording.  
- Reflection on one of the below core competency questions.

Option 1: *Critical Thinking* ... How does your artifact tie in with what you have learned before? How has your thinking changed? What made it change?   
Option 2: *Communication* ... What are some ways that you use to communicate your learning?  
Option 3: *Positive and Personal Cultural Identity*…What are some aspects you value about this culture, as well as your own?

6) Post to your Edublog   
- Group audio recording and individually written reflection  
- Title: Indigenous Exploration - "Topic"   
- Tag: indigenousexploration   
- Category: English 9  
  
**DELIVERABLES:**   
a) Audio Recording as Group (6-8 minutes)   
  
b) Written Reflection Individually  
  
c) Edublog Post

**TIMELINE:**  
- Day 1 - Read, watch and analyze resources (teacher autonomy to select one from each section)   
- Day 2 - Mr. Barazzuol comes to class, explains assignment, have groups formed, video   
- Day 3-5 - In groups, pick a route and research and write notes for script   
- Day 6 - Record discussion   
- Day 7 - Write reflection using Core Competencies and post on Edublog



Graphical user interface, text, logo

Description automatically generated

This assignment touches upon the following **BIG IDEA**, from the BC curriculum…  
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.   
  
This assignment will also…  
- Develop an awareness of the diversity within and across First Peoples societies represented in texts  
- Use and experiment with oral storytelling processes.  
- Transform ideas and information to create original texts.

**Indigenous Exploration Project**  
**COL and English 9 - Riverside Secondary School**

**/16**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **DELIVERY** | Speaks clearly and distinctly all of the time and mispronounces no words. Sound quality is excellent.  Between 6-8 minutes and did not seem hurried or too slow.    Enthusiasm is acceptable and draws in the listener.  Well-rehearsed with smooth delivery that holds audience attention and has a clear purpose throughout.  All group members effectively make connections | Speaks clearly and distinctly all of the time but mispronounces 1 or more words. Sound quality is acceptable to good.   Between 6-8 minutes but seemed SLIGHTLY hurried or too slow.  Enthusiasm is acceptable and draws in the listener.   Rehearsed with fairly smooth delivery that holds audience attention most of the time and has a purpose throughout.  All group members make connections | Speaks clearly and distinctly most of the time and mispronounces no words. Sound quality is poor.   Between 10 and 12 minutes but seemed VERY hurried or too slow.   Enthusiasm is acceptable and draws in the listener.   Delivery not smooth or maintaining interest of the audience is limited. Lacks clear purpose.  Group members (or some) make limited connections | Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word. Sound quality is unacceptable.   The conversation was too long or too short.   Enthusiasm is acceptable and draws in the listener.  Delivery not smooth or maintaining interest of the audience is missing. No clear purpose.  Group members (or some) make minimal connections |
| **RESEARCH** | Group researched the subject and integrated an exemplary amount of info/facts.  Covers topic in-depth with details and examples. Subject knowledge is excellent. | Group researched the subject and integrated info/facts.  Covers topic with details and examples. Subject knowledge is good. | Group researched the subject and integrated limited info/facts.  Covers topic with some details and examples. Subject knowledge is minimal | Group did not research the subject and did not integrate adequate info/facts.  Covers topic very minimally with details and examples. Subject knowledge is poor. |
| **FORMAT** | Uploaded correctly to blog with all components properly and effectively completed (title, tag, category, well-written reflection, audio file) | Uploaded correctly to blog with all components included (title, tag, category, well-written reflection, audio file) | Uploaded correctly to blog with some components being limited (title, tag, category, well-written reflection, audio file) | Missing components (title, tag, category, well-written reflection, audio file) |
| **WRITING (Reflection)** | Reflection clearly relates to the main topic and shows excellent connections to the core competencies. It includes several supporting details and/or examples.  Author makes no errors in grammar or spelling that distract the reader from the content. | Reflection clearly relates to the main topic and shows connections to the core competencies. It provides 1-2 supporting details and/or examples.  Author makes minimal errors in grammar or spelling that distract the reader from the content. | Reflection clearly relates to the main topic and shows minimal connections to the core competencies. No details and/or examples are given.  Author makes several errors in grammar or spelling that distract the reader from the content. | Reflection has little or nothing to do with the main topic and shows no connections to the core competencies.  Author makes several errors in grammar or spelling that distract the reader from the content. |

**SCHEDULE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Class Spent Analyzing Media   Day #1 | Barazzuol Visit, Explanation    Day #2 | Groups, Pick Route and Research  Day #3-4 | Record, Microphone Reservation   Day #5 | Reflection and Core Competency   Day #6 | Due Date |
| ***GACHALLAN***  - A - B - C | Monday, October 18th | Tuesday, October 19th | Wednesday, October 20th  (in-library with Susan Henderson)   and  Thursday, October 21st | Monday, October 25th | Tuesday, October 26th | Wednesday, October 27th |
| ***KEATING*** - A - C | Tuesday, October 12th | Wednesday, October 13th | Thursday, October 14th (in-library with Susan Henderson) and   Friday, October 15th | Monday, October 18th | Tuesday, October 19th | Wednesday, October 20th |
| ***BARRINGTON*** - B | Tuesday, October 12th | Wednesday, October 13th | Thursday, October 14th (in-library with Susan Henderson)  and   Friday, October 15th | Tuesday, October 19th *\* Note the switch in date, so 4 classes do not have microphone* | Monday, October 18th | Wednesday, October 20th |
| ***PETERSON*** - D | Tuesday, October 12th | Wednesday, October 13th | Thursday, October 14th (in-library with Susan Henderson)  and   Friday, October 15th | Tuesday, October 19th  *\* Note the switch in date, so 4 classes do not have microphone* | Monday, October 18th | Wednesday, October 20th |