

Indigenous Studies Culminating Activity

Due Date: June 14th, 2019

Over the course of our time together we have explored Indigenous experiences through the following activities:

- Tanya Tagala's *All Our Relations*
- Learning local Indigenous history (*The Extraordinary History of Flamborough* readings)
- Trips to the Mississaugas of the Credit, Massey College (to hear Rick Hill speak), Flamborough Road Trip and Six Nations of the Grand River (Woodland Cultural Centre & Mush Hole)
- The building, decorating and installation of Bat Houses using the Seven Grandfather Teachings with Ms. Urfey's Grade 4 students
- Watching movies such as *Rabbit Proof Fence* and *Kanehsatake: 270 Years of Resistance (Oka Crisis)*
- Writing to Indigenous Communities throughout Ontario (*If you didn't receive a letter, use the one sent to Zach DuKamp*).
- Creating a Treaty
- "My Waterdown" Activity
- Conversations in class
- Teachings from Mr. Dockstator
- The recent report of the Murdered and Missing Indigenous Women and Girls (released June 4th, 2019)
- The 94 Calls to Action from the Truth and Reconciliation Commission
- The Calls to Justice issued by the National Inquiry into Missing and Murdered Indigenous Women and Girls

Now it is time to reflect on the value of a course such as this. In a reflection piece, each student is asked to consider and respond to the following questions. It is important that their reflections are linked to actual examples from the activities listed above.

Questions:

- How did talking about the history of Indigenous and non-Indigenous relationships on this land make you feel?
 - Is there value in talking about the truths that happened between settlers and Indigenous Peoples?
- Has your worldview changed? If so, how? If not, why?

- Has this course impacted the conversations you are having outside the classroom?
- What do you think is the future of the relationship between Indigenous and non-Indigenous Peoples?
 - Is Reconciliation possible?
- How do you plan on educating other Canadians about this history and the relationships it encompasses?

Products: Art Piece (and be able to explain the method behind its construction), Journal/Journal Entry (using pictures, words), Creation of a new Treaty, Spoken Word (with an explanation), Letter (500 words), Write a Script, Oral Presentation, An Act of Meaningful Reconciliation (use the 94 Calls to Action, or the Calls to Justice), Meeting with an Elder and recording a teaching (with permission), and anything else that you clear with Mr. Tidridge.



Culminating Activity Rubric¹

Indigenous Studies

Evidence of student achievement for evaluation is collected over time from three different sources – **observations, conversations, and student products.**²

0	Level One	Level Two	Level Three	Level Four
Student's product did not meet the expectations of this assignment.	<p>Student needed to recall examples and teachings from materials explored in class (as detailed in the assignment sheet).</p> <p>Student needed to better demonstrate that they have a basic understanding of the historical basis for the contemporary relationship between Indigenous peoples and Canadian society.³</p> <p>Student needed to address the social, legal, and political environments in which Indigenous peoples and nonIndigenous peoples are constructing new relationships.⁴</p> <p>Student needed to better address the social, political, and economic issues currently being addressed by Indigenous individuals and communities in Canada.⁵</p> <p>Student needed to better identify issues facing Indigenous and Non-Indigenous Peoples as they rekindle Treaty relationships.⁶</p>	<p>Student recalls 1-2 examples and teachings from materials explored in class (as detailed in the assignment sheet).</p> <p>Student demonstrates that they have a basic understanding of the historical basis for the contemporary relationship between Indigenous peoples and Canadian society.⁷</p> <p>Student barely touches on the social, legal, and political environments in which Indigenous peoples and nonIndigenous peoples are constructing new relationships.⁸</p> <p>Student barely addresses the current dialogue concerning renewed relationships between Indigenous peoples and various governments.⁹</p> <p>Student identifies issues facing Indigenous and Non-Indigenous Peoples as they rekindle Treaty relationships.¹⁰</p>	<p>Student recalls examples and teachings from materials explored in class (as detailed in the assignment sheet).</p> <p>Student demonstrates that they understand the historical basis for the contemporary relationship between Indigenous peoples and Canadian society.¹¹</p> <p>Student touches on the social, legal, and political environments in which Indigenous peoples and nonIndigenous peoples are constructing new relationships.¹²</p> <p>Student can identify social, political, and economic issues currently being addressed by Indigenous individuals and communities in Canada.¹³</p> <p>Student addresses the current dialogue concerning renewed relationships between Indigenous peoples and various governments.¹⁴</p> <p>Student identifies with some success the issues facing Indigenous and Non-Indigenous Peoples as they rekindle Treaty relationships.¹⁵</p>	<p>Student recalls numerous examples and teachings from materials explored in class (as detailed in the assignment sheet).</p> <p>Student demonstrates that they understand the historical basis for the contemporary relationship between Indigenous peoples and Canadian society.¹⁶</p> <p>Student touches on and displays an understanding of the social, legal, and political environments in which Indigenous peoples and nonIndigenous peoples are constructing new relationships.¹⁷</p> <p>Student touches on and displays an understanding of social, political, and economic issues currently being addressed by Indigenous individuals and communities in Canada.¹⁸</p> <p>Student successfully identifies the issues facing Indigenous and Non-Indigenous Peoples as they rekindle Treaty</p>

¹ Created April 10th, 2019

² Ministry of Education, *Growing Success*, (Toronto: Ministry of Education, 2010), 39.

³ NDA3M Overall Expectation - Relationships

⁴ Ibid.

⁵ NDA3M Overall Expectation – Challenges

⁶ Ibid.

⁷ NDA3M Overall Expectation - Relationships

⁸ Ibid.

⁹ NDW4M Overall Expectations – Relationships

¹⁰ Ibid.

¹¹ NDA3M Overall Expectation - Relationships

¹² Ibid.

¹³ NDA3M Overall Expectation – Challenges

¹⁴ NDW4M Overall Expectations – Relationships

¹⁵ Ibid.

¹⁶ NDA3M Overall Expectation - Relationships

¹⁷ Ibid.

¹⁸ NDA3M Overall Expectation – Challenges

				relationships. ¹⁹
The Course Covenant has not been honoured.	Student's assignment could better reflect the Course Covenant: Different perspectives are not addressed in this assignment which takes away from the overall reflection.	Student's assignment somewhat reflects the Course Covenant: Different perspectives are not successfully addressed in this assignment.	Student's assignment reflects the Course Covenant: Everyone's perspectives are respected.	Student's assignment expertly reflects the Course Covenant: Everyone's perspectives are honoured and respected.
0%	50-59	60-69	70-79	80-100



¹⁹ Ibid.