

CONTEMPORARY FIRST NATIONS CHALLENGES

Social Studies 9

Summary of Artifact

This assignment is based on an integration of current events with an examination of indigenous cultures in North America. There are two final products involved – a presentation and a full-class discussion.

Outcomes

PA 9.2: Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.

Historical Thinking Concepts

Cause and Consequence – A major focus of this project was on how the past experiences of interactions between Aboriginal and European groups affect modern conditions, as well as how contemporary actions might affect the future state of these communities.

21st Century Competencies

Communication – Students needed to be able to clearly and effectively present their findings to their peers through both a multimedia tool and oral speech. They then needed to communicate effectively in their small group discussions using persuasion and positive listening skills.

Critical Thinking – Students needed to pull main ideas and themes from their chosen news articles. They also needed to synthesize information to draw their own conclusions about themes, particularly about what future actions should be taken. Students then needed to consolidate and make decisions about all of the information received in order to effectively participate in the discussion.

Procedure

1. Students were assigned to one of the focus communities as a topic. Students working on the same community had the option of working cooperatively or independently.
2. Students were tasked with finding a minimum of three relevant news articles connected to challenges facing their community. We discussed examples of reliable news outlets. Students were responsible for analyzing and highlighting their articles for the themes outlined in their instructional handout.

3. Students created a multimedia presentation to summarize their research and analysis for their classmates. These were shared with an oral component.
4. The day following the presentations, we held a class discussion. I posted the following four questions on the board:
 - a. In our modern, wealthy country, why do these issues of poverty, violence, and corruption still exist?
 - b. How do the challenges facing these communities contribute to stereotypes?
 - c. What supports do First Nation communities need to overcome their challenges?
 - d. Is there a connection between events of the past and conditions of today?

Students were given time to jot down their ideas integrating information from the presentations, their own knowledge, and other ideas explored in the unit. Sitting in table groups of 4, they had 7 minutes to discuss the first question. During this time frame, I moved between the groups, listening and observing. Following the 7 minutes, they reorganized into new groups of 4 for a discussion of the second question. We repeated this process until they had an opportunity to discuss all 4 responses.

5. Students handed in their jot notes and we consolidated the small group discussions with a whole class discussion on the general themes that emerged within their groups.

Assessment

Students were provided with a holistic rubric in two parts – the first row was based on their community-centred analysis and presentation. The second row was based on their participation and engagement in the roundtable discussions. The rubric is attached below.

Reflection

This was a project that I would definitely do again in future classes. The student recommendations for the future were a component that I found particularly engaging for the students. Most students were actively involved in the round table discussions, including some students who likely would not have contributed in a whole class discussion. I decided to have the students hand in their jot note preparations following the discussions so that I had further evidence of their engagement in the task to support my observations. It was very interesting to see how the students interpreted the articles and what conclusions they came to.

Handouts

The handout the students received is below. The front of the page was their instructions and the back held their evaluation rubric.

Date: _____

Contemporary First Nations' Issues

In the year 2016, many First Nations communities continue to face hardships, many of which have roots in historical events, conditions, or circumstances. For the purposes of this assignment, you will explore one of these issues through the lens of the news and identify the roots, the characteristics, and the suggested remedies.

Potential Topics:

- Moccasin Flats, Regina
- Attawapiskat, Northern Ontario
- La Loche, Saskatchewan
- Buffalo Point Reserve, Manitoba
- Six Nations of the Grand River, Caledonia ON
- Ipperwash, ON

1. For your topic, you will find and print a minimum of 3 relevant reputable news articles related to issues and challenges facing the community. You will then visibly highlight these articles to demonstrate your comprehension of the primary issues and any root causes. You will need to use more resources than these three, but this will be the basis for your media analysis.

2. You will use a multimedia tool to create an overview of the community, relevant issues, the causes of these issues, how the media represents the challenges, AND recommendations for future steps to improve these issues or approach these challenges. The recommendations should be a combination of those you find in your research, as well as those you develop from your own analysis of the situation.

3. You will present your findings to the class. As a class, we will discuss the issues, offer insights, and arrive at collective understandings of what role history plays in the contemporary issues, and at what the next steps forward may look like. Your participation in this class discussion on **Friday May 6th** will form half of your evaluation for this assignment.

Curriculum Outcome:

PA 9.2: Analyze the impact of empire-building and expansion on indigenous populations

Evaluation

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Case Study	Analysis makes insightful and unique connections between roots, challenges, and future steps. Analysis is complete and shows depth and mature personal interpretation.	Analysis makes clear and logical connections between roots, challenges, and future steps. Analysis is complete and shows some level of depth beyond the basics.	Analysis makes surface level connections between roots, challenges,, and future steps. Analysis is mostly complete with a basic level of interpretation.	Analysis makes partial connections between roots, challenges, and future steps. Analysis is only partially complete with minimal depth of interpretation.	Analysis makes minimal, no, or inaccurate connections between roots, challenges, and future steps. Analysis is incomplete and lacks depth and understanding.
Class Discussion	Actively engages in discussion. Introduces new ideas and uses evidence expertly to justify positions. Demonstrates advanced ability to connect ideas into broader themes.	Actively engages in discussion. Uses strong evidence to support positions and demonstrates a strong ability to connect ideas to broader themes.	Participates meaningfully in discussion. Uses evidence to support positions. Demonstrates an ability to connect ideas to broader themes.	Participates somewhat in discussion. Attempts to use evidence to support positions with some success. Demonstrates a partial ability to make connections to broader themes.	Does not meaningfully participate in discussion. Does not use evidence to support positions. Does not demonstrate ability to make connections to broader themes.

Comments: