



Assembly of First Nations

EDUCATION TOOLKIT UNIT PLAN

Ontario (Grades 7-10)



re-Contact

BOOK 10
First Nations Performance Indicators Checklist

BOOK 8
Cultural Competency

BOOK 13
Role Models

BOOK 9
First Nations Holistic Lifelong Learning Model

BOOK 3
Impacts of Contact

BOOK 4
Residential Schools

BOOK 1
Treaties

Assembly of First Nations
Plain Talks

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Plain Talks

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Plain Talks

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PREAMBLE

The *Assembly of First Nations Education Toolkit Unit Plan* was developed by the Assembly of First Nations (AFN) Languages and Learning Sector and draws on the *AFN Toolkit: It's Our Time*, including the following books appropriate for grades 7 to 10:

- *Plain Talks 3: Impacts of Contact;*
- *Plain Talks 4: Treaties;*
- *Plain Talks 5: Indian Act;*
- *Plain Talks 6: Residential Schools; and*
- *Plain Talks 8: Cultural Competency.*

These books are available on the [AFN Toolkit: It's Our Time](#) website, as are other resources that could be incorporated into the unit. It is important that educators become familiar with the content of these books prior to implementing the *Unit Plan*, as the books are the basis for the learning in this unit and students may have questions about the books.

The *Unit Plan* can be used with both First Nations and non-First Nations students. Educators are encouraged to have resources available for students who may be impacted emotionally by the material.

Here is a list of resources to emotionally support students and educators:

- [Coping with Emotional Reactions](#)
- [First Nations Health Regional Offices](#)
- [How to Teach About Canada's Residential Schools: A Model for Truth and Reconciliation](#)

It would be advisable to have students create a classroom contract or community agreement that shows their willingness to respect and recognize any difficult conversations that may occur.

The *Unit Plan* includes the following elements to support teaching and learning.

- Each lesson includes activities to help students connect with and synthesize the information from the books. The plan may be extended at the educator's discretion to allow students more time to comprehend and consider the material.
- Assessment suggestions in each lesson enable the educator to observe the students' growing understanding of and connection to the material in the lessons.
- The Culminating Activity offers students choice to enhance their engagement, ownership, and their personal connection to the material.





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- Appendix 1 demonstrates how the Culminating Activity supports Ontario expectations.
- Appendix 2 shares a rubric that can be used as a reference for assessing the culminating activity.
- Appendix 3 is the personal reflection piece for students to complete at the end of the unit.
- Appendix 4 provides an example of a Classroom Contract to guide difficult discussions.

Lesson One: Introduction to Unit	
Learning Goals	<ul style="list-style-type: none">• Students will learn how to develop a classroom contract that emphasizes mutual respect.• Students will learn strategies for emotional well-being.
Estimated Time	<ul style="list-style-type: none">• ~45 minutes each
Activity Ideas	<ul style="list-style-type: none">• Classroom Contract Creation<ul style="list-style-type: none">o Create a classroom contract which recognizes that difficult conversations may result from the content in this unit and always agrees to the importance of respect. The contract should outline the interactions and responsibilities of educator to students, students to educator, and students to students. Refer to Appendix 4 to review an example Classroom Contract.o Refer to your classroom's contract prior to each lesson.• Knowledge Keeper or Elder Guest<ul style="list-style-type: none">o Invite a local Knowledge Keeper or Elder to discuss emotional well-being when being presented with historical truths. Visit here to review guidelines for inviting a Knowledge Keeper/Elder into your classroom, read <i>Plain Talks 8: Cultural Competency</i>, or contact your local First Nation organization to learn appropriate protocols.• Culminating Activity Overview<ul style="list-style-type: none">o Provide an overview of the culminating activity options and the rubric or assessment tool.o Offer an opportunity for questions.• Brief Overview of the Unit Books<ul style="list-style-type: none">o Divide students into five groups and provide each group with either the <i>Impacts of Contact</i>, <i>Treaties</i>, <i>Indian Act</i>, <i>Residential Schools</i>, or <i>Cultural Competency</i> book. Give students about 5 minutes to briefly review the book (Virtual Adaptation: Create Zoom Breakout Rooms).o Choose or have students choose one scribe and one speaker for each group. The scribe writes down what is discussed in the group and the speaker presents to the classroom what the group discussed.o Gather the classroom together to share what was learned from each book. Write down and store their responses and thoughts. This can be referred to when the unit is complete and expanded upon as their learnings and thoughts change throughout the unit.



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Lesson One: Introduction to Unit	
Assessment	<ul style="list-style-type: none">• Have students write down two things they learned and one question they still have as an exit slip from the Brief Overview of the Unit Books activity.
Materials	<ul style="list-style-type: none">• Chart paper and markers (Virtual Adaptation: Word document).• Copy of Appendix 2: Rubric or assessment tool for culminating activity.• Sticky notes for exit slip (Virtual Adaptation: Google Form).
Resources	<ul style="list-style-type: none">• <i>Plain Talk 3: Impacts of Contact</i>• <i>Plain Talk 4: Treaties</i>• <i>Plain Talk 5: Indian Act</i>• <i>Plain Talk 6: Residential Schools</i>• <i>Plain Talk 8: Cultural Competency</i>

Lesson Two: Impacts of Contact	
Learning Goals	<ul style="list-style-type: none">• Students will learn how Indigenous Peoples were impacted because of contact.• Students will expand their vocabulary.
Estimated Time	<ul style="list-style-type: none">• ~30 minutes each
Activity Ideas	<ul style="list-style-type: none">• Exploring the Vocabulary of Impacts of Contact<ul style="list-style-type: none">o Define the following words with students: capture, vanquish, subdue, and invade.o Create a mind-map and brainstorm with students what feelings come to mind when they consider the four words.o Create another mind-map and ask students what actions come to mind when they consider the four words.o Have students consider the following scenario: You are going to meet a group of people and, upon meeting them, must use the four words in the conversation.o Have students discuss how they would interact with the new group if they had to communicate the concepts of capturing, vanquishing, subduing, and invading. Then ask them if peace and respect are possible if the groups' order is to capture, vanquish, subdue, and invade the other group.o Inform the students that these four words were used to guide the colonizers when interacting with the Indigenous Peoples of Canada.

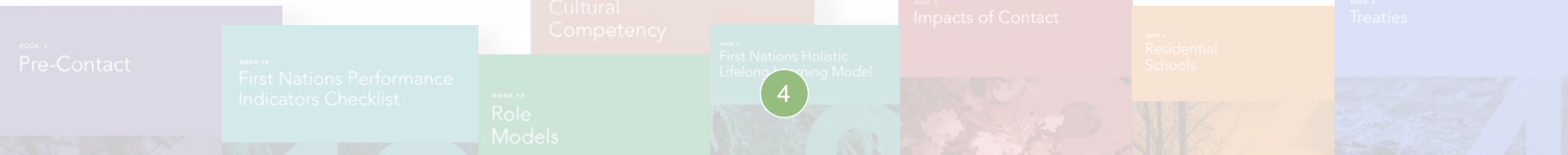


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Lesson Two: Impacts of Contact

<p>Activity Ideas</p>	<ul style="list-style-type: none"> • Diagram of Opposing Ideas <ul style="list-style-type: none"> o Create a T-chart diagram. On one side list the words: capture, vanquish, subdue, and invade. On the other side list the words: freedom, cooperate, strengthen, and invite. o Discuss how the colonizers had the concepts of capture, vanquish, subdue, and invade in mind upon meeting the Indigenous Peoples, and how the Indigenous Peoples were hopeful of freedom, cooperation, strength, and hospitality upon meeting the Europeans. o Invite students to think of a word (e.g., confusing, difficult, strange, anxious, fear) that describes the interaction between the two groups with opposing views. o Consider how these words likely described the impact of the colonizers during first contact. • Exploring Areas Impacted by Contact <ul style="list-style-type: none"> o Divide students into twelve groups and give each group a short section from the book, <i>Plain Talk 3: Impacts of Contact</i>. <ul style="list-style-type: none"> • Indian Act and Its Amendments • Quality of Life • Cultural Assimilation • Governance • Land Relationship • Suppression and Banning of Traditional Customs • Cultural Appropriation • Denial of Advocacy • Spirituality; Discrimination • Racism and Stereotypes • Treaty Abuses • Health o Have each group read their section and write down at least one aspect they learned, and one question they have. o Have each group present what they learned and their question. o Ask the students how they can go about answering their questions. Write down their responses.
<p>Assessment</p>	<ul style="list-style-type: none"> • Have each student think of and write one question they still have about the impacts of contact that was not part of their group discussion.
<p>Materials</p>	<ul style="list-style-type: none"> • White board, chalk board, or chart paper (add virtual adaptation)
<p>Resources</p>	<ul style="list-style-type: none"> • <i>Plain Talk 3: Impacts of Contact</i>





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Lesson Three: Treaties

Learning Goals

- Students will understand how worldviews, languages, and legal traditions (oral histories) can influence the interpretation of Treaties.
- Students will describe a treaty and how it benefits Indigenous populations and Settlers.
- Students will detail their own rights and responsibilities as a treaty person and understand the conditions upon which they have agreed to share the land with the Nations who were here first.

Estimated Time

- ~50 minutes each

Activity Ideas

- **Differing Worldviews**
 - Discuss the meaning of worldview.
 - Divide the class into two groups. Give one group the words “owning” and “conqueror”. Give the other group the words “sharing” and “equal”.
 - Instruct students to draw a picture that symbolizes the words or to think of a song or movie that reminds them of the words.
 - Have the students share their insights and explain the reasons for the representation.
 - Ask students what they think would occur if the two worldviews met.
 - Encourage class discussion. Highlight how the differing worldviews were apparent during Treaty-making. Refer to *Plain Talk 4: Treaties* (see especially pp. 50ff) and other sources to draw out the differing views on meaning and symbolism, form and process, relationships, scope, and language.
- **Treaty Research**
 - o Provide students with resources to research modern Treaties that are local, near their area, or that mentioned in the book.
 - o Instruct students to find the date, commissioners/negotiators, location/geographical area, and other aspects that are important from the modern Treaty.
 - o Engage the class in discussion on why it is important to understand and honour the Treaties.
- **We Are All Treaty People**
 - o Refer to the classroom contract created at the beginning of the unit and how it guides the interactions between the students and educator.
 - o Explain that this is how the Treaties work: they guide the interactions between the First Nations and the government, along with the citizens of Canada in the same way the classroom contract guides educator-to-student and student-to-student interactions.
 - o Read to students the story told by AFN National Chief Atleo on page 55 of *Plain Talk 4: Treaties*.
 - o Ask the students to discuss with a peer how the story connects to the Treaty. Have students share their thoughts.



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Lesson Three: Treaties

Assessment	<ul style="list-style-type: none">• Have each student think of and write one question they still have about the impacts of contact that was not part of their group discussion.
Materials	<ul style="list-style-type: none">• White board, chalk board, or chart paper (add virtual adaptation)
Resources	<ul style="list-style-type: none">• <i>PlainTalk 4: Treaties</i>

Lesson Four: *Indian Act*

Learning Goals	<ul style="list-style-type: none">• Students will learn about the aspects of control the <i>Indian Act</i> has over First Nations peoples.• Students will learn the emotional, cultural, linguistic, spiritual, and physical implications of enforcing the <i>Indian Act</i> on First Nations peoples.
Estimated Time	<ul style="list-style-type: none">• ~30 minutes each
Activity Ideas	<p>The following activities are analogies to demonstrate the function of the <i>Indian Act</i>:</p> <ul style="list-style-type: none">• <i>Indian Act Simulation</i><ul style="list-style-type: none">o Give each student a number and a section of the classroom they must go to (not their desk). Tell students what they can and cannot do in their section.o Point out how some students have resources they can use to their advantage (with the educator's permission), but that they are not allowed to trade with other students without the knowledge of the educator. The educator, on the other hand, can take what they want from a student's section whenever they want it. Tell students this is how it will remain for the rest of the week.o Allow some time for students to sit with the feeling of the scenario. Then share that this is how the <i>Indian Act</i> treated and continues to treat First Nations peoples.o Ask students to describe how they felt or what they thought during the scenario. Write down their responses. Students could write out their feelings, then collect them in one document and present them to the student(s) who have the resources and ask them to help right this wrong by petitioning the educator to change the laws. Students could also explore in this roleplay why some who benefited would not want to change the laws that give them more resources, as the laws benefit them.o Draw comparisons to how First Nations peoples must also feel about the <i>Indian Act</i> and how the simulation is connected to the lived experience of First Nations people.



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Lesson Four: *Indian Act*

Activity Ideas	<ul style="list-style-type: none">• Ceremonies<ul style="list-style-type: none">o Ask students about their favourite family traditions and why they are personally important. Ask students to think about how they feel during the traditions.o Then ask students how they would feel if the government told them their family was no longer allowed to practice their traditions and speak their language.o Inform the students that this is what happened to Indigenous Peoples. To assimilate Indigenous Peoples and have them conform to the European/Canadian customs, the Federal Government made it illegal to celebrate Potlach and engage in Tamanawas dances. (Refer to the book, <i>Plain Talk 5: Indian Act</i> for more details)
Assessment	<ul style="list-style-type: none">• Students use the 321 Assessment (three things they learned, two people they will share their information with, and one question they still have) to demonstrate their understanding of the lesson. Educator will collect the questions and answer them accordingly.
Resources	<ul style="list-style-type: none">• <i>Plain Talk 5: Indian Act</i>

Lesson Five: Residential Schools

Learning Goals	<ul style="list-style-type: none">• Students will learn the government's agenda for creating Residential Schools.• Students will learn the significant impact Residential Schools had on First Nations peoples.• Students will learn about the reconciliation endeavours between the government and First Nations peoples.
Estimated Time	<ul style="list-style-type: none">• ~75 minutes each
Activity Ideas	<ul style="list-style-type: none">• Scaffolding Research *<ul style="list-style-type: none">o Prior to teaching the lesson plans below, students individually research the following questions online:<ul style="list-style-type: none">• Question 1: What are residential schools?• Question 2: How long did residential schools exist?• Question 3: Why were residential schools created?• Question 4: How did residential schools operate?o Divide students into three groups and each group will research one question:<ul style="list-style-type: none">• Group 1: What were students' experiences at residential schools?• Group 2: How did residential school students fare as adults?• Group 3: How did the residential school experience affect the families of residential students?o Groups will then share their findings and discuss the similarities of findings (e.g., trauma, mental health, addictions, loss of language/culture/traditions etc.)



Lesson Five: Residential Schools

Activity Ideas

- **Book Reading**
 - o Choose one or more of the following books to read to students. This could be a novel study or sections can be chosen from longer books to guide discussions.
 - *Fatty Legs: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
 - *A Stranger at Home* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
 - Or other age-appropriate books you can find online.
 - o Ask students any of the following questions:
 - What is the big idea or message of the book? (Inferring)
 - What is the mood of the book? (Analysing)
 - How have your perspectives changed by reading the book, particularly about the people or their culture? (Synthesizing)
 - What similar experiences help you to better understand the character, or what is happening in the story? (Making Connections)
 - How did the author make the book emotionally impactful? (Critiquing)
 - o Have students write down their responses in paragraph or point form and share them with a partner.
- **Creating a KHWHL Chart**
 - o The KHWHL Chart is divided into five columns. The columns consist of:
 - **what** students currently know about Residential Schools;
 - **how** students know what they currently know about Residential Schools;
 - **what** they would like to know about Residential Schools;
 - **how** they will learn more about Residential Schools;
 - what the students have **learned** about Residential Schools.
 - o After completing the first four columns, divided into three rounds of learning about:
 - Residential Schools (Questions 1-4 of *Plain Talk 6: Residential Schools*)
 - Impact of Residential Schools (Questions 5-7 *Plain Talk 6: Residential Schools*)
 - Response to Residential Schools (Question 8-14 *Plain Talk 6: Residential Schools*)
 - Students read and discuss one round before reading the next round. After each round they would add their new learning to the last column of their KHWHL Chart.
- **Invite Guest Speaker to Classroom**
 - o Arrange a classroom visit by a Residential School survivor, a Knowledge Keeper/Elder, or other knowledgeable community member. This can be a powerful learning experience for students.
 - o Ensure adequate preparations are made with both the invited guest and the class.
 - o Follow community and school protocols to show appropriate respect.



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Lesson Five: Residential Schools

Activity Ideas	<ul style="list-style-type: none">• Exploring Reconciliation<ul style="list-style-type: none">o Discuss the word reconciliation in contexts students can connect to.o Discuss how the government of Canada is attempting to make reconciliation with First Nations over their wrongdoing in organizing residential schools. Also discuss how First Nations developed the Truth and Reconciliation Commission to hold the government accountable. The classroom contract could be mentioned at this point.o Write down the word “reconciliation” and create three mind-map circles. Ask students to describe what reconciliation should feel, look, and sound like. Fill in the mind-map circles as students respond. You may do the same for “accountability.”
Assessment	<ul style="list-style-type: none">• Students use the 321 Assessment (three things they learned, two people they will share their information with, and one question they still have) to demonstrate their understanding of the lesson. Educator will collect the questions and answer accordingly.
Materials	<ul style="list-style-type: none">• White board, chalk board, or chart paper
Resources	<ul style="list-style-type: none">• <i>Plain Talk 6: Residential Schools</i>

Lesson Six: Cultural Competency

Learning Goals	<ul style="list-style-type: none">• Students will learn the various components of First Nations culture.• Students will learn the aspects of cultural appropriation.
Estimated Time	<ul style="list-style-type: none">• ~30 minutes each
Activity Ideas	<ul style="list-style-type: none">• Dimensions of First Nations Culture<ul style="list-style-type: none">o Create a KWL chart on the meaning of “culture”. Guide the discussion to ensure students have a basic understanding of culture.o Choose sections for students to read under The Dimensions of Cultural Competency in <i>Plain Talk 8: Cultural Competency</i>o Have students read their designated sections individually.o Each student presents their notes on their section, then combine them into a group document describing each aspect of First Nations culture.



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Lesson Six: Cultural Competency

Activity Ideas	<ul style="list-style-type: none">• Investigating Social Media and First Nations Culture<ul style="list-style-type: none">o Ask students what they know about culture and write down their responses.o Have students look at a social media platform and search for #IndigenousRising, #NativeStrong, or #IndigenousCulture (*may need IT to unblock social media platforms)o Encourage students to share components of Indigenous culture they saw and read about and discuss the emotions they felt when looking at the expressions of culture.• Culture Appropriation as an Analogy<ul style="list-style-type: none">o Watch the video What Defines Cultural Appropriation (as told by youth)o Ask students to share instances of when they observed cultural appropriation of First Nations culture.o Ask students why it is important to be respectful of another's culture.
Assessment	<ul style="list-style-type: none">• Students write down two things they learned and one question they still have as an exit slip. Educator will collect the questions and answer accordingly.
Materials	<ul style="list-style-type: none">• White board, chalk board, or chart paper
Resources	<ul style="list-style-type: none">• <i>Plain Talk 8: Cultural Competency</i>

Culminating Activity

The culminating activity for the *Toolkit Unit Plan* may be presented in any of the following ways.

- Presentation
- Essay
- Art piece (e.g., song, poem, painting/drawing, dance, etc.)
- Video

The culminating activity must focus on one aspect of the *Toolkit Unit Plan* (Impacts of Contact, Treaties, *Indian Act*, Residential Schools, and/or Cultural Competency) and demonstrate understanding, analysis, synthesis, and a personal connection to the material. Students must share their work with the educator, along with a Personal Reflection Piece (Appendix 3). Some students may or may not wish to also share their work with peers. The rubric is provided as a broad guide for assessing the culminating activity and personal reflection piece.



IMPACTS OF CONTACT: CULMINATING ACTIVITY

Presentation/Essay/Video Expectations:

- Students will select four of the thirteen headings in this section of the *Plain Talks 3: Impacts of Contact* book to expand upon.
- Students will show, using examples from the text, how First Nations' practices, language and culture, quality of life and health was affected by initial contact and then by prolonged contact over centuries.
- Students will specifically analyze and explain how and why First Nations' ways were changed by European contact.

Art Piece (e.g., song, poem, painting/drawing, dance, etc.) Expectations:

- Students will use a creative expression piece to demonstrate the impacts of contact on First Nations people
- Students will provide a written explanation to expand on their expression piece and its connection to impacts of contact.

TREATIES: CULMINATING ACTIVITY

Presentation/Essay/Video Expectations:

- Explain how the modern Treaties compare and contrast to the historic numbered Treaties.
- Explain how Treaties impact the relationship between the First Nation and Canada.
- Examine the relationships between First Nations and the Government in areas with Treaties and areas without. How do these relationships differ?

Art Piece (e.g., song, poem, painting/drawing, dance, etc.) Expectations:

- Students will use a creative expression piece to demonstrate the contrasting views on Treaty.
- Students will provide a written explanation to expand on their expression piece and its connection to the contrasting views on Treaty.



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INDIAN ACT: CULMINATING ACTIVITY

Presentation/Essay/Video Expectations:

Between 1913 and 1932, the Deputy Superintendent of Indian Affairs, Duncan Campbell Scott, stated, "I want to rid of the Indian problem," to reinforce the idea of assimilation.

- How did the government try to solve the "Indian problem" through the Indian Act?
- How did the government succeed in this mission? How did the government fail their mission?
- How does the *Indian Act* impact First Nations people today?

Art Piece (e.g., song, poem, painting/drawing, dance, etc.) Expectations:

- Students will use a creative expression piece to demonstrate the impacts of the *Indian Act* on First Nations people.
- Students will provide a written explanation to expand on their expression piece and its connection to the impacts of the *Indian Act* on First Nations people.

RESIDENTIAL SCHOOLS: CULMINATING ACTIVITY

Presentation/Essay/Video Expectations:

Students will choose one of the Calls to Action in the "Education" or "Language and Culture" excerpts in the *Plain Talks: Residential Schools* book.

- (1) Why, based on what they have learned about the historical experiences of First Nations in the Residential Schools Unit, did the TRC make this Call to Action?
- (2) How will the Call to Action improve the fortunes of First Nations people and help to bring Reconciliation closer?
- (3) What action has been taken to meet this Call to Action? If little or nothing, why not?

Art Piece (e.g., song, poem, painting/drawing, dance, etc.) Expectations:

- Students will use a creative expression piece to demonstrate the how circumstances would change for First Nations if all the Calls to Action were answered.
- Students will provide a written explanation to expand on their expression piece and its connection to the Calls to Action.



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CULTURAL COMPETENCY: CULMINATING ACTIVITY

Presentation/Essay/Video Expectations:

Students will choose two of the First Nations practices and customs mentioned in Plain Talks 8: Cultural Competency and respond to the following questions:

- o Research three **historical** components of your chosen two topics
- o Research three **current** components of your chosen two topics
- o Discuss how others can be *culturally competent* (i.e. respectful and honourable) toward each of your chosen two topics

Art Piece (e.g., song, poem, painting/drawing, dance, etc.) Expectations:

- Students will use a creative expression piece to demonstrate honouring and respecting First Nations' cultural practices and customs.
- Students will provide a written explanation to expand on their expression piece and its connection to honouring and respecting First Nations' cultural practices and customs.

SUGGESTED RESOURCES TO EXTEND LEARNING

[Treaty Education K-12](#)

[San'yas Indigenous Cultural Safety Training](#)

[Consciousness Based Education](#)

[Home | FirstVoices](#)

[Children's' Books | Projects \(sayitfirst.ca\)](#)

[Legacy of Hope Foundation](#)

[Orange Shirt Society](#)

[Gord Downy and Chanie Wenjack Fund](#)



Appendix 1

Ontario Curriculum Expectations

Grade 7

Overall WRITING expectation

Draft and revise their writing using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and the audience

Specific expectations:

2.3 Regularly use vivid and/or figurative language and innovative expressions in their writing
2.5 Identify their point of view and other possible points of view, and find ways to acknowledge other points of view, if appropriate

Overall MEDIA expectation:

Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Specific expectations:

3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Overall ORAL COMMUNICATION expectation:

Use speaking skill and strategies appropriately to communicate with different audiences for a variety of purposes;

Specific expectation:

2.4 Use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

Grade 8

Overall WRITING expectation

Draft and revise their writing using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and the audience

Specific expectations:

2.3 Regularly use vivid and/or figurative language and innovative expressions in their writing
2.5 Identify their point of view and other possible points of view, and find ways to acknowledge other points of view, if appropriate

Overall MEDIA expectation:

Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Specific expectations:

3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Overall ORAL COMMUNICATION expectation:

Use speaking skill and strategies appropriately to communicate with different audiences for a variety of purposes;

Specific expectation:

2.4 Use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

Grade 9

Overall WRITING expectation

Using knowledge of Form and Style: draft and revise the writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience

Specific expectation:

2.3 Regularly use vivid and/or figurative language and innovative expressions in their writing
2.5 Identify their point of view and other possible points of view, and find ways to acknowledge other points of view, if appropriate

Overall MEDIA expectation:

Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Specific expectations:

3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Overall ORAL COMMUNICATION expectation:

Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Specific expectation:

2.2 Demonstrate an understanding of several different interpersonal speaking skills and strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences;

2.7 Use several different audio-visual aids to support and enhance oral presentations

Grade 10

Overall WRITING expectation

Using knowledge of Form and Style: draft and revise the writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience

Specific expectation:

2.3 Regularly use vivid and/or figurative language and innovative expressions in their writing
2.5 Identify their point of view and other possible points of view, and find ways to acknowledge other points of view, if appropriate

Overall MEDIA expectation:

Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

Specific expectations:

3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Overall ORAL COMMUNICATION expectation:

Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Specific expectation:

2.2 Demonstrate an understanding of several different interpersonal speaking skills and strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences;



Appendix 2

	Level 1	Level 2	Level 3	Level 4
Content	The culminating product reflects limited understanding and ability to summarize.	The culminating product reflects some understanding and ability to summarize.	The culminating product reflects understanding and an effective ability to summarize.	The culminating product reflects sophisticated understanding and distinguished ability to summarize with personal connections.
Design	The culminating product displays elements of design or structure that are ineffective, inconsistent, and/or inappropriate to the topic and audience.	The culminating product displays elements of design or structure that are somewhat effective, consistent, and appropriate to the topic and audience.	The culminating product displays elements of design or structure that are effective, consistent, and appropriate to the topic and audience.	The culminating product displays elements of design or structure that are proficient, consistent, and appropriate to the topic and audience.
Presentation	Presenter is not familiar with the material, and it is evident that the presenter did not rehearse.	Presenter is somewhat familiar with the material and shows some evidence that the presentation was rehearsed.	Presenter is familiar with the material and shows evidence that the presentation was rehearsed.	Presenter masters the material and shows evidence that the presentation was thoroughly rehearsed.
Presentation	Presenter showed no enthusiasm for the subject matter and encouraged limited audience interest.	Presenter showed little enthusiasm for the subject matter and encouraged some audience interest.	Presenter showed enthusiasm for the subject matter and encouraged audience interest.	Presenter showed high enthusiasm for the subject matter and thoroughly engaged audience interest.
Reflection	The response does not relate to the prompt question and reflections include limited insight and connection to the content.	The response somewhat relates to the prompt question and reflections include some insight and personal connection to the content.	The response relates to the prompt question and reflections include insight and personal connection to the content.	The response extends beyond the prompt question and reflections include deep insight and personal connection to the content.



Appendix 3

PERSONAL REFLECTION PIECE

INSTRUCTIONS

Respond to the questions to show your understanding and connection to what you learned in the Toolkit Unit Plan using complete and coherent sentences.

➤ How has your perception changed regarding First Nation peoples?

➤ What more would you like to learn about First Nation peoples?

➤ How will you continue to learn more about First Nations people

➤ How can we honour First Nations Peoples in our school?





EDUCATION TOOLKIT UNIT PLAN

Ontario (Grades 7-10)

Appendix 4

CLASSROOM CONTRACT

TEACHER'S NAME:

CLASS/GRADE:

CONTRACT

- I understand that I will be learning about First Nations people, their history and how it contributes to their current realities.
- As I learn about their difficult truths, I will ensure I take care of my emotional, social, physical, and spiritual well-being and reach out to a school counsellor, the teacher, or close friends when necessary.
- My conduct will remain respectful, appropriate, and honourable when visitors are welcomed into the classroom, as they will help me further understand and appreciate the realities of First Nations people.

STUDENT SIGNATURES:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____