

# Dynamics Relationships

<b>Title of Unit</b>	Dynamic Relationships	<b>Grade Level</b>	8
<b>Subject</b>	Social Studies	<b>Time Frame</b>	5 hours
<b>Developed By</b>	Aizel Mogro		

## Stage 1 - Identify Desired Results

### Learning Outcomes

Should be identified by designation (e.g., USC 9.1) and written in student friendly language – words that you can share with the students so they know what it is they are trying to achieve.

### Outcomes/ Indicators' letters

I82 : Assess the impact residential schools have on First Nations communities.

Indicators:

- Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era.

HC83 : Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests.

Indicators:

Analyze how respective world views influence the interests of each party who desire to enter into treaty

### DR8.1

Develop an understanding of the significance of land on the evolution of Canadian identity.

### Indicators for this outcome

- a. Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.
- b. Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.
- e. Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples

### Enduring Understandings

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)

What misunderstandings are predictable?

### Questions for Deep Understanding

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- <i>Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era.</i></li> <li>- <i>I can examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.</i></li> <li>- <i>I can analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.</i></li> <li>- <i>I can investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples</i></li> </ul>	<p><i>Content specific...</i></p> <ul style="list-style-type: none"> <li>- Who is Ryan McMahon?</li> <li>- What is Public Lands Act 1853?</li> <li>- What happened to Indigenous peoples after the implementation of the Public Lands Act?</li> <li>- How did Colonization Roads become a symbol of oppression for Indigenous peoples?</li> <li>- How do you think Former Prime Minister's Harper's resistance and denial to the history of colonialism perpetuate the discrimination against the Indigenous peoples?</li> <li>- What are the roles of the Treaties in Truth and Reconciliation?</li> </ul>
<p><b>Knowledge:</b> What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p><b>Skills</b> What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<ul style="list-style-type: none"> <li>- <i>Will know the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.</i></li> <li>- <i>Will know the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era within peers</i></li> <li>- <i>Will know the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Able to investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples</i></li> <li>- <i>Able to compare and contrast the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.</i></li> <li>- <i>Able to discuss the Public Lands Act 1853 and the role of the roads in colonization</i></li> </ul>

- *Will know the impact of land on the identity of First Nations, Métis, and Inuit people*

## Stage 2 – Assessment Evidence

Consider authentic performance tasks/culminating tasks (typically larger assessments that coalesce various concepts and understandings). Consider GRASPS. Create a rubric for assessment of the task.

Formative

Small Group Discussions  
Classroom Discussions  
Reflection Journal

Summative

Poem Writing Writing  
Make a drawing of the lesson you learned from "Colonization Roads."  
Role Playing

Formative

Watch the movie "Colonization Roads", and answer guide questions  
Class Discussions and participation  
Reflection Journal

Summative

- What does Colonization Roads symbolize to Indigenous peoples?
- What is the concept of wampum belt and how does it apply to Treaties?
- What lessons did you learn from "Colonization Roads."

## Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

**How will you engage students at the beginning of the unit? (motivational set)**

With a partner, accomplish KW in KWL chart.

Students discuss what they know, and what they want to know about Indian act and Colonization Road.

Prompts  
 What do you think is the role of roads in colonization?  
 Who has any idea about Indian Act?  
 Who has any idea about The Public Lands Act?  
 What is the significance of land to indigenous peoples?

In your lessons, consider how you will tailor the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? Consider student interests, learning styles, cultural backgrounds, and so on. You may enhance your lessons once you gather information from your students.

#	Outcome(s) and Indicators	Instructional Strategies/Process Learning Tasks/Experiences	Assessment	Resources/Materials
Day 1	I82 : Assess the impact residential schools have on First Nations communities. Indicators: <ul style="list-style-type: none"> <li>Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era.</li> </ul>	Accomplish a KWL chart particularly KNOW and What you already Know column about your knowledge regarding Colonization Roads (5 mins)  Show a short video about Indian Act and Residential Schools. (5 mins) Read an excerpt of Former Prime Minister Harper’s apology for residential schools? (5 mins)  Discussion (15 mins) What is Indian Act? What is residential schools? What did you feel about the apology? What do you think is the impact of the apology towards Indigenous peoples?  Writing a personal reflection journal about today’s lesson. (10 mins)  Planning for the next day. Giving of instructions. (5mins)	Discussion participation  Personal Reflection Journal	Articles paper and pencil white board  <a href="#">KWL Chart: What It Is, How to Use It &amp; Free Printable Charts - TeacherVision</a>
Day 2 Dynamic Relationships	HC83 : Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other’s interests. Indicators:	Show a video presentation about Treaties (5 mins)  Discussion (25mins) What is Treaty?	Discussion Participations  Personal Reflection Journal	Video paper and pencil white board articles

	<p>Analyze how respective world views influence the interests of each party who desire to enter into treaty</p> <p><b>DR8.1</b> Develop an understanding of the significance of land on the evolution of Canadian identity. (e.) Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples</p>	<p>What is the significance of Treaties? What does Treaties say about land?</p> <p>Read Saskatchewan Treaty No. 4.</p> <p>With recognition of Treaty 4 territory on which this course is located, acknowledging the land and the Treaty 4 relationship between the Nehiyawak (Cree), Nakawē (Saulteaux), Dakota, Nakota, Lakota peoples and settler descendants, as well as all Canadians, while centering the spirit and intent of the numbered Treaties, peace and friendship Treaties, and contemporary Treaties. We further acknowledging the Métis-Michif Nation, specifically the communities of Lebret, Fort Qu'Appelle, Willow Bunch, and Lestock in this region, their unique role in making the numbered Treaties, and their distinct relationship with their homelands</p> <p>Write personal reflection about learnings about Treaties. (10 mins) Planning for the next day. Giving of instructions. (5 mins)</p>		<p><u>(20) Treaty Convention, International Law Vienna Convention on the Law of Treaties explained - YouTube</u></p>
<p>Day 3 Watch the movie "Colonization Roads"</p>	<p><b>DR8.1</b> Develop an understanding of the significance of land on the evolution of Canadian identity. <b>Indicators for this outcome</b></p> <p>a. Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.</p>	<p>Answer questions throughout the video:</p> <ul style="list-style-type: none"> <li>- Who is Ryan McMahon?</li> <li>- What is settler colonialism?</li> <li>- What is Public Lands Act 1853?</li> <li>- What happened to Indigenous peoples after the implementation of the Public Lands Act?</li> <li>- How did Colonization Roads become a symbol of oppression for Indigenous peoples?</li> </ul>	<p>Checking of understanding</p>	<p>Projector Paper and Pencil video</p> <p>John St. M. ,(Director), McMahon R. (Writer). (2016). Colonization Road. O'connor J. (writer) Colonization Road. University of Regina. <a href="https://stream-mcintyreca.libproxy.uregina.ca/uo/fr/title/2659">https://stream-mcintyreca.libproxy.uregina.ca/uo/fr/title/2659</a></p>

	<p>b. Analyze the relationship between being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.</p>	<p>How do you think Former Prime Minister's Harper's resistance and denial to the history of colonialism perpetuate the discrimination against the Indigenous peoples?</p> <ul style="list-style-type: none"> <li>- What are the roles of the Treaties in Truth and Reconciliation?</li> </ul>		
<p>Day 4 Continuation of the movie</p>	<p><b>DR8.1</b> Develop an understanding of the significance of land on the evolution of Canadian identity. <b>Indicators for this outcome</b></p> <p>c. Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.</p> <p>d. Analyze the relationship between being; the source of life) and the contemporary Western European notion of land</p>	<p>Answer questions throughout the video:</p> <ul style="list-style-type: none"> <li>- Who is Ryan McMahon?</li> <li>- What is settler colonialism?</li> <li>- What is Public Lands Act 1853?</li> <li>- What happened to Indigenous peoples after the implementation of the Public Lands Act?</li> <li>- How did Colonization Roads become a symbol of oppression for Indigenous peoples?</li> <li>- How do you think Former Prime Minister's Harper's resistance and denial to the history of colonialism perpetuate the discrimination</li> </ul>	<p>Checking of Understanding by answering the guide questions</p>	<p>Projector Paper and Pencil video</p> <p>John St. M. ,(Director), McMahon R. (Writer). (2016). Colonization Road. O'connor J. (writer) Colonization Road. University of Regina. <a href="https://stream-mcintyreca.libproxy.uregina.ca/uofr/title/2659">https://stream-mcintyreca.libproxy.uregina.ca/uofr/title/2659</a></p> <p><u><a href="#">KWL Chart: What It Is, How to Use It &amp; Free Printable Charts - TeacherVision</a></u></p>

	(a resource to be owned and exploited) through the centuries.	<p>against the Indigenous peoples?</p> <ul style="list-style-type: none"> <li>- What are the roles of the Treaties in Truth and Reconciliation?</li> </ul> <p>Finish the KWL CHART that you made at the beginning of the week.</p>		
Day 5 Class Discussion	<p>DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity. Indicators for this outcome</p> <p>a. Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.</p> <p>b. Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.</p> <p>(e.) Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples</p>	<p>The class will have the freedom to choose the form of assessment from the following options:</p> <ol style="list-style-type: none"> <li>1. Make a drawing about your understanding of dynamic relationships such as Treaties and the lesson you learned from Colonization Roads.</li> <li>2. Form a group of 5 and make a 5 minute- role play about your understanding of dynamic relationships such as Treaties and the lesson you learned from Colonization Roads.</li> <li>3. Write a poem about your understanding of dynamic relationships such as Treaties and the lesson you learned from Colonization Roads.</li> </ol>	<p>Drawing Role Playing Poem Writing</p>	<p>Paper and pencil Whiteboard</p>