



# Treaty 6 Education



## First Nations and Métis Role Models



Chief Poundmaker.  
Saskatchewan Archives

### Big Ideas & Enduring Understandings

- Role models, both past and present, have an impact on the way I see myself, and others.
- Stories lead to deeper understanding about culture

Created by:  
Chantelle Burch

Living Sky School  
Division No. 202

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**Grade 6**

**ELA**

## Desired Results

**Stage One** — What do we want them to learn?  
First Nations and Metis Role Models

### Outcomes:

#### English Language Arts 6:

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.

CC6.8 Experiment with a variety of text forms and techniques that focus on *Meaning*.

CR6.7 Read independently and demonstrate comprehension of a variety of informational texts.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

### Big Ideas & Understandings:

- Role models, both past and present, have an impact on the way I see myself, and others.
- Stories lead to deeper understanding about culture

### Essential Questions:

1. Does society need heroes?
2. Are there universal qualities of a peacemaker/hero/role model?
3. Are cultural role models important to an individual's identity?

### Know:

- Form and style of a biography.
- Elements of persuasion.
- Authors compose for a specific purpose.
- Aboriginal role models play an important part in our understanding of culture.
- Words such as role model, hero and peacemaker are related words to describe people of note.

### Do:

- Negotiate the criteria of a hero.
- Compare/contrast historical and contemporary First Nations' people who are heroes and role models.
- Identify Aboriginal role models/heroes/peacemakers – historical, contemporary and local
- Prepare for and interview a local First Nation role model or hero.
- Synthesize concepts into a final product of choice (from the menu or choice board).

## EVIDENCE OF UNDERSTANDING

### Stage Two – How will we determine what they know?

#### Assessment:

Summative	Formative
<ul style="list-style-type: none"> <li>Hero paragraphs, word collage, biography story maps, interview</li> </ul> <p><i>Performance Task:</i></p> <ul style="list-style-type: none"> <li>First Nations choice board or menu board research project.</li> </ul>	<p><i>Pre-Assessment:</i></p> <ul style="list-style-type: none"> <li>What is a role model?</li> <li>Can you identify a First Nation role model (both past and present)?</li> </ul> <p><i>On-going assessments of process:</i> blog posts, Venn diagrams, class discussions, interview process</p>

## LEARNING PLAN

### Stage Three – How will we teach?

#### ELA Lesson 1: What is a Hero?

**Before:** Brainstorm words to describe a hero, role model or peacemaker. For example, a hero is someone who displays:

- Courage   - determination   - excellence   - honor   - kindness

Clarify the meaning of the words hero, role model and peacemaker. How are they related?

List words that describe role models. Are these words connected? Students may first think about famous singers, actors, and actresses that they admire. Be sure to discuss the qualities that make someone a hero or role model and ask: “if someone is famous, does that automatically make them a hero or role model?”

**During:** Make a list of people who they consider to be heroes and role models. Complete a chart that may list examples of people from around the world, Canada, in their community, and from history. Explain the specific character attributes that each person possesses that aligns with the criteria of what defines a hero or role model.

**After:** Write a paragraph: What Is a Hero? Explain the qualities they believe a person should have to be considered a hero or role model. Include examples of at least one specific person that they would consider to fit into this category and how their deeds and character attributes make them special. Post paragraphs online in class blogs and encourage students to make comments or post questions to one another.

**Assessment:** Do students identify similar qualities that define a hero or role model? Can students give examples of people who demonstrate these characteristics? Has the student written a paragraph explaining their understanding, and describing at least one person who they believe demonstrates these qualities?

**Teacher Note:** A complimentary lesson (or Social Studies unit) on Treaty 6 would be appropriate to build on prior knowledge about First Nations and Métis people. Pre-assess background knowledge of treaty making and Treaty 6, in particular. Resources: [Treaty 6 Education](http://treaty6education.lskysd.ca/) website <http://treaty6education.lskysd.ca/> and the [Office of the Treaty Commissioner's](http://otctreatyteacher.wikispaces.com/) website also has Smartboard lessons and teacher prepared units that are excellent: <http://otctreatyteacher.wikispaces.com/>

## **ELA Lesson 2: Who was Chief Poundmaker?**

**Before:** Students' imagine that they are famous and a reporter is going to interview them about their life. What questions might the reporter want to know?

*For example: Where I live, my birthdate, birthplace, family, favorite things, important events in my life, why I became famous, things I value and believe, role in the signing of Treaty 6.*

Tell students that the story they will be listening to and reading is a biography: a real story about a real person. Display the front cover of the book *Poundmaker: Peace Chief*. (If your school has access, the entire book could be transmitted onto the Smartboard.)

From looking at the cover, students predict who this biography is about and what can they infer about what the subject. Note these predictions on chart paper or save into the Smartboard to revisit later.

- Another important leader in Treaty 6 was Big Bear  
<http://treaty6education.lskysd.ca/bigbear>

**During:** Complete the Biography Story Map as they learn about Chief Poundmaker and read his story. See the attached Biography Story Map (Appendix 1). Self-reflection question: why might you like to get to know this person? What is intriguing about him?

**After:** [www.ImageChef](http://www.ImageChef.com) or [www.wordle](http://www.wordle.net) Word Collage about Chief Poundmaker. The word collage must consist of at least 20 words that describe his life and accomplishments as well as words that tell how he is a hero, role model and peacemaker. Students collate common descriptors they have identified and discuss other ways to describe the leader. Refer this list to the words identified in the previous lesson. Post to blogs or print and display.

**Assessment:** Biography Story Maps, Word Collage (key words).

## **ELA Lesson 3: Contemporary First Nations Role Models and Heroes**

**Before:** Who is a First Nation role model and/or hero in your community? This may include veterans, elders, teachers, artists, RCMP, doctors/healers, traditional knowledge keepers, storytellers, parents, volunteers and others. Students invite them to come and speak to the class. Put students into groups and each group will be responsible for preparing some questions for the person to answer about themselves, their work, and their accomplishments.

Sample questions:

*How did you become interested in what you do?*

*What prompted you to choose that path?*

*What difficulties have you encountered and how did you overcome them?*

*What do you think your contribution has been?*

*What are your personal dreams and goals?*

*What advice would you give to students?*

**During:** Group members ask the interview questions and students will take notes during the presentation. Take a photo with the visitor and the class to be used in a later post on the class blog.

**After:** Add the names of the visitors to the chart that was handed out during lesson 1. In small groups, compare, on Venn diagrams, how these present day members of their own community also fit in the criteria for a role model or hero. Add another circle to the Venn diagram and analyze how historical heroes and role models compare to contemporary people. Groups post their findings and their diagrams to the class blog, titled: “Our Local First Nations Heroes,” and include a brief biographical write up describing the individual’s life and accomplishments.

**Assessment:** Interview questions and protocols, Blog posts, Venn Diagrams.

### **ELA Performance Task: Present a Biography**

Discuss First Nations/Metis/Inuit people from historical or contemporary Canadian society that would appropriate to research. An extensive list of possible people has been included, although students are not limited to selecting from just this list. Research online, as well as in print resources. Complete a biography story map (Appendix 1) to organize information.

Refer to the Choice Board assignments for an appropriate method to present their information. Teachers can select which choice assignment would fit for their class. \*\* See attached Choice Board Menu for details.

**Assessment:** Biography story maps, Choice Board project rubrics.

## Appendix 1

### Biography Story Map

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use this story map to help you organize the information you gather about the individual you are learning about. Use the back of this page if you need more room for writing.

**Person's Name:** \_\_\_\_\_

**Born (place and year):** \_\_\_\_\_

**Died (if applicable - place and year):** \_\_\_\_\_

**Lived (place):** \_\_\_\_\_

**Education (formal or informal):** \_\_\_\_\_

**Career/Focus/Volunteer:** \_\_\_\_\_

**Known For:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interesting quote:** \_\_\_\_\_

Major events and year (in chronological order).	Description of events (including how they were an obstacle or achievement).	What I learned about the time when the person lived.
1.		
2.		
3.		
4.		
5.		

Make a personal connection to Chief Poundmaker.

## Appendix 2

# First Nations Hero Choice Board Assignment

**Directions:** Choose any 3 activities in a row. You must include the center box as one of your choices.

<p>Write an acrostic poem for the person, using both the first and last name. Be sure to incorporate details about their life, achievements, challenges, and how they demonstrate qualities of a hero.</p> <p>* Each line should be a full sentence.</p>	<p>Create a poster collage depicting the most important events in the subjects' life. Include symbols and/or words to show how they demonstrate qualities of a hero or role model. Incorporate drawings, pictures, 3D materials.</p>	<p>Create a timeline showing the major events from the lifetime of the individual you researched.</p> <p>(At least 10)</p>
<p>Write a letter from your biography subject to a friend or family member. Discuss important events in the subjects' life and how it affected him or her.</p>	<p>Complete a Venn Diagram depicting similarities and differences in the lives of the individual you chose to research and any of the people that have been studied in class. Include specific qualities that each subject possesses that make them a good role model or hero.</p>	<p>Write a script and prepare a short skit depicting an event that you believe most impacted the subjects life.</p>
<p>Write a one page summary of the person's life and prepare to present it orally to your class. Provide details about their life, their accomplishments and the challenges and obstacles they have encountered. Tell what specific qualities they have demonstrated that make them a good role model or hero.</p>	<p><b><u>Free Choice of any of the other project choices</u></b></p>	<p>Create a photo essay about your subject and prepare a power point presentation. You should present details about their life, their accomplishments and challenges, and how they exhibit the qualities of a role model or hero.</p> <p>(8 slides minimum)</p>

## Appendix 3

# First Nations Heroes Unit Project: Menu Board

Read the instructions carefully. This project has 3 parts: the appetizer, main dish, and dessert.

Choose either a First Nations person from present day Canadian society or from Canadian history to research. Use the attached biography story map to organize your information. After you have gathered information, complete the assigned tasks below.

Due Date: \_\_\_\_\_

### Part 1: The Appetizer

Choose 1 of:

- Write a 1 page summary of the person's life.
- Note important dates in the subjects' life and make a timeline.
- Choose three events that most impacted the persons' life and make a poster that depicts and explains each.



### Part 2: The Main Dish

Find your name on the groups list posted in the classroom and go to your pre-assigned group.

Complete the following tasks:

- Meet with your group and tell a story about your biography subject in first person. Ask your group members to complete a character profile on the person.
- Make a Venn Diagram and note the similarities in your bio subjects' character personalities, lives, obstacles, and accomplishments.
- Brainstorm the qualities of 'greatness', 'hero', and 'role model', and create a 1-5 matrix you will use to rank each individual you researched.

### Part 3: The Dessert

Choose from 1 of the following final products:

- Create an 8-10 slide power point presentation on the life of the individual that you researched. Discuss their biographical information as well as the qualities that they possess that make them a role model or hero.
- Make an ABC book based on the person that you researched. You need one page for every letter from A to Z, and each letter will be for a word that relates to the individual.
- Pick a key event or event(s) from the subjects' life and illustrate a graphic novel or a comic book (10 pages or 20 comic book squares).

