

Middle School (Grade 7-9) Unit: Great Women From Our First Nation

Unit created by Maya Anderson, 2020 Werklund Graduate

After getting a Bachelor of Arts from the University of Calgary in 2005, Maya has worked as an arts educator with many different organizations and young artists-in-training for the past 15 years. In 2018, Maya decided to become official and work towards getting a Bachelor of Education at the Werklund School of Education, which she achieved in 2020. She loved her learning journey so much that she wanted to continue working towards a Masters of Education. Her focus is on supportive, inclusive learning design through an arts immersion lens. She is passionate about experiential learning, interdisciplinary education, and the incorporation of student voice and choice. Maya is also fortunate to be the Mom of two amazing human beings who are her guinea pigs for all of her learning designs.

Resources used and possible concerns

- Great Women From Our First Nation by Kelly Fournel
- Guest speaker (if possible) - Female knowledge keeper

Author/creator and/or literature background

- This non-fiction book profiles ten great women from our first nations, including Suzanne Rochon-Burnett, a Métis broadcaster, journalist, First Nations advocate and winner of the Governor General's Award for her work on Native Women's rights; Susan Aglukark, an Inuit singer and songwriter; and Emily Pauline Johnson—Canada's first published First Nations poet (Second Story Press, 2018).
- It was released on September 30, 2007 by Second Story Press, a publishing company dedicated to publishing feminist inspired books for adults and young readers.
- The book is geared for ages 9-13 or grades 4-8, and is listed as a level X book.
- This book is written by Kelly Fournel, a writer and editor who lives in Prince Albert, Saskatchewan. Kelly Fournel is Manitoba Métis, being of Cree and French Canadian descent. Her Cree last name is Star (Second Story Press, 2018).

UPE course connections

- **Educ 420 - Issues in Learning and Teaching.** In this unit plan students engage in authentic, meaningful inquiries into the lives and work of Indigenous women. Through this, students will explore feminist perspectives. In addition, students will have the opportunity to share their thoughts, provide feedback, and reflect on their final creation, highlighting the perspective of multiple knowledge keepers in the learning space.
- **Educ 435 - Literacy, Language, and Culture.** This resource connects all three elements of this course by encouraging practice with literacy, language and culture. It provides a way in which students can interact with literacy in an experiential manner by encouraging students to create an informational artwork to showcase their learning.
- **Educ 450 - Diversity in Learning.** This unit plan highlights strategies on how to engage students with diverse needs in numerous ways. Learning activities include listening to a guest speaker, participating in group discussions, creating artwork and written statements, and engaging in self-reflection. Additionally, learning is broken into manageable steps to ensure that students of all levels are able to find success in the learning task.
- **Educ 456 - Assessment.** This unit plan provides multiple ways to assess students, particularly where

there are gaps in learning which allows teachers to adjust lessons based on students prior knowledge and grasp of concepts. Additionally, students are given the opportunity to show their knowledge in many ways, including verbally through discussion, visually through art creation, and through free writing. The lesson concludes with a self-reflection piece that is geared specifically for middle school students. This allows students to be part of the assessment process and engage in metacognition of the experience.

- **Educ 520 - Interdisciplinary Learning.** This resource connects literacy, social studies, science, fine art, and language learning in an interdisciplinary manner. Using the story as the basis for the lesson, learning outcomes from ELA, visual arts, science, and social studies are woven together throughout the lesson. Students explore the work and lives of Indigenous women in an experiential manner by creating an art piece that showcases their knowledge in a unique manner.

K-12 connection

- Targeted age range: Grade 6-9
- Subjects: Visual Art, Social Studies, ELA
- Visual Art:
 - Record single images and simple units
 - Use expressiveness in their use of elements in the making of images
 - Learn to use the basic vocabulary of art criticism in descriptions of their work
 - Experiment with colour effects on compositions
 - Experiment with techniques and media within complete compositions of two and three dimensions
- Social Studies:
 - Demonstrate skills of cooperation, conflict resolution and consensus building
 - Demonstrate skills of oral, written and visual literacy
 - Appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
 - Appreciate how cultural and linguistic exchanges connect one community to another
- ELA:
 - Consider the ideas of others
 - listen and respond constructively to alternative ideas or opinions
 - Combine ideas
 - use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences
 - Extend understanding
 - talk with others to elaborate ideas, and ask specific questions to seek helpful feedback
 - Generate ideas
 - choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts
 - Structure texts
 - create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events
 - create a variety of oral, print and other media texts to explore ideas related to particular topics or themes
 - Focus attention
 - consider audience, purpose, point of view and form when focusing topics for investigation
 - Determine information needs

- discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view
- Use a variety of sources
 - obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions
- Share ideas and information
 - communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations
 - use appropriate visual, print and/or other media effectively to inform and engage the audience
- Appraise own and others' work
 - identify particular content features that enhance the effectiveness of published oral, print and other media texts
 - incorporate particular content features of effective texts into own oral, print and other media texts
- Revise and edit
 - revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
 - revise to eliminate unnecessary repetition of words and ideas
- Enhance legibility
 - choose and use printing, cursive writing or word processing, depending on the task, audience and purpose
 - identify how the format of documents enhances the presentation of content
- Cooperate with others
 - contribute collaboratively in group situations, by asking questions and building on the ideas of others
 - take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs
- Work in groups
 - contribute ideas, knowledge and questions to establish an information base for research or investigations
 - assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view

Materials

- Great Women of Our First Nation by Kelly Fournell
- Copies of the assignment sheet and rubric for each student
- Printouts of information about the ten women profiled in the book for chat stations
- Copies of the Speed Meeting Response Form for each student
- Paper
- Markers
- Pencil Crayons
- Rulers

Rationale

Big idea:	Studying the life and accomplishments of exceptional people offers insights and inspiration to our own lives.
Purpose:	In this unit students will get to know some of the great women of our First Nation and through this gain an appreciation for the accomplishments as well as the contributions that First Nations women have made to our society. Through experiential research and creation of a one-pager, students will summarize and curate their learning into an appealing visual. Additionally, students will hopefully be inspired by the lives and work of the women profiles in the book, and take action to live a purposeful life.

Unit Overview

Lesson 1: Introduction to unit and choose great woman to research
Lesson 2: Guest speaker - If possible guest speaker should be a great woman in the local First Nations community. Ideally, the guest speaker would share her story and talk to the students about the work she does and has done to contribute to the community. To connect with a guest speaker, avenues could include contacting the Office of Indigenous Engagement at the University of Calgary or similar departments in local Post-secondary institutes, The Aboriginal Friendship Centre of Calgary, or Tiya Dagumisasriy: The Indigenous Student Success and Engagement Program at the University of Calgary.
Lesson 4: Work period and formative feedback
Lesson 5: Sharing of one-pagers and reflection

Lesson 1: Introduction to Great Women Project

	Details	Assessment
Engage	<p>Welcome students to class/lesson/activity and invite students to stand in a circle.</p> <p>Entry Task: Using a talking stick, encourage students to respond to prompt “What makes a person great?” Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.</p>	Formative Assessment: Anecdotal evidence about students' thoughts on the definition of greatness
Explain	<p>Explain that today we are going to start a new project. We are going to research some great women of our first nation based on the book, Great Women of Our First Nation. After you research your great woman, you will work to create a one-pager about your great woman. Show students the book and give them some basic information on the author as well as the stories in the book.</p> <p>Explain that today we will speed meet the women in the book so that you can choose one of them for your research project.</p>	Formative assessment: Use questioning to find out students' understanding of the assignment
Explore	Students will be given a chance to “speed meet” the women in the book by spending time at chat stations	Formative Assessment: Understanding of task and

	<p>around the classroom. In groups of 2-3, students will visit each of the stations around the room and record basic information about each of the great women on their response sheet.</p> <p>To set up the chat stations, print out a page about each of the great women and post these around the room. Print out copies of the student station response sheet for each student (see below).</p> <p>Split students into groups and invite students to visit the stations. Give students approximately 3 minutes per station for a total of 30 minutes.</p> <p>Remind students to fill out their response sheets.</p>	<p>process. Teacher will circulate among students and assist where necessary</p>
Elaborate	<p>After the “speed meeting”, bring students back to the standing circle. Encourage students to share which women they found the most interesting and who they would like to research more for their final project.</p> <p>After the discussion, have students sign up for researching one of the ten great women by writing their names down on the sign-up sheet.</p>	<p>Formative assessment: Anecdotal evidence of students experience and engagement in the chat stations</p>
Evaluate	<p>Exit Task: Explain that tomorrow we will have a guest speaker who is a great woman in our first nations community. Based on what you have read today, write down a thoughtful question you have for her on a piece of paper and hand it in as you leave. Have students hand in their response forms as they leave.</p>	<p>Formative assessment: check of understanding. Use responses to determine student engagement with material as well as desire to learn more</p>
Lesson 2: Great Woman Guest Speaker		
	Details	Assessment
Engage	<p>Welcome students to class/lesson/activity and invite students to stand in a circle.</p> <p>Entry Task: Remind students that we have a guest speaker today. Invite students to respond to prompt: What is one thing you should do to be a great audience member? Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.</p>	<p>Formative assessment: check for understanding. Can determine students’ experience with being a great audience member.</p>

Explain	<p>Debrief entry task by recapping ideas on being a great audience member.</p> <p>Once students are settled, introduce the guest speaker.</p>	Formative assessment: Use responses to determine students' thoughts on being a great audience member.
Explore	Listen to the guest speaker and facilitate group q and a.	Formative assessment: check for engagement. Can determine student engagement by observing student participation in guest speaker Q and A.
Elaborate	<p>After the guest speaker has finished their presentation, thank them for sharing their knowledge.</p> <p>With students, debrief the guest speaker by having students stand or sit in a circle and share their thoughts on the material that was presented.</p>	Formative assessment: check for engagement. Can determine student engagement by observing student participation in the sharing circle.
Evaluate	<p>Exit task:</p> <p>Invite students to draw a picture of what they learned today. Have students hand in their picture as they leave.</p>	Formative assessment: Can determine what students learned from the session.

Lesson 3: Summative Task Overview

	Details	Assessment
Engage	<p>Welcome students to class/lesson/activity and invite students to stand in a circle.</p> <p>Entry Task:</p> <p>Invite students to respond to prompt: What pieces of information would you want to see on a one-pager about a great person? Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.</p>	Formative assessment: check for understanding. Can determine what needs clarifying for the summative task.
Explain	<p>Debrief entry task by recapping thoughts from the circle.</p> <p>Invite students to sit at their desks. Explain the summative task for the week and handout assignment information sheets.</p>	Formative assessment: check of understanding. Can determine the level of comfort students have with the summative task for the week.

<p>Explore</p>	<p>Split students into pairs. Invite students to look through the summative task handout and highlight important pieces of information.</p> <p>After a certain amount of time, ask student pairs to join another pair and summarize their knowledge of what we need to complete for the summative task.</p> <p>Once students have finished sharing knowledge with their groups, spend some time recapping the task as a whole group.</p> <p>Share exemplars of one-pagers and guide students through making a mock one-pager.</p>	<p>Formative assessment: check of understanding. Can evaluate readiness to move forward to individual work by asking questions</p>
<p>Elaborate</p>	<p>Spend the remaining time as a work period. Students should start by finding the information they require for the one-pager. Once they have the information they should start laying out their one-pager. Give students the option to work in pairs to discuss thoughts and research, however each partner will need to create their own, unique one-pager.</p>	<p>Formative assessment: check of understanding. Teacher will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.</p>
<p>Evaluate</p>	<p>Exit Task: After your work period today, write your name on a post-it note. Think about how your project is going and stick your post-it note on the traffic lights: Red - I am stuck and need some help going forward. Yellow - I need more time to work and I need some support. Green - I am making great progress and I will be ready to hand it in by the end of the week.</p>	<p>Formative assessment: check for progress. Can visually see where most students are in their process and which ones need additional support.</p>
<p>Lesson 4: One-Pager Workshop</p>		
	<p>Details</p>	<p>Assessment</p>
<p>Engage</p>	<p>Welcome students to class/lesson/activity and invite students to stand in a circle.</p> <p>Entry Task: Invite students to respond to prompt: What questions do you have about the summative task for this week? Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.</p>	<p>Formative assessment: check for understanding. Can determine what needs clarifying for the summative task.</p>

Explain	<p>Debrief entry task by recapping thoughts from the circle.</p> <p>Invite students to sit at their desks. Recap anything that needs clarification.</p>	Formative assessment: check of progress. Can evaluate progress of students and clarify things that need to be clarified.
Explore	<p>Invite students to continue working on their one-pagers. Remind students that they need to include their first and last name, the name of their great woman, a biography of the great woman including but not limited to birth and death (if applicable) dates, present age (if still alive), where they live or lived, interesting facts about their life, two of more quotes from the great woman, a description of the great woman's work and a colourful visual to represent your great woman.</p>	Formative assessment: check of understanding. Teacher will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Elaborate	<p>Pause students at the halfway point of the class. Split students into pairs and ask students to share their work so far with their partner. Encourage students to use the rubric for the summative task as your guide and the critical friends protocol (I like..., I wonder..., Moving forward I think you should...) to give feedback on their partner's work so far.</p> <p>Time permitting, allow students to continue working on their one-pagers. Remind students to use the feedback from their peers to modify their work so far. We will have a gallery walk of the finished posters in the second half of our next class.</p>	Formative assessment: check for understanding. Can determine what needs to be modified in one-pager.
Evaluate	<p>Exit Task: You just received a message in a bottle about our unit this week. What does it say? Write the message down and hand it in on your way out.</p>	Formative assessment: check of understanding. Can evaluate student understanding of concepts so far.

Lesson 4: One-Pager Workshop

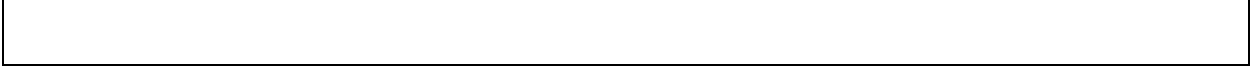
	Details	Assessment
Engage	<p>Welcome students to class/lesson/activity and invite students to stand in a circle.</p> <p>Entry Task: Invite students to respond to prompt: If you created a hashtag for this week's unit, what would your hashtag be? For example, #so many great peoples little time. Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding</p>	Formative assessment: Can evaluate student understanding of concepts so far.

	if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.	
Explain	<p>Debrief entry task by recapping thoughts from the circle.</p> <p>Invite students to sit at their desks. Recap anything that needs clarification.</p>	Formative assessment: check of progress. Can evaluate progress of students and clarify things that need to be clarified.
Explore	<p>Invite students to continue working on their one-pagers. Remind students that they need to include their first and last name, the name of their great woman, a biography of the great woman including but not limited to birth and death (if applicable) dates, present age (if still alive), where they live or lived, interesting facts about their life, two of more quotes from the great woman, a description of the great woman's work and a colourful visual to represent your great woman.</p> <p>Explain to students that they have until the second half of the class to complete their one-pager. We will have a sharing circle during the second half of the class to share our work and provide feedback to one another.</p>	Formative assessment: check of understanding. Teacher will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Elaborate	Pause students at the halfway point of the class. Invite the students back to the circle. Students may bring their one-pagers with them to hold up in the circle. Pass the talking stick around the circle and encourage students to reflect on their experience with the project. Prompt students to share what they liked best, what worked well, what they learned and what they would do differently next time. As before, only the student with the stick is allowed to talk, and if students wish to pass they may do so.	Formative assessment: self-reflection and meta-cognition of the project.
Evaluate	<p>Invite students to fill in their self-reflection form (see below). Go through the categories to make sure that students understand the criteria.</p> <p>Have students hand these in with their one-pagers as they leave.</p>	Summative assessment: Assess completion of their one-pagers based on criteria below. Students will fill in the self-reflection form.

Supporting Sources

Second Story Press. (2018). Great women from our first nation. Retrieved from <https://secondstorypress.ca/kids/great-women-from-our-first-nations>

Second Story Press. (2018). Kelly Founel. Retrieved from <https://secondstorypress.ca/authors-list/kelly-founel>



Assignment Sheet: Great Women From Our First Nation

One-Pager Project

We have been looking at some women from our first nation and have met First Nations women in our community who have changed the world and worked to make a difference in their community. They acted as active citizens. Choose one of these amazing First Nations women (one that we looked at together, or one of your own choosing) and create a visually appealing one-pager that showcases your knowledge of this person.

You can use one of the templates provided or create your own but either way you need to make sure that you include:

- Your first and last name
- Who is your Great Woman? The name of your great woman
- A biography of the great woman including but not limited to birth and death (if applicable) dates, present age (if still alive), where they live or lived, interesting facts about their life
- Two of more quotes from the great woman
- A description of the great woman's work
- A colourful visual to represent your great woman

Things to remember:

- You have the option of working in pairs or groups of 3 to research your great woman. Use appropriate group work protocols to ensure that you are peaceful, equitable and include ideas from all group members.
- The one-pager is an individual exercise – if you are researching in a group, each group member will create their own, unique one-pager
- You will have the chance to give and receive feedback during the work time. Use this feedback to improve the clarity and understanding of your one-pager.
- Revise your work once you have feedback.
- Make sure your writing and your work is legible and easy to understand.
- Creativity is encouraged.
- You may use any art media to complete your work.

What outcomes does this task meet?

- Visual Art:
 - Record single images and simple units
 - Use expressiveness in their use of elements in the making of images
 - Learn to use the basic vocabulary of art criticism in descriptions of their work
 - Experiment with colour effects on compositions
 - Experiment with techniques and media within complete compositions of two and three dimensions
- Social Studies:
 - Demonstrate skills of cooperation, conflict resolution and consensus building
 - Demonstrate skills of oral, written and visual literacy
 - Appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
 - Appreciate how cultural and linguistic exchanges connect one community to another
- ELA:

- Consider the ideas of others
 - listen and respond constructively to alternative ideas or opinions
- Combine ideas
 - use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences
- Extend understanding
 - talk with others to elaborate ideas, and ask specific questions to seek helpful feedback
- Generate ideas
 - choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts
- Structure texts
 - create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events
 - create a variety of oral, print and other media texts to explore ideas related to particular topics or themes
- Focus attention
 - consider audience, purpose, point of view and form when focusing topics for investigation
- Determine information needs
 - discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view
- Use a variety of sources
 - obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions
- Share ideas and information
 - communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations
 - use appropriate visual, print and/or other media effectively to inform and engage the audience
- Appraise own and others' work
 - identify particular content features that enhance the effectiveness of published oral, print and other media texts
 - incorporate particular content features of effective texts into own oral, print and other media texts
- Revise and edit
 - revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
 - revise to eliminate unnecessary repetition of words and ideas
- Enhance legibility
 - choose and use printing, cursive writing or word processing, depending on the task, audience and purpose
 - identify how the format of documents enhances the presentation of content
- Cooperate with others
 - contribute collaboratively in group situations, by asking questions and building on the ideas of others

- take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs
- Work in groups
 - contribute ideas, knowledge and questions to establish an information base for research or investigations
 - assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view
- Experiment with techniques and media within complete compositions of two and three dimensions

How will you be graded on this assignment?

Your grade will be based on a combination of self reflection and the rubric below.

One-Pager Self Reflection Form			
Choose which level you think you are at for each part of the project using the three categories below. Circle your choice.			
My Name Is:			
	I am an expert	I'm almost there	I'm still learning
I included all of the required elements in my one- pager.	😊😊😊	😊😊	😊
The information I included shows that I have a good understanding of my great woman.	😊😊😊	😊😊	😊
My one-pager is well laid out, easy to understand, and is pleasant to look at.	😊😊😊	😊😊	😊
My spelling, punctuation, capitalization, and grammar is accurate.	😊😊😊	😊😊	😊
I worked well in my group, listening to ideas, thoughts, and opinions of my group members as well as contributing my own.	😊😊😊	😊😊	😊

One-Pager Rubric

Name: _____

	Excellent	Good	Basic	Not Meeting
Required elements	The one-pager includes all of the required elements as well as some additional information	The one-pager includes all of the required elements	The one-pager includes most of the required elements, but is missing more than 2 pieces of information	The one-pager includes few of the required elements, missing most of the information
Thoroughness of information	The information included is very thorough and represents a very deep understanding of the accomplishments and story of the great woman	The information included is thorough and represents a good understanding of the accomplishments and story of the great woman	The information included is somewhat detailed and represents a basic understanding of the accomplishments and story of the great woman	The information included is limited and represents a lack of understanding of the accomplishments and story of the great woman
Attractiveness and creativity	The layout and design of the one-pager is exceptionally attractive and creative	The layout and design of the one-pager is attractive and creative	The layout and design of the one-pager is fairly attractive and creative	The layout and design of the one-pager is not attractive, disorganized, and unappealing
Content and accuracy	The spelling, punctuation, capitalization and organization is accurate on all of the included content	The spelling, punctuation, capitalization and organization is accurate on most of the included content	The spelling, punctuation, capitalization and organization is accurate on some of the included content	The spelling, punctuation, capitalization and organization is lacking on all of the included content

Great Women Speed Meeting Responses

Read the information about the great women provided at the stations around the room. Once you have read the information, write down the most important piece of information in the boxes below. You will use this to decide which woman you would like to research more.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Samples

SUSAN AGUKARK

Born: Jan 27, 1967
Churchill, Manitoba

Grew up in Arviat, Nunavut

"I learned to identify my weaknesses and to strengthen them and to accept things I couldn't change."

One of Canada's most unique artists and a leading voice in Canadian music. She blends the Inuktitut and English languages with pop music to tell the story of the Inuit of Arctic Canada.

"I have been on this incredible journey since 1999 and I realize now that I have always had it in me to succeed, to be happy with myself just as I am."

Governor General's Order of Canada 2005
Governor General's Lifetime Artistic Achievement Award 2016
3 Juno Awards
Queen Elizabeth II Diamond Jubilee Medal 2012

SINGER
FOUNDER ARCTIC ROSE FOUNDATION
SONGWRITER

