

UPE Unit: Learn, Teach, Challenge: Approaches to Indigenous Literatures

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.

Possible UPE Course	Educ 435: Literacy, Language and Culture	Level	Post Secondary
Potential additional courses	Educ 420: Issues in Learning and Teaching Educ 460: Specialization 1 - Social Studies or English Language Arts Educ 530: Indigenous Education Educ 535: Specialization II - Social Studies or English Language Arts	Time Frame	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours
Resources Used	Learn, Teach, Challenge: Approaches to Indigenous Literatures edited by Deanna Reder and Linda M Morra		
Author/Creator and Literature Background	<p>➤ From the publisher: “This is a collection of classic and newly commissioned essays about the study of Indigenous literatures in North America. The contributing scholars include some of the most venerable Indigenous theorists, among them Gerald Vizenor (Anishinaabe), Jeannette Armstrong (Okanagan), Craig Womack (Creek), Kimberley Blaeser (Anishinaabe), Emma LaRocque (Métis), Daniel Heath Justice (Cherokee), Janice Acoose (Saulteaux), and Jo-Ann Episkenew (Métis). Also included are settler scholars foundational to the field, including Helen Hoy, Margery Fee, and Renate Eigenbrod. Among the newer voices are both settler and Indigenous theorists such as Sam McKegney, Keavy Martin, and Niigaanwewidam Sinclair. The volume is organized into five subject areas: Position, the necessity of considering where you come from and who you are; Imagining Beyond Images and Myths, a history and critique of circulating images of Indigenousness; Debating Indigenous Literary Approaches; Contemporary Concerns, a consideration of relevant issues; and finally Classroom Considerations, pedagogical concerns particular to the field. Each section is introduced by an essay that orients the reader and provides ideological context. While anthologies of literary criticism have focused on specific issues related to this burgeoning field, this volume is the first to offer</p>		

	<p>comprehensive perspectives on the subject” (WLU Press, 2020, para 1-2).</p> <ul style="list-style-type: none"> ➤ The book was published in 2016 by Wilfred Laurier University Press ➤ The book was edited by Deanna Reder, a Cree-Metis associate professor at Simon Fraser University. She teaches First Nations Studies and English, and focuses on Indigenous theory, life writing, pop fiction, and gender and sexuality (WLU Press, 2020). ➤ The book was also edited by Linda M. Morra. She is a full professor at Bishop’s University in Quebec, where she teaches Canadian and Indigenous literature. She focuses on women’s archives, theories of affect and archives, and women’s writing in Canada (Morra, 2015).
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Rationale

During this unit, students will interact with a variety of Indigenous literature in an experiential manner. Students will become experts in their chosen essay, prepare questions for a group discussion, and moderate a group discussion about their chosen essay. In doing so, students will share their knowledge with classmates and gain skills in teaching, discussion facilitation, and discussion moderation. Through this process, students will appreciate that there are multiple knowledge keepers in a learning environment. Additionally, students will engage in reflection and prepare a reflection piece that describes how their knowledge of Indigenous literature, and in particular the idea of including Indigenous literature in a classroom context, has expanded through the process. Students will also engage in self-assessment, allowing students to be part of the assessment process and partake in metacognition of the activity.

UPE Connections

- **Educ 420 - Issues in Learning and Teaching.** In this unit plan students engage in authentic, meaningful inquiries into Indigenous literature and how to incorporate them in a meaningful and authentic way into classroom contexts. Through this, students will explore cultural as well as experiential learning perspectives. In addition, students will have the opportunity to share their thoughts, provide feedback, and reflect on the process, 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 and the differing perspectives on Indigenous literature in a collaborative manner by encouraging students to moderate and participate in discussions as well as prepare a reflection essay 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 participating in group discussions, preparing for group discussions, leading group discussions, and engaging in self-reflection. Students will have options in how they present their final reflection for summative assessment.
- **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 and through written reflections. This allows students to be part of the assessment process and engage in metacognition of the experience.

Stage 1: Desired Results

Essential Question:

How can we include Indigenous literature in classrooms in a way that is authentic, meaningful, and culturally appropriate?

General Outcomes:

1. Gain a general awareness of Indigenous literature and considerations for incorporating Indigenous literature in classroom contexts
2. Reflect on literature to deepen knowledge and teaching practice to be inclusive of all students
3. Understand how to incorporate Indigenous literature into teaching practice and classroom contexts
4. Analyze and apply theoretical frameworks of inclusion, diversity, and knowledge building
5. Practice discussion moderation, facilitation, and participation

Stage 2: Assessment Evidence

Summative Assessment

1. Discussion Moderation Reflection and Self-Assessment (Lesson 2)

Formative Assessments

1. Entry tasks (Lessons 1 and 2)
2. Exit tasks (Lessons 1 and 2)
3. Discussion Question Preparation (Lesson 1)
4. Class discussions (Lessons 1 and 2)
5. Anecdotal evidence of student learning (Lesson 1 and 2)

Stage 3: Learning Plan

Lesson Number	Title	Student Outcomes	Deliverable	Out of Class Student Follow-up
1	Introduction to the Discussion Moderation Task	<ol style="list-style-type: none">1. Gain a general awareness of Indigenous literature and considerations for incorporating Indigenous literature in classroom contexts2. Reflect on literature to deepen knowledge and teaching practice to be inclusive of all students3. Understand the task requirements	Discussion Moderation Questions	Students will read their chosen essay in the book. Students will summarize the salient points in the essay and prepare a list of discussion questions to moderate a discussion on their chosen essay. Students will submit these to the instructor for feedback prior to the group discussions.

		4. Practice providing feedback and being a critical friend		
2 NOTE: This lesson may be repeated several times to ensure that all students have the opportunity to facilitate a discussion	Group Discussions	<ol style="list-style-type: none"> 1. Practice discussion moderation, facilitation, and participation 2. Understand how to incorporate Indigenous literature into teaching practice and classroom contexts 3. Analyze and apply theoretical frameworks of inclusion, diversity, and knowledge building 4. Engage in reflection and self-assessment 	Discussion Moderation Reflection and Self-Assessment	Students will prepare a reflection on the group discussion paying attention to how the discussion broadened their emerging knowledge on Indigenous literature. Students will also prepare a self-assessment based on the rubric for discussion moderation.

References

Morra, L. (2015). About. Retrieved from <http://lindamorra.com/>
 WLU Press. (2020). Deanna Reder. Retrieved from <https://www.wlupress.wlu.ca/Contributors/R/Reder-Deanna>
 WLU Press. (2020). Learn, teach, challenge: approaching indigenous literature. Retrieved from <https://www.wlupress.wlu.ca/Books/L/Learn-Teach-Challenge>

Lesson Plan 1 - Introduction To The Discussion Moderation Task

Synopsis	
<p>In this session, students participate in an entry task that asks them to reflect upon their experiences with and comfort in incorporating Indigenous literature in a classroom context. This kinesthetic activity allows students to physically and mentally place themselves on a continuum so that they can gain insight into their perspectives on the incorporation of Indigenous literature. After setting the stage for the lesson, students will further reflect on their perspectives by participating in an instructor moderated discussion. The purpose of this is two-fold - to encourage reflection and self-awareness and to model the summative task for the unit. Following the discussion, students will have the opportunity to provide critical friends feedback to the instructor on the discussion moderation. Students will also have the opportunity to dissect the learning task and sign up to be the discussion moderator for a specific essay contained in the resource. The lesson concludes with students revisiting the continuum and exploring if their perspectives have changed since the beginning of the session.</p>	
Time Frame and Commitment	Materials Needed
<p>Lesson: 75 mins Faculty preparation to use this plan: Medium Students preparation for this plan: Low Faculty follow-up after lesson: Medium Student follow-up after lesson: Medium</p> <p>Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hour</p>	<ul style="list-style-type: none"> ➤ Painters tape ➤ Paper for labels ➤ Post-it notes ➤ Copies of the learning task sheet ➤ Sign up sheet for discussion moderation ➤ Copy of Learn, Teach, Challenge: Approaches to Indigenous Literatures edited by Deanna Reder and Linda M Morra
Outcomes	Plan for Differentiation/Inclusion
<ol style="list-style-type: none"> 1. Gain a general awareness of Indigenous literature and considerations for incorporating Indigenous literature in classroom contexts 2. Reflect on literature to deepen knowledge and teaching practice to be inclusive of all students 3. Understand the task requirements 4. Practice providing feedback and being a critical friend 	<ul style="list-style-type: none"> ➤ Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class ➤ Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session. ➤ Provide digital materials for students to make notes during or after the session. ➤ Students will participate in a variety of learning activities including a self-reflective kinesthetic activity, group discussion, partner/small group and individual work.

Prerequisite Knowledge	Next Steps
Students will be provided with the link to the task outline prior to the class and be expected to familiarize themselves with the task before class.	<p>Students will read their chosen essay in the book. Students will summarize the salient points in the essay and prepare a list of discussion questions to moderate a discussion on their chosen essay. Students will submit these to the instructor for feedback prior to the group discussions.</p> <p>The instructors will review exit comments to determine any gaps in knowledge and prepare to discuss this in the next session. The instructor will also review the student's discussion questions and provide formative feedback.</p>

Sequence			
Component and Time Frame	Details	Resources	Assessment
Engage ~20 mins	<p>Prior to the students arrive, arrange the seats and desks in a circle around the edge of the room. Using painters tape, create a line on the floor. On the one end of the line, stick a label that says “Great Experience”. Label the other end of the line “Limited Experience”. For the second half of the exercise, stick another label at one end of the line that says “Extremely Comfortable”. At the opposite end, stick a label that says “Extremely Uncomfortable”.</p> <p>NOTE: This could be done without the use of painters tape but the line helps students get a better picture of the continuum.</p> <p>For more on this process see Barometer: Taking a Stand On Controversial Issues https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues (Facing History and Ourselves, 2020).</p> <p>As students enter the class give each student two different colour post-it notes. Welcome students to the class. Once all students are seated, ask students to think about their experience with Indigenous literature - do they have lots of experience</p>	<p>Line on the floor made before students enter the room</p> <p>Labels for line</p> <p>Two different colours of Post-It-Notes</p>	<p>Formative assessment and self-reflection: Use the activity to allow students to reflect on their experience and comfort with Indigenous literature in a classroom context</p>

	<p>or limited experience? Give students a moment to consider their response. Once students are ready, have them write their initials on their pink Post-It notes and place their pink Post-It note on the line in a place that best fits where they are on the experience continuum.</p> <p>Remind students that there are no right or wrong answers. This is merely to see where students are at in the given moment.</p> <p>Once students have placed their pink Post-It note on the grid, have students return to their seats and ask students to look at the grid. What do they notice and what do they wonder?</p> <p>Ask students to write down their thoughts.</p> <p>Now ask students to think about their comfort with incorporating Indigenous literature in a classroom context. Where would they place themselves on the continuum from extremely comfortable to extremely uncomfortable? Give students a moment to consider their response. Once students are ready, have them write their initials on their blue Post-It notes and place their blue Post-It note on the line in a place that best fits where they are on the experience continuum.</p> <p>Remind students that there are no right or wrong answers. This is merely to see where students are at in the given moment.</p> <p>Once students have placed their blue Post-It note on the line, have students return to their seats and ask students to look at the grid. What do they notice and what do they wonder?</p> <p>Ask students to write down their thoughts.</p>		
<p>Explore and Explain ~ 30 mins</p>	<p>Direct Instruction Part 1: Debrief entry task by facilitating a discussion on the opening exercise. Begin by having students share either an I wonder, or I notice about the exercise. Allow students to share popcorn style, i.e. students may choose their order and speak</p>	<p>Learning task handout</p> <p>Link to digital copy of the learning task handout in the course LMS</p>	<p>Formative assessment: check of understanding. Can use questioning to find out students' understanding of task requirements.</p>

	<p>when they feel the need or desire to contribute.</p> <p>Once everyone has a chance to share, moderate the discussion by prompting students to expand on their initial thoughts or share more about either their experience or comfort level. Ask students to think about:</p> <ul style="list-style-type: none"> - Why did you place yourself where they placed yourself on either one of the continuums? - What factors led to you being experienced or inexperienced? - What factors led you to being comfortable or uncomfortable? - How might you change your comfort level? <p>Continue the discussion until students have finished engaging with the reflection. Close the discussion by asking students why they think we did this exercise, and why we did it in the particular way. Explain that, although this is time-consuming to set up, by having students physically get up and walk to a spot in the continuum they are much more engaged and self-reflective in that moment. It also creates a great visual at the end of the exercise that everyone can see.</p> <p>Explain that we will explore approaches to Indigenous literature, focusing on classroom contexts.</p> <p>Introduce the framework for the learning task. Give students a copy of the learning task and/or refer them to the digital copy that is located in the course LMS.</p>		
Explore ~ 10 mins	Group work: Have students pair up or get into small groups, depending on the number of students in the class. Students will read through the task, noting what they need to complete and any questions they have.	<p>Learning task handout</p> <p>Link to digital copy of the learning task handout in the course LMS</p>	<p>Formative assessment: check of understanding. Can use questioning to find out students' understanding of task requirements.</p>
Elaborate ~ 10 mins	<p>Ask students if they have questions regarding the assignment. Discuss any questions that students have about the</p>	<p>Discussion moderation sign-up sheet</p>	<p>Formative assessment: check of understanding. Can</p>

	<p>assignment.</p> <p>Have students look through the list of selected essays and choose one to be a discussion moderator for. Have students sign up for their selected essay. Some students may not get their first choice so it is good if students have a backup.</p>		<p>use questioning to find out students' understanding of task requirements</p>
<p>Evaluate ~ 5 mins</p>	<p>Exit Task: Write down three takeaways you had from today's discussion? What worked well for you? What would you do differently in your discussion moderation? Write down your thoughts and hand these in as you leave.</p> <p>Remind students that they need to read their essay, prepare a list of discussion questions and submit these to the instructor before the next session.</p>	<p>Slide showing exit task and tasks to complete for next session.</p>	<p>Formative assessment: check for understanding. Can gauge students' grasp of ecosystems as a concept.</p>

Instructor Reflections
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References
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Facing History and Ourselves. (2020). Barometer: taking a stand in controversial issues. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues>

Lesson Plan 2 - Discussion Moderation

Synopsis	
<p>In this lesson students will continue to explore the concept of the inclusion of Indigenous literature in classroom contexts. Students will take over the lesson and moderate small group discussions on pre-selected essays, using pre-approved discussion questions to facilitate their group discussions. Students will be put into groups by the instructor to encourage a collaborative classroom environment. At the end of the discussion time, students will participate in a sharing circle, reflecting on their experience.</p> <p>NOTE: Depending on the number of students in the class, this lesson may need to be repeated to ensure that all students have the opportunity to moderate a discussion</p>	
Time Frame and Commitment	Materials Needed
<p>Lesson: 90 mins Faculty to prepare to use this plan: Medium Students to prepare for this plan: Medium Faculty follow-up after lesson: High Student follow-up after lesson: High</p> <p>Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours</p>	<ul style="list-style-type: none"> ➤ Class member name tags to separate students in groups ➤ Desks in groupings of 5-6 ➤ Flip chart paper ➤ Flip chart markers ➤ White boards and/ or chalk boards ➤ White board markers and/or chalk ➤ Talking stick
Outcomes	Plan for Differentiation/Inclusion
<ol style="list-style-type: none"> 1. Practice discussion moderation, facilitation, and participation 2. Understand how to incorporate Indigenous literature into teaching practice and classroom contexts 3. Analyze and apply theoretical frameworks of inclusion, diversity, and knowledge building 4. Engage in reflection and self-assessment 	<p>Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.</p> <p>Provide digital materials for students to make notes during or after the session.</p> <p>Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.</p>
Prerequisite Knowledge	Next Steps
<p>Students were required to prepare discussion questions and submit these to the instructor for approval before the class.</p> <p>Students should come prepared with a way to record the discussion takeaways.</p>	<p>Students will prepare a reflection on the group discussion paying attention to how the discussion broadened their emerging knowledge on Indigenous literature. Students will also prepare a self-assessment based on the rubric for discussion moderation.</p> <p>Faculty will review exit slips to determine any gaps in knowledge and prepare to discuss this in the next session. Faculty will also review the group discussion reflection learning tasks and self-assessment to provide summative feedback.</p>

Sequence			
Component and Time Frame	Details	Resources	Assessment
Engage And Explain ~5 mins	<p>As students enter the session, ask students to find their assigned desks. Remind students that they are taking over the class today and will lead their groups in the discussion of their selected essays.</p> <p>Indicate which discussion leaders will go first (based this on the essays - essay 1 first, 2 second etc).</p> <p>Explain to students that they will lead a discussion for approximately 10 minutes and then spend 5 minutes capturing the takeaways from the discussion. Students should use a visible form to capture the takeaways (e.g. flipchart paper, hashtags written on strips of paper, chalkboard drawing or poem). Remind students that they should take a photo of their visual so that they can submit it with their reflection piece.</p> <p>After the first discussion, the second discussion will take place.</p>	Written order of discussions on the whiteboard.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of the process
Explore and Elaborate ~75 mins (may be more or less depending on the number of students)	<p>Group work: Group discussions will take place.</p> <p>Periodically signal the amount of time remaining for each discussion and capture of takeaways.</p> <p>Signal when it is time for the next discussion. If appropriate, include a body break in between discussions so that students remain fresh throughout the discussion period.</p>	Flip chart paper Flip chart markers White boards and/ or chalk boards White board markers and/or chalk	Formative assessment: anecdotal evidence. The instructor will circulate among the groups to observe the discussion moderation and participation.
Evaluate ~10 mins	<p>Exit Task: Invite students to stand in a circle and, using a talking stick, encourage students to respond to prompt “What is something you learned today?” Students will pass the talking stick around the circle. The person</p>	Talking stick	Formative assessment: check for understanding. Can gauge students'

	<p>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>Remind students that they need to prepare a reflection on the group discussion paying attention to how the discussion broadened their emerging knowledge on Indigenous literature. They also need to prepare a self-assessment based on the rubric for discussion moderation.</p>		
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Instructor Reflections
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Learning Task - Learn, Teach, Challenge:

Approaches to Indigenous Literatures

RATIONALE

The goal of the Learn, Teach, Challenge: Approaches to Indigenous Literatures learning task is to provide students with the opportunity to reflect on how their knowledge of Indigenous literature, and in particular the idea of including Indigenous literature in a classroom context, has expanded through the process of knowledge gathering, discussion, and reflection. Students will also engage in self-assessment, allowing students to be part of the assessment process and partake in metacognition of the activity. The learning task in this unit aims to bridge the theoretical with the practical by giving students an opportunity to reflect upon their experience and comfort with Indigenous literature as well as their experience facilitating a group discussion.

GENERAL LEARNING OUTCOMES

Students will:

1. Gain a general awareness of Indigenous literature and considerations for incorporating Indigenous literature in classroom contexts
2. Reflect on literature to deepen knowledge and teaching practice to be inclusive of all students
3. Understand how to incorporate Indigenous literature into teaching practice and classroom contexts
4. Analyze and apply theoretical frameworks of inclusion, diversity, and knowledge building
5. Practice discussion moderation, facilitation, and participation

GRASPS

Goal	The goal of the Learn, Teach, Challenge: Approaches to Indigenous Literatures learning task is to provide students with the opportunity to reflect on how their knowledge of Indigenous literature, and in particular the idea of including Indigenous literature in a classroom context, has expanded through the process of knowledge gathering, discussion, and reflection. Students will engage with theoretical principles and apply the concepts to their classroom contexts.
Role	You will take the role of an investigator and researcher who is looking at how your knowledge has deepened as a result of engaging with Indigenous literature, facilitating a discussion about that piece of literature, and self-reflecting on your process.
Audience	You will prepare this reflection for your instructor so that you can take the concepts and discoveries that you made and then apply them to a real life classroom context scenario.
Situation	You will have the opportunity for formative feedback while you discuss your thoughts with your peers and instructor.
Product	You will be asked to read a selected essay in Learn, Teach, Challenge: Approaches to Indigenous Literatures edited by Deanna Reder and Linda M Morra.

	<p>Based on the essay, prepare 3 thought-provoking questions to facilitate a small group discussion on the essay. Submit these to your instructor for formative feedback prior to your discussion day.</p> <p>On the day of the discussion, you will be asked to facilitate and moderate a small group discussion with your peers. At the end of the discussion time, you will work, with your group, to prepare some kind of visual to capture the takeaways from the discussion. Creativity is encouraged. Examples include, but are not limited to, writing a group poem, creating a flip chart poster, drawing out the key takeaways on a whiteboard, creating a series of hashtags or tweets about the discussion.</p> <p>Following the discussion, you will prepare a short, 500 word maximum, reflection on how your knowledge of and comfort with incorporating Indigenous literature into a classroom context has deepened after participating in and facilitating group discussion. Include and make reference to the visual of key takeaways from your discussion moderation.</p> <p>You will also prepare a self reflection where you will provide evidence for where you think you are on the rubric. Using a rubric, highlight the place where you think you are for each criteria. Provide 2-3 sentences explaining your rationale. Submit this with your reflection.</p>
Standards	See below

Rubric				
Criteria	Excellent Meets all and exceeds some requirements (A- to A)	Good Meets all requirements (B to B+)	Satisfactory Meets some requirements (C to B-)	Unsatisfactory Fails to meet requirements (C- or lower)
Summary of Concept <i>Did you include a summary of key takeaways from your discussion? Did you include a visual of your key takeaways? (30 points)</i>	The reflection provides a very clear and thorough summary of the key takeaways from the discussion.	The reflection provides a clear and thorough summary of the key takeaways from the discussion.	The reflection provides a somewhat clear and basic summary of the key takeaways from the discussion.	The reflection provides an unclear and limited summary of the key takeaways from the discussion. Several pertinent details are missing.
Content and Analysis <i>Did you discuss and show how your knowledge has expanded throughout the discussion moderation and</i>	The reflection conveys extensive evidence of, and provides a very thorough description of how the students' knowledge has expanded	The reflection conveys clear evidence of, and a thorough description of how the students' knowledge has expanded throughout the	The reflection conveys some evidence of, and a basic description of how the students' knowledge has expanded throughout the discussion	The reflection conveys minimal evidence of, and a limited description of how the students' knowledge has expanded throughout the discussion

<i>participation?</i> (60 points)	throughout the discussion moderation and participation. The response demonstrates a very strong awareness of the concept of including Indigenous literature in a classroom context.	discussion moderation and participation. The response demonstrates a strong awareness of the concept of including Indigenous literature in a classroom context.	moderation and participation. The response demonstrates a beginning awareness of the concept of including Indigenous literature in a classroom context.	moderation and participation. The response demonstrates minimal awareness of the concept of including Indigenous literature in a classroom context.
Citations and Scholarly Writing <i>Did you include acknowledgment of data sources and is your grammar and spelling accurate?</i> (10 points)	<p>There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral.</p> <p>The reflection contains minimal errors and a high standard of writing quality.</p>	<p>There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral.</p> <p>The reflection contains some errors and a reasonable standard of writing quality.</p>	<p>There is a somewhat complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for easy referral.</p> <p>The reflection contains several errors and a basic standard of writing quality.</p>	<p>There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information.</p> <p>The reflection contains multiple errors and a poor standard of writing quality.</p>