Over the semester, we have identified issues affecting First Nations, Métis, and Inuit People in Canada. These issues have been discussed in what we have read, what we have discussed, and what we have viewed. We have identified that there are many issues to overcome but we have also seen that Aboriginal People in Canada have also had many successes and there is much to celebrate.

**THE TASK…**

You will design an Aboriginal Cultural Awareness Day for GCHS that celebrates First Nations culture and people. To do this, you will complete several steps and your final project will include multiple parts:

1. ***YOUR PLAN FOR THE DAY – WHAT IS IT?***

Brainstorm and decide on what you will do for your project. Suggestions could include a National Aboriginal Day Celebration at GCHS, A school feast/Pow-Wow, a Cultural Fair, a musical celebration, or any other idea that you might come up with.

🡪You **MUST** get approval for your program before going on to the next step.

1. ***AN EXPLANATION***

You will write a paragraph or two about why/how you believe your idea will help support students, (both aboriginal and non-aboriginal) at GCHS. How will an Aboriginal Cultural Day empower students? How will it help make GCHS a positive place? What parts of your plan connect the most with you?

1. ***AGENDA!***

You will first create an agenda for your program. Your agenda will be for an entire school day, (9am-3pm). You will also include lunch. In your agenda you might consider the following: speakers and guests, activities/games, workshops, art and crafting, etc. Your agenda must have three events in the morning and two events in the afternoon, following this structure:

**SAMPLE AGENDA:**

9am-10am: Welcoming Ceremony

10am-11am: First Activity

11am-Noon: Second Activity

Lunch:

1pm-2pm Third Activity

2pm-3pm Fourth Activity

Your agenda **MUST** include at least one event from **EACH** of the following main units from the course: **(1) Identity (2) Relationships (3) Sovereignty (4) Challenges**

**IDENTITY EVENTS RELATIONSHIP EVENTS SOVEREIGNTY EVENTS CHALLENGES EVENTS**

1. ***EXPLAINING AND LINKING YOUR EVENTS***

Once you have an agenda you will need to write a description, (no more than two paragraphs) for each activity. The purpose is to explain **why** and **how** your activities tie into a Cultural Awareness Day. Your descriptions must also show why and how your event ties into one or more of the main units or topics we have talked about in the course.

Your descriptions will outline what is going to happen in each part of your agenda and the goal of that part. For example:

*The Dreamcatchers workshop will introduce participants to the meaning of dreamcatchers and what they represent in Anishinaabe culture. Participants will be able to create their own dreamcatchers using materials that are provided. Participants will then have an understanding of an aboriginal art and craft as well as an understanding of symbolic meaning of dreamcatchers. This workshop will be 1.5 hours long in a classroom.*

*This event ties into the topic of Aboriginal identity because the Dreamcatcher is an important symbol for many First Nations. This is because…*

1. ***ADVERTISE IT!***
2. You will be required to create a very colourful, culturally-appropriate and eye-catching poster that lists information about your Cultural Awareness Day. This will include a title, the date, location, and some information about specific events. This may be completed either on computer, (with some colour added) or by hand.
3. A logo for your event needs to be developed. Your logo must be appropriate, interesting, and eye-catching.
4. An Announcement for either radio or school announcements. You will write an announcement that is 20-30 seconds long explaining the event and why/how it will bring awareness of Aboriginal cultures to students.

**Learning Goal:**

I will demonstrate an understanding of Aboriginal culture, issues, challenges and successes by creating an Aboriginal Cultural Day event that brings together information learned throughout the course.

**Success Criteria:**

[ ] I will follow the steps outlining my tasks, and ensure I complete each part of each step

[ ] I will use my time effectively in class, but understand some work may be completed at home

[ ] I will research other workshops/ celebrations for ideas and inspiration but my work will be my own

[ ] I will ensure I follow all of the steps for the assignment

[ ] I will write detailed descriptions that link my activities with why/how they celebrate culture

[ ] I will either type or neatly print the explanations for each part of my program

[ ] I will be sure to edit each description for spelling, grammar, and clear ideas

[ ] I will create a poster that includes all included parts as described in the outline

[ ] I will connect my ideas to identity, relationships, sovereignty, and challenges. I might do this within some of the activities I plan, or within the explanations I provide

**How Much Is This Worth?**

This is your final assignment and like an exam, it is worth 30% of your final grade. Therefore, it is important to make sure you follow ALL of the steps and you put effort, creativity, and thought into your work.

**Marks**:

This assignment is worth **30%** of your overall mark. Therefore it is extremely important to follow the outline, the success criteria, and any other information provided to you. Marks are as follows:

**KNOWLEDGE:**

**Of Aboriginal Cultural Issues, including Identity, Relationships, Sovereignty, and Challenges /25**

**TOTAL:**

**\_\_\_\_\_/100**

**100 marks = 30% Final Mark**

**THINKING:**

**Of Details of Explanations, Connections and Explanations to Show Why/How Events are Important /25**

**COMMUNICATION:**

**Ideas are clearly explained with support, and writing is edited for spelling and grammar. /25**

**APPLICATION:**

**All parts are completed with effort and creativity. The student has shown interest in the assignment /25**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RUBRIC: Culminating Activity (Cultural Celebration Awareness Campaign)** | | | | |
| **Categories** | **Level 1 (50 - 59%)** | **Level 2 (60 - 69%)** | **Level 3 (70 - 79%)** | **Level 4 (80 - 100%)** |
| **Knowledge and Understanding -advertising campaign demonstrates knowledge of the facts related to Native culture and celebrations. IDV.04** | Demonstrates limited knowledge of facts | Demonstrates some knowledge of facts | Demonstrates considerable knowledge of facts | Demonstrates thorough knowledge of facts |
| **Thinking -use of inquiry skills to select strategies and resources, analyse and interpret information and form conclusions about the value of Native cultural celebrations ID3.02** | Uses inquiry skills with limited effectiveness | Uses inquiry skills with some effectiveness | Uses inquiry skills with considerable effectiveness | Uses inquiry skills with a high degree of effectiveness |
| **Communication -communicates information and ideas about Native cultural celebrations and their importance SO2.02** | Communicates information and ideas with limited clarity | Communicates information and ideas with some clarity | Communicates information and ideas with considerable clarity | Communicates information and ideas with a high degree of clarity |
| **Application -transfer of concepts, skills, and procedures learned in this courseto new contexts (a media campaign) SO3.04** | Transfers concepts, skills and procedures with limited effectiveness | Transfers concepts, skills and procedures with some effectiveness | Transfers concepts, skills and procedures with considerable effectiveness | Transfers concepts, skills and procedures with a high degree of effectiveness |

\*\*A student below Level 1 has not met the expectations for this assignment