**Support Documents and Answer Keys**

|  |  |  |
| --- | --- | --- |
| **Name of Artifact From:** | **Each Week, check if the box if you completed each the following criteria**  | **Check Mark**  |
| ***The Gift of Life and Gift of Elders***  | **You checked with our class artifact catalogue posted that no one else has registered the artifact you chose and that the image is culturally appropriate, approved by our Elder and is copyright free and/or cited properly.** **Each week, one Plains Cree artifact was chosen and translated into English and nehiwayak.****Each week, an artifact from your culture or others were chosen translated in the additional language and English. You have also chosen one Inuit and Metis artifact within unit as well.** **All other assignments for each lesson are completed before the start of the next lesson.** |  |
| ***The Gift of Spirituality*** |  |
| ***The*** **of Parenting and Discipline** |  |
| ***The Gift of Nature and Natural Laws***  |  |
| ***The Gift of Story***  |  |

**Expository and Narrative Writing Prompts**

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**Proper Nouns: Names of People Places and Things: Word Bank**

|  |  |
| --- | --- |
| **Challenging Words: People**  | **Definitions**  |
| Nanaboozhoo: | The central character in many First Nations Stories.  |
| Indian (This is a term that is considered improper in Canada).  | First Nations people. First Nations is the proper term. |
| Ojibway/Anishinabe | Aboriginal people in Canada and US. Part of a larger cultural group, the Anishinaabeg and share many of the same traditions as Cree.  |

|  |  |
| --- | --- |
| **Challenging Words: Places**  | **Definitions**  |
| Marshes  | a wetland  |

|  |  |
| --- | --- |
| **Challenging Words: Things/Animals/Other**  | **Definitions**  |
| Mush-ko'-be-wun' | The great flood |
| Mahng | The name of the loon (duck) in the story  |
| Beak | Nose of a bird |
| Helldiver | The name of a small freshwater diving bird. The bird’s name in the story is Zhing-gi-biss. |
| Mink | A small Mammal, that looks like a dog. The mink’s name in the story is Zhon-gwayzh'. |
| Muskrat | A water rodent, like a rat. |
| Wa-zhushk | The name of the muskrat in the story. |
| Mi-zhee-kay | The name of the turtle in the story. |
| Paw | The foot of an animal with claws. |
| Kitchi-Manitou | The name of the Creator in Aboriginal spirituality. |

**Action Verbs**

|  |  |
| --- | --- |
| Challenging Words  | Definitions  |
| purify  | To cleanse something from negativity.  |
| dove  | To go into the water. Past tense of dive. |
| reverence  | Honour or respect. |
| anew  | To start over again.  |
| strayed  | Past tense of stray. To forget about something that was once important. |

Figurative Language and Symbolic Learning Examples in Aboriginal Storytelling (For Reference or as a Handout for Figurative Language Activities).



Turtle: Turtle is a First Nation symbol that is associated with the earth. In many Cree and Anishinabe Creation stories, North America was created on the back of a giant turtle. Turtle teaches about patience, stability, grounding, and earth connection.



Dragonfly: The Dragonfly reminds us of Aboriginal ancestors who have lived before. The Dragonfly represents ancient wisdom and love from spirits of ancestors.



Butterfly: Butterfly is a youthful spirit who symbolizes transformation from youth to adulthood. Butterfly is associated with the innocence and playfulness of childhood.



Ants: Ants symbolize hard work.. The Ant nation teaches humanity that we need to work together in a good way to build our families, communities, and nations. The Elders teach us this.



Robins: The Robin Nation teach humans about the joy of using your voice. Robin reminds us that, "Our voice is a medicine." Robin encourages humanity to sing out their good thoughts into the universe every day as the morning sun rises.



Moose: Moose is a symbol of patience and careful thoughts. Moose teaches us that we take the time to make decisions to have a good life.



Geese: Geese symbolize the importance of respectful communication, and respectful team work between community members. When Geese fly in formation they take turns with breaking the wind.



Snakes:  Snakes are representative of our need to regularly dance to the music of Mother Earth.

 

Sunflowers: Sunflower reminds humans that we are deeply connected to the healing power of the sun. This nation teaches us to be aware of the natural cycles of our day to be healthy and balanced.



Deer: In many traditional teachings, Deer is a symbol of gentleness. Mother Deer teaches us to walk gently on our earth path and both men and women should nurture their female side.

Note. Adapted from Leah Dorion (2015). About Symbolic Learning http://www.leahdorion.ca/symbolism.html

APPENDIX C

Paragraph Assessment

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
|   RUBRIC | DESCRIPTIVE PARAGRAPH CRITERIA | POINTS |

 |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |   Self / Teacher |
| **Topic Sentence** | Topic sentence is well written, correctly placed, and introduces the topic. | Topic sentence is complete and introduces the topic. | Attempt was made to write a topic sentence but it is not effective at introducing the topic. | Topic sentence is unclear and incomplete, and is not introducing the topic. |  |
| **Supporting Detail Sentence(s)** | Paragraph(s) have 6 or more supporting detail sentences that relate back to the main idea. | Paragraph(s) have 4-5 supporting detail sentences that relate back to the main idea. | Paragraph(s) have 3-4 supporting detail sentences that relate back to the main idea. | Paragraph(s) have 0-2 supporting detail sentences that relate back to the main idea. |  |
| **Concluding Sentence** | Conclusion is clear, complete, sums up the paragraph and relates back to the topic sentence. | Conclusion is complete, relates to the topic, but is simple. | An attempt was made to conclude, but is incomplete or does not relate to the topic. | No clear conclusion. |  |
| **Word Choice** | Writer uses adjective words and phrases that linger or draw pictures in the reader's mind, and the choice of the words seems accurate, natural and not forced. | Writer uses adjective words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.  | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.  | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest.  |  |
| **Mechanics and Grammar** | Paragraph has no errors in punctuation, capitalization, and spelling.  | Paragraph has one or two punctuation, capitalization, and spelling errors. | Paragraph has three to five punctuation, capitalization, and spelling errors. | Paragraph has six or more punctuation, capitalization, and spelling errors. |  |
|  **Sensory Details** | Paragraph includes details that appeal to three or more of the five senses (taste,touch, sound, sight, smell). | Includes details that appeal to three of the five senses. | Includes details that appeal to only two of the five senses. |  Includes no details that appeal to one of the five senses. |  |

**Total Points:***Note:* Reprinted from Greater Saskatoon Catholic Schools (2014). Reprinted with permission. |

 |
| APPENDIX D |

**Puzzle Solution**

S O U L S P I R I T E S G G +

C G T W O R L D + C C U R N M

R O M W F D E A N D N B E I A

E V G O O W I E N V E S A R D

A E R E O L D F E T S T T R E

T R A T R N E G F H S A E E H

E N S S E I E G + E E N S F T

D E S P T T F I G S R C T N A

B D E L A I C I F E N E B O E

L D S B W L E G G E D S N C R

A L L P H Y S I C A L S + T B

W E C O N T I N U I T Y T U O

S E R U T A E R C H T A E R B

S R E M M I W S G N I H T O N

C R E A T I O N M A N I T O U

(Over,Down,Direction)

ALL(1,11,E)

AND(8,3,E)

BENEFICIAL(13,9,W)

BESTOWED(1,9,NE)

BREATH(15,13,W)

BREATHED(15,11,N)

CONFERRING(14,10,N)

CONTINUITY(3,12,E)

CREATED(1,2,S)

CREATION(1,15,E)

CREATURES(9,13,W)

DEPENDENCE(2,10,NE)

DIFFERENT(6,3,SE)

ESSENCE(11,7,N)

FIRE(7,8,NW)

FOR(5,3,SW)

GIFT(9,8,W)

GOVERNED(2,2,S)

GRASSES(3,4,S)

GREAT(13,1,S)

GREATEST(13,1,S)

ITS(6,9,NW)

LAWS(1,10,S)

LEGGEDS(6,10,E)

MADE(15,2,S)

MAN(9,15,E)

MANITOU(9,15,E)

MOON(3,3,SE)

NOTHING(15,14,W)

OUT(15,12,W)

PHYSICAL(4,11,E)

PLANT(6,1,SE)

PLANTS(6,1,SE)

SOUL-SPIRIT(1,1,E)

SPIRIT(5,1,E)

SUBSTANCE(12,1,S)

SUBSTANCES(12,1,S)

SWIMMERS(8,14,W)

THE(10,5,S)

THESE(10,5,S)

THINGS(13,14,W)

TWO-LEGGEDS(3,2,SE)

VEGETABLES(10,4,SW)

WATER(5,10,N)

WORLD(4,

**Discovering Our Languages & Dialect Differences**

**In pairs, jot down the informal ways you and your partner write. What you may think of as errors, are only informal ways of communicating!**

|  |  |  |
| --- | --- | --- |
| **Ways we do this** | **Give Examples of Informal English** **(Home talk)** | **Give Examples of Formal English**  **(School talk and writing)** |
| **Sounds of words** **Sentence Structure** **(Organisation of Words)****Different sayings &****Figurative language** **Eye contact** **Communication** **With Elders** **Answering & Asking** **Questions** **Use of Humour** |  |  |

Lesson 4: Singular and Plural Pronouns

Answer Key /10

Read each sentence below and underline the pronoun. Tell whether the pronoun

is singular or plural.

1. John went to the library with him. singular pronoun

2. We ate all of the bannock at the feast. plural pronoun

3. Where did they go last night? plural pronoun

4. I like to listen to traditional drumming. singular pronoun

5. Marie will come to the powwow with us. plural pronoun

6. Angela told me a funny story. singular pronoun

7. Her favorite food is steak. singular pronoun

8. Tomorrow, they will go to the sweat. plural pronoun

9. That dress is old, and it doesn't look nice. singular pronoun

10. Haven't we been here before? plural pronoun

LESSON 4: Formal and Informal (Code Switching Prewriting Activities)

**The Gift of Life: Describing my Artifact**

Informal to formal Differences

Work together to make jot notes on the side of your work and your partner’s work to highlight informal to formal writing from your rough to good copies.

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**For Homework**

**Lesson 5**

**Medicine Wheel Information by Jan Beaver, Ontario Government**

**The Medicine Wheel**

The medicine wheel is the circle of life. All of creation is represented on the medicine wheel. The medicine wheel also includes all nations on Earth and that all things in life and in the universe are in a circle. The life cycle is circular from birth to childhood to youth to adulthood to old age and finally to death and rebirth. These teachings are divided into the four directions.

**East**

In the east, the colour is yellow. The yellow nation is in the East. It is the dawn time of day. East represents birth. It is the season of spring and the time of new life. The Eagle is the East and flies closest to Great Mystery or Creator, Kitchie Manitou. The Eagle gives messages between people and Creator. In the east, we learn about kindness, open mindedness, joy, truthfulness, hope, guidance an leadership.

**South**

In the South the colour is red. The red nation is in the south and the middle part of the day. It is the season of summer and the time of youth. The animal of the south is the deer to teach us about being generous because deer gives us meat to eat and skins for our clothing, drums and shoes. Deer also teaches us to be loyal, honest and respectful. The sacred medicine is cedar, burned to protect your body from disease.

**West**

The colour of the west is black. It is fall and the time when you are an adult. The black nation is in the west. In the west is a doorway through which all people must go when they leave the Earth for the Spirit World. The buffalo guards this doorway. For some native peoples further south, the bear is in this direction. The buffalo is sacred to the native people because of everything buffalo has given us to help us to survive.

**North**

The colour of the north is white. It is the night time and the winter of the year. It is the time of your life when you are an elder. The white nation is in the north. The sacred medicine of the north is the sweetgrass. It was the first plant to grow on Mother Earth. The bear teaches us about fasting because the bear goes to sleep in the winter and doesn't eat for a long time until the spring. The lessons learnt in the north are about strength, truth and wisdom As an elder, you are respected and taken care of. Everyone must take very good care of their elders and listen to their advice. **Out of 16 Marks**

Compare and Contrast Expository Writing Activities & Rubric



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**Out of 16 Possible Marks Total**

**APPENDIX G**

**Lesson 7: Out of 23 Marks Total: 16 Marks for the Re-telling Activities and 7 marks for portfolio labeling**

**Re-Tell Rubric: Listening to Elder Non-Fictional Stories**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Story Elements**  | **4** | **3** | **2** | **1** |
| **Topic/Main Idea**  | The student correctlyidentifies the mainidea and topic of thestory. The studentcorrectly identifiesthe author’s purposefor the passage. Thestudent includesevidence from thetext to support theanswers. | The student correctlyidentifies the mainidea and topic of thestory. The studentcorrectly identifiesthe author’s purposefor the passage | The student is ableto correctly identifythe main idea ortopic of the story.The student tries toidentify the author’spurpose for thepassage but is hardto understand. | The student isunable to identifythe main idea, topic,or author’s purposefor the story  |
| **Details**  | The student includesall of the main pointsof the story withmany accurate details. | The student includesall of the main pointsof the story withsome accurate details. | The studentincludes some main points of the story with few accurate details. | The student isunable to includemain points of the or givesinaccurateinformation and details |
| **Organization**  | The student is able toorganize all of theinformation using thecorrect text structure of the story (sequentialorder, cause/effect,compare/contrast,etc.). | The student is able toorganize most of theinformation using thecorrect textstructure of thestory (sequentialorder, cause/effect,compare/contrast,etc.). | The student is ableto organize some ofthe informationusing the correcttext structure ofthe story(sequential order,cause/effect,compare/contrast,etc.). | The student isunable to organizethe informationusing the textstructure of thestory (sequentialorder, cause/effect,compare/contrast,etc.) |
| **Vocabulary** | The student uses all of the importantvocabulary from the story correctly. | The student uses mostof the importantvocabulary from the story correctly. | The student usessome of theimportantvocabulary from the story correctly. | The student isunable to useimportantvocabulary from the story correctly. |

**(Out of 16 possible marks)**

**Double Entry Journal**

|  |  |
| --- | --- |
| Ideas from: How People Hunted the Moose and our Elder teachings  | Your Reaction |
| Ideas from an article or video from the following environmental website: http://www.kidsplanet.org/ | Your Reaction |

**Story Mapping**

**Linear Narrative Story Mapping**

The Red Sash

By: Jean E. Pendziwol

Illustrated by: Nicolas Debon

**Main Characters**

Isabelle

Mother

Father

John

The boy

**Setting**

Northern Ontario

Fort William

1. **Beginning**

The family wakes up. Mother and John canoe across the Kaministiquia River to the go at work at Fort William in preparation for the rendezvous.

**2. Middle**

John takes Isabelle and the boy to Traverse Islands. The boy sets his snares and catches a hare. He loses Isabelle and John on the islands as storm hits.

**3. End**

A voyageur rescues him and takes him, John and Isabelle back to Fort William.

His father is there and gives gifts for everyone. He gives the boy a red sash, the sash of a voyageur. Everyone celebrates that rendezvous.

**Gift of Values Matching**

Answers

1. Obedience- accepting guidance and wisdom from others
2. Respect – for self and others
3. Humility –knowing that we are not above or below others in the circle of life
4. Happiness – showing enthusiasm to encourage others
5. Love – love of self and love of others, not things
6. Faith – belief in the spirit world
7. Kinship – relationships and bonds with parents, siblings, extended relatives, knowing one’s home community
8. Cleanliness – spiritual cleanliness
9. Thankfulness – gratitude for life and for family
10. Sharing – sharing knowledge, stories, traditions, for future generations
11. Strength – spiritual strength to do things that are difficult
12. Good Child Rearing – guidance and protection of the sacred gift of children
13. Hope – hope that the women who are the life givers and the nurturers will carry on the teachings to bring healthy spirited people into the world
14. Ultimate Protection – protection of the minds, spirit, emotions and health of the youth
15. Control flaps from winds – balance in life’s journey



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