

Exploring Different Perspectives of Pre-Colonial Social and Economic Structures and Their Effects on Gender Roles

Objectives:

- For students to be able to critically examine a variety of texts for authentic views (“Whose story is being told?”).
- Essay writing using webbing technology
- Specific Outcomes
 - 7.1.1. Appreciate the influence of diverse Aboriginal, French, and British peoples on events leading to Confederation.
 - 7.1.2. Appreciate the challenges of co-existence among peoples.
 - 7.1.3. (a,b,c,d) Compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon specific questions and issues
 - What were the different ways in which Aboriginal societies were structured?
 - How did the structures of Aboriginal societies affect decision making in each society?
 - What were the social and economic factors of European Imperialism?
 - In what ways did European Imperialism impact the social and economic structures of Aboriginal societies?

Skills and Processes: 7.S.1, 7.S.2, 7.S.7, 7.S.8, 7.S.9

Materials for task #1:

- Two clips from “Last of the Mohicans”
- Inspirations software – free download at www.inspiration.com or Webbing Tool found at http://interactives.mped.org/view_interactive.aspx?id=127&title=
- Persuasion map – found at http://www.readwritethink.org/materials/persuasion_map/
- Articles-
 - o <http://www.wusc.ca/campuses/lc/deved/2002/Gender.htm> -
 - o <http://www.ubyssey.bc.ca/article.shtml?/20040206/prideTwospirit.htmlf>
 - o http://www.swc-cfc.gc.ca/pubs/abwomenroundtable/section3_e.html
 - o Colonization and the Decline of Women's Status: The Tsimshian Case
Jo-Anne Fiske
Feminist Studies, Vol. 17, No. 3 (Autumn, 1991) , pp. 509-535
<http://tinyurl.com/fugyo>
 - o Voices and Visions pg 19 and 24

- o http://www.canadiana.org/citm/themes/pioneers/pioneers3_e.html#filles – Information on Filles du roi
- o any other teacher approved articles or resources, that students may find, on this subject

Procedure for task #1:

- To introduce this topic show the two clips from “Last of the Mohicans” and have a class discussion about the gender roles presented in these clips.
- Students will then analyze a variety of articles that highlight social and economic structure effects on gender roles. They will be asked to critically analyze whose story is represented and from what perspective these articles are written.
- Students will brainstorm colonization’s effects on gender roles using Inspirations (See *example 1.1*) or the Webbing Tool (see materials). Since the articles the students have read are based on the differences of social and economic structures of the British, French and Aboriginal peoples, their supporting details must be based on these concepts.
- After brainstorming, students will organize their information according to topic (main ideas). For this, students may use Inspirations (See *example 2.1*), the Webbing Tool or the Persuasion map.
- Students will formulate a thesis statement, showing a comparison between the gender roles of either British and Aboriginal peoples or French and Aboriginal peoples. For students who have difficulty with this, have them form a small group to discuss what possible thesis statements they could have.
- Students will then create an essay outlining colonization’s effects on gender roles and the differences of these roles between Europeans (British or French) and Aboriginal peoples.

Differentiation for task #1:

- Choice between either Inspirations or Persuasion Map
- Small group work on building a strong thesis
- Multiple texts to research from- some materials have been provided for students

Assessment Task #1:

See attached rubric- Persuasive Essay Rubric

Materials for task #2:

- Windows Movie Maker
- Digital scrapbooking help can be found at the following (but are not limited to):
 - o <http://www.khiba.com/PSP/Fall04/>
 - o <http://escrapbooking.com/>
 - o http://www.scrapgirls.com/SG_University_main.htm
- Using primary sources- Interviews (different perspectives- based on present day interactions and Gender/Culture)
- Articles-

- o <http://www.wusc.ca/campuses/lc/deved/2002/Gender.htm>
- o <http://www.ubyssey.bc.ca/article.shtml?/20040206/prideTwospirit.html>
- o http://www.swc-cfc.gc.ca/pubs/abwomenroundtable/section3_e.html
- o Colonization and the Decline of Women's Status: The Tsimshian Case
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- o any other teacher approved articles or resources, that students may find, on this subject

Procedure for task #2:

- Students will interview three people of different genders and ages to acknowledge different perspectives. Their interview questions should center around the following (but should not be limited to):
 - o What are the limitations and privileges that people have experienced in your own society? Be sure to compare the differences between women and men, First Nations and Europeans.
 - o How are leaders chosen in your society?
 - o Who occupies positions of power in your society?
 - o How does economic status play a role in political and social power?
- Using the information gathered for task #1 and from their interviews, students will create a visual presentation (in pairs) using Windows Movie Maker or as a Digital Scrapbook. This presentation will start with pre-colonial social and economic structures in Canada moving to present social and economic structures in Canada. Students must clearly communicate and support their thesis statement from their essay within the presentation.
- Students will present their work to the class.

Differentiation for task #2:

- Multiple texts to research from- some materials have been provided for students
- Multiple ways, other than text, to communicate (visual, audio, etc.).
- Working in groups of two so that students can collaborate.

Assessment Task #2:

See attached rubric- Digital Storytelling Rubric

Digital Storytelling/Movie Maker: Pre-colonial social and economic structures in Canada compared to present social and economic structures in Canada

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1	Score
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.	
Voice - Consistency	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.	
Voice - Pacing	The pace (rhythm and voice punctuation) fits the subject and helps the audience really "get into" the subject.	Occasionally speaks too fast or too slowly for the subject. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the subject. Audience is not consistently engaged.	No attempt to match the pace of the presentation to the subject or the audience.	
Soundtrack - Emotion	Music stirs a rich emotional response that matches the subject well.	Music stirs a rich emotional response that somewhat matches the subject.	Music is ok, and not distracting, but it does not add much to the subject.	Music is distracting, inappropriate, OR was not used.	
Images	Images create a distinct atmosphere or tone that matches different parts of the subject. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the subject. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.	
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.	
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and subject matter.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the subject matter.	Grammar and usage were typically correct but errors detracted from subject matter.	Repeated errors in grammar and usage distracted greatly from the subject matter.	

Persuasive Essay : The effect of colonization on gender roles and the differences of these roles between Europeans (British or French) and Aboriginal peoples

Teacher Name: _____ Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Support for Position	Includes 3 or more main ideas with additional supporting evidence, using a webbing tool, in a logical and organized format and strongly supports the thesis statement.	Includes 3 or more main ideas with additional supporting evidence, using a webbing tool, that support the thesis statement.	Includes 2 main ideas with some supporting evidence, using a webbing tool, that support the position statement.	Includes 1 or fewer main ideas.	
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.	

Research Report: Exploring Different Methods of Decision Making

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1	Score
Organization	Information is very organized with well-constructed paragraphs and responses include a personal connection.	Information is organized with well-constructed paragraphs and responses include a personal connection.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	

Collaborative Work Skills: Exploring Different Methods of Decision Making

Teacher Name: _____ Student Name: _____

CATEGORY	4	3	2	1	Score
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.	
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.	
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).	
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	
Preparedness	Brings needed materials to class, actively participates in Blog (within role restriction parameters) and is always ready to work.	Almost always brings needed materials to class, participates in Blog (within role restriction parameters) and is ready to work.	Almost always brings needed materials and participates in Blog (within role restriction parameters) but sometimes needs to settle down and get to work	Often forgets needed materials, does not participate in Blog (within role restriction parameters) or is rarely ready to get to work.	
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.	