

Unit Planner

Overview			
Subject:	Social Studies (Note: This is a two day lesson for Senior Social Studies Course but may be adapted to other disciplines.)	Topic:	Who Am I? (Who Decides a Person's Identity?)
Unit Overview:	<p>This lesson on identity is designed to span over two classes and allows students to examine the concept of identity through a critical lens to understand differing world views of identity. The lesson starts with the identity as individuals, then shifts to the community and then to a national level by examining three case studies.</p> <p>The two day lesson is scaffolded to allow students the opportunity to examine and discuss specific case studies and apply critical thinking skills..</p>		
Grade:	10-12		
Unit Duration:	2 Days	Date:	November 2017

Stage 1 – Desired Results

Big Ideas

Social Studies 10

Worldviews lead to different perspectives and ideas about developments in Canadian society.

BC First Peoples 12

The identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land. The impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples. Cultural expressions convey the richness, diversity, and resiliency of BC First Peoples.

Comparative Cultures 12

Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures. Interactions between belief systems, social organization, and language influence artistic expressions of culture.

Contemporary Indigenous Studies

The identities, worldviews, and language of indigenous peoples are renewed, sustained, and transformed through the connection to the land. Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism. Indigenous peoples continue to advocate and assert rights to self-determination.

Comparative World Religions

Comparing beliefs provides insights and understanding of diverse global cultures and peoples.

Law Studies

Understanding legal rights and responsibilities allows citizens to participate more fully in society. Laws can maintain the status quo and can also be a force for change. A society's laws and legal framework affects many aspects of people's daily lives.

Social Justice

Social justice issues are interconnected. Individual worldviews shape and inform the understanding of social justice issues. The causes of social injustice are complex and have lasting impacts on society.

Core Competencies

Positive Personal & Cultural Identity

Awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

Communication: Acquire, interpret, and present information (includes inquiries)

Thinking

Critical Thinking

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<ul style="list-style-type: none"> Personal Identity The factors that determine 	<p>Students will understand that...</p>	<p>Students will be able to independently use their learning to...</p>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> Who defines a person's identity, the individual, the

identity either personally, community, or institutionally	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Students will be able to determine how personal experience, communities and institutions such as the government shape identity through personal connections with family, community, and protocol and how institutional policies affect one's identity on a personal, communal and political level. 	community or institutions?
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First Peoples Principles

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.


Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p>Students will be skilled at...</p> <p>Social Studies 10</p> <ul style="list-style-type: none"> Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective) Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment) <p>BC First Peoples 12</p> <ul style="list-style-type: none"> Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change) Determine and assess the long- and-short term causes and consequences, and the intended and unintended consequences, of an event, decision, or development (cause and consequence) Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective) Recognize implicit and explicit ethical claims in a variety of sources (ethical judgment) Recognize and understand that some knowledge is considered sacred and only shared with permission and/or in certain situations, with certain people (ethical judgment) Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment) <p>Comparative Cultures 12</p> <ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Assess and compare the significance of cultural expressions at particular times and places (historical significance) Evaluate inferences about the content, origins, purposes, context, reliability, and usefulness of multiple sources from the past and present (evidence) Analyze continuities and changes in diverse cultures at different times and places (continuity and change) Assess the development and impact of the thought, artistic expressions, power and authority, and technological adaptations of diverse cultures (cause and consequence) Explain different perspectives on past and present cultures (perspective) Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) <p>Contemporary Indigenous Studies</p> <ul style="list-style-type: none"> Other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions Use holistic, experiential, reflective, and relational experiences to better understand connectedness and the reciprocal relationship of First Peoples and the sense of place. Recognize the consequences of our actions (cause and consequence) Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and 	<p>Students will know that...</p> <p>Social Studies 10</p> <ul style="list-style-type: none"> The development, structure, and function of Canadian and other political institutions, including First Peoples governance affect people's sense of identity <p>BC First Peoples 12</p> <ul style="list-style-type: none"> Role of oral tradition for BC First Peoples Practices, and materials among local BC First Peoples and with non-indigenous peoples Provincial and federal governmental policies and practices that have affected, and continue to affect, BC First Peoples responses to colonialism The resistance of BC First Peoples to colonialism Role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of BC First Peoples Commonalities and differences between traditional and contemporary BC First Peoples governance systems Contemporary challenges facing BC First Peoples, including legacies of colonialism <p>Comparative Cultures 12</p> <ul style="list-style-type: none"> Definitions of culture and how these have changed over time Elements of culture and cultural expressions Conflict and conflict resolution within and between cultures Systems of power, authority, and governance Role of value systems and belief systems in the development of cultures Interactions and exchanges between cultures Interactions between cultures and the natural environment Contemporary Indigenous Studies The varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land Factors that sustain and challenge the identities and worldviews of indigenous peoples The resilience and survival of indigenous peoples in the face of colonialism Community development, partnerships, and control of economic opportunities Responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world Restoring balance through truth, healing, and reconciliation in Canada and around the world <p>Comparative World Religions</p> <ul style="list-style-type: none"> Core beliefs, practices, and ethics of world religions, including spirituality in First Peoples cultures Approaches to doctrines or belief systems Institutional and social structures Sacred texts, traditions, and narratives

place, and determine what they reveal about issues in the past and present (significance)

- Ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence)
- Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change)
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical claims in a variety of sources (ethical judgment)
- Recognize and understand that some knowledge is considered sacred and only shared with permission, and/or in certain situations, with certain people (ethical judgment)
- Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)

Comparative World Religions

- Explain the significance of texts, philosophies, events, or developments at particular times and places within various belief systems (significance)

Law Studies

- gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions
- Assess and compare the significance and impact of legal systems and codes (significance)
- Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
- Analyze continuities and changes in legal systems and thought during different time periods and across jurisdictions (continuity and change)
- Assess the development and impact of legal systems and ideas of justice (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment)

Social Justice

- Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance)
- Ask questions and corroborate inferences about the content, origins, purposes, and context of multiple sources and multiple perspectives (evidence)
- Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change)
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, and movement (cause and consequence)
- Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)

Law Studies

- The Constitution of Canada and the Canadian Charter of Rights and Freedoms
- Legislation concerning First Peoples

Social Justice

- Connections between self-identity and an individual's relationship to others in society
- Connections between social justice issues
- Past and present social injustices in Canada and in the world, their possible causes, and their lasting impact on individuals, groups, and society

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative:

Culminating Performance Task(s) at the end of the unit to show understanding

Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.

Formative:

Checkpoints for understanding during the unit

Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

AUTHENTIC PERFORMANCE TASK: Assessing for Understanding

Students will be able to demonstrate their understanding by:

Have students answer the question, *Is Joseph Boyden who he says he is?* Include evidence from Seeing Both Sides, Kathleen and Josiah's situations.

Students should include personal identity and community claiming you as well as personal stories etc.

NVSD Seeing Both Sides (<http://literacy44.ca/wp-content/uploads/2015/10/Seeing-Both-Sides.pdf>)

What is a **GRASPS** task?

NO GRASPS TASKS AVAILABLE FOR THIS UNIT PLANNER

OTHER EVIDENCE: Assessing for Knowledge and Skills

Students will show they have acquired Stage 1 knowledge and skills by:

- Class discussion
- Group and pair discussions

Assess: Know & Do

Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Class discussion Group and pair discussions

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

Lesson hook:

. Write the following on the board and ask students what do they think it means?

'Not Inuk enough to be Inuk, not white enough to fit in'

Take their suggestions on how the statement impacts a person's sense of self and identity.

What does this suggest about Kathleen's identity and her ideas of being between two worlds?

Introduction:

If you have not already introduced identity, start with discussion on identity such as the following:

Excerpt: lesson plan from North Vancouver School District Aboriginal Team Lesson plans: Orange Shirt Day

Identity:

1. Brainstorm with students on the board where does identity mean?

Answers may include; who I am, who I see myself as etc...

2. Then ask students to think about where does identity come from;

Answers may include; my family, school, my traditions, culture, language, faith, community friends, sports teams, how we see ourselves

***Older students: ask who has the most influence over your identity? Is this fluid and how does it change? When do our peers influence our identity more than our families?**

Who Decides Identity?

3. Ask students:

a. how does our identity connect us with our family, friends and community and why is it important?

b. Who decides our identity? How does connection with our community build and shape our identity?

c. Can organizations such as sports teams, choirs, schools shape our identity? Are these forms of community?

d. Should other people?

Identity Review

If you have already discussed what identity means and how we form our identity, review with students where identity comes from.

Tell students that as a class will be looking at three examples of how identity can impact the individual, community and a larger community such as a country or many different people

Main Lesson Part 1:

Kathleen:

a. Write the following on the board and ask students what do they think it means?

'Not Inuk enough to be Inuk, not white enough to fit in'

Take their suggestions on how the statement impacts a person's sense of self and identity.

What does this suggest about Kathleen's identity and her ideas of being between two worlds?

Introduce Kathleen Merritt

Throat Singer who combines both Inuk and Irish ancestry into her music as a way of claiming her identity.

c. Play the video: **'Not Inuk enough to be Inuk, not white enough to fit in': This musician is carving her own identity**

<http://www.cbc.ca/arts/exhibitionists/not-inuk-enough-to-be-inuk-not-white-enough-to-fit-in-this-musician-is-carving-her-own-identity-1.4286011>

d. Either provide discussion questions as a handout (attached) or have students discuss in groups or as a whole class

Video Discussion

Discussion Questions: (Attachment)

How does Kathleen introduce herself at the beginning of the video? Ivaluarjuk

What Inuk protocol is Ivaluarjuk following when she tells where she comes from and who she is related to?

How does this introduction relate to the land and community?

Does this impact Ivaluarjuk's sense of identity? What is Ivaluarjuk's cultural background?

How did her father meet her mother?

What musical influences does Ivaluarjuk talk about from her youth?

Why does Ivaluarjuk's say that she didn't identify with anything while growing up?

What does the statement means: 'Not Inuk enough to be Inuk, not white enough to fit in' when Ivaluarjuk describes her youth?

When Ivaluarjuk started her music project what was her goal?

What is Kathleen traditional name? How did Kathleen receive her name and what is the significance of Kathleen's Inuk name?

Where does Kathleen say her strong sense of self now comes from?

How was this project a form of reclaiming cultural identity?

How does she describe growing up in the North and not knowing where she fits in?

What/who defined her identity?

Understanding Throat Singing

Play the following video clips so that students have an understanding of Inuit/Inuk throat singing:

Tanya Tagaq

<https://www.bing.com/videos/search?q=throat+singing&view=detail&mid=4BC3C31EC08A008E25D44BC3C31EC08A008E25D4&FORM=VIRE>

Throat Singing:

<http://video.nationalgeographic.com/video/exploreorg/inuit-throat-singing-eorg?source=relatedvid>

Kathleen and Throat Singing:

Play some of Kathleen's music from her album: Play two examples of Kathleen's music:

<https://itunes.apple.com/us/album/ice-lines-sealskin/id1028794869?app=music&ign-mpt=uo%3D4>

- a. Sim's jig
- b. Tiqivaluk (feat. Mamaqtuq)

How do the two examples illustrate the cultural influences in the music? Which community does Kathleen belong to? Who decided this? How does Kathleen create her identity through her music?

Part 2:

Josiah

Individual to Community

Discuss/review that Kathleen reclaimed her identity through her music and that she incorporated both of her ancestries. She defined her own identity. What happens when a group/organization or others try to define your identity?

Josiah Wilson

Hand out the article: **Status Indian player barred from All Native sports event**

<http://.cbc.ca/news/canada/british-columbia/black-status-indian-barred-from-event-over-bloodlines-1.3442490>

Read the article to the class or read it aloud.

Go over the following with students:

Status, non-status, racism, bloodline

Show on a map where the Heiltsuk First Nation is located.

Where was Josiah born?

How did Josiah become a member of the Heiltsuk First Nation?

Who gets to decide who is a member of the community? Is it the community or others?

Worldview and Perspective on Identity

Use attached discussion guide

Find evidence or quotes in the article that illustrate the Heiltsuk point of view on identity? How does this differ from others?

"We saw it as extremely insulting," Josiah's father, Dr. Don Wilson, told CBC News. "It's upholding that abhorrent notion that blood quantum or DNA or birth is what defines us as indigenous people, and it absolutely is not."

"Wilson says the Heiltsuk First Nation has a long-standing tradition of adoption that tournament organizers must acknowledge."

"We do not make a distinction between our children," said Wilson. "They're all ours. We as the Heiltsuk Nation accept my son as one of us."

Find a quote where Josiah shares his identity as a Heiltsuk member?

"I was kinda shocked," said Wilson, 20. "It hurts. It hurts. I've been part of the Heiltsuk tribe. I've lived up in Bella Bella, I've played basketball with the team, engaged with the community. Now this All Native committee is telling me I'm not native at all. I'm like, 'What?' I'd say [it's] racist."

I'm black, I'm from the Caribbean, but at the same time I'm part of the Heiltsuk Nation. I consider myself one of them."

Ask students what should the outcome be? Take suggestions and ideas.

Share with students that Josiah won his human rights case.

Discussion

Lead students in a discussion that in the first example Kathleen was creating her own identity. For Josiah he was accepted by his community and the Canadian government as being Indigenous. The All Native Basketball tournament was trying to define Josiah.

Discuss with students the differing worldviews on what it means to be accepted by the community.

Share the article:

<http://www.cbc.ca/news/canada/british-columbia/josiah-wilson-status-indian-adopted-as-infant-reinstated-at-all-native-basketball-1.4011790>

What does Josiah's situation highlight about identity and who defines somebody?

After discussion regarding community and how indigenous communities claim people as part of the community, ask students, what happens when nobody claims you or you can't say where you are from.

Explain to students that this has recently happened in Canada. Go over the controversy regarding author Joseph Boyden

Who Claims You?

Explain the Controversy regarding Joseph Boyden and his identity.

Controversy: APTN writer wrote article suggesting that Boyden heritage is questionable. Relate this back to the discussion regarding Kathleen and Josiah and how the community accepted them and this follows Indigenous protocols. The controversy for Boyden is if a community claimed him

Wab Kinew Video:

Asks students what the statement Who Claims

You Means? Relate it Boyden, Wilson and

Merrit.

Play the video:

Wab Kinew Video:

<https://www.youtube.com/watch?v=2ChSiPe54>

After video ask students what does the video and the statement Who Claims You Means and to think about this for the next day.

Day 2

Review with class the ideas presented in Wab Kinew's video

What does the statement Who Claims You mean to them and to the Canadian Indigenous communities.

How does this relate to Kathleen and Josiah's cases.

Who is Boyden:

Ask students whether they think Boyden is who he claims to be? Take poll.

Seeing Both Sides

Hand out the articles and Seeing Both Sides Graphic Organizer

Author Joseph Boyden's shape-shifting Indigenous identity:

<http://aptnnews.ca/2016/12/23/author-joseph-boydens-shape-shifting-indigenous-identity/>

My Name is Joseph Boyden

<http://www.macleans.ca/news/canada/my-name-is-joseph-boyden/>

Read with class **Author Joseph Boyden's shape shifting Indigenous identity**. Use graphic organizer **Seeing Both Sides** to place evidence that the author uses to question Boyden's identity.

Read with class **My Name is Joseph Boyden** and fill out the other side of the **Seeing Both Sides Graphic Organizer** that supports Boyden's point of view about his identity.

Take a new poll on whether students support Boyden or not.

Consulting Line

Have students choose a partner and have them place their chairs facing each other. Number students partner 1 and 2.

1. Have partner be in favor of Joseph Boyden

2. Partner 2 is against Joseph Boyden

Tell students partner 1 has three minutes to argue their case to their partner

Then partner 2 has three minutes to present their argument.

Resources:

Part 1

Kathleen Merritt

Not Inuk Enough to be Inuk....

<http://www.cbc.ca/arts/exhibitionists/not-inuk-enough-to-be-inuk-not-white-enough-to-fit-in-this-musician-is-carving-her-own-identity-1.4286011>

<http://www.ivaluarjuk.com/music/>

<https://nac-cna.ca/en/bio/kathleen-ivaluarjuk-merritt>

Throat Singing

<http://www.bing.com/videos/search?q=throat+singing&view=detail&mid=4BC3C31EC08A008E25D44BC3C31EC08A008E25D4&FORM=VIRE>

Trudeau Swearing In: Throat Singers

<http://www.bing.com/videos/search?q=Girls+Throat+Singing&view=detail&mid=CA5BF3B375C8FA0820A5CA5BF3B375C8FA0820A5&FORM=VDRVRV>

What is Throat Singing

<http://video.nationalgeographic.com/video/exploreorg/inuit-throat-singing-eorg?source=relatedvideo>

Album: Icelines and Sealskins

<https://itunes.apple.com/us/album/ice-lines-sealskin/id1028794869?app=music&ign-mpt=uo%3D4>

Part 2: Josiah Wilson

Status Indian player barred from All Native sports event

<http://www.cbc.ca/news/canada/british-columbia/black-status-indian-barred-from-event-over-bloodlines-1.3442490>

For more background information:

see articles below

Josiah Wilson, the Indian Act, hereditary governance and blood quantum

<http://www.cbc.ca/news/indigenous/josiah-wilson-indian-act-hereditary-governance-1.3668636>

Indigenous basketball player Josiah Wilson wins human-rights case

<https://beta.theglobeandmail.com/news/british-columbia/indigenous-basketball-player-josiah-wilson-wins-human-rights-case/article34227744/?ref=http://www.theglobeandmail.com&>

All Native basketball tournament reinstates adopted player, drops 'bloodline' rule

<http://www.cbc.ca/news/canada/british-columbia/josiah-wilson-status-indian-adopted-as-infant-reinstated-at-all-native-basketball-1.4011790>

Part 3 Joseph Boyden

Wab Kinew Video:

<https://www.youtube.com/watch?v=2ChSiP8Qe54>

Wab Kinew article:

<https://beta.theglobeandmail.com/opinion/there-is-room-in-our-circle-for-joseph-boyden/article33467823/?ref=http://www.theglobeandmail.com&>

Author Joseph Boyden's shape-shifting Indigenous identity:

<http://aptnnews.ca/2016/12/23/author-joseph-boydens-shape-shifting-indigenous-identity/>

My Name is Joseph Boyden

<http://www.macleans.ca/news/canada/my-name-is-joseph-boyden/>

NVSD Seeing Both Sides

<http://literacy44.ca/wp-content/uploads/2015/10/1-Seeing-Both-Sides.pdf>

Attachments

Background Lessons:

"Legend of the Sugar Girl" In Born with A Tooth by Joseph Boyden Aboriginal Education lesson plan on impacts of Residential School <http://literacy44.ca/reading-writingconnectionlessons/rwcsecondary/fiction/legend-of-the-sugar-girl/>

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?
