

**1. Students will complete a visual organizer to identify key issues, beliefs and values that surround FNMI veterans and communities.**

Site	What are the key issues?	What beliefs are being fostered?	What values underpin this information?
Canada			
<a href="http://www.turtleisland.org/news/news-veterans.htm">http://www.turtleisland.org/news/news-veterans.htm</a>			
<a href="http://www.canadahistory.com/sections/documents/native/Native%20Soldiers.html">http://www.canadahistory.com/sections/documents/native/Native%20Soldiers.html</a>			
<a href="http://www.cmp-cpm.forces.gc.ca/dhh-dhp/pub/boo-bro/abo-aut/chapter-chapitre-05-eng.asp">http://www.cmp-cpm.forces.gc.ca/dhh-dhp/pub/boo-bro/abo-aut/chapter-chapitre-05-eng.asp</a>			
<a href="http://www.cbc.ca/archives/lesson-plan/for-teachers-first-nations-catch-22">http://www.cbc.ca/archives/lesson-plan/for-teachers-first-nations-catch-22</a>			
<a href="https://www.historicacanada.ca/content/heritage-minutes/tommy-prince">https://www.historicacanada.ca/content/heritage-minutes/tommy-prince</a>			
USA			
<a href="http://theveteranssite.greatergood.com/clickToGive/vet/article/Native-American-Warriors-In-U-S-Military-Services837">http://theveteranssite.greatergood.com/clickToGive/vet/article/Native-American-Warriors-In-U-S-Military-Services837</a>			
<a href="https://www.youtube.com/watch?v=617_3PxKEOk">https://www.youtube.com/watch?v=617_3PxKEOk</a>			

2. **Students will view the ONECA FNMI veterans' contributions video and create a collage of words and images.**

Viewing Guide: As you are watching the video record words and images that stand out to you.

- Words here.

Images here.

- Use these words and images to guide you in the creation of collage about the video.

**3. Students will perform a poem, rap or open letter describing the beliefs and values that underlie FNMI participation in civic duty.**

A. There are 55 types of poems that range from ABC's to Found to Terza Rima. To discover what these are and to see examples go to this link:

[http://www.poemofquotes.com/articles/poetry\\_forms.php](http://www.poemofquotes.com/articles/poetry_forms.php)

B. Raps have particular characteristics that define them: beat, intros, hooks and verses. To learn more about writing raps and to hear examples go to this link:

<https://www.flocabulary.com/warp/hip-hop-songwriting/>

C. An open letter has a long history in society. It is a public document that is published, but, what defines it is how personal it is and captures the writers' voice. To learn more about open letters and to see examples go to this link:

<http://nestersteachingblog.com/2008/12/05/the-open-letter-to-people-or-entities-who-are-unlikely-to-respond-assignment/>

NOW....

What performance strategy will you use? Record one of the three here: \_\_\_\_\_

What key FNMI beliefs, values and issues related to civic duty do you want to raise in your performance? Record these below:

#### 4. Students will engage in an inquiry project with their current content and resources as the springboard.

Title	Description or Content
<b>“A Good Question”:</b>	<ul style="list-style-type: none"><li>• has more than one answer</li><li>• has a very deep meaning</li><li>• gives you lots of information</li><li>• doesn't have a yes or no answer</li><li>• is hard to answer and takes a lot of thinking to understand the question</li><li>• contains exciting words that make you want to look for an answer</li><li>• is about something you can research</li><li>• takes a long time to figure out</li><li>• makes you think, know, and wonder</li><li>• (adapted from Barell, John. <i>Why are school buses always yellow?</i>)</li></ul> <p><b>Source:</b> <a href="http://www.scholastic.ca/education/teaching_tip/march2013.html">http://www.scholastic.ca/education/teaching_tip/march2013.html</a></p>
<b>Examples of Inquiry Questions:</b>	<ul style="list-style-type: none"><li>• How do you know if a law or rule for FNMI Canadians is just?</li><li>• How is a FNMI person in Canada different from a non-FNMI person in Canada?</li><li>• Which country treated their FNMI veterans and FNMI communities best?”</li></ul>
<b>Our Potential Questions:</b>	
<b>Here is the question we will further investigate:</b>	
<b>What makes this a good inquiry question?</b>	
<b>Our plan for this inquiry project:</b>	

**5. Students will share their findings from the inquiry projects in a public space of class deliberations and choice.**

Ideas for WAYS to share:

Vote on it...

The WAY we will share is:

What do we need to do to make this happen? Who does what? When does this happen? Where does this happen?

**6. Students will work in small groups and evaluate the political significance and perspectives that defined their in-class activities related to these themes.**

<b>Define significance:</b>	
<b>Define perspective:</b>	
<b>Define political:</b>	
<b>Activity Name:</b>	What is the political significance and/or political perspective of the knowledge gained from this activity?
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<b>Additional comments or questions from peers:</b>	

**7. Students will assess their knowledge using the citizenship education framework.**

Active Participation:  
How do FNMI  
veterans and peoples  
participate in  
community?

Identity: What  
characteristics of  
FNMI identity  
connect to your own?

Citizenship  
Education  
Framework

Attributes: Does this  
new knowledge help  
you to understand  
FNMI civic  
engagement?

Structures: What  
political institutions  
have affected FNMI  
veterans and  
peoples?