

Name:

Date:

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Language and Terminology

There are multiple terms that are currently in use to describe Indigenous peoples. Knowing which terms are appropriate and when and how to use them is very important for everyday life, but also for making sense of your learning throughout the course.

Each activity is marked holistically out of four marks using the rubric on the last page.

Activity 1:

Use the reading, *Just Don't Call Us Late to Supper* by Chelsea Vowel – <https://bit.ly/3PDNG5u> to complete the questions below: Note that you only have to read to the end of p.12. Where appropriate, use your copy of the text to provide textual evidence (quotes) to support your answers to the question. This may be in point form, or in full sentences.

1. Vowel starts her text with listing names that someone should not call Indigenous Peoples. Why do you think she does this?

2. What does Vowel say is ultimately the best way to learn how to describe an Indigenous Person?

3. When should the term 'Indigenous' be capitalized?

4. Within her text, Vowel describes the use of the term "Indian." When is it appropriate to use this term?

5. Within the following chart and using your text, explain the meaning of the other terms Vowel describes, and when it is appropriate to use them.

Term	Meaning
NDN	
Aboriginal	
Indigenous	

Native	
First Nations	
Inuit	

Métis	
Native American	
Specific Nations	

6. Why does Vowel choose to not include the term Canadian?

Activity 2:

Vowel acknowledges that “no one can be expected to know all of the different names for every single people and community across Canada” while also making it clear that language, and the terms we use to identify Indigenous Peoples are important, specific, and nuanced.

Watch the YouTube video, “How to talk about Indigenous people” published by CBC, where Inuk journalist, Ossie Michelin, <https://bit.ly/3Shsd4V>, which explains how to use the proper terms.

1. In a paragraph of 5-8 sentences, explain why this is a complicated discussion and which terms are most appropriate for **you** to use and when/why.

When you are happy with your work for each of the activities, attach it to this worksheet (if necessary) before you hand it in. Your teacher will mark your work holistically using the rubric below.

Assessment

Your teacher will mark your work for each activity using the rubric below.

Holistic Marking Rubric				
Emerging 1	Developing 2	Proficient 3	Mastering 3.5	Extending 4
<ul style="list-style-type: none"> You demonstrate an <i>initial</i> understanding of the concepts and competencies relevant to the expected learning. 	<ul style="list-style-type: none"> You demonstrate a partial understanding of the concepts and competencies relevant to the expected learning. 	<ul style="list-style-type: none"> You demonstrate a solid understanding of the concepts and competencies relevant to the expected learning. 	<ul style="list-style-type: none"> You demonstrate a clear and complete understanding of the concepts and competencies relevant to the expected learning. 	<ul style="list-style-type: none"> You demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.
<ul style="list-style-type: none"> "I don't get it yet, but I'm trying." "I'm just getting started and learn best with help." 	<ul style="list-style-type: none"> "I'm starting to get it." "I get some of it, and I'm beginning to do more on my own." 	<ul style="list-style-type: none"> "I get most of it" "I can do the majority of this on my own." 	<ul style="list-style-type: none"> "I get all of it" "I can do this on my own" 	<ul style="list-style-type: none"> "I really get it and can teach others how to do it." "I go beyond what is expected of me."