

**Course Overview:**

Is this course for you? English First Peoples is for all students who are interested in First People's culture, history and stories. This course includes review units on the mechanics of English, if necessary, but focuses more on readings and assignments to help you explore both your own identity and that of those writers who bring us their stories and poems. You will be required to read short stories, poetry, a novel, and a novella and demonstrate your skills with communicating your understanding of what you have read.

**Material Covered:**

The course is comprised of the following two broad units:

1. Reviewing the Mechanics of Writing
  - Common Grammar Errors
  - Common Punctuation Errors
  - Common Writing Errors
2. Reading, Understanding and Communicating
  - The Indian Act and Residential Schools
  - Novel Study
  - Resilience and Healing
  - Short Stories
  - Literary Terms and Poetry
  - Someday – A Modern Indigenous Play
  - Creative Writing
  - Final Project

**Textbooks/Novels:**

- Reading and Writing for Success ISBN: 978-0-7717-0197-8
- An Anthology of Indigenous Literatures in Canada, Fifth Ed., ISBN: 978-0-0199031719 (optional)
- Born With a Tooth by Joseph Boyden ISBN: 978-0-14-318801-8
- Keeper 'n Me by Richard Wagamese ISBN: 978-0-385-69325-7
- The Absolutely True Diary of a Part-Time Indian by Sherman Alexie ISBN: 978-0-316-01369-7
- My Name is Seepeetza by Shirley Stirling ISBN: 978-0-88899-165-2
- Someday by Drew Hayden Taylor ISBN: 978-1-927083-34-5
- Wenjack by Joseph Boyden ISBN: 978-0-7352-3338-6

**Grading:**

Your class mark for the course is based 60% on the unit worksheets/tests and 40% on the cumulative tests/projects.

## Grammar Review Part 1

### Goal:

The goal of this unit is to review parts of speech and increase your skills at avoiding five common grammar errors.

### Objectives:

While completing this unit you will practice identifying and fixing problems with:

- Parts of speech.
- Run-on sentences.
- Sentence fragments.
- Pronoun problems involving function, vagueness, number, and gender.
- Subject/verb disagreement involving compound subjects and separating information.

### Resources used in this unit:

- This unit uses the textbook *Reading and Writing for Success*.

### What to Do in this Unit:

- Ask your teacher for the Unit 1 Worksheet, then do all the work it tells you to do there.
- Ask your teacher if you should hand in the Worksheet for marking, or if there is a key for you to mark your own work.
- When you are ready, ask your teacher for the Unit 1 Test. Remember, you must get 80% to pass, so studying hard is essential to do well.

## Grammar Review Part 2

### Goal:

The goal of this unit is to increase your skills at avoiding four common punctuation and capitalization errors.

### Objectives:

While completing this unit you will practice identifying and fixing problems with:

- Commas
- Apostrophes
- Appropriate capitalization
- Title punctuation

### Resources used in this unit:

- This unit uses the textbook *Reading and Writing for Success*.

### What to Do in this Unit:

- Ask your teacher for the Unit 2 Worksheet, then do all the work it tells you to do there.
- Ask your teacher if you should hand in the Worksheet for marking, or if there is a key for you to mark your own work.
- When you are ready, ask your teacher for the Unit 2 Test. Remember, you must get 80% to pass, so studying hard is essential to do well.

## Grammar Review Part 3

### Goal:

The goal of this unit is to increase your skills at avoiding common writing errors.

### Objectives:

While completing this unit you will practice identifying and fixing problems with:

- Use of the second person “you”
- Use of modifiers
- Use of commonly confused words
- Combining sentences

### Resources used in this unit:

- This unit uses the textbook *Reading and Writing for Success*.

### What to Do in this Unit:

- Ask your teacher for the Unit 3 Worksheet, then do all the work it tells you to do there.
- Ask your teacher if you should hand in the Worksheet for marking, or if there is a key for you to mark your own work.
- When you are ready, ask your teacher for the Unit 3 Test. Remember, you must get 80% to pass, so studying hard is essential to do well.
- Go over your work from Units 1—3 in preparation for Cumulative Test #1. When you are ready to write it, ask your teacher for it. Remember, you can only take this test once, so study hard and do your best!

## The Indian Act and Residential Schools

### Overview:

We get an overview of Residential Schools in our Social Studies classes, however that information often gives us more questions than answers. The stories and links provided in this unit give an indigenous lens into how residential schools created intergenerational effects for families and why there continues to be many divides between the government of Canada and First Nations people.

### Objectives:

While completing this unit you will

- Learn about residential schools, why they were created, and where they were located.
- Learn about the multigenerational harm residential schools have caused for indigenous people in Canada.
- Learn about one youth, Chanie Wenjack, and what effect residential school had on him.
- Write thoughtfully about what you have learned in the unit.

### Resources used in this unit:

- This unit uses several website resources.

### What to Do in this Unit:

- Ask your teacher for the Unit 4 Worksheet, then do all the work it tells you to do there.
- The work you do on the Unit 4 Worksheet will count as your mark for the unit, so be sure to do a thoughtful, thorough job.

## Novel Study

### Overview:

In this unit you will read and study a novel written by an indigenous author. You will not get traditional comprehension worksheets for the novel you choose. Instead, you will read the novel, and complete four assignments that will help you cement your understanding of the events in the story through a variety of means.

### Objectives:

While completing this unit you will

- Select a novel from the list of choices and read it.
- Complete a series of tasks related to the novel in order to more deeply understand the novel and its message to readers. These tasks can be done through a variety of means.

### Resources used in this unit:

- This unit uses your choice of novel from this list: *The Absolutely True Diary of a Part-Time Indian*, *Keeper's n*
- *Me, My Name is Seepetza*, or another novel of your choice which your teacher approves.

### What to Do in this Unit:

- Ask your teacher for the Unit 5 Worksheet, then do all the work it tells you to do there.
- The work you do on the Unit 5 Worksheet will count as your mark for the unit, so be sure to do a thoughtful, thorough job.

## Resilience and Healing

### Goal:

Although the history Indigenous Peoples in Canada is fragmented with colonization and trauma, we are witness to a generation of incredibly resilient communities and families. We can all learn from the strength in their stories. This unit shows how Indigenous Peoples and communities have become stronger with their culture, voice, and stories.

### Objectives:

While completing this unit you will

- Watch videos by youth in Canada on Truth and Reconciliation.
- Write a letter or speech with your own call to action about Truth and Reconciliation.
- Respond thoughtfully in paragraph form to what you have watched and read.

### Resources used in this unit:

- This unit uses various website resources.

### What to Do in this Unit:

- Ask your teacher for the Unit 6 Worksheet, then do all the work it tells you to do there.
- The work you do on the Unit 6 Worksheet will count as your mark for the unit, so be sure to do a thoughtful, thorough job.

## Short Stories

**Goal:**

The goal of this unit is to read, comprehend, and analyze a selection of short stories by indigenous authors.

**Objectives:**

While completing this unit you will

- Read three short stories that each deal with struggle of some kind.
- Answer questions to show your understanding of the events, messages and themes in each story.

**Resources used in this unit:**

- This unit uses various website resources.

**What to Do in this Unit:**

- Ask your teacher for the Unit 7 Worksheet, then do all the work it tells you to do there.
- The work you do on the Unit 7 Worksheet will count as your mark for the unit, so be sure to do a thoughtful, thorough job.



## Literary Terms and Poetry

### Goal:

You will learn terminology in this unit to help you more precisely analyze and describe the meanings of the poems by indigenous authors you will read in the second half of the unit.

### Objectives:

While completing this unit you will

- Create a booklet that illustrates a variety of literary terms that are important to know.
- Read a selection of poems and answer questions about them.
- Create your own found poem.

### Resources used in this unit:

- You will use the internet to research definitions of literary terms.
- This unit uses various website resources for the poems.

### What to Do in this Unit:

- Ask your teacher for the Unit 8 Worksheet, then do all the work it tells you to do there.
- The work you do on the Unit 8 Worksheet will count as your mark for the unit, so be sure to do a thoughtful, thorough job.

## *Someday* – A Modern Indigenous Play

### **Overview:**

*Someday* is about a young girl who was taken by the government during Canada's *Sixties Scoop*. She grows up to be a successful lawyer living with a non-indigenous family. She reunites with her birth family and it becomes a play about loyalties and is "blood really thicker than water."

### **Objectives:**

While completing this unit you will

- Read the play in its entirety.
- Provide thoughtful answers to questions on the events that transpire in the play.
- Write several thoughtful paragraph responses to prompts about the play

### **Resources used in this unit:**

- This unit uses the paperback version of the play *Someday* by Drew Hayden Taylor

### **What to Do in this Unit:**

- Ask your teacher for the Unit 9 Worksheet, then do all the work it tells you to do there.
- The work you do on the Unit 9 Worksheet will count as your mark for the unit, so be sure to do a thoughtful, thorough job.

## Creative Writing

### Overview:

You have spent the last nine units reading, analyzing and reflecting on other people's writing. Now you will do your own writing to show *your* creativity and expression. You will write two stories in this unit. One story will be about a person or pet that is or was dear to you and the other story will be based on one of the photos provided. One style is personal writing, the other is creative! Have fun; write with your heart and your senses!

### Objectives:

While completing this unit you will

- Plan, create, and revise your own version of the Grandfather story.
- Respond to a photo prompt in a multi-paragraph composition.

### Resources used in this unit:

- This unit does not use a textbook.

### What to Do in this Unit:

- Ask your teacher for the Unit 10 Worksheet, then do all the work it tells you to do there.
- The work you do on the Unit 10 Worksheet will count as your mark for the unit, so be sure to do a thoughtful, thorough job.

## Joseph Boyden's *Wenjack*

### Overview:

The final project for this course is to read the short novella *Wenjack*. After you have done that you will use all the skills you have learned in this and previous English courses to communicate what you have learned, both from the novella, and the course in general.

### Objectives:

While completing this unit you will

- Read the novella, *Wenjack*.
- Make notes about the animals Chanie encounters on his journey and why they are significant.
- Analyze and record your thoughts on Character, Setting, and Theme in the story.

### Resources used in this unit:

- This unit uses the paperback novella *Wenjack*

### What to Do in this Unit:

- Ask your teacher for the Final Project Worksheet, then do all the work it tells you to do there.
- The work you do for the Worksheet will count as your mark for the Final Project, so be sure to do a thoughtful, thorough job.

**Congratulations! You've finished English 10 First Peoples!**