

## First Nations Diorama Project

In this project, we will make an inquiry/discovery in to the personal heritage of our First Nations - the original inhabitants of Canada. We will visually represent their environment and show how they existed *with* nature on a subsistence system; this is contrasted with the exploitation/profit system that the Euro Canadians used when exploring and "conquering" Canada.



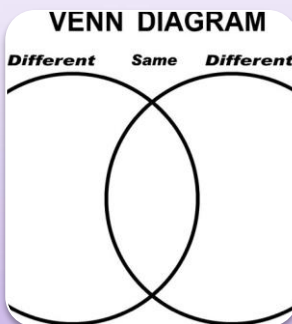
### What is Required:

This is a two part assignment:



### **PART ONE: DIORAMA**

- A visual representation of GSCHF, or Geography, Society, Clothing, Housing, Food from one of the five first Nations peoples (Inuit, Northwest Coast, Plateau, Plains, Woodlands/Iroquois).
- You are to create a diorama or 3D "scene" from the people you choose and include elements/objects of GSCHF.
- A map of the area on the outside is required. On the inside, cut outs from magazines or printed scenes or hand drawn scenes helps to show where they lived.



### **PART TWO: VENN DIAGRAM**

- A written/graphical representation of your First Nations people, comparing past conditions as opposed to what your situation/our society is like today.
- This will be done in a **Venn Diagram** format which shows similarities in the middle and differences on the outside of two overlapping circles. This is an effective way to compare and contrast the past with the present and hopefully see what has happened in four hundred years since Canada was first explored by Europeans.

**I have tried to provide some materials but you will ultimately have to come up with some; the thrift store or Dollar store may have very cheap stuff to use, and craft stores have some reasonable supplies as well.**

You will also be completing a project checklist and self-reflection questions once you have finished both parts of this assignment. Images of your project will be uploaded to your ePortfolio, where you will write your answers to your reflection questions as well.

## Step 1

### Pick Group & Complete Diorama Planning Sheet (Notes)

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- Decide which First Nations group you want to focus on. See me to sign up.
- Use your textbook and online resources to find the information required for you to complete your diorama and Venn Diagram.
- Think about and write down how you are going to represent what you have learned, and which materials you can use.

## Step 2

### Complete Diorama

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- Make sure you use the checklist included to ensure that you have all the required elements.

## Step 3

### Complete Venn Diagram

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- Make sure you use the checklist included to ensure that you have all the required elements.

## Step 4

### Self-Assessment

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- Complete the self-assessment checklist and comments.

## Step 5

### Add to ePortfolio + Reflection

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- Add images of your Diorama and Venn Diagram to your "Indigenous Peoples" page of your ePortfolio
- Complete the reflection questions on your ePortfolio page underneath your project.

*You will be given quite a few blocks of class time to work on this project, with some access to the computers. If you use your time wisely you should be able to finish it during class time. I am hoping this will be a fun, hands on experience where content and creativity combine to show the "then" and the "now". If you have any questions or concerns please talk to me!*

## Some Resources

*These can be good starting points for information about the First Peoples of Canada. If you are having trouble finding any information, please let me know so that I can help you out.*

### **Crossroads** textbook:

Pages 6-11 (Woodlands/Iroquois), 80-85 (Northwest Coast, Plateau, Plains), 327-343 (Geographical regions)

### **Websites:**

<http://firstpeoplesofcanada.com/>

[http://firstpeoplesofcanada.com/fp\\_groups/fp\\_groups\\_overview.html](http://firstpeoplesofcanada.com/fp_groups/fp_groups_overview.html)

<http://www.aadnc-aandc.gc.ca/eng/1307460755710/1307460872523#chp1>

[http://www.canadiangeographic.ca/atlas/themes.aspx?id=first&sub=first\\_cultures\\_plateau&lang=En](http://www.canadiangeographic.ca/atlas/themes.aspx?id=first&sub=first_cultures_plateau&lang=En)

<http://www.civilization.ca/cmce/exhibitions/tresors/ethno/etb0000e.shtml>

## Self-Assessment Checklist

## Comments

Criteria	YES	NO
<b>DIORAMA</b>		
There is a map which shows the geographical area of this First Nations group		
Society/culture/religion is represented by _____		
Clothing is included		
Clothing reflects the geography/weather of the region		
Housing is included		
The materials used for housing reflect the style and type of housing that this group used		
The food that they ate is represented		
The portrayal is realistic		
<b>VENN DIAGRAM</b>		
Similarities and differences are identified and accurate		
Sides are clearly labeled		
The Venn diagram addresses these issues in <b>BOTH</b> the past and present:		
<b>Food</b> What is eaten? Where does it come from? (How) is it processed?		
<b>Transportation</b> Do people travel often/far? How do they get from one place to another?		
<b>Housing</b> What type of housing do people live in?		
<b>Economy</b> (Trade, subsistence, surplus, money?)		
<b>Society/culture/religion</b> (Celebrations, rituals, religion or spirituality, forms of expression- art, music, etc.)		
<b>Relationship with the environment</b>		
<b>Government</b> How is the society governed? Who has power, and who has a say in decision-making?		
<b>Family and relations</b> What are relationships like between family members? Is there a division of work? What are the responsibilities of males/females, husband/wife, children?		

Something that I think I did really well on for this project is:

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If I did this project again, something that I think I could have improved on or done differently is:

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## Self-Reflection Questions: Diorama Project

These questions should be answered on your ePortfolio page, underneath images of your project. Please **copy the question**, and write your answer **in full sentences**.

1. In learning about your First Nations group, did you find it helpful to use a diorama to represent what you learned? Explain.
2. What were some of the challenges of doing this project? Be specific (e.g. finding materials, getting it to and from school, finding information, etc.)
3. Did you appreciate that it was an individual project rather than a “group” project? Explain why/why not.
4. In doing this project, did you learn more about your First Nations group than what was just in the textbook? Which resources did you use to help you get more information?

## First Peoples Project: Evaluation

<b>4</b>	I am confident I have mastered this ( <b>Fully Meeting</b> learning outcomes)
<b>3</b>	I have a good understanding of this ( <b>Meeting</b> learning outcomes)
<b>2</b>	I have a basic understanding of this ( <b>Minimally Meeting</b> learning outcomes)
<b>1</b>	I am still just learning this ( <b>Not Yet Meeting</b> learning outcomes)

### Personal Responsibility:

- I can take ownership of my learning (Planning sheet) 1      2      3      4

### Content:

- I can describe the social, political, economic systems and structure of one Indigenous group in Canada (Diorama, Venn Diagram) 1      2      3      4

### Communication:

- I can acquire, interpret, and present information (Diorama, Venn D.) 1      2      3      4
- I can reflect on my own learning (self-reflection, reflection qu.) 1      2      3      4
- I can share and present what I have learned (ePortfolio) 1      2      3      4

### Critical Thinking:

- I can inquire and investigate (Diorama, Venn Diagram) 1      2      3      4
- I can compare and contrast continuities and change for different groups (Venn Diagram) 1      2      3      4

### Creative Thinking:

- I can get new ideas or reinterpret others’ ideas (Diorama) 1      2      3      4
- I can make my ideas work within the constraints of a given form, problem or materials (Diorama) 1      2      3      4

# FEEDBACK

Project Element	Comments/Observations
<b>PLANNING/NOTES</b>	
<b>DIORAMA</b>	
Geography/Environment	
Society/culture/religion	
Clothing	
Housing	
Food	
Overall Presentation: Originality and Creativity (objects and materials used), Realistic portrayal, detail, effort. Includes written portion/labels	
<b>VENN DIAGRAM</b>	
<b>Comparisons made: continuities and changes</b>	
<b>SELF-ASSESSMENT</b>	
<b><u>Self-Reflection Questions</u></b> Is completed with thoughtful responses	
<b><u>Self-Assessment Checklist</u></b> Is completed (checks and comments)	