

## **First Nations Studies**

### **Individual Generational Roles**

Within your group, you have chosen one of four generational roles: chief, elder, adult, or child. You will take on this persona when we meet in June for our final project; in preparation for that, you need to do some research into and writing about the responsibilities of this role within your nation. This will be used for assessment both in Social Studies (your understanding of this role) and in Writing (the way you communicate your findings).

In aid of this task, make full use of print, online, video, and primary resources (by contacting the band office for the nation your group is exploring, and talking with Mary and Brandi during their times working with our classes). Much of the information you find will be applicable across all First Nations; some may be specific to your group's particular nation. Your primary focus is on the pre-contact period.

Your task is two-fold:

1. In bullet form, a list of the responsibilities a person in your generational role would have held within the nation. You may choose a particular gender (with matriarch or Lady of High Standing being a correlative to chief) or investigate the responsibilities of both genders within your particular role.
2. A "Day in the Life" description of a person of your role, within your nation. This could be in the form of a first-person journal entry or a third person report. If you are writing in a journal entry format, use the "Writing Stories" rubric in the Performance Standards as your guide; if you are writing in a report format, consult the "Writing Reports, Articles, and Letters" rubric. The Performance Standards can either be googled or found on the Suncrest MACC class blog under "Projects – Performance Standards."

Each aspect of this writing should be no more than one page, and should be done in a 12-point font. Professional, legible fonts only, please.

The use of humor in your writing is okay, but be aware of what would be appropriate and inappropriate in this context.

#### **Ways to Bring Depth and Complexity to Your Work**

- Determine the Big Ideas and the related Important Details
- Consider ethical issues that someone of your role might have encountered
- Explore the Patterns and Rules that govern the nation, and determine how your role fits into those Patterns and Rules and what would happen if someone broke those rules
- Compare gender roles within your generational role
- Compare pre-contact responsibilities with contemporary responsibilities – what is different? What has remained the same?
- Compare responsibilities for your role in your nation vs other nations

## Marking Sheet

Responsibilities List	Day in the Life					Overall
Content	Content	Meaning	Style	Form	Conventions	Effort
		<ul style="list-style-type: none"> <li>• Ideas and information</li> <li>• Use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity</li> <li>• Variety of language</li> <li>• Powerful word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Organization (properly paragraphed)</li> <li>• Use of text features (if non-fiction)</li> <li>• Effective introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Proper use of punctuation</li> <li>• Proper use of grammar</li> </ul>	<ul style="list-style-type: none"> <li>• G, S, or N</li> </ul>

✓+ = My work demonstrates thoroughness, thoughtfulness, and attention to detail throughout

✓ = I did everything that was asked of me with some degree of thoroughness, thoughtfulness, and attention to detail

✓- = I skimmed the surface of this aspect

– = I neglected to think about this