



**Grade Eleven University English: Understanding Contemporary
First Nations, Métis, and Inuit Voices, Grade 11
NBE 3U Course Outline
Sir Wilfrid Laurier Secondary School**

COURSE DESCRIPTION

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada. It also examines these cultural perspectives and influence of texts. In order to fully understand contemporary text forms and their themes of **identity, relationship, and self-determination, sovereignty, or self-governance**, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life.

Note: Some texts examine Indigenous values that coincide with some of OCDSB's 10 Exit Outcomes (namely, global awareness and ethical decision-making).

The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: English, Grade 10, Academic

COURSE CONTENT

Note: Both *An Anthology of Canadian Native Literature in English* containing, songs, poems, essays, short stories, etc. as well as a rich variety of media texts (podcasts, documentaries, interviews, etc.) will be examined throughout the course as a means to reinforce key themes.

Unit One: Introduction to Indigenous Literature and Key Themes

Various text- written and media- will be used to examine indigeneity and the key thematic topics: identity, relationships, self-determination, and self-governance.

Introduction to the Summative Task:

Students will complete a summative task, worth 15% of their final grade. This task will examine one of the key themes from the texts studied in the course. More detailed handouts will be shared in class.

Unit Two: Non-Fiction Text- *Seven Fallen Feathers* (Tanya Talaga)

This text introduces the fundamentals of Indigenous identity, culture, challenges, etc. Students will examine various chapters- events and themes- critically, both independently and among peers (orally). In conjunction with this text, *An Anthology of Canadian Native Literature in English* will be examined periodically.

Much of what we learn in this unit will create a knowledge base for which to examine other texts. You will be evaluated using a variety of tasks: questions, creative assignment, reader-responses, etc. A **research project and personal essay** will be your culminating tasks for this unit. (The research project will be delivered orally in groups).

Unit Three: Novel Study- *Keeper 'n Me* (Richard Wagamese)

Students will analyze the text thoroughly to understand cultural and historical meaning as well as values prevalent among Ojibway, making connections with non-Indigenous perspectives on identity, values, etc.

Students will understand and appreciate the literary techniques used by the author, with emphasis on symbols/motifs and imagery as they convey theme and character.

Tasks for this unit vary with options such as: mind map, journaling, reader-response, cultural appropriation podcast debate, and writing poetry. The culminating task will be a written **formal literary essay**.

Unit Four: Literature Circles on various novels

Students will form groups of six and read one of the following novels: *Medicine Walk* (Richard Wagamese), *The Marrow Thieves* (Cherie Dimaline); *Monkey Beach* (Eden Robinson); and *Motorcycles and Sweetgrass* (Drew Hayden Taylor). Each group member will have a role to fulfill and discuss in class. You will be evaluated daily on your **contribution to the group and discussions** as well as questions and a **reader-response**.

EVALUATION:

Course Work 70%

Summative 30%

70% of the final grade will be based on evaluation of the overall expectations in the four strands of Oral Communication, Reading and Literature, Writing, and Media.

30 % of the final grade will be based on two or more tasks covering the overall expectations. These tasks will include a presentation and an examination essay.

Please note: Plagiarism will not be tolerated. Please respect S.W.L.S.S.'s and O.C.D.S.B.'s policies.