Lesson on Cultural Expressions

Curriculum connection: Protection of the cultural heritage and cultural homogenization in Quebec today: defines cultural heritage: the shared heritage of ac community that is transmitted from one generation to the next, including language, values social norms, buildings with a historical or artistic interest, artefacts. Indicates elements of culture in Quebec society that constitute a heritage from the past (eg. Forms of cultural expression associated with the spirituality of the Native peoples).

Level: Secondary 4 History

Focus points of the exhibit: style and designs of artefacts such as moccasins, jackets, leggings, drum.

Objective: To learn how cultural items are passed down from generation to generation.

Class Time: 1 to 2 periods

Suggested materials:

Introduction to Lesson: Cultures around the world are taking steps to protect their cultural traditions and expressions. For example, Italy, Spain, Greece and Morocco have had the Mediterranean diet recognized as Intangible Cultural HeritagebyUNESCO (United Nations Educational, Scientific and Cultural Organization**)**.

Hold a group discussion on "who you are". Pose the questions: how do you become who you are and where do you learn how to do the things you do? Where do you learn your cultural expressions from?

Student Centred: Once students have been able to identify their own cultural expressions, students must write a short report on how they protect their own cultural expressions. Students must clearly report which cultural expressions are passed on from generation to generation in their family and how they are passed on. Why is it important to pass on these cultural expressions to younger generations and how they can be protected? What will you as a student do to protect these cultural expressions?

If your class is from outside of EeyouIstchee, research how and what the Cree are doing to protect their cultural expressions. How are people ensuring that these cultural expressions will continue to be taught to younger a generations? Each student could focus on one cultural expression.

Concluding Activity: Students should present their findings to the rest of their classmates.

Suggested Marking Criteria:

	Level 4	Level 3	Level 2	Level 1
Presentation	-Student presented an abundance of factual information on their cultural expression. /10	-Student presented factual information on their cultural expression. /8	-Student presented some factual information on their cultural expression. /6	-Student presented little to no factual information on their cultural expression. /4
Questioning	-Student actively participated in group discussion on cultural expressions. /5	-Student participated in group discussion on other groups cultural expressions. /4	-Student somewhat participated in group discussion on other groups cultural expressions. /3	-Little to no student actively participation in group discussion on other groups cultural expressions. /2
Protection	-Student was able to identify numerous ways to protect cultural traditions. /10	-Student was able to identify many ways to protect cultural traditions. /8	-Student was able to identify some ways to protect cultural traditions. /6	-Student was able to identify few ways to protect cultural traditions. /4