**Lesson on Grand Chiefs of EeyouIstchee**

**Curriculum connection**: Gives characteristics of Aboriginalism (eg. Preservation of Native culture, protection for Native Languages).Identifies players who embody Aboriginalism. Indicates forms of cultural expression associated with Aboriginalism (eg. pow wow, goose festival).

**Level**: Secondary 4 History

**Items in exhibit to focus on**: Grand Chiefs video, and pictures/bios, Odeyak

**Objective**: To learn about the four Grand Chiefs of EeyouIstchee

**Class Time**: 1 to 2 periods

**Suggested materials**: ACCI Library and Archives

**Introduction to Lesson**: Post the names Matthew Coon-Come, Matthew Mukash, Billy Diamond, and Ted Moses in a highly visible place in the classroom. Ask the class if they know who these people are? What did they do? If the class is able to recall information on these leaders, have a short discussion on their contributions to the Cree people.

Instruct students to independently, write down on a piece of paper the name of one of the four Grand Chiefs. Group students into one of four groups based on the name of the Grand Chief that they wrote down. All the people who wrote Matthew Coon-Come should be in one group.

**Student Centred**: Together in a group students are to write a biography on their chosen Grand Chief. Students should be looking to explain: the background (early years, pre politics, and post politics) of each Grand Chief, the contributions that they made to EeyouIstchee, how they assisted their people, ideals that they stood for, and possibly awards and recognitions received. This can be researched in the ACCI library, in your school library, or computer lab. Once the biographies of the grand chiefs have been completed, the groups should find a creative way to present their biographies to the class. This can be done in a variety of ways, PowerPoint, book format, a short video, etc.

**Concluding Activity:** Students should present their biographies to the rest of the class and allow for a discussion on each Grand Chief. Allowing students that were not presenting to ask questions will help with their learning and further enhance the presenters understanding of their chosen Grand Chief.

**Suggested Marking Criteria**:

| | Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|---|
| **Presentation** | -Student presented an abundance of factual information on their chosen Grand Chief. /10 | -Student presented factual information on their chosen Grand Chief. /8 | -Student presented some factual information on their chosen Grand Chief. /6 | -Student presented little to no factual information on their chosen Grand Chief. /4 |
| **Questioning** | -Student actively participated in group discussion on other groups Grand Chiefs. /5 | -Student participated in group discussion on other groups Grand Chiefs. /4 | -Student somewhat participated in group discussion on other groups Grand Chiefs. /3 | -Little to no student actively participation in group discussion on other groups Grand Chiefs. /2 |
| **Contributions** | -Student was able to identify numerous contributions made by Grand Chief. /10 | -Student was able to identify many contributions made by Grand Chief. /8 | -Student was able to identify some contributions made by Grand Chief. /6 | -Student was able to identify few contributions made by Grand Chief. /4 |