**Student Copy**

**HUMANITIES 8 First Nations and Genesis**

**Cross-Curricular Project**

**Task:**

You are going to research First Nations traditions and stories that can be related in some way to at least one story in Genesis (e.g. Creation 1/2, Cain and Abel, Noah and the Flood, Tower of Babel). You will then create a presentation that compares and contrasts the stories.

**Procedure:**

1. Choose one group of First Nations peoples to explore:
* Haida Gwaii
* Stl'atl'imc (Lillooet)
* Tlingit
* Okanagan
* Coast Salish peoples
* Nuu-chah-nulth (Nootka)
* Nlaka'pamux (Thompson/Couteau)
* Kwakwaka'wakw (Kwakiutl) peoples
* Tsilhqot'in (Chilcotin)
* Haisla (Kitimat)
1. Read First Nations stories or sacred narratives, particularly those that deal with Creation, how certain things came about, disasters, etc.
2. Try to find ideas or details these stories have in common with Creation and Tales of Woe in Genesis. Take notes.
3. Make a list of the resources you use (both print and electronic sources) to include in your Works Cited (Bibliography).
4. Join forces with your partners (groups of three) to decide on your focus and plan your presentation using Prezi or Google slideshow.
5. Do small group presentations in class (3-5 min.) and submit a script to the teacher.

**Goals**

**Overview:**

Students will develop their sense of community while working together to create a presentation; they will seek an in-depth understanding of Christian mythology while comparing and contrasting it to Canadian indigenous mythology. Students will observe the interconnectedness of people of different societies as they explore both the content of the mythology and the development of the stories through the oral, written, and edited stages. Students will develop both their research and their reporting/presenting skills, all while working collaboratively.

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| RUBRIC | 6 | 5 | 4 | 3 | 2 | 1 |
| Collaboration  | Work shared equally; supportive relationships | Work shared mostly equally; supportive relationships | Work shared mostly equally; somewhat supportive | Work generally shared equally | Most of work done by one or two people | All work done by one person |
| Visuals | Images and design represent stories well and complement presentation | Images and design represent stories well and do not detract from presentation | Images and design are suitable for stories. | Some images are suitable for stories. | There are images that relates somewhat to the stories. | The images are either non-existent or are completely unsuitable. |
| Content | At least two stories’ details are well-understood, and parallels between Genesis and First Nations stories are clear and logical | At least two stories’ details are fairly well-understood, and parallels between Genesis and First Nations stories are clear and logical | At least two stories’ details are understood, and parallels between Genesis and First Nations stories are somewhat clear | At least two stories’ details are generally understood, and there are some parallels between First Nations and Genesis | Only one story is understood; the other is just barely touched upon; there has been an attempt to compare/ contrast | One or two stories may be understood; there is little or no attempt to compare/ contrast |
| Presentation | Group makes an engaging presentation with clear speaking; timing of visuals is effective; group does not read off screen; 3-5 min. | Group makes an engaging presentation with clear speaking; timing of visuals is appropriate; group does not read off screen; 3-5 min. | Group makes a somewhat engaging presentation with clear speaking; timing of visuals is appropriate; group does not read off screen; 2.5-3 min. | Group makes a somewhat informative presentation with mostly clear speaking; timing of visuals may be off but not distracting; group tries not to read off screen; 2-2.5 m | Presentation is on topic; some mumbling; visuals may be distracting; may be excessive amounts of writing that the group reads; below 2 min. | Presentation is a bit off topic; unclear speech; visuals are completely inadequate; too much reading/ writing; below 2 min. |
| Writing | Written submission indicates clear understanding of stories and synthesizes information accurately, effectively, and in depth; errors, if any, are not distracting | Written submission indicates clear understanding of stories and synthesizes information accurately, and in depth; errors, if any, are not distracting | Written submission indicates adequate understanding of stories and synthesizes information accurately; errors, if any, are not distracting | Written submission indicates adequate understanding of stories and synthesizes information adequately; errors do not alter meaning | Written submission indicates partial understanding of stories and somewhat synthesizes information; errors may be distracting and/or alter meaning | Written submission indicates inadequate understanding of stories and does not really synthesize information; errors may be distracting and/or alter meaning |
| Works Cited | 3-5 sources, no Wikipedia, correct formatting | 3-5 sources, no Wikipedia, 1 or 2 formatting issues | 3-5 sources, several formatting issues | 1-2 sources, several formatting issues | 1 source listed, may be formatting issues | missing or totally inadequate |

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Nations Peoples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes

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| Topic and Source | First Nations | Genesis |
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Topic would be “Creation” or “Flood,” that sort of concept.

Hint: Keep track of your sources by labelling them with i.d. such as either A, B, C (etc.) or 1, 2, 3 (etc.) then jot down the letter/number for that source in your notes. You only need to cite sources in the end if you used the information from them in your finished product.

Sources:

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| --- | --- | --- | --- | --- | --- | --- |
| i.d. | print/non-print | Author | Title | Book/Website | Publisher & Location | Year Published or Date Accessed |
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For your Works Cited page, follow these instructions:

* Have a separate page for your Works Cited, and be sure to title it Works Cited, (no quotation marks) not Bibliography.
* Double space (but no extra space between entries, just double throughout).
* Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
* List page numbers of sources efficiently, when needed. If you refer to an article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50. Use a hyphen in a span of pages.
* Use italics for titles of longer works (e.g. books) and capitalize all important words.
* List alphabetically by author’s last name.
* Make note of the type of source you have used (print, website, DVD, etc.)
* Follow this basic format:

Lastname, Firstname. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

example:

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

See <https://owl.english.purdue.edu/owl/resource/747/01/> for further details or search Purdue Owl MLA Works Cited.

**After Researching**

1. Once you have all your notes, collaborate with your group members to determine the focus of your presentation. Do you want to explore Creation 1 and 2 compared with the creation stories of your First Nations peoples? Would you prefer to compare just Creation 1 with your First Nations creation story? Would you like to look at Noah and the Flood and compare that to something similar that you’ve found in First Nations sacred stories?
2. When you decide your focus, go through all the notes you’ve taken and start organizing them. Highlight similarities between Genesis and your stories in your notes. Do you have enough information to put together a presentation that will last 3-5 minutes? If not, maybe consider adding another aspect to your presentation.
3. Decide how you’re going to put together the presentation: Prezi, Google slide show, …
4. Find images (making sure to cite your sources) to include in your presentation.
5. Put everything together and include a script. Practice with your group members.
6. Submit a copy of the script along with your Works Cited page and all prep materials (notes and source sheets) to your Humanities teacher immediately after your presentation. Include a rubric on which you have self-assessed your group’s performance and a rubric that your audience has completed for you.
7. Presentation Date:

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1. Remember, all materials must be turned in the day of your presentations.