Yukon Department Authorized Course Framework Template

School Name: Wood Street - CHAOS Program

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Date Developed: June 2012 – January 2013

Principal's Name: Darren Hays

Department Authorized Approval Date: February 2013

Department Signature: _____

Course Name: Ancestral Technology

Grade Level of Course: Grade 10

Number of Course Credits: 1 - 4

Number of Hours of Instruction: Module Dependent 20 – 25 to 100-120 hr

Prerequisite(s): None

Special Training, Facilities & Equipment Required:

1) Tools & supplies depend on module completed (see module details)
2) MacBook (teacher), class set of ipads & headphones/mics and icloud
3) Resource Library (books, DVD, Youtube clips, etc)
4) Outdoor excursions to gather materials
5) Outdoor & indoor preparation areas
6) Opportunities to share on the land
7) Ancestral Technology Institute – Summer 2013 Recommended
8) Elder, traditional teacher or resource person - Recommended

Course Synopsis:
Ancestral Technology 10 allows students to explore, research, document, and share the rich and diverse technological and artistic opportunities of Yukon First Nations.

Students will gain the knowledge, skills, stories and artistic talents behind making various First Nation technologies through Elder mentoring, heritage/written/on-line research, on-land visits, and guest speakers. Students learn to use an ipad to research, document, edit and create a personal multi-media (presentation, video, blog, etc) of their learning journey. Students will be given the opportunity for formative feedback by the mentoring adult and peers. Information gathered will be stored, using icloud, in a class First Nation technology database for future years. Students will acquire researching and referencing skills. All First Nation technologies and learning journeys created will be displayed and shared with the community.

Rationale:
Ancestral Technology 10 has been developed to support and encourage students to deeply understand the knowledge, skills and artistic abilities required to build various Yukon Ancestral Technologies while upholding traditional values regarding respect, sharing and community.

By working with an Elder or resource person and researching the First Nation technology, students will gain comprehensive knowledge and skill base on the technology produced. Knowledge and skills will encompass the technology's natural materials, building tools (or lack of), seasonal, family and personal purpose, context, building steps, stories, legends and ways to share.

The use of the specially-designed, non-linear App *Learning Journey* or the combination of a digital camera, computer and software will allow students to explore the First Nation technology from many themes and topics. Specifically, the *Learning Journey* App will guide and document the students' learning journey meanwhile sending information gathered via icloud to a class First Nation technology information database. This database can be shared with future classes, the school or even the community. The learning journey will be displayed to the teacher in a multi-media format (presentation, video, etc) along with the First Nation technology that is produced.

The approach supports student First Nation technology skills development and encourages meaningful methods of collecting, interpreting and presenting First Nation technology and artistic knowledge and skills.

Organizational Structure:
Modules range from 1 to 4 credits depending how many instructional hours. Technology modules for the semester will be chosen by the teacher based on:

- Elder Guided Season & Technology Calendar
- Student & Family Interest
- Elders Availability & Interest
- Material & Supplies Available
- Teacher Comfort
- Outdoor Trips

Course Learning Objectives*:

Ancestral Technology 10 course must incorporate the following prescribed learning outcomes**:

It is expected that students will…

Technical Competence:	develop techniques specific to a Yukon First Nation technology
Planning & Problem Solving:	gain background knowledge and creative/critical thinking skills needed to design, build & repair a Yukon First Nation technology
Contexts:	relate understanding of the Yukon First Nation technology to personal, family and community traditional Yukon First Nation activities
Presentation Application:	research, document and share the knowledge, skills and attitude for information sharing and archiving

**Content will vary based on module. See Module Descriptions for specific topic content.*

***Adapted from:* *Supplement to the Technology Education 8 to 10 IRP (1995)*
Required Program Model Content for Technology Education 10
&
Supplement to the Visual Arts 8 to 10 IRP (1995)
Required Program Model Content for Visual Arts 10

Province of British Columbia
Ministry of Education

Module Descriptions

Introduction to Technology (5 hours)
Inspired by Ukjese van Kampen's *Early South-Central Yukon First Nations Art Style*,* Module 1 of the Ancestral Technology course will: 1) Describe various Yukon First Nation technologies and their key functions to the survival of First Nation peoples in the past. 2) Compare and contrast current technologies to past Yukon First Nation technologies. 3) Describe how Yukon First Nation people integrated artistic elements to technologies and the reasons why they did this. and 4) Explain and experience the importance of knowing as many instructions, details and stories as possible about the First Nation technology from broad sense (life experiences) to narrowest sense (observations). A series of lessons will meet the above learning objectives as well as prepare students for their technology learning journeys in the future modules.

Birch Bark Basket – 1 Credit (20-25 hours)
Birch Bark Basket First Nation Technology module explores the Yukon First Nation historical use and the present use of containers based on material, shape, size and utility. Students will participate in the gathering and preparation of natural materials for their birch bark basket. With various designs to choose from, students will construct a birch bark basket to meet their needs.

The student's learning will be documented through the *Learning Journey* App on the iPad. The information will be stored in a classroom database where it can be used by future classes for archival reasons. While gathering information students will learn proper referencing skills. The student's final step in this learning journey is to use the birch bark basket out on the land.

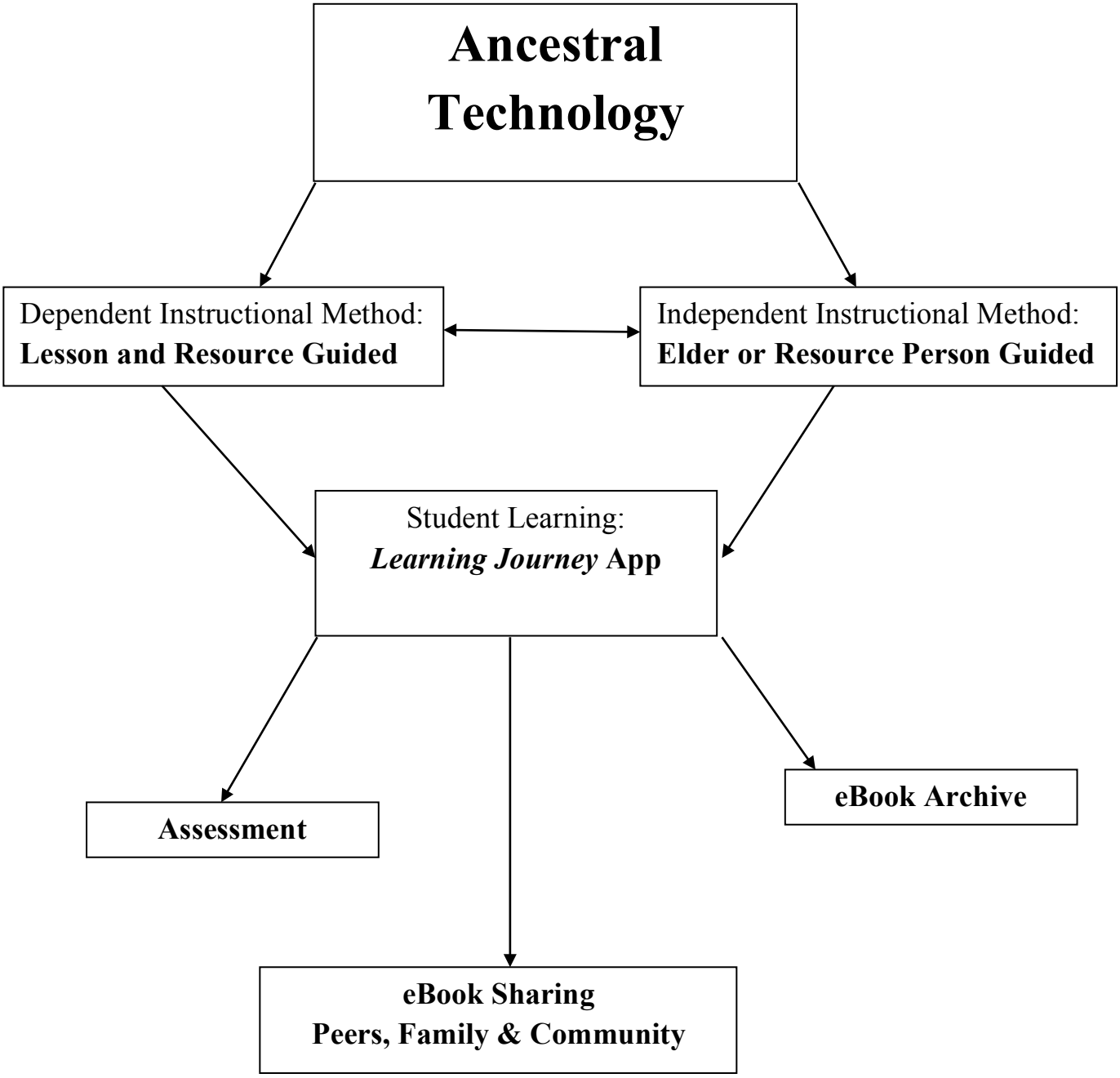
Fire Starter Kit - 1 Credit (20 – 25 hours)
Fire Starter Kit module explores the Yukon First Nation historical use and the present use of fire starter kits. The land-based experiences, stories, resources, Elders, resource people and teachers will guide students on a learning journey ensuring they have proper knowledge, skills and values for constructing and using a fire starter kit. Details will be the key to a successful, traditional technology. The student's learning will be documented through the *Learning Journey* App on the iPad. The information will be stored in a classroom database where it can be used by future classes for archival reasons. While gathering information students will learn proper referencing skills. The student's final step in this learning journey is to use the fire starter kit out on the land.

Traditional Bag & Yukon Ethnobotany – 1 Credit (20 – 25 hours)
Traditional Bag & Yukon Ethnobiology module begins with the sewing of a traditional bag or pouch. The styles and materials of the bag will be based on the local culture and community, and the materials available for use. Depending on the season, students will learn about the plant resources (ethnobotany) available for use including food and personal health. The student's learning will be documented through the *Learning Journey* App on the iPad. The information will be stored in a classroom database where it can be used by future classes for archival reasons. While gathering information students will learn proper referencing skills. The student's final step in this learning journey is to gather plants using their pouches as storage while demonstrating respect and giving thanks to the land.

Sewing – 2 or 3 Credits (option (45 – 50 hours or 70 – 75 hours)
Sewing module explores the Yukon First Nation historical use and the present use of sewing in clothing, containers, shelters and more. The land-based experiences, stories, resources, Elders, resource people and teachers will guide students on a learning journey ensuring they have proper knowledge, skills and values for constructing a sewing project. Details will be the key to a successful, traditional technology. The student's learning will be documented through the *Learning Journey* App on the iPad. The information will be stored in a classroom database where it can be used by future classes for archival reasons. While gathering information students will learn proper referencing skills. The student's final step in this learning journey is to display or gift the sewing project for peers, family and community.

Atlatl - 2 Credits (45 – 50 hours)
Atlatl module explores the Yukon First Nation historical use and the present use of atlatl. The land-based experiences, stories, resources, Elders, resource people and teachers will guide students on a learning journey ensuring they have proper knowledge, skills and values for constructing and using an atlatl. Details will be the key to a successful, traditional technology. The student's learning will be documented through the *Learning Journey* App on the iPad. The information will be stored in a classroom database where it can be used by future classes for archival reasons. While gathering information students will learn proper referencing skills. The student's final step in this learning journey is to use the atlatl in a demonstration or competition purpose.

Knife & Sheath - 3 Credits (70 – 75 hours)
Knife & Sheath module explores the Yukon First Nation historical use and the present use of cutting and storing technologies. The land-based experiences, stories, resources, Elders, resource people and teachers will guide students on a learning journey ensuring they have proper knowledge, skills and values for constructing and using a knife, and constructing and using a sheath. Details will be the key to a successful, traditional technology. The student's learning will be documented through the *Learning Journey* App on the iPad. The information will be stored in a classroom database where it can be used by future classes for archival reasons. While gathering information students will learn proper referencing skills. The student's final step in this learning journey is to use the knife and sheath on the land.


Ancestral Technology
Dependent Instructional Method: Lesson and Resource Guided
Independent Instructional Method: Elder or Resource Person Guided
Student Learning: Learning Journey App
Assessment
eBook Archive
eBook Sharing Peers, Family & Community

Assessment Components:

Formative Assessments

Observations, feedback and advice
(Elders, resource people, traditional teachers, language, etc.)
Group and one-to-one discussions
One-minute checks
Checking components of *Learning Journey*
Self-check to an exemplar eBook
Self-check to the Student Created Criteria
Self and peer assessments

Summative Assessment

Various graphic organizers and topic worksheets
Ancestral Technology Rubric
Learning Journey eBook Rubric – Class Generated

Learning Resources:

- Ancestral Technology Module – Yukon Department of Education First Nation Programs & Partnerships
- Ancestral Technology Reading & Visual Supplement – Yukon Department of Education First Nation Programs & Partnerships
- Numerous suggested:
  - Field trip locations – Heritage & Land-Based
  - Movie and video clips
  - Website links
  - Books, brochures, pamphlets and research articles
  - Organizations
  - Resource Workers
  - Links to current textbooks