

Indigenous Inquiry Project

You will create a slideshow presentation (**maximum 10 minutes**) that answers an essential question related to Indigenous peoples and issues. You may choose to work independently or with one partner. Throughout the project, you are required to maintain a “working document” using Google Slides in a way that Ms. Reece can view your version history as there will also be checkpoints along the way to monitor your progress and effort. Any evidence of AI or large chunks of copy and paste will not be accepted and could result in a zero. **Make sure to include a bibliography slide in MLA style at the end of your slideshow.**

Topics are accepted on a first-come, first-served basis, so choosing early is important. Each project should explore a unique question to ensure a wide variety of topics in class. Once your essential question is created, post it in the “comments” section on Google Classroom. A list of general topics is provided below; each topic may only be selected by one group. You are responsible for turning your chosen topic into a thoughtful essential question. You may also propose an idea not on the list, but it must be confirmed with Ms. Reece first.

Oka Crisis (Movement)	The Creation of Nunavut	Nisga'a Treaty (Land Claim)	The Indigenous Group of Seven (Artists)	Idle No More (Movement)
Jordan's Principle (Children)	Gladue report (Canadian Courts and Law)	National Indian Brotherhood (Advocacy)	Annie Pootoogook (Artists)	Elijah Harper & The Meech Lake Accord (Canadian Constitution)
UNDRIP and Comparing Australia, New Zealand, United States & Canada	Buffy Sainte-Marie (Activism and Music)	Grassy Narrows (Environment and Movement)	Missing and Murdered Indigenous Women and Girls	Traditional Ecological Knowledge and Natural Resource Management
Indigenous Communities & Climate Change	Indigenous Communities and Clean Drinking Water	Louis Riel and The Red River Resistance (History)	The Sixties Scoop	Gustafsen Lake Standoff (Movement)
Tsilhqot'in Land Decision	Contemporary Indigenous Art, (e.g pop-culture, street art, TV)	Cultural Practices (e.g. Potlatch Ban)	Oral Histories and Figures (e.g. coyote, raven, etc.)	Your own idea?

STEPS:

- Choose a topic that interests you.
- Create an essential question and post it in Google Classroom comments.
- Expand on your essential question by creating additional guiding questions if needed.
- Research information to answer your questions and build your presentation.
- Create a bibliography in MLA style. Use NoodleTools for support.
- Include sources and citations (graphs, quotes, primary documents, images) that enhance understanding. All direct sources must be cited in MLA and should also be included in a single Bibliography slide at the end of your presentation.
- Upload your presentation to Google Classroom. **All presentations must be uploaded on the first day of presentations regardless if you are presenting that day.**
- Present in class
- Take notes on classmates' presentations.
- Write a quiz based on the presentations.

Developing your Essential Question

What is an essential question?

- It guides your research.
- It gives your project a focus and frame.
- It is clear, short, and easy to understand.
- It tells your audience what your project will explore.
- It does not have a single "right" answer.

What is NOT an essential question?

- It cannot be answered with "yes" or "no."
- It cannot be answered in one sentence.
- It cannot be so broad that it would need a book to answer (be specific).

How do I write one?

- Start with words like **how, why, what effect/impact, or if.**
- Use words that make sense to you.
- Be ready to adjust your question if it doesn't make sense as you research.

Example essential questions:

- How does social media influence teen self-esteem?
- What impact did the Industrial Revolution have on urban life?
- Why is climate change a concern for coastal communities?
- If artificial intelligence becomes widely used in schools, what are the possible effects on learning?

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Content	Content is accurate, complete, and logically organized. Essential question is excellent, clearly focused, and strongly supported by additional guiding questions	Content is accurate with minor missing information. Organization is mostly logical. Essential question is good and supported by guiding questions.	Content is mostly accurate but incomplete or somewhat disorganized. Essential question is acceptable and loosely supported by guiding questions.	Content is questionable, incomplete, or disorganized. Essential question is vague and minimally supported.	Content is inaccurate or illogical. Essential question is unclear or unsupported..
Slide Creation & Design	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way.	Presentation flows well. Overall presentation is interesting.	Presentation has some flow. Presentation is somewhat engaging	Presentation is unorganized. Presentation lacks clarity.	Presentation has no logical flow. Presentation is confusing.
Sources, Citations, and Visuals	All sources (primary documents, images, etc.) are appropriate. Layout is visually appealing. MLA citations and captions are correct. Lacking some captions and text heavy could rely more on visuals but ok	Sources are appropriate. Layout is somewhat cluttered. MLA citations and captions are mostly correct.	Sources are mostly appropriate. MLA citations and captions are attempted.	Sources are inappropriate. MLA citations and captions are incomplete or incorrect.	No sources or citations included.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of the text is in authors' own words.	Many spelling and or grammar errors. Text is copied.
Group Dynamics & Use of class time	Strong collaboration. Ideas are shared and work is balanced evenly among participants Excellent use of given class time, always on task. Engaged in others presentations, expectations followed	Good collaboration. Work is mostly balanced. Very good use of class time. Listens to and engages with peers during presentations	Partial collaboration. One member dominates. Good use of class time with minor distractions. Participates somewhat during peers' presentations.	Limited collaboration. Uneven work. Poor use of class time. Rarely engages with peers' presentations.	Minimal/no collaboration. Work dominated by one person. Class time misused. Does not engage with peers' presentations
Presentation	Well-rehearsed. No pronunciation errors or other mistakes.	General level of rehearsal. Few pronunciation errors or other mistakes.	Acceptable level of rehearsal. Some pronunciation errors or other mistakes.	Low level of rehearsal. Numerous pronunciation errors or other mistakes.	No rehearsal indicated. Too many pronunciation errors or other mistakes.