

LESSON ONE: LIFE OF DR. ORONHYATEKHA

A) CONTENT: (Time: Approximately 5 class periods)

With this introductory lesson, students will learn about the life of Oronhyatekha including:

- a) family relations and childhood;
- b) young adulthood & educational pursuits;
- c) Dr. Oronhyatekha's early work and family life;
- d) Dr. Oronhyatekha and the Independent Order of Foresters
- e) legacy of Dr. Oronhyatekha.

B) LEARNING MATERIAL:

Student will access the Dr. Oronhyatekha's website ([Slide show presentation](#)) to locate the required information for this lesson plan.

C) PRE-REQUISITES:

- ② Teachers and students will be familiar with the relevant educational curriculum as it pertains to teaching about First Nations peoples and issues.
- ② Teachers and students will have a basic understanding of First Nations people and issues.

D) INSTRUCTIONAL OBJECTIVES:

1) Process Objective:

- ☺ Teachers will give a short overview of Dr. Oronhyatekha's life . (10 min.)

Teaching Points:

- ✂ Teachers will review the Dr. Oronhyatekha website, specifically view the slide show presentation which gives an overview of Dr. Oronhyatekha's life.
- ✂ Teachers will prepare a chart of questions - "Who?, What?, Where?, When?, Why?, and How?" that students will have to fill in as they review the Dr. Oronhyatekha's slide show.
- ✂ Teachers will explain student tasks of filling in the research chart in groups for Dr. Oronhyatekha life.

2) Process Objective:

(40 min)

- ☺ Have students review Dr. Oronhyatekha's life through the website.

Teaching Points:

- ✂ Teachers will assign five student research groups based on the following categories:
 - a) Oronhyatekha's family relations and childhood;
 - b) Oronhyatekha's young adult life & educational pursuits;
 - c) Dr. Oronhyatekha's work and family life;
 - d) Dr. Oronhyatekha and the Independent Order of Foresters;
 - e) Legacy of Dr. Oronhyatekha.

- ✂ Students will go on-line to view the slide show of Dr. Oronhyatekha.
- ✂ Students will make rough notes in a chart format with their answers to the "Who?",

What?, Where?, When?, Why?, and How?” of Dr. Oronhyatekha’s life.

Learning Objectives:

- ⑧ Students will be introduced to the life of Dr. Oronhyatekha;
- ⑧ Students will review the basic research questions in relation to the Dr. Oronhyatekha website.
- ⑥ In assigned groups, students will begin to fill in a draft research chart based on their website findings.

3) *Process Objective:*

(Min. 120 min - Max. 240 min.)

- Ⓔ Have student groups demonstrate their understanding of Dr. Oronhyatekha’s life by creating a good copy of their research chart and a class timeline of significant events of his life.

Teaching Points:

- ⌘ Students will create a good copy of their research chart which will identify the section/time period of Dr. Oronhyatekha’s life they researched.
- ⌘ Students will create a class time line on brown rolled paper, with each group filling in their relevant section.

Learning Objectives:

- ⑥ Students will learn the importance of individual and group work;
- ⑥ Students will demonstrate their research skills;

4) *Process Objectives:*

(40 min.)

- Ⓔ Students to give a group presentation for section of research and add their information to the corresponding the timeline information.

Teaching Point:

- ⌘ Students will present their groups findings specific to their section of Dr. Oronhyatekha’s life and display their timeline.
- ⌘ Teachers will lead a class discussion based on the collective research to identify strengths, weaknesses/gaps in the timeline, additional students/research questions.

Learning Objectives:

- ⑥ Students will demonstrate their presentation skills;
- ⑥ Students will learn the importance of each group contributing to a larger portrait of the life and times of Dr. Oronhyatekha.

Evaluation: General Research Rubric
 Individual and Group work assessment chart
 Peer evaluation