

# English First Peoples 11

## Literary Studies and Writing

### Course Outline

Mr. Kertes (Room 308)  
<https://tomkertes.ca>

tomkertes@sd52.bc.ca  
 778-884-5343

Read, speak, and hear literature of the Ts'msyen, Sami, Stó:lo, Spokane, Québécois, Ojibwe, Nisga'a, Métis, Māori, Inuit, Irish, Heiltsuk, Haisla, Haida, Dene, Coeur d'Alene, Cherokee, Celtic, Canadian, American, and African American peoples. Explore the themes of *place*, *language*, *interest*, and *being* through course texts and other shared experiences of First Peoples from here and other places. In relation to these texts and experiences, write an expository essay, textual analysis essay, persuasive or argumentative essay, and poem or collection of poems. Participate in a debate, dialogue, oral short story telling, and short play. Interpret and respond to various texts with complex themes and structures. Create a major work by working through a rigorous process of thinking, sharing, writing, revising, editing, and performing/publishing. This course is grounded in the literature and experiences of the Ts'msyen and other Coastal First Nation societies.

#### **GOALS AND THEMES**

The goals of this course are to help you:

- improve your reading, writing, speaking, and thinking skills,
- learn about the literature of the Ts'msyen, Sami, Stó:lo, Spokane, Ojibwe, Nisga'a, Métis, Māori, Inuit, Heiltsuk, Haisla, Haida, Dene, Coeur d'Alene, Cherokee peoples (local/global, oral/written, and traditional/modern),
- organize and format your academic writing, and
- make your thinking visible to express what you know and believe.

The themes of the course are:

- *place*, *language*, *interest*, and *being*.

#### **MAJOR ASSIGNMENTS BY UNIT**

<b>Unit I</b> <i>Place</i>	<b>Unit II</b> <i>Language</i>	<b>Unit III</b> <i>Interest</i>	<b>Unit IV</b> <i>Being</i>
Expository essay	Textual analysis essay	Persuasive or argumentative essay	Free write assignment
		Debate assignment	

**GRADES – PERFORMANCE SCALE**

Skill Level Assessments	20%
Quizzes	20%
Tests and Exams	30%
Assignments	30%

Grade	Score	Level of Performance
A	95-100	Outstanding quality
	86-94	Excellent quality
B	76-85	Very good quality
	73-75	
C+	67-72	Good quality
C	60-66	Satisfactory quality
C-	50-59	Minimally acceptable quality

The differences between an A or a B, a B or a C+, a C+ or a C, and a C or a C- are...

- Not better
- Not harder
- Not more

The differences are...*just different*. If you do the work for this course, you will learn the differences between the different grades. You will learn the skills and shortcuts needed to show these differences in your work. You can have mastery over the difference, giving you greater control over your grades in this class and future classes.

**FORMATIVE AND SUMMATIVE ASSESSMENT – ASSIGNMENTS**

Unit I <i>Place</i>	Unit II <i>Language</i>	Unit III <i>Interest</i>	Unit IV <i>Being</i>
Expository essay	Textual analysis essay	Persuasive or argumentative essay  Debate assignment	Free write assignment

Unit I <i>Place</i>	Unit II <i>Language</i>	Unit III <i>Interest</i>	Unit IV <i>Being</i>
Journal entries Reflections Notes	Presentation assignment Journal entries Reflections Notes	Journal entries Reflections Notes  Novel study assignment Poem assignment Short story assignment Short story reports (1 and 2)	Journal entries Reflections Notes

**FORMATIVE AND SUMMATIVE ASSESSMENT – TESTS AND EXAMS**

<b>Unit I Place</b>	<b>Unit II Language</b>	<b>Unit III Interest</b>	<b>Unit IV Being</b>
Unit 1 test	Mid-term exam	Unit 3 test	Final exam

**FORMATIVE AND SUMMATIVE ASSESSMENT – QUIZZES**

<b>Unit I Place</b>	<b>Unit II Language</b>	<b>Unit III Interest</b>	<b>Unit IV Being</b>
Sensory imagery quiz North Coast narratives quiz Research fundamentals quiz Note taking quiz Writing process quiz	Literary devices quiz Rendering quiz Characterization quiz	Debate fundamentals quiz Revising quiz Editing quiz Thinking quiz	

**SKILL ASSESSMENT AND “NEAT AND COMPLETE” MARKS**

In addition to tests and exams, you will conference with the teacher throughout each unit. These conferences focus on the skills and concepts of the course and are reflected in “skill assessment” marks. Journal entries, reflections, and notes will also be checked throughout each unit and during conferences. These materials are marked for completeness and neatness (and are reflected in the “neat and complete” marks).

**COURSE CALENDAR**

<b>Date of 1<sup>st</sup> Monday of the week</b>		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1	Sept. 4	Labour Day				Sensory Imagery Quiz
2	Sept. 11	Start Expository Essay		Neat and Complete 1		North Coast Narratives Quiz
3	Sept. 18			Research Fundamentals Quiz		Implemen- tation Day
4	Sept. 25	Start Textual Analysis Essay		Note Taking Quiz		Expository Essay
5	Oct. 2	National Day for Truth and Reconciliation		Writing Process Quiz	Unit 1 Test	Unit 1 Test

6	Oct. 9	Thanksgiving	Unit 1 Test	Unit 1 Test Skill Assessment 1		Neat and Complete 2
7	Oct. 16	Start Presentation Assignment	S/P/T	Literary Devices Quiz	S/P/T	Pro-D
8	Oct. 23		Presentation Assignment	Rendering Quiz	Presentation Assignment	Presentation Assignment
9	Oct. 30	Textual Analysis Essay		Characterization Quiz	Mid Term Exam	Mid Term Exam
10	Nov. 6	Mid Term Exam	Mid Term Exam	Mid Term Exam Skill Assessment 2		Remembrance Day
11	Nov. 13	Make-Up Day		Neat and Complete 3	Start Persuasive or Argumentative Essay	
12	Nov. 20	Written Learning Update	Start Final Assignments	Debate Fundamentals Quiz	Start Final Assignments	Pro-D
13	Nov. 27	Start Debate Assignment		Revising Quiz		
14	Dec. 4			Editing Quiz		
15	Dec. 11	Persuasive or Argumentative Essay	Debate Assignment	Thinking Quiz	Unit 3 Test	Unit 3 Test
16	Dec. 18	Unit 3 Test	Unit 3 Test	Unit 3 Test Skill Assessment 3	Debate Assignment	Debate Assignment
-	Dec. 25	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
-	Jan. 1	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
17	Jan. 8					
18	Jan. 15	Novel Study Assignment	Poem Assignment	Short Story Assignment	Short Story Report 1 Short Story Report 2	Free Write Assignment
19	Jan. 22	Final Exam	Final Exam	Final Exam	Final Exam	Final Exam Skill Assessment 4
20	Jan. 29	Make-Up Day				

**ASSIGNMENTS AND ASSESSMENTS OVERVIEW**

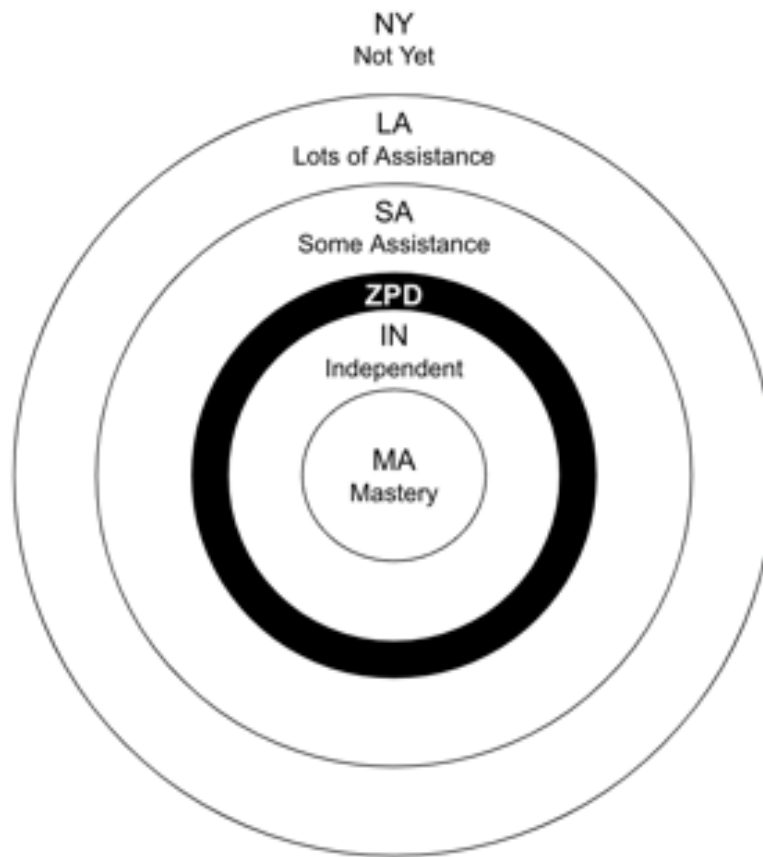
Skill Level Assessments	20%
Quizzes	20%
Tests and Exams	30%
Assignments	30%

<b>Unit</b>	<b>Assignment or Assessment</b>	<b>Category</b>	<b>Points</b>
I	Sensory imagery quiz	Quizzes	10
I	Neat and complete 1	Assignments	25
I	North Coast narratives quiz	Quizzes	10
I	Research fundamentals quiz	Quizzes	10
I	Note taking quiz	Quizzes	10
I	Expository essay	Assignments	100
I	Writing process quiz	Quizzes	10
I	Unit 1 test	Tests and exams	100
I	Skill assessment 1	Skill level assessments	25
I	Neat and complete 2	Assignments	25
II	Literary devices quiz	Quizzes	10
II	Presentation assignment	Assignments	50
II	Rendering quiz	Quizzes	10
II	Published short story	Assignments	10
II	Characterization quiz	Quizzes	10
II	Mid-term exam	Tests and exams	150
II	Skill assessment 2	Skill level assessments	50
II	Neat and complete 3	Assignments	25
III	Debate fundamentals quiz	Quizzes	10
III	Revising quiz	Quizzes	10
III	Editing quiz	Quizzes	10
III	Persuasive or argumentative essay	Assignments	150
III	Debate assignment	Assignments	150
III	Thinking quiz	Quizzes	10
III	Unit 3 test	Tests and exams	200
III	Skill assessment 3	Skill level assessments	100
IV	Novel study assignment	Assignments	50
IV	Poem assignment	Assignments	25
IV	Short story assignment	Assignments	25
IV	Short story report 1	Assignments	25
IV	Short story report 2	Assignments	25
IV	Free write assignment	Assignments	200
IV	Final exam	Tests and exams	200
IV	Skill assessment 4	Skill level assessments	200

All assignments and assessments must be completed to achieve a passing grade for this course.

**SKILL AND CONCEPT LEVELS – FOR SKILL ASSESSMENTS**

Skill Level		Key
NY	0	Not Yet (Cannot do, even with help. Out of reach. Ready to learn.)
LA	1	Lots of Assistance (Can do with lots of help. Learning with lots of help.)
SA	2	Some Assistance (Can do with only a little help. Entering ZPD.)
IN	3	Independent (Can do on own when formally assessed. Exiting ZPD.)
MA	4	Mastery (You consistently apply this skill or concept on your own, across contexts, and without help or reminders.)

**STUDY HALL**

The classroom is open for optional study hall on Mondays, Tuesdays, Thursdays, and Fridays during lunch (not Wednesdays).

- Receive extra help from the teacher.
- Ask questions about an assignment or assessment (quiz, test, exam, etc.).
- Have a quiet place to work.
- Study for an upcoming assessment (quiz, test, exam, etc.).
- Work quietly on work from another class.

**SCHEDULE**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
0-10: Journal 10-40: Part 1 40-70: Part 2 70-80: Exercise	0-10: Journal 10-80: Work 80-90: Break 90-162: Project	0-10: Journal 10-40: Part 1 40-70: Part 2 70-80: Exercise	See Tuesday	0-10: Journal 10-40: Part 1 40-70: Part 2 70-80: Exercise

**CORE COMPETENCIES AND CURRICULAR GOALS**

- See the English First Peoples 11 Assessment Packet for a list of the curricular goals. Students will continually reflect on these goals and conference with the teacher, as part of ongoing assessment of progress:
  - <https://tomkertes.ca/wp-content/uploads/2023/07/2023-24-T1-EFP11-Kertes-AssessmentPacket.pdf>

**CLASSROOM ETIQUITE**

- The purpose of class time is to help all students learn the material and to do well in the class. Please respect this. If you do not wish to be here, please consider your options. But do not disrupt the learning of other students. Time is organized to maximize the amount of individual support provided by the teacher for all students. The course is also organized to make it possible for students who attend regularly and who do work during class to achieve passing marks, rather than requiring you to do work at home or outside of school hours in order to pass the course. (For students aiming for C+/B/A marks, some homework may be required.)
- If you arrive late in the first ten minutes of class, please wait quietly outside the door. When the journal exercise is over, the teacher will open the door and you may enter. If you arrive past the first ten minutes, please enter without distracting others.
- Class is over when the bell rings, not before. Please do not start packing up your materials until the end of class (1 min. before the transition). Have your materials (lined paper, binder, and pencil) with you at the start of the period.
- Cell phones and other devices must remain out of sight and should be turned off. The best place for your cell phone is in your locker. If your cell phone, other device, or watch becomes a distraction you must hand it to the teacher. It will be stored in the teacher's desk and will be returned to you at the end of class. Repeated distractions may result in a call to your parent(s) or guardian(s). Other consequences may follow.
- You may use the hall pass by signing yourself out. Please be sure to erase your name and time when you return. Only one student may be out at a time. If you are gone for an excessive amount of time (on a repeated basis) you may be assigned to a different hall pass system. You may not sign out in the first fifteen minutes or final fifteen minutes of class. Please do not ask the teacher to use the washroom, get water, or to leave for other reasons (instead, just sign yourself out). If you must go in the first fifteen or final fifteen minutes, please sign out and explain why after class.

- Students are expected to adhere to the school’s Code of Conduct and SD52 policies. More information about the Code of Conduct is provided in the handout on Discussing Ideas as a Class (see below).

### **HOW TO DISCUSS IDEAS AS A CLASS**

- Please see the handout on discussion of ideas as a class. We will go over this early in the term as a class:
  - <https://tomkertes.ca/wp-content/uploads/2023/07/2023-24-T1-EFP11-Kertes-Discussion.pdf>

### **WHAT TO DO IF YOU ARE BEHIND OR STRUGGLING**

- Ask for help or clarification.
- Attend an optional study hall for one-on-one help.
- Request an extension (before the assignment is late).
- Request an extension (even after the assignment was due).

### **DUE DATES AND DEADLINES**

- All major assignments are due by the end of the term and are required to demonstrate your learning of course concepts and skills.
- The due dates are provided to help you pace yourself. They also show when the most support for specific assignments will be available.

Keep the teacher informed of how you are doing. An assignment can be simplified if needed. The point is that you learn what you need to learn, even if it takes you longer to do this than expected or you take some detours along the route. These options are available for everyone in the class who needs them – so please talk to the teacher as soon as you need extra help for any reason. Let the teacher know if you are struggling. Good communication helps the teacher modify instruction, change the pacing (perhaps for the entire class), or provide you with more support.

### **A NOTE ABOUT EXCEPTIONS**

- The teacher strives to treat every student fairly. In most instances, this means having the same consequences in place for all students – applied without exception or favour.
- On some instances (such as being on time, having your materials, not using your phone, and using the correct format) it’s always a straightforward matter. In general, every student should expect to experience the same consequence in these instances.
- To support learning, individual accommodations, based on individual needs, may be provided. If you feel that you require other supports, please talk with the teacher. Additional supports may be provided, but grading is based on the same standards for all students (unless your IEP states otherwise).



## **READINGS**

PDFs or links to most readings are available (will be posted) at: <https://tomkertes.ca/readings/>

Note: Additional readings may be added as the course progresses, especially in response to student inquiry.

### **Course Handouts**

#### **Rubrics:**

- English 11 Expository Essay Rubric
- English 11 Textual Analysis Essay Rubric
- English 11 Persuasive or Argumentative Essay Rubric
- English 11 Poem or Poetry Collection Rubric

#### **Study Guides:**

- English First Peoples 11 Unit 1 Test Study Guide
- English First Peoples 11 Mid-Term Exam Study Guide
- English First Peoples 11 Unit 3 Test Study Guide
- English First Peoples 11 Final Exam Study Guide

### **Course Readings – Unit I “Place”**

#### **Stories:**

- Alexie, Sherman. “One Good Man.” *The Toughest Indian in the World*. New York Grove Press, 2000.
- Dunning, Norma. “Ama.” *Tainna : The Unseen Ones : Stories*. Madeira Park, Douglas and McIntyre, 2021, pp. 1-24.
- Hicks, Chelsea T. “Superdrunk.” *A Calm & Normal Heart : Stories*. Los Angeles, The Unnamed Press, 2022, pp. 55-66.
- Highway, Tomson. “Hearts and Flowers.” *Our Story : Aboriginal Voices on Canada’s Past*, Dominion Institute, Toronto, Anchor Canada, 2005, pp. 177-199.
- Conrad, Emma (told by, to Thom Hess, at Burlington, Washington, on March 28, 1963). “Legend of the Seasons (All Year Round Story).” *Haboo : Native American Stories from Puget Sound*. Translated and edited by Vi taqʷšəblu Hilbert, Seattle, University of Washington Press, 2020, pp. 22-30.
- Simpson, Jaye. “The Ark of the Turtle’s Back.” *Love after the End : An Anthology of Two-Spirit and Indigiqueer Speculative Fiction*. Edited by Joshua Whitehead, Vancouver, Arsenal Pulp Press, 2020, pp. 61-76.
- Mehlmann, Gloria. “Adam’s Tree.” *Adams’s Tree : Stories*. Regina, Radiant Press, 2019, pp. 118-137.
- King, Thomas. “The One About Coyote Going West.”

- King, Thomas. “The Baby in the Airmail Box.” *A Short History of Indians in Canada : Stories*. Toronto, Harper Perennial, 2005, pp. 34-49.

### Poems:

- Atwood, Margaret. “Backdrop addresses cowboy.”  
<https://www.poetryfoundation.org/poems/47792/backdrop-addresses-cowboy>
- Hughes, Langston. “The Negro Speaks of Rivers.” Poetry Foundation, 2019,  
[www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers](http://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers).
- Maracle, Lee. “Bring the Boys Home.” Bent Box. Penticton, B.C. Theytus Books, 2000.
- Mercredi, Duncan. “searching for visions” *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, p. 207.
- Allbrett, Mahara. “the mountains are real.” *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, pp. 176-77.
- Joe, Rita. “Wen net ki’l.” *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, p. 15.
- Reed, Ishmael. “beware: do not read this poem.” *The Poetry of Black America : Anthology of the 20th Century*. Edited by Arnold Adoff, New York, HarperCollins Publishers, 1973, pp. 328-329.

### Essays/Chapters/Articles:

- Brown, Dennis. “The Battle of Prince Rupert.” *Salmon Wars : The Battle for the West Coast Salmon Fishery*, Madeira Park, BC, Harbour Publishing, pp. 176–195.
- Bruner, Jerome. “The Narrative Construction of Reality.” *Critical Inquiry*, vol. 18, no. 1, 1991, pp. 1–21.
- Gaadgas Nora Bellis. *So You Girls Remember That*. Harbour Publishing, 30 Apr. 2022.
- Highway, Tomson. *From Oral to Written: A Celebration of Indigenous Literature in Canada, 1980-201*.
- King, Thomas. *the truth about stories A Native Narrative*. Dead Dog Café Productions Inc. and the Canadian Broadcasting Corporation, 2003.
- Maracle, Lee. *Untitled. My Conversations with Canadians*, Toronto, BookThug, 2017, pp. 139–160.
- Mills, Antonia. “Witsuwit’en Law.” *Eagle down Is Our Law : Witsuwit’en Law, Feasts, and Land Claims*, Gitksan-Witsuwit’en Tribal Government, Vancouver, UBC Press, 1994, pp. 141–164.
- Wightman, Andy. “To Spoil the Kirk of Christ of Her Patrimony.” *The Poor Had No Lawyers : Who Owns Scotland (and How They Got It)*, Edinburgh , Birlin Limited, 2013, pp. 23–30.
- Younging, Gregory. *Gatherings Journal XV: Youth Water Anthology*.

Books:

- Beynon, William. Luutigm Hoon : Honouring the Salmon : Teacher’s Resource Guide. Prince Rupert, B.C., Tsimshian Nation, School District 52 (Prince Rupert), 2002.
- Bringhurst, Robert. A Story as Sharp as a Knife: The Classical Haida Mythtellers and Their World. Douglas & McIntyre, 2011.
- First Nations Education Council, and Kenneth Campbell. Persistence and Change. Prince Rupert, Tsimshian Nation and School District 52 (Prince Rupert), 2005.
- Mann, Charles C. 1493 : From Columbus’s Voyage to Globalization : For Young People. New York, Seven Stories Press, 2014.

**Course Readings – Unit II “Language”**Learning:

- Robinson, Eden. The Sasquatch at Home. University of Alberta, 2012.
- Florence Davidson, Sara, and Robert Davidson. “Celebrating One More Time in a Way They Know How.” Potlatch as Pedagogy : Learning Through Ceremony. Winnipeg, Portage and Main Press, 2018, pp. 35-45.

Talking:

- Reservation Dogs
- The Rez Sisters
- Tomson Highway: kipimâtisinaw tapâhpeyahk
- Qallunaat! Why White People Are Funny

Describing:

- Baker, Marie Annharte. “Pretty Tough Skin Wsoman.” Native Poetry in Canada : A Contemporary Anthology. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, p. 67.
- Mercredi, Duncan. “born again indian” Native Poetry in Canada : A Contemporary Anthology. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, pp. 206-207.
- Wagamese, Richard. Keeper’n Me. 1994. Toronto, Ontario, Penguin Random House Canada Limited, A Penguin Random House Company, 2018.

Listening:

- Whitehead, Ruth Holmes. Six Mikmaq Stories.

**Course Readings – Unit III “Interest”**

## Speeches:

- Douglass, Frederick. “What To the Slave Is the Fourth of July?”
- King, Martin Luther. “I’ve Been to the Mountaintop.”
- Pankhurst, Emmeline. “Freedom or Death.”
- Truth, Sojourner. “Ain’t I a Woman?”

## Stories and Poems:

- Maracle, Lee. “Mister Mandela.” *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, p. 186.
- Mercredi, Duncan. “Blues Singer.” *Native Poetry in Canada : A Contemporary Anthology*. Edited by Jeannette C. Armstrong and Lally Grauer, Peterborough, Broadview Press, 2001, p. 202.

## Films:

- National Film Board of Canada. “Encounter with Saul Alinsky – Part 2: Rama Indian Reserve.” [www.nfb.ca](http://www.nfb.ca), [www.nfb.ca/film/encounter\\_with\\_saul\\_alinsky/](http://www.nfb.ca/film/encounter_with_saul_alinsky/). Accessed 19 June 2023.
- National Film Board of Canada. “First Stories – Two Spirited.” [www.nfb.ca](http://www.nfb.ca), [www.nfb.ca/film/first\\_stories\\_two\\_spirited/](http://www.nfb.ca/film/first_stories_two_spirited/). Accessed 19 June 2023.
- National Film Board of Canada. “Hands of History.” [www.nfb.ca](http://www.nfb.ca), [www.nfb.ca/film/hands\\_of\\_history/](http://www.nfb.ca/film/hands_of_history/). Accessed 19 June 2023.
- National Film Board of Canada. “Indian Dialogue.” [www.nfb.ca](http://www.nfb.ca), [www.nfb.ca/film/indian-dialogue/](http://www.nfb.ca/film/indian-dialogue/). Accessed 19 June 2023.
- National Film Board of Canada. “No Turning Back.” [www.nfb.ca](http://www.nfb.ca), [www.nfb.ca/film/no\\_turning\\_back/](http://www.nfb.ca/film/no_turning_back/). Accessed 19 June 2023.

**Course Readings – Unit IV “Being”**

- *Daughters of the Dust*. Directed by Julie Dash, 1991.
- *SGaawaay K’uuna*. Directed by Gwaai Edenshaw and Haig-Brown Helen, 2018.
- *Smoke Signals*. Directed by Chris Eyre, 1998.

**Course Readings – Major Work**

- Adler, Mortimer Jerome, and Charles Van Doren. *How to Read a Book*. M J F Books, 1972.
- Younging, Gregory. *Elements of Indigenous Style : A Guide for Writing by and about Indigenous Peoples*. Edmonton, Alberta, Brush Education, 2018.