



Aboriginal Perspectives

The Teacher's Toolkit

Aboriginal perspectives bring the curriculum to life!

Grade 2 Social Studies

Heritage and Citizenship

- Traditions and Celebrations

Aboriginal Teaching Strategy

Naming Ceremony

Students learn about names and naming traditions, and examine how these and other aspects of culture and community are passed on through the generations.

Related Curriculum Policy

- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004*
- *The Ontario Curriculum, Grades 1–8: Language, 2006*

Specific Expectations

Knowledge and Understanding

- outline traditions of various cultures that are passed down from earlier generations (e.g., celebrations, names)
- identify ways in which heritage and traditions are passed on (e.g., stories; community celebrations; special days such as Remembrance Day, Canada Day, Aboriginal Solidarity Day, and religious holidays; the Canadian flag; music, crafts, dance, food, recreation, clothing)
- explain the significant traditions and celebrations of families from a variety of cultural traditions

Cross-Curricular Connections

Language

Writing: Developing and Organizing Content

- 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from a variety of texts, including teacher read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts)

Aboriginal Context

In some Aboriginal nations, a child is given a name by an Elder through a vision quest. This name is meant as a spiritual guide for the child, who carries the name throughout his or her life.

Teaching Strategies

- Activate students' prior knowledge: read some names from a baby name book and identify some of the meanings of the names.
Teacher prompts: What is your name? How did you get your name? Who named you? What does your name mean to you?
- Share your own name story with students.
- Introduce naming ceremonies and explain that in Aboriginal communities and cultures, this is one way children receive names.
- Read the story "A Name for a Métis" (see Resources: Delaronde).
Teacher prompts: Talk with your partner and describe how the boy in the story got his name. How is this way different from or the same as the way you got your name?
- Have students ask their parents or guardians how they got their names and what their names mean. Have students write a recount description of how they got their own name, what their name means, and how they feel about the naming process. Should adoptive parents or guardians not have a student's personal name history, have the student ask how the parents or guardians got their names, or encourage the student to learn the historical origins, and meaning, of his or her own name.
- Have students answer some further questions, such as these: Do you have any other names or nicknames? If so, what do they mean? Who gave you your other name? Do you have an Aboriginal name? Do you have another cultural name, or a religious name? What other significant traditions does your family pass on? What cultural celebrations does your family observe? If so, how do you and your family celebrate? Do you and your family eat certain foods that would be considered cultural foods?

Resources

The following recommended resource was accurate at the time of publication. Teachers are encouraged to check that reference listings remain current.

Delaronde, Deborah L. *A Name for a Métis*. Winnipeg: Pemmican, 1999. A humorous story about a young boy who wants a nickname and seeks the assistance of his grandparents in getting one. A glossary of 25 Ojibway names and words is provided.

Making Community Connections

- Have an Elder visit the school to talk about naming ceremonies.
- Have parents or guardians come in and talk about how they named their child.

ABOUT THE TEACHER'S TOOLKIT

This teaching strategy is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the collection includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website, at www.edu.gov.on.ca.

