Task-Based Activity

Conduct follow-up research on Haudenosaunee clan system.

OALCF Link

Relevant Goal Paths (Spirit-Vision):

x	**EMPLOYMENT**
x	**INDEPENDENCE**
x	**POSTSECONDARY**
x	**SECONDARY SCHOOL CREDIT**
x	**APPRENTICESHIP**

Rationale:
Learners on the employment, post-secondary, and secondary school credit goal paths may need the practice of conducting research on a particular topic (and learners on the independence, and apprenticeship path may need to research for the reason listed below).

Learning Plan Link (Heart- Feeling):

Research is an important aspect of academic learning for those on the post-secondary and secondary school credit goal path. However, a learner may also want to research their own family in order to discover what clan they belong to. This then becomes part of their learning/healing journey.

Task-Based Activity Description:
The learner will search for a website to learn about the Haudenosaunee (Iroquois) clan system. The document Daughters, Sisters, Wives and Mothers gives an introduction: The Creation of the Clans. Now the learner will discover what are the different clans in each nation.

Competency, Task Group and Level Indicator: (Mind - Knowledge)

LEVEL:

Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
A1.2	A2.2			B2.2							D2		

Materials Required
1. Computer with internet access
2. Writing instruments
3. Question sheet(s)
4. Copy of document Daughters, Sisters, Wives and Mothers

## Overview of Task (Body-Skills)

Activity Introduction
The learner will research the clan system of the Haudenosaunee (Iroquois). They will research what are the different clans for each of the 6 Nations.

Instructions
1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Review the Student Activity Sheet with the learner.
4. When the learner has completed the activity, have him/her complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.
6. Discuss next steps with the learner.

Extension Activities
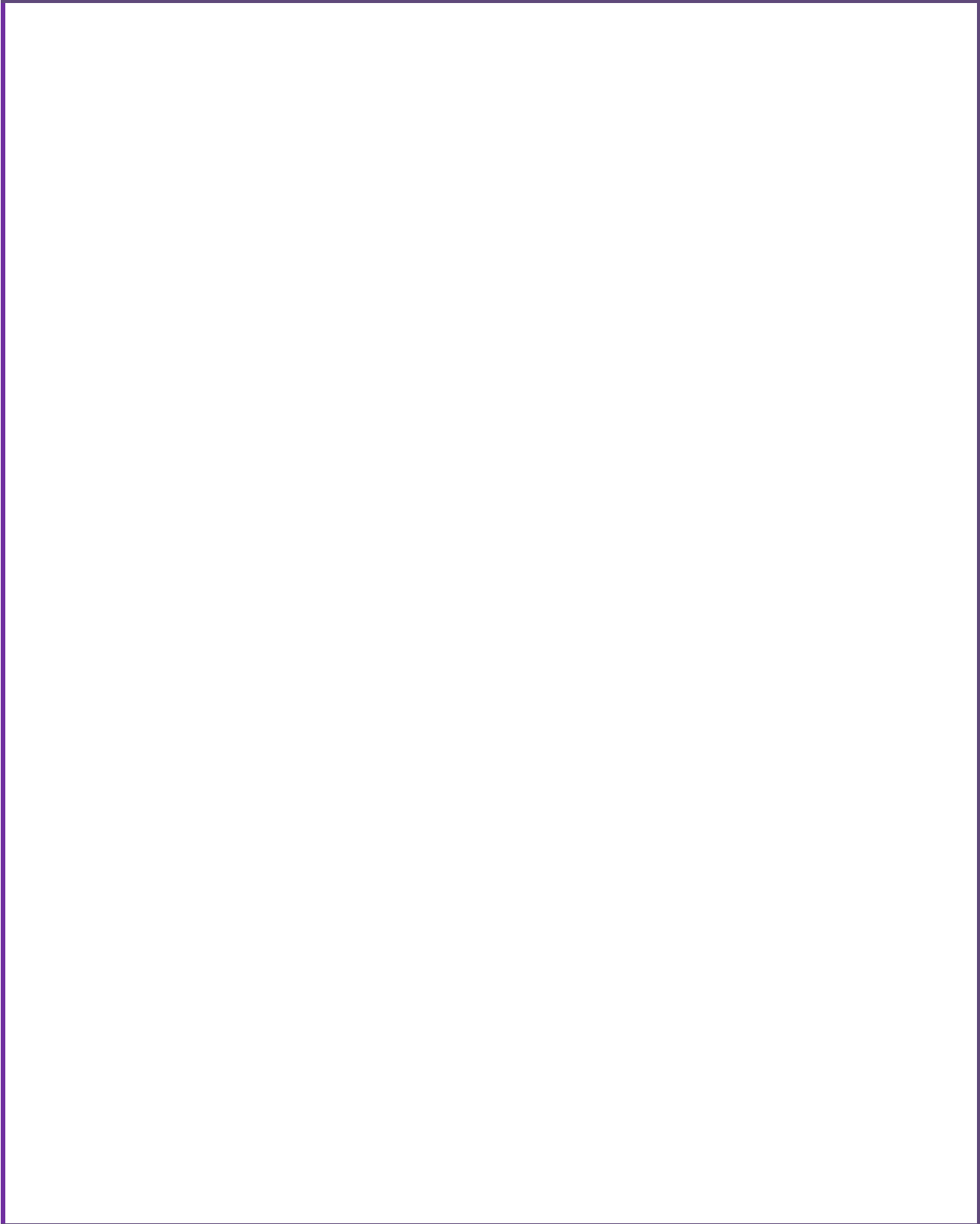
Task-Based Activity:

Learner Name: _____   **Date:** _____

Pre self-assessment

I need to improve my skills at reading texts to locate and connect ideas and information.

❑ Yes
❑ No

I need to improve my skills at interpreting simple documents to locate and connect information.

❑ Yes
❑ No

I need to improve my skills at writing texts to explain and describe information and ideas.

❑ Yes
❑ No

I need to improve my skills at performing well-defined, multi-step digital tasks.

❑ Yes
❑ No

New Words
derivative genocidal constituted matrilineal assimilation patriarchal enfranchisement hieroglyphics acolytes

Assessment

Task-Based Activity:

Learner Name: _____ **Date** _____

Practitioner Name: _____

Performance Descriptors	Needs Work	Improving	Excellent
A1.2 Read continuous text -Scans text to locate information -locates multiple pieces of information in simple texts A2.2 – Interpret documents -scans to locate specific information -makes connections between elements and parts of documents -begins to evaluate information B2.2 – Write continuous text -answers simple comprehension questions -writes legibly D2 –Use Digital technology -selects and follows appropriate steps to complete tasks -locates and recognizes functions and commands -makes low-level inferences to interpret icons and text -begins to identify sources and evaluate information -performs simple searches using keywords(e.g. internet, software help menu -conducts keyword searches			

The learner needs to work on the following:

This task was successfully completed ____ This task needs to be tried again ____

Practitioner Comments:

Learner Comments:
Post self-assessment

I improved my skills at reading texts to locate and connect ideas and information.

- ❑ Yes
- ❑ No

I improved my skills at interpreting simple documents to locate and connect information.

- ❑ Yes
- ❑ No

I improved my skills at writing texts to explain and describe information and ideas.

- ❑ Yes
- ❑ No

I improved my skills at performing well-defined, multi-step digital tasks.

- ❑ Yes
- ❑ No

Question Sheet Part A:

1. There are ___ different clans within the Cayuga Nation, the clans are

    _____.

2. There are ___ different clans within the Mohawk Nation, the clans are

    _____.

3. There are ___ different clans within the Oneida Nation, the clans are

    _____.

4. There are ___ different clans within the Onondaga Nation, the clans are

    _____.

5. There are ___ different clans within the Seneca Nation, the clans are

    _____.

6. There are ___ different clans within the Tuscarora Nation, the clans are

    _____.

Part A: ANSWER KEY

1. Cayuga has 5 different clans – BEAR, HERON, SANDPIPER, TURTLE, WOLF.

2. Mohawk has 3 different clans – BEAR, TURTLE, WOLF.

3. Oneida has 3 different clans – BEAR, TURTLE, WOLF.

4. Onondaga has 9 different clans – BEAR, BEAVER, DEER, EEL, HAWK, HERON, SNIPE, TURTLE, WOLF.

5. Seneca has 8 different clans – BEAR, BEAVER, DEER, HAWK/EAGLE, HERON, SANDPIPER/SNIPE, TURTLE, WOLF.

6. Tuscarora has 7 different clans – BEAR,BEAVER, DEER, EEL, SANDPIPER, TURTLE, WOLF.