

Dodem - The Clan System

Activity: Roles & Responsibilities

Overview

As described by Isaac in the video, the central theme of Dodem is the concept of being part of a family or clan. He goes on to discuss some of the aspects of the clan system within various First Nations tribes and how each of these clans has certain characteristics associated with them, and how these clans have developed the various governance systems within which they live.

One of the underlying messages of this teaching was that people need to work together and that no one should think that they are above someone else. It is through this teaching of *Dodem*, that the Indigenous Peoples have governed themselves, accepting individual roles and roles within the community as all being important in contributing to the common good of all.

In this lesson, students will explore the various roles that are contained within the family structure and extend this thinking to the various roles that are present within the school and school community.

Assessment:

Assessment for, as, and of learning is developed through the co-creation of learning goals and success criteria with students, based upon chosen overall and specific expectations. Teachers are encouraged to choose focus areas from the overall expectations listed in relation to this lesson.

Minds on:

Teachers may wish to refer to the section called Inaaknigewin – Natural Law for further background knowledge.

Watch the video discussing the concept of Dodem – The Clan System. The transcription is also provided.

Brainstorm with students the various roles that are present within their own family structure. How are roles, duties, or jobs distributed throughout the family? How have these roles been established?

Chart these responses.

Extend the discussion to include roles within the community of the school. Identify the various roles that different people have within the school. Discuss

how different characteristics help to guide and support people in their various roles.

Chart these responses.

Action:

Working individually or in pairs, have students identify a job or role within the community that they would like to find out more about. These roles or jobs may include both private and public positions. Ask students the characteristics that are important in the performance of the chosen role and connect these characteristics with specific tasks that must be performed in the chosen role.

Students will inquire into the tasks involved in the chosen job and may wish to talk with or interview someone in the community that is responsible for that role.

As part of their investigation/ inquiry, ask students to summarize the characteristics and skills that are important in the chosen job, and develop a presentation to share with the class that will highlight the work within this role, and the contributions and importance of this role within the community.

Consolidation:

Through various opportunities (oral presentation, multi-media presentation, dramatic representation, etc.) students will share with the class their understandings of characteristics and skills that are important for the job or role that they chose to research.

Review the concept of *Dodem* with the students - perhaps watch the *Dodem* video once again. Ask students the similarities and differences that exist within the school and greater school community and the concept of *Dodem* as described by Isaac.

Ask students how our communities and societies could be improved through a stronger sense of *Dodem*.

A suggested extension activity could be to create a declaration of responsibilities for their class, family, community, etc. based upon their collaborative strengths from the different animals discussed.

Guiding Questions:

*How are the values and teachings of the clan system reflected through our Catholic teachings? How can we work together to improve our *Dodem* at school, at home, and in our community?*

ONLINE LEARNING SUGGESTIONS

CONTENT:

Upload the video “Dodem – The Clan System” from the website and provide a link to this page.

Refer to the section called Inaaknigewin – Natural Law for further background knowledge.

DISCUSSION:

Suggested discussion questions:

What are the various roles that are present within their own family structure?

How are roles, duties, or jobs distributed throughout your family?

How have these roles been established?

What are the various roles that different people have within your school?

How do different characteristics of people help to create a positive working community?

ASSIGNMENT:

Investigate

Identify a job or role within the community that you would like to find out more about. These roles or jobs may include both private and public positions.

Create

Create a poster of the characteristics that are important in the performance of the chosen role and connect these characteristics with specific tasks that must be performed in the chosen role.

Summarize

Choose one characteristic from your list and explain how this will contribute to a better world for all. Provide specific examples of how you will act on this responsibility.

DODEM – The Clan System

Grandfather Teaching: Minaadendamowin—Respect:

Respect is accepting everyone & their ideas just they way they are. No one is better than anyone or anything else. Respect means that everything is equal because they have spirit. The Earth does not need us to survive. We need the Earth and each other to survive. Respect is how we conduct ourselves to make the world a better place.

~Nancy Rowe

Ontario Catholic School Graduate Expectations

The Ontario Catholic Graduate School Expectations provide a set of overriding principles that serve to guide Catholic students through their Catholic education faith journey. The expectations serve as a continuous reminder of the behaviours that are to be exemplified throughout their lives.

Connected Expectation:

A Caring Family Member who: attends to family, school, parish and the wider community.

Virtues Program

Virtue: Respect (February) is seeing the goodness in others.

It helps us to see others as God sees them, to accept them as they are, and to treat them with dignity.

Virtue: Empathy (October) is the ability to put oneself in another's shoes and the capacity to feel what the other person is feeling.

Possible Connections to Ontario Ministry of Education Curriculum Documents

RELIGIOUS EDUCATION

GRADE 4 & 5

Living in Solidarity

LS1: Understand that there is a legitimate role and need for the charism of authority to ensure and promote the common good of society and that the Christian witness is a duty of obedience to the just laws (i.e. moral order) which promote the human community.

LS2: Focus: the common good and stewardship of creation

Demonstrate an understanding of how the gifts received as human beings invite us to be responsible stewards of creation (i.e. natural world created by God) and to bring about His reign in the human community (i.e. common good of societies and nations of the earth).

GRADE 6

Living a Moral Life

ML3: Demonstrate an understanding of the important personal responsibility that each person has to form their moral conscience as a sign of Christian maturity and a commitment to the call to holiness.

Living in Solidarity

LS1: Understand that each person is responsible for participation in society, to discern, to freely choose their vocation and to make a contribution in the world.

LS2: Focus: Principle of Rights and Responsibilities

Understand that by virtue of our human dignity, out of respect for equality and diversity of being and the common good, all human beings are to enjoy certain fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment).

FAMILY LIFE

Created and Loved by God

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God.

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

Living in Relationship

B1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by living in relationship with others.

B2. Exploring Human Nature: demonstrate an understanding of the ways in which the bonds of family and friendship are central to human life and shape human identity and development.

B3. Reflecting, Responding, and Analyzing: apply an understanding of the role of relationships in shaping human identity and development in personally relevant contexts.

Growing in Commitment

D2. Exploring Human Nature: demonstrate an understanding of the ways in which humans grow in their ability to develop committed and trustworthy relationships.

Living in the World

E1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by caring for all of God's gifts of creation.

E2. Exploring Human Nature: demonstrate an understanding of the ways in which humans participate in society and fulfill the responsibility to care for and build God's world.

E3. Reflecting, Responding, and Analyzing: apply an understanding of the global dimension of human nature in personally relevant contexts.

LANGUAGE ARTS

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

SOCIAL STUDIES

GRADE 4

Heritage and Identity: Early Societies, 3000 BCE–1500 CE

A3. Understanding Context: demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other (FOCUS ON: Significance)

GRADE 5

People and Environments: The Role of Government and Responsible Citizenship

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments (FOCUS ON: Significance)

GRADE 6

Heritage and Identity: Communities in Canada, Past and Present

A1. Application: assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)

People and Environments: Canada's Interactions with the Global Community

B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (FOCUS ON: Cause and Consequence)

SCIENCE

GRADE 4

Understanding Life Systems: Habitats and Communities

1. analyse the effects of human activities on habitats and communities;

GRADE 6

Understanding Life Systems: Biodiversity

3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

THE ARTS

DRAMA

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

DANCE

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

MUSIC

C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;

C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

VISUAL ARTS

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.