



SIX NATIONS
POLYTECHNIC

eCO Virtual Learning Strategy Initiatives

AODA Compliance Testing

Project Name: **Voices of Haudenosaunee Women**
eCO Project ID: SNP-625
SNP Project ID: SNP VHW
Compliance Tool: D2L Brightspace Accessibility Checker¹
Status: **Passed**
Standard Attained: Web Content Accessibility Guidelines (WCAG) 2.1 Level AAA

Test Results by Content Module

Instructor Information

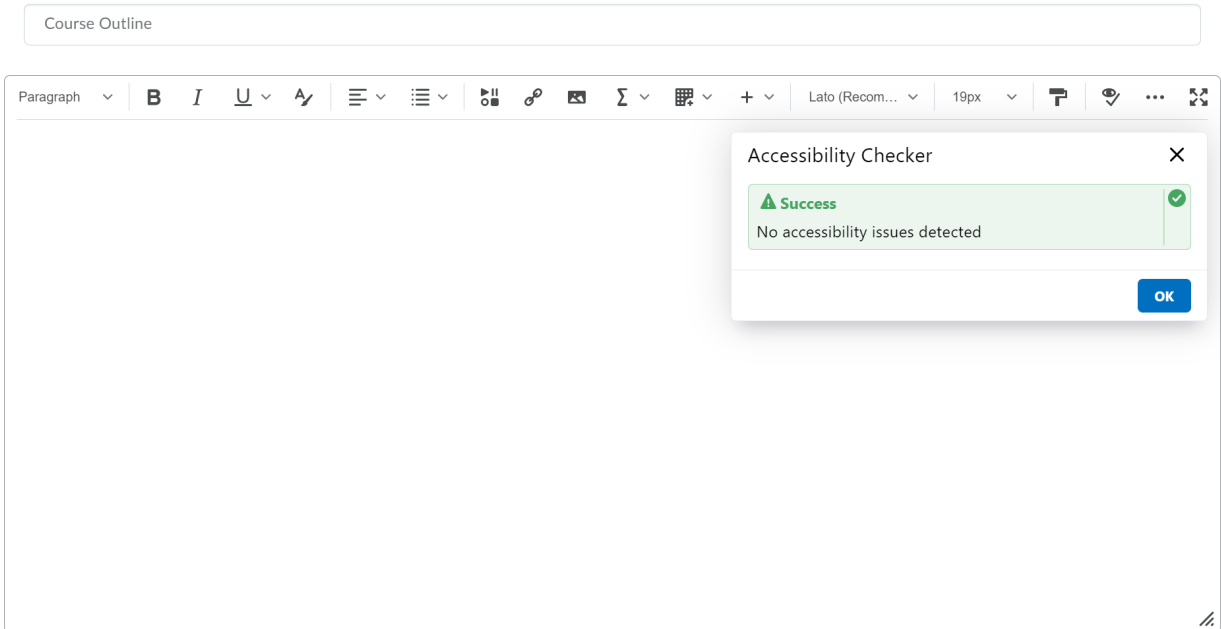
Instructor Information

The screenshot shows a document editor interface. At the top, there is a toolbar with various editing tools. Below the toolbar, the document content displays the Six Nations Polytechnic logo on the left and the text "SIX N" on the first line and "POLYTECHNIC" on the second line. An "Accessibility Checker" notification box is overlaid on the right side of the document, displaying a green "Success" message with a checkmark icon and the text "No accessibility issues detected". An "OK" button is located at the bottom right of the notification box.

¹ Issues checked: use of paragraphs as headings; sequential headings; adjacent links; ordered list structure; unordered list structure; contrast ratio of text to background colors; image alt text; alt text filename; table caption; complex table summary; table caption and summary; and table heading scope, markup, and headers.

Course Outline

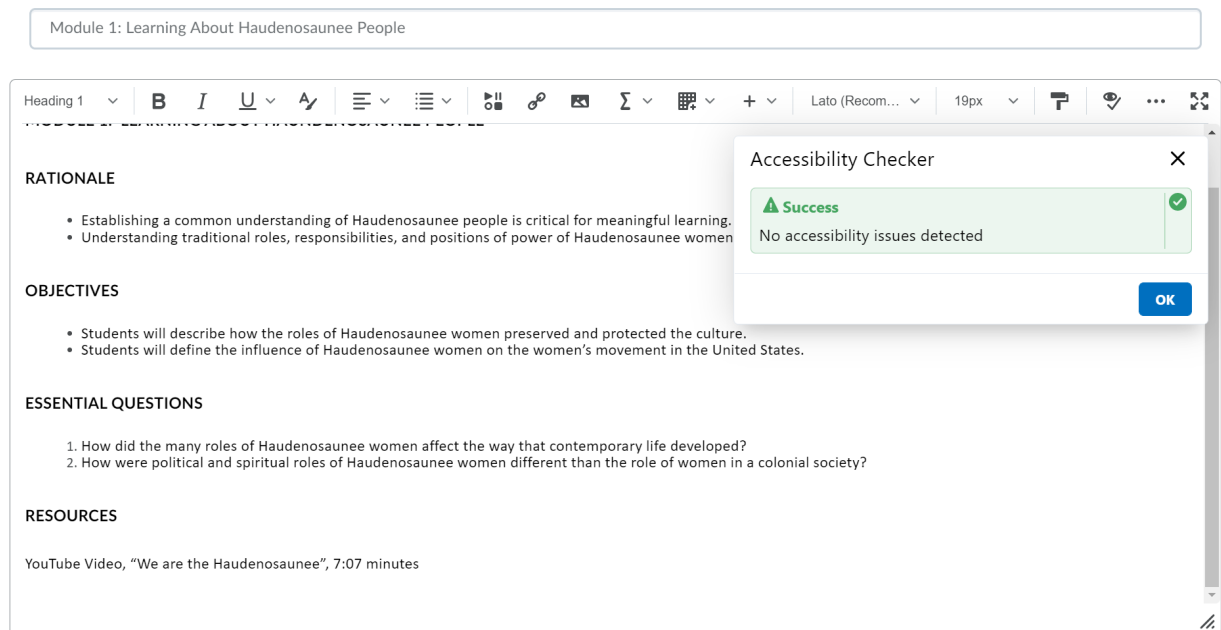
Course Outline



The screenshot shows a rich text editor interface. At the top, there is a text input field containing "Course Outline". Below it is a toolbar with various editing options like bold, italic, underline, and list. The main content area is empty. An "Accessibility Checker" dialog box is open on the right side, displaying a green "Success" message: "No accessibility issues detected". There is an "OK" button at the bottom right of the dialog.

Module 1: Learning About Haudenosaunee People

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The screenshot shows a rich text editor interface with the following content:

- RATIONALE**
 - Establishing a common understanding of Haudenosaunee people is critical for meaningful learning.
 - Understanding traditional roles, responsibilities, and positions of power of Haudenosaunee women
- OBJECTIVES**
 - Students will describe how the roles of Haudenosaunee women preserved and protected the culture.
 - Students will define the influence of Haudenosaunee women on the women's movement in the United States.
- ESSENTIAL QUESTIONS**
 - How did the many roles of Haudenosaunee women affect the way that contemporary life developed?
 - How were political and spiritual roles of Haudenosaunee women different than the role of women in a colonial society?
- RESOURCES**

YouTube Video, "We are the Haudenosaunee", 7:07 minutes

An "Accessibility Checker" dialog box is open on the right side, displaying a green "Success" message: "No accessibility issues detected". There is an "OK" button at the bottom right of the dialog.

Module 2: The Women's Role in the Haudenosaunee Creation Story

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Paragraph

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the messages within the Haudenosaunee creation story, teaches us about the importance of the woman's role, and the conflict between good and evil.

OBJECTIVES

- Students will describe the importance of the woman's role in maintaining culture.
- Students will gain an understanding of the messages within the Iroquois creation story.

ESSENTIAL QUESTIONS

1. How do the many roles of Haudenosaunee women affect the way culture developed?
2. Why were Haudenosaunee women referred to as "the backbone of a nation?"
3. What effect does the role of storytelling have on the preservation of culture, traditions, and language?

RESOURCES

YouTube videos: The Creation Story, Onondaga Historical Association, 3:32 minutes

"Haudenosaunee Creation Story", Kay Olan and Dennis Yerry, 22:44 minutes

"Creation Story – Conversations in Cultural Fluency Lecture Series #1", 53 minutes

Accessibility Checker

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Module 3: The Haudenosaunee – The Role of Women in the Longhouse

Module 3: The Haudenosaunee -The Role of Women in the Longhouse

Heading 1

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RATIONALE

- Establishing a common understanding of the roles of women in the longhouse is essential for understanding the many responsibilities held by women were integral to maintaining peace within the clan structure.

OBJECTIVES

- Students will describe the importance of the woman's role within the longhouse and in maintaining culture.
- Students will gain an understanding of the balance of roles that women and men were responsible for.

ESSENTIAL QUESTIONS

1. How do the many roles of Haudenosaunee women affect the way culture developed?
2. Why were Haudenosaunee women referred to as "the backbone of a nation?"
3. What effect does the role of storytelling have on the preservation of culture, traditions, and language?

RESOURCES

1. **The Role of Women**, by [Hadajigire:ta'](#) (Descending-Cloud) Jake Thomas. Recorded on February 1, 1990.

Accessibility Checker

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Module 4: Residential Schools and Truth and Reconciliation

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Heading 1

• Establish an understanding of the purpose of the National Truth and Reconciliation Commission, essential findings, and the calls to action.

OBJECTIVES

- Students will gain an understanding of lived experiences and impacts, as told by Survivors who attended residential schools.
- Students will gain a historical understanding of why and how (industrial) residential schools were created by the government.
- To understand the purpose of the National Truth and Reconciliation calls to action.

ESSENTIAL QUESTIONS

1. Why is it important for all Canadians to hear the stories of residential school Survivors?
2. Why is it important to understand the residential school impacts experienced by Indigenous women?
3. What has our society learned about this period of Canada's dark history?

RESOURCES

1. "We Are Still Here", The United Church of Canada, London Conference, 38:56 minutes
2. "We Were Children", DocuBay Documentaries, 1:46 minutes
3. "Brother, I Cry", film by J. Anthony
4. **In Memory of Feast**, book by J Reuben

Accessibility Checker

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Survey

Survey

Paragraph

Accessibility Checker

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