

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> CC1 – use social studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions → use comparison, classification, inference, verification, and analogy to clarify and define a problem or issue. 	<ul style="list-style-type: none"> C1 - Anthropological origins of humans → the shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities C2 – Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources → development and settlement, interactions among cultures C4 – Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas → representations of the world according to the...spiritual beliefs,...stories, knowledge, and languages...

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> SWBAT think and reflect empathetically about what it would be like in a residential school SWBAT make connections between education, literacy, and freedom SWBAT conduct themselves in an appropriate manner during a talking circle SWBAT formulate an opinion and share within the circle 	<ul style="list-style-type: none"> Ss will not formally be assessed during this lesson and will gain participation marks

Prerequisite Concepts and Skills:

- Ss will need to understand the significance of Orange shirt day, the implications and lasting effects of residential schools, along with a broad idea/understanding of reconciliation
- Ss will need to be empathetic and understanding of one another – creating a judgement free zone
- Ss will need to be able to think hypothetically and formulate opinions on broad ideas (without one necessarily correct answer)

Universal Design for Learning (UDL):

Provide multiple means of representation → video representation i.e. YouTube video of narrated story, along with physical book, YouTube song from Sk'elep school
 Provide multiple means of expression → sharing in the 'talking' circle can be ideas, thoughts, opinions in verbal form or pictorial – poems, single words, drawings can all be shared
 Provide multiple means of engagement → multiple different questions/prompts are presented (written and/or displayed on projector/read aloud) – choice to share on any **one** of these ideas

Differentiate Instruction (DI):

Ss who face difficulty with public speaking can share simple words or pictures
 Ss who face difficulty with writing can use simple words, pictures, video format (for take away activity)

Materials and Resources

- ask ss to bring something in that they feel resembles/embodyes reconciliation or connects to Indigenous learning (if not able to ask ss ahead of time – bring in own materials i.e. orange shirt, books)
- book: “When I Was Eight” (or “Fatty Legs”)
- notebooks/writing utensils
- space for talking circle
- website for book reading:
<https://www.youtube.com/watch?v=LSBrkJn3Nel&t=148s>
- website for Sk’elep school song:
<https://www.youtube.com/watch?v=u0YYkvlWbng&t=274s>

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): T plays Sk’elep school video clip → https://www.youtube.com/watch?v=u0YYkvlWbng&t=274s	Ss watch video/listen to song	5 min
T asks ss: - what they know about residential schools? - what reconciliation means? - did residential schools only happen here? *Class discussion*	Ss hopefully share their knowledge/points/definitions	5-7 min
T explains they are going to listen to a story together: “When I Was Eight” → https://www.youtube.com/watch?v=LSBrkJn3Nel&t=148s	Ss actively listen/view the story	11 min
T asks ss: (in partners/small groups to discuss) - what themes did they notice? - what are characteristics of Olemaun/would you have had similar characteristics when you were eight? - what made Olemaun feel powerful in her life before residential school? - what made her feel powerful in her life at residential school? T circulates and listens to discussions	Ss engage in conversation together, supporting each other	10 min
Body: T asks ss if they have ever been apart of a talking circle T asks what it is – T explains that they will create a circle where everyone can feel equal to one another, a safe space to share ideas, and to feel confident in lack of judgement from others T explains that this is a very sacred tradition in many Indigenous cultures – it is not something to judge or make light of T explains they will not be using ceremonial items like a talking stick or a drum as it is not her right to incorporate these – they will however include items pertaining to their topic in the center of the circle T helps ss organize themselves into a circle – placing items in the center T asks for volunteers to 1) read out the concepts for	Ss share what they think it is/how to be respectful Ss create guidelines for circle	3 min
		3-5 min
	Ss help create circle, place items they have brought Ss volunteer	2-3 min

<p>discussion 2) keep time of each contribution T has the prompts written out on poster paper/projected (depending on whether the circle is indoors or outdoors) T tells ss they can respond with key words, full sentences, drawing, poem etc. → must speak use “I” statements Prompts: - The last lines of the story state that: “And like Alice, I was brave, clever, and as unyielding as the strong stone that sharpens an ulu. I finally knew this, like I knew many things, because now I could read.” - “This book is a small powerful reminder of the freedom that literacy brings.” – School Library Journal Q: What freedom has education/literacy brought you? What are the opportunities it presents? Q: What would your life look like if you did not have access to education/literacy? Would it be better or worse? T will have volunteers read out the prompts T will ask ss if they have any q’s/need clarifications T gives ss time to reflect individually and sketch, write etc.</p>	<p>Ss spend time reflecting on these prompts Ss sketch, brainstorm, ideas</p>	<p>15 min</p>
<p>Go around the circle and everyone will share</p>	<p>Ss share</p>	<p>15 min</p>
<p>Closure: T acknowledges all ss for sharing and taking part respectfully T asks ss to reflect on what they have learned from each other – take away something that resonates with them and choose something they would like to dive further into T asks ss if anyone would like to share a closing statement or something they appreciated about the talking circle</p>	<p>Ss are able to give final thoughts</p>	<p>3 min</p>

Organizational Strategies:

Ss will either move desks and position chairs in a circle OR weather permitting, create a circle outside
Ss will respect the potentially newly learned concept of a talking circle, speak/comment/question only when it is their turn – using a time keeper/mediator to keep things moving smoothly

Proactive, Positive Classroom Learning Environment Strategies:

Reiterate to ss that the classroom is a safe space to express ideas, opinions, and views – judgement free zone
Encourage ss to brainstorm, write, draw etc. their ideas in their personal notebooks but note that they do not have to share all of it
Acknowledge and appreciate each idea that each ss brings forth – ensuring they feel valued for their contributions
Addressing, in the moment, those who do not respect others views or the talking circle by asking them to think of how they would like to be treated in a vulnerable moment (ss will not be asked to leave or excluded from the circle/classroom)
Giving examples for each of the prompts in words and pictures

Extensions:

1) Ss can submit a cartoon strip, a short picture book, clay figure, poem, song, video, audio clip etc. in response to one of the prompts given during class – taking their knowledge, adding to it the knowledge/insight they may have gained from the circle, and expressing their views on education,

residential schools, reconciliation

2) A field trip to Pow Wow Arbor for Truth & Reconciliation Day

3) Link this lesson on "When I Was Eight" to a lesson on "The Orange Shirt Story" by Phyllis Webstad – comparing and contrasting the situations that took place in different parts of Canada. Can use news footage, discussion prompts, venn diagram etc.

- website for news footage:

<https://www.youtube.com/watch?v=ll1pUrK29MM>

- what was Olemaun's orange shirt? What did this item do to her?

- what similarities are there between Olemaun and Phyllis' experiences?

- what characteristics/personality traits do Olemaun and Phyllis have in common?

4) Connecting Indigenizing practice and content to multiculturalism:

→ Because someone cannot speak/read/write (English), does that mean they are uneducated? What strengths may this person embody? What wisdom may this person have? What may this person be able to teach us that we do not know?

→ With all of this previous knowledge, if this person then learns how to speak/read/write (English), are they wiser and more educated than you?

Reflections (if necessary, continue on separate sheet):

This lesson has not yet been taught, however there are many things I have reflected on whilst creating it. I am trying to Indigenize my practice in this lesson, not only my content. I try to stray away from using worksheets and/or writing assignments, focusing on more verbal aspects and reflection (which of course can be hard in elementary school). I think it is important to stress throughout this lesson, and every lesson, from the very beginning that we are touching on specific First People's Principles of Learning; it is not enough to just have them in mind, they must be shared with the students. As well, taking the time to refer back to what we are doing and how it connects to these principles whilst acknowledging that as a non-Indigenous person I only have the right and authority to do so much.