

Unit Planner

Overview			
Subject:	Indian Residential Schools - Interdisciplinary	Topic:	Residential Schooling
Unit Overview:	This unit will cover the history of Indian Residential Schools starting with pre contact of First Peoples in Canada through colonization and moving towards Reconciliation.		
Grade:	5		
Unit Duration:	N/A	Date:	October 30 2017

Stage 1 – Desired Results

Big Ideas

Canada's policies and treatment of minority peoples have negative and positive legacies

Core Competencies

Communication

- Acquire, interpret, and present information

Thinking

- Question and Investigate

Personal and Social

- Relationships and cultural contexts

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<ul style="list-style-type: none"> Policy Consequences 	<p>Students will understand that...</p> <ul style="list-style-type: none"> N/A 	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Students will be able to understand that the impact affected Indigenous peoples of Canada. Students will understand how government policy can affect other people in different settings/situations. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> What is the impact of government policy?

First Peoples Principles

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.

➔ **Alignment Check:** ➔

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p>Students will be skilled at...</p> <p>Cause and consequence</p> <ul style="list-style-type: none"> Differentiating between intended and unintended consequences of events, decisions, and developments, and speculating about alternative outcomes <p>Ethical judgment</p> <ul style="list-style-type: none"> Make ethical judgments about events, decisions or actions that consider the conditions of a particular time and place and assess appropriate ways to respond 	<p>Students will know that...</p> <ul style="list-style-type: none"> Government policies and actions Indian Act What effects did residential schools have on Indigenous families and communities Numbered treaties with Indigenous peoples Reduction or relocation of Indigenous peoples on reserves

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative:	Formative:
Culminating Performance Task(s) at the end of the unit to show understanding	Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

AUTHENTIC PERFORMANCE TASK: Assessing for Understanding

Students will be able to demonstrate their understanding by:

What is a **GRASPS** task?

G R A S P S	
Goal	Interview a survivor from IRSS.
Role	Reporter
Audience	Classmates, friends and family
Situation	Students will ask the survivor about the impact on them personally
Performance or Product	Presentation
Standards	N/A
Differentiation:	Students may present in any medium of their choice

OTHER EVIDENCE: Assessing for Knowledge and Skills

Students will show they have acquired Stage 1 knowledge and skills by:

FORMATIVE ASSESSMENT

- Class discussion
- Teacher check-in
- Group work
- Think-pair-share
- Timeline

Assess: Know & Do

Summative:	Formative:
Final assessments of knowledge and skill at the end of the unit	Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress
<p>SUMMATIVE ASSESSMENT (Teacher may use these examples as formative assessments)</p> <ul style="list-style-type: none"> Students will provide either a written or oral response that address the BIG Idea that Canada's policies and treatment of minority peoples have negative and positive legacies. 	<ul style="list-style-type: none"> Quizzes Chapter questions Vocabulary activities

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

UNIT HOOK

- 1) Explain: "Together we are going on a journey to examine the history of Canada's government policies and how they led to the Indian Residential School System."
- 2) Read the following from Speaking Our Truth (<http://orcabook.com/speakingourtruth/resources.html>) to hook students

What to Pack for Your Journey

For most trips you would pack a suitcase or backpack with clothes, deodorant and a toothbrush. You do pack a toothbrush, don't you? Because this journey is different, I'm asking you to pack simple things:

- *A willingness to listen to and have meaningful conversation with others*
- *Curiosity*
- *Openness*
- *An ability to reflect on difficult things*

Please take care of yourself on this journey. Listen and learn from your heart. I hope this book will inspire you. Some of it might hurt and make you angry. That's okay. Use it as fuel to help make change in a positive way.

—Monique Gray Smith

PRE-CONTACT

LOCAL/PLACE BASED

Lesson 1

- 1) Access background knowledge about local First Nations communities. Who are the local First Nations in North Vancouver? Squamish and Tsleil-Waututh Nations.
- 2) Read a Squamish Nation traditional oral story The Sisters The People of The Land
- 3) Students use graphic organizers during the story telling and try to retell the story to each other

Lessons 2-3

- 1) Who are the Indigenous People in Canada and what was life like pre contact? Review with students the definition of Indigenous People. First Nations, Metis and Inuit are the Indigenous People of Canada.
- 2) Read aloud *Shi shit etko* by Nicola Campbell
- 3) Have a class discussion about who were the teachers and what knowledge was being taught? Review that the teachers in Indigenous communities were the elders and knowledge was passed down from generation to generation?
- 4) Activity: Students design a memory bag and draw or bring in items from home that they would take with them if they had to leave their families for a long time. How would the items they chose remind them of who they are and where they come from?

CONTACT

LOCAL/PLACE BASED

Lesson 4

- 1) What government policies led up to Residential Schools? Indian Act FNESC black line master
- 2) 100 Years Years of Loss timeline: Photocopy timeline and cut out key dates and policies for students sort.

Lesson 5

- 1) Students create a time line of the events leading up to and when Residential Schools started and ended.

Lesson 6

- 1) Students explain the discriminatory assimilation policies and decision making that led up to Residential Schools.

Lesson 7

- 1) Read the story *Shin Chi's Canoe* by Nicola Campbell
- 2) In group discussion have students identify what the students experienced in the story. Ask student to infer how those experiences may have had life lasting impacts on the families in the story.

Lesson 8

- 1) Where were the Residential schools in Canada and British Columbia? Maps FNESC black line masters
- 2) Ask students to identify how many residential schools in Canada, BC, and North Vancouver (St Paul's Residential School)
- 3) If possible, plan a walking field trip to the St Paul's Residential School Monument in North Vancouver

RECONCILIATION

Lesson 9

- 1) The government apology: Gr 5 FNESC black line master
- 2) Ask students to share their thoughts about the apology in small groups

Lesson 10: Towards Reconciliation

- 1) Ask students to reflect and respond on why it matters to them to learn about Residential Schools
- 2) Grade 5 FNESC

Resources:**Books**

Shi shi etko by Nicola Campbell

Shin Chi's Canoe by Nicola Campbell

Speaking Our Truth by Monica Gray Smith - <http://orcabook.com/speakingourtruth/index.html>

Speaking Our Truth Teachers Guide - <http://orcabook.com/speakingourtruth/resources.html>

I am Not a Number by Jenny Kay Dupuis

First Peoples and European Contact: Pearson Education: Student Resource

First Peoples and European Contact: Pearson Education: Teachers Guide

Websites

First Nations Education Steering Committee Grade 5 resource - <http://www.fnesc.ca/grade5irsr/>

100 years of loss - <http://100yearsofloss.ca/en/>

Truth and Reconciliation Canada - <http://www.trc.ca/websites/trcinstitution/index.php?p=905>

Project of the Heart - <http://projectofheart.ca/bc/>

Gladys We Never Knew - <https://www.bctf.ca/GladysWeNeverKnew/>

Aboriginal Worldviews - http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?