

Unit Planner

Overview

Subject:	Social Studies	Topic:	Orange Shirt Day - Honouring residential school survivors and those who attended.
Unit Overview:	This lesson is for any grade 8-12 to address the importance of Orange Shirt Day in Canada.		
Grade:	8-12		
Unit Duration:	N/A	Date:	November 2017

Stage 1 – Desired Results

Big Ideas

Social Studies 8

Contacts and conflicts between peoples stimulated significant cultural, social, political change
Exploration, expansion, and colonization had varying consequences for different groups.

Social Studies 9

Disparities in power alter the balance of relationships between individuals and between societies

Social Studies 10

Worldviews lead to different perspectives and ideas about developments in Canadian society

BC First Peoples 12

The impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples

Comparative Cultures 12

Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures
Interactions between belief systems, social organization, and language influence artistic expressions of culture

Contemporary Indigenous Studies

Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.
Indigenous peoples continue to advocate and assert rights to self-determination

Comparative World Religions

Comparing beliefs provides insights and understanding of diverse global cultures and peoples.

Law Studies

Understanding legal rights and responsibilities allows citizens to participate more fully in society
Laws can maintain the status quo and can also be a force for change
A society's laws and legal framework affects many aspects of people's daily lives

Social Justice

The causes of social injustice are complex and have lasting impacts on society

Core Competencies

Positive Personal & Cultural Identity

Awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

Communication: Acquire, interpret, and present information (includes inquiries)

Thinking

Critical Thinking

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<ul style="list-style-type: none"> Identity Human Rights 	<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 personally identify why it 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> Why does it matter to learn about Orange Shirt Day?

		matters to learn about Orange Shirt Day as an individual, community and a nation.	
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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 involves generational roles and responsibilities.

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
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Students will be skilled at...

Social Studies 8

- Make ethical judgements about the past events, decisions or actions and assess the limitations of drawing direct lessons from the past (ethical judgement)

Social Studies 9

- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)

Social Studies 10

- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

BC First Peoples 12

- Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change)
- Determine and assess the long- and short term causes and consequences, and the intended and unintended consequences, of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)

Comparative Cultures 12

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain different perspectives on past and present cultures (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)

Contemporary Indigenous Studies

- Recognize the consequences of our actions (cause and consequence)
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical claims in a variety of sources (ethical judgment)
- Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)

Comparative World Religions

- Explain the significance of texts, philosophies, events, or developments at particular times and places within various belief systems (significance)

Law Studies

- Assess and compare the significance and impact of legal systems and codes (significance)
- Analyze continuities and changes in legal systems and thought during different time periods and across jurisdictions (continuity and change)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment)

Social Justice

- Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance)

Students will know that...

Social Studies 8

- Exploration, expansion, and colonization

Social Studies 9

- The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world
- Discriminatory policies, attitudes, and historical wrongs

Social Studies 10

- The development, structure, and function of Canadian and other political institutions, including First Peoples governance affect people's sense of identity

BC First Peoples 12

- Provincial and federal governmental policies and practices that have affected, and continue to affect, BC First Peoples responses to colonialism
- The resistance of BC First Peoples to colonialism
- Contemporary challenges facing BC First Peoples, including legacies of colonialism

Comparative Cultures 12

- Systems of power, authority, and governance
- Role of value systems and belief systems in the development of cultures
- Interactions and exchanges between cultures

Contemporary Indigenous Studies

- The resilience and survival of indigenous peoples in the face of colonialism
- Responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world
- Restoring balance through truth, healing, and reconciliation in Canada and around the world

Comparative World Religions

- Approaches to doctrines or belief systems
- Institutional and social structures

Law Studies

- The Constitution of Canada and the Canadian Charter of Rights and Freedoms
- Legislation concerning First Peoples

Social Justice

- Connections between self-identity and an individual's relationship to others in society
- Connections between social justice issues
- Past and present social injustices in Canada and in the world, their possible causes, and their lasting impact on individuals, groups, and society

- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, and movement (cause and consequence)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)

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:

Assessment: Have students create a response to the statement: Orange Shirt Day: Why does it matter?

Students should address why it matters to them as individuals, a community and as a Nation?

Students may answer this question in any format they choose.

What is a [GRASPS](#) task?

NO GRASPS TASKS AVAILABLE FOR THIS UNIT PLANNER

OTHER EVIDENCE: Assessing for Knowledge and Skills

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

- Class discussion
- Engagement with material

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
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Class discussion • Engagement with material

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: Where are you? Where does your identity come from?

Identity:

1. Brainstorm with students on the board where does identity mean? Answers may include: who I am, who I see myself as etc...
2. Then ask students to think about where does identity come from. Answers may include: my family, school, my traditions, culture, language, faith, community friends, sports teams, Learning requires exploration of one's identity how we see ourselves

Older students: ask who has the most influence over your identity? Is this fluid and how does it change? When do our peers influence our identity more than our families?

3. Ask students:
 - a. How does our identity connect us with our family, friends and community and why is it important?
 - b. What would happen if someone tried to tell you that your identity should be changed? What would you do?
 - c. Should others be able to create rules about our identity?

Human Rights

After the discussion, ask students have you heard of Human rights?

Take suggestions, tell students what the United Nations defines as human rights:

"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status"

<http://www.un.org/en/universal-declaration-human-rights/index.html>

II. Ask students if we all have human rights can another person or a government for example determine that a person's identity is wrong? Discuss with students.

III. Ask class if they would be surprised that Canada's government has passed laws that state that peoples' identities were wrong and should be changed? Discuss with students.

Body of Lesson:

Part A: Read *Shin Chi's Canoe*

Discuss with students what they think about the book.

After the discussion explain to students: The Canadian government passed a law called the Indian Act (1876) and others (laws) that said it was illegal for Indigenous people to speak their language, practice their culture and defined who was and was not part of the community.

To make sure that peoples' identities were changed it became law that all Indigenous children had to go to school at age 6. These schools were called residential schools and children had to stay at the school and they could not go home. Children were not allowed to speak their language or practice their culture.

Also explain that this continued until 1996. That is only 21 years ago.

Ask the class:

- a. How did the Canadian government's law affect Indigenous peoples identity?
- b. Ask to students to infer if Shin Chi's experiences affected his identity?
- c. What about Shin Chi's human rights? Did Canada's law, the Indian Act go against what we consider human rights?
- d. Discuss student responses

Part B: Orange Shirt Day

Class discussion

What is the most exciting thing about back to school time? The commercials? The excitement?

Do you get a new outfit or school supplies?

Are you excited about seeing friends and your teachers?

Have you ever heard of Orange Shirt Day?

What does it mean and why do we wear orange shirts on this day?

Think about Shin Chi and when he went to school? When did he go to school? How did he go to school?

Have you heard about *Phyllis (Jack) Webstad*? She is the person that started Orange Shirt Day.

Read to students Phyllis' story:

<http://www.orangeshirtday.org/phyllis-story.html>

Ask students how Phyllis' first day of school affected her sense of identity?

Why did she pick September 30th to be Orange Shirt Day in Canada (it is when students were taken to residential school every year, at the changing of the seasons)

Show students the video of Phyllis' story:

<https://www.youtube.com/watch?v=Il1pUrK29MM&feature=youtu.be>

After the video and the story discuss with students why is Orange Shirt Day important for Canadians to know about and acknowledge?

Resources:

- *Shin Chi's Canoe* by Nicola Campbell
- Phyllis Webstad's story (<http://www.orangeshirtday.org/phyllis-story.html>)
- Phyllis Webstad's video (<https://www.youtube.com/watch?v=Il1pUrK29MM&feature=youtu.be>)
- United Nations Declaration of Human Rights (<http://www.un.org/en/universal-declaration-human-rights/index.html>)

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?