

Unit Planner

Overview

Subject:	Social Studies	Topic:	Orange Shirt Day - Honouring residential school survivors and those who attended.
Unit Overview:	This unit is about Orange Shirt Day and about honouring residential school survivors. This outline lesson can be broken down into separate lessons at the Elementary level but is broad enough to be expanded on for older students high school.		
Grade:	K-7		
Unit Duration:	N/A	Date:	November 2017

Stage 1 – Desired Results

Big Ideas

- K Stories and traditions about ourselves and our families reflect who we are and where we are from.
- Gr 1 Our rights, roles, and responsibilities are important for building strong communities.
- Gr 2 Local actions have global consequences, and global actions have local consequences.
- Gr 3 Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.
- Gr 4 Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.
- Gr 5 Canada's policies and treatment of minority peoples have negative and positive legacies
- Gr 6 Systems of government vary in their respect for human rights and freedoms

Core Competencies

Thinking

- Analyze and Critique, Develop and Design

Personal Social

- Personal Strengths and Abilities
- Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment
- Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

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 matters to learn about Orange Shirt Day as an individual, community and a nation. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why does it matter to learn about Orange Shirt Day?

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
<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • K Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) • Acknowledge different perspectives on people, places, issues, or events in their lives (perspective) • Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) • Gr 1 recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) • Gr2 Recognize the causes and consequences of events, decisions, or developments (cause and consequence) • Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) • Gr 3 Recognize the causes and consequences of events, decisions, or developments (cause and consequence) • Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment) • Gr 4 differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment) • Gr 5 differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment) • Gr 6 differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) • Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment) • Develop a plan of action to address a selected problem or issue • Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) • Gr 7 Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment) • Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence) 	<p>Students will know that...</p> <ul style="list-style-type: none"> • K people, places, and events in the local community, and in local First Peoples communities • Gr 1 key events and developments in the local community, and in local First Peoples communities • rights and responsibilities of individuals regionally and globally • Gr 2 aspects of life shared by and common to peoples and cultures • Gr 3 the impact of colonization on First Peoples societies in British Columbia and Canada • Gr 4 the history of the local community and of local First Peoples communities • Gr 5 past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments • Gr 5 human rights and responses to discrimination in Canadian society • Gr 6 global poverty and inequality issues, including class structure and gender • Gr7 social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

Stage 2 – Evidence: Assessing for Understanding	
Assess: Understanding	
Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit
<p>Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.</p>	<p>Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.</p>
<p>AUTHENTIC PERFORMANCE TASK: Assessing for Understanding Students will be able to demonstrate their understanding by: What is a GRASPS task?</p> <p>NO GRASPS TASKS AVAILABLE FOR THIS UNIT PLANNER</p>	<p>OTHER EVIDENCE: Assessing for Knowledge and Skills Students will show they have acquired Stage 1 knowledge and skills by:</p> <ul style="list-style-type: none"> • Class discussion • Engagement with material
Assess: Know & Do	
Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
<p>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</p>	<p>Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress</p>

- N/A

- 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?
