

SECRET PATH

Lesson Planning Template

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Senior Years Lesson Plan

Part I: Learning Outcomes/Enduring Understandings

Grade 9 Social Studies

Cluster 1 – Diversity and Pluralism in Canada

- 9.1.4 Pluralism and Integration- 9-KI-018 Evaluate the effects of assimilative policies on cultural and linguistic groups in Canada.
- 9-KI-018A Evaluate effects of residential schools on their own and other Aboriginal communities
- 9-KH-030- Describe cultural and social injustices in Canada's past

Grade 11 History of Canada

Enduring Understandings- First Nations, Metis and Inuit peoples

- The relationship between First Nations, Inuit and Metis and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal

Cluster 2 – Becoming a Sovereign Nation

- 3.3 How did Canada's relationship with First Nations, Metis and Inuit peoples change after Confederation

Grade 12 Current Topics in First Nations, Metis and Inuit Studies

- Cluster 3 Toward a Just Society Learning Experience 3.1. Education
- First Nations, Métis, and Inuit peoples share a traditional worldview of harmony and balance with nature, one another, and oneself.
- Understanding of and respect for First Nations, Métis, and Inuit peoples begin with knowledge of their pasts.
- Current issues are really unresolved historical issues.

Part II: Thinking Concepts and Skills

What do we want students to KNOW:

- The background of RESIDENTIAL SCHOOLS (who, what, when, where, why?)
- Different WORLDVIEWS
- Chanie's story- background

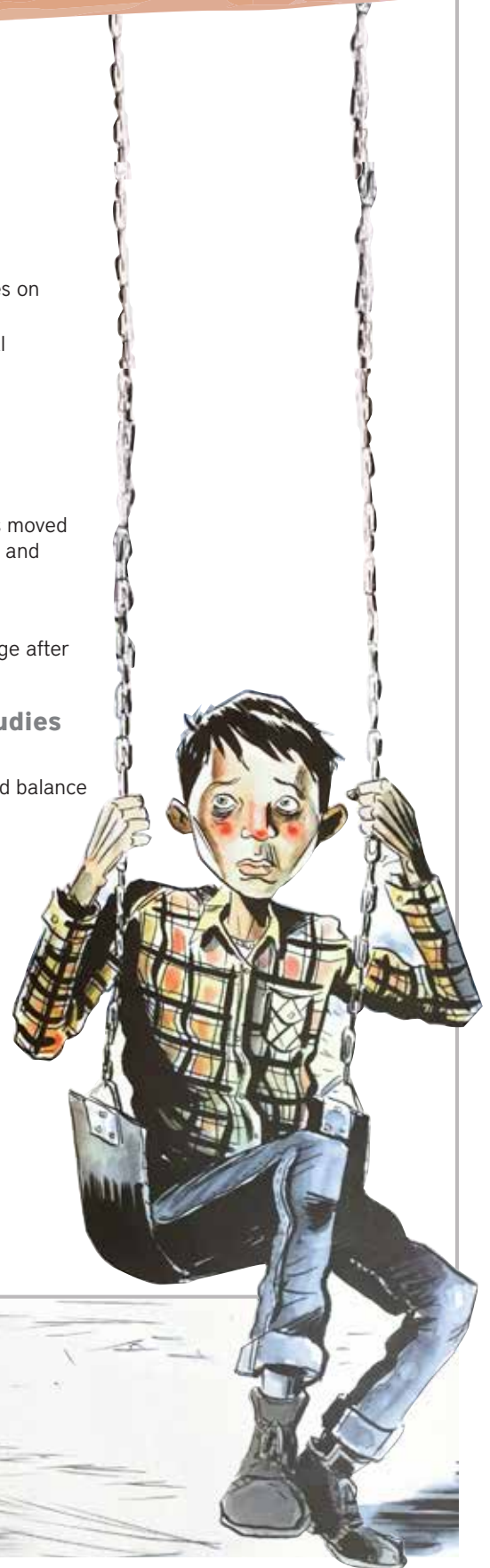
What do we want students to DO:

- Formulate questions
- Express what resonates

- Make predictions
- Make inferences
- Relate materials to SELF
- Connect history to the present

What do we want students to THINK/FEEL?

- Build empathy
- Explore feelings- self and others



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Part III: Student Tasks to Demonstrate Learning (Assessment of Learning)

- Student action/inquiry projects
- Think and Ink sheets, KWLS sheets
- Graffiti Art

Part IV: Learning Assessment Strategies

Activate

Class 1

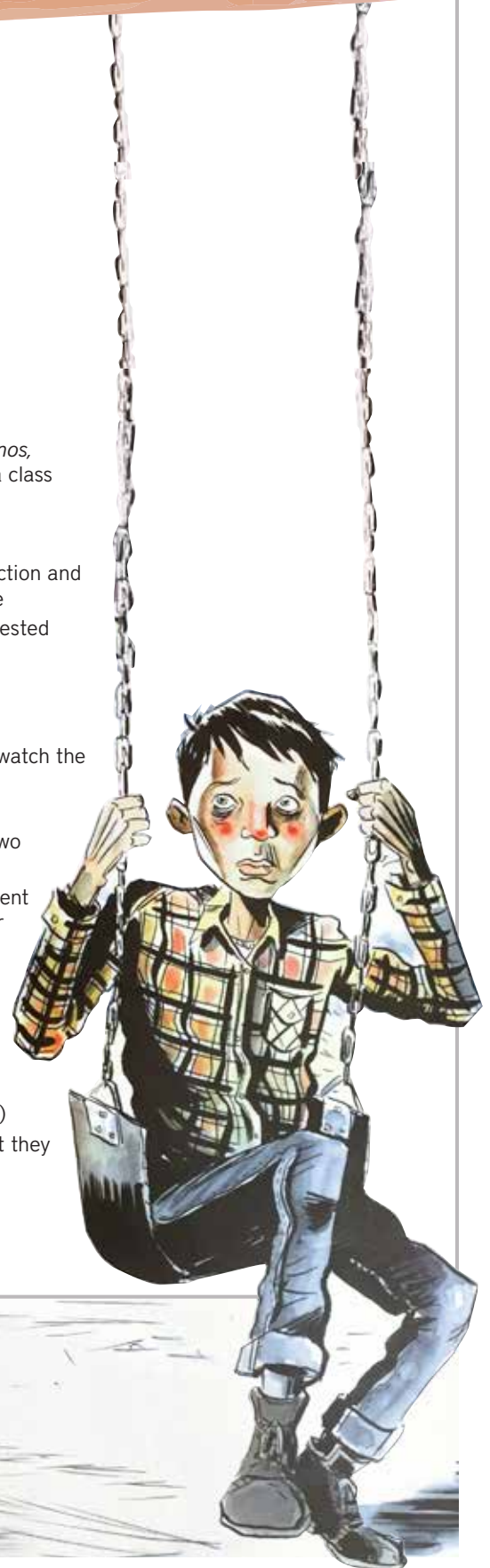
- Initial discussions about safety and well-being when looking at sensitive topics
- Establish group norms: divide the class into groups of 4, play a board game (*Dominos*, *Connect 4*, *Bananagrams*, etc) and come up with group norms for discussions as a class (see handout)

Class 2

- Introduce topic of Residential Schools- provide KWLS sheet- fill out the "Know" section and the "Want to Know" Section- sharing circle/discuss as a class- put the KWLS aside
- Teach Residential Schools Background to establish a base of knowledge (see suggested resources- guest speakers, videos, web resources)

Acquire

1. Provide students with a "Think and Ink" Sheet Video/Lyrics (see blackline master)
2. Students are to silently read the first 2 sections of the book individually and then watch the accompanying sections of the video (The Stranger and the Swingset)
3. Discuss the first two sections using a whole class Sharing Circle
4. Students are to silently read the next 2 sections of the book and then watch the two accompanying sections of the video (Seven Matches and I Will Not be Struck)
5. Discuss two sections using First Turn, Last Turn Activity in small groups (each student selects an image from the sections under discussion and then each group member shares their perspective on the image, see blackline master)
6. Students are to silently read the next 2 sections of the book and then watch the accompanying sections of the video (Don't Let This Haunt You and Haunt Them, Haunt Them, Haunt Them)
7. Students create a graffiti art piece to discuss the 2 sections
8. Students are to silently read the last 2 sections of the book and then watch the accompanying sections of the video (The Only Place to Be and Here, Here and Here)
9. Students discuss the final two sections using Think Pair Share in pairs (share what they came up with on the Think and Ink blackline master with a partner)



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Apply

1. Read the Mcleans Article from 1967 as a class – compare the article to the story in “The Secret Path” – create a template to compare and contrast the two sources
2. Finish the KWLS sheet – complete the “Learned” and “Still Want to Know” section (could take in an Exit Slip for assessment)
3. Inquiry/Take Action Project – Acts of Reconciliation – Complete an inquiry/research assignment on a topic related to Reconciliation (using the National Centre for Truth and Reconciliation resources) and a Take Action Piece (see general template blackline master)

Possible Action Ideas

- Organize a Charlie Wenjack Walk
- Organize a school wide screening of “The Secret Path”
- Organize a Reading Buddies/Mentorship Activity
- Write a letter to your local MP or MLA about a current indigenous issue
- Write a letter to Gord Downie or Wenjack family
- Invite an Elder to speak to the school- Living Library
- Art Exhibit
- Write a song
- Write an editorial
- Social Media campaign
- Vlog

Part V: Learning Resources

- The Secret Path book and video (create a version of the video that sections embedded)
- MTS Orange Shirt resources
<http://www.mbteach.org/mtscms/2016/09/10/lesson-plans-and-resources-for-orange-shirt-day/>
- Macleans article about Chanie from 1967- create a PDF of the article that is easier to read
- Voices into Action web-site- residential schools
<http://www.voicesintoaction.ca/Learn/Unit1/Chapter2>
- Elder speaker/Residential school survivor- bring personal artifacts
- We Were Children NFB documentary
https://www.nfb.ca/film/we_were_children/trailer/we_were_children_trailer/
- Novella Wenjack by Joseph Boyden
- “Where are the Children” web-site- timeline, testimonials
<http://wherearethechildren.ca/>
- National Centre for Truth and Reconciliation data base (Education Section)
<http://nctr.ca/map.php>



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