

Subject/Grade: 7&8 ELA **Lesson Title: Residential School Survivor Story - Active Listening and Reflection**
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Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR8.4

View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.

- (a) Demonstrate the behaviours of an effective and active viewer including formulating questions before viewing; viewing attentively; relating text to self, text to other texts, and text to world; recognizing main ideas and underlying messages and values; recognizing how images and other elements (e.g., data displays) are capturing and holding attention; identifying the impact the text is having on self; reflecting and reviewing in light of purpose.
- (b) Demonstrate ability to navigate and process information when viewing websites, films, videos, and presentations.

Key Understandings: ('I Can' statements)

- I can describe what residential schools are.
- I can describe how residential school impacted indigenous people.
- I can explain why indigenous students had to go to residential schools.

Essential or Key Questions:

How did residential schools affect indigenous culture and what can we do to help the healing process?

Prerequisite Learning:

They should know that residential schools existed.
There have been many unmarked graves found at residential schools this year.
The schools have had a negative impact on indigenous culture.

Instructional Strategy(ies)

Discussion
Question development
Active viewing and critical thinking
Reflection

Stage 2: Determine Evidence for Assessing Learning

Formative - question development, jot notes, ability to find and interpret and think critically about the information in the video, reflection

Stage 3: Build Learning Plan

<p>Set (Engagement): Length of Time: 10 mins</p> <ul style="list-style-type: none"> - Go over plan/objectives/topic for lesson. <ul style="list-style-type: none"> - Active Viewing (watching something with questions in mind, paying attention, relating it to ourselves or things around us, noting how we feel; think about why we watch it as we watch) - “How do we remember all of that while we watch?? We can take notes” - Introduce a sheet they will use to write jot notes during the video. (First sheet is used DURING video; second sheet is for discussion after, third if for individual reflection at end). <p>Jot notes review - what are they? How do we take quick notes?</p> <ul style="list-style-type: none"> - Separate main ideas from details, punctuation not important. - Combine facts with opinion <p>Development: Length of Time: 5 min</p> <p>(Knowing the video is about someone’s residential school experience and reflection, think of questions we have before watching)</p> <ul style="list-style-type: none"> - Ask questions we might have (just brainstorm to get them thinking) - Have students write down the following 3 questions on the question sheet that will be answered during the video <ul style="list-style-type: none"> - What was the purpose of residential schools? - What occurred that hurt indigenous people? - What is needed to heal? - Show students the second page, read the prompts, ask them to think about these as we watch as well <p style="text-align: center;">Length of Time: 14 min</p> <p>Watch movie https://vimeo.com/543372833 pword: acimowin</p> <ul style="list-style-type: none"> - Take jot notes (using prompts) as they watch on the first page (3 questions). - Point form!! This will be used to make a paragraph at the end. - Paraphrase <p>After the movie, Length of Time: 15 min</p> <p>Go over the three questions, did we find answers?</p> <p>What was the purpose of residential schools?</p> <ul style="list-style-type: none"> - Indigenous children had to come to these schools - Assimilation <ul style="list-style-type: none"> - (what does this mean? Changing the Indigenous students to follow language, culture, and expectations of European settlers) - Taught that Indigenous culture was wrong (education and family systems) <p>What occurred in the residential schools that hurt indigenous people?</p> <ul style="list-style-type: none"> - Leaving family, leaving homelands - Losing language, culture and traditional practices like smudging ceremonies, clothes from home, hair/braids, names, traditional foods, traditional education values <p>What is needed to heal?</p>	<p>Materials/Resources:</p> <p>ELA notebooks for reflection Vimeo: Acimowin by Linda Young Handout for jot notes, questions, and paragraphs.</p> <p>Possible Adaptations/ Differentiation:</p> <p>Work in groups or individually. Create questions individually and answer them in the reflection.</p> <p>Management Strategies:</p> <p>Group sharing of ideas Exchanging opinions Guided discussion</p> <p>Safety Considerations:</p> <p>The video has an Indian Residential School crisis support number. 1-866-925-4419 Students will be monitored and will be encouraged to share their perspectives to create an open and safe discussion.</p>
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- Initiatives to reclaim indig education -> language, cultural knowledge, and incorporating Indigenous ways of knowing into public school system
- Community effort
- Elders need to teach young about Indigenous ways of knowing to preserve traditions
- Protect Indigenous policies (we need to see it as important!)

Turn to the second page (Active Viewer Notes)

Ask students to share what they noticed for those questions, share/brainstorm together, have them take jot notes as we discuss

Learning Closure:

Length of Time: 10 min

Reflection writing. Aim for 4-10 sentences -> Take your jot notes, put them into a formal paragraph.

What did you learn? What was the overall message? What imagery stood out for you? How did it make you feel?

*****Have students raise their hands when they are done writing, and check that they have completed their paragraphs before they put books away.*****

Stage 4: Reflection

- Was difficult to brainstorm questions, lots of blank faces
 - Maybe have more discussion at the beginning about residential schools and ask them what they knew already to help get them thinking of questions
- We gave them three questions to think about
- Some kids writing jot notes during video, some just watching
- Midway through video, we thought to have them share their 3 questions w their partners before doing a group share and it helped a few of them catch up.
- Only had a few people share for their thoughts on page 2.

Would think of more ways to get them thinking about feeling or about imagery next time, or would skip this page altogether

- Difficult for some to write a paragraph, even with notes. One student said he didn't have notes, but he did... just didn't realize. Needed some extra guidance. Went around and helped individually, directed them on what to include next.