

Subject/Grade: ELA A10 Teacher: Jarhico Kenyon	Lesson Title: Foundational Stories w/ Gord Downie’s “The Secret Path” # of Classes: 2	Overall Time: 2 hrs total over 2 days
Part 1: Overview		
<p>Gord Downie “The Secret Path”: https://www.youtube.com/watch?v=yGd764YU9yc</p> <p>This lesson falls within the grade 10 curriculum provided unit “The Challenges of Life”. I would open the unit with this lesson as it gives students a place to start thinking about foundational stories creating and effecting our lives. Gord Downie’s “The Secret Path” is the story of young Chanie Wenjack. It uses music and illustrations to express Chanie’s experiences in residential school. This lesson is important as it allows students to critically engage with true history and the challenges that were inflicted upon the Indigenous community. With this lesson it is important that students recognize how residential schools acted as foundational stories for society and individuals. After this lesson students can take the idea of foundational stories and challenges into a potential novel study or Lit circle. This lesson will benefit students moving forward as students will be able to critically engage with texts and content for a deeper understanding of message and stories.</p> <p>This lesson will span over 2 days. The first day will solely be dedicated to viewing the short film and whilst viewing, filling out a question sheet with the intent to engage in critical thinking. The second day will be a discussion-based lesson to engage reflection and interpretation of the documentary. Within day two students should be connecting the idea of foundational stories to the documentary “The Secret Path”.</p>		
<p>Outcome(s)/Indicator(s):</p> <p>CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program</p> <p>(a) View, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</p> <p>(d) Demonstrate active viewing behaviours including:</p> <ul style="list-style-type: none"> determine what the text is representing identify and analyze how the text was constructed identify the intended audiences and points of view in the text infer the assumptions, interests, beliefs, and values embedded in the text and the credibility and purpose of the author recognize language and media techniques and conventions in television, film, and video presentations analyze how the text uses argument, images, placement, editing, and music to create emotion and impact evaluate and critique the persuasive techniques. 		
<p>Key Understandings: (‘I Can’ statements)</p> <p>I can understand the relevance of history in molding the present.</p> <p>I can connect emotionally to a text.</p> <p>I can view and understand foundational stories.</p> <p>I can interpret challenges and their influence on our lives</p>	<p>Essential Questions:</p> <p>What is a foundational Story?</p> <p>What stories shape us in life?</p> <p>How does the documentary connect to foundational stories?</p> <p>How can we interpret and understand different documentaries?</p>	

Prerequisite Learning:

Going into day 2 students will have already viewed the documentary the previous day. While viewing the previous day students will have filled out Worksheet A (found later within this document), Worksheet A will fulfill indicator (d) from outcome CR A10.2. This Worksheet is important because students can use it to remind them selves of things for the day 2 reflective discussion. I set this lesson up to be the introduction of the Unit, with the intent to get students thinking about foundational stories.

Instructional Strategies:

Group Discussion- Encourages students to share and discuss ideas and concepts for deeper understanding.
Graphic organizers- Gives students a clear guided layout for thought and writing practices.

Determine Evidence for Assessing Learning

For assessment this lesson has two components both acting as formative/informal assessment. The question sheet from day 1 (Worksheet A), this worksheet shows that students are understanding and showing active viewing during the film as they fill in the questions. There is also a Worksheet B for day 2 of learning that has their free writing and final reflection. Both Worksheets are to gauge students understanding of foundational stories for moving forward in the unit while also showing how students interpreted the documentary.

Part 2: Build Learning Plan**Set (Engagement): Minds on****Length of Time: 15 min.**

Creative writing prompt on the board “What is your foundational story? What experiences have shaped you?”, when students enter the room indicate to students that we are going to start off with 10 minutes of free writing. Worksheet B will be found on each student’s desk when they enter the room, their free writing will be on this sheet. Explain to students that they can write a very short narrative story, a poem or other creative options (here I just want to see expression of connection to self and past experiences). If students are struggling have them think about the documentary from yesterday, drawing on the idea of how we could consider that being a foundational story.

Development:**Time: 30 min.**

Students will then break off into small groups of 4-5 with the help of the teacher (depending on classroom management and set up this could be table groups or number kids into groups). In their groups students will discuss 3 different questions. For each question the students will be given 5-10 minutes of discussion time (this is flexible, if students are seeming to be done earlier there will be additional but not mandatory questions to engage with). The first question is “how can we connect Chanie’s story to the idea of foundational stories in life?” While students are discussing, the teacher should be circulating around the room supporting conversation and engaging with students. Students will then be asked to discuss the question “how does Chanie’s story connect to society today?” Finally, the students will discuss the question “what is Chanie’s foundational story and how would you summarize it?” Students will have Worksheet A available to them so they can draw on their answer and ideas during discussion.

Learning Closure:**Time: 15 min**

Students will then be given the opportunity to share what their groups discussed. Each group must choose and give input to at least 1 of the

Materials/Resources:

Day 1:

Worksheet A

Access to Interactive SMART board, for viewing the film link:

<https://www.youtube.com/watch?v=yGd764YU9yc>

Day 2:

Worksheet B

Pencil

White board for writing prompt

Possible Adaptations/**Differentiation:**

- If students are rushing through questions, give additional ones to discuss in groups;

What is your foundational story?**What makes a story foundational?**

Or encourage students to think deeper if answers are very surface level.

- For Worksheet B and Worksheet A, allow the opportunity to type rather than write

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Management Strategies:

- After discussion times use “Eyes on me in 5, 4, 3, 2, 1” to get students attention.
- Be present within the classroom circulating and offering guidance.

Safety Considerations:

- Body management for students while moving around classroom to get into groups.
- Be aware of content in documentary and emotional safety, if students are feeling

discussed questions, they can give more if they want to. After this class reflection on the questions, students will return to their seats and fill out the second half of Worksheet B. At the end of class students will hand in both Worksheets A and B.

uneasy give the option to take a minute and step out.

Part 3: Reflection

I found this lesson plan assignment very useful as it allowed me the room to progress my learning and practical application of planning lessons. Whilst making this lesson I realized how caught up I was getting within a greater Unit plan. My brain continuously wanted to progress further into planning larger concepts and themes. I wanted to be sure that my lesson wasn't just a one-off lesson without a deeper purpose and meaning and to be sure I wasn't doing that, I allowed myself to think about the ways in which I would run my future classroom. One question I still have moving forward is, how will these lesson plans do within a real classroom? As I am moving into my pre-internship, I am getting progressively more curious about what a real classroom experience will be like and how it will function. I planned my lesson plan in a way that makes sense to me, but it is also easily adaptable. Things like adaptations and management strategies are incorporated within my lesson plan because they are things that can often be overlooked but remain important in a classroom setting. I chose Gord Downie's "The Secret Path" for my lesson because it was a documentary that I watched and enjoyed. I found that the musical and illustrative elements of the documentary are a unique way of sharing a story. This documentary is something that I have always been interested in teaching and I'm glad I could bring it to use in this lesson. I also chose to incorporate the creative writing element within my lesson because it is something that I find very important within ELA classes but can at times be overlooked. Creative writing can draw on deeper self-connection and I hope to incorporate it lots within my future teaching. I know that my lesson planning has a long way to go as I'm new to these teaching practices, but I know that with experience and understanding of content I can bring forward new, creative and interactive ways of teaching.

Worksheet A

Name:

Gr. Class:

Gord Downie's "The Secret Path" Viewing Questions

Before Viewing Thoughts?

1. Whose story is this? Where does it take place?
2. What is the purpose of this documentary?
3. Who's speaking? Who's the audience?
4. How does it make you feel? What is causing that emotion?
5. What stands out to you? List two media techniques
6. What is this documentary representing?

During Viewing Thoughts?

After Viewing Thoughts?

Worksheet B

Name:

Part 1:

Free Write

What is your Foundational Story?

Part 2:

Reflection: **2 Things you learnt & 2 Questions you have moving forward :)**