

Understanding By Design Unit Template

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| Title of Unit | Learning Residential Schools: Where We Have Been, Where We Are Going? | Grade Level | Grade 8 |
| Subjects | English Language Arts, Social Studies, Arts Education, Science | Time Frame | 4 classes (60-90 minutes each) |
| Developed By | Cameron Ford, Hannah Krause, Ayan Mohamed, Jozelle Sumat | | |

Unit Overview / Rationale

In the box below, provide a one to two paragraph overview of your unit. Describe your overall intentions for the mini-unit: What do you want students to take away from the lessons? Briefly explain how the four lessons build on each other in a logical sequence.

The Treaty Education outcome that will be examined in this unit is:

SI8²: Assess the impact residential schools have on First Nations communities.

The purpose of this mini-unit is to provide students with the opportunity to develop and expand their understanding of Treaty Education through instruction on the topic of residential schools as well as their impact on Indigenous communities. In examining works created by and about First Nations, Métis, and Inuit peoples regarding the societal issues and injustices they have endured and still endure, students are encouraged to develop an awareness of and appreciation for Indigenous art, history, literature, and science. This unit aims to develop students' historical and critical thinking skills, as well as their observational abilities, so that they can interpret, recognize, and comprehend the effects of historical events on modern-day Canada. Students will examine not only the past as well as current impacts of residential schools, but also the resurgence of the Indigenous perspective as they continue to heal from the trauma caused by residential schools. Through the study of Indigenous art, history, literature, and science, students will gain the ability to recognize that we all share a collective history and that the Indigenous peoples' perspective is both valid and important. This unit is designed to help students develop empathy and understanding towards Indigenous people and their experiences. By exploring the impact of residential schools, students will be able to understand the trauma, loss, and pain that Indigenous people and their communities have endured. Students will also learn about the resilience and strength of Indigenous people, their culture, and their traditions, which have survived despite the harm caused by residential schools.

Overall, this unit is essential for developing students' knowledge and understanding of Indigenous history, culture, and perspectives. It is also crucial for fostering critical thinking, empathy, and understanding, which are essential for building a more just and equitable society. Through this unit, students will develop a deeper understanding of the legacy of residential schools and the ongoing efforts for reconciliation between Indigenous and non-Indigenous peoples in Canada

The logical sequence of the unit is as follows:

The first lesson that will be covered is Arts Education. During this lesson, students will learn about and analyze the works of First Nations, Métis, and Inuit artists in relation to the social issues that they have faced, such as residential schools, racism, and marginalization. This will allow students to be gradually introduced to the topic of residential schools in an engaging and sensitive manner, ensuring that students are emotionally and mentally prepared for the Social Studies lesson.

Next, Social Studies will examine residential schools, their impact, and the social injustices that Indigenous peoples have experienced and continue to face in more depth. This will help students establish the context needed to interpret the literary works that will be explored in English Language Arts. The third lesson that will be discussed is English Language Arts. Students will examine literary works written by residential school survivors, using the framework provided in the Social Studies lesson to report on their interpretations of the material. It encapsulates the cause-and-effect relationship between residential schools and the loss of Indigenous culture, teachings, and knowledge by demonstrating the impact and trauma caused by disrupting the Indigenous way of life. Moreover, the literary works will serve as a bridge to the Science lesson by explicitly demonstrating that Indigenous peoples are deeply interconnected with their environment. Lastly, the Science lesson will cover the Indigenous approach to science with regards to aquatic wildlife and plants. This lesson will demonstrate the Indigenous perspective and interconnectedness to their environment, as well as contribute to the resurgence of their perspective and knowledge.

Stage 1 - Identify Desired Results

Learning Outcomes

Should be identified by designation (e.g., USC 9.1) and written in student friendly language – words that you can share with the students so they know what it is they are trying to achieve.

Note: You should include one outcome for each of the four subject areas, as well as one treaty education outcome (which should apply to all four of the lessons).

Treaty Education

Outcome:

SI8² - Assess the impact residential schools have on First Nations communities.

Indicator:

d) Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.

The focus will be on fostering an understanding of the ongoing impacts of residential schools on First Nations communities, including the intergenerational trauma that has been passed down through families and the ongoing efforts to address and heal from this trauma. Students will need to examine the ways in which First Nations communities have been affected by residential schools, both historically and in the present day, and the steps being taken to address the impacts of residential schools and support healing and reconciliation.

Arts Education

Outcome:

[CH8.2](#) - Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.

Indicator:

b) Investigate the work of artists that reflects a concern with historical events including Treaties and the impacts of colonization such as residential schools, racism, and marginalization.

The Arts Education section will examine the works of First Nations, Métis, and Inuit (FNMI) artists. Students will investigate how these artists' works are cultivated through social issues FNMI endured, such as residential schools, racism, and marginalization. The purpose of this outcome is for students to appreciate the works of FNMI artists and become educated about the history of Indigenous peoples through their works (music, painting, poems, etc.). This will help students develop critical thinking and observational skills through investigating artworks. Students will also learn how artworks are used to tell stories and how different works encompass different perspectives and narrations.

Social Studies Education

Outcome:

[DR8.3](#) - Assess how historical events in Canada have affected the present Canadian identity

Indicator:

e) Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II).

The Social Studies outcomes and indicators focus on learning about the impacts that historical events of the past have on Canada in the present day. Perspectives in cases of injustice such as Indigenous peoples getting to vote and residential schools will be focal points of learning. Students will learn how to apply historical and critical thinking to develop greater knowledge and understanding of each topic addressed. Students should be able to compare perspectives and apply skills to understand hidden meanings, altered perspectives, and the significance of stories and events.

English Language Arts**Outcome:**

[CR8.6](#) - Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.

Indicator:

c) Interpret and report on information obtained from more than one source to inform others.

The English Language Arts section will examine residential schools and the impact they had on the Indigenous peoples. Students will be introduced to a handful of residential school literary works before being prompted to engage with the materials. Grade eight students will analyze the materials critically before developing and reporting their own interpretations of how residential schools affected Indigenous peoples and the residual effects of residential schools that can still be seen in today's society. The goal of this lesson will be to raise student awareness about the loss of Indigenous cultures, teachings, and knowledge as a result of residential schools, but it will be noted that Indigenous cultures, teachings, and knowledge have not been completely lost.

Science Education**Outcome:**

[WS8.3](#) - Analyze natural factors and human practices that affect productivity and species distribution in marine and freshwater environments.

Indicator:

a) Examine the ways in which First Nations and Métis people traditionally valued, depended upon, and cared for aquatic wildlife and plants in Saskatchewan and Canada.

By examining how First Nations and Métis people traditionally valued, depended upon and cared for aquatic wildlife and plants in Saskatchewan and Canada, students will learn about the important relationships between Indigenous peoples and their environments. They will gain an understanding of the cultural and ecological significance of aquatic wildlife and plants and how their management practices have sustained these resources over time.

Enduring Understandings

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)
What misunderstandings are predictable?

Students will understand...

- The harmful impacts of residential schools on First Nation children.
- The generational trauma it caused to all First Nations people.
- The importance of knowledge about residential schools for it may guide them towards truth and reconciliation.
- Residential schools are part of treaty creation.

Essential Questions for Deep Understanding

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

Content specific....

- What can students do to engage with decolonization?
- What is the significance of learning about residential schools and treaty education?
- Why must we dedicate our learning to decolonization and Indigenization in Canada?
- Why do we say land acknowledgements?

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| <ul style="list-style-type: none"> - The lifestyle of Indigenous people before assimilation from residential schools. <p><i>Related misconceptions...</i></p> <ul style="list-style-type: none"> - “The Canadian government was just trying to educate them.” - “Every child needs an education.” - “Indigenous history does not affect me since I am not an Indigenous person.” - “Residential schools weren’t that bad.” | <p><i>FNMI, multicultural, cross-curricular...</i></p> <ul style="list-style-type: none"> - Why is it important to learn Indigenous history compared to other histories in Canada? - What is the importance of learning Indigenous perspectives about residential schools? - Why is learning the Indigenous ways of living before colonization important? |
| <p>Knowledge: What knowledge will students acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p> | <p>Skills What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p> |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - How treaties are created through different aspects of Indigenous history. - Examine different storytelling methods (artworks, research reports, biographies, debates, etc.). - Examine the different injustices and how they are different/related to each other. - How residential schools still affect most Indigenous peoples in the modern world. - How to create detailed reports using information about residential schools. | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Students will develop critical thinking skills. - Students will develop communication skills. - Students will be able to analyze work and identify the major points. - Students will be able to connect concepts from different subject areas. - Students will be able to examine different perspectives to develop their own conclusions. - Students will be able to interpret and reflect upon different works of art, literature, and history to draw their own conclusions. - Students will be able to develop relationships with Indigenous ways of knowing. |

Stage 2 – Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (Describe the summative assessment in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?
If you are also using a test, describe it as well.

GRASPS Elements of the Performance Task

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| <p>G – Goal <i>What should students accomplish by completing this task?</i></p> | <p>Collaborative Collage Assignment: In this assignment, students will work collaboratively in groups and take on the role of contributors responsible for creating a cohesive and thoughtful collage. The audience for this assignment is the Grade 8 class and potentially other members of the school or community who may view the collage. Students will be provided with the necessary materials and resources to support their research and creation of the collage. They will work collaboratively in groups and will have a set amount of time to complete the assignment. The product of this</p> |
| <p>R – Role <i>What role (perspective) will your students be taking?</i></p> | |
| <p>A – Audience</p> | |

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| <p><i>Who is the relevant audience?</i></p> | <p>assignment will be a visually compelling collage that effectively communicates the impact of residential schools on Indigenous peoples in Canada. The collage should showcase the group's understanding of the topic and should be presented to the class and potentially other members of the school or community. Additionally, the students will include a written reflection on their learning experience.</p> |
| <p>S – Situation <i>The context or challenge provided to the student.</i></p> | |
| <p>P – Product, Performance <i>What product/performance will the student create?</i></p> | |
| <p>S – Standards & Criteria for Success <i>Create an assessment for the Performance Task</i></p> | <p>Rubric for Collaborative Collage Assignment can be found here.</p> |
| <p>Other Evidence Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the outcomes? Identify both formative and summative assessments you will use throughout the unit and indicate which outcome(s) for which you will gain evidence.</p> | <p>Student Self-Assessment How will students reflect upon or self-assess their learning?</p> |
| <p><u>Formative</u></p> <ul style="list-style-type: none"> - Students will have a brief discussion in their groups about their prior understanding of the history and impacts of residential schools in Canada. <ul style="list-style-type: none"> - The teacher is given an opportunity to determine what misconceptions need to be cleared up and what information students do not know. - Written reflection about their learning experience. <ul style="list-style-type: none"> - Students will reflect on their learning throughout the group project. - Aim to reflect on their experience of working in groups as well as experience of learning about the topic of residential schools. <p><u>Summative</u></p> <ul style="list-style-type: none"> - Treaty Outcome: SI8² - Assess the impact residential schools have on First Nations communities - Arts Education Outcome: CH8.2 - Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results. - Social Studies Education Outcome: DR8.3 - Assess how historical events in Canada have affected the present Canadian identity <p>Students will be graded based on their collaborative collage. The grading will be based around the above outcomes; students should demonstrate an understanding of the impact of residential schools on First Nations communities, relate their collage to Indigenous artists and art styles, and reflect on how historical events (residential schools) have affected the present Canadian identity. Students can demonstrate an understanding of each of these outcomes by representing each in their collage in a meaningful manner.</p> | <p>Students will respond to an exit slip at the end of the lesson reflecting on their participation and understanding. The exit slip will ask students to assess themselves on a scale of 1-10 based on their input in class discussions, engagement with the material, and overall understanding of what was presented during the class period. Students will also be given a section to write questions relating to the lesson or for further inquiry so the teacher has an opportunity to respond in the next lesson.</p> |

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Briefly outline the four lesson plans that make up your mini-unit.

| # | Outcome(s) and Indicators (No more than one outcome per lesson, plus the Treaty Ed indicator) | Instructional Strategies/Process Learning Tasks/Experiences | Assessment | Resources/Materials |
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| 1 | <p>Arts Education Outcome: CH8.2 - Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.</p> <p>Indicator(s): b.) Investigate the work of artists that reflects a concern with historical events including Treaties and the impacts of colonization such as residential schools, racism, and marginalization</p> <p>Treaty Education Outcome: SI8² - Assess the impact residential schools have</p> | <p>Lesson Steps</p> <p>Context: The students will learn about different Indigenous artists. Students will analyze and investigate the works of their chosen Indigenous artists. Moreover, students will analyze how the social issues influence the works of their selected Indigenous artists.</p> <p>Inquiry: Each student in the class will choose one Indigenous artist. Indigenous artists may vary from painters, poets, musicians, and more. Students will be able to analyze and reflect on Indigenous works and different social issues that may have influenced the artists they selected.</p> <p>Social Issues may vary from the effects of residential schools, the assimilation of Indigenous peoples into white society, the generational trauma residential schools caused to Indigenous people, Treaties, impacts of colonization, racism, marginalization, and so on.</p> <p>After compiling all information, teachers will create a “learning pod” where students will be grouped based on their chosen artists. A potential learning pod will consist of</p> | <p>Collective Learning Sheet</p> <p>Each member of the learning pod will share a brief biography of their chosen artists. Members will also share ONE work from their chosen artists and briefly explain:</p> <ul style="list-style-type: none"> - Why did you choose this work? - What do you interpret with this work? - What social issues do you think the artist is trying to convey in their work? - Did your chosen artist talk about the meaning behind their artworks? If yes, is it similar to what you have analyzed in their work? <p>After each member has contributed to the collective learning sheet, they will write a summary of the big picture, which answer the questions:</p> | <p>Resource(s):</p> <ul style="list-style-type: none"> - Indigenous artists in SK: Indigenous Artists - Artists in Canada - Ancestors Rising - Mary Longman - List of Indigenous writers: Indigenous Writers - Indigenous Saskatchewan Encyclopedia University of Saskatchewan (usask.ca) <p>Material(s):</p> <ul style="list-style-type: none"> - Collective learning worksheet can be found here - Chromebooks (or any devices that have access to the internet and the learning worksheet) |

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| | <p>on First Nations communities.</p> <p>Indicator(s): Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.</p> | <p>students who decide on Indigenous artists with the same concentration, such as painting, poetry, etc.</p> <p>Students will conduct a collective learning area where students are encouraged to gather information independently and then share it with their peers or learning pods.</p> <p>Each learning pod will create a file where each member of the pod will share their thoughts and information to be shared with the whole class.</p> <p>Create & Reflect: Students will be able to reflect on their learning from filling out the “collective learning sheet” given by teachers. In the collective learning sheet, teachers will ask students inquiry questions, which helps them think critically and enhance their observational and comprehensive skills when analyzing works from Indigenous artists.</p> <p>Comprehension Strategies: Students can comprehend by making detailed and knowledgeable insights, reflecting, observing, listening (if they chose an Indigenous musician), and speaking (through learning pods and whole class discussions).</p> | <ul style="list-style-type: none"> - What are the similarities between the artists and their works? - What are the differences between Indigenous artists and their works? - What social issues do most artists in your learning pod try to convey? Why do you think this issue is most talked about? - What are your biggest takeaways from this activity? - Why is it important to have different ways of telling a story? | |
| 2 | <p>Social Studies Outcome: DR8.3 - Assess how historical events in Canada have affected the present Canadian identity</p> <p>Indicator(s): e.) Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II).</p> | <p>Lesson Steps</p> <p>Context: Students will learn about the historical impacts of residential schools of Indigenous communities in Canada. Colonizer and Indigenous perspectives will be examined to overlap stories and develop historical and critical thinking skills. Students should aim to find new information and analyze different perspectives to compare thoughts and experiences in the case of residential schools.</p> <p>Inquiry: Students will watch the two videos in class and individually read the two readings.</p> <p>Prior to watching/reading, students will each share one thing they know about residential schools, even if it is a misconception. The teacher will write each point on the board. Following this, students will be given some time to read the two articles individually and write brief notes.</p> | <p>Truth and Reconciliation Reflection</p> <p>Students will (individually) create a short 300-400 word reflection. The reflection should demonstrate an overall understanding of the topic of residential schools in Canada and the impacts different perspectives have on the history of the event.</p> <p>In the reflection, students will discuss the three most important points (in their own opinion) in the Truth and Reconciliation: Calls to Action document. They will back up their response with thoughts they gathered from the videos/readings.</p> <p>Some questions students may want to consider for their response:</p> | <p>Resources: Video(s) - Canadian Residential Schools: The Survivors & Their Descendants 22 minutes - Residential Schools: A White Perspective 7 minutes Reading(s) - Residential School History - Government of Canada - Residential School In Canada Assignment Resource(s) - Truth and Reconciliation Commission of Canada: Calls to Action</p> |

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| | <p>Treaty Education Outcome: SI8² - Assess the impact residential schools have on First Nations communities.</p> <p>Indicator(s): Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.</p> | <p>Once students have completed the readings, the videos will be played and students will again take brief notes.</p> <p>Once the readings/videos have been completed, students will be introduced to the assignment and assessment. The teacher will describe the concept and learning goals of the assignment and explain the key factors in creating their reflection (ie; critical thinking, historical thinking, etc.)</p> <p>Create & Reflect: Students will engage in critical and historical thinking while analyzing the Truth and Reconciliation: Calls to Action document. They will compare information between the readings and videos to determine what they think are the most important points of the Calls to Action. Students will explain their thoughts and relate the videos and readings to their responses. Students will create a reflection piece that engages with the stories in the videos/readings and relates to the Truth and Reconciliation: Calls to Action document.</p> <p>Comprehension Strategies: Students can comprehend materials by writing notes and detailing their observations in the readings/videos. Students will be given the opportunity to ask questions after the readings/videos are completed.</p> | <ul style="list-style-type: none"> - Why do the selected points stand out/seem the most important? - How can these issues be addressed/how can we respond? - Why is it important that we understand multiple perspectives before developing a conclusion? - How did the readings/videos impact which points you selected from the Calls to Action document? - What is the significance of learning about residential schools in Canada? | <p>- Social Studies 8 Truth and Reconciliation Reflection Rubric</p> <p>Materials:</p> <ul style="list-style-type: none"> - Writing materials - Tech equipment (ie; chromebooks) for students who want to write digitally and for readings |
| 3 | <p>English Language Arts Outcome: CR8.6 - Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</p> <p>Indicator(s): c) Interpret and report on information obtained from more than one source to inform others.</p> | <p>Lesson Steps</p> <p>Context: Students will examine two works of literature (a poem and a short story) about residential schools. They will analyze and interpret both works of literature. The students should be directed to look for evidence of the impact of residential schools on the lives of Indigenous peoples while reading or listening.</p> <p>Inquiry: Students will read the two assigned readings individually. For students who would prefer to listen to the readings, an audio version may be played.</p> <p>Before developing and reporting their interpretations of how residential schools affected Indigenous peoples as well as the residual effects of residential schools that can be seen in today's society, students will be asked to critically analyze the readings. They may focus on the impact they had on the narrators within the readings.</p> | <p>Reading Reflection Journal</p> <p>Each student will be assigned the task of writing a reflective journal on one or both of the readings. The journals should reflect their overall understanding and interpretation of the readings in relation to residential schools and the impact they have had on Indigenous peoples. Some of the impacts that may be the focus of their writing include:</p> <ul style="list-style-type: none"> - loss of language(s) - loss of culture(s) - loss of traditions - loss of identity - trauma - ect. <p>Make sure to explicitly indicate that Indigenous language(s), culture(s),</p> | <p>Resources:</p> <ul style="list-style-type: none"> - "I Lost My Talk" by Rita Joe It is available in video/audio format here. - Book: <i>I Am Not a Number</i> by Jenny Kay Dupuis and Kathy Kacer. It is available in a video/audio format here. - Reading Reflection Journal Rubric. <p>Materials:</p> <ul style="list-style-type: none"> - Student Journals - Writing materials - Copies of readings and/or the necessary technology (i.e., laptop and speakers) for auditory delivery of readings. |

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| | <p>Treaty Education Outcome: SI8² - Assess the impact residential schools have on First Nations communities.</p> <p>Indicator(s): Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.</p> | <p>Explain the assignment and assessment. Subsequently, quickly introduce or recap basic grammar rules and sentence structures. Explain the function and how to properly use punctuation (e.g., commas, semicolons, colons, parentheses, apostrophes, ect.).</p> <p>Create & Reflect: Students will be able to engage in critical thinking while analyzing and interpreting the readings. They will then be encouraged to actively engage with the concepts covered in the readings by fully developing their ideas and interpretations before reporting them in the form of a journal entry that will be used for assessment.</p> <p>***If there is time, students may be placed into groups to enable collective group reflection with regards to both student journals and the readings.***</p> <p>Comprehension Strategies: Students can comprehend materials through writing, listening and/or reading. The writing elements of this lesson include making notes about the readings and the composing of a reflective journal. Students will be given the opportunity to choose to either listen to or read the assigned materials.</p> | <p>and traditions have not been completely lost.</p> <p>Prompts may be provided to help direct student thinking and writing. A few possible prompts include:</p> <ul style="list-style-type: none"> - What are some harmful impacts of residential schools that are illustrated within the reading(s)? - What was your initial reaction to the reading(s)? - How did you feel while reading/listening? - What are your biggest takeaways from the reading(s)? - Why do you think it is important to discuss/read about residential schools and their impact on First Nations communities? - etc. | |
| 4 | <p>Science Outcome: WS8.3 - Analyze natural factors and human practices that affect productivity and species distribution in marine and freshwater environments.</p> <p>Indicator(s): b.) Examine the ways in which First Nations and Métis people traditionally valued, depended upon, and cared for aquatic wildlife and plants in Saskatchewan and Canada.</p> <p>Treaty Education Outcome:</p> | <p>Lesson Steps</p> <p>Context: The context of this lesson is the impact of natural factors and human practices on the productivity and distribution of aquatic wildlife and plants in Saskatchewan and Canada. Specifically, the lesson will focus on how First Nations and Métis peoples have traditionally valued, depended upon, and cared for these resources.</p> <p>Inquiry: In this lesson, students will investigate the traditional ecological knowledge of First Nations and Métis peoples in Saskatchewan and Canada related to aquatic wildlife and plants. They will explore how these communities have historically utilized these resources and how their knowledge can inform modern conservation practices.</p> <p>The teacher will introduce the topic of traditional ecological knowledge and its importance in understanding the relationships between humans and nature. They will</p> | <p>Visual representation</p> <p>Students can create a visual representation of their findings by drawing and labeling images of aquatic wildlife and plants and adding symbols or designs that represent traditional values and practices.</p> <p>Students will be allowed to share their visual representations with the class and lead a discussion on the similarities and differences between First Nations and Métis values and practices related to aquatic wildlife and plants.</p> <p>Students can do the following:</p> <ul style="list-style-type: none"> - Art work - film | <p>Resources:</p> <p>Traditional Indigenous practices related to aquatic wildlife (e.g., books, videos, online articles);Here</p> <p>Native land; https://native-land.ca/</p> <p>Assignment rubric can be found here.</p> <p>Materials:</p> <ul style="list-style-type: none"> - Paper and Drawing Materials - Paint and Brushes - Digital Tools - Students can use digital tools, such as drawing tablets or software like Adobe Photoshop |

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| <p>SI8² - Assess the impact residential schools have on First Nations communities.</p> <p>Indicator(s): Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.</p> | <p>provide a brief overview of the traditional ecological knowledge of First Nations and Métis peoples in Saskatchewan and Canada in relation to aquatic wildlife and plants.</p> <p>Create & Reflect: Students will have the opportunity to create and present their own ideas about how traditional ecological knowledge can be applied to modern conservation practices. They will reflect on their learning throughout the lesson and consider how they can apply this knowledge in their daily lives.</p> <p>Comprehension Strategies: Students will use research and analysis to deepen their understanding of traditional ecological knowledge and its impact on aquatic conservation. They will use presentation skills to effectively communicate their findings to the class. Reflection and critical thinking will also be emphasized throughout the lesson.</p> | <ul style="list-style-type: none"> - digital storytelling - photographs - collages <p>The visual representation will serve as the assessment for this lesson. Students will be graded on their accuracy and completeness in representing traditional First Nations and Métis values and practices related to aquatic wildlife and plants.</p> | <p>or Procreate, to create digital artwork that explores the impact of residential schools on Indigenous communities</p> <p>- Found Objects/plants</p> |
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Subject/Grade: Arts Education 8

Lesson Title: Learning To Heal: Indigenous Artistic History

Teachers: Cameron Ford, Hannah Krause, Ayan Mohamed, Jozelle Sumat

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Outcome:

[CH8.2](#) - Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.

Indicator(s):

b) Investigate the work of artists that reflects a concern with historical events including Treaties and the impacts of colonization such as residential schools, racism, and marginalization.

Treaty Outcomes and Indicators:

Outcome:

SI8² - Assess the impact residential schools have on First Nations communities.

Indicator(s):

d) Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools.

Key Understandings: ('I Can' statements)

- I CAN analyze the works of Indigenous artists.
- I CAN reflect on the social issues Indigenous people are struggling with through their works.
- I CAN distinguish the social issues Indigenous artists are trying to convey in their works.
- I CAN assess the impact residential schools have on First Nation communities.

Essential Questions:

These should be taken from the essential questions identified in the unit overview.

- What can students do to engage with decolonization?
- What is the significance of learning about residential schools and treaty education?
- Why must we dedicate our learning to decolonization and Indigenization in Canada?
- Why is it important to learn Indigenous history compared to other histories in Canada?

Stage 2: Determine Evidence for Assessing Learning

Assessment will be conducted through the completion of the Collective Learning Sheet. Students must conduct research and write a brief biography on their chosen Indigenous artist. They will also focus on answering the questions on the Collective Learning Worksheet before sharing their findings within a group setting. This activity will allow students to pick and choose which information they record and share about their chosen Indigenous artist. It will enable them to demonstrate their main takeaways from this lesson in their own individual way. Given that there are no right or wrong answers in this model of assessment, no rubric is required to complete the assessment of students' learning. However, whether or not a student completes the Collective Learning Sheet and contributes to group discussion should be noted.

Stage 3: Build Learning Plan

Set (Warm-up, Focusing the Learning): Time: 10 mins

Teachers will start the class by asking: “What comes to your mind when you hear the word ‘artist’?” Teachers list all the students' answers on the board. When students share enough answers, teachers will pull up a PowerPoint discussing the different kinds of Indigenous artists (Musicians, Photographers, Painters, Tattooists, Graphic designers, Illustrators, Cinematographers, Sculptors, Poets, etc.).

Teachers will mention well-known Indigenous painters such as Norval Morrisseau and Daphne Odjig. Teachers will also mention well-known Indigenous poets, such as Joy Harjo and Louise Bernice Halfe. Through this presentation, teachers will demonstrate how to answer the questions in the collective learning worksheet.

For instance, teachers will briefly discuss the following:

- Artist's biography,
- Artist's works
- Interpretation of the works/social issues (from the teacher's and artist's perspectives).

After the discussion, teachers will recap the different kinds of Indigenous artists and their importance in Canadian history and culture. At this point, teachers will introduce the learning task. Teachers will encourage students to explore Indigenous art and learn more about the different artists and their work.

Development:

Time: 65 mins

(30 mins): Each student in the class will choose one Indigenous artist. Indigenous artists may vary from painters, poets, musicians, and more. Students will be able to analyze and reflect on Indigenous works and different social issues that may have influenced the artists they selected.

Materials/Equipment:

- Indigenous artists in SK: [Indigenous Artists - Artists in Canada](#)
- [Ancestors Rising - Mary Longman](#)
- List of Indigenous writers: [Indigenous Writers - Indigenous Saskatchewan Encyclopedia | University of Saskatchewan \(usask.ca\)](#)

Material(s):

- Collective learning worksheet can be found [here](#)
- Chromebooks (or any devices that have access to the internet and the learning worksheet)

Management Strategies:

- Students will only answer the questions written in the collective learning sheet so everyone will be on the same page in terms of what to research.
- Learning pods: students will be grouped based on the concentration of their chosen artist. Students will be assigned listening roles, their primary focus, while one student shares.
- Ask three before me: Students will ask three of their classmates before asking the teachers. This promotes problem-solving and collaboration.

Safety Considerations:

- Students are encouraged to participate in discussions. Students that are not sharing should be participating in listening roles.
- Teachers will warn students about potential works that may be sensitive.
- Students will primarily use the links provided by teachers. This will avoid repetition when choosing an artist.
- Students of FNMI background may feel awkward and/or uneasy when talking about residential schools or any Indigenous social issues.

Social Issues may vary from the effects of residential schools, the assimilation of Indigenous peoples into white society, and the generational trauma residential schools caused to Indigenous people, Treaties, impacts of colonization, racism, marginalization, and so on.

Teachers will provide a collective learning worksheet in which students will fill up the first section: “Individual Learning”

After finishing the first task, teachers will create “learning pods” in which students will be grouped based on the concentration of their artists.

(35 mins): Each student will share their chosen artists in the pod. Those not sharing will be assigned a listening role provided by the questions in the first section: “Individual Learning.” A potential listening role would be one student anticipating why the student sharing chose their artist.

Once every member has shared their research. Each student will now compile what they have written during their listening roles. They will now fill up the second section: “Collective Learning.” Each student will fill up the second section. A successful learning pod will have similar answers in the second section. This process will determine if the students have successfully analyzed and listened to everyone’s research.

**If some learning pods finish the second task early, teachers will have them visit other learning pods and hear their thoughts.
**Students can also include this in their thoughts once everyone is sharing. They could talk about how other learning pods have different systems than their own.
**If all groups finish early, teachers can start the learning closure shortly after.

Learning Closure: **Time: 15 mins**

After the task, students will gather as one class and will share their key moments in the whole task. Key moments can come from

**Possible Adaptations/
Differentiation:**

- Students should consult their teacher to access a different list.
- Students can find any Indigenous artists from all concentrations (Music, Painting, Installations, Sculpting, and more)
- Students can choose artists mentioned in the PowerPoint (except the teacher’s chosen artist as an example).

learning pods, individual research, collective learning, and visiting another learning pod.

**If there is not enough time to share with the class, teachers will ask the students to share their thoughts in the collective learning worksheet. Students will add a page to their documents and write their thoughts.

Feedback reflection

Sana and Nicole

Sana and Nicole stated that the unit plan I outlined appears to be well thought out and comprehensive. It covers a variety of subject areas and incorporates a range of teaching strategies that will engage students and foster critical thinking, empathy, and understanding. Starting with the Arts Education lesson is a great way to introduce the topic of residential schools in a sensitive and engaging manner. Analyzing the works of Indigenous artists will provide students with a deeper understanding of the social issues faced by Indigenous peoples and help prepare them for the more in-depth discussions that will occur in Social Studies.

The Social Studies lesson appears to be the centerpiece of the unit, providing students with a thorough understanding of residential schools and their impact on Indigenous communities. By examining the social injustices that Indigenous peoples have experienced and continue to face, students will be better equipped to interpret the literary works that will be explored in English Language Arts.

The English Language Arts lesson, which focuses on literary works written by residential school survivors, is an excellent way to help students understand the impact of residential schools on Indigenous peoples' culture, teachings, and knowledge. The literary works will help students develop a more profound empathy for the experiences of residential school survivors and their communities.

The Science lesson, which covers the Indigenous approach to science with regards to aquatic wildlife and plants, is a fantastic way to demonstrate the Indigenous perspective and interconnectedness with the environment. This lesson will contribute to the resurgence of Indigenous knowledge and perspectives and help students appreciate the importance of Indigenous knowledge systems.

Overall, they said the unit plan provides students with a comprehensive and sensitive understanding of residential schools' impact on Indigenous communities. It incorporates a range of subject areas and teaching strategies that will engage students and foster critical thinking, empathy, and understanding.

Nicole's suggestion for improvement would be for me to ensure that the unit plan includes the perspectives and voices of Indigenous educators, elders, and knowledge keepers. Working with Indigenous partners can provide valuable insight into the impact of residential schools on Indigenous communities and can help ensure that the unit plan is culturally responsive and accurate.