

Subject/Grade: ELA 8
Residential Schools

Lesson Title: When I Was Eight- An Introduction to
Teacher: Paige Doud

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s)/Treaty Outcomes and Indicators:

CR8.2: Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading

Describe, apply, and assess the strategies used before, during, and after viewing, listening, and reading:

a) Before:

- Tap, activate, and build prior knowledge (e.g., review what is known and has been learned about subject of text; identify what needs to be learned from text to fill in gaps)
- Ask questions (e.g., survey text and ask questions about it; form implicit questions and search for answers in text)
- Preview text (e.g., look briefly at each section and page of a text, paying attention to the headings, illustrations, boldface type, and organizational structure; read the first and last paragraphs of a print text)
- Anticipate message and author's/presenter's intent (e.g., consider the author's/presenter's possible intention given a brief biographical sketch about his or her background and causes)
- Predict what text will be about (e.g., review an outline of the main ideas in a text and predict what information or stance will be used to support these main ideas)
- Set purpose (e.g., discuss and set a purpose with peers)

b) During:

- Connect and construct meaning (e.g., make connections to self, other texts, and to the world to help with making predictions, visualizing, and drawing conclusions)
- Note key ideas and what supports them (e.g., stop at the end of each page, section, or chapter to answer the who, what, when, where, why, and how questions; note how examples, illustrations, and visual aids support or take away from the key message)
- Construct mental images (e.g., imagine what a character might be seeing, hearing, smelling, tasting, or feeling in a particular place and time)
- Make, confirm, and adjust inferences and draw conclusions (e.g., identify and explain the clues in the text that confirm defensible predictions)
- Make, confirm, and adjust inferences and draw conclusions (e.g., analyze, infer, and explain unstated ideas in texts)
- Ask questions (e.g., ask questions, focusing particularly on evaluative questions to gain meaning from text, and to locate key points)
- Use curing systems to construct meaning and self-monitor comprehension (e.g., use and insert notations such as for + "that's new", ? for "I don't understand", * for "that's important")
- Adjust rate and/or strategy (e.g., skim, scan, and read carefully depending on the text complexity and purpose).

c) After:

- Recall, paraphrase, summarize, and synthesize (e.g., connect, compare, and contrast ideas in texts; determine implied and literal messages; make notes to assist recall)
- Reflect and interpret (e.g., keep an open mind and consider ideas that differ from own)
- Evaluate (respond critically) (e.g., identify strategies used to influence audience including exaggeration, one-sided view of a group, jolts)

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- Evaluate craft and techniques (e.g., draw conclusions about presenter's, speaker's, writer's message, values, point of view, and craft)
- Respond personally (giving support from text) (e.g., connect, compare, and contrast ideas in text to own knowledge and experiences)
- Listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g., listen, read, or view again to evaluate the effectiveness and overall impact of the text to deliver the message intended)

CC8.6: Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).

- a) Initiate conversation about a range of topics and respond appropriately when others initiate conversation.
- b) Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony.
- c) Use language and tone to suit audience, purpose, and situation.
- d) Use gestures, facial expressions, and visual aids to enhance meaning of talk.
- e) Contribute ideas and information and pose questions in class discussion to gain understanding.
- f) Use talk to express and to share feelings, ideas, opinions, and responses in one-to-one, small group, and large group discussions.
- g) Give reasons for opinions and points of view.
- h) Summarize main ideas discussed and conclusions drawn.

SI8: Assess the impact residential schools have on First Nations communities

- a) Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools
- b) In their own schools investigate how First Nations people were forced to learn languages and cultures other than their own
- c) Represent the effects of residential schools on First Nations languages and cultures
- d) Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nations peoples in residential schools
- e) Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era

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Modified indicator:

CR8.2: Describe, apply, and assess the strategies used during and after viewing and listening

CC8.6: Use oral language to interact purposefully, confidently, and respectfully in small group discussion

SI8: Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools

Key Understandings: ('I Can' statements)

- I can understand the deep impact of residential school
- I can compare my own schooling experience to those who experienced residential schools
- I can construct a meaningful response while working respectfully with classmates
- I can look for underlying meanings within a text to generate a meaningful reflection.

Essential Questions:

- What is the purpose of the book?
- How does your schooling experience compare to the experience discussed in the book?
- What questions can you generate to deepen your understanding?

Stage 2: Determine Evidence for Assessing Learning

- This is an introductory lesson to residential schools. Students should already have some background knowledge in past grades on the topic. This lesson serves as both an introduction and a refresher. The mini assignment at the end is not for marks but is handed in to the teacher at the end for the teacher to gain an understanding of where the students understanding with the topic.
- Students will be required to listen to the book and make small inferences and notes on it during the reading. They will then be put into small groups of three to four students where they can openly discuss what the book is about, inferences they have made, thoughts on the topic, a comparison of the students own schooling to the experience discussed in the picture book, and any questions they have that should be addressed within the unit.
- Students will also have a chance to work on their writing skills and group work skills. They will be required to collaborate with a few classmates to generate a short reflection to be handed to the teacher at the end of the lesson period.

Stage 3: Build Learning Plan

Set (Warm-up, Focusing the Learning): Time: 3 minutes

- Introduce the class to residential schools (ask about prior knowledge)
- Remind students it is a sensitive topic and requires good listening and respect
- Introduce the book the lesson is focused on “When I Was Eight” by Christy Jordan-Fenton and Margaret Pokiak-Fenton

Development: Time: 15 minutes

- Read “When I Was Eight” aloud to the class (ask them to make small notes and inferences while listening)
- Describe the activity: everyone will be put into small groups (3-4) and will write a short reflection on the book/topic as a group
- The reflection can include: thoughts on the book, thoughts on the topic, a comparison of the students schooling experience to the experience discussed in the picture book, inferences made about the characters, and any questions they have going forward

Learning Closure: Time: 2 minutes

- Students will be asked to write the group member names at the top of their reflections and will hand in what they have completed for the teacher to go over

Materials/Equipment:

- “When I Was Eight”
- pencils
- paper

Management Strategies:

- let students know they will be writing a reflection at the end
- emphasize the importance of the topic
- allow students to ask questions as they have them

Safety Considerations:

- the topic may be sensitive to some students (take into consideration)

**Possible Adaptations/
Differentiation:**

- students may wish to work on the reflection alone

Stage 4: Reflection

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I think this lesson would be a good way to introduce and/or use to refresh a Grade 8 class about residential schools. Using a picture book can be an effective tool to introduce a heavy/sensitive topic. This lesson could be improved by having a discussion before reading the book about residential schools and discuss what sort of message the author is trying to get across and what kind of information they should be gaining from this book.