

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

**Lesson Title:** Residential Schools    **Lesson #** 1    **Date:** Nov. 21, 2024  
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### Rationale:

This lesson includes opportunity for cross curricular teaching for grade four language arts, social studies and art. This lesson will help students to comprehend the relationship that Indigenous peoples had with the land and provide an understanding of what was lost due to Indian Residential Schools.

### Core Competencies:

Communication	Thinking	Personal & Social
Students will communicate with intention and purpose.	Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media.	Students identify how their values help to shape their choices in all contexts of their lives.

### Big Ideas (Understand)

Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.

### Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>Students will make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.</li> </ul>	<ul style="list-style-type: none"> <li>Students are expected to know the impact of colonization on First Peoples societies in British Columbia and Canada.</li> </ul>

### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>Students will be able to understand that education was integrated into daily life for Indigenous cultures.</li> <li>Students will understand the relationship between land and Indigenous peoples.</li> <li>Students will have a better understanding of residential schools</li> </ul>	<ul style="list-style-type: none"> <li>The teacher would use assessment as learning and assessment of learning.</li> <li>The teacher will assess the students by their responses to "In traditional Indigenous cultures, education was integrated into daily life."</li> <li>The teacher will assess students by their efforts in their "memory bags".</li> <li>Students will be assessed by their facts written down about residential schools.</li> </ul>

### Prerequisite Concepts and Skills:

Students should be able to draw images or write complete sentences for their memory bag. Students should understand the importance of speaking when appropriate and listening when others are speaking.

### **Indigenous Connections/ First Peoples Principles of Learning:**

Learning is embedded in memory, history and story. This lesson encompasses this view because a lot of the learning is done through stories which also helps to teach about the history as well.

### **Universal Design for Learning (UDL):**

This lesson is designed to engage auditory learners through oral storytelling. This lesson could also be done with the use of a YouTube video on a projector to help visual learners. This would fall under the systems and structures block from Jennifer Katz. Students will have the choice to write out items in their memory bags or draw the items. This would fall under the inclusive instructional practice.

### **Differentiate Instruction (DI):**

This lesson could be adapted for student with visual or auditory impairments by using the projector to show the illustrations of the books as the teacher reads. The teacher could also possibly find a YouTube video of an individual telling the story so it could be put up on the projector.

### **Materials and Resources**

- Copy of the book “Shi-shi-etko” and/or video of the book being read
- Copy of the book “Shin-chi’s Canoe” and/or video
- Memory bag sheets
- Lists of vocabulary words in relation to stories
- Paragraphs on how Indigenous families learn/teach
- Pens/Pencils

### **Lesson Activities:**

Teacher Activities	Student Activities	Time
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<p>Introduction (anticipatory set – “HOOK”): The teacher will introduce a list of vocabulary words from the story “Shi-shi-etko” and students will be asked to guess what they think the story will be about. The teacher will then read a few paragraphs on how Indigenous families learn/teach to give the students a better understanding. The teacher will write a few key questions on the board for students to keep in mind while listening to the story. The teacher will encourage the students to write down answers on a piece of paper as they hear the story. (Example questions: What did Shi-shi-etko put in her memory bag? What did Shi-shi-etko’s family members teach her? In what ways are Indigenous cultures connected with the land and the natural environment?) The teacher will also ask students to recall some of the descriptions of different senses that Shi-shi-etko experienced. Ask them if they can construct a word list with at least one word for each of the senses. The teacher will explain and discuss how the use of sensory images adds to our appreciation and understanding of the story.</p>	<p>The students will guess what they think the story will be about based on the list of vocabulary words that the teacher presented. The students will listen to the teacher read a few paragraphs on how Indigenous families learn/teach. The students will then listen to the teachers’ instructions on what is to be expected of them while they listen to the story.</p>	<p>5-10 min</p>
<p>Body: The teacher will read the story “Shi-shi-etko” or play a video of the story being read online. The teacher will lead a short discussion, reviewing students answers to the questions they were to keep in mind. The teacher will then hand out a “memory bag” sheet and students will be asked to write or draw a few items that were in Shi-shi-etko’s bag. The teacher will ask the students why they think Shi-shi-etko wanted to bring these items with her. The teacher will then ask students what plants around our area would they put in a memory bag if they were to make their own.</p> <p>Next the teacher will introduce the story “Shin-chi’s Canoe”. The teacher will ask the students what they think this story will be about and discuss appropriately what residential schools are. The teacher will write questions on the board for students to keep in mind and make notes on as they listen to the story. (Example questions: What are some of the features of an Indian Residential School? How did the way children were treated at Indian Residential Schools make them feel about themselves? How is Shin-chi’s school different from their own?) After the story is read, split class into small groups of three or four and ask students to create a list of what they think the most important ideas of the book. After the lists are created, have each group say one of their ideas that they thought was important and why. The teacher will ask the students why they thought the canoe was important to Shin-chi (connection with his father, family and home). If time allows, the teacher will show video clip of canoe gathering that happened at the Vancouver Truth and Reconciliation event.</p>	<p>The students will then listen to the story “Shi-shi-etko”. Students will write down answers to the questions that the teacher has written on the board as the story is being told. The students will also keep in mind and write down descriptions of the senses that Shi-shi-etko experienced. The students will write at least one description for each of the five senses (smell, touch, taste, hear and see).</p> <p>Students will then be given memory bag worksheets where they will either draw or describe in sentences, the items from the story. Students will respond to the teacher’s question on why they believe Shi-shi-etko picked these items. Students will then explain the items they would choose from their own environment and why.</p> <p>Students will then make guesses on what the next story, “Shin-chi’s Canoe” will be about and listen to the teacher explain a bit about what residential schools are. The students will again make notes to the questions written on the board as the story is being told. Students will then be split into groups of 2-3 and work together to create a list of ideas from the story that they thought were important and why. Afterward, students and the teacher will discuss what they decided on and talk a bit about why Shin-chi’s canoe was important. If time allows, the students will watch a video of a canoe gathering at the Vancouver Truth and Reconciliation event.</p>	<p>30 min</p>

Closure: The teacher will then ask students to write evidence to support the statement “In traditional Indigenous cultures, education was integrated into daily life”. After students finish writing evidence to support the previous statement, the teacher will ask students to write down two facts about residential schools and a question. The teacher will then put students into pairs and ask students to share their facts and ask their question to their partner. If the question could not be answered the students will be asked to find another pair to see if someone else can answer their question and if not then to come to the teacher.	Students will then write evidence to support the statement, “In traditional Indigenous cultures, education was integrated into daily life”. Students will then write down two facts and a question about residential schools. Afterwards, the students will get into pairs to share their facts and ask their question to each other. If students can not answer the question(s), they will go to another pair to see if they know the answer and if they do not know, then they will ask the teacher to clarify.	10 min
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### Organizational Strategies:

- The teacher will have a short brain break if they notice students starting to lose energy or have too much energy
- Students’ seating arrangement will change every week to help limit disruptions
- The teacher will use the bell or another teacher strategy to regain the attention of students if needed
- At their desks, students will be asked to sit quietly while the teacher is talking
- Students may use exercise balls if needed

### Proactive, Positive Classroom Learning Environment Strategies:

- The teacher will be frequently moving around the room when reading the stories to ensure each student is getting a good view of the pictures
- The teacher will stay in close proximity of students that struggle and students that cause disruptions
- If necessary, the teacher will separate students that are causing interruptions
- The teacher will make behaviour expectations clear by stating them at the beginning of the lesson
- The teacher will be walking around during activity processes to acknowledge students that are on task and address students that are distracting to others

### Extensions:

After typing out my lesson plan, I feel like my original plan could take more than just one day. One more effective way to extend this lesson would be to get students to go home and think about what they would put in their own memory bag if they were to make one for themselves. I would then take the class on an outdoor walk or field trip to engage the senses of the land. Once we get back to the class I would ask students to create their own memory bag. First, I would ask them to pick what kind of bag or container they would use to hold their items and explain why they chose it if it has some importance to them. I would tell the students they need to pick three things from home and three things from the outdoors. Once students are finished making their bags I would get the students to do a gallery walk around the class so they could each see what they would put in their bags.

### Reflections (if necessary, continue on separate sheet):

Creating this lesson plan was a bit difficult for me because of the sensitive subject. Residential schools are not an easy topic, but they do need to be learned about. I read the book “Shi-shi-etko” about a year ago and it really stuck with me, so I wanted to make a lesson based on that. After doing a bit of research on the author (Nicola Campbell) of the book “Shi-shi-etko” I found out she also published a book called “Shin-chi’s Canoe”. Once I found out she made two books relating to residential schools, I knew I wanted to incorporate them together.