Residential School Experiences

**Grade 4**

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| **Desired Results**  **Stage One –** What do we want them to learn? |

**Outcomes & Indicators:**

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| CC4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.  1. **Write summaries that contain the main ideas of the text or presentation and the most significant details.** 2. **Communicate and demonstrate understanding by creating original texts (e.g., poem, play, letter, journal entry) and by writing responses to texts, supporting judgments through references to both the text and prior knowledge.**  CR4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).i. Support opinions and conclusions about what is read. **SI42: Examine the intent of treaty in relation to education.**  ** Research the forms of education that First Nations people have experienced since the treaties were signed.** |

**Big Ideas & Understandings: Essential Questions:**

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| **Residential school was developed to try to teach First Nation’s children to leave their cultural ways for that of the newcomers.**  **Residential school was hard for First Nation’s children because they had to leave their families and communities for extended periods to go away to school.**  **Residential school affects First Nations people today because it split children from their parents and communities when they still needed them.** | **What is residential school?**  **What were the experiences of Olemaun and Kookum? What were the similarities? Differences?**  **What are your thoughts/feelings of residential school?** |

**Knowledge: Do:**

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| **Residential school was a part of Canadian history.**    **First Nations children were taken from their parents, families, and communities. They were then sent to school to learn to forget their First Nations culture.**  **When children returned from residential school, it was hard for them to fit back in with their communities.** | **Read Kookum’s Red Shoes by Peter Eyvindson and When I was Eight by Christy Jordan- Fenton with students.**  **Compare Olemaun’s account of residential school with that of Kookum’s using a Venn diagram.**  **Create an original text that outlines their thoughts/feelings on Olemaun and Kookum’s residential school experience.**  **Complete KWL chart of residential school.** |

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| **EVIDENCE OF UNDERSTANDING**  **Stage Two –** How will we determine what they know? |

**Assessment:**

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| **Summative**  ***Performance Task***  **Communicate and demonstrate understanding by creating original texts (e.g., poem, report, play, letter, journal entry) based on their thoughts/feelings of residential school.**  ***Other Evidence***  **Complete their KWL chart.** | **Formative**  ***Pre-Assessment***  **Using a KWL chart, ask students to discuss as a group what they know about residential school and what they would like to learn.**  ***On-going assessments of process***  **Students will compare the two accounts of residential school experiences in a Venn diagram.**  **Using a t chart students will examine how each girl felt before they arrived at residential school and how they felt after.** |

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| **LEARNING PLAN**  **Stage Three** **–** How will we teach? |

**Lesson 1- What is a Residential School?**

**Fill in the first two parts of the KWL chart. Lead students into a discussion on what they know and what they want to learn about residential school. Show students the short video It Matters: The Legacy of Residential School by The WSO Canada(YouTube). Add more ideas into the K and W part of the chart after viewing.**

**Lesson 2- What can we learn about residential schools from someone’s personal experience?**

**Read Kookum’s Red Shoes by Peter Eyvindson. Use reading strategies throughout to further develop student understanding. Summarize the story with students and fill in one side of a Venn diagram together after reading.**

**Lesson 3- What were the similarities and differences between Olemaun and Kookum’s residential school experiences?**

**Read When I was Eight by Christy Jordan- Fenton with students. Use reading strategies throughout to further develop student understanding. Summarize the story with students and fill in the other side of the Venn diagram together after reading. As a class, fill in the similarities and differences from each account.**

**Lesson 4- Based on Olemaun and Keeokum’s experiences, what do you think it was like for children to go to residential school?**

**Students will create an original text (e.g., poem, report, play, letter, journal entry).**

**that outlines their thoughts/feelings on what it would be like to go to residential school.**

**Lesson 5- How did Olemaun and Kookum feel before going to residential school? How did they feel after they came home?**

**Use a t chart to describe hoe each of the girls felt before they arrived at the schools they went to. On another chart describe how they felt after they returned home. Students will notice that before they went each girl felt much different. Olemaun was excited to go, especially to learn to read. She also chose to go. Kookum was scared to go and was forced. Once the students compare the after affects they will see that each girl felt the same. They has a terrible experience.**

**Lesson 6- What are your thoughts/feelings about residential school?**

**Complete KWL chart on residential school together. Invite students to share their written text with the class.**

**Extensions:**

1. **Students could choose a question from their KWL chart or one they come up with on their own that an inquiry project could be based on.**
2. **Students could get in groups and create a role play to present to the class based on**

**one of the books.**