



Canadian Aboriginal Children's Rights:  
Language Arts Unit – Grade Six



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**OUR DREAMS MATTER TOO**  
Walk for culturally based equity for First Nations children

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What Aboriginal human right issues are prevalent in Canada today?

### **Rationale for Unit**

This unit was designed with the intention of educating and engaging grade six students on the issue of Aboriginal children's rights in Canada, and encouraging them to take action against injustices. Grade six students are a good target population for this social action curriculum project because they learn about the characteristics of various Aboriginal cultures, and the nature of the first contact between the European settlers and Aboriginal people in social studies. Thus, this topic expands on knowledge they are receiving in other subjects. The topic of Aboriginal children's rights in Canada was chosen because it is an extremely pertinent current issue, and is occurring so close to home. We chose to focus on Aboriginal children specifically in order to make our project relatable and relevant to grade six students. By outlining issues that are happening to other Canadian children, as well as examples of children who have taken action to advocate for Aboriginal rights, we hope that this unit will inspire and encourage students to take action of their own.

This unit was designed to be an integrated language arts unit. There were two purposes behind this decision. The first was to be able to design a unit around a central theme which provides more cross-curricular assessment opportunities. The second was to get students engaged with the issues as thoroughly as possible. By providing them with opportunities to read, write, present, analyze, and create visual art, they are not only able to demonstrate what they've learned in differentiated ways, but they are engaging with material on a deeper level than they would if the unit was designed solely around reading for example. Varying student activities and assignments helps keep them engaged, and is sure to cater to at least one of their subject preferences.

This project will be shared with the First Nations Child & Family Caring Society of Canada. The lessons within this unit are based around The Caring Society's campaigns for various Aboriginal children's rights across Canada. We believe that these initiatives are extremely important for all Canadians to be aware of, and this unit was designed to help teachers and other educators pass along important information to students in interesting and engaging ways. Their vision is, "a generation of First Nations children who have the same opportunities to succeed, celebrate their culture and be proud of who they are as other children in Canada" and we hope that this unit will create awareness and encourage students to help fulfill this vision.

## Description of Unit

This unit is composed of five, 60 minute lessons regarding Aboriginal Children's Rights in Canada; focusing on the inequalities Aboriginal Children are faced with in Canada. The unit was developed to provide students with the knowledge and understanding of Aboriginal Children's Rights. The lessons are written based on the philosophy of the First Nations Child and Family Caring Society of Canada and the campaigns that they support. The unit begins with a diagnostic assessment to see what the students think human rights are. During this lesson, students will examine and interpret Aboriginal poetry. The second lesson will look at Shannen's dream. Students will learn about the campaign in depth, and be asked to create postcards to send to the Prime Minister showcasing their support for equitable education on reserves, and as a basic right for all Canadian children. The third lesson is centered on Jordan's Principle. Students will learn about this campaign in depth, and be asked to join in a talking circle to share their feelings or opinions concerning the injustices Aboriginal children face within the healthcare system in Canada. The fourth lesson is centered on a video; students will be asked to analyze this form of media by answering certain questions. Lastly, the unit will end with a summative task that comprises of a collage that students will make to express their comprehension of the Aboriginal Children's Rights Unit. These five lessons advocate for equal rights among all children in Canada, and to show students how they can make a change in their society.

### Lesson 1:

- The first lesson in the unit will briefly introduce "Shannen's Dream" and the general details about how the campaign started and how it is continued currently
- Discuss how Canadian history and the relationship between European settlers and Aboriginal peoples have affected the relationship between Aboriginal peoples in Canada and the rest of its citizens
- Students will read "I Lost my Talk" by Rita Joe in groups
- Students will be required to work in groups and cooperate with others
- Reading activity where student will have to understand and grasp meaning from poetry
- Students will gain some knowledge about events where Aboriginal Children have lost their rights
- Students will be assessed on their prior skills and understanding of poetry and of issues involving Aboriginal Children's Rights

### Lesson 2:

- Writing activity where students will write postcards to the Prime Minister advocating for equitable education in residential schools.
- Purpose is to educate and engage students in some of the struggles children face in order to get adequate schooling on reserves.
- Discuss the campaign "Shannen's Dream" and the story of Shannen Koostachin who advocated for a new elementary school on the Attawapiskat First Nation reserve in Northern Ontario when she was thirteen years old.
- Lesson focused around essential question of "Why should every child in Canada receive an equitable education and how can students write effectively and convincingly to advocate for these rights?"

- Includes opportunities for differentiated learning through full class discussion, small group discussion, watching a short video, teacher instruction, and independent work

#### Lesson 3:

- The teacher will read Jordan's story to the class, and introduce Jordan's Principle.
- As a class, they will participate in a talking circle, an Aboriginal tradition. During the talking circle, they will reflect on Jordan's story, and how they felt about it.
- Students will also state how they could inspire change, concerning this issue.
- It is important to educate, engage and empower students on Human Rights issues, and to inform students of different injustices happening in their own country; in particular to children who do not have the same rights as they do; and encourage students that they can make a change.

#### Lesson 4:

- Continue addressing the Big Ideas introduced in previous lessons. Students will continue to learn about the aboriginal children condition;
- Help students to develop an understanding of media texts and to interpret them by expressing what they see, hear, and think after watching a clip about aboriginal children
- Raise students' awareness of social issues in society such as aboriginal children condition
- Get students thinking about what they can do to help raise awareness of social inequities and what they can do to take action to fix these issues
- Show students different ways that they can do to help people in needs by reading the article ("book With No Bounds");
- Instruct students to create media texts for different purposes and audiences by writing an article about aboriginal children's condition.

#### Lesson 5:

- Create collage uses different medium to express comprehension of Aboriginal Children Rights in Canada.
- Students will express visually issues and injustices learned from the unit of study
- Teacher presents exemplar collage and relates principals and elements of design to subject matter of Aboriginal Children Rights in Canada.
- Gradual release lesson is taught to engage students in understanding principals and elements of design: balance, line, form, space, and colour.
- Students work on collage and present their work.
- Students are evaluated based on curricular expectation D1 (D1.2 and D1.3.)

## Assessment Overview

"Assessment is the gathering of data about student knowledge and/or skills, either through informal methods such as observation or formal methods, such as testing." -Damian Cooper

### *Diagnostic Assessment:*

The first lesson in the unit will be used to assess students' prior knowledge of the skills and concepts that will be assessed throughout the unit. There is a diagnostic assessment tool in order for teachers to take notes on the student's prior skills in poetry and their prior knowledge of Aboriginal Children's rights. By taking notes on the student's performances in the first lesson, teachers will be able to grasp students general ability to understand poetry and prior knowledge students have on issues involving Aboriginal rights in Canada. Through this initial lesson and the diagnostic assessment, teachers will learn the appropriate starting points for instruction and make goals for their students to achieve before the end of the unit.

### *Formative Assessments:*

Lesson 2, 3, and 4 will have formative assessments. In these lessons, students' final postcards will be examined to ensure students understand the issue of education rights, and can advocate for this issue clearly through writing. The learning skills that will be assessed in this lesson are independent work and self-regulation. These learning skills will be assessed through observation during group discussion and independent writing. Lesson 3 students will be assessed through anecdotal observations. It is important for teachers to observe how their students are progressing. Through anecdotal observation, teachers can make comments on students' progress and note which areas the students can work on for improvement, or even the areas the teacher will need to explain to the class again. In lesson 4, students' independent work, participation in group activities, and engagement in whole discussion will be assessed by anecdotal observation. At the end of lesson 4, students are asked to write a/an letter/article about aboriginal children and persuade the readers to help them. This task provides students with the opportunity to reflect on the big idea of the unit and what they have learned. In relation to achievement chart, this task allows student to express, communicate and organize their ideas and information by creating media texts (article). This task should be done individually and is evaluated by using a checklist. The checklist assesses students' expression and organization of ideas and information as well as communication for different audiences and purposes.

### *Summative Assessment:*

Students will be assessed on their understanding of their collage and how what they have created portrays symbolic meaning in relation to the elements, principals, and techniques of visual arts. This will serve as a summative assessment for the Aboriginal Children's Rights Unit. Students will have the option to present individually to the teacher, orally in front of the class, or through a written response to his or her artwork. Students will be assessed through observation on how they are able to collaborate and share materials. The Teacher will use a rubric to assess students on their ability to

produce artwork that communicates meaning through design principals. The will be summative assessment will take place in lesson 5. The student's evaluation will occur through their ability to communicate understanding of his or her artwork in relation to development of design principles. Students will be evaluated based on the visual arts expectation D1 which is creating and presenting. Furthermore, they will be evaluated on the specific curricular expectations D1.2 and D1.3. Additionally, students will be expected to comply with success criteria co-created by students and teacher. Upon commencing assignment, students will be given a rubric and expectations will be discussed in full detail. Students will be given an overall grade of a level 1-4. Students who are given a level three or higher represents curriculum expectations being met.

### Reading Poetry & Comprehension Strategies

<b>Title:</b> Comprehension of Poetry through Aboriginal Children's Rights		<b>Strand:</b> Reading
<b>Subject/Course:</b> Language	<b>Grade:</b> 6	<b>Time:</b> 120 minutes
<b>Lesson Description</b>		
<p>In this is the diagnostic lesson of the unit. Students will be asked what they think are human rights. Students will be given examples of various rights that are not given to Aboriginal Children in Canada. Students will also be introduced to "I am a Witness" and will be able to see how Canadian children and teenagers are making a difference in their society. In this lesson, students will also learn different strategies on how to comprehend Aboriginal poetry. Through their comprehension they will be able to understand some of the issues and rights that Aboriginal children are denied. By learning the experiences of Aboriginal children through poetry, students will be able to learn about details and examples of cases where Aboriginal rights have affected children's lives in Canada. Students will also be required to share their comprehension of poetry through different types of expression.</p>		
<b>Stage 1: Desired Results</b>		
<b>Big Ideas/Essential Question</b>		
<ul style="list-style-type: none"> <li>• Big Idea: To educate, engage and empower students through Aboriginal poetry while introducing students to Aboriginal rights issues and promoting social activism</li> <li>• Essential Question: What Aboriginal human right issues are prevalent in Canada today and how do they affect Aboriginal children?</li> </ul>		
<b>Ontario Curricular Overall Expectation</b>		
<ul style="list-style-type: none"> <li>• Reading Overall: (1) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</li> </ul>		
<b>Ontario Curricular Specific Expectation</b>		
<ul style="list-style-type: none"> <li>• <b>Comprehension Strategies 1.3</b> identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts</li> <li>• <b>Demonstrating Understanding 1.4</b> demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</li> </ul>		
<b>Key concepts and/or skills to be learned/applied:</b>	<b>Background Knowledge:</b>	
<ul style="list-style-type: none"> <li>• Students will be critically thinking about human rights</li> <li>• Students will be introduced to "I am a Witness," learn about activism in their community and the ongoing fight for Aboriginal Children's rights</li> <li>• Students will be able to comprehend poetry, specifically on common ideas and themes of Aboriginal poetry</li> <li>• Students will be able to show their comprehension of Aboriginal poetry in different ways</li> <li>• Students will have to articulate their comprehension of an aboriginal poem through their demonstration of knowledge either by writing poem, acting, or expressing the meaning of the poem in their own creative way.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have background knowledge of elements of poetry from previous experiences of reading poetry</li> <li>• Students have practised comprehension of poetry</li> <li>• Students have studied different forms of poetry</li> <li>• Students have worked on various forms of oral presentation and communication prior to this lesson</li> <li>• Students will have studied Aboriginal and European Settlers relationships in their social studies unit</li> <li>• Students will have little knowledge about Aboriginal Children's rights</li> </ul>	



<b>Stage 2: Planning learning experience and instruction</b>	
<b>Student Groupings</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>Students will start off in whole group.</li> <li>Students will be asked to think about what human rights are as a whole.</li> <li>Students will be asked what human rights issues they think are occurring in Canada currently</li> <li>Will read poem all together and explain activity</li> <li>Students will then be divided into smaller groups for completion of presentation</li> </ul>	<ul style="list-style-type: none"> <li>Students will be broadly introduced to the unit</li> <li>Before lesson even begins, general overview of the lesson will be given to students to make the transitions between ideas a bit more smooth</li> <li>Students will be given the guidelines to the lesson</li> <li>Students will be told the expectations that they will be required to meet during the lesson and what they will need to accomplish</li> </ul>
<b>Materials</b>	<b>Considerations</b>
<p><b>Equipment and materials</b></p> <ul style="list-style-type: none"> <li>Diagnostic Assessment Tool</li> <li>Poem "I Lost my Talk" by Rita Joe on overhead projector/SMARTboard</li> <li>Images of Shubenacadie school</li> <li>List of different ways that the groups are able to perform their understanding/ comprehension of the poem</li> </ul> <p><b>Handouts</b></p> <ul style="list-style-type: none"> <li>Printed out versions of poem for each group</li> </ul>	<ul style="list-style-type: none"> <li>If overhead projector/smart board is taken or not working this day, I will copy a version of the poem for every group</li> <li>Images are not that crucial to the lesson, so will just be disregarded if overhead projector or SMARTboard is not available</li> <li>List of different ways that the groups are able to perform their understanding/ comprehension of the poem will be provided to every group if can't be shown on overhead projector /SMARTboard</li> </ul>
<b>Accommodations</b>	
<ul style="list-style-type: none"> <li>The 5 students with Individual Education Plans will be grouped together and able to work together.</li> <li>Teacher spends more time with them helping them understand the poem.</li> <li>May give these students some of the key themes and common ideas in Aboriginal poetry.</li> <li>Give these students ideas about how they can present their ideas to the class.</li> </ul>	
<b>Stage 3: Learning experience and instruction</b>	
<b>Motivational Hook ( 5 MINS):</b>	
<ul style="list-style-type: none"> <li>For the hook, students will be asked whose first language is not English. These students will be asked to say Hi, my name is..... in their first language. When students start speaking in that language they will be "given rewards." Then will explain to students that Aboriginal children who lost their right to speak in their own language were not "given rewards" for when they spoke in their native language, but they were punished instead. Ask students to imagine that situation for a minute.</li> </ul>	
<b>Open (15 MINS):</b>	
<ul style="list-style-type: none"> <li>Students will be asked what they think human rights are. Mind map will be made on board (3 MIN)</li> <li>Students will be introduced to issues of Aboriginal rights and how they are not being fulfilled in Canada (1MIN)</li> <li>Introduce "I am a Witness" (5 MIN)</li> <li>Students that were picked on during hook, will be asked how hard it was for them to learn English (1 MIN)</li> <li>Debrief concept of corporal punishment in relation to children's rights (2 MIN)</li> <li>Will then proceed to ask all students if they think people should be punished for saying words in their first language. Will then ask all students if they feel like having the right to communicate in first language should be guaranteed. Then will go on to ask if they have any experiences of having their language and ability to speak taken away unfairly. Will ask students what language they think Aboriginal children speak (2 MIN)</li> <li>To close off opening, teacher will make students aware of the activity they will soon be asked to complete and state expectations. Answer any questions the students have about activity (2 MIN)</li> </ul>	

<b>Body (30 MINS):</b>
<ul style="list-style-type: none"> <li>• In small groups students will be asked to read the poem “I Lost my Talk” by Rita Joe. Students will then be expected to express the poem in any way they want; however, they must attempt to represent their understanding of the speakers words. The words of the poem have to be spoken. Students may want to take turn reading a line each, rap the poem, sing the poem, act out the poem while narrating, etc.</li> <li>• Teacher will go around class room and see the different ways students comprehended the poem. Here teachers will assess their, prior knowledge of Aboriginal rights and poetry, learning skills, group work and collaboration</li> <li>• Lights will be turned off in classroom, then on before first group performs. First group will perform their product, lights will turn off and then second group goes. This pattern is continued until each group has gone.</li> <li>• After all groups have performed, each group will be asked what they understood from the poem and why they presented the poem the way they did.</li> </ul>
<b>Close ( 10 MINS):</b>
<ul style="list-style-type: none"> <li>• Recap of what “I lost my Talk” means</li> <li>• Quickly discuss issues of Shubenacadie and show a couple images that represent the school</li> <li>• Debrief about language used in poem, and how different verbs, adjectives, nouns, etc., allow the speaker to express her opinions.</li> <li>• Bring students to understand that Aboriginal Children were denied a lot of the rights they are given every day</li> </ul>
<b>Link to Future Lessons</b>
<ul style="list-style-type: none"> <li>• This lesson will lead into the next day's writing lesson on “Shannen's Dream”</li> <li>• Will lead into explaining how children/teenagers their age can make a difference</li> <li>• This lesson will also lead into the walk in June “Our Dreams Matter Too”</li> </ul>
<b>Assessment</b>
<p><b><i>Student performance</i></b></p> <ul style="list-style-type: none"> <li>• Students will be producing an artistic representation of the poem.</li> <li>• Students will be expected to demonstrate their understanding/ comprehension of the poem through whatever way they feel is most effective</li> </ul> <p><b><i>Prior Knowledge and skills</i></b></p> <ul style="list-style-type: none"> <li>• Experiences of Aboriginal Children losing their communication rights. Gain knowledge and practice with comprehending poetry. Learn common themes in Aboriginal poetry.</li> <li>• Students will be assessed on their ability to cooperate with others, how they demonstrate their knowledge in artistic ways, and their ability to comprehend poetry.</li> </ul> <p><b><i>Homework</i></b></p> <ul style="list-style-type: none"> <li>• Students will be asked to research more Aboriginal poetry. While reading these poems, students are encouraged to find common themes and issues between the poems.</li> <li>• Students will have to come up with a short poem articulating their opinions of issues surrounding Aboriginal Children's rights. The words in their poem can express their own point of view or what they now believe Aboriginal children would most likely say</li> </ul>

### Writing Lesson: Aboriginal children’s educational rights, Shannen’s Dream, and Residential Schools

<b>Title:</b> Postcards for change: Support for Shannen’s dream and equitable education in residential schools	
<b>Strand:</b> Writing	<b>Subject/Course:</b> Language <b>Grade:</b> 6 <b>Time:</b> 60 minutes
<b>Lesson Description</b>	
<p>This lesson addresses the DGPE theme of human rights, with Aboriginal children’s rights in Canada being the main focus. This concept will frame the writing activity wherein students will write postcards advocating for equitable education in residential schools. The purpose of this lesson is to educate and engage students in some of the struggles children face in order to get adequate schooling on reserves. Using the campaign “Shannen’s Dream”, students will be introduced to the story of Shannen Koostachin who advocated for a new elementary school on the Attawapiskat First Nation reserve in Northern Ontario when she was thirteen years old. The school had closed in 2000 after a severe diesel leak underneath the structure. Students were forced to move their schooling to portables for eight years with no plan to build a new building even though the Federal government had promised them a new school. In 2008, Shannen wrote to the provincial and federal governments advocating for fair schooling on Attawapiskat. This lesson will aim to educate students on this issue, and have them create postcards to send to the Prime Minister outlining their support for equitable education on reserves using Shannen and Attawapiskat as an example, and why education is a basic right for all children in Canada.</p>	
<b>Stage 1: Desired Results</b>	
<b>Big Ideas/Essential Question</b>	
<ul style="list-style-type: none"> <li>Why should every child in Canada receive an equitable education and how can students write effectively and convincingly to advocate for these rights?</li> </ul>	
<b>Ontario Curricular Overall Expectation</b>	
<p>Writing 1:</p> <ul style="list-style-type: none"> <li>generate, gather, and organize ideas and information to write for an intended purpose and audience</li> </ul>	
<b>Ontario Curricular Specific Expectation</b>	
<p>1.1:</p> <ul style="list-style-type: none"> <li>Identify the topic, purpose, and audience for a variety of writing forms (e.g., a persuasive letter asking the school principal to look at a specific issue from a new point of view etc.)</li> </ul>	
<b>Key concepts and/or skills to be learned/applied:</b>	<b>Background Knowledge:</b>
<ul style="list-style-type: none"> <li>educate students about Shannen’s Dream campaign, reason it began, process it has gone through</li> <li>get students thinking about what they can do to help raise awareness of education inequities on reserves and what they can do to take action to fix these issues</li> <li>how to write effectively and convincingly about a topic for an intended audience while being concise (demonstrated through writing a post card to the Prime Minister)</li> </ul>	<ul style="list-style-type: none"> <li>None, will provide necessary information throughout the lesson</li> </ul>

<b>Stage 2: Planning learning experience and instruction</b>	
<b>Student Groupings</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• Desks will be moved into groups of 4-5 students if they are not already in that formation</li> </ul>	<ul style="list-style-type: none"> <li>• Full class discussion</li> <li>• Short video</li> <li>• Power point presentation with words and images</li> <li>• Small-group discussion</li> <li>• Teacher instruction</li> </ul>
<b>Materials</b>	<b>Considerations</b>
<ul style="list-style-type: none"> <li>• Computer, internet, video, PowerPoint presentation</li> <li>• Postcard outline and template – handout to each student</li> <li>• Class list to assess learning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Working internet (otherwise must load video before class)</li> <li>• Projector and screen</li> <li>• Desks in group formation</li> </ul>
<b>Accommodations</b>	
<ul style="list-style-type: none"> <li>• Students with IEPs may be allowed to use the computer to type out their postcard</li> <li>• Students with problems paying attention for long periods of time may be allowed to hold stress balls to help them maintain focus during the power point segment</li> </ul>	
<b>Stage 3: Learning experience and instruction</b>	
<b>Motivational Hook (10 MINS.): Engaging Students</b>	
<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Ask students series of question to place themselves in situation of not having a school, and the challenges they would face, how they would feel, what they could do about it</li> <li>• 1) How would you feel if school closed for the day?</li> <li>• 2) How would you feel if it was closed for the week?</li> <li>• 3) How would you feel if you were told your school building was unsafe, and had to be closed permanently?</li> <li>• 4) Imagine your whole school had to relocate to portables built in the school yard – How would you feel about that?</li> <li>• 5) What would happen to all of the school resources if everything had to be moved to portables? (e.g. computers, library, gym equipment, main office, storage rooms, etc).</li> <li>• 6) What would happen in the winter time if you were in these portables without heat in freezing temperatures? How would you stay warm? How would that affect your learning/ability to work?</li> <li>• 7) Imagine you're promised that you would only have to be in your portable temporarily because a new school would be built for you – a year goes by, 2 years, 3 years, 8 years and you're still in portables. How would your elementary school education be affected?</li> <li>• 8) How would you feel if this promise had been broken?</li> <li>• 9) Can you do anything about it? How would you take action?</li> <li>• 10) Would you all believe me if I told you this happened at a school in northern Ontario on an Aboriginal reserve?</li> </ul>	
<b>Open (6 MINS): Video – Shannen's Dream</b>	
<ul style="list-style-type: none"> <li>• Show first 5:30 of video "Heartspeak About Shannen's Dream" on YouTube</li> <li>• <a href="http://www.youtube.com/watch?v=3Gy38grr35c">http://www.youtube.com/watch?v=3Gy38grr35c</a></li> </ul>	
<b>Body (39 MINS): Further educate/engage, postcard writing</b>	
<ul style="list-style-type: none"> <li>• Show students power point to give them further information on the school in Attawapiskat, the situation, how Shannen came forward to advocate for a new building, her journey to gain support, her tragic death in 2010, how kids have continued Shannen's dream, and the current status of the new school being built on Attawapiskat</li> </ul>	

- Power Point will include a map to show students where Attawapiskat is located in Ontario, as well as words and images that document the time line of Shannen’s journey from her first contact with the government via letter, how the movement gained support, how the government responded, and how other schools have supported Shannen’s Dream through letters, videos, marches, etc. – focus on how young people have taken action on the issue
- After Power Point, provide students with 5 minutes to brainstorm in their groups of 4-5 about things they could do to help raise awareness of what happened on Attawapiskat and what they can do to help other students in Canada who are not receiving equitable education
- After 5 minutes, tell students that they will write down their ideas in a postcard to Prime Minister Stephen Harper
- Explain outline of how they will create their postcard, and post on the Power Point for their reference (see attached outline)
- Provide around 20 minutes to complete their postcards independently

#### **Close (5 MINS): Postcard sharing/collection**

- With about 5 minutes left in the lesson, provide students with the opportunity to share their postcards with the class if they’d like by reading them out loud
- Collect all postcards

#### **Link to Future Lessons**

- This lesson is the second part of a 5 lesson unit on Aboriginal children’s rights
- It leads into the following lesson on issues of health care on reserves, government payment issues, and another campaign called “Jordan’s Principle”
- Helps to further educate and engage students on children’s rights issues to prepare them for the visual arts summative assessment

#### **Assessment**

- Will assess the learning skills independent work and self-regulation through observation while they are working on their postcards, and how well they have participated and engaged with the material being presented in the video, power point, and class discussion
- Formative assessment: Examine completed postcards to ensure students understand the issue of education rights, and can advocate for this issue clearly through writing

### Jordan's Principle through Oral Communication

<b>Title:</b> <i>Jordan's Principle</i>		<b>Subject/Course:</b> Language	
<b>Strand:</b> Oral Communication		<b>Grades:</b> 6	<b>Time:</b> 60 minutes
<b>Lesson Description</b>			
Students will be introduced to Jordan's Principle, and the injustices that Aboriginal children face, particularly in the Canadian healthcare system. Students will also learn about Aboriginal talking circles; and the students and the teacher will take part in a talking circle, reflecting on Jordan's Principle and how they feel about it. During this activity, the students will each be given a turn to speak and reflect on how they feel after learning about Jordan's story. Students will be assessed based on their speaking skills when they communicate their feelings and opinions in the talking circle to their peers and teacher.			
<b>Stage 1: Desired Results</b>			
<b>Big Ideas/Essential Question</b>			
<ul style="list-style-type: none"> <li>• To educate and engage students about Jordan's Principle and the injustices Aboriginal children face within the healthcare system in Canada. To empower students to strive for change within their society, and for equality among all children in Canada.</li> <li>• Essential Question: What injustices do Aboriginal children face in the Canadian healthcare system? How can we help change this?</li> </ul>			
<b>Ontario Curricular Overall Expectation</b>			
- 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes			
<b>Ontario Curricular Specific Expectation</b>			
- 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking)			
<b>Key concepts and/or skills to be learned/applied:</b>		<b>Background Knowledge:</b>	
<ul style="list-style-type: none"> <li>• Jordan's Story</li> <li>• Jordan's Principle</li> <li>• What a talking circle is</li> </ul>		<ul style="list-style-type: none"> <li>• Basic information on Aboriginal Children's Rights.</li> <li>• Shannen's Dream, and the education injustices that Aboriginal children face on reservations.</li> </ul>	
<b>Stage 2: Planning learning experience and instruction</b>			
<b>Student Groupings</b>		<b>Instructional Strategies</b>	
<ul style="list-style-type: none"> <li>• Whole class discussion-everyone participates</li> </ul>		<ul style="list-style-type: none"> <li>• Class discussion about the video</li> <li>• Class Discussion in a form of a talking circle. Every student and the teacher will get a chance to reflect.</li> </ul>	
<b>Materials</b>		<b>Considerations</b>	
<ul style="list-style-type: none"> <li>• Talking stick</li> <li>• Jordan's Story</li> <li>• Students Journal</li> <li>• Laptop and projector for video</li> </ul>		<ul style="list-style-type: none"> <li>• Sensitivity issues- discussing this topic might make some students feel uncomfortable.</li> </ul>	

<b>Accommodations</b>
<ul style="list-style-type: none"> <li>Students with sensitivity issues concerning the subject area may not want to stay in class.</li> </ul>
<b>Stage 3: Learning experience and instruction</b>
<b>Motivational Hook (10 MINS.):</b>
<ul style="list-style-type: none"> <li>Students will watch a video relating to Jordan's Principle <a href="http://www.youtube.com/watch?feature=player_embedded&amp;v=sVUgVFGm0R8">http://www.youtube.com/watch?feature=player_embedded&amp;v=sVUgVFGm0R8</a></li> <li>Whole class discussion concerning the video and to get students to start thinking about injustices in the Canadian healthcare system. <i>Question prompt:</i> How would you feel if you if you had an illness and your family had no money to pay for services so you couldn't stay at home, and had to spend all your time in a hospital?</li> </ul>
<b>Open (15 MINS):</b>
<ul style="list-style-type: none"> <li>The teacher will ask students to join her in the circle.</li> <li>The teacher will introduce Jordan's Principle and explain what it is. Each student will be provided with a sheet that explains Jordan's story.</li> <li>The teacher will then explain what a talking circle is by explaining the process and appropriate behaviour when being part of a talking circle; and the significance the talking circle has for Aboriginal Peoples.</li> </ul>
<b>Body (25 MINS):</b>
<ul style="list-style-type: none"> <li>Students and teacher will reflect on how they felt after hearing about Jordan's Principle, and anything else they wish to mention at the time. The talking stick will be passed on to each person in the circle, whoever holds the talking stick is the only person who is able to talk.</li> <li>Students will also be asked to come up with a way in which they could advocate for equality within the healthcare system, for all children living in Canada.</li> <li>Extension Activity: Ask students to write a journal entry as if they were writing to Aboriginal Children, describing how they felt after hearing and talking about Jordan's story.</li> </ul>
<b>Close (10 MINS):</b>
<ul style="list-style-type: none"> <li>Students and the teacher will have an open class discussion on what they discussed in the talking circle, and how could they change the injustices in the Canadian healthcare system. Students may ask questions if they want to.</li> </ul>
<b>Link to Future Lessons</b>
<ul style="list-style-type: none"> <li>Future lessons will include a media literacy lesson, where students will watch a video clip and reflect and analyze it. In addition, there will be a visual arts lesson where the summative assessment will take place.</li> </ul>
<b>Assessment</b>
<ul style="list-style-type: none"> <li>Formative assessment: Anecdotal Observation: The teacher will observe each student's oral communication skills when they speak in the talking circle.</li> <li>Learning Skills- Initiative- will also be observed during the activity.</li> </ul>

## Media Literacy and Aboriginal Children's Rights

<b>Title:</b> What do you see? What do you hear? What do you think?		<b>Subject/Course:</b> Language Arts
<b>Strand:</b> Media Literacy		<b>Grade level:</b> 6
		<b>Time:</b> 60 min.
<b>Lesson Description</b>		
<p>The purpose of this lesson is that student will demonstrate an understanding of media texts as well as creating media texts for different purposes and audiences. The class will start by showing some pictures of aboriginal children living on reserves in Canada, and ask the student if they were in the same condition, how they felt? After sowing the pictures, there will a whole class discussion about the following questions:</p> <ul style="list-style-type: none"> <li>- What does social justice means?</li> <li>- What are the primary rights of every child (welfare/ education/ health)?</li> <li>- Do Aboriginal children have access to the same services as the rest of the Canadian children?</li> </ul> <p>Then students will watch a clip (Invisible Nations) about aboriginal students and answer individually the following questions: What do you see? What do you hear? What do you think? After answering the questions individually, they will be divided into small groups (4-5 student/group) to share their ideas together. Then all groups share their thoughts to the whole class. After whole class discussion, teacher will read a short article titled, "Book With No Bounds" which is written by two sisters whose passion is to improve literacy skills among First Nation Children. Then students will be asked to write an article about Aboriginal children's condition to encourage readers to help them.</p>		
<b>Big Ideas/Essential Question</b>		
<b>Goal of lesson:</b>		
<ol style="list-style-type: none"> <li>1. To interpret media literacy by analyzing it.</li> <li>2. To increase student's awareness of the inequitable funding and services for aboriginal children.</li> <li>3. To think critically about the social issues (Students are to recognize that all people should have human rights but many people do not).</li> </ol>		
<b>Essential Question:</b>		
What are the rights that Aboriginal children, like all other children in Canada, should have?		
<b>Ontario Curricular Overall Expectation</b>		
<b>Media Literacy:</b>		
<ol style="list-style-type: none"> <li>1. Student will demonstrate an understanding of a variety of media texts;</li> <li>3. Student will create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</li> </ol>		
<b>Ontario Curricular Specific Expectation</b>		
<ol style="list-style-type: none"> <li>1.2 interpret media texts, using overt and implied messages as evidence for their interpretations</li> <li>3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose</li> </ol>		
<b>Key concepts and/or skills to be learned/applied:</b>		<b>Background Knowledge:</b>
<ul style="list-style-type: none"> <li>• Ability to understand and interpret media</li> <li>• Ability to work individually.</li> <li>• Ability to work in groups to share their ideas.</li> <li>• Ability to reflect and express through writing effectively and convincingly about a topic for an intended audience while being concise</li> </ul>		<ul style="list-style-type: none"> <li>• Basic understanding of primary human rights,</li> <li>• _Shannen's Dream, and the education injustices that Aboriginal children face on reservations.</li> <li>• Jordan's Principle and the injustices Aboriginal children face within the healthcare system in Canada</li> </ul>



<b>Stage 2: Planning learning experience and instruction</b>	
<b>Student Groupings</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• Individual Reflection on the clip</li> <li>• Group- working to share their ideas</li> <li>• Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Student group</li> <li>• Direct Instruction</li> <li>• Cooperative Learning</li> <li>• Whole class Discussion (Teacher Led)</li> <li>• Reflection</li> </ul>
<b>Materials</b>	<b>Considerations</b>
<ul style="list-style-type: none"> <li>• Pictures of aboriginal children in reserves</li> <li>• Internet connection/computer/power point</li> <li>• Markers/ writing materials (paper, pen etc.)</li> <li>• Article of “Books With No Bound”</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitivity to the students who have Aboriginal background</li> </ul>
<b>Accommodations</b>	
<ul style="list-style-type: none"> <li>• Different activities in this lesson will address different learning abilities (Visual, Auditory, and Kinesthetic).</li> <li>• The group activity provides opportunity for students to share their idea and see how people are different in interpreting the media.</li> <li>• Reading the article” Books with No Bound” gives students some idea s and instructions to write their article</li> <li>• Before writing the letter, review as a class some guidelines for writing a/an letter article (i.e. format). Create a/an letter/article template on chart paper for the class to use as a guide.</li> <li>• Teacher walks around the class to see how the students work together</li> </ul>	
<b>Stage 3: Learning experience and instruction</b>	
<b>Motivational Hook ( 5 MINS.):</b>	
Teacher shows some images of aboriginal children <u>living on reserves in Canada</u> on a PowerPoint slide, and ask the student if they were in the same condition, how they felt?	
<b>Open (10 MINS):</b>	
<p>After showing the pictures, there will a whole class discussion about the following questions:</p> <p>What does social justice means?</p> <p>What are the primary rights of every child (welfare/ education/ health)?</p> <p>Do Aboriginal children have access to the same services as the rest of the Canadian children?</p> <p>Students will answer the questions (on the basis of the knowledge and information that they have got in previous lessons).</p>	
<b>Body (35 MINS):</b>	
<ol style="list-style-type: none"> <li>1. Student will watching the clip about aboriginal children (Invisible Nation), then will answer these questions individually: What did you see? What did you hear? and what do you think?(understanding and interpreting the media by using information and messages of the media )</li> <li>2. Students will sharing their ideas with their groups( 4-5 people / group)</li> <li>3. There will be whole class discussion about what is the message of the clip?</li> <li>4. An article (“Books With No Bounds”) about the topic will be read to get students thinking about what they can do to raise awareness of this social inequities and what they can do to take action to fix it</li> <li>5. Student will write a/an letter/article aboriginal children condition (welfare/ education/ health) and persuade the readers to help them.</li> </ol>	

**Close ( 10 MINS):**

## Reflection:

1. “Why do you think it’s important for people to know about aboriginal children?” Why you need to be especially persuasive to interest them to this topic?”
2. Articles/ letters will be collected (if there some students who need more time, they can hand it the day after).
3. (Optional) Students can share their letters to the class and submit it to the school newsletter, if they wish.

**Link to Future Lessons**

- This lesson is the fourth part of a 5 lesson unit on Aboriginal children’s rights
- This lesson can be linked to the next lesson with the strand of Art where students express their feeling and thoughts within their artwork in relation to Aboriginal Children Rights.

**Assessment**

## Formative Assessment:

- Individual work (answering what do you see, hear, and think)
- Group Discussion (sharing their ideas and thought)  
by anecdotal Observation of active participation/engagement

Assessment tool: Checklist

Persuasive Letter/ Article

Knowledge and skills:

Did the student use the appropriate form, conventions, and techniques to write the article?

Did the article include sufficient details about the topic?

Communication:

Was the student persuasive to interest readers in the topic?

Did the student effectively demonstrate his/her viewpoints?

Expression and Organization:

Did the student clearly express his/her ideas?

Did the student organize his/her ideas properly to convey the message of the article?

### Visual Art: Portraying Aboriginal Children's Rights

<b>Title:</b> Aboriginal Children's Rights Collage		<b>Subject/Course:</b> The Arts	
<b>Strand:</b> Visual Arts		<b>Grade:</b> 6	
		<b>Time:</b> 60 minutes	
<b>Lesson Description</b>			
<p>Students will create a collage using different medium in order to express comprehension of the Aboriginal Children Right's Unit (The Caring Society and Initiatives.) Students will be given the opportunity to express visually what they have learned about issues related to Aboriginal Children in Canada, and how this unit of study has made them feel. Students have been given information regarding the rights of Aboriginal Children in Canada through lessons that address the following sections of the curriculum: Reading, Writing, Oral Communication, and Media Literacy. Students have had the opportunity to read, write, listen, and watch media related to the rights of Aboriginal Children in Canada. Students are to bring forth their knowledge from these activities and express it visually. The teacher will have created a personal collage out of the same materials offered to the students. The teacher will present their creation to the class and explain what the imagery on their artwork represents and why they chose to create specific symbols. After presenting, the teacher will give a brief lesson on symbols in art and interpreting deeper meaning through showing images of diverse visual artistry through gradual release. Students will be asked to remain silent for the art activity and reflect on how they feel about different components of the unit plan. Students will listen to a collection of instrumental music while creating their collages. After completion, the students are given different opportunities to present the deeper meaning found within their artwork in relation to Aboriginal Children Rights. This will serve as the summative assessment for the unit.</p>			
<b>Stage 1: Desired Results</b>			
<b>Big Ideas/Essential Question</b>			
<ul style="list-style-type: none"> <li>How has learning about injustices related to Aboriginal Children's Rights in Canada affected the students and what are they taking away from this unit plan?</li> </ul>			
<b>Ontario Curricular Overall Expectation</b>			
<p><b>D1. Creating and Presenting:</b> apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.</p>			
<b>Ontario Curricular Specific Expectation</b>			
<p><b>D1.2</b> demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</p> <p><b>D1.3</b> use elements of design in art works to communicate ideas, messages, and understandings</p>			
<b>Key concepts and/or skills to be learned/applied:</b>		<b>Background Knowledge:</b>	
<ul style="list-style-type: none"> <li>Creativity</li> <li>Reflection</li> <li>Comprehension</li> <li>Ability to create and interpret symbols</li> <li>Emphasize enduring understanding</li> </ul>		<ul style="list-style-type: none"> <li>Learning comprehension from past lessons: Shannen's Dream, <i>I am A Witness</i>, Jordan's Principal, etc.)</li> <li>Ability to create original pieces of art</li> </ul>	
<b>Stage 2: Planning learning experience and instruction</b>			
<b>Student Groupings</b>		<b>Instructional Strategies</b>	
<ul style="list-style-type: none"> <li>Students will be grouped in pods of 4-5 in order to share materials.</li> <li>These students will be grouped by like ability to ensure that those who have difficulty understanding symbols will receive additional assistance.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher guided discussion</li> <li>Peer presentation</li> <li>PowerPoint presentation with images</li> <li>Gradual Release</li> </ul>	

Materials	Considerations
<ul style="list-style-type: none"> <li>• Exemplar Collage</li> <li>• Large Sheets of White Paper</li> <li>• Magazines</li> <li>• Markers</li> <li>• Crayons</li> <li>• Pencil Crayons</li> <li>• Pastels</li> <li>• Glue</li> <li>• Scissors</li> <li>• Cotton Balls</li> <li>• Glitter</li> <li>• Coloured Cardstock</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitivity to students who have an Aboriginal background or heritage.</li> <li>• Having a teacher exemplar may stifle or inhibit creativity.</li> </ul>
<b>Accommodations</b>	
<ul style="list-style-type: none"> <li>• Allow students to have an option of how they present their work: orally in front of the class, orally to the teacher, or in writing.</li> <li>• Students who have difficulty creating and interpreting symbols will work in small groups with the teacher.</li> </ul>	
<b>Stage 3: Learning experience and instruction</b>	
<b>Motivational Hook (3 MINS.):</b>	
<p>The teacher will present his or her personal collage in relation to their reflections of the Aboriginal Children Rights Unit. This will both intrigue students and introduce them into how to successfully create and present a work of art that is visually appealing and symbolic in nature. The teacher's collage will serve as an exemplar piece for the students. The teacher will introduce students to elements of design that they are expected to represent in their own collages: form, line, colour, and space.)</p>	
<b>Open (15 MINS):</b>	
<p>Students will be shown a variety of images of visual artistry portraying different symbolic meaning. The Teacher will identify observations and explain his/her thinking concerning the meaning of the images. S/he will explain different techniques that the artist used to portray meaning/emotion (balance, form, line, colour, and space.) After the teacher has done at least three on his/her own, the students and the teacher will identify instances of meaning from the images and how elements of design have influenced these ideas. Students will be encouraged to volunteer and talk about what certain images, colours, and styles represent. For five minutes the students will be asked to put their heads down and close their eyes. The teacher will put on soft instrumental music and will ask students reflection questions. During this time the teacher will distribute art materials to each pod.</p> <p>Questions are as follows:</p> <ul style="list-style-type: none"> <li>- <i>What are some of your ideas/feelings associated with Aboriginal Children's Rights in Canada?</i></li> <li>- <i>What does this tell you about yourself, your family, and your country?</i></li> <li>- <i>How does the music make you feel?</i></li> <li>- <i>How will you edit the text and images in your art work to capture the viewer's attention and convey your ideas?</i></li> <li>- <i>What assumptions did you have about Aboriginal People in Canada before this unit plan? How has your mind been changed? What could you include in your collage that could represent this change of heart?</i></li> </ul> <p>Students and teacher will co-construct success criteria about what makes a successful piece of artwork.</p>	

The following will be articulated by student and teacher in students own words:

- *line*: lines that direct the viewer’s attention; lines that create the illusion of force or movement (e.g., wavy and wiggly lines used in op art); contour drawings of objects that are not easily recognizable (e.g., crumpled paper)
- *shape and form*: exaggerated proportions, motifs, fonts; geometric (e.g., conical, pyramidal) shapes and forms
- *space*: centre of interest (focal point) and one-point perspective; basic facial proportions; horizontal and vertical symmetry
- *colour*: the colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images

#### **Body (40 MINS):**

Students are encouraged to remain silent when creating their collages. They may speak to each other to ask to share materials. Students are to reflect on inner feelings and ideas and recreate them in a visually appealing, symbolic, and using the proposed elements of design as articulated on the success criteria. Students who struggle will be given additional examples of symbolic interpretations by teacher instruction. Upon completion of their collages, students are asked to prepare to present. Students may either present a written or oral comprehension. Students who choose to present orally can present to the class or one on one with the teacher.

#### **Close (2 MINS):**

Students will be asked to clean up and put materials away. If all students have not had the opportunity to present orally, time will be allotted the next day.

#### **Link to Future Lessons**

- Students will gain knowledge of creating and interpreting images of depth and meaning and will be able to use these skills in future assignments.
- Students will understand the value of human rights and the need to take action against injustice, thus preparing them for the walk “Our Dreams Matter Too.”

#### **Assessment**

Students will be assessed on their understanding of their collage and how what they have created portrays symbolic meaning in relation to the elements, principals, and techniques of visual arts. This will serve as a summative assessment for the Aboriginal Children’s Rights Unit. Students will have the option to present individually to the teacher, orally in front of the class, or through a written response to his or her artwork. Students will be assessed through observation on how they are able to collaborate and share materials. The Teacher will use a rubric to assess students on their ability to produce artwork that communicates meaning through design principals.

# The PED 3103J Observer

University of Ottawa – Faculty of Education

VOL. #1 ISSUE #1

December 2012



Advice to future educators:

- Plan with a real classroom in mind; lessons rarely go over exactly as planned. Remember that you are trying to introduce students to difficult topics that many adults are uncomfortable talking about. If your lesson does not go as planned – it is okay. Students may need more time than originally thought to engage with the material that you are giving them.

Developing, implementing, and evaluating a unit plan that focuses on a DGPE (Developing a Global Perspective for Educators) theme is a rewarding experience. This was an enlightening experience as it has given each of us the opportunity to be trained to do something that breaks open the mold of typical pedagogy. The following is what has been learned from this assignment:

- Whenever and however possible it is important to implement social and ecologically sensitive material into lesson plans so that students are immersed into a variety of world issues.
- With the appropriate resources implementing a DGPE theme is easier than a first thought.
- We are co-learners with our students; both student and teacher are inquiring about critical questions concerning (in our case) the Rights of Aboriginal Children in Canada.



Students need to be given the opportunity to explore world issues within a safe context. Through implementing a DGPE theme within lesson plans, students can inquire about difficult world issues with age appropriate language and resources.

It is unrealistic to expect young students to engage with complicated material, instead focus on a big idea or an essential question. Students cannot be expected to remember all issues concerning the subject matter presented, but the emphasis should be on students being able to recall poignant information regarding the topic of study.



## Educating Students

### Citizens of the Planet

The focus in developing unit plans for students with DGPE themes is to address curricular expectations and hope that students will come to an enduring understanding of world issues. Using a DGPE theme allows students to expand their worldviews and be introduced to particular topics that may one day become a passion for them to pursue. With the assistance of The Caring Society, my group focused on creating a Language Arts unit plan that served to inform students on rights issues related to Aboriginal Children in Canada.

The most difficult process in unit planning is the uncomfortable knowledge of issues concerning Canada's First Nations People. It is unsettling, but completely necessary to know about the injustices that are happening within Canada. Issues related to the rights of First Nations are seemingly a reality hidden by a culture of silence.



There is an overarching sentiment that Aboriginal People living on reserves face difficulties but I believe that the severity of poverty, health, and social issues is not known by the general population. This makes the incorporation of the DGPE theme all the more relevant. Students should be encouraged to be outraged and occupy their citizenship to ensure the betterment of all life in general. The way in which this is achieved is through agencies like the Caring Society which give a voice to those Aboriginal People who face harsh realities without purpose. The Caring Society initiatives which have been included within my group's unit plan are important for instilling new perspectives into today's youth.



*Shannen Koostachin, 13  
-inspiring voice for educational rights*





The most apparent connection between developing, implementing and evaluating a DGPE theme into a lesson or unit plan can be explained by Selby and Pike.

This article mentions the importance of teaching fundamental values to students even if this is done outside of a specific context. (The Civil Global Education 2000. no pag.) A unit plan that addresses issues concerning the living conditions and welfare of Aboriginal People in Canada introduces students to the following fundamental values: rights, freedom, and intrinsic value.

In this sense, the lesson or unit plan is a vehicle to opening the students' eyes to see ecological and social injustices in a forum that ~~does not~~ traditionally make this its objective. Students who are exposed to DGPE themed lessons will develop a holistic understanding of fundamental values that are not exclusively contained to the content matter of the lesson presented.

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## Educational Theorists agree that Implementing DGPE Themes are Beneficial



*A unit plan is a vehicle to opening the students' eyes to see ecological and social injustices.*

In short, students will learn about injustices related to Aboriginal People in Canada but they will also come to recognize inherent values that underlie the specific theme or topic of study. A relationship with these values is what makes an individual a caring person.

According to an article by Mclean, Cook, and Crowe classrooms are the forum for creating a conversation that encompasses a global perspective. The article states as follows: "The classroom is the central site for raising issues and questioning attitudes among young Canadians" (Educating 2006). Students need to be given the opportunity to think critically about issues that actually matter - not whether or not Marsha has enough candy to share with her two friends.

Where there is a lesson taught, there is always room to incorporate meaningful talk. Furthermore, the article addresses the importance of giving this information to new teachers to implement within their classrooms. Based on the condition of the world today, education in ecological integrity and a vision of worldwide peace and security is the only pathway that will ensure that the living Earth continues to exist.



## Lesson 1

## Diagnostic Assessment Tool

Class: Introducing Aboriginal Children's Rights & Comprehension of PoetryDate: First Class of Unit

<b><u>Students Names</u></b>	<b><u>Skills/Concepts</u></b>	<b><u>Observations/Next Steps/Intervention</u></b>

*Lesson 2*

**Learning Skills Assessment Chart**

- N – Needs Improvement (struggles working quietly on own, is easily distracted by others)
- S – Satisfactory (occasionally works well on own, often needs to be reminded by teacher to stay on task)
- G – Good (works well on own, stays on task the majority of the time)
- E – Excellent (works efficiently on own with little to no distractions from task)

<b><i>Student Names</i></b>	<b><i>Independent Work</i></b>	<b><i>Self-Regulation</i></b>

*Lesson 3***Learning Skill: Initiative**

<b>Student Name</b>	<b>N</b>	<b>S</b>	<b>G</b>	<b>E</b>

**N= Needs Improvement: Rarely participates during the talking circle**

**S= Satisfactory: Occasionally participates in the talking circle**

**G= Good: Participates well during the talking circle**

**E= Excellent: Actively participates during the talking circle**

*Lesson 3*

**Anecdotal Observation in Talking Circle**

**Observing: Oral Communication Skills**

**Date:**

<b>Student Names</b>	<b>Observation</b>

## Lesson 4

**Learning Skills Assessment Chart**

N – Needs Improvement

S – Satisfactory

G – Good

E – Excellent

<i>Student Names</i>	<b>Independent work</b>	<b>Group Work</b>	<b>Participation</b>	<b>Knowledge and Understanding</b>	<b>Organization</b>

**Assessment Checklist****Activity: Writing an Article**Knowledge and skills:

Did the student use the appropriate form, conventions, and techniques to write the article?

Did the student include sufficient details about the topic?

Communication:

Was the student persuasive to interest readers in the topic?

Did the student effectively demonstrate his/her viewpoints?

Expression and Organization:

Did the student clearly express his/her ideas?

Did the student organize his/her ideas properly to convey the message of the article?

## Lesson 5:

## Rubric for Critical Analysis of Personal Collage

<i>Criteria</i>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Demonstrate an understanding of composition, using selected principles of design (balance) to create art works on Aboriginal Children Right's in Canada.	Understanding of composition and principles of design is limited.  Creates art works on Aboriginal Children Rights in Canada with limited effectiveness.	Somewhat understands composition and principles of design.  Creates art works on Aboriginal Children Rights in Canada with some effectiveness.	Successfully understands composition and principles of design.  Creates art works on Aboriginal Children Rights in Canada with considerable effectiveness.	Exemplary understanding of composition and principles of design.  Creates art works on Aboriginal Children Rights in Canada with a high degree of effectiveness.
Use elements of design (line, form, colour, and space) in artworks to communicate ideas, messages, and understandings.	Uses elements of design in art works to communicate ideas, messages, and understandings is limited.	Uses elements of design in art works to communicate ideas, messages, and understandings somewhat effectively.	Uses elements of design in art works to communicate ideas, messages, and understandings effectively.	Uses elements of design in art works to communicate ideas, messages, and understandings with a high degree of effectiveness.

Additional Comments:

Overall Mark:

**Resources:***Lesson 1*

# I Lost My Talk

by Rita Joe

I lost my talk  
The talk you took away.  
When I was a little girl  
At Shubenacadie School.

You snatched it away:  
I speak like you  
I think like you  
I create like you  
The scrambled ballad, about my world.

Two ways I talk  
Both ways I say,  
Your way is more powerful.

So gently I offer my hand and ask,  
Let me find my talk  
So I can teach you about me.

Lesson 1

Images of Shubenacadie School





*Lesson 1*

List of different ways that the groups are able to express their understanding/ comprehension of the poem (words of poem must be spoken)

- Rap the poem
- Sing the poem
- Act out poem
- Choral reading
- Interview
- Role Playing
- Reader's theatre
- Tableau
- Docudrama
- Chanting

Lesson 2

Writing a postcard outline and template

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Prime Minister Stephen Harper,

- 1) Introduce yourself by name, age, grade, school
- 2) State the issue that you are writing to him about
- 3) State why this is an important issue
- 4) State 3 facts that you know about the topic
- 5) State what you think should be done about it
- 6) Ask what, if any, steps are being taken to address the issue
- 7) Thank him for his time, and state that you hope to hear back from him
- 8) Sign your name (first and last)

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### Lesson 3

## Jordan's Story



Jordan was a young First Nations child who was born with complex medical needs. As his family did not have access to the supports needed to care for him at their home on reserve they made the difficult decision to place Jordan in child welfare care shortly after birth. Jordan remained in hospital for the first two years of his life as his medical condition stabilized. During this time the First Nations child and family service agency, First Nations community and family worked together to locate a medically trained foster home and to raise money to refit a van for Jordan's safe transportation. Shortly after Jordan's second birthday, doctors said he could go to a family home. This decision should have

been a time of celebration but for federal and provincial governments it was a time to begin arguing over which department would pay for Jordan's at home care. The jurisdictional dispute would last over two years during which time Jordan remained unnecessarily in hospital. The costs they argued over ranged from some higher cost items such as renovations to the home for a wheelchair ramp to low cost items such as showerheads. The community initially tried to mediate a solution between the governments but when this failed they turned to legal action. Shortly after Jordan's fourth birthday in hospital, the jurisdictional dispute was settled but not in time for Jordan who sadly passed away at the age of 5.

*Lesson 4*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Aboriginal Children's Rights through Media****Article Template**

- 1) Choose a title for your article
- 2) Introduce yourself in the first sentence
- 3) State the issue that you are writing about
- 4) Give some details and explanation about the topic
- 5) Explain what you think should be done to solve this issue
- 6) Encourage the readers to help solve this issue
- 7) Sign your name

## Lesson 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Aboriginal Children's Rights Collage**

**Task:** Create a collage using design principles and elements discussed in class (balance, line, form, space, and colour) that relates your responses to the following questions:

1. *What did you learn about Aboriginal Children Rights?*
2. *How has learning about injustices related to Aboriginal Children's Rights in Canada affected you?*
3. *How will you edit the text and images in your art work to capture the viewer's attention and convey your ideas?*
4. *How can you compose your image to represent a particular point of view?*

Use a variety of approaches to address the previously listed questions in your collage. You may use any material that has been given to you to create your collage. Upon completion of your collage you are required to present in a succinct way how specific images/symbols within your collage relate to the Rights of Aboriginal Children in Canada, and why you used particular principals and elements of design to explain this connection. You have the following options to present your completed collage:

1. In written form, express what you have learned and what principals and elements of design did you use to convey this knowledge in your collage
2. In oral form to whole class or teacher, express what you have learned and what principals and elements of design did you use to convey this knowledge in your collage.

#### **Tips for achieving a Level 3 or 4:**

1. **Follow the rubric!**
2. **Be Creative!**
3. **Look at the criteria required for the assignment.**
4. **Be honest, this is your reflection and there are no right or wrong answers.**
5. **Have fun!**

#### Assessment Criteria:

1. Demonstrate an understanding of composition using **balance** as a principal of design to create art works on Aboriginal Children Rights in Canada.
2. Use elements of design (**line, form, space, and colour**) in art works to communicate ideas, messages, and understandings of Aboriginal Children Rights in Canada.

**References**

<http://www.fncaingsociety.com>

<http://www.shannensdream.ca>

<http://www.jordansprinciple.ca>

<http://www.fnwitness.ca>