

ORANGE SHIRT DAY

A KINDERGARTEN TO GRADE 6 CURRICULUM

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Introduction to Orange Shirt Day

Phyllis Webstad, who attended a residential school in British Columbia in the 1970s, started Orange Shirt Day in 2013. Phyllis was initially excited to go to school and went shopping with her granny to pick out a new outfit for school; she chose a shiny orange shirt. That shirt was taken away from her when she arrived at residential school and was never returned to her. On September 30th Canadians wear an orange shirt to demonstrate the commitment to reconciliation and opening and continuing the dialogue about residential schooling.

The slogan for Orange Shirt Day is “Every Child Matters”. It is important educators are aware of this focus as in the early grades this curriculum focuses on what it means to matter and how children matter in our communities. All lessons have been developed to allow for an age appropriate understanding of Orange Shirt Day and are meant to build on one the previous years’ lessons to allow students to develop a strong understanding of Orange Shirt Day and the impact residential schooling has had on Canada both past and present.

Organization

This resource includes a series of lessons for kindergarten through grade six (five lessons for kindergarten through grade three and grade six, and 10 lessons for grades four and five) to be used leading into Orange Shirt Day. Each set of lessons is designed to draw on the knowledge and understanding children have built the previous year. All lessons include Orange Shirt Day learning outcomes, alignment with the Alberta English Language Arts Program of Studies Outcomes, and complete lesson plans containing teacher resources, assessment materials, student materials, and specific ideas for accommodations, modifications, and extension activities. The lessons make use of a variety different literature that can be found in school or public libraries.

At the conclusion of the grade six lessons there is a Whole School Activities section that presents ideas, lessons, and materials that all members of the school community could partake in to showcase learning about Orange Shirt Day.

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Orange Shirt Day – Kindergarten
Lesson 1: What it Means to Matter
Time: 30 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ To introduce students to the idea of a sharing circle and the protocol associated with the sharing circle. 	
Program of Studies Objectives:	
1.2 Clarify and Extend	
Consider the ideas of others	
<ul style="list-style-type: none"> ▪ listen to experiences and feelings shared by others 	
2.2 Respond to Texts	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs ▪ listen and view attentively 	
3.1 Plan and Focus	
Focus attention	
<ul style="list-style-type: none"> ▪ attend to oral, print and other media texts on topics of interest ▪ make statements about topics under discussion 	
5.2 Work within a Group	
Cooperate with others	
<ul style="list-style-type: none"> ▪ participate in class and group activities 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>The Sharing Circle</i> by written by Theresa “Corky” Larsen-Jonasson, illustrated by Jessika Von Innerebner ▪ Copy of <i>You Hold Me Up</i> written by Monique Gray Smith, illustrated by Dannielle Daniel ▪ Potential object to use in place of a talking stick to run the sharing circle 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ No prior knowledge required for this lesson 	
Activities:	
<i>Time</i>	<i>Activity</i>
10 mins	<ul style="list-style-type: none"> ▪ Read and talk about <i>The Sharing Circle</i>
5 mins.	<ul style="list-style-type: none"> ▪ Read <i>You Hold Me Up</i>
15 mins.	<ul style="list-style-type: none"> ▪ Practice a sharing circle to discuss what the book <i>You Hold Me Up</i> means
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students may wish to practice a sharing circle about Kindergarten prior to reading <i>You Hold Me Up</i> and discussing what the meaning of the book is ▪ The lesson can be split into two pieces to help keep student attention and focus, especially if the practice of the sharing circle is done more than once on this da 	

Assessment:

- Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1)

Teacher Resources:

- http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf

Extension Activities:

- The Sharing circle can be practiced with other topics
- The class can decide on a single object to use as a 'talking stick' for their sharing circles
- Students can visual journal a picture of something that 'holds them up' after having read *You Hold Me Up*

Orange Shirt Day – Kindergarten
Lesson 2: What it Means to Matter
Time: 20 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Begin talking about who matters to students and who they matter to 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ share personal experiences prompted by oral, print and other media texts ▪ talk about ideas, experiences and familiar events 	
1.2 Clarify and Extend	
Consider the ideas of others	
<ul style="list-style-type: none"> ▪ listen to experiences and feelings shared by others 	
2.2 Respond to Texts	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs ▪ listen and view attentively 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Good Night Families</i> by Adam Gamble ▪ Object for the talking stick 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of how a sharing circle works from the previous lesson 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>Good Night Families</i>
15 mins.	<ul style="list-style-type: none"> ▪ Using the sharing circle model taught the class before have students share who matters to them from their family
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ If students struggled with going around the circle and waiting quietly you could do have the sharing circle and have a small movement break, reread the story and then complete the other half of the circle. 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> • http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ If students share quickly and the talking circle model is easy for them to participate in, you can ask a second question. Prompt the students to think about who they matter to. 	

Orange Shirt Day – Kindergarten
Lesson 3: What it Means to Matter
Time: 15-20 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Allow students to explore what things matter to them. 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ share personal experiences prompted by oral, print and other media texts 	
2.2 Respond to Texts	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs ▪ listen and view attentively 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>All the World</i> by Liz Garton Scanlon and Marla Frazee ▪ One or two objects of importance to the teacher 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of who matters to them and who they matter to from the previous lesson 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Teacher reads <i>All the World</i>
10 - 15 mins.	<ul style="list-style-type: none"> ▪ Teacher can show the students the object or two that he/she brought in that matter to them and explain why the object is important ▪ Assign the task of having students bring in one object for tomorrow's class that matters to them. Emphasise that students must be able to share with the class why that object matters to them.
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ If the object is too big or too delicate to bring into class a photo can either be brought in or emailed to the teacher, so it can be shown on the Smartboard. ▪ If the class is too large or students are struggling to stay focused during sharing circle times teacher can decide to split the sharing into two different times or days. 	
Assessment:	
<ul style="list-style-type: none"> ▪ Teacher evaluation of the object and reason shared with the class the following day ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources for this lesson. 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Students can draw their object and show in pictures why it is important to them in addition, or instead of, sharing it with the class. ▪ Students could interview their parents to find out which objects matters most to them and why. They could share this learning in picture form with the teacher. 	

Orange Shirt Day – Kindergarten

Lesson 4: What it Means to Matter

Time: 30 Minutes for Sharing Circle Time for Objects

25 Minutes for Representing what fills them with happiness

Objective:	
<ul style="list-style-type: none"> ▪ Sharing what matters to them with the class ▪ Representing three things that fill them with happiness 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ share personal experiences prompted by oral, print and other media texts ▪ talk about ideas, experiences and familiar events 	
1.2 Clarify and Extend	
Consider the ideas of others	
<ul style="list-style-type: none"> ▪ listen to experiences and feelings shared by others 	
2.2 Respond to Texts	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs listen and view attentively 	
2.3 Construct meaning from texts	
<ul style="list-style-type: none"> ▪ relate aspects of oral, print and other media texts to personal feelings and experiences 	
2.4 Create Original Text	
Generate ideas	
<ul style="list-style-type: none"> ▪ contribute ideas and answer questions related to experiences and familiar oral, print and other media texts 	
Structure texts	
<ul style="list-style-type: none"> ▪ draw, record or tell about ideas and experiences ▪ talk about and explain the meaning of own pictures and print 	
Materials:	
<ul style="list-style-type: none"> ▪ Object to be used as talking stick in the Sharing/Discussion Circle ▪ Copy of <i>My Heart Fills With Happiness</i> by Monique Gray Smith, illustrated by Julie Flett ▪ Visual Journals or paper for representations, pencils, crayons, pencil crayons, or markers 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of the book <i>All the World</i>, and their homework task from the day before 	
Activities:	
<i>Time</i>	<i>Activity</i>
30 mins	<ul style="list-style-type: none"> ▪ Sharing Circle time to share objects from home (can be divided over two days or into two separate chunks within the same day).
5 mins.	<ul style="list-style-type: none"> ▪ Teacher reads <i>My Heart Fills With Happiness</i>

5-10 mins.	<ul style="list-style-type: none"> ▪ Students can work on representing three different things that fill their hearts with happiness
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Dividing sharing circle time into separate chunks and including movement breaks to help ensure students are able to focus attentively. ▪ Dividing visual journal pages into three spaces, one for each thing that fills the student's heart with happiness, or use of template if not using visual journals 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) ▪ Representation Rubric (Appendix A, Item2) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Have students share in partners what things fill their heart with happiness. 	

Orange Shirt Day – Kindergarten
Lesson 5: What it Means to Matter
Time: 20 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Have students identify that something that matters doesn't only matter when you are with that person/object. 	
Program of Studies Objectives:	
1.2 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ share personal experiences prompted by oral, print and other media texts ▪ talk about ideas, experiences and familiar events 	
1.2 Clarify and Extend	
Consider the ideas of others	
<ul style="list-style-type: none"> ▪ listen to experiences and feelings shared by others 	
2.2 Respond to Texts	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs ▪ listen and view attentively 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>That's Me Loving You</i> by Amy Krouse Rosenthal, illustrated by Teagan White ▪ An object to use as "talking stick" in the sharing circle 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of what it means to matter and have something matter to you ▪ Knowing how a sharing circle works 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>That's Me Loving You</i>
15 mins.	<ul style="list-style-type: none"> ▪ Use the sharing circle model as a way to reflect on the book and address the concept that to love someone/something you don't always need to be together. Do their parents still love them while they are in their room at night? At school? At a friend's house?
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ If the sharing circle is challenging to sit and stay focused through a guided movement break can be taken half way through and then the sharing circle can be completed. 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A Item ?) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Students could represent the love they feel for someone even when they are physically separated. 	



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Orange Shirt Day – Grade One

Lesson 1: Diverse Communities and How I Matter to My Community

Time: 30 Minutes

Objective:

- To introduce students to the idea of a sharing circle and the protocol associated with the sharing circle.

Program of Studies Objectives:

Language Arts

1.2 Clarify and Extend

Consider the ideas of others

- listen and respond appropriately to experiences and feelings shared by others

2.2 Respond to text

Experience various texts

- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons

Construct meaning from texts

- relate aspects of stories and characters to personal feelings and experiences

3.1 Plan and Focus

Focus Attention

- explore and share own ideas on topics of discussion and study

3.4 Share and Review

Share ideas and information

- share ideas and information from oral, print and other media texts with familiar audiences
- answer questions directly related to texts

4.3 Present and Share

Use effective oral and visual communication

- speak in a clear voice, with appropriate volume, to an audience

Demonstrate attentive listening and viewing

- be attentive and show interest during listening or viewing activities

Social Studies

1.1 My Home, School and Community

Values and Attitudes

1.1.2 Value the groups and communities they belong to

- demonstrate a willingness to share and cooperate with others
- appreciate how their actions might affect other people and how the actions of others might affect them

Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>The Sharing Circle</i> by written by Theresa “Corky” Larsen-Jonasson, illustrated by Jessika Von Innerebner ▪ Copy of <i>You Hold Me Up</i> written by Monique Gray Smith, illustrated by Dannielle Daniel ▪ Potential object to use in place of a talking stick to run the sharing circle 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Students should have an introductory understanding of a sharing circle from Kindergarten. 	
Activities:	
<i>Time</i>	<i>Activity</i>
10 mins	<ul style="list-style-type: none"> ▪ Read and talk about <i>The Sharing Circle</i>
5 mins.	<ul style="list-style-type: none"> ▪ Read <i>You Hold Me Up</i>
15 mins.	<ul style="list-style-type: none"> ▪ Practice the protocol for a sharing circle using <i>You Hold Me Up</i> as the topic. ▪ Students can be asked any of the following questions or you can leave it open for them to decide what was important in the book to them. <ul style="list-style-type: none"> ○ What holds you up? ○ What do you do that holds others up? ○ Why do you think we are reading this book in our class?
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students may wish to practice a sharing circle about another topic prior to reading <i>You Hold Me Up</i> if they do not remember doing sharing circles in the past <ul style="list-style-type: none"> ○ You may want to use a topic like Grade 1 or fun from the weekend to try to get maximum participation ▪ The lesson can be split into two pieces to help keep student attention and focus, especially if the practice of the sharing circle is done more than once on this day 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ The Sharing circle can be practiced with other topics ▪ The class can decide on a single object to use as a ‘talking stick’ for their sharing circles or different students can select a classroom object to be used as a ‘talking stick’ ▪ Students can visual journal a picture of something that ‘holds them up’ after having read <i>You Hold Me Up</i> 	

Orange Shirt Day – Grade One

Lesson 2: Diverse Communities and How I Matter to My Community

Time: 30 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Acknowledge diversity within the classroom as being a positive thing. 	
Program of Studies Objectives:	
2.2 Respond to text	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons 	
3.4 Share and Review	
Share ideas and information	
<ul style="list-style-type: none"> ▪ share ideas and information from oral, print and other media texts with familiar audiences ▪ answer questions directly related to texts 	
4.3 Present and Share	
Use effective oral and visual communication	
<ul style="list-style-type: none"> ▪ speak in a clear voice, with appropriate volume, to an audience 	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> ▪ be attentive and show interest during listening or viewing activities 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Sometimes I Feel Like a Fox</i> by Danielle Daniel ▪ Possibly an object to be used as a talking stick in the sharing circle 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of how a sharing circle works from the previous lesson 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>Sometimes I Feel Like a Fox</i>
15 mins.	<ul style="list-style-type: none"> ▪ Sharing circle where students answer the question "Which animal from the book have you felt like before?"
10 mins	<ul style="list-style-type: none"> ▪ Discuss as a class how not everyone felt like the same animal, why that might be, and if that is a good thing or not.
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Movement breaks can be taken between the reading of the story and the talking circle and between the talking circle and the class discussion 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf ▪ "Totem Animals and Their Meanings" and "Author's Notes" at the back of the book 	

Extension Activities:

- An art project could be created from reading this book where students create their own animal mask based on the animal they said they felt like from the book

Orange Shirt Day – Grade One

Lesson 3: Diverse Communities and How I Matter to My Community

Time: 30 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ To learn about how different communities name children and discuss why names are important. 	
Program of Studies Objectives:	
2.2 Respond to text	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons 	
3.4 Share and Review	
Share ideas and information	
<ul style="list-style-type: none"> ▪ share ideas and information from oral, print and other media texts with familiar audiences ▪ answer questions directly related to texts 	
4.3 Present and Share	
Use effective oral and visual communication	
<ul style="list-style-type: none"> ▪ speak in a clear voice, with appropriate volume, to an audience 	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> ▪ be attentive and show interest during listening or viewing activities 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Thunder Boy Jr.</i> by Sherman Alexie, illustrated by Yuyi Morales ▪ Possible object to be used as the 'talking stick' in the sharing circle 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of how a sharing circle works from the last two classes 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>Thunder Boy Jr.</i>
10 mins.	<ul style="list-style-type: none"> ▪ Talk about ways some different communities name children
15 mins.	<ul style="list-style-type: none"> ▪ Through a sharing circle have students either share how they got their name or why they think communities name children
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Allow for movement breaks between the story and discussion and the sharing circle to help regain focus ▪ Could read the story and do the discussion and save the sharing circle for the following day allowing students to ask about their name at home that evening 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	

Teacher Resources:

- http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf - sharing circle
- <http://pocketcultures.com/2011/04/13/children-naming-traditions/> -information about some naming traditions from around the world
- https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach_lr_ks_rrds_nam_1302786670471_eng.pdf - some information on Indigenous naming traditions in Canada

Extension Activities:

- Students could explore the reason for and meaning behind their name and create a visual representation of their name

Orange Shirt Day – Grade One

Lesson 4: Diverse Communities and How I Matter to My Community

Time: 25 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Recognizing that there are differences and similarities between people from different communities around the world 	
Program of Studies Objectives:	
2.2 Respond to text	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons 	
3.1 Plan and Focus	
Focus Attention	
<ul style="list-style-type: none"> ▪ explore and share own ideas on topics of discussion and study 	
5.1 Respect Others and Strengthen Community	
Appreciate Diversity	
<ul style="list-style-type: none"> ▪ share personal experiences and family traditions related to oral, print and other media texts 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>This is How We Do It: One Day in the Life of Seven Kids from Around the World</i> by Matt Lamothe 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ An understanding of what diversity is from the previous lessons 	
Activities:	
Time	Activity
5 mins	<ul style="list-style-type: none"> ▪ Read the sections 'This is Me' and 'This is How I go to School' from <i>This is How We Do It: One Day in the Life of Seven Kids from Around the World</i>
20 mins.	<ul style="list-style-type: none"> ▪ Have students work in their visual journal or on a blank page to visually depict who they are, they will each create a 'This is Me' page of their very own
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students can have time in partners to discuss what they would draw in representing who they are 	
Assessment:	
<ul style="list-style-type: none"> ▪ Representation Rubric (Appendix A, Item2) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No Specific teacher resources needed for this lesson 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Teacher can read multiple sections of the book to the class and discuss diversity ▪ Have students visual journal about a few of the sections you read and their personal experience (for example "This is what I eat for breakfast", " This is how I go to school", 	

“This is how I sleep” and “This is what I do in the evening”) This is good to see the diversity within the classroom and also a great way to get to know one another early in the year.

Orange Shirt Day – Grade One

Lesson 5: Diverse Communities and How I Matter to My Community

Time: 30 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Introduce some things that children do that matter to their communities 	
Program of Studies Objectives:	
2.2 Respond to text	
Experience various texts	
<ul style="list-style-type: none"> ▪ participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons 	
3.4 Share and Review	
Share ideas and information	
<ul style="list-style-type: none"> ▪ share ideas and information from oral, print and other media texts with familiar audiences ▪ answer questions directly related to texts 	
4.3 Present and Share	
Use effective oral and visual communication	
<ul style="list-style-type: none"> ▪ speak in a clear voice, with appropriate volume, to an audience 	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> ▪ be attentive and show interest during listening or viewing activities 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Can We Help?: Kids Volunteering to Help Their Communities</i> by George Ancona ▪ Possible object to be used as the 'talking stick' in the sharing circle 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of how a sharing circle works from previous lessons 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>Can We Help? Kids Volunteering to Help Their Communities</i>
15 mins.	<ul style="list-style-type: none"> ▪ Use a sharing circle to hear student reactions to the ways kids helped their communities in the book
10 mins.	<ul style="list-style-type: none"> ▪ Have a class discussion about what students do to help their school community and why they matter to the whole school, not just their classroom
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Movement break between the sharing circle and the discussion may help to allow students to focus better on the class discussion ▪ Class discussion could be left for the following class 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	

Teacher Resources:

- [http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing Circle Instructions ELEMENTARY.pdf](http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf) - sharing circle

Extension Activities:

- Students could create a class project about how they are going to help the school community
- This could be done as a grade wide project with each class taking on a different thing that they will do that matters to their school community



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Orange Shirt Day – Grade Two

Lesson 1: Is How Children Matter Different in Different Places?

Time: 30 Minutes

<p>Objective:</p> <ul style="list-style-type: none"> ▪ To introduce students to the idea of a sharing circle and the protocol associated with the sharing circle.
<p>Program of Studies Objectives:</p> <p>1.1 Discover and Explore</p> <p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> ▪ contribute relevant ideas and information from personal experiences to group language activities ▪ express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts <p>1.2 Clarify and Extend</p> <p>Consider the ideas of others</p> <ul style="list-style-type: none"> ▪ connect own ideas and experiences with those shared by others <p>2.2 Respond to Text</p> <p>Experience various texts</p> <ul style="list-style-type: none"> ▪ engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts <p>4.3 Present and Share</p> <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> ▪ speak in a clear voice, with appropriate volume, at an understandable pace and with expression <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> ▪ show enjoyment and appreciation during listening and viewing activities <p>5.1 Respect Others and Strengthen Community</p> <p>Appreciate diversity</p> <ul style="list-style-type: none"> ▪ discuss the experiences and traditions of various communities portrayed in oral, print and other media texts <p>5.2 Work Within a Groups</p> <p>Work in groups</p> <ul style="list-style-type: none"> ▪ stay on topic during class and group discussions
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Copy of <i>The Sharing Circle</i> by written by Theresa “Corky” Larsen-Jonasson, illustrated by Jessika Von Innerebner ▪ Copy of <i>You Hold Me Up</i> written by Monique Gray Smith, illustrated by Dannielle Daniel ▪ Potential object to use in place of a talking stick to run the sharing circle
<p>Students’ Prior Knowledge:</p> <ul style="list-style-type: none"> ▪ Students should have an introductory understanding of a sharing circle from grade 1

Activities:	
<i>Time</i>	<i>Activity</i>
10 mins	<ul style="list-style-type: none"> ▪ Read and talk about <i>The Sharing Circle</i>
5 mins.	<ul style="list-style-type: none"> ▪ Read <i>You Hold Me Up</i>
15 mins.	<ul style="list-style-type: none"> ▪ Practice the protocol for a sharing circle using <i>You Hold Me Up</i> as the topic. ▪ Students can be asked any of the following questions or you can leave it open for them to decide what was important in the book to them. <ul style="list-style-type: none"> ○ What holds you up? ○ What do you do that holds others up? ○ Why do you think we are reading this book in our class?
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students may wish to practice a sharing circle about another topic prior to reading <i>You Hold Me Up</i> if they do not remember doing sharing circles in the past <ul style="list-style-type: none"> ○ You may want to use a topic like Grade 2 or fun from the weekend to try to get maximum participation ▪ The lesson can be split into two pieces to help keep student attention and focus, especially if the practice of the sharing circle is done more than once on this day 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf ▪ <i>The Sharing Circle: Stories about First Nations Culture</i> by Theresa Meuse-Dallien, illustrations by Arthur Stevens – ‘The Talking Circle’ pg. 31 <ul style="list-style-type: none"> ○ This section of the book can be shared with the class or provide the teacher with some ideas for how to explain why the class, or individuals, can select the talking stick 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ The class can decide on a single object to use as a ‘talking stick’ for their sharing circles or different students can select a classroom object to be used as a ‘talking stick’ ▪ Students can visual journal a picture of something that ‘holds them up’ after having read <i>You Hold Me Up</i> 	

Orange Shirt Day – Grade Two

Lesson 2: Is How Children Matter Different in Different Places?

Time: 35 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Reviewing the idea of diversity from grade 1 and reinforcing that despite people’s difference and different abilities everyone matters to their communities 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts 	
1.3 Clarify and Extend	
Consider the ideas of others	
<ul style="list-style-type: none"> ▪ connect own ideas and experiences with those shared by others 	
2.2 Respond to Text	
Experience various texts	
<ul style="list-style-type: none"> ▪ engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts 	
4.3 Present and Share	
Use effective oral and visual communication	
<ul style="list-style-type: none"> ▪ speak in a clear voice, with appropriate volume, at an understandable pace and with expression 	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> ▪ show enjoyment and appreciation during listening and viewing activities 	
5.2 Work Within a Groups	
Work in groups	
<ul style="list-style-type: none"> ▪ stay on topic during class and group discussions 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>The Crocodile Who Didn’t Like Water</i> by Gemma Merino ▪ Possible object to use as a ‘talking stick’ 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of how a sharing circle works from previous class 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>The Crocodile Who Didn’t Like Water</i>
15 mins.	<ul style="list-style-type: none"> ▪ Use a sharing circle to have students respond to the question “How are the dragon and crocodile different? How are the dragon and the crocodile the same?”

15 mins.	<ul style="list-style-type: none"> ▪ Have a class discussion about if the dragon matters less because he is a dragon? And are the ways he matters to the community different than the ways the crocodile matters? Does our class have dragons and crocodiles?
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Movement break between the sharing circle and the discussion to help regain focus from the class ▪ Discuss the similarities and differences between the crocodiles and the dragon and use the sharing circle for the questions “Does the dragon matter less because he is a dragon? Are the ways the dragon matters to the community different than the ways the crocodile matters? Does our class have dragons and crocodiles?” 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students could record in their visual journals or on a sheet of blank paper the differences between the crocodiles and the dragon using words and pictures ▪ Students could record in their visual journals, or on a sheet of blank paper, how the dragon matters to his community and how the crocodile matters. On a separate page they could draw how they matter and how a classmate matters to their school community 	

Orange Shirt Day – Grade Two

Lesson 3: Is How Children Matter Different in Different Places?

Time: 35 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ To reinforce the idea that people matter, students matter to someone and there is someone that matters to students. 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts 	
2.2 Respond to Text	
Experience various texts	
<ul style="list-style-type: none"> ▪ engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> ▪ show enjoyment and appreciation during listening and viewing activities 	
Materials:	
<ul style="list-style-type: none"> ▪ A copy of <i>Mama, Do You Love Me?</i> By Barbara M. Josse, illustrated by Barbara Lavallee ▪ Visual Journals or paper for students to draw on, pencils, and crayons, pencil crayons, or markers 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding that every child matters and an understanding of diversity within our world. 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>Mama, Do You Love Me</i> to the students
10 mins.	<ul style="list-style-type: none"> ▪ Take the time to share with and discuss the importance of the animals and object mentioned in the book so students have an awareness of how important these items are for Inuit people
20 mins.	<ul style="list-style-type: none"> ▪ Have students visual journal, or draw representations on a separate sheet of paper, showing the different ways that they love someone just like Mama showed how she loved her child in the book
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students could be provided with sentence starters to finish such as, "I love you more than...", "I'll love you until...", "I might be angry/afraid/sad if ... but I would still love you". 	

- For students who struggle with fine motor skills dividing the page up for them and helping to write a title, so they can focus on the representation may be beneficial.

Assessment:

- Representation Rubric (Appendix A, Item2)

Teacher Resources:

- No specific teacher resources required for this lesson.

Extension Activities:

- Students could create a writing piece or combine the representation activity with writing to create a mini book of their own.

Orange Shirt Day – Grade Two

Lesson 4: Is How Children Matter Different in Different Places?

Time: 25 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ To explore the importance of having language within your community. 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts 	
1.3 Clarify and Extend	
Consider the ideas of others	
<ul style="list-style-type: none"> ▪ connect own ideas and experiences with those shared by others 	
2.2 Respond to Text	
Experience various texts	
<ul style="list-style-type: none"> ▪ engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts 	
4.3 Present and Share	
Use effective oral and visual communication	
<ul style="list-style-type: none"> ▪ speak in a clear voice, with appropriate volume, at an understandable pace and with expression 	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> ▪ show enjoyment and appreciation during listening and viewing activities 	
5.2 Work Within a Groups	
Work in groups	
<ul style="list-style-type: none"> ▪ stay on topic during class and group discussions 	
Materials:	
<ul style="list-style-type: none"> ▪ A copy of <i>A Day with Yayah</i> by Nicola I. Campbell, illustrated by Julie Flett ▪ A possible object to be used as “a talking stick” 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of how a sharing circle works 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>A Day with Yayah</i> to the class
20 mins.	<ul style="list-style-type: none"> ▪ Complete a sharing circle where students are asked to express if, and why, they think language is important
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students may require a movement break between the story and the start of the sharing circle 	

<ul style="list-style-type: none">▪ Remind students that they are able to add on to the ideas of others or pass their chance to share if they would like
Assessment: <ul style="list-style-type: none">▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1)
Teacher Resources: <ul style="list-style-type: none">▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf
Extension Activities: <ul style="list-style-type: none">▪ The teacher could record on chart paper all the reasons students think that language is important in a community▪ Students could be asked what it would be like if they were no longer able to speak English. How would that change their life in school? Would it make things easier or harder? What if they were expected to communicate in a language that they didn't know? Answers could be shared in a second sharing circle, in partners or small groups, or in a writing task.

Orange Shirt Day – Grade Two

Lesson 5: Is How Children Matter Different in Different Places?

Time: 40 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ For students to see the importance of nature in Inuit culture and the role it can play in teaching children about their environment 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts 	
2.2 Respond to Text	
Experience various texts	
<ul style="list-style-type: none"> ▪ engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> ▪ show enjoyment and appreciation during listening and viewing activities 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Sweetest Kulu</i> by Celina Kalluk, illustrated by Alexandria Neonakis ▪ Visual Journals or paper for students to draw on, pencils, and crayons, pencil crayons, or markers 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ No specific prior knowledge required 	
Activities:	
<i>Time</i>	<i>Activity</i>
15 mins	<ul style="list-style-type: none"> ▪ Read <i>Sweetest Kulu</i> and discuss briefly what gifts that nature is giving to the newborn in the story
25 mins.	<ul style="list-style-type: none"> ▪ Have students represent at least three things they have learned from nature in their lifetime
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students may benefit from classroom discussion or partner/small group brainstorming time to reflect on things that they may have learned from nature ▪ Students with fine motor challenges may need a short-written description of their pictures and assistance setting up their paper and writing a title 	
Assessment:	
<ul style="list-style-type: none"> ▪ Representation Rubric (Appendix A, Item2) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources required for this lesson 	

Extension Activities:

- Students could create a bulletin board display as a class about what they have learned from nature
- A community walk could be organized for the following week where teachers are able to share a public story about something in nature (see http://www.glenbow.org/blackfoot/EN/html/traditional_stories.htm for ideas of stories that could be shared)



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Orange Shirt Day – Grade Three

Lesson 1: Introduction to Residential Schooling

Time: 25 Minutes

<p>Objective:</p> <ul style="list-style-type: none"> ▪ To introduce students to the idea of a sharing circle and the protocol associated with the sharing circle.
<p>Program of Studies Objectives:</p> <p>1.1 Discover and Explore</p> <p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> ▪ explain understanding of new concepts in own words ▪ explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts <p>2.1 Use Strategies and Cues</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> ▪ apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions <p>2.2 Respond to Texts</p> <p>Experience various texts</p> <ul style="list-style-type: none"> ▪ choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays <p>Construct meaning from texts</p> <ul style="list-style-type: none"> ▪ discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> ▪ organize and share ideas and information on topics to engage familiar audiences <p>4.3 Present and Share</p> <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> ▪ speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> ▪ identify and set purposes for listening and viewing
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Copy of <i>The Sharing Circle</i> by written by Theresa “Corky” Larsen-Jonasson, illustrated by Jessika Von Innerebner ▪ Copy of <i>You Hold Me Up</i> written by Monique Gray Smith, illustrated by Dannielle Daniel ▪ Potential object to use in place of a talking stick to run the sharing circle
<p>Students’ Prior Knowledge:</p> <ul style="list-style-type: none"> ▪ Students should have an introductory understanding of a sharing circle from grade 2

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>The Sharing Circle</i>
5 mins.	<ul style="list-style-type: none"> ▪ Read <i>You Hold Me Up</i>
15 mins.	<ul style="list-style-type: none"> ▪ Practice the protocol for a sharing circle using <i>You Hold Me Up</i> as the topic. ▪ Students can be asked any of the following questions or you can leave it open for them to decide what was important in the book to them. <ul style="list-style-type: none"> ○ What holds you up? ○ What do you do that holds others up? ○ Why do you think we are reading this book in our class?
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students may wish to practice a sharing circle about another topic prior to reading <i>You Hold Me Up</i> if they do not remember doing sharing circles in the past <ul style="list-style-type: none"> ○ You may want to use a topic like Grade 3 or fun from the weekend to try to get maximum participation ▪ The lesson can be split into two pieces to help keep student attention and focus, especially if the practice of the sharing circle is done more than once on this day 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf ▪ <i>The Sharing Circle: Stories about First Nations Culture</i> by Theresa Meuse-Dallien, illustrations by Arthur Stevens – ‘The Talking Circle’ pg. 31 <ul style="list-style-type: none"> ○ This section of the book can be shared with the class or provide the teacher with some ideas for how to explain why the class, or individuals, can select the talking stick 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ The class can decide on a single object to use as a ‘talking stick’ for their sharing circles or different students can select a classroom object to be used as a ‘talking stick’ ▪ Students can visual journal a picture of something that ‘holds them up’ after having read <i>You Hold Me Up</i> or turn their representations into a bulletin board display 	

Orange Shirt Day – Grade Three

Lesson 2: Introduction to residential schooling

Time: 30 Minutes

Objective:

- To introduce the idea of what children were leaving behind when they left home to attend residential schools and to demonstrate how families may have tried to prepare their children for residential schools.

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

2.1 Use Strategies and Cues

Use comprehension strategies

- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions

2.2 Respond to Texts

Experience various texts

- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays

Construct meaning from texts

- discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- make inferences about a character's actions or feelings

Appreciate the artistry of texts

- express feelings related to words, visuals and sound in oral, print and other media texts

3.4 Share and Review

Share ideas and information

- organize and share ideas and information on topics to engage familiar audiences

4.3 Present and Share

Use effective oral and visual communication

- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas

Demonstrate attentive listening and viewing

- identify and set purposes for listening and viewing

Materials:

- Copy of *Shi-shi-etko* by Nicola I. Campbell, pictures by Kim LaFave
- Possibly something to be used as a 'talking stick'

Students' Prior Knowledge:

- Student understanding of protocol for a successful sharing circle

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> Read <i>Shi-shi-etko</i> aloud to the class
25 mins.	<ul style="list-style-type: none"> Complete a sharing circle where students are asked to share the teaching for Shi-shi-etko's family that they thought was the most important and why they think this way
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> Movement break can be taken at the halfway point of the sharing circle if students are finding focusing a challenge 	
Assessment:	
<ul style="list-style-type: none"> Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf <i>The Sharing Circle: Stories about First Nations Culture</i> by Theresa Meuse-Dallien, illustrations by Arthur Stevens – 'The Talking Circle' pg. 31 This section of the book can be shared with the class or provide the teacher with some ideas for how to explain why the class, or individuals, can select the talking stick 	
Extension Activities:	
<ul style="list-style-type: none"> Students could write a reflection about what lesson or teaching from their family they think would be the most important to learn if they were going to be leaving home for a year and have no contact with their parents 	

Orange Shirt Day – Grade Three

Lesson 3: Introduction to residential schooling

Time: 25 Minutes

Objective:

- Have students begin to imagine the impact it had to be separated from their family and community to attend residential school

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

2.1 Use Strategies and Cues

Use comprehension strategies

- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions

2.2 Respond to Texts

Experience various texts

- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays

Construct meaning from texts

- discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- make inferences about a character's actions or feelings

Appreciate the artistry of texts

- express feelings related to words, visuals and sound in oral, print and other media texts

3.4 Share and Review

Share ideas and information

- organize and share ideas and information on topics to engage familiar audiences

4.3 Present and Share

Use effective oral and visual communication

- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas

Demonstrate attentive listening and viewing

- identify and set purposes for listening and viewing

Materials:

- Copy of *Shin-chi's Canoe* by Nicola I. Campbell, pictures by Kim LaFave

Students' Prior Knowledge:

- The previous lesson based around the book *Shi-shi-etko* will allow students to have a deeper understanding of what is happening in this book

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>Shin-chi's Canoe</i> aloud to the class
20 mins.	<ul style="list-style-type: none"> ▪ Have a class discussion about how students think Shin-chi felt going through all those new experiences
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Could use a sharing circle to navigate hearing from all students ▪ Movement breaks can be taken at the halfway mark if they are required to help ensure focus 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources required for this lesson 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Students could write about or represent an object from home that they feel would help them stay connected if they were separated from their family 	

Orange Shirt Day – Grade Three

Lesson 4: Introduction to residential schooling

Time: 35 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Have students begin to imagine the impact it had to be separated from their family, community, and their way of life to attend residential school 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ explain understanding of new concepts in own words ▪ explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts 	
2.1 Use Strategies and Cues	
Use comprehension strategies	
<ul style="list-style-type: none"> ▪ apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions 	
2.2 Respond to Texts	
Experience various texts	
<ul style="list-style-type: none"> ▪ choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays 	
Construct meaning from texts	
<ul style="list-style-type: none"> ▪ discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts ▪ make inferences about a character’s actions or feelings 	
Appreciate the artistry of texts	
<ul style="list-style-type: none"> ▪ express feelings related to words, visuals and sound in oral, print and other media texts 	
Materials:	
<ul style="list-style-type: none"> ▪ A copy of <i>When We Were Alone</i> by David Alexander Robertson, illustrated by Julie Flett 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding from the previous lesson about the impacts of being separated from family and community to attend residential school 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>When We Were Alone</i> aloud to the class
10 mins.	<ul style="list-style-type: none"> ▪ As a class discuss the things that impacted students attending residential school (loss of colour in their clothing, getting their hair cut against their will, not being able to speak their language, not being able to see their families).
20 mins.	<ul style="list-style-type: none"> ▪ Have students complete a written response about how they think it would have felt, or how they think they might feel, if they were to have one of

	these things (or something else important to them) taken away without an explanation
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Movement breaks can be taken prior to the written task ▪ Students can be asked to reflect on the things that happened in the story in small groups or partners rather than as a whole class 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ <i>When We Were Alone</i> Reflective Writing Rubric (Appendix A, Item 3) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ No specific teacher resources required for this lesson 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students could begin thinking about the things in their life that are important to them and in a sharing circle, or a reflective writing task, students could share the things that they are thankful they don't have to give up when they attend school 	

Orange Shirt Day – Grade Three

Lesson 5: Introduction to residential schooling

Time: 40 Minutes

Objective:

- To deepen student understanding regarding the loss of language and culture that many Indigenous communities face as a result of the residential school system that existed within Canada

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

2.1 Use Strategies and Cues

Use comprehension strategies

- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions

2.2 Respond to Texts

Experience various texts

- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays

Construct meaning from texts

- discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- make inferences about a character's actions or feelings

Appreciate the artistry of texts

- express feelings related to words, visuals and sound in oral, print and other media texts

3.4 Share and Review

Share ideas and information

- organize and share ideas and information on topics to engage familiar audiences

4.3 Present and Share

Use effective oral and visual communication

- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas

Demonstrate attentive listening and viewing

- identify and set purposes for listening and viewing

Materials:

- Copy of *Stolen Words* by Melanie Florence, illustrated by Gabrielle Grimard
- Possible object to be used as a 'talking stick' in the sharing circle

Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of Indigenous people's loss of food, clothing, and freedom to live their life the way they had been taught while attending residential schools 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Read <i>Stolen Words</i> aloud to the class
20 mins.	<ul style="list-style-type: none"> ▪ Use the sharing circle model to discuss the following questions <ul style="list-style-type: none"> ○ How important is language in our daily lives? ○ How are, or how can, Indigenous communities regain their languages?
15 mins.	<ul style="list-style-type: none"> ▪ Share with students some details about the resiliency of Indigenous communities that are relearning languages and cultural traditions that were almost extinct due to residential schooling and other laws in Canada
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Movement breaks can be incorporated where needed to allow for maximum student focus during sharing circle 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://school.cbe.ab.ca/school/niitsitapi/about-us/school/indigenous-celebrations/pages/default.aspx - some of the Indigenous celebrations incorporated at Niitsitapi Learning Centre ▪ http://school.cbe.ab.ca/school/niitsitapi/get-involved/learning-for-all/pages/default.aspx?rf=35d40749-9fcc-496f-8aa6-b5322e22a481 – language classes and other opportunities to learn about culture, come together as a group, and access Elder support 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Connect with a local Indigenous community and learn how to say hello and a few other simple words in a that language ▪ Incorporate books or stories containing that local language into your classroom library and regular read aloud books 	



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Orange Shirt Day – Grade Four
Lesson 1: Fatty Legs – Introduction
Time: 60 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Introduce the novel <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Access prior student knowledge about residential schools 	
Program of Studies Objectives:	
2.1 Use Strategies and Cues	
Use comprehension strategies	
<ul style="list-style-type: none"> • monitor understanding by confirming or revising inferences and predictions based on information in text 	
2.2 Respond to Texts	
Experience various texts	
<ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Chart paper ▪ Markers ▪ Group lists (pre-made or student selected groups) 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Students should have a basic concept of residential schooling from Grade Three. Use of picture books to teach students about children being taken from their homes to attend residential school. Students are also aware children couldn't speak their language, practice their belief systems, or eat their traditional foods. 	
Activities:	
<i>Time</i>	<i>Activity</i>
15 mins	<ul style="list-style-type: none"> ▪ Show students the cover of the novel ▪ Ask them what they think the book might be about ▪ Have them share with a neighbour to get their thoughts going ▪ Share and discuss as a class
15 mins.	<ul style="list-style-type: none"> ▪ Read back of the book to the students ▪ Discuss as a class what the "outsider's school" might be
15 mins.	<ul style="list-style-type: none"> ▪ Break students into groups of four or five ▪ Provide each group with chart paper and a marker ▪ Have student groups record everything they know about residential schools
15 mins.	<ul style="list-style-type: none"> ▪ Bring the class together and create a master lists of the class's knowledge about residential schooling ▪ This list can be added to with a new colour as students acquire new knowledge

Possible Accommodations and Modifications:

- If students are unable to recall information about residential schooling from the previous year you may chose to read a picture book from the previous year to help trigger their prior understanding
- Students who struggle with group work may be placed in smaller groups or be offered the assistance of the teacher or an educational assistant

Assessment:

- Teacher observations – assessing prior knowledge students were able to recall will help to provide the teacher with information which will allow them to ensure all students are able to comprehend the story
- Prior Knowledge – Teacher Observation Chart (Appendix A, Item 4)

Teacher Resources:

- No specific teacher resources in addition to the novel for this lesson
- <http://www.orangeshirtday.org/> - Information on Orange Shirt Day
- <http://www.annickpress.com/author/Margaret-Pokiak-Fenton> - Author Information

Extension Activities:

- Should this lesson move along faster than anticipated students may find it beneficial to find Banks Island on a map and see where the story begins in relation to other places they can identify in Canada

Orange Shirt Day –Grade Four

Lesson 2: Chapter 1

Time: 45 to 55 minutes

Objective:	
<ul style="list-style-type: none"> ▪ A brief introduction to Inuvialuit culture that Olemaun lives in every day with her family 	
Program of Studies Objectives:	
2.2 Respond to Texts	
Construct meaning from texts	
<ul style="list-style-type: none"> • develop own opinions based on ideas encountered in oral, print and other media texts 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Student duo tangs/writing journals/ or paper for personal reflections 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Students the day previous have reviewed their understanding of residential schools and made predictions about what the book would be about 	
Activities:	
<i>Time</i>	<i>Activity</i>
15-20 mins.	<ul style="list-style-type: none"> ▪ Read the dedication and introduction of the book aloud ▪ Begin Chapter 1, reading only to page 10 ▪ Show the map at the beginning of the chapter ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Provide students with the first discussion question (below) and do an example on the whiteboard or SmartBoard together to set the standard for their individual response. • Do you think Olemaun is curious like Alice from <i>Alice in Wonderland</i>? Explain.
15-20 mins.	<ul style="list-style-type: none"> ▪ Provide students with time to write independently on the following question • Why do you think her father “put little value in the outsiders’ learning compared to the things that [their] people knew” (p.8)? Explain your thinking

	<ul style="list-style-type: none"> ▪ Encourage students to go back and read their answer over to ensure that they have fully explained their thinking
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ You may wish to extend the writing time by 5-10 minutes to allow for students to brainstorm and ask questions with their peers ▪ For students who struggle with written tasks it may be beneficial to use assistive technology, scribing from an educational assistant or the teacher (if possible), or using a voice record function on a tablet to record their ideas. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Formative assessment provided by the teacher to help establish the standards for individual written reflection 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students could come up with their own question based on what has been read so far, working with a partner they can have their partner answer their question and they can answer their partner's question 	

Orange Shirt Day – Grade Four

Lesson 3: Chapter 1 Conclusion

Time: 40 to 45 minutes

Objective:	
<ul style="list-style-type: none"> ▪ Continue the introduction to Inuvialuit culture that Olemaun lives in every day with her family ▪ Introduce the concept of witnessing and set up the expectations for using this way of documenting information 	
Program of Studies Objectives:	
2.2 Respond to Texts	
Construct meaning from texts	
<ul style="list-style-type: none"> • develop own opinions based on ideas encountered in oral, print and other media texts 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> • connect own ideas, opinions and experiences to those communicated in oral and visual presentations 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts • appreciate that responses to some oral, print or other media texts may be different 	
5.2 Work within a Group	
Cooperate with others	
<ul style="list-style-type: none"> • take responsibility for collaborating with others to achieve group goals 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Computers or tablets to allow for student voice or video recording 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Review the beginning of chapter 1 to ensure all students remember what has happened so far in Olemaun's story 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins.	<ul style="list-style-type: none"> ▪ Review the beginning of chapter 1
10 mins.	<ul style="list-style-type: none"> ▪ Read the remainder of chapter 1 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
10-15 mins.	<ul style="list-style-type: none"> ▪ Explain the concept of witnessing to the class

	<ul style="list-style-type: none"> • In oral traditions the witness that hears and observes the even plays a vital role in being able to pass on information to future generations • The witness listens to the sharing of the group and has the responsibility of remembering what was said • When the group discussion is over the witness will step into the hallway and make a 2- or 3-minute voice or video recording sharing what the group had to say, the witness will not use people’s names • Each time we meet in our groups to discuss what we have learned and how we are feeling about the events of Olemaun’s story a different member of the group will act as witness, everyone will get a turn
10 mins.	<ul style="list-style-type: none"> ▪ In your groups from the first lesson please select who will be acting as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun’s story so far ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared
5 mins.	<ul style="list-style-type: none"> ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member’s names
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ It may be beneficial to select who goes first in groups, so you are able to ensure that the instructions are understood ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Teacher observation of collaboration and group work ▪ Groups will view/listen to all recordings at the end of the book as a way to examine their learning ▪ Witnessing – Teacher Observation Chart (Appendix A, Item 5) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ http://www.ourelderstories.com/publications/ - articles explaining the role of witness within Indigenous storytelling in Canada ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Ask the students to explain why they think the class is using witnessing as a way of documenting their learning 	

Orange Shirt Day – Grade Four

Lesson 4: Chapter 2

Time: 60 minutes

Objective:	
<ul style="list-style-type: none"> ▪ Continue the introduction to Inuvialuit culture that Olemaun lives in every day with her family ▪ Discover Olemaun’s first impressions of arriving at residential school 	
Program of Studies Objectives:	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ A quick review of the events of chapter 1 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins.	<ul style="list-style-type: none"> ▪ Have students recall the events of chapter 1
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter 2 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
20 mins.	<ul style="list-style-type: none"> ▪ Class discussion • Do you think Olemaun was right when she said the children working in the garden were the bad children who needed forgiveness? (p. 22) • What does “owls and ravens raising wrens” mean? (p.26) • Do you think you would have changed your mind when you arrived at the school if you were Olemaun? Explain
15 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun’s story so far ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member’s names

Possible Accommodations and Modifications:

- Students could be asked to discuss these questions with their peers prior to full class discussion so they are more comfortable.
- You may wish to stop throughout the chapter to ask the questions rather than waiting till the end of the chapter
- Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support
- Some students may require the support of an educational assistant or teacher (if available) to help with the recording

Assessment:

- Teacher Observations
- Class Discussion – Teacher Observation Chart (Appendix A, Item 6)
- Witnessing – Teacher Observation Chart (Appendix A, Item 5)

Teacher Resources:

- No specific teacher resources in addition to the novel for this lesson
- <http://www.orangeshirtday.org/> - Information on Orange Shirt Day
- <http://www.annickpress.com/author/Margaret-Pokiak-Fenton> - Author Information

Extension Activities:

- For classes that have been working with the mapping of where the story is taking place it would be good to map out the journey taken from Banks Island to Aklavik on the North Star Schooner

Orange Shirt Day –Grade Four

Lesson 5: Chapter 3

Time: 45 minutes

Objective:	
<ul style="list-style-type: none"> ▪ Develop an understanding of what Olemaun went through when she arrived at residential school 	
Program of Studies Objectives:	
2.2 Respond to Texts	
Construct meaning from texts	
<ul style="list-style-type: none"> • develop own opinions based on ideas encountered in oral, print and other media texts 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Student duo tangs/writing journals/ or paper for personal reflections 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Review student understanding of Chapter 2 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins.	<ul style="list-style-type: none"> ▪ Have students recall information from chapter 2
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter 3 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 – 20 mins.	<ul style="list-style-type: none"> ▪ Provide students with time to write independently on one of the following questions • What type of knowledge does Olemaun demonstrate in this chapter? Explain. • How do you think you would feel if you were Olemaun? Explain. ▪ Encourage students to go back and read their answer over to ensure that they have fully explained their thinking
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ You may wish to extend the writing time by 5-10 minutes to allow for students to brainstorm and ask questions with their peers ▪ For students who struggle with written tasks it may be beneficial to use assistive technology, scribing from an educational assistant or the teacher (if possible), or using a voice record function on a tablet to record their ideas. 	

Assessment:

- *Fatty Legs* Reflective Writing Rubric (Appendix A, Item 7)
- Formative assessment could continue to be given for all reflective writing prior to the final assignment

Teacher Resources:

- No specific teacher resources in addition to the novel for this lesson
- <http://www.orangeshirtday.org/> - Information on Orange Shirt Day
- <http://www.annickpress.com/author/Margaret-Pokiak-Fenton> - Author Information

Extension Activities:

- Students can write their own reflective question and have a peer respond to it
- Students may begin exploring the writing process and start formally editing and revising their written work, with or without assistance from peers

Orange Shirt Day – Grade Four

Lesson 6: Chapter 4

Time: 40 minutes

Objective:	
<ul style="list-style-type: none"> ▪ Develop an understanding of what Olemaun went through when she arrived at residential school 	
Program of Studies Objectives:	
2.2 Respond to Texts	
Construct meaning from texts	
<ul style="list-style-type: none"> • develop own opinions based on ideas encountered in oral, print and other media texts 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> • connect own ideas, opinions and experiences to those communicated in oral and visual presentations 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts • appreciate that responses to some oral, print or other media texts may be different 	
5.2 Work within a Group	
Cooperate with others	
<ul style="list-style-type: none"> • take responsibility for collaborating with others to achieve group goals 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Computers or tablets to allow for student voice or video recording 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Review of the events of chapter 3 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins.	<ul style="list-style-type: none"> ▪ Have students summarize the events of chapter 3
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter 4 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun's story so far

	<ul style="list-style-type: none"> ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member's names
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Witnessing – Teacher Observation Chart (Appendix A, Item 5) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students can write their own reflective question and have a peer respond to it ▪ Students may begin exploring the writing process and start formally editing and revising their written work, with or without assistance from peers 	

Orange Shirt Day – Grade Four

Lesson 7: Chapter 5

Time: 55 minutes

Objective:	
<ul style="list-style-type: none"> ▪ Develop an understanding of what Olemaun went through when she arrived at residential school 	
Program of Studies Objectives:	
2.2 Respond to Texts	
Construct meaning from texts	
<ul style="list-style-type: none"> • develop own opinions based on ideas encountered in oral, print and other media texts 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> • connect own ideas, opinions and experiences to those communicated in oral and visual presentations 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts • appreciate that responses to some oral, print or other media texts may be different 	
5.2 Work within a Group	
Cooperate with others	
<ul style="list-style-type: none"> • take responsibility for collaborating with others to achieve group goals 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Computers or tablets to allow for student voice or video recording 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Review chapter 4 to ensure understanding of events 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins.	<ul style="list-style-type: none"> ▪ Have students review and summarize the events of the previous chapter with a partner
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter 5 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun's story so far

	<ul style="list-style-type: none"> ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member's names
15-20 mins.	<ul style="list-style-type: none"> ▪ Have the students independently respond to the following question • Why do you think the children were made to write letters home and then send a broadcast message over the radio? Explain your thinking.
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Witnessing - Teacher Observations Chart (Appendix A, Item 5) ▪ <i>Fatty Legs</i> Reflective Writing Rubric (Appendix A, Item 7) ▪ Formative assessment could continue to be given for all reflective writing prior to the final assignment 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students could try to explain the meaning of Olemaun's dream about being in a cage under the Raven's habit (p. 54) ▪ Students can write their own reflective question and have a peer respond to it ▪ Students may begin exploring the writing process and start formally editing and revising their written work, with or without assistance from peers 	

Orange Shirt Day – Grade Four

Lesson 8: Chapter Six

Time: 40 minutes

Objective:	
<ul style="list-style-type: none"> ▪ Develop an understanding of what Olemaun went through when she arrived at residential school 	
Program of Studies Objectives:	
2.2 Respond to Texts	
Construct meaning from texts	
<ul style="list-style-type: none"> • develop own opinions based on ideas encountered in oral, print and other media texts 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> • connect own ideas, opinions and experiences to those communicated in oral and visual presentations 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts • appreciate that responses to some oral, print or other media texts may be different 	
5.2 Work within a Group	
Cooperate with others	
<ul style="list-style-type: none"> • take responsibility for collaborating with others to achieve group goals 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Computers or tablets to allow for student voice or video recording 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Review and ensure understanding of the previous chapter 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins.	<ul style="list-style-type: none"> ▪ Review the events of chapter 5 together as a class
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter 6 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun's story so far ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared

	<ul style="list-style-type: none"> ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member's names
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Witnessing – Teacher Observation Chart (Appendix A, Item 5) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students could answer the reflective question either orally or in writing • How did you feel when Olemaun got to go and get her own stockings? Explain why you felt this way. 	

Orange Shirt Day – Grade Four

Lesson 9: Chapter 7

Time: 40 minutes

Objective:	
<ul style="list-style-type: none"> ▪ Develop an understanding of what Olemaun went through when she arrived at residential school and what her initial return home was like 	
Program of Studies Objectives:	
2.2 Respond to Texts	
Construct meaning from texts	
<ul style="list-style-type: none"> • develop own opinions based on ideas encountered in oral, print and other media texts 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> • connect own ideas, opinions and experiences to those communicated in oral and visual presentations 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts • appreciate that responses to some oral, print or other media texts may be different 	
5.2 Work within a Group	
Cooperate with others	
<ul style="list-style-type: none"> • take responsibility for collaborating with others to achieve group goals 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Computers or tablets to allow for student voice or video recording 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Review the events of chapter 6 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins.	<ul style="list-style-type: none"> ▪ Have the students review the events of chapter 6 together as a class
15 mins.	<ul style="list-style-type: none"> ▪ Read chapter 7 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
20 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun's story so far ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared

	<ul style="list-style-type: none"> ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member's names
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Witnessing - Teacher Observation Chart (Appendix A, Item 5) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Have students begin to brainstorm things they might want to say to a residential school survivor like Margret Pokiak-Fenton 	

Orange Shirt Day – Grade Four
Lesson 10: *Fatty Legs* Final Thoughts
Time: 70 minutes

Objective:	
<ul style="list-style-type: none"> ▪ Develop an understanding of what Olemaun went through when she arrived at residential school and what her initial return home was like ▪ Expand this understanding of Olemaun to other people who may have experienced similar challenges while attending residential school 	
Program of Studies Objectives:	
2.2 Respond to Texts	
Construct meaning from texts	
<ul style="list-style-type: none"> • develop own opinions based on ideas encountered in oral, print and other media texts 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> • connect own ideas, opinions and experiences to those communicated in oral and visual presentations 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> • describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts • appreciate that responses to some oral, print or other media texts may be different 	
5.2 Work within a Group	
Cooperate with others	
<ul style="list-style-type: none"> • take responsibility for collaborating with others to achieve group goals 	
Materials:	
<ul style="list-style-type: none"> ▪ Computers or tablets to allow for students to watch/listen to the witnesses' accounts of their groups learning journey 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Review the events of the novel together ▪ Understanding of how to use technology 	
Activities:	
<i>Time</i>	<i>Activity</i>
10 mins.	<ul style="list-style-type: none"> ▪ As a class review the events of the book together
30 mins.	<ul style="list-style-type: none"> ▪ Allow groups to revisit their witness recordings and listen back to the learning journey their group has taken as they prepare for the final discussion circle
30 mins.	<ul style="list-style-type: none"> ▪ Sit in a circle with everyone on the floor together and establish the rules of a discussion circle for your class <ul style="list-style-type: none"> ○ Everyone will get a chance to speak ○ Only one speaker at a time ○ No feelings or thoughts are wrong or silly

	<ul style="list-style-type: none"> ○ The feelings and ideas shared in the circle will not be brought up again outside of the classroom ▪ Go around the class sharing feelings and learning from the book
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Students who require more support with group work can access a teacher or educational assistant (if available) to help them through this work. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Discussion Circle – Teacher Observation Chart (Appendix A, Item 1) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf -information about traditional sharing circles to help guide your discussion circle ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students could write on a paper orange shirt what they would want to say to a residential school survivor now that they have finished reading <i>Fatty Legs</i> 	



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Orange Shirt Day – Grade Five

Lesson 1: A Stranger at Home - Introduction

Time: 45 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Introduce <i>Stranger at Home</i> the novel by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Access prior student knowledge about residential schools 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ use appropriate prior knowledge and experiences to make sense of new ideas and information 	
3.1 Plan and Focus	
Focus attention	
<ul style="list-style-type: none"> ▪ summarize important ideas in oral, print and other media texts and express opinions about them 	
Organize, Record, and Evaluate	
Organize Information	
<ul style="list-style-type: none"> ▪ use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding 	
3.4 Share and Review	
Share ideas and information	
<ul style="list-style-type: none"> ▪ communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues 	
5.1 Respect Others and Strengthen Community	
Appreciate diversity	
<ul style="list-style-type: none"> ▪ discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>A Stranger at Home</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Chart paper ▪ Markers ▪ Group lists (pre-made or student selected groups) 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Students should have a basic concept of residential schooling from Grade Three. ▪ Students should have an understanding of who Olemaun is and what she went through while attending residential school from reading <i>Fatty Legs</i> in grade 4 	
Activities:	
Time	Activity
15 mins	<ul style="list-style-type: none"> ▪ Show students the cover of the novel ▪ Ask them what they think the book might be about

	<ul style="list-style-type: none"> ▪ Have them share with a neighbour to get their thoughts going ▪ Share and discuss as a class
15 mins.	<ul style="list-style-type: none"> ▪ Break students into groups of four or five ▪ Provide each group with chart paper and a marker ▪ Have student groups record everything they remember about <i>Fatty Legs</i> from the previous year
15 mins.	<ul style="list-style-type: none"> ▪ Bring the class together and create a master lists of the class's knowledge about residential schooling ▪ This list can be added to with a new colour as students acquire new knowledge
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ If students are unable to recall information from <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton from the previous year you may chose to create a story map of the key events from the previous year ▪ Students who struggle with group work may be placed in smaller groups or be offered the assistance of the teacher or an educational assistant 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Teacher observations – assessing prior knowledge students were able to recall will help to provide the teacher with information which will allow them to ensure all students are able to comprehend the story ▪ Prior Knowledge – Teacher Observation Chart (Appendix A, Item 4) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ A working knowledge of <i>Fatty Legs</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Should this lesson move along faster than anticipated students may find it beneficial to find Banks Island on a map and see where the story begins in relation to other places they can identify in Canada 	

Orange Shirt Day – Grade Five

Lesson 2: A Stranger at Home – Chapter One

Time: 55-65 Minutes

Objective:

- Empathize with Olemaun who just returned home from residential school

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information

2.2 Respond to Text

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- express points of view about oral, print and other media text
- make connections between fictional texts and historical events

Construct meaning from texts

- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

3.1 Plan and Focus

Focus attention

- summarize important ideas in oral, print and other media texts and express opinions about them

3.4 Share and Review

Share ideas and information

- communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

Materials:

- Copy of *A Stranger at Home* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- Student duo tangs/writing journals/ or paper for personal reflections

Students' Prior Knowledge:

- Students the day previous have reviewed their understanding of *Fatty Legs* and made predictions about what might happen in *Stranger at Home*

Activities:	
<i>Time</i>	<i>Activity</i>
20-25 mins	<ul style="list-style-type: none"> ▪ Read the dedication and introduction of the book aloud ▪ Read Chapter 1 ▪ Show the map at the beginning of the chapter ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Provide students with the first discussion question (below) and do an example on the whiteboard or SmartBoard together to set the standard for their individual response. <ul style="list-style-type: none"> ○ How do you think Olemaun felt when her mother said, “not my girl, not my girl”?
15 to 20 mins.	<ul style="list-style-type: none"> ▪ Provide students with time to write independently on the following question • Explain what you think Olemaun means when she says, “I no longer belonged to my own family”. How do you think you would feel if you were Olemaun? ▪ Encourage students to go back and read their answer over to ensure that they have fully explained their thinking
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ You may wish to extend the writing time by 5-10 minutes to allow for students to brainstorm and ask questions with their peers ▪ For students who struggle with written tasks it may be beneficial to use assistive technology, scribing from an educational assistant or the teacher (if possible), or using a voice record function on a tablet to record their ideas. 	
Assessment:	
<ul style="list-style-type: none"> ▪ Formative assessment provided by the teacher to help establish the standards for individual written reflection 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Students could come up with their own question based on what has been read so far, working with a partner they can have their partner answer their question and they can answer their partner’s question 	

Orange Shirt Day – Grade Five

Lesson 3: A Stranger at Home – Chapter Two

Time: 55 Minutes

Objective:

- To explore how Olemaun feels returning home and how her community responds to people from outside the community

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information

2.2 Respond to Text

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- express points of view about oral, print and other media text
- make connections between fictional texts and historical events

Construct meaning from texts

- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

3.1 Plan and Focus

Focus attention

- summarize important ideas in oral, print and other media texts and express opinions about them

3.4 Share and Review

Share ideas and information

- communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

5.2 Work within a Group

Cooperate with others

- accept and take responsibility for fulfilling own role as a group member

Materials:

- Copy of *A Stranger at Home* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- Computers or tablets to allow for student voice or video recording

Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of the events of chapter 1 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Review chapter 1
15 mins.	<ul style="list-style-type: none"> ▪ Read the chapter 2 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
10 -15 mins.	<ul style="list-style-type: none"> ▪ Explain the concept of witnessing to the class • In oral traditions the witness that hears and observes the even plays a vital role in being able to pass on information to future generations • The witness listens to the sharing of the group and has the responsibility of remembering what was said • When the group discussion is over the witness will step into the hallway and make a 2- or 3-minute voice or video recording sharing what the group had to say, the witness will not use people's names ▪ Each time we meet in our groups to discuss what we have learned and how we are feeling about the events of Olemaun's story a different member of the group will act as witness, everyone will get a turn
15 mins.	<ul style="list-style-type: none"> ▪ In your groups from the first lesson please select who will be acting as witness today ▪ The other members of the group must take turns to share what they think and feel about Olemaun's return home so far and how they think her family is feeling ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared
5 mins.	<ul style="list-style-type: none"> ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member's names
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ It may be beneficial to select who goes first in groups, so you are able to ensure that the instructions are understood ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
Assessment:	
<ul style="list-style-type: none"> ▪ Teacher observation of collaboration and group work ▪ Groups will view/listen to all recordings at the end of the book as a way to examine their learning ▪ Witnessing – Teacher Observation Chart (Appendix A, Item 5) 	

Teacher Resources:

- <http://www.ouelderstories.com/publications/> - articles explaining the role of witness within Indigenous storytelling in Canada
- <http://www.orangeshirtday.org/> - Information on Orange Shirt Day
- <http://www.annickpress.com/author/Margaret-Pokiak-Fenton> - Author Information

Extension Activities:

- Ask the students to explain why they think the class is using witnessing as a way of documenting their learning

Orange Shirt Day – Grade Five

Lesson 4: A Stranger at Home – Chapter Three

Time: 45 Minutes

Objective:

- To explore how Olemaun feels returning home and how her community responds to people from outside the community

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information

2.2 Respond to Text

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- express points of view about oral, print and other media text
- make connections between fictional texts and historical event

Construct meaning from texts

- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

3.1 Plan and Focus

Focus attention

- summarize important ideas in oral, print and other media texts and express opinions about them

3.4 Share and Review

Share ideas and information

- communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

Materials:

- Copy of *A Stranger at Home* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- Student duo tangs/writing journals/ or paper for personal reflections

Students' Prior Knowledge:

- An understanding of chapter two from the previous class

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Have students recall information from chapter two
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter three aloud ▪ Stop when needed to explain vocabulary defined on the pages ▪ Answer additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ In groups from previous lessons have students select a new witness and discuss one of the two following questions <ul style="list-style-type: none"> ○ When Olemaun wants to say grace at the table her father has a strong reaction. Why do you think he reacted so strongly to her saying grace or wanting to read the Bible? ○ In this chapter she talks about Margaret and Olemaun as though they are two different people. Why do you think she does this? ▪ Remind the witness that they are the observer to the conversation and that they are not to use names when they record their audio/video
5 mins.	<ul style="list-style-type: none"> ▪ Time for witness to step into the hall and record the groups thinking
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students could be asked to discuss these questions with their peers prior to full class discussion so they are more comfortable. ▪ You may wish to stop throughout the chapter to ask the questions rather than waiting till the end of the chapter ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
Assessment:	
<ul style="list-style-type: none"> ▪ Teacher Observations ▪ Class Discussion – Teacher Observation Chart (Appendix A, Item 6) ▪ Witnessing – Teacher Observation Chart (Appendix A, Item 5) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Students could explore photos and computer images of Tuktoyuktuk and examine the weather there to better understand Olemaun’s surroundings at home 	

Orange Shirt Day – Grade Five

Lesson 5: A Stranger at Home – Chapter Four

Time: 45 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ To explore how Olemaun feels returning home and how her community responds to people from outside the community 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ use appropriate prior knowledge and experiences to make sense of new ideas and information ▪ read, write, represent and talk to explore personal understandings of new ideas and information 	
2.2 Respond to Text	
Experience various texts	
<ul style="list-style-type: none"> ▪ experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers ▪ express points of view about oral, print and other media text ▪ make connections between fictional texts and historical event 	
Construct meaning from texts	
<ul style="list-style-type: none"> ▪ support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts 	
3.1 Plan and Focus	
Focus attention	
<ul style="list-style-type: none"> ▪ summarize important ideas in oral, print and other media texts and express opinions about them 	
Materials:	
<ul style="list-style-type: none"> ▪ Copy of <i>A Stranger at Home</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ An understanding of Chapter three from the previous class 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Have students recall information from chapter three
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter four aloud ▪ Stop to explain vocabulary defined on pages of the book ▪ Answer any additional student questions and model good reading habits for the class based on your program
15 -20 mins.	<ul style="list-style-type: none"> ▪ Provide students with time to write independently on one of the following questions <ul style="list-style-type: none"> • Why do you think Agnes' parents wouldn't let Agnes spend time with Olemaun? Explain your thinking.

	<ul style="list-style-type: none"> • What did you think/How did you feel about the interaction between Olemaun and the Du-bil-ak? Explain. ▪ Encourage students to go back and read their answer over to ensure that they have fully explained their thinking
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ You may wish to extend the writing time by 5-10 minutes to allow for students to brainstorm and ask questions with their peers ▪ For students who struggle with written tasks it may be beneficial to use assistive technology, scribing from an educational assistant or the teacher (if possible), or using a voice record function on a tablet to record their ideas. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ <i>Stranger at Home</i> Reflective Writing Rubric, found in Appendix A, Item 7 ▪ Formative assessment could continue to be given for all reflective writing prior to the final assignment 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • No specific teacher resources in addition to the novel for this lesson • http://www.orangeshirtday.org/ - Information on Orange Shirt Day • http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students can write their own reflective question and have a peer respond to it ▪ Students may begin exploring the writing process and start formally editing and revising their written work, with or without assistance from peers 	

Orange Shirt Day – Grade Five

Lesson 6: A Stranger at Home – Chapter Five

Time: 40 Minutes

<p>Objective:</p> <ul style="list-style-type: none"> ▪ To explore how Olemaun feels returning home and how her community responds to people from outside the community
<p>Program of Studies Objectives:</p> <p>1.1 Discover and Explore</p> <p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> ▪ use appropriate prior knowledge and experiences to make sense of new ideas and information ▪ read, write, represent and talk to explore personal understandings of new ideas and information <p>2.2 Respond to Text</p> <p>Experience various texts</p> <ul style="list-style-type: none"> ▪ experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers ▪ express points of view about oral, print and other media text ▪ make connections between fictional texts and historical event <p>Construct meaning from texts</p> <ul style="list-style-type: none"> ▪ support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts <p>3.1 Plan and Focus</p> <p>Focus attention</p> <ul style="list-style-type: none"> ▪ summarize important ideas in oral, print and other media texts and express opinions about them <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> ▪ communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues <p>5.1 Respect Others and Strengthen Community</p> <p>Appreciate diversity</p> <ul style="list-style-type: none"> ▪ discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Copy of <i>A Stranger at Home</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Computers or tablets to allow for student voice or video recording
<p>Students' Prior Knowledge:</p> <ul style="list-style-type: none"> ▪ An understanding of the events of chapter four from the previous class

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Have students summarize the events of chapter four
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter four aloud ▪ Stop to explain any vocabulary defined on the pages ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun's story so far since returning home ▪ Witness, remember your task is to pay very close attention and remember details about what your group shared ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using group member's names
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
Assessment:	
<ul style="list-style-type: none"> ▪ Witnessing – Teacher Observation Chart (Appendix A, Item 5) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Students can write their own reflective question and have a peer respond to it ▪ Students may begin exploring the writing process and start formally editing and revising their written work, with or without assistance from peers 	

Orange Shirt Day – Grade Five

Lesson 7: A Stranger at Home – Chapter Six

Time: 40 Minutes

<p>Objective:</p> <ul style="list-style-type: none"> ▪ To explore how Olemaun feels returning home and how her community responds to people from outside the community
<p>Program of Studies Objectives:</p> <p>1.1 Discover and Explore</p> <p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> ▪ use appropriate prior knowledge and experiences to make sense of new ideas and information ▪ read, write, represent and talk to explore personal understandings of new ideas and information <p>2.2 Respond to Text</p> <p>Experience various texts</p> <ul style="list-style-type: none"> ▪ experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers ▪ express points of view about oral, print and other media text ▪ make connections between fictional texts and historical event <p>Construct meaning from texts</p> <ul style="list-style-type: none"> ▪ support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts <p>3.1 Plan and Focus</p> <p>Focus attention</p> <ul style="list-style-type: none"> ▪ summarize important ideas in oral, print and other media texts and express opinions about them <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> ▪ communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues <p>5.1 Respect Others and Strengthen Community</p> <p>Appreciate diversity</p> <ul style="list-style-type: none"> ▪ discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Copy of <i>Stranger at Home</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Computers or tablets to allow for student voice or video recording
<p>Students' Prior Knowledge:</p> <ul style="list-style-type: none"> ▪ Understanding of chapter 5 from previous class

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Have students review and summarize the events of the previous chapter with a partner
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter 6 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun's story so far ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member's names
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
Assessment:	
<ul style="list-style-type: none"> ▪ Witnessing - Teacher Observations Chart (Appendix A, Item 5) ▪ <i>Stranger at Home</i> Reflective Writing Rubric (Appendix A, Item 8) ▪ Formative assessment could continue to be given for all reflective writing prior to the final assignment 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Student's could respond to the question <ul style="list-style-type: none"> ○ Do you think the Du-bil-ak leaving is important? Explain. ▪ Students can write their own reflective question and have a peer respond to it ▪ Students may begin exploring the writing process and start formally editing and revising their written work, with or without assistance from peers 	

Orange Shirt Day – Grade Five

Lesson 8: A Stranger at Home – Chapter Seven

Time: 40 Minutes

Objective:

- To explore how Olemaun feels returning home and how her community responds to people from outside the community

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information

2.2 Respond to Text

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- express points of view about oral, print and other media text
- make connections between fictional texts and historical event

Construct meaning from texts

- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

3.1 Plan and Focus

Focus attention

- summarize important ideas in oral, print and other media texts and express opinions about them

3.4 Share and Review

Share ideas and information

- communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

Materials:

- Copy of *A Stranger at Home* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- Computers or tablets to allow for student voice or video recording

Students' Prior Knowledge:

- An understanding of the events of the novel up to chapter 6

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Review the events of chapter 6 together as a class
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter 7 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun's story so far ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member's names
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
Assessment:	
<ul style="list-style-type: none"> ▪ Witnessing – Teacher Observation Chart (Appendix A, Item 5) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Student's could respond to the question <ul style="list-style-type: none"> ○ How did her dad "nurture Olemaun instead of chastising Margaret"? Explain. ▪ Students can write their own reflective question and have a peer respond to it ▪ Students may begin exploring the writing process and start formally editing and revising their written work, with or without assistance from peers 	

Orange Shirt Day – Grade Five

Lesson 9: A Stranger at Home – Chapter Eight

Time: 40 Minutes

<p>Objective:</p> <ul style="list-style-type: none"> ▪ To explore how Olemaun feels returning home and how her community responds to people from outside the community
<p>Program of Studies Objectives:</p> <p>1.1 Discover and Explore</p> <p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> ▪ use appropriate prior knowledge and experiences to make sense of new ideas and information ▪ read, write, represent and talk to explore personal understandings of new ideas and information <p>2.2 Respond to Text</p> <p>Experience various texts</p> <ul style="list-style-type: none"> ▪ experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers ▪ express points of view about oral, print and other media text ▪ make connections between fictional texts and historical event <p>Construct meaning from texts</p> <ul style="list-style-type: none"> ▪ support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts <p>3.1 Plan and Focus</p> <p>Focus attention</p> <ul style="list-style-type: none"> ▪ summarize important ideas in oral, print and other media texts and express opinions about them <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> ▪ communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues <p>5.1 Respect Others and Strengthen Community</p> <p>Appreciate diversity</p> <ul style="list-style-type: none"> ▪ discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Copy of <i>A Stranger at Home</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton ▪ Computers or tablets to allow for student voice or video recording
<p>Students' Prior Knowledge:</p> <ul style="list-style-type: none"> ▪ Review and ensure understanding of the previous chapter

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Have the students review the events of chapter 7 together as a class
20 mins.	<ul style="list-style-type: none"> ▪ Read chapter 8 aloud ▪ Stop to explain the vocabulary defined on the pages and flip to the pictures indicated at the back of the book ▪ Answer any additional student questions and model good reading habits to the class based on your program
15 mins.	<ul style="list-style-type: none"> ▪ Decide who will act as witness today ▪ The other members of the group must take turns to share what they have learned so far and how they are feeling about what has happened in Olemaun's story so far ▪ Witness, remember your task is to pay very close attention and remember the details about what your group shared ▪ Once the group discussion is done the witness has time to do a voice or video recording sharing the thoughts and feelings of the group without using the group member's names
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students who need assistance with how to use the recording equipment may be paired with a witness from another group for support ▪ Some students may require the support of an educational assistant or teacher (if available) to help with the recording 	
Assessment:	
<ul style="list-style-type: none"> ▪ Witnessing - Teacher Observation Chart (Appendix A, Item 5) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ No specific teacher resources in addition to the novel for this lesson ▪ http://www.orangeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Student's could respond to the question <ul style="list-style-type: none"> ○ How did it make you feel to learn that Olemaun's mother learned to write her own name? Why did you feel that way? ▪ Students can write their own reflective question and have a peer respond to it ▪ Students may begin exploring the writing process and start formally editing and revising their written work, with or without assistance from peers 	

Orange Shirt Day – Grade Five

Lesson 10: A Stranger at Home – Wrap Up

Time: 70 Minutes

Objective:

- To explore how Olemaun feels returning home and how her community responds to people from outside the community
- To extend our understanding similar impacts others who attended residential schools may have felt
- To begin to examine why Orange Shirt Day is observed in our school

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information

2.2 Respond to Text

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- express points of view about oral, print and other media text
- make connections between fictional texts and historical event

Construct meaning from texts

- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

3.1 Plan and Focus

Focus attention

- summarize important ideas in oral, print and other media texts and express opinions about them

3.4 Share and Review

Share ideas and information

- communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

Materials:

- Computers or tablets to allow for students to watch/listen to the witnesses' accounts of their groups learning journey
- Possible 'talking stick' or other object to be used in sharing circle

Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Review the events of the novel together ▪ Understanding of how to use technology 	
Activities:	
<i>Time</i>	<i>Activity</i>
10 mins	<ul style="list-style-type: none"> ▪ As a class review the events of the book together
30 mins.	<ul style="list-style-type: none"> ▪ Allow groups to revisit their witness recordings and listen back to the learning journey their group has taken as they prepare for the final discussion circle
30 mins.	<ul style="list-style-type: none"> ▪ Sit in a circle with everyone on the floor together and establish the rules of a discussion circle for your class <ul style="list-style-type: none"> ○ Everyone will get a chance to speak ○ Only one speaker at a time ○ No feelings or thoughts are wrong or silly ○ The feelings and ideas shared in the circle will not be brought up again outside of the classroom ▪ Go around the class sharing feelings and learning from the book
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students who require more support with group work can access a teacher or educational assistant (if available) to help them through this work. 	
Assessment:	
<ul style="list-style-type: none"> ▪ Discussion/Sharing Circle – Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf -information about traditional sharing circles to help guide your discussion circle ▪ http://www.angeshirtday.org/ - Information on Orange Shirt Day ▪ http://www.annickpress.com/author/Margaret-Pokiak-Fenton - Author Information 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Students can represent a scene from <i>A Stranger at Home</i> that they felt had great meaning ▪ Students could write on a paper orange shirt what they would want to say to a residential school survivor now that they have finished reading <i>Stranger at Home</i> and understand the challenges survivors faced returning home 	



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Orange Shirt Day – Grade Six

Lesson 1: Review of Sharing Circle and Witnessing Protocols

Time: 40 Minutes

<p>Objective:</p> <ul style="list-style-type: none"> ▪ Review of sharing circle and witnessing protocol from previous year.
<p>Program of Studies Objectives:</p> <p>1.1 Discover and Explore</p> <p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> ▪ engage in exploratory communication to share personal responses and develop own interpretations <p>2.2 Respond to Texts</p> <p>Experience Various Texts</p> <ul style="list-style-type: none"> ▪ experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances ▪ make connections between own life and characters and ideas in oral, print and other media texts <p>4.3 Present and Share</p> <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> ▪ demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication <p>5.1 Respect Others and Strengthen Community</p> <p>Appreciate diversity</p> <ul style="list-style-type: none"> ▪ share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts <p>Use Language to Show Respect</p> <ul style="list-style-type: none"> ▪ demonstrate respect by choosing appropriate language and tone in oral, print and other media texts
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Copy of <i>You Hold Me Up</i> by Monique Gray Smith and Danielle Daniel ▪ Possible item to be used as a talking stick – if doing a sharing circle ▪ iPads or computers to record video or audio statement made by the witness at the end of group sharing – if using witnessing as a method this lesson
<p>Students' Prior Knowledge:</p> <ul style="list-style-type: none"> ▪ Students have been introduced to the sharing circle since kindergarten lessons and have used witnessing in grades 4 and 5 as ways to communicate and document their learning journey within groups or class.

Activities:	
<i>Time</i>	<i>Activity</i>
15 mins	<ul style="list-style-type: none"> ▪ Review the concept and protocol of a sharing circle and of witnessing from the previous year
5 mins.	<ul style="list-style-type: none"> ▪ Read <i>You Hold Me Up</i> aloud to the class
20 mins.	<ul style="list-style-type: none"> ▪ Ask students to reflect on how they hold others up and how others can hold them up, and why they think we read this book at the beginning of the year ▪ Use a sharing circle, witnessing, or a combination of the two to help students express and acknowledge their thoughts
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ If this is overwhelming for the entire class to do together break students into smaller groups ▪ Allow students to select the method they would like to use for sharing their insights and then determine groupings 	
Assessment:	
<ul style="list-style-type: none"> ▪ Prior Knowledge Teacher Observation Chart (Appendix A, Item 4) ▪ Witnessing Teacher Observation Chart (Appendix A, Item 5) ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf -information about traditional sharing circles to help guide your discussion circle ▪ <i>The Sharing Circle: Stories about First Nations Culture</i> by Theresa Meuse-Dallien, illustrations by Arthur Stevens – ‘The Talking Circle’ pg. 31 <ul style="list-style-type: none"> ○ This section of the book can be shared with the class or provide the teacher with some ideas for how to explain why the class, or individuals, can select the talking stick ▪ http://www.ouelderstories.com/publications/ - articles explaining the role of witness within Indigenous storytelling in Canada 	
Extension Activities:	
<ul style="list-style-type: none"> ▪ Students could create a visual representation of them holding up others and of others holding them up – this could be done to meet a representation objective in language arts of using specific art techniques to fulfill objectives from within the Art program of studies 	

Orange Shirt Day – Grade Six

Lesson 2: Past and Present Views on Residential Schooling

Time: 40 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ For students to see information that was shared with Canadian public about residential schooling in the 1950s. 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ engage in exploratory communication to share personal responses and develop own interpretations 	
2.2 Respond to Texts	
Experience Various Texts	
<ul style="list-style-type: none"> ▪ experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances ▪ explain own point of view about oral, print and other media texts ▪ discuss the author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose 	
4.3 Present and Share	
Use effective oral and visual communication	
<ul style="list-style-type: none"> ▪ demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication 	
5.1 Respect Others and Strengthen Community	
Use Language to Show Respect	
<ul style="list-style-type: none"> ▪ demonstrate respect by choosing appropriate language and tone in oral, print and other media texts 	
Materials:	
<ul style="list-style-type: none"> ▪ SmartBoard or Projector to show video ▪ Laptop and access to CBC Archives video ▪ Possible object for ‘talking stick’ 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of the protocols of a sharing circle ▪ Knowledge of Indigenous youth attending residential schools 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	Show the class CBC Newsmagazine. (1955). ‘A new future’ for children at James Bay residential school. Retrieved from https://www.cbc.ca/player/play/2565484259 (https://www.youtube.com/watch?v=s_V4d7sXoqU – if the above link doesn’t work)

10 mins.	<ul style="list-style-type: none"> ▪ Ask students “Who do you think the video was intended for? Why?”, “How old do you think the video was? Why?”, “What message was the video trying to send?”, “What stuck out in your mind from this video?” ▪ Have students independently journal, either visually or in words, to allow them to collect their thoughts about the video prior to the sharing circle
25 mins.	<ul style="list-style-type: none"> ▪ Before starting the sharing circle, tell students the date of the video ▪ Ask students to share their reflections on at least one of the remaining questions you posed to them during independent journaling time
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ Students could be allowed to brainstorm in small groups prior to doing their journaling ▪ Students who struggle with written output and fine motor skills could use speech to text to document and organize their thinking prior to the sharing circle 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item1) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf -information about traditional sharing circles to help guide your discussion circle ▪ <i>The Sharing Circle: Stories about First Nations Culture</i> by Theresa Meuse-Dallien, illustrations by Arthur Stevens – ‘The Talking Circle’ pg. 31 <ul style="list-style-type: none"> ○ This section of the book can be shared with the class or provide the teacher with some ideas for how to explain why the class, or individuals, can select the talking stick 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Students could write a letter to the maker of the film sharing their thoughts on what they saw in the video and other knowledge they have about residential schooling 	

Orange Shirt Day – Grade Six

Lesson 3: Past and Present Views on Residential Schooling

Time: 25 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ To allow students to experience a different expression of residential schooling from 2016 and connect to the mood and emotion present in the song. 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ engage in exploratory communication to share personal responses and develop own interpretations ▪ engage in exploratory communication to share personal responses and develop own interpretations 	
2.2 Respond to Texts	
Experience Various Texts	
<ul style="list-style-type: none"> ▪ experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances ▪ explain own point of view about oral, print and other media texts ▪ discuss the author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose 	
4.3 Present and Share	
Demonstrate attentive listening and viewing	
<ul style="list-style-type: none"> ▪ identify the tone, mood and emotion conveyed in oral and visual presentations 	
Materials:	
<ul style="list-style-type: none"> ▪ Laptop and speakers to play audio only ▪ Smartboard or Projector to show lyrics ▪ Visual journals or blank paper for student representations ▪ Song Lyrics for “The Stranger” (Appendix B, Item1) 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ An understanding of what residential schooling 	
Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> ▪ Play the audio only for Gord Downie’s song “The Stranger”. https://www.secretpath.ca/ ▪ Show Lyrics for students to follow along with if they would like
20mins.	<ul style="list-style-type: none"> ▪ After the initial listening have students draw an image, either abstract or not, to represent the mood and feeling that the song expresses ▪ While students are drawing you may play the song a few additional times
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Students who are sensitive to sound can listen with headphones and lyrics directly in front of them to control the volume and maintain focus 	

<ul style="list-style-type: none">▪ Students who struggle with drawing may be provided the opportunity to use words to augment their drawing or to write explaining the image that they saw in their head while listening to the song
Assessment: <ul style="list-style-type: none">▪ Representation Rubric (Appendix A, Item 9)
Teacher Resources: <ul style="list-style-type: none">▪ No specific teacher resources required for this lesson
Extension Activities: <ul style="list-style-type: none">▪ Students could do a written piece to accompany their drawing▪ Student drawings could be used as inspiration to create an Art project focusing on specific learning objectives in the Art program of studies

Orange Shirt Day – Grade Six

Lesson 4: Past and Present Views on Residential Schooling

Time: 35 Minutes

Objective:

- Continue to explore the way information about residential schooling can be shared through song and animation to convey emotion

Program of Studies Objectives:

1.1 Discover and Explore

Express ideas and develop understanding

- engage in exploratory communication to share personal responses and develop own interpretations
- engage in exploratory communication to share personal responses and develop own interpretations

2.2 Respond to Texts

Experience Various Texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose

4.3 Present and Share

Use effective oral and visual communication

- demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication

Demonstrate attentive listening and viewing

- identify the tone, mood and emotion conveyed in oral and visual presentations

5.1 Respect Others and Strengthen Community

Appreciate diversity

- share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts

Use Language to Show Respect

- demonstrate respect by choosing appropriate language and tone in oral, print and other media texts

Materials:

- SmartBoard or Projector and speakers
- Laptop

Students' Prior Knowledge:

- Understanding of the emotion in the song (without having seen the images) from the previous lesson

Activities:	
<i>Time</i>	<i>Activity</i>
5 mins	<ul style="list-style-type: none"> Play the video (including audio) for Gord Downie’s song “The Stranger”. https://www.secretpath.ca/
20 mins.	<ul style="list-style-type: none"> Divide students into small groups of 4 or 5 Ask students to discuss how this story is different from the story they saw presented in ‘<i>A new future for children at James Bay residential school</i>’ It may be beneficial to direct students back to their writing/images from the day they watched the video
15 mins.	<ul style="list-style-type: none"> Bring the class back together and have each group share their thinking around how the two videos they have watched are different If time permits, ask students what they think the reason is for these differences
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> Create smaller groups or partners for students who struggle with group work Provide class 5 minutes to go back over their writing/images about the video ‘<i>A new future for children at James Bay residential school</i>’ Use the talking circle structure in groups and as a whole class to share ideas if a free-flowing conversation is too open 	
Assessment:	
<ul style="list-style-type: none"> Class Discussion – Teacher Observation Chart (Appendix A, Item 6) 	
Teacher Resources:	
<ul style="list-style-type: none"> No specific teacher resources required for this lesson 	
Extension Activities:	
<ul style="list-style-type: none"> Students could complete Venn diagrams within their groups comparing in similarities and differences in the two different viewings Students could explore, in greater depth, possible reasons for the differences between the video from 1955 and the video from 2016 exist 	

Orange Shirt Day – Grade Six

Lesson 5: Past and Present Views on Residential Schooling

Time: 40 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ Connect the learning from the ‘<i>A new future</i>’ for the students at James Bay residential school and from “<i>The Stranger</i>” to Orange Shirt Day to help deepen student understanding of why Orange Shirt Day is observed 	
Program of Studies Objectives:	
1.1 Discover and Explore	
Express ideas and develop understanding	
<ul style="list-style-type: none"> ▪ engage in exploratory communication to share personal responses and develop own interpretations 	
2.2 Respond to Texts	
Experience Various Texts	
<ul style="list-style-type: none"> ▪ experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances ▪ explain own point of view about oral, print and other media texts ▪ discuss the author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose 	
4.3 Present and Share	
Use effective oral and visual communication	
<ul style="list-style-type: none"> ▪ demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication 	
5.1 Respect Others and Strengthen Community	
Use Language to Show Respect	
<ul style="list-style-type: none"> ▪ demonstrate respect by choosing appropriate language and tone in oral, print and other media texts 	
Materials:	
<ul style="list-style-type: none"> ▪ SmartBoard/projector and speakers ▪ laptop ▪ Potentially something to be used as a ‘talking stick’ 	
Students’ Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of the video ‘<i>A new future</i>’ for students at James Bay residential School and “<i>The Stranger</i>” from previous lessons ▪ Understanding of protocol for sharing circles 	
Activities:	
<i>Time</i>	<i>Activity</i>
10 mins	<ul style="list-style-type: none"> ▪ For one final time show the video ‘<i>A new future</i>’ for students at James Bay residential school and “<i>The Stranger</i>” to the class
5 mins.	<ul style="list-style-type: none"> ▪ Read through the questions, and possibly posting them on the board <ul style="list-style-type: none"> ○ Why do you think we observe Orange Shirt Day?

	<ul style="list-style-type: none"> ○ Why should we acknowledge moments of our country's past that are hurtful? ○ Is there benefit to looking back on something that was painful for so many?
25 mins.	<ul style="list-style-type: none"> ▪ Use a sharing circle to begin exploring answers to these questions ▪ If needed, switch to a class discussion to continue exploring student viewpoints
<p>Possible Accommodations and Modifications:</p> <ul style="list-style-type: none"> ▪ If sharing circles are challenging for some students, they could be provided the opportunity to do a piece of writing to express their thoughts on one or more of the questions above 	
<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Discussion/Sharing Circle Teacher Observation Chart (Appendix A, Item 1) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf -information about traditional sharing circles to help guide your discussion circle ▪ <i>The Sharing Circle: Stories about First Nations Culture</i> by Theresa Meuse-Dallien, illustrations by Arthur Stevens – 'The Talking Circle' pg. 31 <ul style="list-style-type: none"> ○ This section of the book can be shared with the class or provide the teacher with some ideas for how to explain why the class, or individuals, can select the talking stick ▪ http://www.orangeshirtday.org/ - Orange Shirt Day Information 	
<p>Extension Activities:</p> <ul style="list-style-type: none"> ▪ Have students create posters, or other promotional materials, for around the school to help share the message of why Orange Shirt Day is important 	



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Orange Shirt Day – Whole School Activities
September 30th (or alternate day when necessary)
Time: 30 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ In an age appropriate way, students are able to share about their learning connected to Orange Shirt Day and see the learning of others in the school. 	
Materials:	
<ul style="list-style-type: none"> ▪ Circles for each student (Appendix B, Item 2) ▪ Pencil crayons and markers ▪ Scissors 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of the grade level Orange Shirt Day lessons completed at each grade level. 	
Activities:	
<i>Time</i>	<i>Activity</i>
10 mins	<ul style="list-style-type: none"> ▪ Reiterate the meaning of Orange Shirt Day and the slogan “Every Child Matters” ▪ Remind students of the activities they completed leading up to the day
20 mins.	<ul style="list-style-type: none"> ▪ Every student will get a circle. In that circle students are to use words and/or pictures to explain what it means to matter. ▪ Students are encouraged to use colours to help them convey meaning ▪ Student name, date, and classroom should be written on the back of their circle
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Use a sharing circle at the beginning to allow students to access their individual learning and share their thoughts prior to completing their circle ▪ Teachers are encouraged to participate in this activity 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://www.angeshirtday.org/ - Orange Shirt Day Information 	
Helpful Tips:	
<ul style="list-style-type: none"> ▪ Have older classes help young grades cut out their circles so the activity ▪ Circles could be colour coded by grade level to make returning of circles easier ▪ Designate an area where the circles will be hung. Post the question “What does it mean to matter” and have each class hang their circles in this area 	

Orange Shirt Day – Whole School Activities
September 30th (or alternate day when necessary)
Time: 30 Minutes

Objective:	
<ul style="list-style-type: none"> ▪ In an age appropriate way, students are able to share about their learning connected to Orange Shirt Day and see the learning of others in the school. 	
Materials:	
<ul style="list-style-type: none"> ▪ T-Shirt template for each student (Appendix B, Item 2) ▪ Pencil crayons and markers ▪ Scissors 	
Students' Prior Knowledge:	
<ul style="list-style-type: none"> ▪ Understanding of the grade level Orange Shirt Day lessons completed at each grade level. 	
Activities:	
<i>Time</i>	<i>Activity</i>
10 mins	<ul style="list-style-type: none"> ▪ Reiterate the meaning of Orange Shirt Day and the slogan “Every Child Matters” ▪ Remind students of the activities they completed leading up to the day
20 mins.	<ul style="list-style-type: none"> ▪ Every student will get a t-shirt template. In that t-shirt students are to use words and/or pictures to explain what Orange Shirt Day means to them. ▪ Students are encouraged to use colours to help them convey meaning ▪ Student name, date, and classroom should be written on the back of their circle
Possible Accommodations and Modifications:	
<ul style="list-style-type: none"> ▪ Use a sharing circle at the beginning to allow students to access their individual learning and share their thoughts prior to completing their circle ▪ Teachers are encouraged to participate in this activity 	
Teacher Resources:	
<ul style="list-style-type: none"> ▪ http://www.angeshirtday.org/ - Orange Shirt Day Information 	
Helpful Tips:	
<ul style="list-style-type: none"> ▪ Have older classes help young grades cut out their t-shirts ▪ Display t-shirts at entrance of school with the title “Orange Shirt Day” or “Orange Shirt Day Means” posted ▪ Schools could use one of the designs and have orange shirts with the design made and sold for the following year’s Orange Shirt Day. (Shirts should not be sold to make a profit) 	



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Appendix A – Assessment Materials

Table of Contents

1. Discussion/Sharing Circle – Teacher Observation Chart
2. Kindergarten to Grade 3 Representation Rubric
3. *When We Were Alone* Reflective Writing Rubric
4. Prior Knowledge – Teacher Observation Chart
5. Witnessing – Teacher Observation Chart
6. Class Discussion – Teacher Observation Chart
7. *Fatty Legs* Reflective Writing Rubric
8. *A Stranger at Home* Reflective Writing Rubric
9. Grade 4 to 6 Representation Rubric

Discussion/Sharing Circle - Teacher Observation Chart

Class: _____

Date: _____

Student	Anecdotal Comment or Quote from Student

Representation Rubric

Name: _____ Date: _____ Class: _____

Improvements 	Criteria 	Excellent 
	Three different images that express what matters to the student.	
	Able to make out images with asking a few simple questions for clarification. (Ex. Is the girl in the picture looks very young? Is it your little sister?)	

Teacher Comments and Suggestions for Growth:

Representation Rubric

Name: _____ Date: _____ Class: _____

Improvements 	Criteria 	Excellent 
	Three different images that express what matters to the student.	
	Able to make out images with asking a few simple questions for clarification. (Ex. Is the girl in the picture looks very young? Is it your little sister?)	

Teacher Comments and Suggestions for Growth:

When We Were Alone
Reflective Writing Rubric

Student Name: _____

Date: _____

Improvements	Criteria	Excellent
	Response to question is focused and on topic. An answer to the question is clearly provided by the writer.	
	Writer develops their answer connecting their emotions to the events of the story.	

Teacher Comments and Suggestions for Growth:

When We Were Alone
Reflective Writing Rubric

Student Name: _____

Date: _____

Improvements	Criteria	Excellent
	Response to question is focused and on topic. An answer to the question is clearly provided by the writer.	
	Writer develops their answer connecting their emotions to the events of the story.	

Teacher Comments and Suggestions for Growth:

Prior Knowledge - Teacher Observation Chart

Class: _____

Date: _____

Group	Prior Knowledge Comment	Group Dynamics Comments

Class Discussion - Teacher Observation Chart

Class: _____

Date: _____

Student	Anecdotal Comment or Quote from Student

Witnessing - Teacher Observation Chart

Class: _____

Date: _____

Group	Feelings and Ideas Shared	Collaboration of the Group

Prior Knowledge - Teacher Observation Chart

Class: _____

Date: _____

Group	Prior Knowledge Comment	Group Dynamics Comments

Fatty Legs
Reflective Writing Rubric

Student Name: _____

Date: _____

Improvements	Criteria	Excellent
	Response to question is focused and on topic. An answer to the question is clearly provided by the writer.	
	Writer develops their answer with specific information from the text to explain why they think or feel the way that they do.	

Teacher Comments and Suggestions for Growth:

Fatty Legs
Reflective Writing Rubric

Student Name: _____

Date: _____

Improvements	Criteria	Excellent
	Response to question is focused and on topic. An answer to the question is clearly provided by the writer.	
	Writer develops their answer with specific information from the text to explain why they think or feel the way that they do.	

Teacher Comments and Suggestions for Growth:

A Stranger At Home
Reflective Writing Rubric

Student Name: _____

Date: _____

Improvements	Criteria	Excellent
	Response to question is focused and on topic. An answer to the question is clearly provided by the writer.	
	Writer develops their answer with specific information from the text to explain why they think or feel the way that they do.	

Teacher Comments and Suggestions for Growth:

A Stranger At Home
Reflective Writing Rubric

Student Name: _____

Date: _____

Improvements	Criteria	Excellent
	Response to question is focused and on topic. An answer to the question is clearly provided by the writer.	
	Writer develops their answer with specific information from the text to explain why they think or feel the way that they do.	

Teacher Comments and Suggestions for Growth:

Representation Rubric

Name: _____ Date: _____ Class: _____

Improvements	Criteria	Excellent
	Elements of emotion are clearly depicted in student representation through use of appropriate images and colours	
	Representation connects to the meaning behind the lyrics of the song listened to	

Teacher Comments and Suggestions for Growth:

Representation Rubric

Name: _____ Date: _____ Class: _____

Improvements	Criteria	Excellent
	Elements of emotion are clearly depicted in student representation through use of appropriate images and colours	
	Representation connects to the meaning behind the lyrics of the song listened to	

Teacher Comments and Suggestions for Growth:



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Appendix B – Lesson Materials

Table of Contents

1. Lyrics Sheet *The Stranger* by Gord Downie
2. Circle Template
3. T-Shirt Template

The Stranger
By Gord Downie

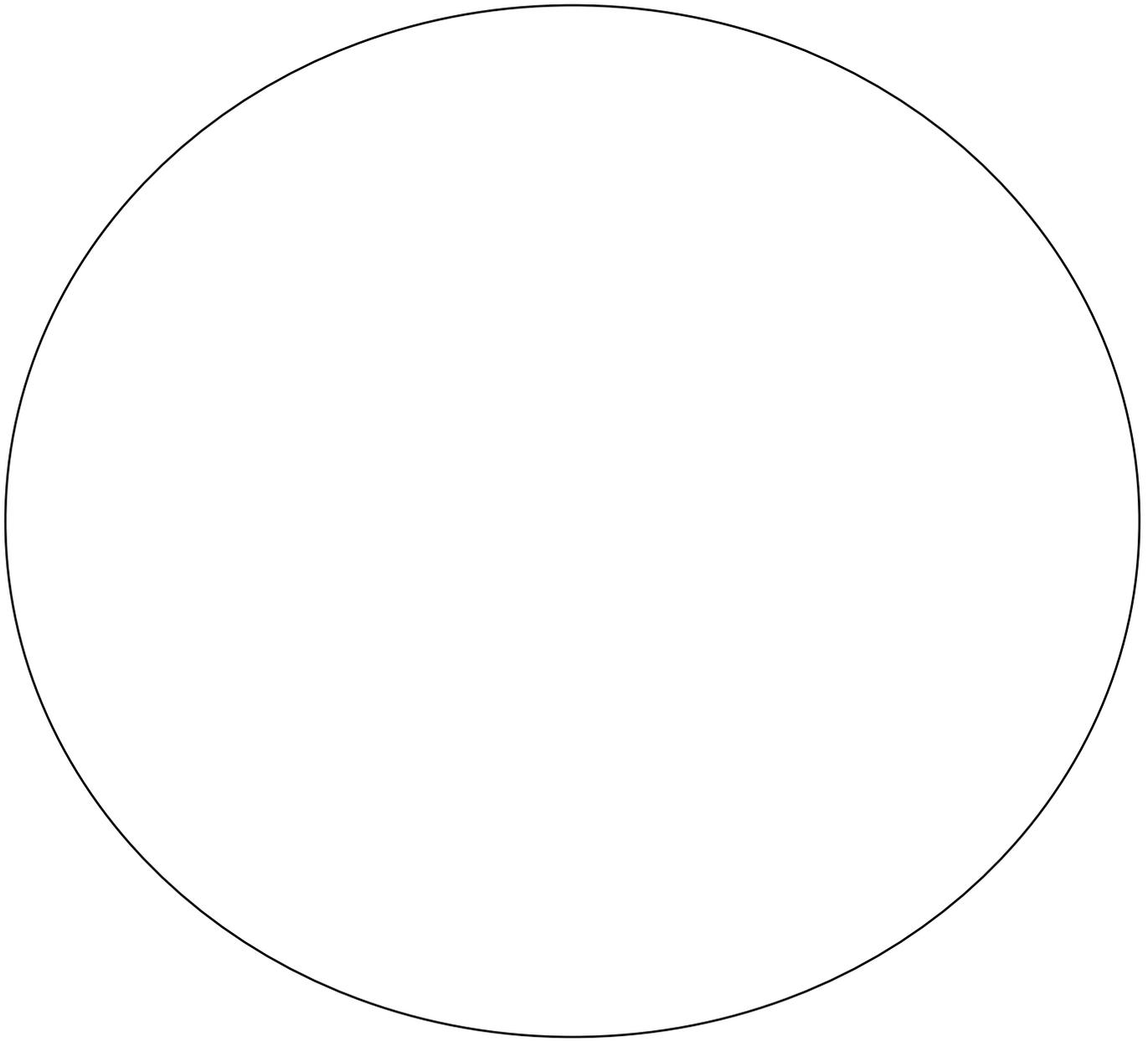
(Lyrics found at <http://www.metrolyrics.com/the-stranger-lyrics-gordon-downie.html>)

I am a stranger
You can't see me
I am a stranger
Do you know what I mean?
I navigate the mud
I walk above the path
Jumpin' to the right
Then I jump to the left
On a secret path
The one that nobody knows
And I'm moving fast
On the path that nobody knows

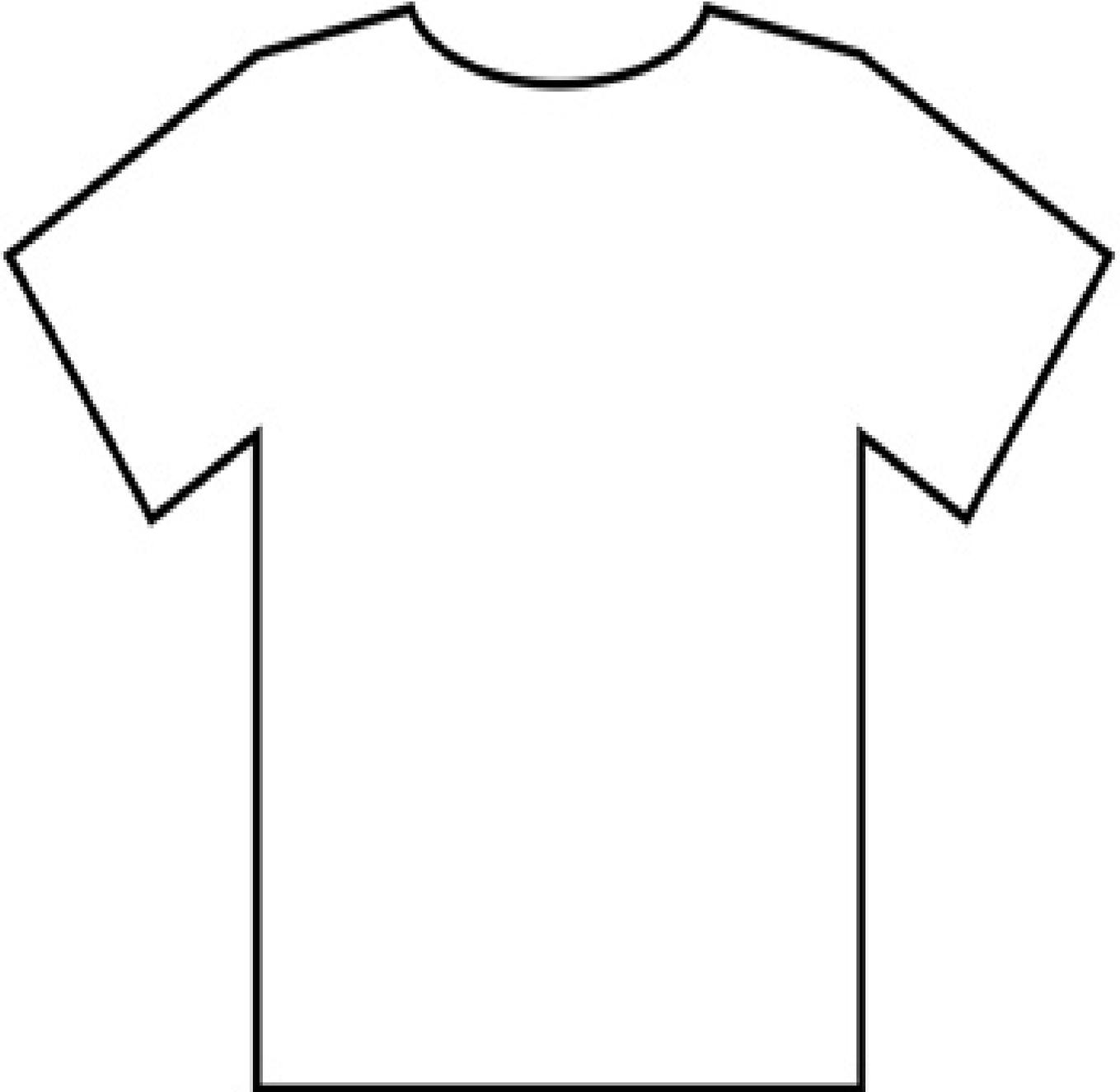
And what I'm feelin'
Is anyone's guess
What is in my head
And what's in my chest
I'm not gonna stop
I'm just catching my breath
They're not gonna stop
Please just let me catch my breath
I am the stranger
You can't see me
I am the stranger
Do you know what I mean?
That is not my dad
My dad is not a wild man
Doesn't even drink
My dad, he's not a wild man
On a secret path
The one that nobody knows

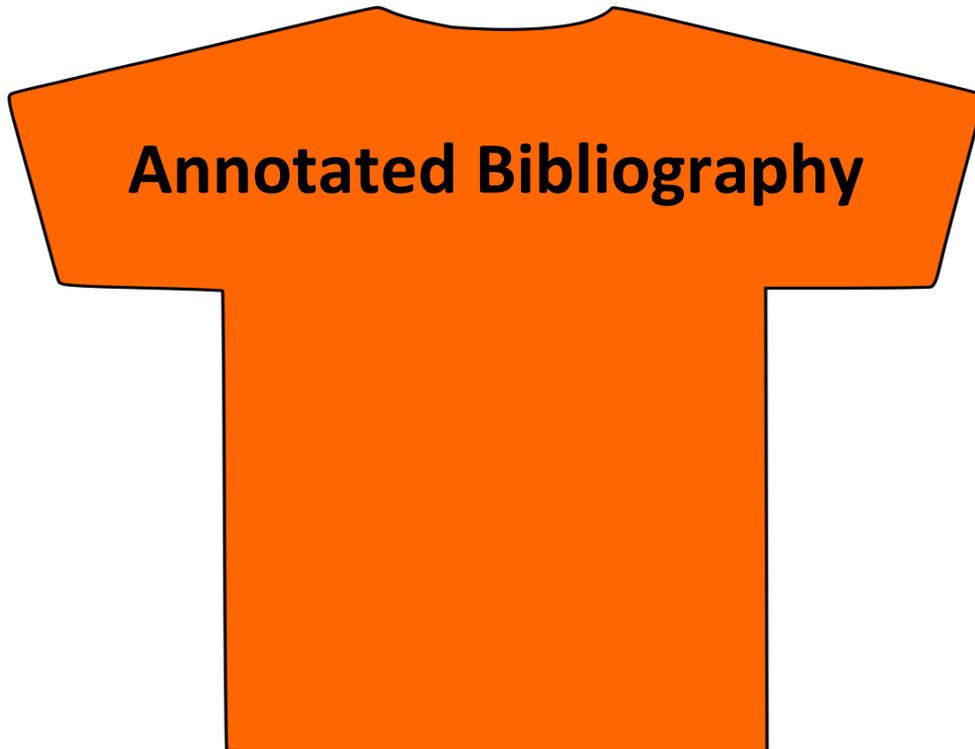
And I'm moving fast
On the path that nobody knows
I am a stranger
I am a stranger
I am a stranger
I am a stranger

Circle Template



T-Shirt Template





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Annotated Bibliography by Grade

The annotated bibliography has been organized by grade to include all literature and resources in hopes that it will be easier for teachers to access information

All Grades

Gray Smith, M. & Daniel, D. (2017). *You Hold Me Up*. United States: Orca Book Publishers.

- Gray Smith is a Cree/Lakota/Scottish author who has written a number of books that speak to the strength and resiliency of Indigenous peoples, many of which could be used in elementary classrooms.

Laresen-Jonasson, T. & Von Innerebner, J. (2016). *The Sharing Circle*. Victoria, B.C.: Medicine Wheel Education Inc.

- Written by Cree/Danish/Métis author, this is a story of two foxes who got into a fight and created tension among all the animals. The sharing circle was a way for everyone to share how they felt, how they thought they could help, or offering suggestions. The message being taught is to be respectful, sit still and listen. Everyone gets a turn, and no one is forced to speak.

Meuse-Dallien, T. & Stevens, A. (2003). *The Sharing Circle Stories about First Nations Culture*. Halifax, N.S.: Nimbus Publishing

- Written by a Mi'kmaw author, this book is divided into the following sections: The Eagle Feather, The Sacred Herbs, The Medicine Pouch, The Dream Catcher, The Talking Circle, The Medicine Wheel, and The Drum

Murphy, R. (2015). *About Sharing Circles*. Retrieved from http://ravenspeaks.ca/wp-content/uploads/2012/04/Sharing_Circle_Instructions_ELEMENTARY.pdf

- [Information about protocols for sharing circles.](#)

Orange Shirt Day Society. (2018) Retrieved from <http://www.orangeshirtday.org/>

- Information about Orange Shirt Day and its creator.

Kindergarten

Gamble, A. (2017). *Good Night Families*. Reynosa, Mexico.: Good Night Books

- Written by the American author of the *Good Night World* series, this book has children greeting and meeting all different types of families.

Gray Smith, M. & Flett, J. (2016). *My Heart Fills With Happiness*. New York, NY.: Scholastic Inc.

- Written by Cree/Lakota/Scottish author, this book emphasises the different things that can fill a person's heart with happiness

Krouse Rosenthal, A. & White, T. (2016). *That's Me Loving You*. New York, USA: Random House Children's Books.

- Written by an American children's author, this is a story about how loving someone and having them matter doesn't always mean being together

Scanlon, L. & Frazee, M. (2009). *All the World*. New York, NY.: Little Simon.

- Written by an American children's author, this book places focus on how all people contribute to the world. Identifying that families and people are different and different things are important to different people and that is okay

Grade 1

Alexie, S. & Morales, Y. (2016). *Thunder Boy Jr*. New York, NY.: Little, Brown and Company

- Written by an American Indian author, born of Salish parents, this story is about a young boy not liking his name and wanting it changed.

Ancona, G. (2015). *Can We Help? Kids Volunteering to Help their Communities*. Somerville, MA.: Candlewick Press.

- Written by an American photo essayist and creator of photo-illustrated children's picture books, this book showcases various ways that youth can volunteer and get involved in helping their community

Daniel, D. (2015). *Sometimes I Feel Like a Fox*. Toronto, ON.: Groundwood Books

- Written by Métis author and illustrator from Ontario, this book shows different characteristics that go with different animals – in the notes at the back there is an explanation of Anishinaabe clans and how the community is structured.

Government of Canada. (2000). *Learn About Aboriginal Names*. Retrieved from https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach_lr_ks_rrds_nam_1302786670471_eng.pdf

- Touches on naming traditions in some Canadian Indigenous communities.

Lamothe, M. (2017). *This Is How We Do It: One Day in the Life of Seven Kids from Around the World*. San Francisco, CA.: Chronicle Books

- Written by an American author and illustrator, this book is a great way to look at how all people are the same and different. Starts with "This is me" – introductions of kids from around the world. Followed by "This is where I live", "This is who I live with", "This is what I wear to school", "This is what I eat for breakfast", "This is how I go to school",

“This is my teacher”, “This is how we learn”, “This is how I spell my name”, “This is what I eat for lunch”, “This is how I play”, “This is how I help”, “This is how we eat dinner”, “This is what I do in the evening”, “This is where I sleep”, “This is my night sky” (the same for everyone), Pictures of the actual families at the back of the book.

Pocket Cultures. (2011). *Naming children: traditions in 13 countries around the world*. Retrieved from <http://pocketcultures.com/2011/04/13/children-naming-traditions/>

- Information about different naming traditions around the world.

Grade 2

Campbell, N.I. & Flett, J. (2017). *A Day with Yayah*. Vancouver BC.: Tradewind Books

- Written by an Interior Salish/Métis author, this is a story of a young girl gathering with her grandmother and family while learning about her culture and language. There is a glossary at the back of the book to assist with pronunciation.

Joose, B. & Lavalley, B. (1991). *Mama, Do You Love Me?* San Francisco, CA.: Chronicle Books LLC

- Written by an American author, this story is about a mother’s unconditional love for her child.

Kallik, C. & Neonakis, A. (2014). *Sweetest Kulu*. Toronto, On.: Inhabit Media Inc.

- Written by Nunavut teacher and author, this is a story about all the gifts and teachings little Kulu will get from the animals and nature around him based on Inuit culture.

Merino, G. (2013). *The Crocodile Who Didn’t Like Water*. London, ENG.: Macmillan Children’s Books

- Written and illustrated by a Catalonian author, this book is about a little “crocodile” who doesn’t fit in no matter how hard he tries.

Grade 3

Calgary Board of Education. (2019). *Indigenous Celebrations and Ceremonies*. Retrieved from <http://school.cbe.ab.ca/school/niitsitapi/about-us/school/indigenous-celebrations/pages/default.aspx>

- Information on some of the Indigenous ceremonies incorporated at Niitsitapi Learning Center in Calgary.

Calgary Board of Education. (2019). *Learning for All*. Retrieved from <http://school.cbe.ab.ca/school/niitsitapi/get-involved/learning-for-all/pages/default.aspx?rf=35d40749-9fcc-496f-8aa6-b5322e22a481>

- A sampling of Indigenous cultural and language learning offered in the city of Calgary.

Campbell, N.I. & LaFave, K. (2005). *Shi-Shi-etko*. Toronto, ON.: Groundwood Books.

- Written by Interior Salish and Métis author, this story tells of what Shi-shi-etko's family shares with her as important in the days leading to her going to residential school.

Campbell, N.I. & Lafave, K. (2008). *Shin-chi's Canoe*. Toronto, ON.: Groundwood Books

- Written by Interior Salish and Métis author, this story about Shin-chi going to residential school with his sister Shi-shi-etko. Shin-chi learns how hard it is not being able to speak his language, eat his food, or visit his family. He finds ways to make friends, find extra food, and sing his grandfather's song to help him stay connected and happy. They return home at the end of the story to find that their father is making them a dugout canoe.

Florence, M. & Grimard, G. (2017). *Stolen Words*. Toronto, ON.: Second Story Press

- Written by Cree/Scottish author, this story is about a young girl who asks her grandfather how to say grandfather in Cree. He cannot recall and tells her gently of residential schooling taking away his language. The little girl finds a book to help reintroduce grandfather to his words.

Robertson, D. A. & Flett, J. (2016). *When We Were Alone*. Winnipeg, MB.: High Water Press.

- Written by a Norway House Cree Nation author, this story is a great introduction to residential schools placing a focus on the loss of colour in clothing, hair, language, and family.

Grade 4

Annick Press. *Margaret Pokiak-Fenton*. Retrieved From
<http://www.annickpress.com/author/Margaret-Pokiak-Fenton>

- Information on the author of *Fatty Legs: A True Story* and *A Stranger at Home: A True Story*.

Jordan-Fenton, C., Pokiak-Fenton, M., (2010). *Fatty Legs: A True Story*. U.S.A: Annick Press.

- Written by Inuvialuktun author, this is a detailed story of Olemaun's journey at residential school.

Voices in the Wind Productions. (2019). Retrieved from
<http://www.oureldestories.com/publications/>

- A series of articles describing the significance of witnessing in Indigenous story telling.

Grade 5

Annick Press. *Margaret Pokiak-Fenton*. Retrieved From <http://www.annickpress.com/author/Margaret-Pokiak-Fenton>

- Information on the author of *Fatty Legs: A True Story* and *A Stranger at Home: A True Story*.

Jordan-Fenton, C., Pokiak-Fenton, M., (2011). *A Stranger at Home: A True Story*. U.S.A: Annick Press.

- Written by Inuvialuktun author, this is a detailed story of Olemaun's return to her community after two years of residential school.

Voices in the Wind Productions. (2019). Retrieved from <http://www.ouelderstories.com/publications/>

- A series of articles describing the significance of witnessing in Indigenous story telling.

Grade 6

Downie, G., Lemire, J. (2016). *The Stranger*. Retrieved from <https://www.secretpath.ca/>

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