

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Bruce Grey Catholic District School Board**

**Grade(s): 6**

**Subject(s): Social Studies & Religion--Secret Path**

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| **BIG IDEAS:**  **Social Studies**  What are residential schools?  Identity - sense of self, loss of identity, culture and language  Indigenous History - residential schools  **Religion**  Sacred Scripture reveals the transcendent dignity of the human person, their equality and diversity of being and the desire of God for human solidarity (i.e. justice, peace and harmony within the human community).  Jesus taught us about the dignity of all people and how we are to identify with and to love our neighbour.  The two great commandments, love of God and love of neighbour, call us to promote this dignity and equality, to respect differences and to foster solidarity (i.e. material and spiritual friendship) with one another.  **Curriculum Expectations:**  **OVERALL:**  **Social Studies**  A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada;  A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada.  **Religion**  LS2: Focus: Principle of Rights and Responsibilities Understand that by virtue of our human dignity, out of respect for equality and diversity of being and the common good, all human beings are to enjoy certain fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment).  **SPECIFIC:**  **Social Studies**  A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada.;  A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada;  A3.1 identify the traditional Indigenous and treaty territory or territories on which their community is located;  A3.5 describe significant events or developments (specific the formation of residential schools) in the history of two or more First Nations, Métis, and/or Inuit communities in Canada.  **Religion**  LS2.1: Identify and examine events from Jesus’ life and his ministry when he challenged dehumanizing situations and social structures (e.g. Samaritan Woman at the well, Sabbath rule and the man with the withered hand, the cure of the man who was paralyzed) and link the message of these passages to how individuals and institutions should address local and global situations that need to be challenged today;  LS2.3: Identify situations of injustice in society, our country and the world which oppose the virtue of human dignity and fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment) and use examples to describe social justice which reflect the principle that “everyone should look upon his neighbour (without any exception) as ‘another self.’ | |
| **Learning Goals:**  “We are learning…”  ...about Indigenous history, in specifics, residential schools and the impact it had on First Nation people. | **Success Criteria:**  “We will be successful when…”  Success Criteria can be co-created with the students:   1. Fill out their Notice/Think/Wonder charts 2. Participation in small and whole group discussions 3. Making of their mask 4. Narrative writing |
| **Lesson Overview:**  Students will watch the video and/or listen to a read aloud of the book “Secret Path”, at certain intervals students will fill out their Notice/Think/Wonder chart and participate in discussions around various aspects of Indigenous history that come up as the lessons progress. | |
| **Materials and Technology:**   * Secret Path graphic novel * <https://www.youtube.com/watch?v=yGd764YU9yc&t=2708s> or Secret Path video (youtube) * Notice / Think / Wonder chart * Paper Bag | |
| **Student Accommodations/Modifications:**   * Assist students in filling out their chart and prompting to elicit critical thinking. | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**  1. Show the first 4:15 minutes of the Secret Path video.  2. Begin to develop a Know/Want to Know/Learn chart as a class, discussing what the students and want to know about residential schools.  3. Students write their own ideas in their Notice/Think/Wonder chart.  4. Share their ideas with the class.  **What key questions will you ask?**  • What do you see in the image? Which details?  • What do you think about what you see? What do you infer from the details?  • What do you still want to know more about? What new questions do you have? Use the 5W’s to prompt students if required.  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**   * Anecdotal notes/observations as the students share their ideas and respond to questions. * Filling out of their Notice/Think/Wonder chart. * Anecdotal notes/observations as students ask their classmates questions.   **How will students be grouped? How will materials be distributed?**   * Students who experience difficulty developing their ideas can work in pairs. * Students create their masks and writing independently. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**   * Notice/Think/Wonder chart. * Creating a mask - one half of the mask depicts how they feel others perceive them and the other half has a design of how they want to be perceived. * Writing - either open of what they have learned about Residential Schools and / or completing the sentence starter “If you really knew me, you would know…”   **What misconceptions or difficulties do you think they might experience?**   * Inferring * Following the video or read aloud * Critically thinking about the residential school situation.   **How will they demonstrate their understanding of the concept?**   * Creating and explaining their mask. * Writing piece * Notice/Think/Wonder chart.   **How will you gather your assessment data (e.g., checklist, anecdotal records)?**   * Anecdotal records * Rubric for the mask and writing piece.   **What extension activities will you provide?**   * Further research of residential schools * Find personal accounts of people who were in residential schools and respond to their feelings and thoughts about the accounts. | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**  Students can share their masks either in a Science Fair like set up or in front of the whole class.  Student writing can be displayed.  **What key questions will you ask during the debriefing?**  What did you learn about residential schools?  What is your family’s culture, special traditions they celebrate?  What is your identity?  What do you think it would be like to go to a residential school? | |