



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

## 'Forgotten Children' in: 'Spirit of the Island: Manitoulin's People' (Gathering Nine)



### Residential Schools and Reconciliation

### ACKNOWLEDGEMENT

*Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.*

This Lesson Plan and video series originates in Wikwemikong Unceded Territory, Manitoulin Island, Ontario. It has been developed in the traditional territories of the Métis, Mississauga, and Anishinaabek - Treaty 20.

### LEARNING OUTCOMES

*Upon successful completion of this lesson plan, students will be able to:*

1. realize the importance of maintaining a strong knowledge base of historical and current issues concerning Métis, Inuit, and First Nations societies;
2. ethically and morally discuss historical and contemporary events in the context of Indigenous-Settler dynamics/experiences;
3. examine meanings embedded in public statements; be socially responsible.

### LIST OF ACTIVITIES

1. Read the Full Text and Watch the Videos
2. Personal Inquiry
3. Reading Discussion Guideline
4. 'My Territory'
5. Extend the Learning

### MATERIALS

- Full Text of Essay: "The Forgotten Children" by Zoey Wood-Salomon
- Full Text of Key Supplemental Material for Gathering Nine
- Video (1 of 2): The Forgotten Children
- Video (2 of 2): Key Supplemental Material-Gathering Nine
- Excerpts from Second Video Written in English and Anishinaabemowin
- Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings
- Four Directions Education Model
- Lesson Plan/Activity Guide-Gathering Nine
- Supplies: flip chart paper, markers and tape
- Four Directions Education Model
- Supplies: Reading Discussion Guideline; flip chart paper, markers, tape
- Four Directions Education Model
- Supplies: 'My Territory' handout, red marker
- Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings
- Four Directions Education Model
- Four Directions Education Model

#### Origin

Wikwemikong Unceded Territory, Manitoulin Island; The traditional territory of the Métis, Mississauga, and Anishinaabek -Treaty 20; Organization: Pallas Educational Consulting Ontario

#### Learning Level / Grade

12

Also: Professional Development/Continuing Education, Youth (up to age 30), 10, 11, Post-Secondary



50 mins

#### Related Subjects

Health, Art, Family and Parenting, History, Performing Arts or Drama, Civics, Indigenous Language, Social Studies, Indigenous Ways of Knowing & Being

## DESCRIPTION

This lesson plan is part of a series of four Gatherings shared with NCCIE from the book '*Spirit of the Island: Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics*'. There are thirteen Gatherings in the book, which is available in three volumes: English/Anishinaabemowin, English, and French at [www.pallasedu.com](http://www.pallasedu.com)

'Gathering' is used as opposed to 'chapters' to reflect intergenerational learning and personal connections.

Topics explored in this lesson plan are listed below, with the timing of the topic in the video, which includes closed captioning:

### Video 1 of 2:

- The Reserve and Our Language (1:00)
- Child Welfare and the 60's Scoop (2:50)
- Returning to my Community (5:56)
- Finding my Own Identity (8:21)
- Intergenerational Trauma (11:51)
- Missing and Murdered Indigenous Women (13:53)

### Video 2 of 2:

- Child Welfare and the 60's Scoop (0:09)
- Missing and Murdered Indigenous Women (4:15)
- Indigenous Art and Artists (9:21)

This lesson plan includes information and a participatory learning experience that may raise feelings of discomfort, sensitive memories, or challenges for some students/participants. The instructor is encouraged to read the 'Cautionary Note for Student Well-Being' (attached). Also, before and after this lesson plan, please involve your school counsellor and/or district school board's First Nations, Métis, and Inuit representative.

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Relationship with the land
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life
- Healthy relationship with self and identity

## TEACHERS' GUIDE

### Background/Foundational Information

- Welcome!

*Spirit of the Island: Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics* is written in response to Canada's Truth and Reconciliation Commission's 'Calls to Action.' The book and related video series are applicable for advanced secondary school, college, early university, and professional development for organizations and boards of education (please visit [www.pallasedu.com](http://www.pallasedu.com) for more information about the

book).

As important as content is so are the languages of delivery, thus the book is published in three volumes: English, French, and English/Anishinaabemowin (formatted for language learning). This series of four lesson plans are provided in English with Anishinaabemowin translations.

For each lesson plan in this series, you will find:

- The full written text of the 'Gathering' (i.e., chapter) from the book.
- A video recording with selected excerpts from the full 'Gathering' (this video allows students to hear the language and is particularly useful for language classes). The original contributor of the story tells their own experience, followed by the author of the book and an Elder alternately reading in English and Anishinaabemowin.
- A written version of the excerpts shared in the video (in both English and Anishinaabemowin). This text allows students to see the language in writing and is particularly useful for language classes.
- The 'Lesson Plan/Activity Guidebook' that contains all the handouts and documents needed for the lesson (plus additional helpful background information).

Although the stories are set on Manitoulin Island, Ontario the content is relevant on a national level across Canada.

Before you deliver these lesson plans, please watch the video 'For Instructors: Introduction to the Video Series' (found in the 'Where can I find additional information?' section). This introductory video provides instructors with a general overview of what you will see in each lesson plan's video and how it may augment your students' or participants' learning experience. You are also encouraged to view the specific video that is part of each lesson plan prior to the class or workshop to see how it may complement your learning objectives, especially in language classes.

Another resource to review before delivering this lesson is the 'Lesson Plan/Activity Guidebook', which includes practical suggestions on how to use the text and videos in the classroom or for professional development. This resource also includes handout templates for you to use and adapt for students/participants to gain deeper insights and understandings of the complex issues addressed.

The content is organized in 'Gatherings' (explained below) that provide you, the instructor, options to choose which topic(s) best corresponds with your planning and purpose, as you are the best judge of your own classroom and workshop needs.

### *Orality and Holistic Learning*

Each lesson plan in this series is referred to as a 'Gathering', which supports the oral tradition of Indigenous education that is based on Elders, parents/guardians/family members, community members, and children gathering to learn from and with each other. The stories are not interrupted, and the listener can become part of the storyteller's experience when left alone with the author's words speaking to them personally; the lesson can then be absorbed.

### *Using the Book and Video Series*

The videos for Gatherings Two, Three, Nine, and Thirteen contain excerpts from each Gathering in the book. The timing of the various topics discussed in the video are listed in the 'Description' above as well as in the 'Lesson Plan/Activity Guidebook,' making it easy for the instructor to choose what to focus on, be it: i) specific content under a heading within a Gathering; ii) an entire Gathering; or iii) the video playlist of all four Gatherings.

### *More Information about the Book*

The organizational structure of the book follows a pattern of content grouped by:

1. The story: each story or poem is told through the personal experience of the contributor
2. Student Center: following the story of personal experience, the Student Center includes
  - inspirational quotes (affords the student/participant personal reflection time)
  - learning outcomes (provide focus for both the instructor and students/participants)
  - personal inquiry questions (an introspective time that can be combined with group discussion, and can also be used for research and essay topics or contexts for role play)
  - 'Author's Notes' (provide the academic research relating to the stories/poems)

3. Resources: This section documents the research of each Gathering, and also provides recommended resources to encourage learners and instructors in their own research.

For more information, please visit: [www.pallasedu.com](http://www.pallasedu.com).

## ACTIVITIES

## 1 - Read the Full Text and Watch the Videos

**Purpose**

This activity provides learners with background information, from which they can complete the other activities for this Gathering. The two required readings and videos include the full text of 1) an essay entitled "The Forgotten Children" written by Zoey Wood-Salomon, and 2) key supplemental, academic 'notes' written by Rhonda L. Paulsen.

**Time:** 50 mins

**Activity Instructions**

To be able to complete the other activities in this lesson, learners are instructed to read the full text found in the following two attachments:

- Full Text of essay by Zoey Wood-Salomon, "The Forgotten Children"
- Full Text of key supplemental material for Gathering Nine

Both of these documents are in the 'Materials' section below. The accompanying videos and the video transcription are available for language learners and others interested in hearing and seeing the written form of the language (closed captioning is included).

1. Read the full text for Gathering Nine. The full text is contained in two documents. These required readings can be assigned as homework in preparation for the ensuing activities in this lesson.
2. Two videos supplement this Gathering. The first is a video of the author reading (in English) the full text of her essay; the second is a video-recording, alternating in English and Anishinaabemowin, of excerpts from the second document ("Key Supplemental Notes"). If you and your students are interested in hearing the language, this second video is a good resource for listening to Anishinaabemowin.
3. Optional for language learners: the excerpts that are read out loud in the second video are transcribed/written in the attachment entitled, 'English and Anishinaabemowin Transcription of Second Video-Gathering Nine.'

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners


**... in the following ways:**

Each activity included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

**Materials**

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
<b>Full Text of Essay: "The Forgotten Children" by Zoey Wood-Salomon</b>	File (Full Text of Essay - The Forgotten Children-G9.pdf) 
Reading this essay, as well as the 'key supplemental material' for Gathering Nine, prior to watching the videos and doing the activities provides valuable information to the learners. This document is the full English text from Gathering Nine in the book 'Spirit of the Island - Manitoulin's People'.	

Resource Title	Type
<b>Full Text of Key Supplemental Material for Gathering Nine</b>	File (Full Text - Key Supplemental Material-G9.pdf) 📄
Reading this document, together with the essay by Zoey Wood-Salomon, prior to watching the videos and doing the activities provides valuable information to the learners.	
<b>Video (1 of 2): The Forgotten Children</b>	Youtube
In this video the author, Zoey Wood-Salomon, reads her essay, "The Forgotten Children" (in English; 17:00 minutes)	
<b>Video (2 of 2): Key Supplemental Material-Gathering Nine</b>	Youtube
In this video, excerpts from the second reading for this Gathering are read in both English and Anishinaabemowin (17:00 minutes).	
<b>Excerpts from Second Video Written in English and Anishinaabemowin</b>	File (Excerpts in English and Anishinaabemowin-G9.pdf) 📄
This is the transcription of the second video only (2 of 2) - for readers to see and read the excerpts written in both English and Anishinaabemowin. The excerpts are from the 'Key Supplemental Material.'	
<b>Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings</b>	File (Cautionary Note for Student Well-Being re 'Spirit of the Island' Gatherings.pdf) 📄
<p>Information for the teacher to read prior to delivering this lesson.</p> <p>This lesson plan includes information and a participatory learning experience that may raise feelings of discomfort, sensitive memories, or challenges for some students/participants. The instructor is encouraged to read the 'Cautionary Note for Student Well-Being' (attached). Also, before and after this lesson plan, please involve your school counsellor and/or district school board's First Nations, Métis, and Inuit representative.</p>	

## TEACHING NOTES

---

## 2 - Personal Inquiry

### Purpose

Using the *Personal Inquiry* questions, in the accompanying 'Lesson Plan/Activity Guide', provides opportunity for personal reflection.

**Time:** 10 mins

### Activity Instructions

The accompanying 'Lesson Plan/Activity Guide' (attached below in the 'Materials' section) contains all the necessary resources and forms for each activity in this lesson. Also, the 'Lesson Plan/Activity Guide' contains information for the educator/instructor to read so you can consider different ways to augment the learning experience. It is recommended that the educator/instructor read through the entire document.

Information for this activity, *Personal Inquiry*, begins on page 6. The quote on page 7 section and corresponding image are intended to provide inspiration and can be displayed for learners to view during this personal reflection time, encouraging thoughtful introspection.

The *Personal Inquiry* questions are shared with learners who are given time (either in class or for homework) to reflect on the reading.

The personal reflection time can be followed by small group discussions, with someone taking notes on flip chart paper to share with the class as a whole after.

### This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

### ... in the following ways:

Each activity included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

### Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Lesson Plan/Activity Guide-Gathering Nine</b>	File (Lesson Plan-Activity Guidebook-Gathering 9.pdf) 📄
The 'Lesson Plan/Activity Guide' includes information on holistic learning as well as the activities in this Gathering. All forms/templates for handouts and instructions are included in this guide, providing learners the opportunity to articulate and express their knowledge and understanding.	
<b>Supplies: flip chart paper, markers and tape</b>	Supplies 📦
For small group discussions after personal reflection time.	

## TEACHING NOTES

### 3 - Reading Discussion Guideline

#### Purpose

The purpose of this form is to assist learners in reflective and analytical reading and listening, as well as for personal review to retain the information long-term and, if a student, for test preparation.

**Time:** 20 mins

#### Activity Instructions

It is recommended that the educator read page 8 of the 'Lesson Plan/Activity Guide,' which provides additional information for the discussion activity. The 'Discussion Guideline' is found on page 9. If you, as the educator, would like to add or change questions, you can adapt this form for your group of learners. Learners are asked to complete the form at the beginning of class or as homework, and then the group can have a discussion so that everyone can learn from each other.

The discussion can be as a whole group or in small groups, reconvening as a whole to share as a class. Notes are taken on flip chart, which is displayed around the room for everyone to read.

The form on page 9 can be used in a variety of ways. For example, it can be used at the end of a unit of study (if focusing on material under a heading from the video) and/or at the completion of a class or workshop (if using an entire Gathering video or the video series).

#### This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners


#### ... in the following ways:

Each activity included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

#### Materials

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
Supplies: Reading Discussion Guideline; flip chart paper, markers, tape	Supplies 
<p>In preparation for the group discussion (whether as a whole group or in small groups), each learner completes the 'Reading Discussion Guideline' (page 8 in the 'Lesson Plan/Activity Guide') at the beginning of class or as homework.</p> <p>During discussion, comments made are recorded on flip chart paper.</p>	

## TEACHING NOTES



## 4 - 'My Territory'

### Purpose

This exercise is used to reinforce what it would be like to have a dominant order take control over your home, family, or even entire community.

Learning Outcomes for this Activity: *learners will be able to...*

1. analyze how issues of colonialism have impacted Indigenous people;
2. examine the assimilation and displacement of Metis, Inuit, and First Nations in Canada;
3. articulate the impacts on an individual and/or nation (in spiritual, emotional, physical, and intellectual realms of being) that are the result of political domination.

**Time:** 50 mins

### Activity Instructions

This exercise includes information and a participatory learning experience that may raise feelings of discomfort, sensitive memories, or challenges for some students/participants. The instructor is encouraged to read the 'Cautionary Note for Student Well-Being' (attached). Also, before and after this lesson plan, please involve your school counsellor and/or district school board's First Nations, Métis, and Inuit representative.

Community members, Elders, and Knowledge Holders can be invited to the class/workshop to share experiences, guide the learning process, and offer support for de-briefing if required.

- Refer to pages 10-12 of the 'Lesson Plan/Activity Guide' for this activity. Instructors provide each learner with the blank form (page 12), instructing them to draw their territory, which can be a home with various rooms indicated, a neighbourhood, their region, etc.
- For student well-being, prior to this exercise learners need to be clearly informed that their drawings will be marked up by the instructor, who role-plays the dominant government.
- The class remains quiet, so that each learner feels connected with their personal drawing.
- Once the drawings are complete, the instructor enters into role-playing the Department of Indian Affairs and moves about the room asking volunteers to describe their map to the group. If no learner volunteers, then the instructor draws their own map and uses that in the following steps.
- Once the learner has described their territory, the instructor (i.e. the DIA representative) uses a red marker to make lines through their territory, separating families and communities. Learners are told that if they cross those lines, even to see family members, they will be incarcerated.
- The class debriefing discussion revolves around how this exercise relates to:
  - Indigenous families being separated when children were forcibly removed from their homes during the residential school system era and the 60's Scoop;
  - How the reserve system tore communities apart and separated kinship connections and immediate family;
  - What forced relocation does to a community/nation.

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**



Each activity included in the Gatherings are designed to include personal time to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.

### Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
----------------	------

Resource Title	Type
<b>Supplies: 'My Territory' handout, red marker</b>	Supplies 
See pages 10-12 in the Lesson Plan/Activity Guide for the handout and background information/activity instructions.	
<b>Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings</b>	File (Cautionary Note for Student Well-Being re 'Spirit of the Island' Gatherings.pdf) 
Information for the teacher to read prior to delivering this lesson.	

## TEACHING NOTES

---

**5 - Extend the Learning****Purpose**

To extend the learning about Missing and Murdered Women and Girls (MMIWG) and explore healing through art.

**Time:** 60 mins

**Activity Instructions**

Please read page 13 in the Lesson Plan/Activity Guide for ideas to extend the learning in this Gathering. A number of possible activities are listed, which may bring other ideas to your mind for extending the learning. Whether you are able to add an activity (or two) depends on how much time you have available.

The one hour proposed is just an estimation.

**TEACHING NOTES**

## ASSESSMENT

*This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.*

The accompanying 'Lesson Plan/Activity Guide' includes the author's unique 'Four Directions Education Model' (see page 5) that addresses assessment from an Indigenous perspective, i.e. holism in education. Educators can observe the students 'living' their learning, i.e. through the learner's i) engagement; ii) participation; iii) requirements completed; iv) attitude for self-care and the care of others and our environment; and v) evidence of achieving the learning outcomes.

Resource Title	Type
<b>Four Directions Education Model</b>	File (Four Directions Education Model.pdf) 📄
<p>The 'Four Learning Styles' chart (below) aligns personal learning styles with the four realms of being - spiritual, emotional, physical, and intellectual - depicted in the 'Four Directions Education Model' also on this page, which demonstrates our connection to each other, our environment, and ourselves. <i>Please use this material respectfully.</i> If you have any questions, please contact the Project Lead for this Gathering, Dr. Rhonda L. Paulsen, pallasedu@hotmail.com. Miigwech!</p>	

## ADDITIONAL RESOURCES

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
<b>Spirit of the Island: Manitoulin's People ~ Stories of Indigenous-Settler Historical Dynamics / Ezhi-minidoowang Minis: Minidoo-wining Bemaadizijig ~ Wiin E-zhi-kendaang gaa-zhiwebizid nji Anishinaabewid-Gaa-bi-daajig gaa-bi-zhi-giigdoowaad / L'esprit de l'île : le peuple de Manitoulin Expériences personnelles d'Autochtones – Dynamique historique du colonisateur</b>	<a href="#">Link</a> 🔗
<p>This is a resource set with textbook and accompanying instructor's guidebook with background information, notes on Indigenous education and learning styles/assessment, activities and related forms, plus a calendar of Indigenous events to which educators can align their planning.</p>	
<b>For Instructors: 'Introduction to the Video Series' (4 minutes)</b>	<a href="#">Link</a> 🔗
<ul style="list-style-type: none"> <li>- This video describes how best to use the video playlist of four Gatherings. The accompanying documents of the video text can be used with or without viewing the videos.</li> <li>- These videos (Gatherings Two, Three, Nine, and Thirteen) do not need to be used in sequence but are designed to be flexible for delivery in order to meet the exact needs of the classroom or professional development workshop.</li> <li>- Topics included in each video are easily identified under headings, and the timing in the videos is clearly stated in both the Lesson Plan/Activity Guidebook, and at the beginning of each video.</li> <li>- Suggested options for how to use this playlist: i) selecting snap shots from the videos by targeting specific subject matter using the headings, e.g. Identity, Residential School System, 60's Scoop, etc.; ii) selecting to use the entire Gathering video; or iii) selecting to use the entire play list, which would be applicable for Unit Plans or 1-2 day professional development workshops.</li> </ul> <p><i>Miigwech!</i></p>	
<b>Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings</b>	File (Cautionary Note for Student Well-Being re 'Spirit of the Island' Gatherings.pdf) 📄
<p>Information for the teacher to read prior to delivering this lesson. This lesson plan includes information and a participatory learning experience that may raise feelings of discomfort, sensitive memories, or challenges for some students/participants. The instructor is encouraged to read the 'Cautionary Note for Student Well-Being' (attached). Also, before and after this lesson plan, please involve your school counsellor and/or district school board's First Nations, Métis, and Inuit representative.</p>	

Resource Title	Type
Instructor's Guidebook in French	File (Guidebook - French.pdf) 
This is the French translation of the accompanying 'Lesson Plan/Activity Guide.'	

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

<b>Relationship with the land</b>
The 'Lesson Plan/Activity Guide' includes a schedule for dates during the school year which focus on Indigenous events (there may be variances between district school boards). Aligning classroom or professional development planning with these events encourages learning outside the walls of the school or organization and involvement with family and community on the land/ <i>in</i> the territory.
<b>Participatory and experiential learning activities</b>
<b>Language and Culture</b>
English and Anishinaabemowin
<b>Relationship with family, ancestors</b>
Intergenerational learning is supported by engaging family and community members, as well as seeking guidance, support, and inclusion with Elders and Knowledge Holders.
<b>Connections are made with everyday life</b>
Introspective reflection time helps the learner to absorb the information personally, process the meaning embedded in the data that is not necessarily on the surface, and explore the variables behind the Activity questions. Connections are made with everyday life.
<b>Intergenerational learning with Elders/Knowledge Holders</b>
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes
<b>Intergenerational learning with Elders/Knowledge Holders</b>
<b>Ethics in the classroom: care, truthfulness and trust, respect, integrity</b>
Holism - reflecting ethical values: Learners are encouraged to ... i) draw connections between the various components of the lesson; ii) relate the content to everyday life in a positive sense; iii) recognize each person in the group as a whole person with their own experience and identity; iv) reflect on relationships with one another and Creation.
<b>Different learning styles; attention given to mind, body, and spirit</b>
<b>Healthy relationship with self and identity</b>
Learners are encouraged to reflect on one's own concept(s) of identity for self, others, communities, and nations. Additionally, we are encouraged to reflect on our interaction with our physical environment and personal spirituality.
<b>Personal reflection time (connecting with thoughts and feelings)</b>

Personal reflection time is provided in each lesson (see the 'Lesson Plan/Activity Guide' for details).

## OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Ontario Yes

Stream: General, Academic

## RELATED LESSON PLANS

- 'Sacred Water' in: 'Spirit of the Island: Manitoulin's People' (Gathering Thirteen)
- 'Colonialism Evades Ontario's Education System' in: 'Spirit of the Island: Manitoulin's People' (Gathering Three)
- 'A Survivor's Story' in: 'Spirit of the Island: Manitoulin's People' (Gathering Two)

## CONTRIBUTORS

Name	Role/Job Title	Place
Dr. Rhonda L. Paulsen	Project Lead - conceptual design; author	Warsaw
Dr. Shirley I. Williams-Pheasant, Elder	Anishinaabemowin translator; content consultant, Masters in Environmental Studies	Wikwemikong
Zoey Wood-Salomon	Personal story contributor	Sault Ste. Marie
Evan Brockest	videographer	Douro-Dummer
Daniel Wood-Salomon	videographer	Sault Ste. Marie
Bruce McFarlane	Closed captioning - Anishinaabemowin	Douro-Dummer

## QUESTIONS/MORE DETAILS

For Questions contact: Rhonda Paulsen ([pallasedu@hotmail.com](mailto:pallasedu@hotmail.com)) for more information.