



Date: _____

Our History – Understanding the Past that Shapes our Present and Informs our Future

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:

We respectfully acknowledge the Mi'kmaq people and the traditional territory of Ktaqamkuk from which this lesson plan originates. We recognize Sara Leah Hindy, a Mi'kmaw educator from the Qalipu Mi'kmaq First Nation, as the creator of this lesson plan.

LEARNING OUTCOMES

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

1. Demonstrate an understanding and appreciation of history; [Social Studies SCO 1.1]
2. Demonstrate an understanding of how to find out about the past; [Social Studies SCO 1.2]
3. Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. [English Language Arts GCO 1]

LIST OF ACTIVITIES

1. Post-it Parade
2. Mini-Museum
3. Share the Yarn
4. Strolling Through Time
5. Video Project

MATERIALS

- Supplies: Post-it Notes and a camera to photograph the result when finished
- Newfoundland and Labrador History - A Curriculum Guide - Mini-Museum chart on page 27
- English Language Arts 8 Curriculum Guide - Video Project Rubric on page 112
- Social Studies Grade 8 Curriculum Guide: Newfoundland and Labrador History
- Newfoundland and Labrador History - A Curriculum Guide - Mini-Museum chart on page 27
- English Language Arts 8 Curriculum Guide - Video Project Rubric on page 112
- Supplies: a ball of yarn
- Newfoundland and Labrador History - A Curriculum Guide - Mini-Museum chart on page 27
- English Language Arts 8 Curriculum Guide - Video Project Rubric on page 112
- Food for a snack by the fire (e.g., culturally significant food such as



Social Studies

Origin

Qalipu Mi'kmaq First Nation
Newfoundland and Labrador

Learning Level / Grade

8



660 mins

Related Subjects

English Language Arts,
History, Indigenous Ways of
Knowing & Being

bannock and Labrador tea)

- Newfoundland and Labrador History - A Curriculum Guide - Mini-Museum chart on page 27
- English Language Arts 8 Curriculum Guide - Video Project Rubric on page 112
- 'Listening to Youth' videos in the Teaching Resource Centre
- Equipment: Technology for video recording; access to computers and software for editing
- Website: 5 essential elements of every video
- Website: 8 Beginner Tips for Making Professional-Looking Videos
- Newfoundland and Labrador History - A Curriculum Guide - Mini-Museum chart on page 27
- English Language Arts 8 Curriculum Guide - Video Project Rubric on page 112

DESCRIPTION

This lesson plan explores individual, local, and collective histories, and examines how history is connected to identity.

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
- Connections are made with everyday life
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Relationship with the land
- Personal reflection time (connecting with thoughts and feelings)

TEACHERS' GUIDE

Background/Foundational Information

- This lesson plan includes a land-based learning experience delivered in collaboration with an Elder or Knowledge Holder. It is, therefore, important to engage with an Elder or Knowledge Holder prior to beginning this lesson. Please note that when asking for help it is important to do so in the most respectful way.
- Outdoor learning may require consents, fees, accommodations, transportation, materials, and other factors that should be considered in advance.
- Since this lesson plan involves engagement with family and community, it is important to determine strategies to foster open lines of communication to encourage an inclusive and holistic learning experience for students.

ACTIVITIES

1 - Post-it Parade

Purpose

The purpose of this activity is for students to explore the concept of history through collaborative learning. (Post-its for each student are required).

Time: 60 mins

Activity Instructions

The teacher will begin this lesson by asking the class to consider what the word history means to them. The teacher will then guide students through a Post-it Parade exercise. This exercise will allow students to provide individual contributions to a collective definition of history.

Post-it Parade:

1. First, students will be provided with Post-it Notes and asked to write one word or idea about what history is on each Post-it Note. Students may use as many Post-it Notes as required to fully express their ideas.
2. Next, students will post their notes on a designated classroom space, perhaps a whiteboard or a wall.
3. The teacher will work with the students to sort the notes based on similarity and create categories for each group of notes.
4. Together, the class will use the categories generated through this exercise to construct a definition of history.

This definition is intended to capture the foundational values and concepts of history, held by the students, to be explored throughout the school year. The teacher will save a physical or digital copy of the definition for future reference.

Next, the teacher and students will gather in a circle to share their thoughts about how our past helps us understand our present and inform our future. This circle may encourage reflection on individual pasts and foster a space where stories, that are in some way symbolic of those pasts, can be shared. Four rounds of sharing may promote a growing awareness of what has been passed down through generations, what has shaped value systems, and what is hoped for the future.

To build upon this self-reflection, students will be encouraged to continue the conversation at home by asking family members questions about the past.

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:

- ☒ **Spiritual** - Students reflect on what history means to them
- ☒ **Emotional** - Students collaborate to create a collective definition
- ☒ **Physical** - Students move around the room, posting and sorting notes
- ☒ **Intellectual** - Students consider ideas and aspects of history as they write their notes.

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: Post-it Notes and a camera to photograph the result when finished	Supplies 📄

TEACHING NOTES

2 - Mini-Museum

Purpose

Students will learn about the past through intergenerational dialogue and through identifying historical items.

Time: 120 mins

Activity Instructions

Each student will be asked to carefully select an object from their home or community that symbolizes an aspect of their individual history. They can bring the item into the classroom, if possible, or bring a photo of the item. Each student will be asked to write a brief description of their object and add it, temporarily, to a classroom Mini-Museum display comprised of a selection of objects contributed by the class. Below are sample questions that may be answered in the description of each object:

Questions

How can the object be described?

For what purpose was it created?

What does the object tell us about the past?

Is there a particular point of view portrayed by the object?

Source: see page 27 of the Curriculum Guide at: <https://www.gov.nl.ca/eecd/files/Social-Studies-Grade-8-2005.pdf>

Collectively, this Mini-Museum will tell a story of the similar and diverse histories within the classroom.

If the class is comfortable with sharing their stories more widely, their Mini-Museum can be opened up to others. The teacher may organize times during which students and staff can visit the classroom and ask questions about the objects. The class might also like to offer an open house event for family and community members. These are ways in which students can share their stories with others and promote a greater sense of connectedness between school, family, and community.

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:

- Spiritual - Students reflect on history in relation to who they are as individuals.
- Emotional - Students connect to history by selecting an object that reflects an aspect of their history.
- Physical - Students select an object by exploring their home/community.
- Intellectual - Students consider the significance of the object and write a description.

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
Social Studies Grade 8 Curriculum Guide: Newfoundland and Labrador History	Link 

TEACHING NOTES

3 - Share the Yarn

Purpose

Students will explore the concept of collective history through a hands-on, visual learning experience.

Time: 60 mins

Activity Instructions

Up to this point in the lesson, students have looked inwards at their individual histories. In 'Share the Yarn', students gaze outwards to explore the collective history of the group through a hands-on, visual learning experience.

The teacher and students gather in a circle and, holding a yarn of wool, the teacher begins by recollecting something they have learned about a student, perhaps through the sharing circle or the Mini-Museum, that relates to their own, individual history. Holding the end of the wool, the teacher passes the yarn to that student. That student then shares how they connected with another student and, holding that section of wool, passes the yarn to them. This process of recollecting, connecting, and sharing the yarn continues until each student has at least one section of the yarn in their hand. Some students may have more than one section depending on the connections made throughout the activity. When the activity is complete, the center of the circle should resemble a web connecting each individual. This web is meant to visually represent the collective history of the group.

Additional notes on the activity:

- Each student will have an opportunity to share while the group actively and respectfully listens.
- The title of the activity, 'Share the Yarn', means to share the wool and to share in the conversation about history.
- Students may find points of connection through common stories, objects, ancestry, values, traditions and geography.

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:

- Spiritual - Students reflect on history in relation to who they are as individuals and how they connect to others.
- Emotional - Students connect with each other's stories and histories.
- Physical - Students discover the collective history of the group through a hands-on, visual learning experience.
- Intellectual - Students begin to discover similarities and differences in the individual histories of the group.

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: a ball of yarn	Supplies 

TEACHING NOTES

4 - Strolling Through Time

Purpose

Students will gain a deeper understanding of local oral history. Traditional food, such as bannock and tea, are part of this activity.

Time: 60 mins

Activity Instructions

In this activity, a community Elder will guide students on an interpretive walk to a historically significant location. Students will have an opportunity to hear stories about the area, appreciate the physical landscape, and ask questions to deepen their understanding. Once on site, the Elder may wish to provide an offering, prayer, and/or ceremony. Each student will then be asked to select a location, within reasonable proximity of the teacher and Elder, to sit quietly and reflect on what they have learned. This setting, steeped in history, will provide a perfect backdrop for the reflection exercise.

After 10-15 minutes, students will be asked to gather in a circle around a fire, built by the Elder and/or teacher, and share in the preparation of food. Bannock wrapped smores and Labrador tea are easily prepared, locally available, and culturally significant to the Mi'kmaq people of Ktaqmkuk and provide an example of the type of snack that may have been prepared in the past. If the walk is in a location where Labrador tea grows, gathering the leaves to use with the meal may become part of the experience. After the meal, each person will be invited to share their reflections with the group. This sharing will conclude the activity and students will return to school.

Additional Background Information for this Activity

Before the activity: In preparation for this part of the lesson, the teacher should consult an Elder or Knowledge Holder about local history and seek their help to organize an interpretive walk to a historically significant community location. Through conversation, a location may be determined and hands-on learning experiences discussed. The teacher may then begin planning the excursion. It is important to ensure that there is a shared understanding of the role the Elder or Knowledge Holder will have in the excursion and what the school and/or teacher will provide to support the Elder or Knowledge Holder in that role. Planning may also include arranging transportation, obtaining parental/guardian consent, advising of appropriate clothing and footwear, purchasing items, and collecting any related fees. Please note that when asking for help, it is important to do so in the most respectful way. In the Mi'kmaq culture, it is appropriate to offer a tobacco tie before asking for guidance or help from an Elder or Knowledge Holder.

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:

- Spiritual - Students reflect on history in relation to self and to place.
- Emotional - Students learn about local oral history from an Elder or Knowledge Holder.
- Physical - Students are guided on an interpretive walk.
- Intellectual - Students consider the historical significance of specific location.

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
Food for a snack by the fire (e.g., culturally significant food such as bannock and Labrador tea)	Supplies 📄
If adapting this lesson to where you live (if not in Labrador), choose culturally significant food in your region.	

TEACHING NOTES

5 - Video Project

Purpose

Through the creation of videos, students will represent important aspects of individual, collective, and local history in relation to identity.

Time: 360 mins

Activity Instructions

The teacher may introduce the video project by engaging the class in a discussion about how we might capture and share aspects of our history with others. The teacher will show students some examples of videos created by youth. These can be found in the 'VIDEOS' section of the Teaching Resource Centre (see the link in the "Materials" section below) and can be shown to illustrate how we can use technology to share our stories with others. Students will discuss the content and techniques used in the videos and begin thinking about the type of message they would like to convey through video.

The teacher will discuss the objectives, expectations, and steps included in the video project and answer any questions the students may have.

To begin the project, students will be asked to reflect on what they would like to express and write a video brief that includes the following:

- Audience
- Working title
- Key message(s)
- Essential background information
- Core content
- Graphics/animation ideas
- Text/narration ideas
- Music/sound effects

The brief will provide the teacher with an understanding of each student's concept so that they are better able to provide help and direction. The brief also serves as a guide to be used during video production.

Next, the teacher will discuss the technology available to students for capturing and editing their footage. This may include school iPads or tablets and access to desktop or laptop computers and external audio recorders, if required. Students may also be permitted to use their personal devices to capture and edit footage. Depending on the technology used, applications such as iMovie, Windows Movie Maker, Adobe Spark, GoPro Quik, etc. may be selected to create and edit the videos.

Before getting started, the teacher should outline some key features of high quality videos, including:

- Lighting
- Audio

- Backdrop
- Frame

(Online resources that explain the features of a high quality video are included in the materials section of this lesson plan).

Students will be placed into groups of three or four to provide a network of support throughout the project. These groups will be encouraged to collaborate and to help each other with set design, materials, equipment, recording, and editing the footage. Placing students into groups, or teams, also promotes positive relationship building and fosters a deeper appreciation for the work that is being done.

When the videos are complete, each team will have an opportunity to provide a brief presentation to the class. They may share what they have learned through this experience, including their challenges and their successes, and play each video for the class. There will be an opportunity at the end of each video for questions and answers.

Some considerations:

The purpose of the project and the methods of sharing should be clearly defined and included in a consent form. The consent form should be signed by each participant captured in the footage. For example, the videos may be strictly intended for classroom viewing or they may be shared more publicly through school social media channels such as Twitter, Facebook, or YouTube. Refer to your local school for photo/video consent forms in advance.

Extension

The teacher may present the class with their definition of history, created at the beginning of the lesson, and ask them to consider if they would like to add, change, or omit any part of the definition. A final definition of history will be determined and visually represented in the classroom for the remainder of the school year.

It is important to recognize that what students express as valuable aspects of history are in some way tied to their own experiences. To continue to foster a learning environment that values individual connections to the past, the subject matter of each student video will transform into a learning experience to be offered at some point throughout the school year.

Each project team will be given a designated time frame during which they will be responsible for collaborating with the teacher and community members to organize learning experiences that reflect the messages in their videos.

Some examples include:

- Viewing artifacts and primary sources
- Language lessons
- History through oral traditions
- Constructing traditional shelters and/or modes of transportation
- Land-based learning in hunting, trapping, fishing, and gathering
- Beading, carving, weaving, or making clothing
- Harvesting food

- Preparing a traditional meal
- Singing, drumming, dancing
- Playing traditional games
- Participating in traditional ceremonies and celebrations Medicine walks.

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:

- Spiritual - Students reflect on history in relation to who they are as individuals.
- Emotional - Students connect to history through reflection and represent their thoughts and opinions through the creation of a video .
- Physical - Students work collaboratively to complete the project.
- Intellectual - Students learn how to create and edit videos to effectively capture their ideas. These ideas will inform the extension activities that will be developed throughout the school year.

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
'Listening to Youth' videos in the Teaching Resource Centre	Link 
There are several videos created by youth in the 'Videos' section of the Teaching Resource Centre. Click on the link to explore the videos in the 'Youth' section to select the ones you would like to share with your class.	
Equipment: Technology for video recording; access to computers and software for editing	Supplies 
This may include school iPads or tablets and access to desktop or laptop computers and external audio recorders, if required. Students may also be permitted to use their personal devices to capture and edit footage. Depending on the technology used, applications such as iMovie, Windows Movie Maker, Adobe Spark, GoPro Quik, etc. may be selected to create and edit the videos.	
Website: 5 essential elements of every video	Link 
Tips for video recording	
Website: 8 Beginner Tips for Making Professional-Looking Videos	Link 

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.

Formative Assessment

- Sharing circle
- Observation
- Discussion
- Group work
- Mini-Museum
- Video brief

Summative Assessment



- Video project

Resource Title	Type
Newfoundland and Labrador History - A Curriculum Guide - Mini-Museum chart on page 27	Link 
English Language Arts 8 Curriculum Guide - Video Project Rubric on page 112	Link 

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
8 Beginner Tips for Making Professional-Looking Videos	Link 
5 essential elements of every video	Link 
Outdoor Education Program and Indigenous School Outreach Program	Link 
Traditional Skills in Schools in Labrador	Link 
Education in Nunatsiavut	Link 
The Inuit Education Initiative of the Nunatsiavut Government	Link 
Southern Inuit Education Program	Link 
Innu Studies - Angel Rich	Link 
Innu Studies - Jared Nuna	Link 

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:

Relationship with the land
In the "Strolling Through Time" activity, an Elder will guide students on an interpretive walk to a historically significant location. Elements of this on-the-land activity support the connection between people and place in relation to oral history.
Participatory and experiential learning activities
Language and Culture
Culture and language are incorporated in each activity of this lesson plan. Language and culture will become integral aspects of the extension activities as students further explore their individual and collective histories.
Relationship with family, ancestors
<ul style="list-style-type: none"> o Students are encouraged to engage family members as they explore the past. o Family and community members may be invited to view the Mini-Museum. o In the "Strolling Through Time" activity, an Elder is invited to share oral history. o The video project and resulting extension activities provide further opportunities for students to engage with, and learn from, family and community.
Connections are made with everyday life
Students are encouraged to think about what history means to them in their own lives, and they are also encouraged to consider how they connect to their classmates in everyday life. Further, students are provided time and space to quietly reflect on their connection to the history held within their community.
Intergenerational learning with Elders/Knowledge Holders
<p>Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes</p> <p>Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes</p>
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity
<ul style="list-style-type: none"> • Care - demonstrated by valuing individual contributions to activities and discussions • Respect - demonstrated by valuing individual perspectives, stories, cultural practices, and beliefs • Truthfulness and Trust - embodied in the relationship between school, community, and family • Integrity - demonstrated through our respect for each other in a safe and inclusive learning environment.
Different learning styles; attention given to mind, body, and spirit
Healthy relationship with self and identity
Students are encouraged to reflect on their personal concepts of identity throughout this lesson, and to consider how their identity is connected to individual history, collective history, and local history.
Personal reflection time (connecting with thoughts and feelings)
Students are encouraged to reflect throughout this lesson; the activities provide time and space for both individual and group reflection.

OTHER DETAILS

Unit Plan Title: History as a Lens to the Past

CONTRIBUTORS

Name	Role/Job Title	Place
Sara Leah Hindy	Regional Curriculum Support / Indigenous Educator	NCCIE / Qalipu First Nation
Scott Butt	Knowledge Holder	Qalipu First Nation
Sylvia Moore	Regional Lead	NCCIE

QUESTIONS/MORE DETAILS

For Questions contact: [Sylvia Moore \(sylvia.moore@mun.ca\)](mailto:sylvia.moore@mun.ca) for more information.