



Date: _____

'A Survivor's Story' in: 'Spirit of the Island: Manitoulin's People' (Gathering Two)

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:

- appreciate the importance of cultural representation in the curriculum and school environment;
- evaluate the implications of the domination of oppressed peoples;
- demonstrate an openness to, and an acceptance of responsibility for, change and innovation.

LIST OF ACTIVITIES

1. Read the Full Text and Watch the Video
2. Personal Inquiry
3. Reading Discussion
4. 'My Territory'

MATERIALS

- Four Directions Education Model
- Lesson Plan/Activity Guide for Gathering Two
- Supplies: flip chart paper, markers, 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



Residential Schools and Reconciliatio n

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



50 mins

Related Subjects

History, Civics, Indigenous Ways of Knowing & Being, Social Studies, Health, Indigenous Language

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

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

Topics explored in this lesson for Gathering Two are listed below, with the timing of the topic in the accompanying videos (which include closed captioning):

Video 1 of 2:

- The Residential School Experience (0:13)
- Identity (3:43)
- Reconciliation (5:12)
- Canada's Truth and Reconciliation Commission Recommendations (7:57)
- Healing (9:53)

Video 2 of 2:

- Progressive Contact and Colonization (0:09)
- Residential School System and Indian Agents (6:52)

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
- 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

- 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 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

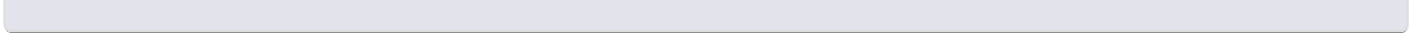
The videos for Gatherings Two, Three, Nine, and Thirteen contain excerpts from each Gathering in the book. The timing of the various topics discussed in the video are listed in the 'Description' above as well as in the 'Lesson Plan/Activity Guidebook,' making it easy for the instructor to choose what 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.



ACTIVITIES

1 - Read the Full Text and Watch the Video

Purpose

This activity provides learners with background information, from which they can complete the other activities for this Gathering.

Time: 60 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 attachment "Full Text in English-G2-Survivor's Story" (in the 'Materials' section below). The accompanying videos and the video transcription are available for language learners and others interested in hearing the language.

1. Read the full text of the Gathering in English. This can be a homework assignment in preparation for the ensuing activities in this lesson.
2. If you and your students are interested in hearing and seeing the written language, you can watch the videos (that include closed captioning), which are readings in English and Anishinaabemowin of selected excerpts from the full text.
3. Optional for language learners: the excerpts that are read out loud in the videos are written in the attachment entitled, 'Ojibway Translation Text.' These excerpts are written in both English and Anishinaabemowin.

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 is 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.

TEACHING NOTES

2 - Personal Inquiry

Purpose

The purpose of this activity is to assist learners in reflective and analytical reading and listening, as well as for personal review to retain the information long-term.

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.

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:

Activities 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
Lesson Plan/Activity Guide for Gathering Two	File (LP Activity Guide G2.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.	
Supplies: flip chart paper, markers, tape	Supplies 

TEACHING NOTES

3 - Reading Discussion

Purpose

The purpose of this activity 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:

Activities 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 an entire community.

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

- i) analyze how issues of colonialism have impacted Indigenous people;
- ii) examine the assimilation and displacement of Metis, Inuit, and First Nations in Canada;
- iii) 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:

Activities 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: 'My Territory' handout, red marker	Supplies 
see pages 10-11 in the 'Lesson Plan/Activity Guide.'	
Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings	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

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 'Four Directions Education Model' that addresses assessment from an Indigenous perspective, i.e. holism in education (see attachment). 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.





Self-Reflection worksheets (in the 'Lesson Plan/Activity Guide') that students complete assist in the assessment and achievement of learning outcomes.

Resource Title	Type
Four Directions Education Model	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
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-daa jig gaa-bi-zhi-giigdoowaad	Link 
<p>This resource set contains the textbook with all thirteen 'Gatherings' and an accompanying instructor's guidebook with background information, the activities and related forms, notes on Indigenous education and learning styles/assessment, plus a calendar of Indigenous events to which educators are able to align their school-year planning. For more information, visit www.pallasedu.com by clicking on the link.</p>	
For Instructors: 'Introduction to the Video Series' (4 minutes)	Link 
<ul style="list-style-type: none"> - This video describes how best to use the video playlist for the series of four Gatherings. The accompanying document of the video text can be used with or without viewing the videos. - These videos (accompanying 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. - 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. - Suggested options for how to use this playlist: i) select snap shots from the videos by targeting specific subject matter using the headings, e.g. Identity, Residential School System, 60's Scoop, etc.; ii) select to use the entire Gathering video; or iii) select to use the entire play list, which would be applicable for Unit Plans or 1-2 day professional development workshops. <i>Miigwech!</i> 	
Instructor's Guidebook in French	File (Guidebook__French_.pdf) 
<p>This is the French translation of the accompanying 'Lesson Plan/Activity Guide.'</p>	
Cautionary Note for Student Well-Being in 'Spirit of the Island' Gatherings	File (Cautionary Note for Student Well-Being re 'Spirit of the Island' Gatherings.pdf) 

Resource Title	Type
Information for the teacher to read prior to delivering this lesson.	

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
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.
Participatory and experiential learning activities
Language and Culture
English and Anishinaabemowin.
Relationship with family, ancestors
Intergenerational learning is supported by engaging family and community members, as well as seeking guidance, support, and inclusion with Elders and Knowledge Holders.
Connections are made with everyday life
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.
Intergenerational learning with Elders/Knowledge Holders
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
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity
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 as a whole person with their own experience and identity; iv) reflect on relationships with one another and Creation.
Different learning styles; attention given to mind, body, and spirit
Healthy relationship with self and identity
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.
Personal reflection time (connecting with thoughts and feelings)
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: Academic, General

RELATED LESSON PLANS

- 'Colonialism Evades Ontario's Education System' in: 'Spirit of the Island: Manitoulin's People' (Gathering Three)
- 'Forgotten Children' in: 'Spirit of the Island: Manitoulin's People' (Gathering Nine)
- 'Sacred Water' in: 'Spirit of the Island: Manitoulin's People' (Gathering Thirteen)

CONTRIBUTORS

Name	Role/Job Title	Place
Dr. Rhonda Paulsen	Project Lead - conceptual design; author	Warsaw
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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) for more information.