

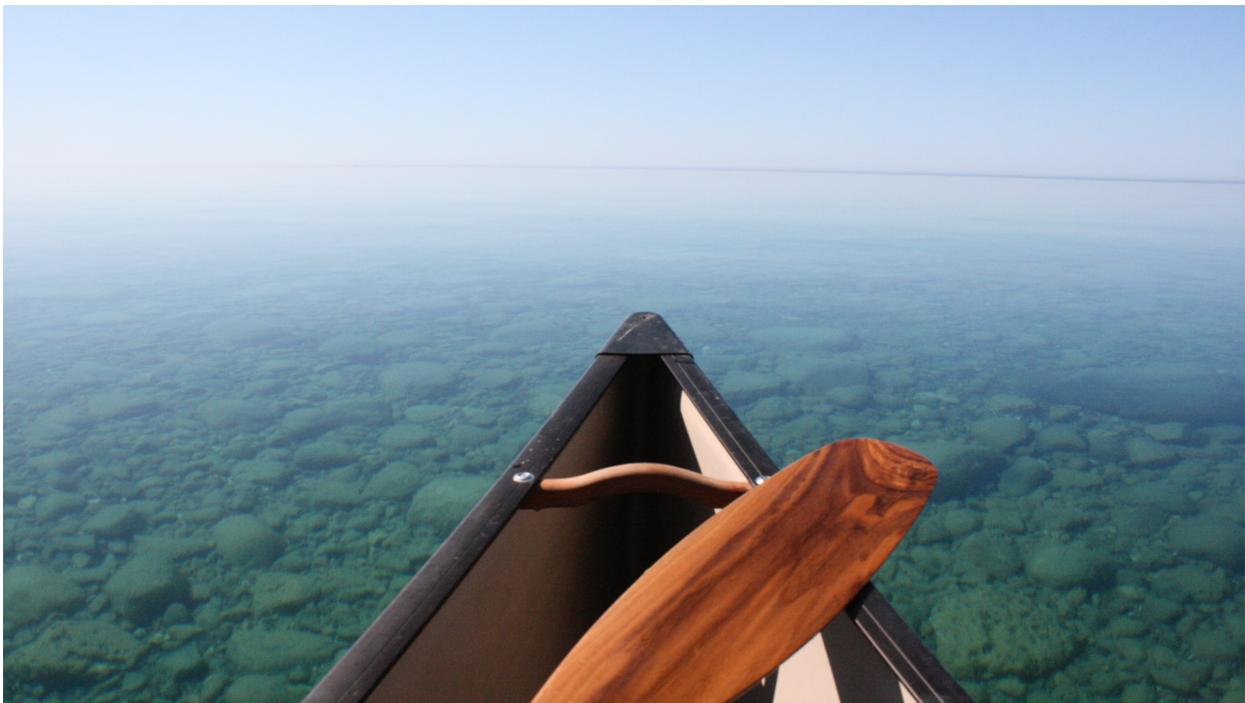
Spirit of the Island: Manitoulin's People
Stories of Indigenous-Settler Historical Dynamics

Ezhi-minidoowang Minis: Minidoo-wining Bemaadizijig Wiin E-zhi-kendaang
gaa-zhiwebizid nji Anishinaabewid-Gaa-bi-dajig gaa-bi-zhi-gigdoowaad

LESSON PLAN / ACTIVITY GUIDE: GATHERING THREE

'Colonialism Evades Ontario's Education System'

'Waapshkiiwedjigewin gaa-bi-zhi-dbaaziidang'



by Dr. Rhonda L. Paulsen
with Anishinaabemowin Translators Elder Shirley I. Williams-Pheasant and Isadore Toulouse



FIRST NATIONS UNIVERSITY, SASKATCHEWAN, CANADA





GATHERING THREE:

‘Colonialism Evades Ontario’s Education System’

‘Waapshkiiwedjigewin gaa-bi-zhi-dbaaziidang’

by Hanah Howlett McFarlane; Author’s Notes by Dr. Rhonda L. Paulsen

Anishinaabemowin Translations by Elder Shirley I. Williams-Pheasant and Isadore Toulouse

Cross-Curricular Subjects, established by Ontario’s Ministry of Education, are:

- History (pre-confederation to the present)
- Social Sciences and Humanities
- Canadian and World Studies
- Politics and Citizenship
- Native Studies
- Languages

Contents	Heading time on video
Treaty Responsibilities	0:33
Resistance	2:52
Revitalization	4:11
Indigenous Knowledge in the Ontario Curriculum	6:00
Assessment and Achievement	8:18
Recommendations for Anti-Colonial Pedagogy	9:29
Conflict in Education - Author’s Notes	0:13
Hierarchical Educational Paradigm - Author’s Notes	0:22
Holistic Education - Author’s Notes	4:30

Learning Outcomes – upon completion of this Gathering, learners will be able to...

1. Develop a deepening awareness of learning environments that support diversity.
2. Analyze how issues of colonialism have impacted Indigenous people.
3. Explore different learning and teaching methods in relation to student success.

The schedule below includes some of the dates during the school calendar year which focus on Indigenous experiences (there may be variances between district school boards). The Gatherings listed as relating to the event are only a starting point; after reviewing the book and videos yourself, you can best determine how to align the content for your specific needs.

DATE	EVENT	RELATED GATHERING
September 30	<i>Orange Shirt Day</i> – in response to a six-year-old’s experience of having her shirt ripped off of her on the first day in residential school, this day is set apart to promote awareness of the residential school system.	<ul style="list-style-type: none"> - One ~ Language Loss and Revitalization - Two ~ A Survivor’s Story - Three ~ Conflict and Resolution in Education - Nine ~ Forgotten Children
October 4	<i>Sisters in Spirit</i> – raising awareness of the high rates of violence against Indigenous women and girls in Canada.	<ul style="list-style-type: none"> - Nine ~ Forgotten Children (heading) Missing and Murdered Indigenous Women
November, first full week	<i>Treaty Week</i> – time set apart for the study of treaties in collaboration with the Ministry of Indigenous Relations and Reconciliation.	<ul style="list-style-type: none"> - Three ~ Colonialism Evades Ontario’s Education System - Four ~ status quo ante bellum - Seven ~ Learning from Past Mistakes - Twelve ~ This is Who We Are
November 8	<i>Indigenous Veterans Day</i>	<ul style="list-style-type: none"> - Four ~ status quo ante bellum - Twelve ~ This is Who We Are - Glossary
November 16	<i>Louis Riel Day</i> - marking the date Louis Riel was executed in 1885, it is a day for recognizing Metis rights.	<ul style="list-style-type: none"> - Four ~ status quo ante bellum - Twelve ~ This is Who We Are - Glossary
May 10	<i>Bear Witness Day</i> – meant to advocate for Indigenous children to be able to receive the health care they require and that it is done without delays.	<ul style="list-style-type: none"> - Two ~ A Survivor’s Story - Three ~ Traditional Indigenous Education - Seven ~ Indian Act(s) - Nine ~ Forgotten Children (heading) Child Welfare and the 60’s Scoop
June	Aboriginal Month	- all content
June 21	National Indigenous Day	- all content

Holistic Learning

Originally, I created the ink drawing (below) to depict my life story, after a friend suggested I draw a self-portrait. It also became my visual representation for five elements of holistic learning: openness, humility, listening, intelligences, and balance.



pen and ink by R. L. Paulsen

*“We are not human beings on a spiritual journey,
we are spiritual beings on a human journey.” author unknown*

Openness ~ At any age, when learning, one becomes an open vessel, looking outwards from themselves in a position that welcomes the opportunity to embrace new knowledge and experience.

Humility ~ An open heart and an open mind reflect humility in the process of lifelong learning and personal growth and development.

Listening ~ The profile depicts the learner being positioned to listen, watch, and absorb the lessons.

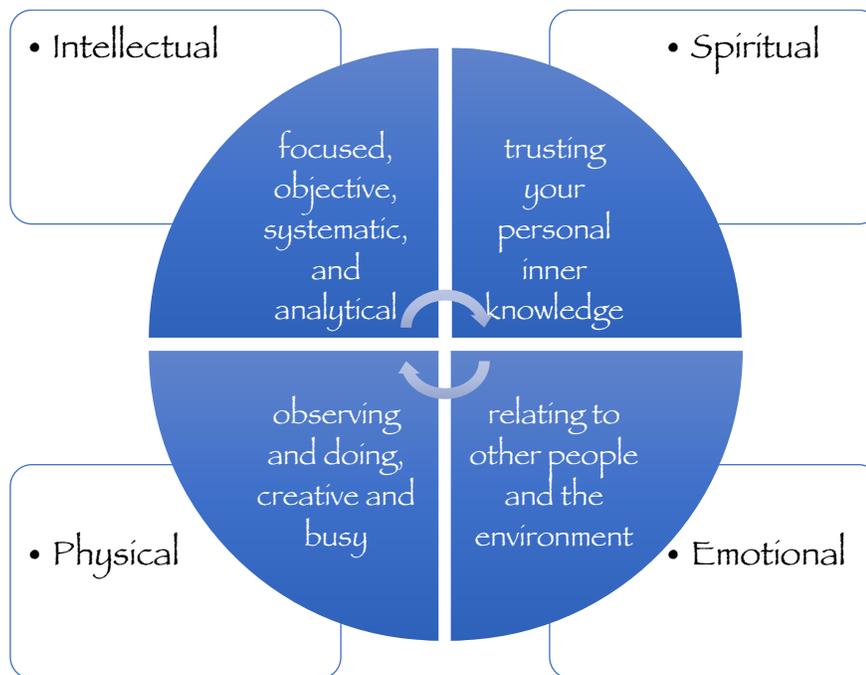
Intelligences ~ Each person’s learning styles are unique; represented are the mouth (orality), ears (auditory), eyes (visual), wings (kinetic), and heart (our soul).

Interspersed within these representations are images suggesting **balance**.

FOUR LEARNING STYLES

Spiritual	Emotional	Physical	Intellectual
<p><i>1. Attributes:</i></p> <p>a) recognizes a purpose and direction in life b) sees the whole picture c) detail oriented, thorough d) learns by trusting their inner knowledge</p>	<p><i>1. Attributes:</i></p> <p>a) aware of feelings b) learns by relating to persons or things c) likes variety d) empathetic, compassionate, impulsive</p>	<p><i>1. Attributes:</i></p> <p>a) learning by observing and doing b) creative expression c) task oriented, has lots on the go all the time d) perfectionist</p>	<p><i>1. Attributes:</i></p> <p>a) focused b) objective c) systematic d) analytical</p>
<p><i>2. Action:</i></p> <p>a) needs to know the reason for what they are doing b) expects people to understand without an explanation c) needs solitary time to process information d) needs to see the whole of a situation</p>	<p><i>2. Action:</i></p> <p>a) prefers being involved in dialogue b) works well under pressure c) always prepared d) likes to learn by having fun</p>	<p><i>2. Action:</i></p> <p>a) uses pictures or draws to explain ideas (hand talkers) b) performs or writes c) once focused, stays focused d) needs personal time to organize thoughts and digest/sort new information</p>	<p><i>2. Action:</i></p> <p>a) learns best with visuals b) prefers just the facts c) needs an agenda, overview d) likes to direct</p>

'FOUR DIRECTIONS EDUCATION MODEL'



Paulsen, R. L.

Personal Inquiry

Each Gathering in the book includes questions for *Personal Inquiry*. The intention is to provide introspective time for 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 *Personal Inquiry* questions. These questions can also be used as a springboard for:

- essay topics
- role play activities (e.g. an interview)
- small or large group discussion
- community-based research questions.

Using the *Personal Inquiry* questions in your classroom or workshop is most efficient when the instructor ensures there are no interruptions and provides a quiet time for the learners to be reflective. This personal reflection time can be followed by small group discussions with learners sitting in circles to share their perspectives. If these small groups are intended to move to a whole group discussion, options for doing so include:

- one person in the small group verbally shares the groups' perspectives with the whole group; or
- each small group writes their perspectives on flip chart paper that is displayed around the room, which then is taken up in the large group discussion.

Materials

- flip chart paper and markers
- painters' tape or sticky adhesive to display the flip chart paper that can be removed safely from the walls.

Manifesting Ethics in the Learning Environment

During *Personal Inquiry* exercises, learners are guided in manifesting ethics with one another in the form of: care, respect, truthfulness and trust, and integrity as individual's contributions to the learning environment are viewed, listened to, and discussed openly.

Personal Inquiry questions included in the Video Series

Following are the Personal Inquiry questions for Gathering Three included in the video series. The corresponding image and inspirational quote can be displayed for the learners to view during this personal reflection time, encouraging thoughtful introspection.

Gathering Three: ‘Colonialism Evades Ontario’s Education System’
‘Waapshkiwedjigewin gaa-bi-zhi-dbaaziidang’



L. L. Thippawong, Dominion Bay, Manitoulin Island

photo by E. J. Thippawong

*“You cannot cross the ocean,
you cannot discover new horizons,
if you are afraid of losing sight of the shore.”*

author unknown

Personal Inquiry

1. In your opinion, do you think it is fair to have your intellect and ability assessed on your answers to questions that contain information you have not been taught in school or have been exposed to in your life experiences?
2. What impact(s) do you think receiving ‘labels’ (i.e. outside perspectives of your identity) would have on you? Consider how your own concept of self-identity could be impacted *and* how others may perceive you through those labels.

'READING DISCUSSION GUIDELINE' ACTIVITY

- The 'Reading Discussion Guideline' form relates to all of the Gatherings in the book, and to the video series which includes Gatherings Two, Three, Nine, and Thirteen.
- 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 tests.
- This form can be used at the end of a unit of study (if focusing on material under a heading), and/or at the completion of a class or workshop (if using an entire Gathering or the video series).

Learning Outcomes...learners will be able to:

1. Appreciate the importance of culturally relevant curriculum and learning environments.
2. Ethically and morally discuss historical and contemporary events in the context of Indigenous-Settler dynamics and experiences.
3. Assess meanings embedded in public statements; be socially responsible.

Participatory and Experiential Learning

a) For the classroom: *Personal student reflection and assessment*

- students can hand in their completed 'Reading Discussion Guideline' forms at the beginning of the class to confirm that their homework has been done and for assessment purposes;
- the form is returned at the end of class for the student to keep for their own studies.

b) For the classroom and professional development workshops: *Discussions and activities*

- i) whole-group discussion - preferably sitting in a circle, learners use their own completed forms as a guide to discuss one or more of their answers;
- ii) small group discussions can be formed, using the same process;
- iii) within the small or large group: flip chart paper and markers are used to record the input for each point, this information is displayed around the room, learners are encouraged to move about the room at their own discretion to view all of the input, the group reconvenes, and learners are invited to verbally share their responses with the group.

Holism

Throughout the process of using this form, learners are encouraged to:

- draw connections between the various components of the lesson;
- relate the content to everyday life in a positive sense;
- recognize each person in the group as a whole person with their own experience and identity;
- reflect on relationships with one another and Creation.

Manifesting Ethics in the Learning Environment

During this exercise, learners are guided in manifesting ethics with one another in the form of: care, respect, truthfulness and trust, and integrity as individual's contributions to the learning environment are viewed, listened to, and discussed openly.

Materials

- one form per learner (below)
- flip chart paper and markers
- painters' tape or sticky adhesive to display the flip chart paper that can be removed safely from the walls.



Walking in birches

oil on canvas, L. Thippawong

READING DISCUSSION GUIDELINE

1. Identify up to three (3) main themes of the Gathering(s).

- i) _____
- ii) _____
- iii) _____

2. Explain how each theme (as listed above in '1') corresponds to your class/workshop and everyday life.

- i) _____

- ii) _____

- iii) _____

3. Personal reflections (comments can be added during or after the group discussion).

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Walking in birches

oil on canvas, L. Thippawong

‘APTITUDE TEST’ - ACTIVITY

The Aptitude Test is a participatory learning experience that may raise feelings of discomfort, sensitive memories, or challenges for some students/participants. Therefore, before and after using this exercise please refer to ‘student well-being’ outlined in the book in the ‘Introduction ~ A Personal Welcome’. If in a classroom, please have your school counsellor and/or district school board’s First Nations, Metis, and Inuit representative involved.

This exercise is most fitting with ‘Gathering Three ~ Colonialism Evades Ontario’s Education System’ (on video), corresponding to the ‘Fair Exam’ political cartoon in the book. However, it also relates well to ‘Gathering Two ~ A Survivor’s Story’ (on video); ‘Gathering Seven ~ Learning from Past Mistakes’ (duality of cultures); ‘Gathering Nine ~ Forgotten Children’ (on video), and ‘Gathering Eleven ~ Escape’ (being disconnected from your original culture).

Activity Process

- This exercise provides the learner with the experience of being assessed, and labeled according to that assessment, based on their achievement levels from a test containing content that they most likely have never been taught or exposed to in everyday life.
- The instructor enters a role-play of being very formal and strict; handing out the test by placing it face down in front of each student/participant; directing learners to not talk or leave their seats; periodically announcing the time to put pressure on completing the test; and having no interaction with the learners during the test (this is explained prior to starting).
- When the test time has run out (determined by the instructor based on available time), pens are put down immediately and learners give their tests to the person next to them.
- The instructor reads out each question, asks for volunteers to offer answers, then provides the ‘correct’ answer; the learners grade answers as ‘correct’ or ‘not correct’, i.e. no subjectivity or

leeway. During this time, the learning environment can return to a relaxed atmosphere that helps with debriefing the exercise – there are bound to be laughs.

- Post-exercise discussion questions can include: “How did this make you feel?”; “Was your confidence shaken?”; “What were your emotions?”; “Did you think it was a fair test?”; “Are you comfortable with having your ability/aptitude assessed and labelled based on your test results?”
- Please do not convert to technology; emphasis is on cursive writing and personal inter-action.

Learning Outcomes... learners will be able to...

1. Develop a deepening awareness of learning environments that support diversity.
2. Analyze how issues of colonialism have impacted Indigenous people.
3. Explore different learning and teaching methods in relation to learner success.

Culture and Language

Opportunities are available to include oral, written, and visual communication.

Time Management and Instructional Content (minimum 35 minutes)

- Introducing the exercise to the group, providing instructions, and distributing the hard copy of the test (5 minutes).
- The instructor: asks the group each question; provides time for the students/participants to write their answer on the test paper; then proceeds to the next question (10 minutes).
- As a whole group, learners voluntarily share their answers followed by the instructor sharing the ‘correct’ answer; learners tally the points for each question, thereby ‘defining’ the learner’s aptitude (10 minutes).
- Group de-briefing: learners share their feelings and thoughts that they experienced during this exercise, followed with closing encouragement from the instructor (10 minutes).

Materials

- One hard copy of the Aptitude Test per student/participant (print page 11, below).
- Each student/participant has a pen (this activity does not involve technology).

'APTITUDE TEST'

1. 90 km = _____ miles.
2. a) What fish has an exaggerated under-bite? _____
b) What is its genus? _____.
3. a) Name the violin strings in order: _____, _____, _____, _____.
b) What is the technical term for a violin chord? _____.
4. In which two countries are spectrolite mined: i) _____
ii) _____.
5. What is the best three-step method to feed stingrays without using any apparatus?
i) _____
ii) _____
iii) _____.
6. Name the two supercontinents that emerged from Pangea 180 million years ago (+/-).
i) _____
ii) _____.
7. What is the capital of Chad? _____.
8. Briefly describe a strip mine: _____

_____.
9. List the sharps in the key of F major: _____.
10. a) Name the crater used as the moon walking practice: _____.
b) Where is it located? _____, _____.
11. How do you say 'respect' in Korean? _____.
12. What is the 'olfactory illusion'? _____.

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## Aptitude Test Answers

1. 55.9234 miles
2. a) Barracuda; b) Sphyaena.
3. a) g, d, a, e – listing in the reverse order is acceptable;  
b) a ‘double stop’.
4. Finland and Marathon, Ontario, Canada.
5. i) place a piece of squid on the palm of your hand, keeping it wide open and palm facing up;  
ii) extend your arm toward the stingray, coming towards it from below its belly;  
iii) unfold your hand and the stingray will scoop up the squid (its mouth is on its underbelly).
6. i) Gondwana; and ii) Laurasia. +/- means an approximation of the date.
7. N’Djamena, Chad, Africa.
8. The answer can include one or more descriptors: A strip mine is near the surface of the earth; the mining is for a seam of mineral; the earth’s surface is cleared of all trees, soil, and rock; the land is terraced in the mining process that creates an upward spiral emerging from the earth.
9. There are no sharps in the key of F major; those are only found in the key of F# (sharp) major.
10. a) Haleakala [Hah-lee-ah-kah-lah]; b) Maui, Hawaii.
11. jon gyung
12. Olfactory cells are at the roof of both nostrils and connect our response to smell to the olfactory lobe in the brain, where smell is interpreted. Smell and taste tests are conducted to determine which is more impressionable: if you plug your nose before eating something (thereby blocking your sense of smell) it will have little to no taste; breathe in through your nose and the taste will return.

## Grading:

Correct answers = 2 points; Incorrect answers = 0 points; Total available points = 24

18-24 points = above average

10-16 points = average

0-8 points = below average

For students, these labels are recorded and forwarded to the teacher in the following grade.

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