



CROSS CURRICULAR UNIT  
**GRADE 4**

# EXPLORATIONS IN CANADIAN HISTORY:

What can we learn about local First Nations families and Residential Schools from Canada's history?

English Language Arts | Arts Education | Social Studies

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**Yukon**



## **DEVELOPMENT**

Nikki Krocker, Curriculum and Assessment, Yukon Department of Education  
Tanya Lanigan, Curriculum and Assessment, Yukon Department of Education  
Tammy Stoneman, First Nations Programs and Partnerships, Yukon Department of Education  
Shari Worsfold, Curriculum and Assessment, Yukon Department of Education

## **CONTRIBUTORS**

Shāw níthän to Sharon Shadow, First Nations Programs and Partnerships, Yukon Department of Education.

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Georgianna Low - Tagish, Carcross Tagish First Nation  
Chuck Hume – Southern Tutchone, Champagne and Aishihik First Nations  
Dorothy Smith - Kaska, Ross River Dena Council  
Lizzie Hall – Northern Tutchone, Selkirk First Nation  
Sam Johnston – Tlingit, Teslin Tlingit Council  
David Johnny, Sr – Upper Tanana, White River First Nation  
Garry Njootli – Gwitchin, Vuntut Gwitchin Government  
Hazel Bunbury, Southern Tutchone, Ta'an Kwäch'än Council

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## **COVER PHOTO**

Government of Yukon





# HISTORY

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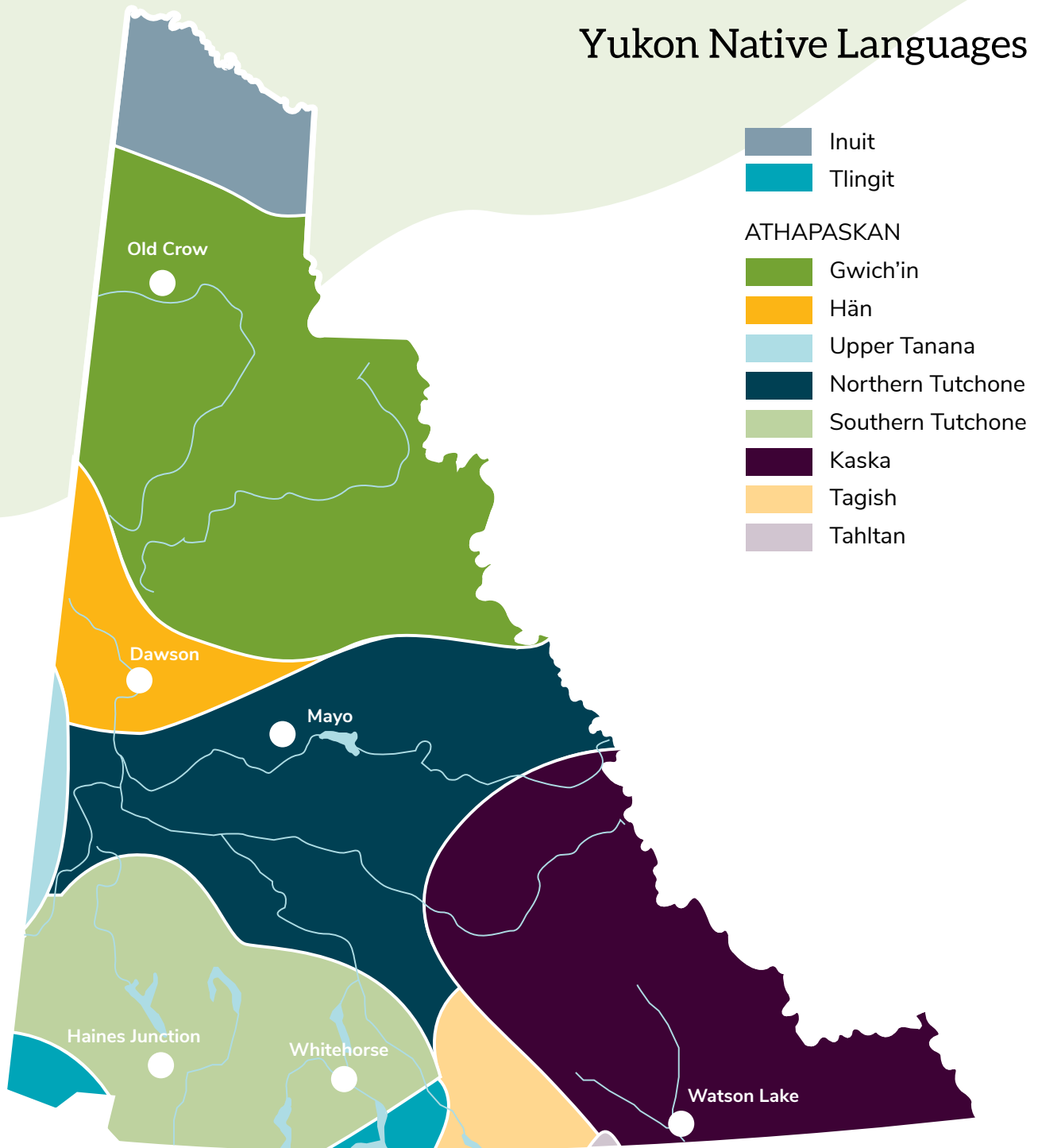
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# Yukon Native Languages



## PART 1: INTRODUCTION

### Essential question:

What can we learn about First Nations families and Residential Schools from Canada's history?



## INTRODUCTION

The idea for this unit arose through collaboration in the Learning Network and continued to evolve as teachers put the activities into practice with their students.

Practices in education need to change to respond to the national and Yukon conversations about reconciliation with Indigenous peoples and Yukon First Nations. The Truth and Reconciliation Commission (2015) published specific Calls to Action to renew relationships that are based on inclusion, mutual understanding and respect. Call to Action #62 addresses the indigenizing of education, going beyond isolated units of study to broadly embedding Indigenous perspectives within learning and schools to build strong inter-cultural relationships and make classrooms more inclusive for Indigenous students. Current research-based assessment and communication practices have many places where they intersect with the traditional, culturally grounded ways of Yukon First Nations people. This [unit] was developed to be consistent with the guiding principle that [teaching] in Yukon schools will be authentic and culturally responsive for Yukon First Nations and will serve to enhance achievement for all learners.

*Excerpt From: "Communicating Student Learning Resource and Professional Development Tool." iBooks.*

## RATIONALE

Stories help quiet our minds. They bring us to different places and invite us to consider different ways of being in this world. From my experience as a teacher I have found that stories are one of the most powerful tools we have to help our children build empathy and understanding.

Engaging with stories is one part of a Balanced Literacy Approach. The goal of Balanced Literacy is for students to emerge empowered with problem solving strategies, and strategies for deep thinking about a piece of text in either reading or writing. The objective is to create independent problem solvers (*A Balanced Literacy Approach to Instruction*, Yukon Education).

The power of stories within Yukon First Nations cultures is integral to developing empathy and understanding. Creating a cross-curricular unit plan that combines stories with the topic of residential schools honours one of The Truth and Reconciliation Commission's calls to action. The Commission calls upon [educators] to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

(Truth and Reconciliation Commission of Canada: *Calls to Action*, 2015)

**"I want you to remember the ways of our people.  
I want you to remember our songs and our dances, our  
laughter and our joy, and I want you to remember  
our land."**

– From "Shi-Shi-Etko" by Nicola Campbell

The first story introduced in this unit, *Shi-Shi-Etko*, is a powerful story about the importance of family in teaching and learning. It is an exploration of strength and love and underlies the importance of understanding what a culture had in order to understand what was lost. The second story, *Shin Chi's Canoe*, illustrates the experiences of the children at Residential School. The final story, *Stolen Words*, is a story about the strength of families, the revitalization of language and how love can heal.

Teachers may want to substitute various books and adapt this lesson as they see fit for their students and community.

## BIG IDEAS

- Creative expression is a means to explore and share one's identity within a community. (Arts Education 4).
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (English Language Arts 4).
- Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity. (Social Studies 4).

## CONNECTIONS TO YUKON FIRST NATIONS WAYS OF KNOWING AND DOING

It is understood that First Nations ways of knowing and doing are incorporated in all planning and programming. Oral stories are an integral part of a Balanced Literacy Approach to literacy instruction. Similarly, stories of First Nations culture, history and understandings provide content that students can read, write, listen and speak about.



# CURRICULAR CONNECTIONS

## ENGLISH LANGUAGE ARTS 4

### Big Ideas

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

### Curricular Competencies

- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world.

### Content (find places in the lesson for these things to be mentioned)

- Strategies and processes
  - reading strategies – using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences
- Language features, structures and conventions
  - paragraph structure – use of a topic sentence and supporting details
- Metacognitive strategies
  - talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer

## ARTS EDUCATION 4

### Big Ideas

- Creative expression is a means to explore and share one's identity within a community.

### Curricular Competencies

- Explore identity, place, culture, and belonging through arts experiences.

### Content

- Symbolism and metaphor create and represent meaning. Language features, structures, and conventions-use of a topic sentence and supporting details.

## SOCIAL STUDIES 4

### Big Ideas

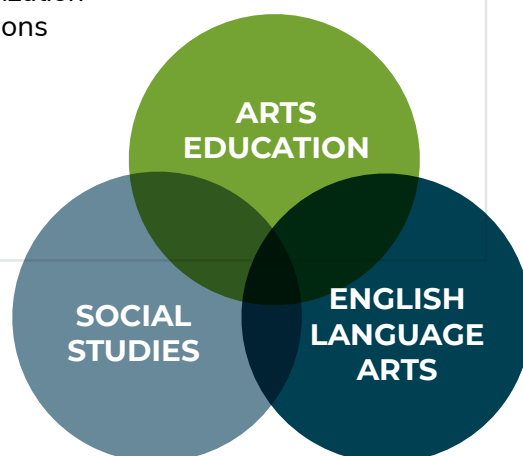
- Interactions between Yukon First Nations and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.

### Curricular Competencies

- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment).

### Content

- The impact of colonization on Yukon First Nations societies in Yukon and Canada.





# CORE COMPETENCIES

This unit connects to many facets of each of the three core competencies. The examples below are explicitly linked through this cross-curricular unit. Teachers are also encouraged to explore other competencies as they relate to classroom experience.



## Communication

- Connect and engage with others
- Acquire, interpret, and present information



## Thinking

- Creative Thinking
- Generating Ideas



## Personal and Social

- Positive Personal & Cultural Identity
  - Relationship and cultural contexts
  - Personal values and choice

## PLANNING TO TEACH THE UNIT

It is important to follow a process of best practices when introducing the topic of Residential School in classrooms.

The information in the Indian Residential Schools and Reconciliation Gr. 5 (IRS 5) Teacher Resource Guide can be used to inform teachers and provide background knowledge applicable to this unit. Specifically, teachers can refer to the section titled “Background” on pg. 3-6 and “Planning for Instruction” pg. 6-8.

The IRS 5 Teacher Resource Guide can be found at the following link: [www.fnesc.ca/wp/wp-content/uploads/2015/07/PUB-LFP-IRSR-5-2015-07-WEB.pdf](http://www.fnesc.ca/wp/wp-content/uploads/2015/07/PUB-LFP-IRSR-5-2015-07-WEB.pdf)

Teachers should be prepared to help students deal with emotions that may arise. Further to the list of supports provided on p. 8 of the IRS 5 document, teachers can provide the following numbers to students:

**The Committee on Abuse in Residential Schools Society (C.A.I.R.S.)** 1-867-464-8106  
(open Mon-Fri, 8:30am–12pm & 1pm– 4pm)

**National Residential Schools Crisis Line** 1-866-925-4419 (Open 24/7)

**Indian Residential Schools Resolution Health Support Program - Health Canada**  
1-800-464-8106 (Open Mon-Fri, 8am-12pm & 1pm - 4:30 pm)

**First Nations and Inuit Hope for Wellness Help Line** 1-855-242-3310 (Open 24/7)

**Kids Help Line** 1-800-668-6868 (Open 24/7)

**Employee & Family Assistance Program** 1-844-880-9142 (Open 24/7)  
website: [www.workhealthlife.com](http://www.workhealthlife.com)

Teachers are strongly encouraged to invite an Aboriginal support worker (from CAIRS for example) and a school counselor who is knowledgeable about the issue or trained to counsel students to be present.

The checklist on page 11 can be used to ensure there are as many supports as possible for students as well as their parents/guardians.

### Checklist for teaching about Residential Schools:

- ☐ Send letter to parents/guardians informing them of the unit (see Example Letter to be sent Home).
- ☐ Contact local First Nation to review protocols with students before hand. If nobody is available consider visiting the local First Nation in order to learn more. Find out if there are any local First Nation residential school survivors who have experience speaking to groups about their experience.
- ☐ Organize for an Aboriginal support worker, or school counselor who is knowledgeable about the issue or trained to counsel students to be present.

### Checklist for Working with Elders

- ☐ Review “Working with Elders: A Checklist” (Appendix, pg. 30)

## RESOURCES

- Indian Residential Schools Reconciliation Grade 5 Teacher Resource Guide, by FNEESC & FNSEA
- “Shi-shi-etko” by Nicola Campbell, pictures by Kim LaFave
- “Shin-chi’s Canoe” by Nicola Campbell, pictures by Kim LaFave
- “Stolen Words” by Melanie Florence
- Draw-Label-Caption Worksheet (pg. 28)
- Venn Diagram (pg. 26)
- Paragraphing worksheet (pg. 24)
- Student Reflection and Self-Assessment Example (pg. 22)
- FSA Gr. 4 Writing Rubric (pg. 27)
- Loose Parts kit (pg. 14. Available for loan from the Curriculum & Assessment unit.)
- Example Letter to be sent home (pg. 29)
- Positive Personal and Social Identity Core Competency Example (pg. 23)

## PART 2: LEARNING ACTIVITIES

**Begin with recognition of traditional territory. For example:**

We acknowledge, recognize, and respect that we live and work within the traditional territory of the people of Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

### ESSENTIAL QUESTION:

What can we learn about First Nations families and Residential Schools from Canada's history?

In this lesson we will be using a series of books that will provide children with information that they will be able to use (at the end) to answer this overarching question. Each book will come with its own question as each book gives us more information to answer the overarching question.

## LESSON 1: SHI-SHI-ETKO

### Part 1: Walk and Talk

As you walk with students in the playground and around the school invite students to consider:

- What things are they noticing?
- What sounds they hear?
- What the air smells like?
- What do certain plants smell like?
- How they are feeling?
- How does our forest help us think about our family, friends and ourselves?
- What is important about the forest?

### Part 2: Reading Shi-shi-etko

As you introduce the first book ask students who their parents/guardians/grandparents are, where their family is from, if they go by any other names and where they are from.

- Why do Yayah and mom want to help Shi-Shi-etko build a memory bag?
- How does Shi-shi-etko feel about developing a memory bag?

### Formative Assessment

Pay attention to student responses as they will be used to guide and build upon the questions and activities in your classroom.

See the Student Reflection and Self-Assessment example (pg 22). Please adapt this example to reflect where your learners may be on the continuum of the core competencies.

Look for students' ability to demonstrate the core competencies:

#### 1. Positive Personal & Cultural Identity

- a. Relationship and cultural contexts
  - i. make connections between their life experiences, their family history, heritage and peer groups
- b. Personal values and choice
  - i. tell what is important to them
  - ii. explain what their values are

#### 2. Creative Thinking

- a. Generating ideas
  - i. I get ideas when I use my senses to explore

Teachers can use conversation, observation (video) or products.

Each time you are looking at their demonstration of core competencies this is an opportunity for students to assess themselves on the same core competencies.

Read Shi-shi-etko making sure all students have an opportunity to see the pictures. Consider using a whiteboard to display the pictures in the book in order to help students make connections with the text.

### Part 3: Think, Pair, Share Assessment

After reading the book invite students into small groups to develop a chart that collects the group's responses to the questions. Share these responses as a large group.

#### Formative Assessment

See the Student Reflection and Self-Assessment example (pg 22).

Look for students' ability to demonstrate the core competencies. When you notice these, explain to the students what you are seeing in order to build their vocabulary around the core competencies:

##### Communicate

- a. Connect and engage with others
- b. Acquire, interpret, and present information

#### Responses you should be hearing

*Why do Yayah and mom want to help Shi-Shi build a memory bag?*

- They know what type of journey she is going on and that she will find strength in her memories and what was familiar to her.
- They don't want her to forget about her cultural values.

*How does Shi-shi-etko feel about developing a memory bag?*

- She thinks it is precious.
- She makes every effort to remember all the items that go in it so she can keep the memories of her family and culture alive in her mind.

### Part 4: Design Memory Bag with Loose Parts

Let students know they will be developing their own memory bag. If they were going away from their family and home for a long time, what would be important to include? Why would it be important to include some of those things?

Invite students to collect Loose Parts that they feel might represent objects they would put in their own memory bags. You can build your own Loose Parts Kit or borrow one from the Curriculum & Assessment unit. Have students arrange the Loose Parts on their mat. See photograph examples, page 14.

Take time to stop and talk with each student to see where students are at in their learning. Ask questions such as:

- What are you thinking about...?
- Can you clarify what you mean by...?

As you go and visit each student/group collect words and phrases they are using in their thinking.

Write these words and phrases on a board or large paper for everyone to see.

#### ARTS EDUCATION 4: CURRICULAR COMPETENCIES

Explore identity,  
place, culture, and  
belonging through  
arts experiences



## LOOSE PARTS MATERIALS FOR REPRESENTING LEARNING



### Loose Parts: Natural materials

- large pine cones
- shells
- sticks
- large pieces of pumice stone
- large seed pods
- tree blocks
- large wooden cookies
- sea sponges
- driftwood

### Wooden blocks (kievea are great) Playdough

#### Settings or pieces to hold work in place

- Fabric scraps
- Felt cut into squares
- Fake grass
- Paper (blue, green or brown, can be laminated)
- Rice or sand in containers or a sand centre

#### Other possible loose part materials

- Buttons
- Gems (many colours and sizes)
- Rocks
- Corks
- Lids
- Empty spools
- Felt lids
- Beads
- Feathers
- Localized loose parts

## Formative Assessment

See the *Positive Personal and Cultural Identity* Core Competency example (pg 23).

Look for students' ability to demonstrate the core competencies:

### Positive Personal & Cultural Identity

- a. Relationship and cultural contexts
  - i. make connections between their life experiences, their family history, heritage and peer groups
- b. Personal values and choice
  - i. tell what is important to them
  - ii. explain what their values are

### Creative Thinking

- a. Generating ideas
  - i. I get ideas when I use my senses to explore

### Responses you should be hearing/seeing:

- talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer

Students should be making connections between what they choose to have in their memory bag and their family/community, life experiences, family history, heritage and peer groups.

**EXTENSIONS:** Ask students to use their ipads to take a photograph of their memory bag representation. Print the photograph and use as a support to the writing reflection students complete. If ipads are unavailable students can draw a picture of their representations.

Once the students have completed their representation of their memory bags gather everyone in a circle and invite students to share what their memory bags contained. Ask students, "how did using the loose parts help them represent their ideas?"

The thinking and sharing orally ensures that all voices are heard. This, in addition to the words and phrases, will make the writing easier. Also, students can learn from each other (as opposed to using someone's ideas).

## Part 5: Writing Reflection on Memory Bag and Loose Parts Representation

Students can go back to their Loose Parts Representation or photograph. Invite students to write a short paragraph on the importance of their memory bag. Students should consider

- What they included in their representation
- Why that object was important
- The connections between who they are, their values, their experiences, family, history, heritage, and peer groups

### Responses you should be hearing/seeing:

Students can use the representations to begin making connections and developing awareness about their values through writing.

**ELA 4:  
METACOGNITIVE  
STRATEGIES**

## LESSON 2: SHIN-CHI'S CANOE

### Essential Question:

What can we learn about First Nations families and Residential Schools from Canada's history?

### Part 1: Reading Shin-Chi's Canoe

Before beginning, write on board and read aloud:

- What is the significance of the canoe?
- Whose story is this?
- Was the Shi-shi-etko in the first book the same as the Shi-shi-etko in the second book?

Read Shin-Chi's Canoe and make sure all students have the opportunity to see the pictures by displaying them on a whiteboard.

### Part 2: Class Discussion

Explore the questions, listen for answers, and guide the students to help them answer the questions if needed:

- What is the significance of the canoe?
  - The canoe represents Shin-chi's family and culture (the smell of the cedar)
  - The canoe reminds him of conversations he has with his father, "Dad said the spring salmon come up the river first, then the sockeye come in the summertime".
- Whose story is this? Answers might include:
  - Shi-Shi-etko's - she is continuing her journey but now with her brother
  - Shin-chi's - it is about his experiences at school
- Was the Shi-shi-etko in the first book the same as the Shi-shi-etko in the second book?
  - No, she knew how the nuns would treat her. She asked if her braids could be cut and kept in a special place with her family.
- Does the story add to your understanding?
  - Answers may vary but ultimately each child should see how their learning is evolving as we learn more about the character's experience

The teacher can be writing phrases or words on the board to assist students in beginning the next activity.

### Part 3: Draw-Label-Caption Assessment

Hand out the worksheet to each student (pg 28). Students can work individually or in small groups as they consider the questions given at the beginning of the story:

- What is the significance of the canoe?
- Who's story is this?
- Was the Shi-shi-etko in the first book the same as the Shi-shi-etko in the second book?
- Does the story add to your understanding?

Students can share with the class their understanding and what they drew-wrote on their worksheet.

#### Responses you should be hearing/seeing:

Was the *Shi-shi-etko* in the first book the same as the *Shi-shi-etko* in the second book?

- No because she knew what to expect when she went to the Residential School.

#### **SOCIAL STUDIES 4: CURRICULAR COMPETENCIES**

Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)

## LESSON 3: STOLEN WORDS

### Essential Question:

What can we learn about First Nations families and Residential Schools from Canada's history?

### Part 1: Reading “Stolen Words”

Before beginning, write on board and read aloud:

- Why was the granddaughter looking for this book in the library?
- How were the granddaughter's - nôsisim's and Shi-shi-etko's experience similar/different?

Read “Stolen Words” and make sure all students have the opportunity to see the pictures by displaying them on a whiteboard.

### Part 2: 1, 2, 4 Activity

- **1** - answer on your own
- **2** - find a partner and share your answer
- **4** - find another set of pairs and share answers in group of 4, write ideas
- Debrief as a class and collect information

### Part 3: Venn Diagram

Think about Shi-shi-etko and the granddaughter - nôsisim. Use the Venn diagram (pg 26) to help consider how their experiences were similar and different? Students can be in small groups or on their own. The diagram will help students in writing a paragraph.

### Part 4: Class Discussion

Take students into the forest and in a circle invite the students to answer the overarching question, “What was the impact of residential school on First Nation families?” The teacher can write down phrases/ideas/words the students are talking about during this discussion. Back in the classroom write down some of the phrases/ideas/words the students used.

### Formative Assessment

See the Student Reflection and Self-Assessment example (pg 22).

Look for students' ability to demonstrate the core competencies:

#### Creative Thinking

- a. Generating ideas
  - i. I build on others' ideas and add new ideas of my own, or combine other people's ideas in a new ways to create new things or solve problems



## Part 5: Paragraph Writing

This exercise will be used to build on the information gathered from creating the Venn Diagram and the class discussion in the forest. This could be a good time to introduce the 6+1 Traits of Writing and focus on one of the traits such as Voice, Ideas or Word Choice.

### Formative Assessment

See the *Student Reflection and Self-Assessment* example (pg 22).

Look for students' ability to demonstrate the core competencies so that you can support them with the specific language/examples they would use to write their self-assessment.

#### Critical Thinking

- a. Analyze and Critique
  - i. I can identify criteria that I can use to analyze evidence
  - ii. I can analyze evidence from different perspectives

Teachers and students will co-construct criteria for this piece of writing (see *Setting and Using Criteria Guide*, pg 25). Students should use a topic sentence and three supporting details. Encourage students to think strategically about genre (descriptive, narrative, poetry), word choice and sentence structure.

Teachers can use the Gr. 4 FSA Short Writing Rubric to assist students with the criteria if needed. Refer to the [FSA Rubrics](#) (pg 27).

Hand out the paragraph organizer and have students begin to answer the overarching question.

## EXTENSIONS

Teachers can use poetry, skits, screen writing, comic strips or plays to explore this topic further.

## PART 3: EVALUATION

### ASSESSMENT

This unit has several different assessment strategies to provide both formative assessment (assessment for learning) and summative assessment (assessment as learning). Please feel free to use as many or as few as you like in your lessons.

Assessment Activity	Curricular Competencies
Think, Pair, Share	English Language Arts Curricular Competencies and Content
Design a Memory Bag	Arts Education Curricular Competencies and Content
Reflection on Memory Bag	English Language Arts Curricular Competencies and Content
Draw-Label-Caption	Social Studies Curricular Competencies and Content
1,2,4 Activity Self Reflection	Core Competencies: Creative Thinking
Venn Diagram	English Language Arts and Social Studies Curricular Competencies and Content
Paragraph Writing	Core Competencies: Critical Thinking English Language Arts and Social Studies Curricular Competencies and Content

# APPENDIX

## **Student Reflection and Self-Assessment**

**PAGE 22:** Core Competencies: Student Reflection and Self-Assessment

**PAGE 23:** Positive Personal and Social Identity Core Competency Example

## **Paragraph Writing**

**PAGE 24:** Paragraph Worksheet: In My Opinion...

**PAGE 25:** Setting and Using Criteria Guide

**PAGE 26:** Venn Diagram

**PAGE 27:** FSA Grade 4 Focused Writing Scoring Rubric

## **Draw-Label-Caption**

**PAGE 28:** Draw-Label-Caption Worksheet

## **Example Letter**

**PAGE 29:** Example Letter to be sent Home

## **Checklist**

**PAGE 30:** Working with Elders: A Checklist

# CORE COMPETENCIES:

## Student Reflection and Self-Assessment



### COMMUNICATION

Connect and Engage with Others (to share and develop ideas)

<b>I ask and respond to simple, direct questions.</b>	Here is my example	My learning goal is:
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### CREATIVE THINKING

Generating Ideas

<b>I get ideas when I use my senses to explore.</b>  <b>I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straight-forward problems.</b>	Here is my example	My learning goal is:
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### PERSONAL AND CULTURAL IDENTITY

Relationships and Cultural Contexts

<b>I make connections between my life experiences, my family history, heritage and peer groups.</b>	Here is my example	My learning goal is:
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## POSITIVE PERSONAL AND CULTURAL IDENTITY

Relationships and Cultural Contexts

Name: \_\_\_\_\_

<b>Circle as many that apply to you:</b>	Here is my example	My learning goal is:
I can describe my family and community.		
I am able to identify the different groups that I belong to.		
I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).		
I get ideas when I use my senses to explore.		



Paragraph Worksheet  
**IN MY OPINION...**

Main Idea, Introductory Paragraph, or Topic Sentence		
Supporting Sentence/ Paragraph Details	Supporting Sentence/ Paragraph Details	Supporting Sentence/ Paragraph Details
Concluding Paragraph or Sentence		

# SETTING AND USING CRITERIA GUIDE

(K. Gregory, C. Cameron, and A. Davies, 2011)

## Step 1: Brainstorm

1. Pose a question such as “What counts in this piece of writing”?
2. Record all ideas, in all students’ words, on chart paper.
3. Contribute your own ideas.

## Step 2: Sort and Categorize

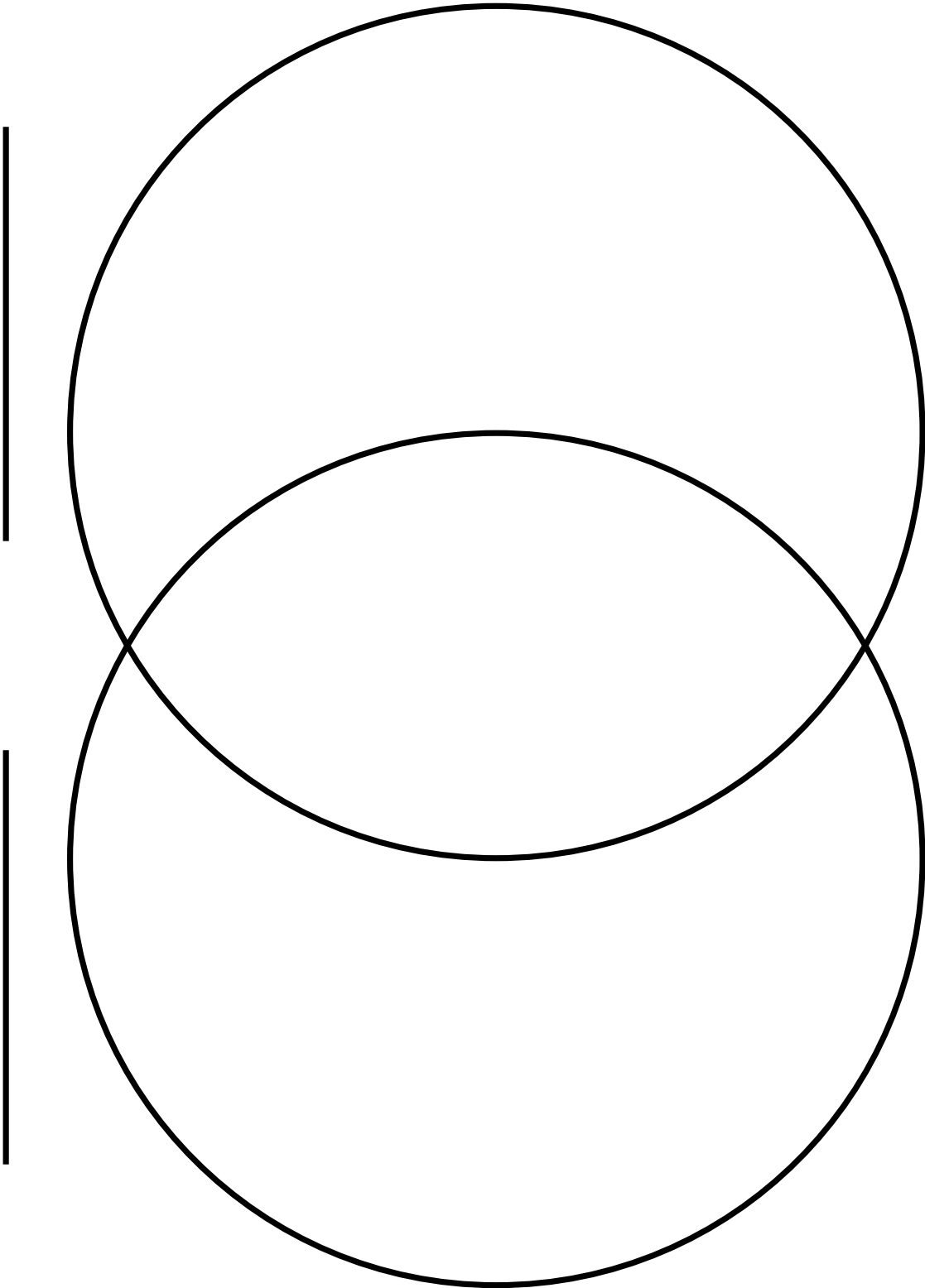
1. Ask students to find any ideas that fit together. Ask questions such as “Do you see any patterns where certain ideas fit together?”
2. Show how the ideas fit together by using different coloured pens to code them. You can also use symbols to represent the “big ideas”.
3. Talk to students about how similar ideas can fit under different headings. Tell them that by grouping similar ideas together we have a more manageable number to work with.

## Step 3: Make and post a T-Chart

1. Draw a large T-Chart on chart paper.
2. Label the big ideas, or categories, from the brainstorm list. These are the criteria.
3. Transfer these onto the left-hand side of the T-chart.
4. Put the specific ideas from the brainstormed list on the right-hand side of the T-Chart, opposite the criteria they fit in. Ask, “do you need any more ideas or details to understand any of the criteria?”
5. Post the T-chart and ask “What else could help you remember the criteria?” (for example, “Copy them into your notebook.”)

Venn Diagram

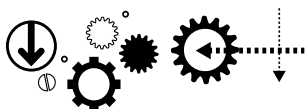
Name \_\_\_\_\_



# FSA Grade 4 Focused Writing Scoring Rubric

	1	2	3	4
<b>Snapshot</b>	<p>Writing poorly addresses the topic; is brief, unorganized with few relevant details. Simple language with weak sentence structure; ideas are often disjointed or illogical.</p>	<p>Writing attempts to address the topic; some sense of organization; few relevant details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like.</p>	<p>Writing addresses the topic; ideas are organized and developed with relevant supporting details. Shows growing control of written language; attempts sentence variety; may consider audience.</p>	<p>Writing clearly addresses the topic; ideas are focused, organized, and elaborated. Language flows smoothly with sentence variety; engages the reader with a sense of originality or individuality. Strong sense of audience.</p>
	<p><b>NR</b> No response (answer page is blank)</p>	<p><b>0</b> Response does not relate to the task in any way; response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

		1	2	3	4
<b>Communicate</b>	<b>Meaning Topic Ideas Details</b>	<ul style="list-style-type: none"> <li>link to topic may be unclear</li> <li>ideas may be copied or unrelated to the topic</li> <li>uses very few relevant details</li> </ul>	<ul style="list-style-type: none"> <li>some evidence showing a link to the topic</li> <li>often retells a personal experience with limited description or reaction</li> <li>ideas are partially developed; few relevant details</li> </ul>	<ul style="list-style-type: none"> <li>writing shows a clear link to the topic</li> <li>ideas are mostly developed; uses some engaging language</li> <li>some supporting details, reasons, explanations</li> </ul>	<ul style="list-style-type: none"> <li>sustains a clear focused link to the topic</li> <li>ideas are fully developed; strong sense of voice; uses engaging language</li> <li>details, reasons, and explanations show a sense of individuality</li> </ul>
	<b>Style Word choice Structure</b>	<ul style="list-style-type: none"> <li>basic language with limited vocabulary; may include frequent errors in word choice</li> <li>sentences are poorly constructed, with little variety or control</li> </ul>	<ul style="list-style-type: none"> <li>generally basic language; errors may affect clarity</li> <li>relies on simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>generally relies on direct language with some variety in vocabulary</li> <li>uses a variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>language is varied and increasingly precise; often experiments with new words or expressions</li> <li>effectively uses a variety of sentence lengths and patterns</li> </ul>
	<b>Form Beginning Middle End</b>	<ul style="list-style-type: none"> <li>beginning may be confusing</li> <li>middle has little development; ideas seem unrelated to topic, may be very short</li> <li>overuses a few simple connecting words or omits them entirely</li> <li>ending is often missing</li> </ul>	<ul style="list-style-type: none"> <li>beginning is somewhat focused; usually identifies the topic</li> <li>middle is often a list of loosely related events; some sequence</li> <li>repeats simple connecting words and beginning words</li> <li>ending may be omitted</li> </ul>	<ul style="list-style-type: none"> <li>introduces the topic; generally organized, logically sequenced</li> <li>middle is generally organized and logically sequenced</li> <li>uses a variety of connecting words and beginning words</li> <li>ending may be abrupt or omitted</li> </ul>	<ul style="list-style-type: none"> <li>introduces topic, often in an engaging way</li> <li>middle develops topic through relevant, appropriate ideas</li> <li>transitions are smooth; uses a range of transitional words</li> <li>focused ending</li> </ul>
	<b>Conventions Spelling Capitals Punctuation Grammar</b>	<ul style="list-style-type: none"> <li>frequent errors may make the writing difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>several errors; may make some sentences difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>some errors; generally do not affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>few errors which do not interfere with meaning; usually caused by taking risk with complex language</li> </ul>



# Draw-Label-Caption

**DRAW****LABEL****CAPTION**



# EXAMPLE LETTER TO BE SENT HOME

Dear Parent(s)/Guardian(s):

In order to address the legacy of Residential Schools and begin our journey toward reconciliation, Yukon Education has created a grade 4 cross-curricular unit; Explorations in Canadian History: What can we learn about First Nations families and Residential School from Canada's History?

This unit was developed through teacher collaboration and feedback. Collaborators included consultants from the First Nations Programs and Partnerships unit and the Curriculum and Assessment unit. The unit was presented to Elders and Knowledge-Keepers of the Yukon First Nations Curriculum Working Group who shared their time, knowledge, wisdom and ideas.

Residential Schools are a tragic part of Canadian history, but an important one to address in our schools. The well-being of our children and youth will benefit from this true history being taught. We are looking to affect change in this younger generation, for them, in their lifetime, to bear witness to reconciliation and to begin to understand and honour those treaties that were agreed upon so many years ago.

This unit was developed in response to the call by the Truth and Reconciliation of Canada (TRC) to develop an age-appropriate curriculum about Residential Schools.

By the end of this unit, students will have an understanding of First Nations perspectives, Residential Schools and the experiences First Nation peoples endure.

Students will:

- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world.
- Explore identity, place, culture, and belonging through arts experiences.
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment).

If you have any questions, would like to learn more about this unit, or would be interested in participating with your child, please feel free to contact me at \_\_\_\_\_.

Thank you,

*Adapted from the District School Board of Niagara Grade 6 Social Studies Unit: Uncovering the Past, A Journey from Residential Schools towards Reconciliation ([www.dsbni.org/supportservices/Aboriginal/docs-pdfs/Residential\\_School.pdf](http://www.dsbni.org/supportservices/Aboriginal/docs-pdfs/Residential_School.pdf))*

# Working with Elders: A Checklist

Elders are highly revered and respected people; they are community mentors who provide invaluable support and guidance. In Yukon First Nation cultures, Elders play an essential role in the education of children. They pass on traditional teachings and values through their stories and are considered community role models. It is important to make effective use of local expertise whenever local cultural knowledge is being addressed in the curriculum.

When an Elder, or anybody else, speaks to your students, it is important to follow community protocol. In most communities it would be appropriate to respect Elders and knowledgeable people in the following ways:

- ☐ Contact your Community Education Liason Coordinator, Education Support Worker or Education Outreach Coordinator for support and additional knowledge on community protocols;
- ☐ Contact the Elder you wish to invite to your classroom in person;
- ☐ Allow the Elder some time to think about the offer, do not expect an answer immediately;
- ☐ If the Elder agrees, arrange a time to meet in person to explain what the topic is, and work with the Elder to find out what they want to teach and develop the plan together;
- ☐ Help your students generate questions pertaining to the topic ahead of time for the Elder;
- ☐ Call the Elder the day before to confirm;
- ☐ Arrange for a helper;
- ☐ Make sure there is transportation for the Elder;
- ☐ Open up the environment so the Elder can move freely;
- ☐ Put desks and chairs in a circle with the Elder in a comfortable chair;
- ☐ Help the Elder to sit comfortably;
- ☐ Offer tea and refreshments;
- ☐ Help your students greet the Elder respectfully and if possible in his or her language;
- ☐ Wait for the Elder to speak;
- ☐ Arrange for the honorarium to be ready when the Elder or other community members come to work with your students (honoraria are available through Cultural Inclusion funds);
- ☐ Consider ways to present all traditional stories, songs and dances in the most dynamic way possible;
- ☐ Meet the Elder in an environment outside the classroom, such as cultural camps, local cultural centres, the local community hall or homes;
- ☐ Present the Elder with a gift as a thank you. For example a card made by the students, food items or a small handmade gift.





