

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: The Importance of Orange Shirt Day Lesson # 3 Date: January 27th 2022
 Name: Mikaila Kerr Subject: Social Studies Grade(s): 4

Rationale:

This lesson is important/relevant because students will be able to expand their knowledge about residential schools and the significance of orange shirt day. This lesson will allow the students to understand the brutality of what happened in residential schools, and the tragic/painful history that aligns with this event. This lesson will capitalize on how by wearing an orange shirt it honors the children who survived residential schools and that it also remembers those students who did not. I will also get the students to watch a video of a book that explains how an Indigenous child got her orange shirt stripped off her when entering the residential school, which is a metaphor of all the Indigenous children getting stripped of culture, freedom, and self-esteem.

Core Competencies:

Communication	Thinking	Personal & Social
Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media. Students will experience collaboration in the classroom so that they teach and learn from each other, as well as being able to develop effective communication.	Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.	Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.

Big Ideas (Understand)

Interactions between First Peoples and European lead to conflict and cooperation, which continues to shape Canada's identity.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> CC1- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate 	<ul style="list-style-type: none"> C5- Students should know the impact of colonization and the impact that colonization had on First Peoples societies

<p>findings and decisions. Students will be able to use prior knowledge to gather information about orange shirt day, and that they are able to take what know about this topic and sort out the information in a way that makes sense to them.</p> <ul style="list-style-type: none"> • CC3- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources. Students will be given the freedom to ask questions about the significance of orange shirt day, which will give them a more definitive answer to any unsolved questions they have. 	<p>in British Columbia as well as in Canada. (ex. loss of territory, and how language and culture got stripped from Indigenous communities)</p> <ul style="list-style-type: none"> • C6- Students should also know the history of the local communities and of local First Peoples communities.
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Develop a better understanding of the significance of orange shirt day. • Develop a better understanding of what happened in residential schools. • Develop a better understanding of the metaphor of how the Indigenous girl (Phyllis) got stripped of her orange shirt, like getting stripped of culture, freedom, and self-esteem. • Reflect by writing in their journals of something new they learned, or something they found interesting in the lecture. 	<ul style="list-style-type: none"> • Students will be assessed on their reflection of the lesson. Students will be graded on how well they are able to express themselves about any new or already known information they have about residential schools and the 'every child matter's movement. • Students will be asked to write in their journals, and I will be grading them based on their thoughts, ideas, concepts, spelling, and their ability to stay on topic. • I will be marking out of 5 using a rubric that I have created. • Students will also be given a grand total out of 6 (1 extra mark) based on them completing their KWL chart. • Students will also start on the orange shirt day activity once they have completed their journals. They will stick their own shirts that they have created and put it on the wall. Not graded.

Prerequisite Concepts and Skills:

Students will be able to listen quietly to the story without disrupting their classmates. Students will be able to write simple sentences. Students will be equipped with appropriate materials (i.e., orange paper, sharpie, felt pens, scissors) so they are set up for success when completing their every child matter activity.

Indigenous Connections/ First Peoples Principles of Learning:

When thinking about FPPol I believe that this lesson strongly connects to how learning is embedded in memory, history, and story. When it comes to the students understanding the significance of orange shirt day, it's clear that the survivors of the residential schools share their experiences through memory, history, and story. It's important that students understand the significance of Indigenous culture and how many of their stories are passed down orally by their ancestors. Also understanding how all the stories about the residential schools are shared through memory of the Indigenous survivors.

Universal Design for Learning (UDL):

This assessment is easy for students to complete in class. Students will be able to learn via audio and visual, as students are assigned to watch a YouTube video of a book that will be read by a guest speaker that explains the importance of orange shirt day. By having this story be read to them, students will develop a better understanding of how the history, culture, and language has been stripped from the indigenous community, and how it correlates with Orange Shirt Day story. This assignment will allow students to reflect on new information that they learned and how this lecture made them feel. Students will also be given the choice to step outside if they feel overwhelmed or if they are emotional about the content.

Differentiate Instruction (DI):

Depending on my students differentiated learning, I will become accustomed to each of my students needs and wants. Once getting to know my students, I will adapt my lessons or assignments to the needs/skills of my students. Example, if I have an ESL student in my class, I will send that student to the ESL room to complete their reflection journal. I will have the same protocols for this student; however, this student will be able to get the appropriate help that the students need to be successful. Depending on the language barrier I might also allow that student to write less (depending on my judgement call). But the reflection piece/concept will remain the same because that is the main purpose of this assignment. For students who are Indigenous, or other students who are triggered by this story, I will get students to orally explain to me what they learnt by listening to the story. This way I know that this student still understands the main concept/take home lesson of the Orange shirt day significance.

Materials and Resources

- Pencil and eraser
- Journals
- Orange paper (30 sheets)
- Scissors (30)
- Sharpies (30)
- Felt pens

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): KWL chart		
-Write Weyt-kp on the board. Then start by saying “hello class.” Introducing Secwepemc language, explain to the class that this word means hello to a group of people. And that there is another way to say hello. Weyt-k, and that means hello to one person.	-Students will pay attention to new words and will try to use and understand the new Secwepemc language.	- 5 min
-Breathing exercise- Alligator breath		
-Students will be assigned to fill in the (KW) know, and what to know of the KWL chart prior to the lesson/activity.	-Students will participate in a breathing exercise, bringing oxygen peace to the soul and mind.	-3-5 min
-Schema activation: I will ask the student to make a prediction of what the book is going to be about before watching the YouTube video of the story. Asking the students questions like what they think this book is going to be about based on the cover? What they think orange shirt day is all about before teaching them as this is a new holiday. Based on	-Students will develop their own understanding of the importance of Orange Shirt Day. Students will be able to share what they already know and what it is they are wanting to know.	-5-7 min

their answers I will question some of their reasoning, getting students to think deeper about their preconceptions, prior to any insight or information about the topic.		
<p>Body: "The Orange Shirt Story" by: Phyllis Webstad. Youtube: https://www.youtube.com/watch?v=q_sKiKom5F8</p> <p>-Prior to the video → I will tell the students that they need to sit quietly and to keep their hands to themselves, so they don't distract classmates around them.</p> <p>- I will let the students know that they need to pay attention to the story because they will be assigned to write in their journals a reflection component about what they learned by doing this activity.</p> <p>-Also, that they will be getting another easy mark by simply completing their KWL charts.</p> <p>-As well as that there will be an additional activity. I will show them an example of every child matters shirt that I created.</p> <p>-I will show the students where they can get their materials from to create their own shirts once they complete their journal reflections.</p> <p>-I will guide the students and let them know to put their names on their shirts, and that they can tape their shirt to wall (location of their choice) and to be passionate and understanding in their thoughts. To be in good spirits, when sticking their shirts to the wall to show their condolences.</p> <p>-Ask students if they want to share what they wrote in their K and W columns. Call on students who are sitting patiently with their hands up.</p> <p>-Watch video.</p> <p>-Questions?</p> <p>-Hand out rubric while the students are watching the YouTube video.</p> <p>-Get students to reflect on the story, and to be given time to write in their journals about the importance of orange shirt day.</p> <p>-Explain to the children that once they are done writing in their journals that they can work on the orange shirt day activity.</p> <p>-Show the students the orange shirt day final product, allow students to be creative when making their own shirts. Tell students to write their names on their shirt.</p>	<p>-Students are listening to instructions. Paying attention to me.</p> <p>-Students will be listening, paying attention to me</p> <p>-Students will know where to get the materials for their activity.</p> <p>-Students who want to share will raise their hands.</p> <p>-Students will watch YouTube video. -Students will ask questions if they have any (what is being asked of them/any questions about orange shirt day every child matters.</p> <p>-Students will write in their journals. Reflecting on the activity, and what's assigned to them.</p> <p>-Students will create their own orange shirt for the shirt day activity. Once completed students will stick it to the wall with their names on it.</p>	<p>-2-5 min</p> <p>-2-5 min</p> <p>-2-5 min</p> <p>-2-5 min</p> <p>-15 min -5 min</p> <p>-10-15 min</p> <p>-5-10 min</p>
<p>Closure:</p> <p>-I will ask students to fill in the L on the KWL chart. What they learned from the lesson.</p> <p>-I will instruct the students to hand in their KWL</p>	<p>-Students will fill in the L on the KWL chart, and hand it in the "IN BIN" along with their journals.</p>	<p>-2-5 min</p>

charts in the "IN BIN" before leaving class. - I will also remind students to hand in their journals in the "IN BIN." - I will also ask students to finish their orange shirt day activity if they haven't already.	-Students will do what's asked of me if they haven't already.	-2-5 min -1-2 min
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Organizational Strategies:

- Students will participate in the breathing exercise alligator breath → actively listening.
- Students will watch and listen to the book "The orange shirt story"- Written by Phyllis Webstad.
- Students will fill out the KWL chart and hand it in for a mark.
- Students will be given the chance to ask any questions they have about what's expected of them or any questions they have about orange shirt day 'every child matters.'
- Students will complete their reflection journal entry – Graded out of 5 using the rubric that they would be receiving prior to writing in their journals of what's expected.
- Student will finish the orange shirt day activity writing and will stick it to the wall when they are done.

Proactive, Positive Classroom Learning Environment Strategies:

- I will give praise to those students who are behaving and are on task.
- Teacher will be excited about the topic and sharing the information about orange shirt day, and every child matter movement. The teacher can also make the connections about how this movement aligns with the new holiday truth and reconciliation.
- Teacher will answer all the questions that the students have, and share information showing compassion and condolences to the children who did not make it out of the residential schools.

Extensions:

- I will ask students to silent read if they finish quickly.
- I will get students to draw a picture of the residential school, or something they learned when doing this orange shirt day activity.
- I can also get students to write in their journals of something else they are excited to learn about this year, or something they did over the weekend that became a learning opportunity for them.

Reflections (if necessary, continue on, separate sheet):

- In a perfect world, my lesson plan would go as planned. I think that I have set up enough sources and resources that would result in a good lesson. However, there may be behavioral issues or class disruptions that may cause challenges in the classroom.