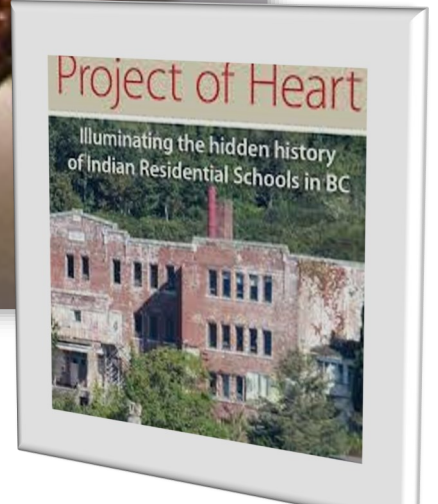


Creating a Sense of Wonder:

Lessons to launch and inspire the U'mista display including:

The Project of Heart Canoe

and Speaking to Memory Exhibit



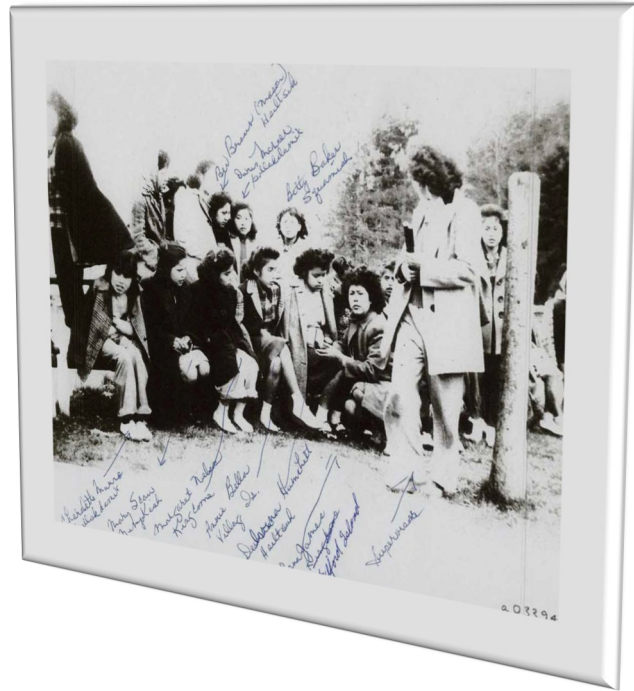
The Project of Heart Canoe ...

Carver Derrick George and his sons gifted a canoe they made to the BCTF. Residential school survivors told their stories in classrooms, then students created artworks on wooden tiles to pay tribute. The tiles express their learning and their commitment to build respectful relationships and a better future together.



Speaking to Memory Exhibit

At the exhibit, you will see two parts: the Project of Heart Canoe and a display of photos and personal statements of people who went to St. Michael's residential school in Alert Bay. The photos were taken by a child, Beverley Brown, not by adults running the school. Beverley's father gave her a camera and film to take to school.



English Language Arts

Big Ideas

K 1 2 3 4 5 6 7 8 9

K 1 2 3 4 5 6 7 8 9

Stories and other texts help us learn about ourselves and our families.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.



K 1 2 3 4 5 6 7 8 9

Stories and other texts connect us to ourselves, our families, and our communities.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

K 1 2 3 4 5 6 7 8 9

Stories and other texts help us learn about ourselves, our families, and our communities.

Stories can be understood from different perspectives

English Language Arts

Big Ideas

K 1 2 3 4 5 6 7

K 1 2 3 4 5 6

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

Texts can be understood from different perspectives.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

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

Texts can be understood from different perspectives.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.



English Language Arts

Learning Standards

Curricular Competencies

K 1 2 3

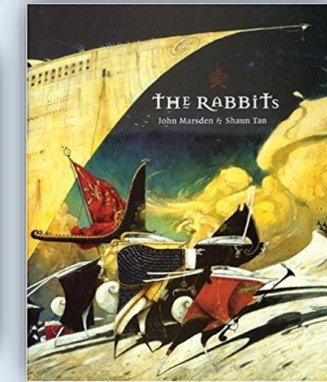
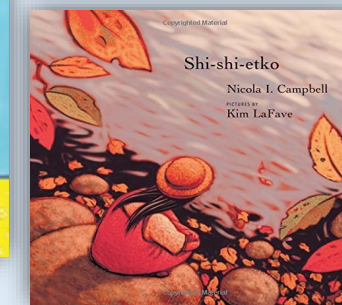
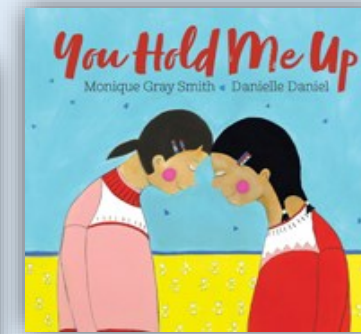
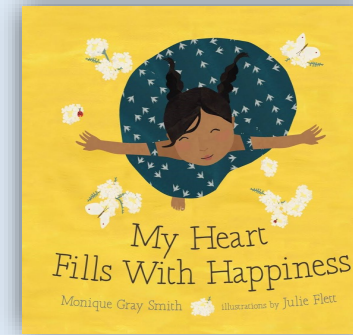
- ▶ *Engage actively as listeners, viewers, and readers*, as appropriate, to develop understanding of self, identity, and community
- ▶ Explain the role that *story* plays in personal, family, and community identity
- ▶ Use personal experience and knowledge to connect to *text* and make meaning
- ▶ Recognize the structure and elements of *story*
- ▶ Show awareness of how *story in First Peoples cultures* connects people to family and community



English Language Arts

Learning Standards

Curricular Competencies



K 1 2 3 4 5 6

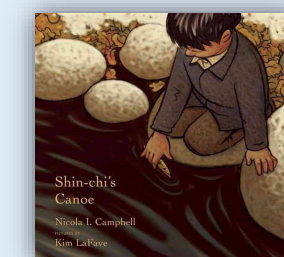
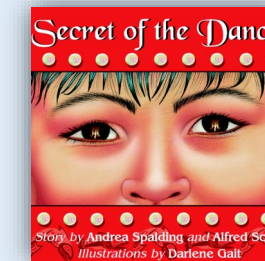
K 1 2 3 4 5 6 7

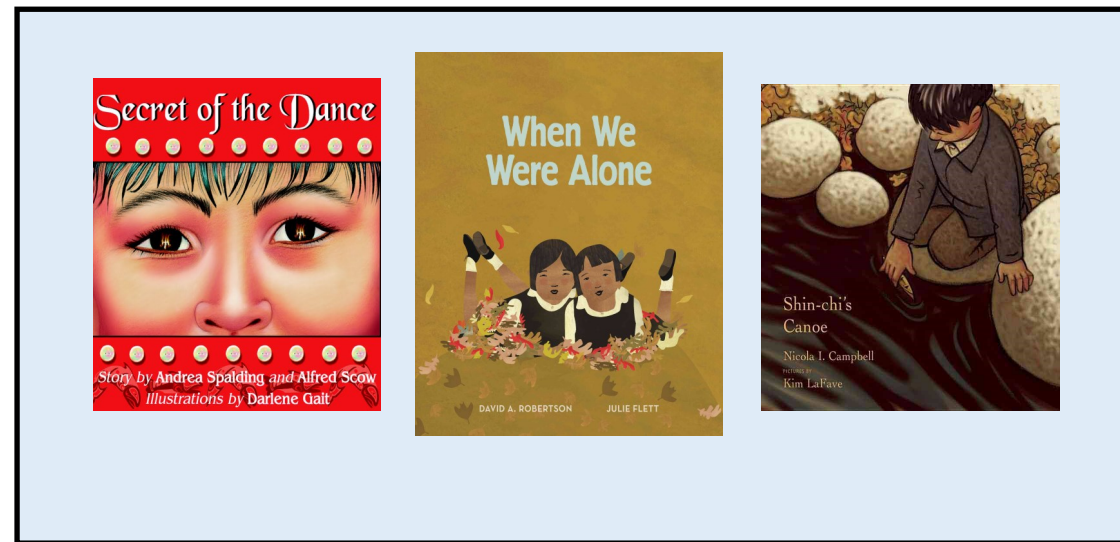
Comprehend and connect (reading, listening, viewing)

- ▶ Access information and ideas from a variety of sources and from *prior knowledge* to build understanding
- ▶ Use a variety of *comprehension strategies* before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of *text*
- ▶ Synthesize ideas from a variety of sources to build understanding Grade 5
- ▶ Consider different purposes, audiences, and perspectives in exploring *texts*
- ▶ Apply a variety of *thinking skills* to gain meaning from *texts*
- ▶ Identify how differences in context, perspectives, and voice influence meaning in *texts*
- ▶ Explain the role of language in personal, social, and cultural identity
- ▶ Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- ▶ *Respond to text in personal and creative ways*
- ▶ Demonstrate awareness of the *oral tradition in First Peoples cultures* and the *purposes of First Peoples texts*
- ▶ Identify *how story in First Peoples cultures connects people to land*

Comprehend and connect (reading, listening, viewing)

- ▶ Access information and ideas for *diverse purposes* and from a *variety of sources* and evaluate their *relevance, accuracy, and reliability*
- ▶ Apply appropriate strategies to comprehend written, oral, and visual *texts*, guide *inquiry*, and *extend thinking*
- ▶ Synthesize ideas from a variety of sources to build understanding
- ▶ Recognize and appreciate how *different features, forms, and genres of texts* reflect various purposes, audiences, and messages
- ▶ *Think critically, creatively, and reflectively* to explore ideas within, between, and beyond *texts*
- ▶ Recognize and identify the role of *personal, social, and cultural contexts, values, and perspectives in texts*
- ▶ Recognize *how language constructs personal, social, and cultural identity*
- ▶ Construct meaningful personal connections between self, *text*, and world
- ▶ Respond to *text in personal, creative, and critical ways*
- ▶ Recognize and appreciate the role of *story, narrative, and oral tradition* in expressing First Peoples perspectives, values, beliefs, and points of view
- ▶ Recognize the *validity of First Peoples oral tradition* for a range of purposes Grade 7





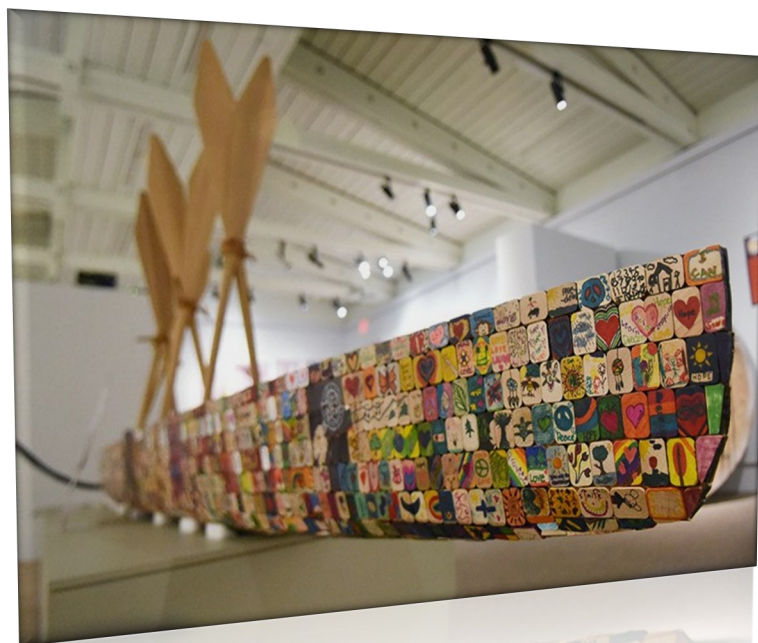
The books featured within this kit were chosen because they provide strong examples of how aboriginal authors use sensory language and subtle inferences as a way to describe experiences, tackle difficult topics and create a sense of love and caring. Through text and images, students are invited to notice, wonder and infer before they visit the Project of Heart Canoe and Speaking to Memory Exhibit.

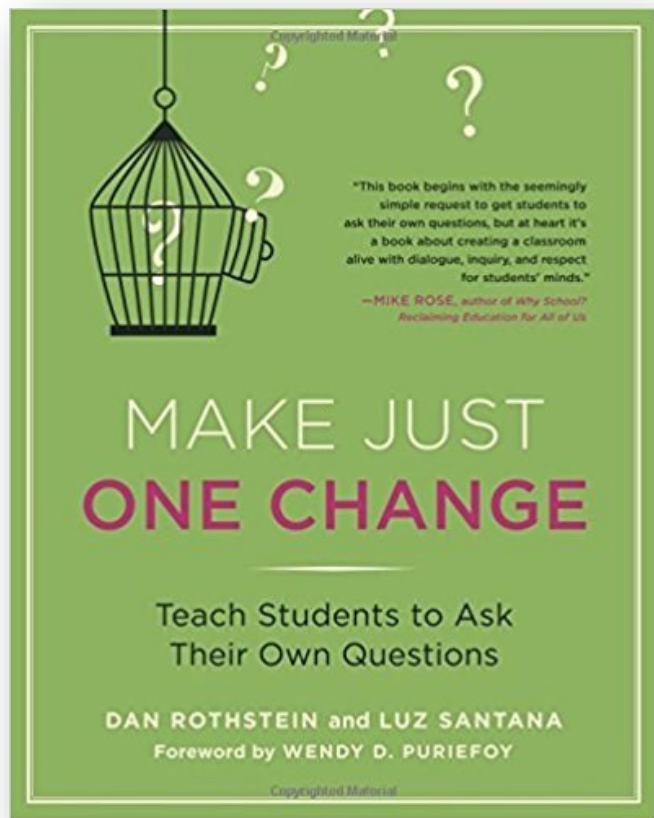
These picture books are in two groupings. The first set is meant to get students thinking and wondering about this topic. We intentionally lead them through an open-ended inquiry in which they begin to make sense of what they hear and see about residential schools and the ongoing impacts on families. This will launch a deeper exploration of Indigenous traditions in Canada and the history of Indian residential schools.

The second set of books provide a more literal understanding of the impacts of government policies to assimilate indigenous people.

One of the goals of these lessons and exhibit is to make public education itself a vehicle for

healing and reconciliation.

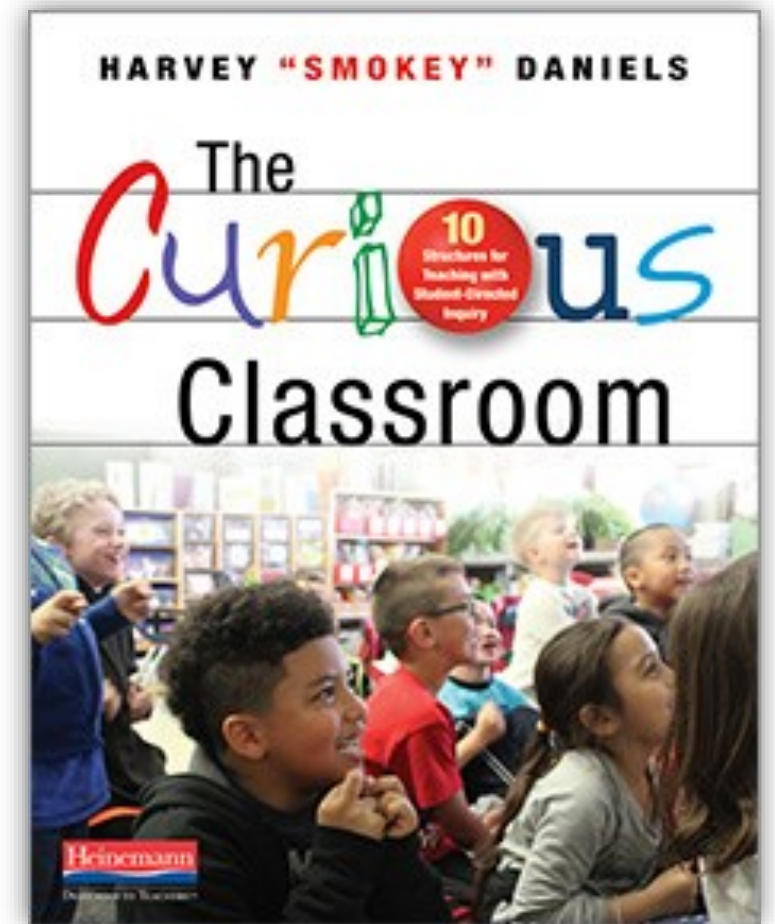




The authors of *Make Just One Change* argue that formulating one's own questions is “the single most essential skill for learning”—and one that should be taught to all students.

Rules for questioning:

- Ask as many questions as you can.
- Don't stop to answer any of them.
- Accept all questions.
- Turn any statements into questions.



Ever wonder how to get students genuinely engaged in your curriculum? Or wish you could let them explore the amazing questions they ask? If so, Smokey provides research-based suggestions that help cover the curriculum by connecting what kids wonder about to the wonders you have to teach them.

Smokey Daniels

Kindergarten and grade one enduring understandings...

Through story, we raise the understanding of the *importance of family in the growth of a child*. We acknowledge a time in Canada's history in which many young Aboriginal children *went away to school, separated from their families*.

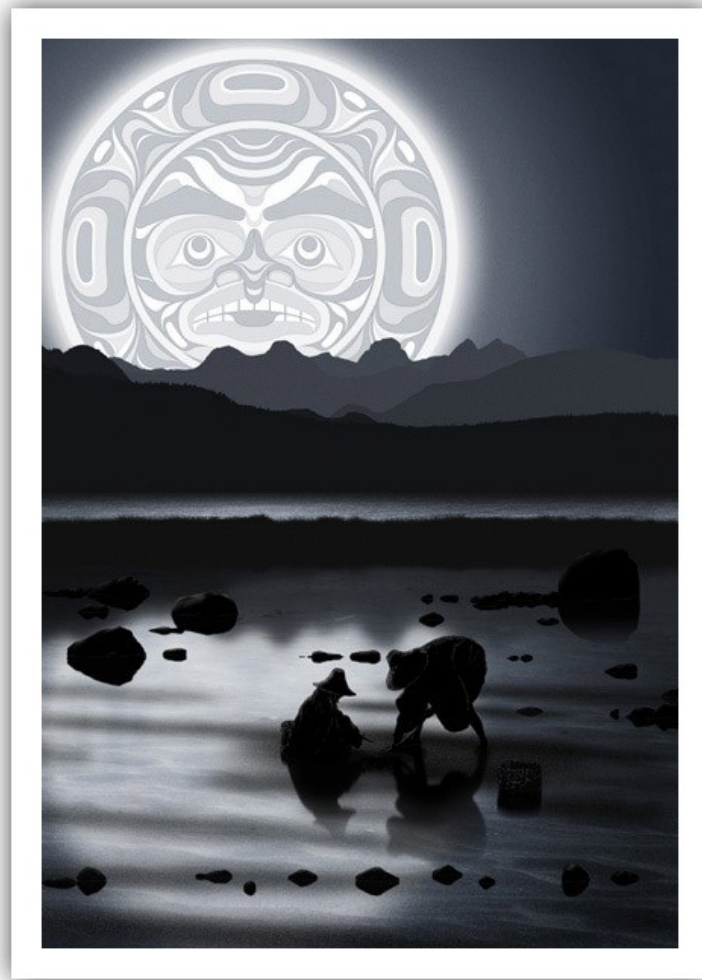
The images you will see in the exhibit, show photos of these children who were not with their families. And the canoe is a project that remembers and honours those families to help them heal.



Healing and Reconciliation.

Grade two and three enduring understandings ...

Through story, we raise the understanding of the importance of family in the growth of a child. We acknowledge a time in Canada's history in which many young Aboriginal children went away to school, separated from their families ***because of government policies written to force Aboriginal people to give up their culture.***



The images you will see in the exhibit, show photos of these children who were not with their families. And the canoe is a project that remembers and honours those families to help them heal.

Healing and Reconciliation.



Grade 4—7 enduring understandings ...

Through *story, resources, and a cultural exhibit*, we raise the understanding of the importance of family in the growth of a child. We acknowledge a time in Canada's history in which many young Aboriginal children went away to school, separated from their families ***because of***

government policies written to force Aboriginal people to give up their culture and assimilate to European influences.

The images you will see in the exhibit, show photos of these children who were taken away from their families. And the canoe is a project that remembers and honours those families to help them heal.

Healing and Reconciliation.



Co-Creating Criteria

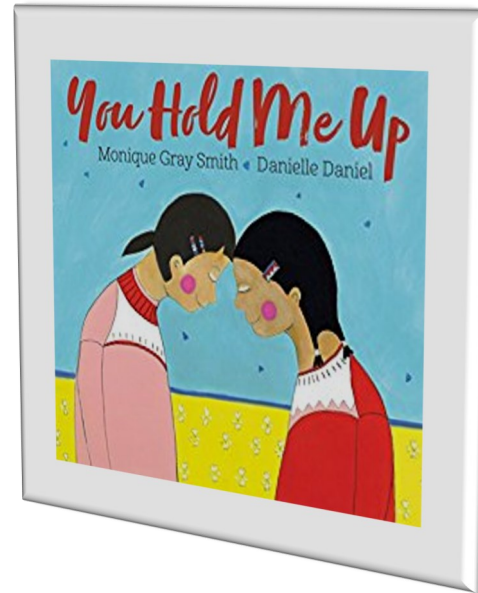
Because this topic may contain sensitive information, it's important to co-create criteria with students regarding respectful ways of being and exchanging ideas. As educators, it's imperative that we consider potential sensitivities and family situations in order to provide a caring and safe learning environment.



	When exchanging ideas about difficult things, it's important to :

Before Reading ...

Provide students with the following ten words so they may wonder and anticipate through discussion what this book might be about.



kind

laugh

respect

share

listen

hold me

learn

play

comfort

sing

During Reading ...

Read this text aloud to students, pausing where appropriate to add personal connection, ask questions, and make inferences.

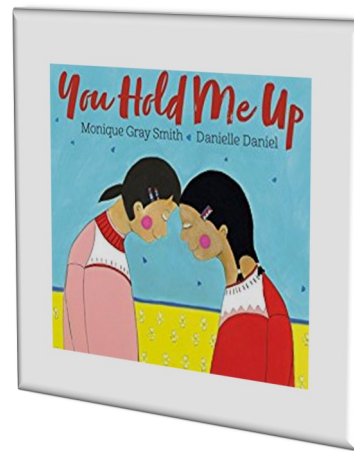
After Reading ...

Students will share ideas with others during partner and whole class conversations about the ways in which someone holds them up. After discussions, each student will draw a picture and if appropriate add some text to share their idea.

Going to the Exhibit...

As you leave the classroom to see the **exhibit**, remind young children that the photographs they'll see were of children who lived at the school away from their family during the school year. The photos were taken by children, not adults, while at school.

The **canoe** is to honour children who went to residential school.



You hold me up when ...

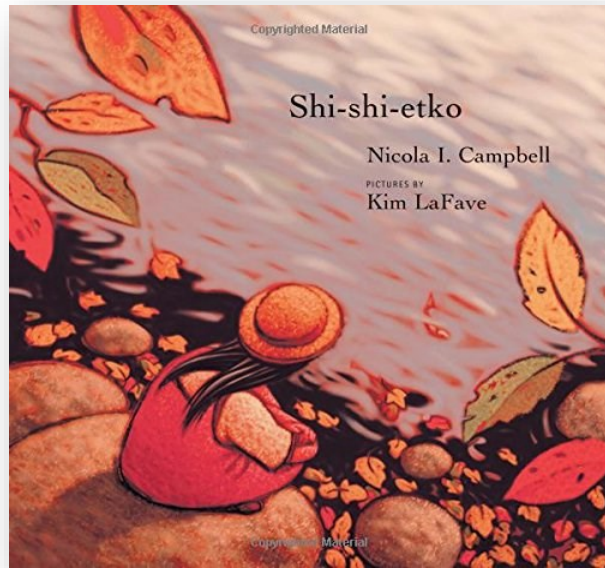
K/1
suggestions

After the Exhibit ...

Create a class book in which each child thinks of something that would help someone who attended one of these schools.

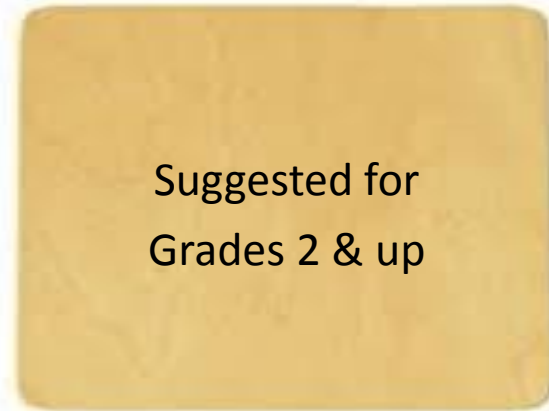
Think of something that would help fill their heart with happiness.





Shi-shi-etko is recommended for students in **grade 2 and up**.

In this activity, a few images from Shi-shi-etko are shared with groups of students who in turn, ask lots of questions about what they see.



Before Reading:

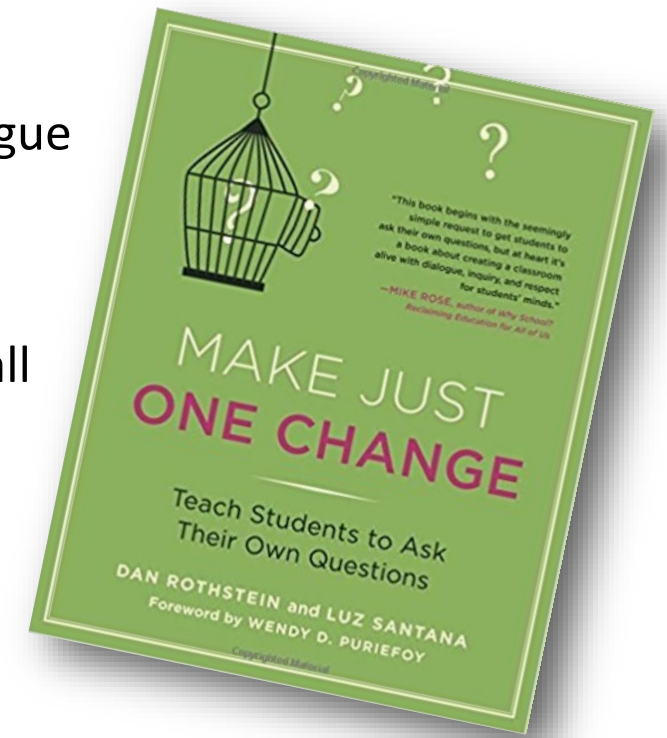
Shi-shi-etko was chosen as a book that offers a Segway into the ***Project of Heart Canoe*** and ***Speaking from Memory Exhibit***. We want students to wonder about the author's message without telling them directly about residential schools. By sharing a few images from the book and ignoring the text (at first), we invite students to demonstrate their curiosity by asking questions. This thinking is done orally as a whole group. Years ago, Faye Brownlie shared this simple, yet powerful strategy when she visited the Comox Valley. Because young students often respond with statements rather than questions, she suggested that each response begins with the words, "I wonder ..."

To model this strategy with students, simply start with the front cover of this book, sharing its title and image. Ask, "What does this book cover make you wonder?"

Using the other images provided, place children in groups of 4. Their job is to look carefully at the image they were provided, and ask lots of questions. These can be recorded, or done orally.

Such a simple strategy. Such deep thinking.

The authors of *Make Just One Change* argue that formulating one's own questions is "the single most essential skill for learning"—and one that should be taught to all students.



"I wonder if that's the Mom sleeping?"

"I wonder why she's trying to wake her up?"

EXAMPLES
Of questions students might ask
Before Reading



"Why is the girl smiling?"

"I wonder if she's singing her a song?"

"I wonder if the person sleeping is sick?"

During Reading ...

Read this text aloud to students, pausing where appropriate to add personal connection, ask questions, and make inferences.

After Reading ...

Students will share ideas with others during partner and whole class conversations about items that would be important enough to go in a memory bag. After discussions, each student will draw pictures and add some text to share their ideas.

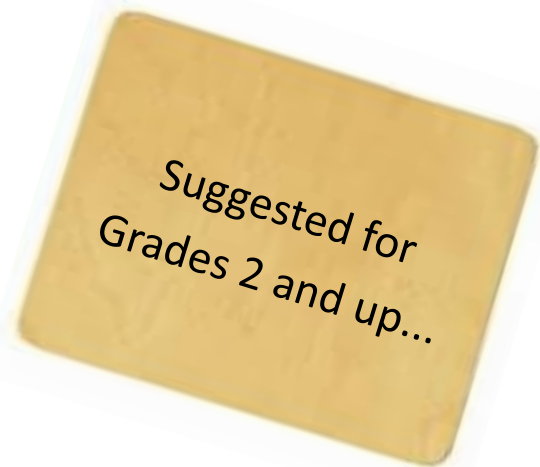
Going to the Exhibit...

As you leave the classroom to see the **exhibit**, remind children that the photographs they'll see were of children who lived at the school away from their family during the school year. The photos were taken by children, not adults, while at school.

The **canoe** is to honour children who went to residential school.

<https://youtu.be/tKErhCGjSDE>

for a dramatic rendition of this book. (6:05)



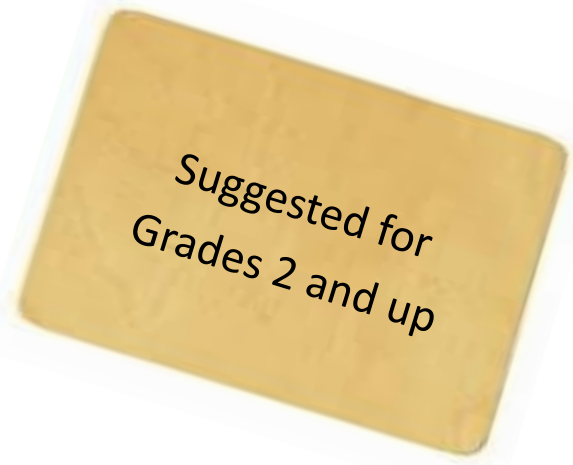
Shi-Shi-Etko: My memory bag ...

What would you include in your memory bag and explain why it is important to you?



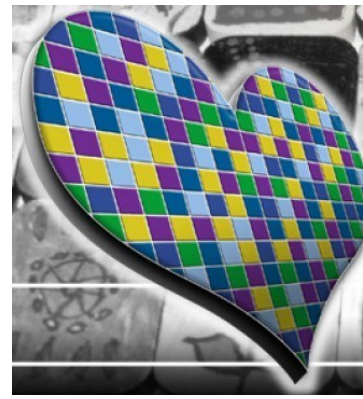
After the Exhibit ...

Create a design on a tile that sends a message to a survivor of residential school. Once your class has finished their tiles, you could attach a class set of tiles on foam core to create a class design and message or collaborate with your school to create a bigger project.

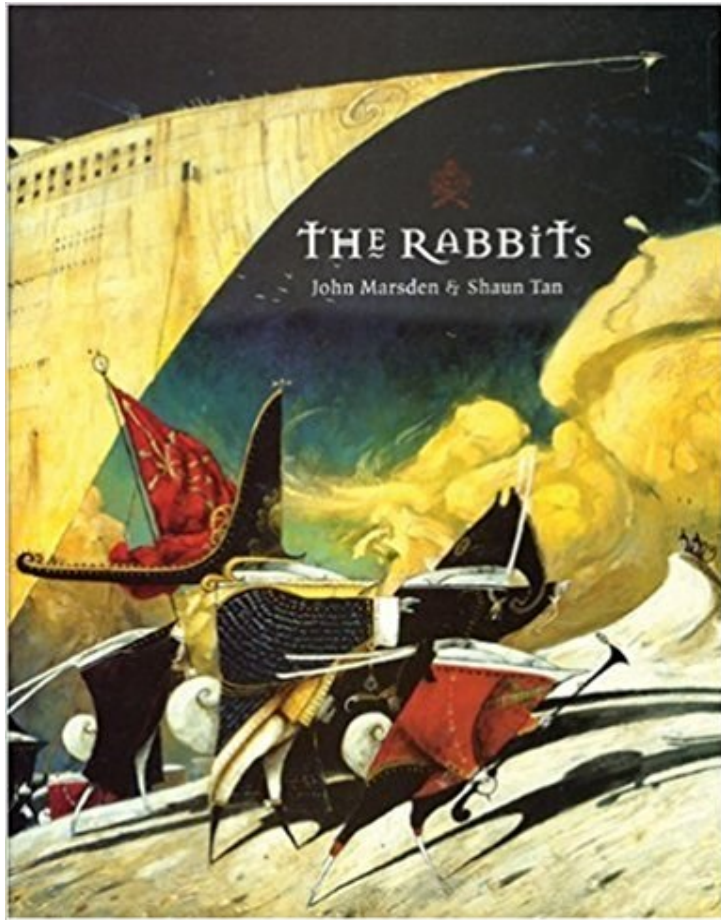


Decorating the tiles came from the Project of Heart. For more ideas and explanation visit the website;

<http://projectofheart.ca/step-1-investigation-into-the-history-and-legacy-of-indian-residential-schools-in-canada/>



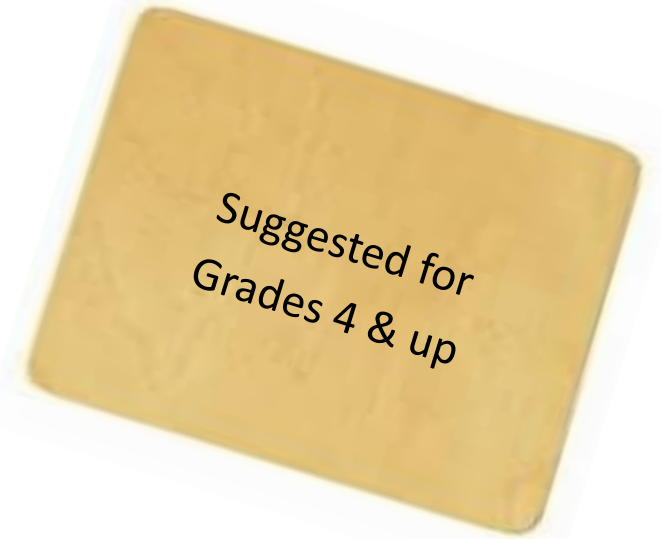
Design your tile drawing here and write a message to a survivor below...



The images selected from The Rabbits for inferring activities are best suited for **grades 4 and up**.

When students have completed the task in which they notice, think, and wonder about some images from *The Rabbits*, please consider showing this video clip of the story:

<https://youtu.be/FOssx3CFMvk> (3:29)



Before Reading:

The Rabbits was chosen as a book that offers a Segway into the *Project of Heart Canoe* and *Speaking from Memory Exhibit*. We want students to wonder about the author's message without telling them directly about residential schools. By viewing images and reading the simple text, we invite students to think, ask questions and make connections to background knowledge.

To begin, start with one image as a whole group. Together, model how an image can be use to generate lots of questions and thinking before reading.

All of this thinking is done orally in small groups. **Each group of students will look at the same three images.** Students will think on their own, talk with partners, and write a reflection about each image. Then students will share their final thoughts about this author's message.

Years ago, Leyton Schnellert shared this simple, yet powerful strategy when he visited the Comox Valley. As students reflect and share their thoughts, the rich theme of this book will emerge.

Such a simple strategy. Such deep thinking. And a little movement around the classroom can help activate thinking.

INFERRING MEANING FROM IMAGES

Name: _____

I think, I notice, I wonder ...

Evidence + Brilliant thinking = An Inference



1. Look carefully at this image on your own. Record your thinking here.

2. Stand up, find a partner who has the same image. Discuss it and record your collective thinking here.



1. Repeat steps 1, 2, for each of these images.

2.



1. Repeat steps 1, 2, for each of these images.

2.

Final thoughts ... After looking, thinking, and noticing at all three images

What do you think this book is about? What do you think the author's message might be?

INFERRING MEANING FROM IMAGES

Name: _____

I think, I notice, I wonder ...

Evidence + Brilliant thinking = An Inference



1.

2.



1.

2.



1.

2.

Final thoughts ... After looking, thinking, and noticing at all three images

What do you think this book is about? What do you think the author's message might be?

Name: Maddlyne

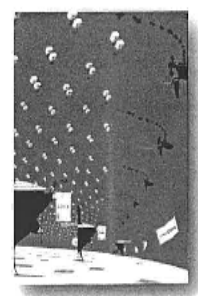
I think, I notice, I wonder ...

Evidence + Brilliant thinking = An Inference



3*

1. I think in the second image that those bugs were taking the rabbits kids to the residential schools. I think the rabbits are trying to keep these kids



1*

1. I think that people have stolen some rabbits children and there going to get them back. I wonder if those familiar looking thing are these children.

2. I wonder if those things holding the bugs are remote control parasites and those dark flying ships have the controls.

2. I wonder if the colorful ground if where the residential schools will be built. I think this takes place in Australia or somewhere else dry.

Final thoughts ... After looking, thinking, and noticing at all three images

What do you think this book is about? What do you think the author's message might be?

I think that this book is about residential schools for bunnys. And the bunnys are making the residential schools but only the head bunny and his crew want this. I think that this is about residential schools because they want us to know how it hurt parents and grandparents when there kids got taken away to residential schools.

1. I wonder if the hole image is a puzzle or only the buildings are a puzzle. I wonder if the painting is what they want to rebuild there city into for residential schools.

2. I think the second image people brought these kids to residential schools and in this image they have a picture of what they want to build for residential schools.



2*

Teacher guide created by: Doug David, Leaina Jules, Debbie Nelson, Lynn Swift, Gail Martindale, & Carol Walters, S.D. #71, Comox Valley, Vancouver Island, B.C.

INFERRING MEANING FROM IMAGES

Name: Alana

I think, I notice, I wonder ...

Evidence + Brilliant thinking = An Inference

1. I think this picture is trying to tell that first nations people took care of the land and it was all nature before they started building houses.



1. I noticed that the creatures are holding signs saying stole our children. And overhead are children with some other animals stealing them.

2. We think that the rabbit's children are being stolen and taken to residential schools and the rabbits are wanting them back.
3. Our idea of this picture is, the aboriginal people are losing their children because they are being taken to residential schools.

Final thoughts ... After looking, thinking, and noticing at all three images

What do you think this book is about? What do you think the author's message might be?

I think the book is going to be about the story of the natives and how they put the world to good use and how their children were taken away to residential schools.



1. I think that the bunny rabbits are actually native, and there are people destroying the land and making a newer design and houses.

2. Our ideas were that the natives were building things and putting the buildings together like a puzzle.

3. We noticed that the boat on the front cover is in the background of this picture. Which is why I think that

Teacher guide created by: Doug David, Leaina Jules, Debbie Nelson, Lynn Swift, Gail Martindale, & Carol Walters, S.D. #71, Comox Valley, Vancouver Island, B.C.



Front cover image used to model the questioning strategy as a whole class

The following 3 images are available as laminated mats for group discussion and whole class sharing.



During Reading ...

Read this text aloud to students, pausing where appropriate to provide time for discussion of personal connections, questions, and inferences.

Suggested for
Grades 4 and up...



After Reading ...

Offer students time to write their personal reflections about the author's and illustrator's messages. Why might this book have been created?

Going to the Exhibit...

As you leave the classroom to see the **exhibit**, remind your students that the photographs they'll see were of children who lived at the school away from their family during the school year. The photos were taken by children, not adults, while at school.

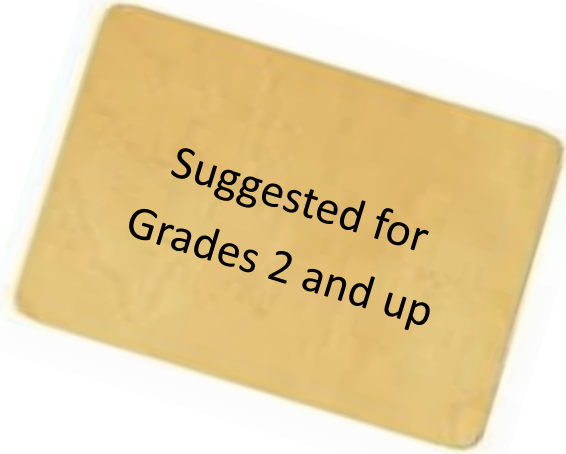
The **canoe** is to honour children who went to residential school.

Personal Reflection: Why might this book have been created?



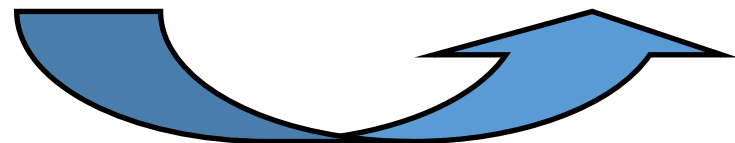
After the Exhibit ...

Create a design on a tile that sends a message to a survivor of residential school. Once your class has finished their tiles, you could attach a class set of tiles on foam core to create a class design and message or collaborate with your school to create a bigger project.



Decorating the tiles came from the Project of Heart. For more ideas and explanation visit the website;

<http://projectofheart.ca/step-1-investigation-into-the-history-and-legacy-of-indian-residential-schools-in-canada/>

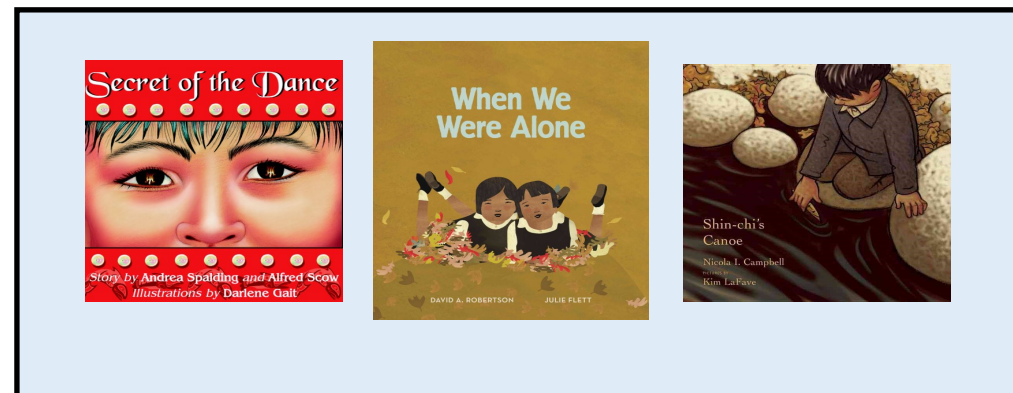
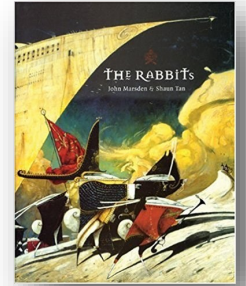
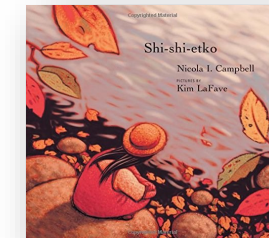


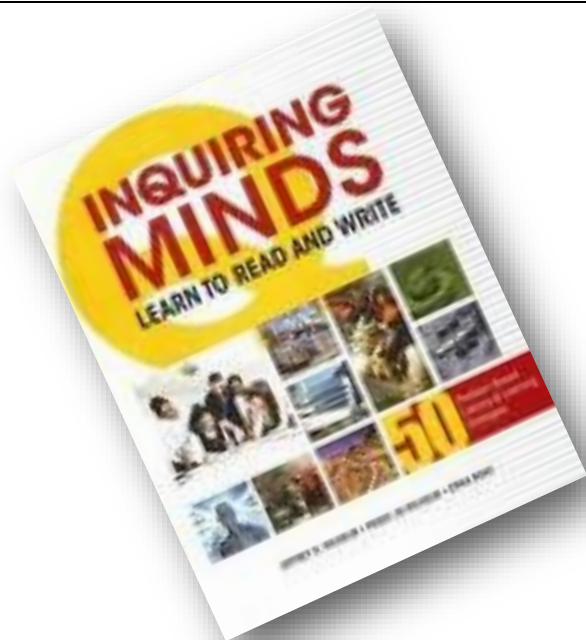
Design your tile drawing here and write a message to a survivor below...

After the Exhibit

Other books to consider sharing, with your class that are more literal about the effects of government policies created in Canada to assimilate Aboriginal people.

What do these books and this exhibit inspire you to do? ...





The Boxing Strategy

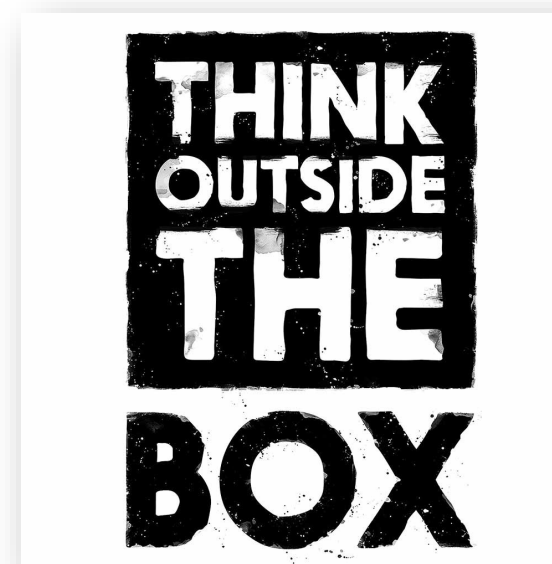
From J.D. Wilhelm's Inquiring Minds

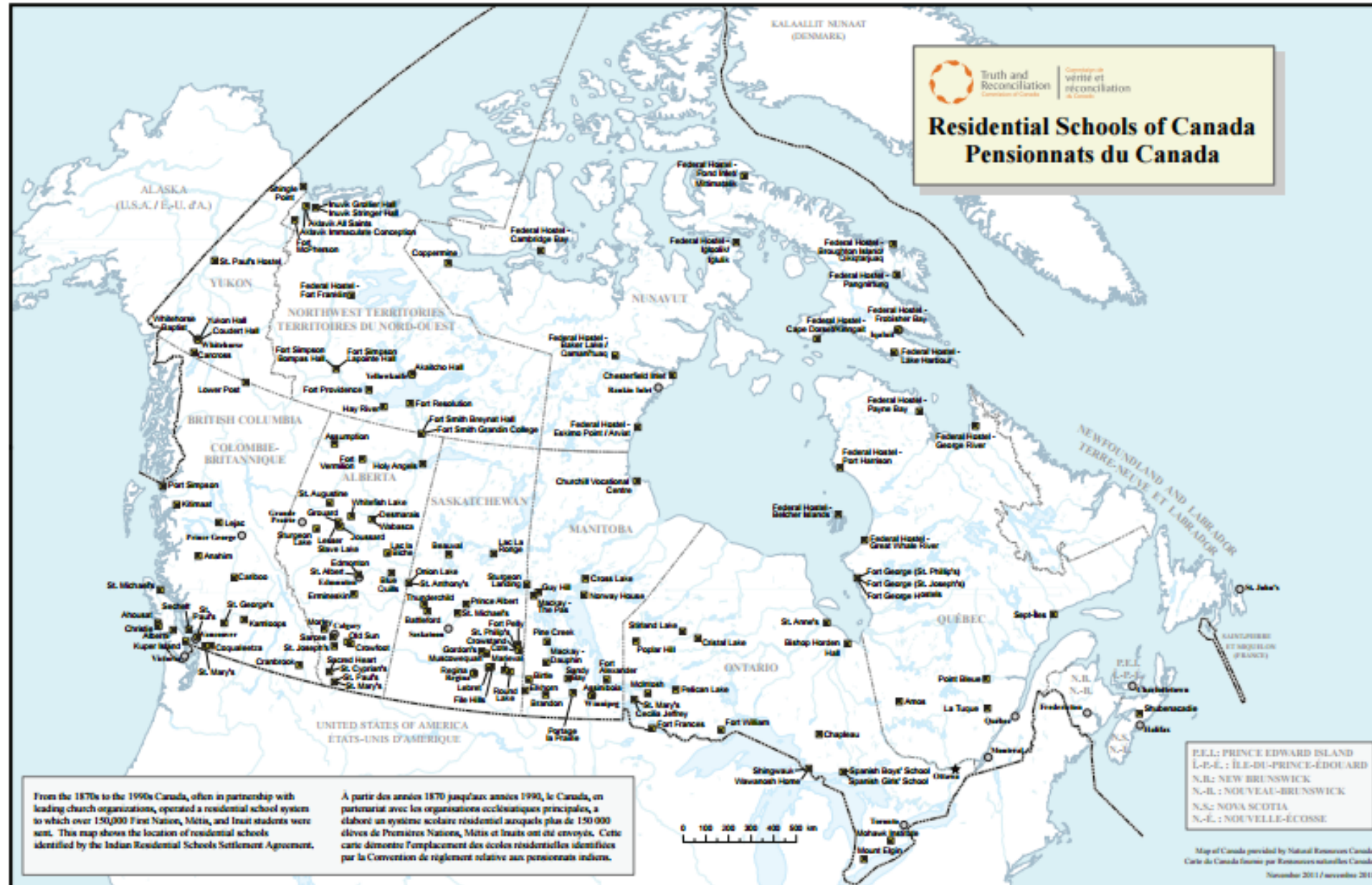
Learn to Read and Write

The purpose of the boxing strategy is to explore a topic by looking at an image or text and generating lots of thinking. This is a before reading strategy that **ENGAGES** and **MOTIVATES** students.

On the following pages, you will see an image surrounded by two boxes. Students are invited to look carefully at an image and engage in conversation. They might ask questions, make inferences, share connections, or notice something.

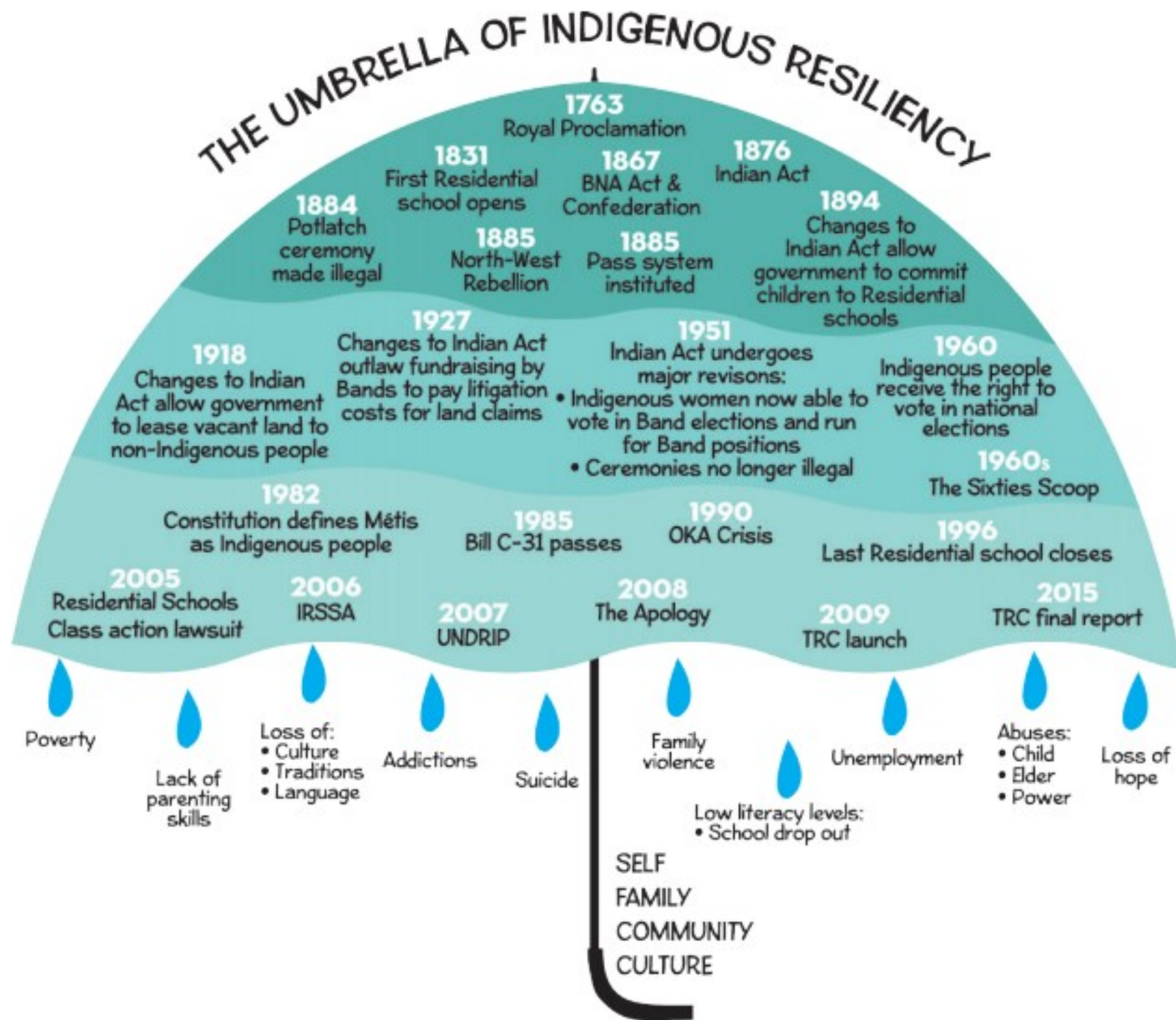
Isolating an image or text, provides a wonderful nudge to deepen thinking. A single image like the examples on the next few pages can be enough to launch a meaningful inquiry unit. For example, a student may ask, "What's the Oka Crisis of 1990?" And that may be all it takes to provide a catalyst for personal or whole class inquiry.





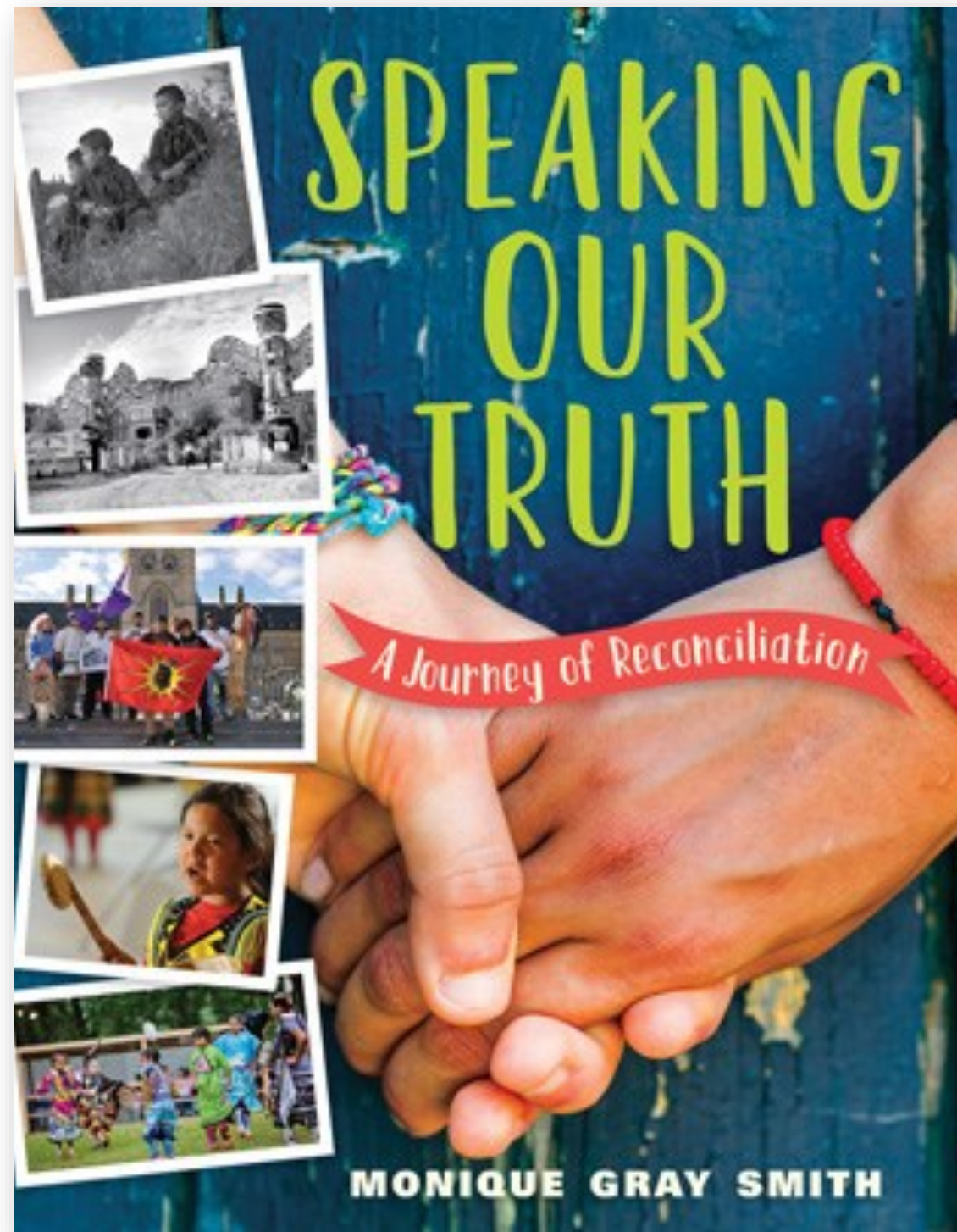
From the 1870s to the 1990s Canada, often in partnership with leading church organizations, operated a residential school system to which over 150,000 First Nation, Métis, and Inuit students were sent. This map shows the location of residential schools identified by the Indian Residential Schools Settlement Agreement.

À partir des années 1870 jusqu'aux années 1990, le Canada, en partenariat avec les organisations ecclésiastiques principales, a élaboré un système scolaire résidentiel auquel plus de 150 000 élèves de Premières Nations, Métis et Inuits ont été envoyés. Cette carte démontre l'emplacement des écoles résidentielles identifiées par la Convention de règlement relative aux pensionnats indiens.





The Oka Crisis
1990



... amazing resources to continue the learning.

