

	Monday	Wednesday	Friday
Teaching	<p>Discuss these questions as a class:</p> <ul style="list-style-type: none"> <li>• What does Indigenous mean?</li> <li>• What is Indigenous history month?</li> <li>• Why might we study Indigenous history?</li> <li>• Why do you think it is important?</li> </ul> <p>Explain that Indigenous peoples were the first peoples to inhabit North America, then direct them to territory maps</p>	<p>Provocation period:</p> <ul style="list-style-type: none"> <li>• Set up 4 stations around the room for students to begin exploring Indigenous history</li> <li>• Allow 15 minutes at each station</li> <li>• <b>Station 1:</b> Provide a selection of <a href="#">books</a>, newspaper articles, <a href="#">primary source documents</a>, etc. for students to look through</li> <li>• <b>Station 2:</b> Print the timeline from <a href="#">Historica Canada</a> (or set it up on laptops) and let students examine it and click through to learn more about the events listed on the timeline (works best for older students)</li> <li>• <b>Station 3:</b> Stick <a href="#">photos</a> on a large sheet of flipchart paper or bristol board depicting Indigenous life. Students examine them and write questions about the photos on sticky notes around each photo</li> <li>• <b>Station 4 (Teacher guided):</b> Follow the lesson found <a href="#">here</a></li> </ul>	<p>Discuss what students discovered on Wednesday, touching on new vocabulary, discoveries, and understandings.</p> <p>Examine the questions written on sticky notes (on the photos or wonder wall). Encourage students to choose an <a href="#">inquiry question</a> to pursue.</p>
Activities	<p>Whole-class/group activity:</p> <ul style="list-style-type: none"> <li>• Show the <a href="#">First Nations map of Ontario</a> and let students examine it in groups</li> <li>• Students write down the names of the Indigenous groups, jot down questions they have, etc.</li> </ul> <p>Independent activity:</p> <ul style="list-style-type: none"> <li>• <a href="#">KWL chart</a> about Indigenous history in Canada</li> </ul> <p>Whole-class:</p> <ul style="list-style-type: none"> <li>• Discuss what students found</li> <li>• Add student questions or facts to a wonder wall</li> </ul>		<p>Whole-class/group activity:</p> <ul style="list-style-type: none"> <li>• Discuss what a <a href="#">good inquiry question</a> look like</li> <li>• Sift through student questions and tweak those that need some modification</li> </ul> <p>Independent activity:</p> <ul style="list-style-type: none"> <li>• Students <a href="#">draft a plan</a> and create a <a href="#">checklist</a> for their inquiries using these resources</li> <li>• If time, teacher can consult with students in small groups (or individually) to discuss their inquiry plans</li> </ul>

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Teaching	<p><u>Developing Empathy:</u></p> <ul style="list-style-type: none"> <li>Discuss what students have found so far in their inquiries</li> <li>Explain the concept of empathy and have students complete the “<a href="#">Are You Empathetic?</a>” questionnaire, pausing to discuss new information and questions students might have</li> </ul>	<p><u>Exploring Indigenous Identity:</u></p> <ul style="list-style-type: none"> <li>This lesson can be done in a whole-class setting, in small groups, or in partners, depending on the number of laptops or devices available</li> <li>Prior to showing the interactive content, recap good listening skills and discuss how students can extract information from an audio-visual resource (listen for key words, summarize information, etc.)</li> <li>Facilitate an interactive learning experience by allowing students to listen to the narrated resources, extracting information that might be useful to them for their inquiry investigations</li> <li><a href="#">Transcripts</a> can be printed out for students who need them</li> <li>Once the videos are finished, discuss their content and allow students more time to work on their inquiries</li> </ul>	<p>Understanding Reconciliation:</p> <ul style="list-style-type: none"> <li>Discuss the concepts of Reconciliation and Residential Schools - some good videos include “<a href="#">Namwayut: we are all one</a>” and “<a href="#">What is reconciliation</a>”</li> <li>Set up 4 stations around the room, allowing for 15 minutes at each station</li> <li><b>Station 1:</b> Provide a copy of <a href="#">p. 175-180</a> to students to read. Discuss answers to both sets of guiding questions together. Can be teacher-facilitated.</li> <li><b>Stations 2-4:</b> Listening stations: First Nations, Métis, and Inuit residential school survivors - students listen to the interviews and jot down their questions and reactions to the content</li> </ul>
Activities	<p>Whole-class/group activity:</p> <ul style="list-style-type: none"> <li>Work through the <a href="#">Developing Empathy</a> lesson</li> </ul> <p>Partner activity:</p> <ul style="list-style-type: none"> <li>Cut out and distribute the <a href="#">situational cards</a> to partners. Students read their card aloud while their partner practises empathetic listening then switch</li> </ul> <p>Whole-class:</p> <ul style="list-style-type: none"> <li>Discuss what students found</li> <li>Add new student questions or facts to a wonder wall</li> <li>Any leftover time can be used by students to work on their inquiries</li> </ul>		<p>Whole-class:</p> <ul style="list-style-type: none"> <li>Discuss the content of the documents and survivor testimony; what did students learn, and what questions do they have?</li> </ul>