

<p>Title of this unit of lessons: <b>Becoming Aware of the Impacts on Indigenous Peoples Due to Residential Schools</b></p>	<p>Estimated number of lessons: <b>2</b></p>
<p>Content/Knowledge: (Topic/Inquiry Question/Big Idea)</p> <p><b>How can we bring awareness to Canada's history of Residential schools using visual art? Can culture (traditions, beliefs, and values) be used to illustrate what has happened in the past?</b></p>	
<p>Specific focus</p> <ul style="list-style-type: none"> <li>- <b>Studying residential schools</b></li> <li>- <b>Studying Indigenous culture</b></li> <li>- <b>Reconciliation</b></li> <li>- <b>Representation</b></li> </ul>	
<p>Summary/overview of the unit: (What is this unit about and what will happen throughout)</p> <p><b>This unit will focus on residential schools and the impact it had and continues to have on Indigenous peoples today, using visual art. As a class we will begin by reviewing our knowledge on residential schools, as well as the Indigenous culture (traditions, beliefs, and values). Students will then study and respond to different artists' work from <i>Artists Against Racism - The Honour Project</i>. Students will brainstorm creative ideas that represent their understanding of residential schools and Indigenous history, then work on bringing their vision to life.</b></p>	
<p>Outcomes: (Gr. 9)</p> <p><b>CP9.10 - Create visual art works to express perspectives and raise awareness about a topic of concern to youth in a collective creation</b></p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>- <b>Propose topics for inquiry into issues of importance to students and/or community</b></li> <li>- <b>Design, with other students, a plan to guide the visual art inquiry and document the creative process</b></li> </ul>
<p>Prerequisite Learning: (what prior knowledge do you assume the students already have, and how will you find out if they have it?)</p> <p><b>Students should have some knowledge of residential schools, Indigenous peoples, their culture and their history.</b></p> <p><b>They should be able to recognize that art comes in many different forms, using many different mediums.</b></p> <p><b>They should be able to identify symbolism and interpret different meanings from what they are viewing.</b></p>	<p>Artist connections: (include names and website connections)</p> <p><b>The Honour Project is built around many Indigenous artists - Betty Albert, Lee Claremont, Isaac Murdoch, Loretta Gould, Colleen Gray, Shianne Gould, Chase Gray, Maxine Noel, Jerry Whitehead - coming together to bring awareness to the loss of their people, culture and even self-worth due to Canadian residential schools. Their goal is to honour the children who were treated horribly and/or lost their lives during some of the most horrendous years in Canadian history.</b></p> <p><a href="https://artistsagainstracism.org/campaigns/thehonourproject/">https://artistsagainstracism.org/campaigns/thehonourproject/</a></p>

	<p>Why is this artist(s) a good choice for the lessons?</p> <p>What will you be emphasizing about this artist – their style, medium, ideas, etc?</p> <p>What principle of design (see Appendix A) will you draw student attention to and in which artworks?</p> <p>Each of these artists contribute to the same social issue of racial discrimination and colonization by using their art to raise awareness and create conversation in hopes that real reconciliation can finally happen.</p> <p>I plan to emphasize that although the idea behind each piece of artwork is the same, not everyone will use the same medium. I will also emphasize the traditional Indigenous art style, the choice of vivid bold colours, the symbolism and the significance this artwork has to their culture and history.</p> <p>The style, and preferred mediums vary from artist to artist, however for this project, a photograph is taken of their art piece and put on digital billboards to accomplish their goal (stated above).</p>
<p><b>Lesson 1</b></p>	<p>Materials/Preparation for Lesson 1:</p> <ul style="list-style-type: none"> <li>- Slideshow/Powerpoint and access to a projector</li> <li>- writing utensils and notebooks/loose leaf</li> <li>- creative minds and brainstorming abilities</li> </ul>
<p>Introduction: How will you invite students into this topic? What specific focus will you direct their attention to and how will you do this?</p> <p>How will you invite personal response to this topic? What questions will you ask?</p> <ul style="list-style-type: none"> <li>- We will begin by asking the question of "what do you already know about Indigenous peoples, their culture and residential schools?"</li> <li>- keeping our answers to these questions in mind we will then look at images of artwork done for <i>The Honour Project</i> and ask ourselves how these images might fit into our previous conversation, how they stand out from other artworks we have seen before, and what their interpretations are.</li> </ul>	<p>How does this series of lessons make a Cultural/Historical connection:</p> <p>This series of lessons connects to the history of residential schools and Indigenous peoples, as well as their culture, by enabling students to build a better understanding of prior and/or developing knowledge</p>

	<p>How does this series of lessons make a Critical/Responsive connection:</p> <p>This series of lessons allows the class as a whole to decipher the message(s) the artist(s) has left behind on the digital billboards. We will take this opportunity to relate it back to our current state of society and community.</p>
<p>Practice: How will the class practice/experiment with something of this topic? What will they make or work on? What will you emphasize in this practice and what enabling constraints will you identify?</p> <p>- I will explain the type of activity planned for this class, which is creating a drawing or painting with the big idea being How can we bring awareness to Canada's history of Residential schools using visual art? Can culture (traditions, beliefs, and values) be used to illustrate what has happened in the past?</p> <p>- In small groups of 3-4, students will bounce ideas off each other back and forth while jotting down thoughts, possibilities, and other kinds of notes.</p>	<p>How does this series of lessons make a Creative/Productive connection:</p> <p>Students will create their own art piece that will create conversation or raise awareness for both the survivors and non-survivors of residential schools</p> <p>Will you organize students into groups at any point?</p> <p><b>Lesson 1:</b> Everyone should be involved in the class discussion, regarding the introduction to the assignment. Everyone will then be separated into groups of 3-4 students to discuss what they will be doing for their artwork, suggest ideas and help each other brainstorm.</p> <p><b>Lesson 2:</b> Individually we will create a template/rough draft of what we envision our artwork to look like.</p>
<p>Sharing: After time for practice/experimentation, how will students be invited to share their experimentation?</p> <p>After breakout groups, if students feel comfortable or willing to share their ideas or even just small details with the class, they are free to do so. I will remind them that although it is encouraged, it is not mandatory. However if they do wish to share something the classroom is a safe environment for everyone and judgement is not tolerated.</p>	
<p><b>Lesson 2:</b></p>	<p>Materials/Preparation for Lesson 2:</p> <ul style="list-style-type: none"> <li>- coloured construction paper</li> <li>- white paper</li> <li>- Pencil/pen/crayon/marker</li> <li>- Scissors and glue</li> </ul>
<p>How will you address the learning from the last class? How will you tie it to this week's class?</p> <p>We will quickly refresh our memory of last class by pulling out our ideas that we had brainstormed. Individually we will plan out our ideas and create a rough draft.</p>	

<p>What further information will you offer to students after experimentation with topic and materials?</p> <p>- we will discuss altering/distressing/ modifying/reshaping our paper</p> <p>- finding more than one meaning/interpretation</p>	
<p><i>Assignment design:</i></p> <p>What will you ask the class to make or do now, to indicate their understanding of the objectives for this lesson in another context?</p> <p>Students will begin to interact with the materials provided to create their visual representation of the general topic</p> <p>What are the constraints that you will set for this assignment that will enable you to teach specific skills, techniques, etc? Explain.</p> <p>I will challenge students to create a piece demonstrating their knowledge and understanding of the impact residential schools made on Indigenous peoples and their culture.</p> <p>Constraints: they must use some sort of representation, whether it be in the coloured paper they used or something they draw or even how they use the paper (altering or modifying it in any way).</p>	
<p>Closure: How will you gather the class for closure and sharing at the end of the first lesson?</p> <p>We will go around the room sharing our ideas and why it is significant. They may talk about what ideas they find the most exciting, what they think will stand out about their piece and if they would like some suggestions. Sharing with the class is optional but ideas should be ran by me first.</p>	
<p><b>Further lessons:</b></p>	
<p>Development:</p> <p>How will students go about their work on this assignment?</p> <p>Students will work individually on the assignment but may ask for or offer suggestions/ideas</p> <p>When will you teach them technical skills?</p> <p>Technical skills will be taught in lesson two, however I will always give reminders if wanted or needed.</p> <p>What will you be doing, while students are working?</p> <p>While students are working I will be checking to see if they use their time wisely, while also offering help, suggestions, ideas and answers to questions.</p>	<p>What additional skill or technique might you teach in a mini-lesson during the course of the lessons?</p> <p>We may decide to follow the path paved by The Honour Project and choose to photograph our work, hanging it around the school. If this is the case I will teach them how to create a backdrop in order for the artwork to stand out (also creating a blank canvas).</p>
<p>When will you provide an opportunity for peer input into student work?</p> <p>Though students will work individually, they are still able to offer or ask for suggestions or ideas, therefore student input can happen throughout the entire process of creation.</p>	

<p>Closure: How will you gather the class for closure at the end of the unit?</p> <p>Once everyone has finished their project, we will discuss our ideas, thought process, how we created our artwork, what we struggled with, what we managed to do easily, what part are we most proud of, what do we wish we could fix/work on some more, and what our inspiration was.</p>	<p>Rationale: ( at least 1 full paragraph)</p> <p>Why is this unit important for the students?</p> <p>Learning about residential schools and how Indigenous people have been affected by it for years is important to teach because we have to know the past in order to change the future. If we don't teach younger generations about the past there is nothing stopping the future from becoming the past, they will have no guidance as to what is right and what is wrong. We once thought tearing Indigenous children away from their families was their best chance at life, now looking back we can see that White peoples were wrong for doing so. In teaching</p>
<p>Please include one method of formative assessment tools (see Appendix D for suggestions) that you will use to determine student understanding and ability.</p> <p>I will use their notes and rough draft of the assignment as the formative assignment. My own observations of how well students worked in groups while bouncing ideas off one another will also be taken into account.</p>	
<p>Please include one summative assessment tool that you will use to determine to what extent the student met the outcomes/objectives.</p> <p>As a summative assignment I will take in their final artwork as well as an explanation of their aesthetic representation. This explanation should say a little bit about their process, what materials they used, what the picture means to them, and the representation(s) they used.</p>	