CURRICULUM GR. 9-12

SPEAKING MY TRUTH

Grade 11

MAIN IDEA

The class will form a sharing circle for the introductory discussion of this lesson. The sharing circle will teach the students that when sharing ideas, thoughts and emotions with each other, students must listen and respect one another. The teacher will set rules for the circle that should not be broken. Students will discuss, using examples from their own lives, some important ideas about the past, present and future of Aboriginal and non-Aboriginal people of Canada. The goal of the activity is to understand that we must know where we come from in order to understand where we are going. The teacher will then read some real life stories recounting events of First Nation people and their experiences growing up in Canada. To end the lesson, students will plan an interview by creating questions, discussing the effectiveness of the questions by collaborating with their peers and teacher, and finally, will conduct an interview with a family or community member.

ONTARIO SPECIFIC EXPECTATIONS Students will...

NATIVE STUDIES

- Demonstrate an understanding of the different perspectives of Aboriginal and Canadian youth on their historical and cultural roots.
- Identify measures taken by non-Aboriginal society that affect Aboriginal identity, particularly the use, maintenance and preservation of Aboriginal languages (e.g. residential schools).
- Demonstrate an understanding of the interactions between Aboriginal and non-Aboriginal peoples in the past and how these interactions will influence future relationships.
- Demonstrate an understanding of the injustices of the past that affect Aboriginal and Canadian relationships

MATERIALS	RESOURCES & SOURCES
White/Black Board	Speaking My Truth: Reflections on Reconciliation and Residential Schools http://speakingmytruth.ca/downloads/AHF_READER.pdf
Markers or Chalk	http://speakingmytrutii.ca/uowinoaus/AHr_KEADEK.pui
Copy of PDF	
Handout	
Rubric	



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ACTIVITIES

- 1. For the first part of this lesson, the teacher and students will form a **Sharing Circle**. This can be done on the floor or by placing chairs in a circle. The teacher will instruct the students that there are rules to follow while being an active part of the circle. The rules are as follows:
 - You must tell the truth.
 - You must not judge or make comments about what others say.
 - You must keep an open mind.
 - You must listen when others are speaking.
 - You will be encouraged to share information that you are comfortable sharing with the rest of the class, you will not be forced to talk about things that you do not want to share.

The **Sharing Circle** is a time to share experiences, feelings, and emotions towards questions that the teacher will propose. The circle is a safe place and students should feel comfortable talking about things.

The teacher will ask the following questions; the teacher may want to share his or her ideas or experiences first, to make the class feel comfortable. Give time for students to open up, it may take a little time. This activity may or may not be successful depending on the class involvement and/or interest so be encouraging.

QUESTIONS:

- Where do we come from? Students should be encouraged to discuss their past, their families past, and their communities past, the history of Indigenous people, or Canada's past.
- What are we? How has our past made us who we are? We would not be who we are today if it wasn't for the past are we proud of who we are? Have we suffered? Are we still suffering?
- Where are we going? This may be responded to on an individual basis, as a community, or as a race, etc.
- 2. At this time, the teacher may have students go back to their desks. Introduce the topic of the lesson: SPEAKING THE TRUTH. Write on the white/black board: Where do we come from? What are we? Where are we going? We need to know the answers to these (3) questions before Aboriginal and non-Aboriginal people can form a healthy relationship. The teacher will ask the students whether they agree or disagree? If they agree, why is this so? What does it mean? Are we there yet? If not, how are we going to get there?



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- 3. Download the PDF copy of Speaking My Truth: Reflections on Reconciliation and Residential Schools. Choose a story or two to read to the class. You may provide them a copy of the story or it may be an oral reading to practice listening skills. Discussion: *Are the stories shared from this reading similar to the stories shared in our sharing circle? What are some of the similarities? Can the sharing of stories of our past allow us to understand who we are and where we are going and allow us to heal from the past?*
- 4. Distribute **Conducting an Interview: Sharing the Truth** handout. Students will conduct an interview with a family or community member about experiences and thoughts on the past, present, and future. Advise students that the interviewee does not have to be over a certain age, but with age comes experience and wisdom. Therefore, encourage students to interview someone who has some life experiences to share and wisdom to pass on. The handout will provide students with instructions, some questions, and the assessment rubric.

The nature of this assignment may be a challenge for some students who have a difficult time completing assignments outside of the classroom. The teacher should express the importance and value of this activity to encourage students to complete the task.

ASSESSMENT

Summative: Conducting and Interview Rubric



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HANDOUT

Name:	

CONDUCTING AN INTERVIEW: SHARING THE TRUTH

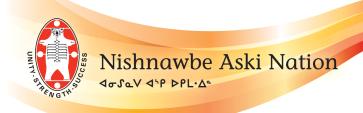
You have been asked to conduct an interview to research information about the history of Aboriginal people in Canada. The interview will ask questions about the past, but also the present state and future for Aboriginal peoples in Canada.

You are required to do the following preparation work before you conduct the interview:

1. Create 5 questions to ask the interviewee, in addition to the questions provided to you by your teacher.

Use the following 5 questions in addition to your own 5 questions to conduct the interview:

- Can you tell me a little bit about the history of First Nation people in Canada? You can recount some of your own experiences or experiences of people who may be close to you?
- What do you remember or what have you been told about the treatment of First Nation children while attending Residential Schools?
- The information from question #2 may be painful to think about and difficult to talk about. Why do you think it is important for all Canadians to know about the history of Residential schools?
- Do you think Canada is a great country to live in? What should we be proud of? What do we need to work on?
- What would you like to see for the future of First Nation people in Canada? What would the relationship between First Nations and Canadians look like?
- 2. **Pair and Share**: Pair up with another student and share your 5 questions. Each partner must discuss possible answers to the questions, what will they find out, could there be several parts to the questions to encourage the interviewee to provide enough information? Please be thoughtful and critical when reviewing each other's questions. Hand your questions in to the teacher for review.
- 3. Find someone to interview. Organize a **date and time** to conduct the interview. This should be conducted as a formal process. Inform the individual that the interview will take approximately ½ an hour.



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HANDOUT continued...

Name:			

CONDUCTING AN INTERVIEW: SHARING THE TRUTH

4. Decide how you will **record** the interview. You may want to type the questions and answers on a computer, tape the voice recording, video tape using a camcorder or cell phone, or the interviewee could hand write the answers, though the questions should be orally discussed beforehand.

Fill in the following **PLANNER** (show this to your teacher before conducting the interview).

In addition to the questions provided by the teacher, I will ask the following questions:	1. 2.
	3.
	4.
	5.



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Name: ____

HANDOUT continued...

I will now review my questions with a classmate and ask for feedback:	Classmate signature: Feedback comments:
I have arranged my interview - the interviewee, time and place:	Person's name (Interviewee): Relationship to you (friend, family, neighbour): Date and Time: Location:
I will record the interview by:	Method:
I will show my teacher this planner before conducting the interview:	Teacher's Signature:



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RUBRIC

Name:		

CONDUCTING AN INTERVIEW

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding: Interview questions address the topic and should provide valuable answers, follows instructions and successfully completes the interview.	Demonstrates understanding of general information pertaining to occupations of interest with a limited degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with some degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with a considerable degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with a high degree of effectiveness.
Thinking & Inquiry: Interview questions are in depth, detailed, and well thought out; the interview process is smooth and organized.	Progress and completion of the assignment shows limited thinking and inquiry skills.	Progress and completion of the assignment shows some thinking and inquiry skills.	Progress and completion of the assignment show considerable thinking and inquiry skills.	Progress and completion of the assignment shows thorough thinking and inquiry skills.
Communication: Productive discussion during pair and share session; voice and clarity during interview.	Oral and written communication of information presented limited clarity.	Oral and written communication of information is presented with some clarity.	Oral and written communication of information presented with considerable clarity.	Oral and written communication of information is presented with thorough clarity.
Application: Conducts interview with professionalism; overall success of the interview process.	Applying knowledge and understanding is met with limited ability.	Applying knowledge and understanding is met with some ability.	Applying knowledge and understanding is met with considerable ability.	Applying knowledge and understanding is met with thorough ability.

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

The rubric is based on the Ontario Ministry of Education expectations listed in the expectations section of the lesson. Expectations are categorized under the four strands of learning: knowledge/understanding, thinking/inquiry, communication, application.