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| About this Lesson |
| This lesson is designed to help students understand and assess the funding gap between reserve and off-reserve students in Ontario. |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| 5–6 | Social Studies  Language  Mathematics | I can explain the way funding works for reserve and non-reserve schools. I can write in role to assess and advocate the funding gap. | 2–3  (45–60 minute) classes |

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| Curriculum Links |
| Social Studies, Grade 5  PEOPLE AND ENVIRONMENTS: THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP  B1 Application: Governments and Citizens Working Together  B1.1 Assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial and/or local significance  B1.2 Create a plan of action to address a social issue of local, provincial/territorial and/or national significance  B2 Inquiry: Differing Perspectives on Social and Environmental Issues  B2.1 Formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues  B2.2 Gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues  B2.4 Interpret and analyze information and data relevant to their investigations, using a variety of tools  B2.5 Evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues  B2.6 Communicate the results of their inquiries, using appropriate vocabulary |

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| Curriculum Links (cont’d.) |
| B3 Understanding Context: Roles and Responsibilities of Government and Citizens  B3.2 Describe the jurisdiction of different levels of government in Canada  B3.7 Describe some different ways in which citizens can act to address social and environmental issues  Social Studies, Grade 6  HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT  A2 Inquiry: The Perspectives of Diverse Communities  A2.1 Formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada  A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools  A2.5 Evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada  A2.6 Communicate the results of their inquiries, using appropriate vocabulary and formats  A3 Understanding Context: The Development of Communities in Canada  A3.4 Describe significant events or developments in the history of two or more communities in Canada  A3.6 Identify key differences, including social, cultural and/or economic differences, between two or more historical and/or contemporary communities in Canada  Mathematics: Number Sense & Numeration, Grade 5  Quantity Relationships   * Represent, compare and order whole numbers and decimal numbers from 0.001 to 100,000, using a variety of tools * Read and print in words whole numbers to ten thousand, using meaningful contexts * Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100,000   Operational Sense   * Solve problems involving the addition, subtraction and multiplication of whole numbers, using a variety of mental strategies * Add and subtract decimal numbers to hundredths, including money amounts, using concrete materials, estimation and algorithms   Proportional Relationships   * Demonstrate an understanding of simple multiplicative relationships involving whole-number rates, through investigation using concrete materials and drawings |

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| Curriculum Links (cont’d.) |
| Mathematics: Number Sense & Numeration, Grade 6  Quantity Relationships   * Represent, compare, and order whole numbers and decimal numbers from 0.001 to 1 000 000, using a variety of tools * Read and print in words whole numbers to one hundred thousand, using meaningful contexts * Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1 000 000   Operational Sense   * Use a variety of mental strategies to solve addition, subtraction, multiplication and division problems involving whole numbers * Use estimation when solving problems involving the addition and subtraction of whole numbers and decimals, to help judge the reasonableness of a solution   Proportional Relationships   * Represent relationships using unit rates |

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| Inquiry Questions |
| Why do some students in Ontario receive more funding for their education than others? Is this fair? |

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| Materials List |
| * Appendix A: School Supplies List – one copy per group * Appendix B: About Shannen Koostachin – one copy per student for either guided reading groups or for whole-class reading * Appendix C: Shannen’s Dream in the House of Commons * Appendix D: RAFT Framework * Appendix E: Rubric for RAFT Activity * Chart Paper * Markers |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON | | |
| 10–15 minutes | Students should be seated in small groups of 4–6.  Ask the class, “If it were the first week of school, and you have $10 to buy some supplies, what would you buy? Why?”  Screen or make copies of Appendix A: School Supplies List.  Note: Each group only has $10, not $10 per student. Encourage students to spend the whole amount, otherwise the money will be taken and spent elsewhere.  In small groups, students will choose what they would purchase given the list provided.  Now ask, “If it were the first week of school, and you only have $7 to buy some supplies, what would you buy? Why?”  Have one representative from each group present the answers to the following questions:   * How did your answers change from when you had $10 versus $7? * Which items did you decide to leave off? * Are these items unnecessary or would you just make do with less? | Assessment for Learning – note which items are seen as more “necessary.” |
| ACTION | | |
| 2 x  45-minute –60-minute) classes | Learn/read about Shannen Koostachin (whole-class or guided reading – small group) using Appendix B: About Shannen Koostachin.  **Note:** The write-up in Appendix B is from the First Nations Child and Family Caring Society. There are many other sources of information about Shannen and her dream for a school including <https://secondstorypress.ca/kids/shannen-and-the-dream-for-a-school>  After reading the text, share with students these statistics:   * In Ontario, the average amount given by the provincial government per elementary student in a publicly funded school is $10,000 per year. * In Ontario, the average amount given by the federal government per elementary student living on reserve is $7,000 per year. | Assessment as Learning – create a vocabulary list with students as you are reading. |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | | | |
|  | Ask students to write the above amounts as a ratio, reduced to the lowest value (10:7). Write/post this in the classroom so that this can be seen by all as they enter over the next few days.  Explore the term “funding gap” with students in small groups or as part of a large group discussion.  Read together Appendix C – Motion 571 which later became Motion 201 known as “Shannen’s Dream.” This motion, originally moved by Timmins-James Bay MP, Charlie Angus in 2010, was passed unanimously in the Canadian House of Parliament in 2012, yet the funding gap still remains between on- and off-reserve students in public systems.  Students will independently participate in a RAFT activity (Appendix D). A RAFT is an assignment choice board where students are able to demonstrate their understanding of the materials by choosing their means of presentation.   |  |  |  |  | | --- | --- | --- | --- | | Role | Audience | Format | Topic | | Charlie Angus, MP | House of Parliament  in Ottawa | Speech | What still needs to  be done to close the funding gap | | Student at J.R. Nakogee | Pen pal in a non-reserve school | Email letter | What it’s like at my school | | Yourself | Your local MP | Formal letter | What are  you doing to close the funding gap? | | Newspaper Editor | General public | Front page in the paper | About Shannen’s Dream | | | Assessment as Learning – co-create success criteria  for RAFT activity  Assessment of Learning – RAFT Rubric (Appendix E) | |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| CONSOLIDATION/DEBRIEF | | | | |
| 30 minutes | Students will now be encouraged to share their understanding of the funding gap by creating a school-wide campaign. Lead a discussion with students about next steps. Record student ideas on chart paper. Potential ideas include:   * Participate in First Nations Child and Family Caring Society’s “Have a Heart” campaign (February 14) * Write an announcement to inform other students and teachers about the funding gap * Create small posters to raise awareness of the issue * Research twinning with a reserve school (pen pals, video chat, etc.) | | Assessment for Learning – what else do students want to learn/do to consolidate their understanding of the funding gap? | |
| EXTENSION IDEAS: | | | | |
|  | * Participate in one or more of the “Next Steps” as discussed in the Consolidation/Debrief * Find Attawapiskat on a map of Ontario and list some of the challenges a remote community may have in obtaining goods and services. Given the distance, do you think it’s fair that a school like J.R. Nakogee receives less funding than schools that are closer to resources? | |  | |
| RESOURCE LIST: | | | | |
|  | <https://www.fraserinstitute.org/sites/default/files/education-spending-and-public-student-enrolment-in-canada-2016.pdf>  <http://www.edu.gov.on.ca/eng/funding/1617/2016_technical_paper_en.pdf>  People for Education: <https://peopleforeducation.ca>  <https://fncaringsociety.com/sites/default/files/Shannens-letter_0.pdf>  <https://www.aadnc-aandc.gc.ca/eng/1509019844067/1509019955553>  <http://www.pbo-dpb.gc.ca/en/blog/news/First_Nations_Education>  <https://www.cbc.ca/news/canada/thunder-bay/first-nations-education-funding-gap-1.3487822>  <https://fncaringsociety.com/about-shannen-koostachin> | |  | |

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| School Supplies List |
| |  |  |  | | --- | --- | --- | | **ITEM** | | **COST** | | **Pencils** |  | 4 for $1 | | **Pencil Crayons** |  | $4 (pack of 12) | | **Pencil Crayons** |  | $3 (pack of 8) | | **Ruler** |  | $1 | | **Scissors** |  | $2 | | **Notebooks** |  | 3 for $1 | | **Binder** |  | $2.50 | | **Eraser** |  | $0.50 | | **Pencil Case** |  | $3.50 | | **Calculator** |  | $4.50 | |

**APPENDIX A**

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| About Shannen Koostachin |
| **Shannen Koostachin** of Attawapiskat First Nation lead a movement for “safe and comfy” schools and quality culturally based education for First Nations children called the Attawapiskat School Campaign.  Shannen knew just how hard it was to learn in an on-reserve school that was under-resourced. The only elementary school for the 400 children in Attawapiskat was closed as thousands of gallons of diesel fuel contaminated the ground under the school. The federal government put portable trailers on the playground of the contaminated school as a “temporary school” until a new one could be built. Nine years later there was still no sign of a new school.  Shannen never went to class in a proper school and the portables became more rundown over time. The heat would often go off, the children would have to walk outside in the cold to go from one portable to another, and the doors were warped. The children of Attawapiskat launched the Attawapiskat School Campaign to reach out to non-aboriginal children all across Canada to write to the federal government and demand a new school for Attawapiskat.  Thousands of children answered the call and three Ministers of Indian Affairs promised a new school and then broke their promise. The children kept writing. When the Minister of Indian Affairs, Chuck Strahl, wrote in 2008 to say the federal government could not fund a new school, the Grade 8 class cancelled their graduation trip to Niagara Falls and used the money to send three youth, including Shannen, down to meet with Minister Strahl to demand a new school.  Minister Strahl said the government could not afford a new school. Shannen did not believe him and she told the minister she would never give up because the younger children in her community deserve a proper school. She kept her promise. Shannen spoke to thousands of people asking for their help to ensure every child got a good education and a “comfy” school. She was an inspiring speaker because she talked from the heart. She made a compelling speech at an education rights conference hosted by the children of Attawapiskat and attended by 500 other children at the University of Toronto in 2009.  Shannen’s leadership was remarkable and she was nominated, as an ambassador for all the children of Attawapiskat, for the International Children’s Peace Prize given out by the Nobel Laureates. In 2009, Minister Strahl promised the children of Attawapiskat a new school.  In May of 2010, Shannen Koostachin passed away in an automobile accident. With the support of her loving family, friends and community, “Shannen’s Dream” is a campaign named in her memory to make sure all First Nations children across Canada have “safe and comfy” schools and receive a good-quality education that makes them proud of who they are.  Source: <https://fncaringsociety.com/about-shannen-koostachin> |

**APPENDIX B**

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| Shannen’s Dream in the House of Commons |
| Motion 571  M-571 September 16, 2010 Mr. Angus (Timmins—James Bay)  That, in the opinion of the House, the government should:   * declare that all First Nation children have an equal right to high-quality culturally relevant education; * commit to provide the necessary financial and policy supports for First Nations education systems; * provide funding that will put reserve schools on par with non-reserve provincial schools; * develop transparent methodologies for school construction, operation, maintenance and replacement; * work collaboratively with First Nation leaders to establish equitable norms and formulas for determining class sizes and for the funding of educational resources, staff salaries, special education services and indigenous language instruction; and * implement policies to make the First Nation education system, at a minimum, of equal quality to provincial school systems.   **Note:** Passed unanimously in the House of Commons on February 16, 2012. |

**APPENDIX C**

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| RAFT Framework |
| |  |  |  |  | | --- | --- | --- | --- | | Role | Audience | Topic | Format | | Charlie Angus, MP | House of Parliament in Ottawa | Speech | What still needs to be done to close the funding gap | | Student at J.R. Nakogee | Pen pal in a non-reserve school | Email letter | What it’s like at my school | | Yourself | Your local MP | Formal letter | What are  you doing to close the funding gap? | | Newspaper Editor | General public | Front page in the paper | About Shannen’s Dream | |

**APPENDIX D**

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| Rubric for RAFT Activity |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Level 1 | Level 2 | Level 3 | Level 4 | | Understanding of content (how/why spending is unequal) | Demonstrates limited understanding  of content | Demonstrates some  understanding  of content | Demonstrates considerable understanding  of content | Demonstrates thorough  understanding  of content | | Use of critical/creative thinking processes (RAFT choice informs point of view and voice used – role and audience) | Uses critical/ creative thinking processes with limited effectiveness | Uses critical/ creative thinking processes with some effectiveness | Uses critical/ creative thinking processes with considerable effectiveness | Uses critical/ creative thinking processes with a high degree of effectiveness | | Expression and organization of ideas and information (RAFT choice informs form; form appropriately used) | Expresses and organizes ideas and information with limited effectiveness | Expresses and organizes ideas and information with some effectiveness | Expresses and organizes ideas and information with considerable effectiveness | Expresses and organizes ideas and information with a high degree of effectiveness | | Making connections within and between various contexts (between research and RAFT topic) | Makes connections within and between various contexts with limited effectiveness | Makes connections within and between various contexts with some effectiveness | Makes connections within and between various contexts with considerable effectiveness | Makes connections within and between various contexts with a high degree of effectiveness | |

**APPENDIX E**