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| About this Lesson |
| This second (of two) series of lessons introduce students to the Mohawk Institute Residential School. They also prepare students for the planning and costing of a youth section/area in the Mohawk Village Memorial Park to commemorate the “Mush Hole” survivors.  The first series of lessons provided a foundation of knowledge about Canada’s residential school system.  This series of lessons responds to the Truth and Reconciliation Commission’s Calls to Action #62 and #63 and is designed using a land-centred and circular indigenous framework of vision, relationships, knowledge and action.  To support their own learning and that of their students, teachers may wish to explore the following resources as background knowledge:  National Centre for Truth and Reconciliation (especially education-focused resources): <http://nctr.ca/reports.php>  Appendix A: Truth and Reconciliation Commission’s Call to Action #62 and #63  Appendix B: Land-Centred Circular Approach to the Teaching Process  Where Are the Children?: Healing the Legacy of the Residential Schools <http://wherearethechildren.ca/en/>  The Mohawk Institute – Brantford, ON <https://www.anglican.ca/tr/histories/mohawk-institute/>  Mohawk Institute Residential School, Wikiwand. <http://www.wikiwand.com/en/Mohawk_Institute_Residential_School>  Mohawk Village Memorial Park <http://www.mohawkvillagepark.com/>  **Teachers should also be aware that inter-generational trauma – a legacy of residential schools – remains a current (not just historic) reality and should approach the subject matter in these lessons with care and sensitivity in order to avoid re-victimizing individuals, families and communities.**  Teachers are encouraged to follow indigenous protocols to engage with members of indigenous communities on the territories on which they teach to bring authentic voice and experience to bear on the subject matter. |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| 6 | Social Studies | By the end of the lessons, students will be able to select effective and respectful park items to commemorate residential school survivors’ experiences.  By the end of the lessons, students will be able to use research skills, schematics and organizers to design a youth area/section of the proposed Mohawk Village Memorial Park in Brantford, ON.  By the end of the lessons, students will be able cost out elements of a project and identify realistic funding sources to pay for the costs. | 2–3 x 60-minute lessons |

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| Curriculum Links |
| Social Studies  **A1 Application: Diversity, Inclusiveness and Canadian Identity**  A1.1 Explain how various features that characterize a community can contribute to the identity and image of a country  A3.4 Describe significant events or developments in the history of two or more communities in Canada and how these events affected the communities’ development and/or identity  **B2 Inquiry: Responses to Global Issues**  B2.1 Formulate questions to guide investigations into global issues of economic importance (e.g., child labour), their impact on the global community, and responses to the issues  **D1 Creating and Presenting**  D1.3 Use elements of design in art works to communicate ideas, messages, and understandings (DVD cover design or movie poster that uses line, shape, space, colour and value to communicate information about the content. Question: What is the message of your work, and how has it been conveyed to the audience? |

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| Inquiry Question |
| What elements of the youth area in a memorial park would best (respectfully and effectively) commemorate the children (survivors) of the residential school system? |

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| Materials List |
| * Tablets and/or Computers (class set or shared in small groups) * Pens, Pencils, Rulers * Sticky Notes * Blank 8.5" x 11" Paper * Graph Paper for map/diagram of youth section/area of Mohawk Village Memorial Park * Chart Paper * Appendix A: (True or False) Anticipation Guide * Appendix B: Answer Key – (True or False) Anticipation Guide * Appendix C: Mohawk Village Memorial Park (Youth Section/Area) Organizer * Exit Card(s) (submitted by students at the end of the first series of lessons in Part 1 – Appendix F) |

| **Timing**  (Mins.) | | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON | | | |
| 20 minutes | | Share (orally or in writing) anonymous selections (or a representative sample) of what students identified as new learning and what they are still wondering about (drawn from students’ Exit Cards [Appendix F] submitted at the end of the previous lesson(s)).  Review the learning goals and inquiry question for the lessons with students.  To provide students with a bridge from the broader experience of residential schools (from the first series of lessons) to an appreciation of the more specific experience of students at the Mohawk Institute, distribute and have each student complete Appendix A: (True or False) Anticipation Guide. This Guide provides a means to connect to students’ prior learning and to prepare them for new learning. Refer to Appendix B: Answer Key to review T/F answers.  Further information on the Mohawk Institute can be found online (print) at Mohawk Institute Residential School, Wikiwand: <http://www.wikiwand.com/en/Mohawk_Institute_Residential_School>  And/or (video) at *Restoration of old residential school uncovers things students left behind*, APTN National News: <http://aptnnews.ca/2018/01/26/restoration-old-residential-school-uncovers-things-students-left-behind/> | Use student feedback as a foundation for what to reinforce, clarify or extend |
| ACTION | | | |
| 90 minutes | Transition to an explanation that some residential school survivors of the Mohawk Institute recently came together to create a registered charity/not-for-profit organization whose purpose was to build a Mohawk Village Memorial Park to pay tribute to survivors.  Show parts of the Mohawk Village Memorial Park website as appropriate: <http://www.mohawkvillagepark.com/>  Explain further that one aspect of the park project involves creating a youth section/area within the larger footprint of the park. View the animated tour of the prospective Memorial Park by viewing the park video at <http://www.mohawkvillagepark.com/park-video/>  Stop at any points – as needed or appropriate – to highlight specific aspects and address any questions students might have.  Introduce the real-world task on which students will be engaged for the balance of the lessons.  Explain that students will be organized in Park Project Teams (Team). Each Team’s task will be to design and cost out the youth section/area of the Memorial Park.  Assign students to Teams (small groups of four students).  First, use Google Earth/Maps to show students the planned site of the Mohawk Village Memorial Park (184 Mohawk Street, Brantford, ON) and identify the location (and boundaries) of the youth area of the park as to the right-side of the lane, beginning at the road. Provide the dimensions of the youth area of the park: 800 m(along the lane) x 400 m (the back-bush lot) x 500 m x 700 m (road side).  Provide task instructions for Teams. These may include some or all of the following (expand as necessary):  **As a Team…**   1. Calculate the area and the perimeter of the youth area of the park. Youth area might be divided into quadrants, halves, etc. for planning purposes. 2. Draw in the road, the lane and the position of the former Mohawk Institute. 3. Reflect on prior learning in previous lessons about residential schools (particularly “The Mush Hole”) and brainstorm some aspects that survivors might want to make sure are never forgotten or are commemorated. 4. Then, brainstorm some elements (natural or human-made) that could be included in the design of the youth section/area that could help to draw attention to or symbolize the experiences of survivors. [Teachers may wish to share some or all of the following as examples: lighting, structures, grass, sand, pavement, plants/trees, gardens, playground equipment, benches, symbols, sculptures, sound, water, paths, etc.] 5. From your brainstormed list, select eight (8) of the best elements/items that meet the criteria – in the inquiry question – of “effective and respectful” elements. Keep in mind that each Team has access to $15,000 in available funding. Any costs above $15,000 need another source of funding. As an example of an alternative/additional form of funding, Teams may wish to watch the GoFundMe video at <https://www.gofundme.com/how-it-works>   **As an individual Team member…**   1. Select two (2) elements and complete Appendix C: Memorial Park (Youth Section/Area) Organizer   **As a Team…**   1. When each of your Team members has finished their individual Organizer, add everyone’s elements/items to the schematics or map of the youth section/area of the Memorial Park. | | Assess nature and quality of students’ questions  Assess/evaluate students’ rationales for item selection, accuracy of costing and feasibility of proposed funding sources.  Provide feedback on Teams’ youth section/ area designs /schematics/models |
| CONSOLIDATION/DEBRIEF | | | |
| 30 minutes | Conclude the lessons by organizing a whole-class Gallery Walk, the purpose of which is for Teams to showcase their designs/mock-ups. [Teachers may wish to refer to <http://www.theteachertoolkit.com/index.php/tool/gallery-walk> for ideas about structuring a Gallery Walk.]  To increase student interactions, engagement and responsibility during the Gallery Walk, ask students to provide feedback on each Team’s model. Teachers may elect to use sticky notes or blank feedback sheets. Teachers may consider asking students to provide one to two strengths and one suggestion/one question for each Team’s model.  As an extended reflection activity, teachers could ask each student to submit a brief reflective piece on what they learned during the series of lessons devoted to residential schools and/or the design of the youth section/area of the Mohawk Village Memorial Park. | | Assess, through observations/conversations, quality of students’ feedback  Assess/evaluate students’ written reflections |

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| (True or False) Anticipation Guide |
| **Instructions:** Read each statement and then use what you know or think you know to place an X in the TRUE column or FALSE column beside each statement.   |  |  |  | | --- | --- | --- | | **TRUE** | **STATEMENTS** | **FALSE** | |  | 1. The name of the residential school in Brantford is The Six Nations Institute. |  | |  |  |  | |  | 1. It is also nicknamed “The Mush Hole” because all the kids got to eat was “mush” or porridge. |  | |  |  |  | |  | 1. This residential school was operated by the Anglican Church ministers and teachers. |  | |  |  |  | |  | 1. This residential school opened in 1860. |  | |  |  |  | |  | 1. This residential school closed 100 years ago. |  | |  |  |  | |  | 1. This residential school is the oldest one in Canada. |  | |  |  |  | |  | 1. Only indigenous children attended this residential school. |  | |  |  |  | |  | 1. Brothers and sisters got to stay together at this  residential school. |  | |  |  |  | |  | 1. The children at this residential school were taught their traditional languages and ceremonies. |  | |  |  |  | |  | 1. This residential school no longer exists; it was demolished  in 2012. |  | |

**APPENDIX A**

**APPENDIX B**

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| Answer Key – (True or False) Anticipation Guide |
| 1. **False. It is called The Mohawk Institute.** 2. **True** 3. **True** 4. **True** 5. **False. It closed in 1970.** 6. **True** 7. **False. Most students were indigenous children, but a few non-indigenous orphans and destitute children attended.** 8. **False. They were not allowed to interact.** 9. **False. Traditional languages and ceremonies were forbidden, and this was enforced with harsh punishments.** 10. **False. The building still exists and is now called the “Woodland Cultural Centre.”** |

**APPENDIX B**

**APPENDIX B**

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| Mohawk Village Memorial Park (Youth Section/Area) Organizer |
| **Instructions:** Each member of the Park Project Team is responsible for completing their own organizer for TWO (2) elements/items that your Team has decided to include in the youth area/section of the Mohawk Village Memorial Park.  **Inquiry Question:** What elements of the youth section/area in the Mohawk Village Memorial Park would best (respectfully and effectively) commemorate the children (survivors) of the Residential School system?  **Park Project Team member’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  | | --- | --- | --- | --- | | What is the specific design element/item you’ve chosen to include? | How does this element/item connect to the history or legacy of residential schools? Why is this a “respectful and effective” element/item to include in the youth/area? | How much will this element/item cost to buy or build? | What realistic source(s) of funding could your Team seek and secure to buy this element/item or have it built? | |  |  |  |  | |  |  |  |  | |

**APPENDIX C**

**APPENDIX B**