

Title of Unit: RECLAIMING HISTORY THROUGH STORY AND ART: The Big Dance House, The Halalt First Nation

Grade(s): 9 Visual Arts /Language Arts / Social Studies

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Overview of Unit Topic/Theme:

This unit focuses on a student's ability to examine a story and be able to recapture it through art/the written word. Students will pair the ability to tell a story in keeping with the aboriginal tradition of oral history, and the ability to create a visual/written representation of the memory they have examined. Students may choose to venture into their personal memory, a story from a family member, or even from their own community. This unit focuses on cross-curricular competencies (communication and personal/social identity) and makes curricular connections with Language Arts, Visual Arts and Social Studies. It can be adapted to include the use of interviewing skills, oral storytelling, art making, or creative writing.

1. Lesson 1: This is an introductory lesson plan to teach students about memory and how by working collectively, memory can be recreated. This is relevant at this time as for students to understand the complexity of Kacey Gladstone's (artist of the Halalt Big House) work around reclaiming memory, it's important for students to have a foundation around memory.
2. Lesson 2: Through this lesson, students will be given an in depth experience into the Big House through stories taken from the elders of the Halalt First Nation. These stories are paired with the drawings created by Kacey Gladstone. Students will piece stories together to demonstrate their reading comprehension and their ability to work in small groups.
3. Lesson 3: In this lesson, students will be given the opportunity to visualize Gladstone's work using their own medium of either art or story. Furthermore, students will learn tricks for recalling lost memory through collaborative communication and begin work on their culminating project: visualizing a memory of their own.
4. Lesson 4: During this lesson, students will have the opportunity to practice the skill of description. This specific skill is crucial in communicating key points in the story when talking with others. The end product will be the recreation through a drawing which will ultimately aid students in their explanations of the story.
5. Lesson 5: In this lesson, the students will begin to recreate their memory through a visual representation.
6. Lesson 6: In this lesson, students will present their visual representation

Rationale for Unit: Why are you teaching this unit and how is it relevant to the students at this point in time?

History isn't something that you can only definitively find in a text book. History can pertain to many things, from political history, cultural history, to personal history. This is something that everyone has in common, as we all have our own history. The recording of history has rarely been holistic and many things have slipped through the cracks and have been lost forever. There are many aboriginal cultures that have died out before and since colonization and there are many things that were never recorded by historians or anthropologists. Through the power of oral history, part of the Halalt First Nation's history has been reclaimed. Through several interviews asking for stories and descriptions of any major landmarks in the traditional territory, the visage of their Big Dance House has been recreated. The stories tell of a big house, three fires large and said to be the biggest on Vancouver Island. This big house fell in the late 60s after a heavy snowfall, and the concept art has attempted to recapture its former glory. This reclamation leads to a question of what we, as individuals, may have left behind. Is there something in a student's past, in their family

background, or their country's background that has been lost? This unit provides a chance for students to reclaim a part of their history through art/the written word.

Provincial Learning Outcomes (PLOs):

CROSS-CURRICULAR COMPETENCIES:

- Communication
- Personal and Social: Positive Personal and Cultural Identity <https://curriculum.gov.bc.ca/competencies/ppci>

ENGLISH LANGUAGE ARTS 9

BIG IDEAS

- Exploring text and story helps us understand ourselves and make connections to others and to the world.
- Synthesizing the meaning from different texts and ideas helps us create new understandings.

Competencies

Comprehend and connect

- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view

Create and communicate

- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Exchange ideas and viewpoints to build shared understanding and extend thinking

Content

- Strategies and processes:
 - oral language strategies
 - metacognitive strategies
 - writing processes

ARTS 9

BIG IDEA: Identity is explored, expressed, and impacted through arts experiences.

Competencies

Exploring and creating

- Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and purposeful play
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
- Explore relationships between identity, place, culture, society, and belonging through artistic experiences

Communicating and documenting

- Create works of arts using materials, processes and technology for different purposes and audiences

Content:

- The role of artists and audience in a variety of context (ex: Kacey's role in the context of recreating this memory)
- personal narrative as a means of representing self-perception and identity in artistic works

SOCIAL STUDIES 9

Competencies

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Culminating Task(s): Briefly describe the culminating task(s) that will provide a demonstration and/or celebration of student learning.

The final project may take a number of forms. There will be a complete project by the end of the unit that demonstrates a visual/written representation of a subject that no longer exists. An oral explanation or account of the memory should be demonstrated when the project is handed in.

Resources: What resources will you use in this unit?

Three concept drawings by Kacey Gladstone of the Halalt First Nation Big Dance House, commissioned by the Hul'qumi'num Treaty Group and JES Evergreen.

Stories that accompany the Concept Art as shared by the Elders of the Halalt First Nations.

Potential resources: paper, canvas, water colour paper, water colour paints, acrylic paints (Liquitex BASIC), pen and ink (uniball onyx pens), Prismacolor pencil crayons, artist pencils, erasers. (Whatever can be facilitated by the school).

RECLAIMING HISTORY THROUGH STORY AND ART: The Big Dance House, The Halalt First Nation, Lesson 1

Grade	9	Topic	Memory
Date		Allotted Time	60 minutes
Cite sources used to develop this plan:			
The Role of Memory in Emotion: http://www.memory-key.com/memory/emotion Learning and Memory: http://brainworldmagazine.com/learning-memory-how-do-we-remember-and-why-do-we-often-forget/ Deception: https://www.youtube.com/watch?v=K_Q9ZPgYj0I			

1. Rationale:

This is an introductory lesson plan to teach students about memory and how by working collectively, memory can be recreated. This is relevant at this time as for students to understand the complexity of Kacey Gladstone's (artist of the Halalt Big House) work around reclaiming memory, it's important for students to have a foundation around memory.

2. Provincial Learning Outcome(s):

CROSS-CURRICULAR COMPETENCIES:

- Communication

ENGLISH LANGUAGE ARTS 9

Competencies

Comprehend and Connect:

- Respond to text in personal, creative, and critical ways
- Exchange ideas and viewpoints to build shared understanding and extend thinking

Create and communicate

- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences

SOCIAL STUDIES 9

Competencies

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

3. Assessment

Lesson Outcome What will students learn? Students will be able to...	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
SWBAT: Recall simple memories from the past	Students record their information in point form on a piece of paper and then share answers with a classmate.	Students ability to think about the past and recall information
SWBAT: Critically think about how people present and past record history	Student's class participation surrounding the topic.	Students collectively coming up with different techniques to record memory.
SWBAT: Watch a 2 minute video and record what the 3 people are wearing through drawing or writing.	Students working individually to recreate the image from the movie.	Students ability to remember the image from the video clip
SWBAT: Share information with a partner and work together to remember the appearances of the people from the film.	Students working together to recreate an accurate representation of the people in the movie	Students ability to work together to recall more information from the video clip

4. Resources, Material and Preparation:

- 1. Device to play a youtube video
- 2. Pen and paper

5. Lesson Development

	Pacing
<p>· Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>I do: Ask students to pull out a piece of paper and a pen and ask them to answer a series of questions.</p> <p>Hook: (Suggested Questions)</p> <p>They do: students will recall and write a response to the following questions: What did you eat for breakfast this morning? What did you eat for breakfast 3 mornings ago? What did you wear to school yesterday? What was your favorite birthday party as a child? What was your first pet? What is your earliest memory? How old do you think you were? Ask students to remember this number without writing it down: 648751368</p> <p>(Teacher can read questions aloud, or write them on the board)</p> <p>They do: <i>Have students share their answers with a partner.</i></p> <p>We do: Ask students how they knew the answers to the questions. Start conversation around what memories were easier to remember, eating breakfast or childhood memories?</p>	(10-15 minutes)

Memories are the internal mental records that we maintain, which give us instant access to our personal past, complete with all of the facts that we know and the skills that we have cultivated.
Emotionally charged events are easier to remember than everyday tasks or “boring” memories.

I do: Ask students if any of them remember the nine digit number.

Teaching/Learning Sequence: *What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?*

We do: Create a mind map as a class, how is memory recorded today? (videos, pictures, facebook, snapchat, instagram) How were memories recorded 100 years ago, before the use of cameras?

Tell students you will be watching a 2 minute video called deception. Tell them to watch the video closely and to remain silent after the video is over.

I do: Show students a 2 minute video clip called deception.

I do: Ask students to turn over their piece of paper and write or draw what each person in the video was wearing. Be specific: jewelry, hairstyle, patterns/style of clothes, shoes etc.

They do: Draw or write about each of the 3 people in the video.

They do: After 8 minutes, have students share their image with a partner, and work together to make their lists or pictures more detailed.

We do: As a class, create a list to describe the appearance of each person.

Ask 3 students to come up to the board (who are comfortable writing in front of the class) each person will be in charge of writing down the characteristics of one of the three people in the video:

We do: View a “still shot” of the video and see if as a class, they were able to get all of the characteristics of the

(20-25 minutes)

people.

Closure: *How will you solidify the learning that has taken place and deepen the learning process?*

Class discussion: what was the first thing they remembered from the movie? Was this similar for everyone? Were the watch and the book more memorable than the shoes of the girl? (Emotion tied to these two objects). Were they more successful when they worked in pairs? What about as a whole class. What does this tell us about memory?

(10 minutes)

5. Accommodations (adaptations, extensions, other):

Adaptations:

Students may chose not to write about certain memory topics if it brings up hard memories *This should be addressed in the beginning of the class.*

As stated in the lesson plan, students may draw the appearances of the people in the video if they struggle with writing or vise versa.

RECLAIMING HISTORY THROUGH STORY AND ART: The Big Dance House, The Halalt First Nation, Lesson 2

Grade	Grade 9	Topic	English – Reading Comprehension
Date		Allotted Time	60-80 Minutes
Cite sources used to develop this plan:			
Oral stories from the elders of the Halalt First Nation. The Big House Project by Halalt First Nation (Including Concept Art by Kacey Gladstone)			

1. Rationale:

This is the second lesson in the unit, where a lot of information is going to be given to the students. Through this lesson students will be given an in depth experience into the Big House through stories taken from the elders of the Halalt First Nation. These stories are paired with the drawings created by Kacey Gladstone. Students will piece stories together to demonstrate their reading comprehension and their ability to work in small groups.

2. Provincial Learning Outcome(s):

CROSS-CURRICULAR COMPETENCIES:

- Communication
- Personal and Social: Positive Personal and Cultural Identity <https://curriculum.gov.bc.ca/competencies/ppci>

ENGLISH LANGUAGE ARTS 9

BIG IDEAS

- Exploring text and story helps us understand ourselves and make connections to others and to the world.
- Synthesizing the meaning from different texts and ideas helps us create new understandings.

Competencies

-
- Construct meaningful personal connections between self, text, and world

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Respond to text in personal, creative, and critical ways
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view

ARTS 9

BIG IDEA: Identity is explored, expressed, and impacted through arts experiences.

Content:

- The role of artists and audience in a variety of context (ex: Kacey’s role in the context of recreating this memory)

SOCIAL STUDIES 9

Competencies

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

3. Assessment

<p>Lesson Outcome <i>What will students learn?</i></p>	<p>Sources of Evidence <i>What product or action will show what students have learned?</i></p>	<p>Criteria <i>What will you look for in this evidence?</i></p>
<p>SWBAT: Demonstrate their reading comprehension and critical thinking skills.</p> <p>SWBAT: Demonstrate the ability to collaborate by working in small groups.</p> <p>SWBAT: Reconstruct a story in sequence.</p> <p>SWBAT: Demonstrate their oration skills.</p>	<p>Students will take part in a jigsaw activity they will receive part of a short story. Students will mingle in the room talking to their classmates trying to find and piece together the rest of their story.</p> <p>Students will interact with each other. Once they’ve pieced their stories together they will discuss why their stories go together and</p>	<p>Students can explain why they think their story fits together.</p> <p>Students can synthesize separate parts of a story and reconstruct it as a beginning, middle and end.</p> <p>Students can effectively work in groups to solve a puzzle and tell a story.</p>

	<p>attempt to guess the context in which the story was told.</p> <p>After students have met in their groups, students will read their story out loud to the class.</p>	
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4. Resources, Material and Preparation:

<p>Stories typed out and cut up into pieces in different fonts. Time to tape the story fragments under all of the chairs in the room.</p>

5. Lesson Development

	Pacing
<p>· Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <ul style="list-style-type: none"> ● Allow students to settle in their seats. ● Have students look under their chairs where they will find strips of paper with pieces of the story printed on them. ● Inform students that they will be trying to complete their story by standing and talking with other students in the class. ● Outline your class rules for moving around the classroom if you have any. ● Noise level ● Time limit ● Inform them that someone will be reading this out loud to the class. <p>Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p>	5-10 minutes

<p>Once the rules and expectations have been laid out, allow students to leave their seats and move around the classroom to piece together their stories.</p> <p>Give them 10-15 minutes to discuss in their groups. Have the students settle down into their groups to discuss their story and try to figure out the order of the paragraphs, the context of the story and what it might be about.</p> <p>Have students give a title to each story.</p> <p>Have students decide who will speak out loud to the class and have each group tell their story to the rest of the class. Have them answer how the process felt to them, and how did they figure out how the stories pieced together.</p> <p>Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <ul style="list-style-type: none"> • Explain the context of how this project came to be in preparation for the next lesson. 	<p>10-15 minutes</p>
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5. Accommodations (adaptations, extensions, other):

<p>Small group work for students to practice discussion without the pressure of orating to the rest of the class.</p>

Story #1 LAST EVENT AT THE BIG HOUSE 1968

Uncle James had been dead now for a year. It was time to plan his memorial service. A cold and harsh winter brought more snow than the community had seen in a long, long time. It was harsh and cold but tradition dictated that it was time to celebrate Uncle James' life and plan his memorial service.

The women in the family took on the role of cooking food for the memorial. The kitchen on the south end of the big house was small with a modern stove. The women would carry pots over to one of the three fires if there wasn't enough room in the kitchen. Only 30 people would attend this memorial so the small kitchen would work fine.

The memorial started at noon and would go all day and longer, depending on how many people wanted to share stories about Uncle James. Singing and drumming started the memorial while the women cooked in the kitchen.

While the stories were told, people ate. The salmon was cooked and placed on a large banquet table and the smells wafted throughout the big house mixing with the sounds of the drums and the people singing.

The children and younger adults would clear the tables and wash the dishes. Long after everyone had gone home, the memories of Uncle James lived on, along with all the others who had been memorialized at the Big House.

Story #2 LITTLE GIRL PEEKING INSIDE BIG HOUSE

The drumming and singing sounds coming from the big house that still and cold afternoon couldn't keep me away. As I snuck away from my family, and out of my house, I walked down the dirt road. My heart pounded in rhythm to the drumming sounds that became louder and louder as I got closer to the Big House.

I wasn't allowed in the Big House because I was only a child. The Big House dances were for adults only! Although it was still afternoon, I could see the sun beginning to set.

There was only one window in the Big House and it was in the kitchen. I so wanted to see the regalia of the dancers because my Auntie Julie danced when she was young and told me stories of how magical it was.

I climbed up over the wood pile that was directly below the window. I peeked through the panels and could see a wedding ceremony was underway. I saw dirt spew up every time someone threw gold coins into the centre. The bride and groom would take home so many gold coins!

Story #3 RESPECT FOR THE ELDERS -Archie and Norman

“Hurry up Archie!” Norman said impatiently. “If we don't leave now, we won't be able to deliver everything to the elders by sundown.”

“Hold your horses Norman, it's still low tide! Archie cried. I can't find my shovel and bucket!!”

“Where are my high boots?” Norman yelled. The last time we harvested clams my feet were soaking wet the whole walk back. I'm not going without my boots!!

Archie and Norman were typical brothers. Most of the time they were the best of friends, but not always. Even though they didn't always get along, they knew one thing: that it was a privilege to be able to share the sea harvest with the Elders. Out of respect, they would get the job done.

The boys got their gear together and headed down the windy path to the beach area. Archie walked on the left side of the wagon pathway and Norman walked on the right. The sun was still rising. It was going to be a hot one.

One hour later, they arrived to a wide and expansive low tide. The clam holes decorated the sand like freckles on the boys' faces. Over the next couple of hours, the boys filled their buckets with live clams.

Heading back home the boys decided who would take which bucket to which Elder. If they were lucky, they'd get a stick of liquorice or a peppermint candy for their hard work. No one had to tell them how important it was to provide for the Elders in their community. It was in their DNA.

Story #4 CANOE PULLING

Late spring on the reserve meant it was time for Coach Charlie to organize the boys. The training regimen was strict with many of the younger ones complaining about how hard it was to hoist the weight of their bodies all the way up to the rafters of the Big House.

In preparation, two or three ropes were thrown over the rafters and tied with a slip knot. This year Coach Charlie had 12 boys to work with. Groups of four would line up in front of their rope. You could hear the boisterous voices yelling and cheering down the road.

Training took place three times a week. No one dared miss a practice because Coach Charlie threatened that they'd get kicked off the team and not be allowed to participate in the canoe journey that took place late July.

After the boys worked their muscles hard and their hands felt stripped of skin, Coach Charlie would end the practice. The boys sat in a circle, happy to rest their weary arms, have some lunch and carry on with their day.

Story #5 STORY OF MAN WHO WANTED TO TURN HIS LIFE AROUND

Uncle Herman was unfit...his health was in decline because of poor lifestyle choices. He decided that he wanted to turn his life around, get healthy. The way to do it was to volunteer himself into the Big House to learn to be a dancer.

He moved into the big house, lived there day and night secluded from the community.

His bed became the bleachers and his tiny tent gave him privacy when he needed it.

The days turned into weeks, and the weeks turned into months. Uncle Herman learned he had the discipline to live away from his family, eat the right foods and live off of as few resources as possible.

It was trying at times but Uncle Herman knew it was for a good cause. The physical work of dancing...

One day, a group of dancers accompanied Uncle Herman up to the lake so he could bathe. It wasn't the first time he had done this, but it would be the last. Uncle Herman suffered a heart attack as a result of his poor lifestyle habits and died before he got to the lake.

RECLAIMING HISTORY THROUGH STORY AND ART: The Big Dance House, The Halalt First Nation, Lesson 3

Grade	9	Topic	Humanities (Socials/English/Arts Ed)
Date		Allotted Time	80 min.
Cite sources used to develop this plan:			
Magic Video: https://www.youtube.com/watch?v=65ASzyUsOv0 (Accessed Sept 26 2015) Kacey Gladstone's original prints – Halalt Long House			

1. Rationale:

Students are in the middle of their Unit on “Reclaiming History through Story and Art”, and have thus far discussed the science of memory, along with Kacey Gladstone’s work re-visualizing the Halalt First Nation’s Long House. In this lesson, students will be given the opportunity to visualize Gladstone’s work using their own medium of either art or story. Furthermore, students will learn tricks for recalling lost memory through collaborative communication and begin work on their culminating project: visualizing a memory of their own.

2. Provincial Learning Outcome(s):

CROSS-CURRICULAR COMPETENCIES:

- Communication
- Personal and Social: Positive Personal and Cultural Identity

ENGLISH 9 - It is expected that students will COMPREHEND AND CONNECT:

- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view
- Exchange ideas and viewpoints to build shared understanding and extend thinking

SOCIAL STUDIES 9 - It is expected that students will DO AND KNOW THE FOLLOWING:

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

-The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world

ARTS EDUCATION 9 - It is expected that students will be able to use CREATIVE PROCESSES to:

-Take creative risks to experience and express thoughts, emotions, ideas, and meaning

Demonstrate respect for themselves, others, and the audience

-(EXPECTED TO KNOW)

Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic work

The role of artists and audience in a variety of context (ex: Kacey’s role in the context of recreating this memory)

3. Assessment

<p>Lesson Outcome</p> <p>What will students learn?</p>	<p>Sources of Evidence</p> <p>What product or action will show what students have learned?</p>	<p>Criteria</p> <p>What will you look for in this evidence?</p>
<p>(A) SWBAT understand the roots of traditional First People’s oral traditions</p> <p>(B) SWBAT identify key points from their past using short term and long term memory.</p> <p>(C) Students will demonstrate personal expression through either a visual art or writing medium.</p> <p>(D) SWBAT demonstrate effective collaborative work habits, both verbally sharing ideas and actively listening to</p>	<p>DO/SAY/WRITE: Students will participate in a collaborative brainstorming activity regarding what they already know about Gladstone’s Big House story. This activity will involve writing and oral communication. (ABCD)</p> <p>DO: In partners, students will watch a short film and then complete a follow up quiz. (BD)</p> <p>DO/WRITE: Students will recreate Gladstone’s story into a visual art form or a written word story. (ABC)</p>	<p><u>Formative:</u></p> <p>Students have demonstrated active verbal participation and listening and analyzing skills while working collaboratively</p> <p><u>Summative:</u></p> <p>Students’ verbal and physical participation during the Memory and Snow Ball activity, along with full engagement in the re-creation arts activity.</p> <p>Students will have completed functional notes</p>

others.	DO/SAY: Students will read and comprehend questions re: personal memory and then work collaboratively to create class discussion questions. (D)	on today's seminar.
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4. Resources, Material and Preparation:

List of lesson outcomes & questions, whiteboard, markers, YouTube video (Internet connection), art supplies, etc.

5. Lesson Development

	Pacing
<p>· Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>HOOK: Short video memory game. Show the video once through. Before the second showing, explain the objective of the game: to remember as much from the scene as possible. After the second showing, present a short quiz (scaffolded) to the students, asking them to recall people, objects, colors, etc. from the film. Having them work in small groups will increase focus.</p> <p>*Teacher can choose any short video that captures their students attention</p> <p>**Magic/Illusionist videos help distract the students from the peripheral objects.</p> <p>https://www.youtube.com/watch?v=65ASzyUsOv0</p> <p>Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcomes</i></p>	10 min.

<p>SNOW BALL ACTIVITY: I will write the question on the board, “What do you remember of Gladstone’s Long House story?” I will then use the snowball technique to hear responses. I will ask each student to take out a piece of paper and a pen. I will divide the class into two groups, each on either side of the room. They will have 20 seconds to write down a sentence, a word, a phrase that responds to the question on the board. They will then crumple up the piece of paper into a ball and when I say go, throw it at somebody across the room in unison. Each student will pick up a ball of paper, open it up, read the response, and then I will give them another 20 seconds to write down a new response. Once they are done. I will ask certain students to walk up to the board and write down their responses. We will spend time going over the responses as a class and discussing certain ones that stand out.</p>	<p>10 min.</p>
<p>ART ACTIVITY: Re-creation of the Halalt First Nation Big Dance House. Students will be given the majority of the remaining class time to recreate the Big Dance House from Gladstone’s story in their own design through visual art forms or written media. Once the time limit is complete, students will have an opportunity to share their works with others before Gladstone’s original prints are revealed.</p>	<p>40 min.</p>
<p>BODY BREAK & PRESENTATION: Gladstone’s original prints. Spend a couple minutes discussing Gladstone’s prints and fielding questions from the students before sending them on a 5 minute break to stretch and/or take a closer look at the prints if they wish.</p>	<p>10 min.</p>
<p>THINK, PAIR, SHARE: After break, begin a shift from Gladstone’s works to student’s personal memories. In small groups, ask the students to think about the following questions (written on the board): What types of memories do we have that haven’t been recorded?</p>	<p>5 min.</p>
<p>Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p>	
<p>HOMEWORK: Ask students to think about an unrecorded object from their memory and how they might visualize that memory. (Might need to explain the term “unrecorded”) Ask them to come prepared to discuss your memory next class.</p>	<p>5 minutes</p>

5. Accommodations (adaptations, extensions, other):

Because the activity in this lesson requires student's physical and verbal participation, it is important to choose groupings wisely, separating social clicks, genders, and adding those with social strengths/weaknesses to both. Furthermore, for those students who wish to use art supplies, ensure proper instruction on use and cleaning-up procedures are in place.

RECLAIMING HISTORY THROUGH STORY AND ART: The Big Dance House, The Halalt First Nation, Lesson 4

Grade	9	Topic	Visual Arts/ English
Date		Allotted Time	80 min.

Cite sources used to develop this plan:

Education Oasis. (2012). Graphic organizers. Retrieved from http://www.educationoasis.com/curriculum/graphic_organizers.htm
Smart History. (2012). The skill of describing [YouTube]. Retrieved from https://www.youtube.com/watch?v=h_pWZBOR4ec

1. Rationale:

In lesson three, students have completed the creation of the Halalt First Nation Big Dance House through story. During this lesson, students will have the opportunity to practice the skill of description. This specific skill is crucial in communicating key points in the story when talking with others. The end product will be the recreation through a drawing which will ultimately aid students in their explanations of the story.

2. Provincial Learning Outcome(s):

CROSS-CURRICULAR COMPETENCIES:

- Communication
- Personal and Social: Positive Personal and Cultural Identity <https://curriculum.gov.bc.ca/competencies/ppci>

ENGLISH LANGUAGE ARTS 9

BIG IDEAS

- Exploring text and story helps us understand ourselves and make connections to others and to the world.
- Synthesizing the meaning from different texts and ideas helps us create new understandings.

Competencies

- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways

Create and communicate

- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message

Content

- Strategies and processes:
 - oral language strategies
 - metacognitive strategies
 - writing processes

ARTS 9

BIG IDEA: Identity is explored, expressed, and impacted through arts experiences.

Competencies

Exploring and creating

- Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and purposeful play
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
- Explore relationships between identity, place, culture, society, and belonging through artistic experiences

Communicating and documenting

- Create works of arts using materials, processes and technology for different purposes and audiences

Content:

- The role of artists and audience in a variety of context (ex: Kacey's role in the context of recreating this memory)
- personal narrative as a means of representing self-perception and identity in artistic works

SOCIAL STUDIES 9

Competencies

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

3. Assessment

Lesson Outcome <i>(What will students learn?)</i>	Criteria <i>(What will you look for in this evidence?)</i>	Sources of Evidence <i>(What product or action will show what students have learned?)</i>
<p>SWBAT use and fill out graphic organizer to aid the retention of information through the description provided</p> <p>SWBAT give descriptions that include shape, position, and background information to help explain the important item in their story</p> <p>SWBAT produce a visual representation from the description provided by their peer</p>	<p>Students will write out the important parts that best describe the significant artifact or place of the story</p> <p>Students verbally share their story and give explicit details of the most important part of the story</p> <p>Students engagement in drawing activity</p>	<p>Completion of the web organizer or graphic organizer that helps find key elements in the story</p> <p>Students are sharing as many details as possible, while the other student asks questions for clarification</p> <p>A partially/ fully completed drawing of the peer's description</p>

4. Resources, Material and Preparation:

Music, YouTube video : **Smart History. (2012). The skill of describing [YouTube]. Retrieved from https://www.youtube.com/watch?v=h_pWZBOR4ec** , Graphic organizer, Plain paper, Drawing pencils, Poster Barrier

5. Lesson Development

	Pacing
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<p>· Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>TOGETHER: The teacher asks students to close their eyes and listen to the music and pay close attention to the music</p> <p>Once the music and story are complete, ask students some of the describing words they remember</p> <p>ASK: Students if they remember how long new information stays within our memory</p> <p>TELL: FUN FACT</p> <p>ASK students for ideas regarding the way they try to remember information</p>	<p>5-10 min.</p>
<p>Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcomes</i></p> <p>Class Practice</p> <p>INTRODUCE Graphic organizers like a Cluster web or a mind map</p> <p>PRACTICE using the cluster web by showing the short film with art paintings</p> <p>TOGETHER we fill out a graphic organizer example on the board for students to see and take part in the process of writing down important descriptors</p> <p>ASK students what they noticed about the descriptions in the video (were they clear, have some students share descriptions they noticed from the photos on the screen)</p> <p>Student Interactional Piece</p> <p>THEY DO: Partner A Students will work in pairs and read one another their stories, while one student is reading, the other student is taking notes in the graphic organizers</p> <p>Partner B will then flip their paper over and describe their story to partner A</p> <p>I DO: Explain to students once they are done reading each other their stories to do a check in that they understood the description correctly</p> <p>THEY DO: The student pairs will then pick up their materials, a poster barrier, paper and pencils and draw the item or scenery their partner described or they can create a written composition of their partner's story</p> <p>ALLOW students time to complete this task</p>	<p>45 minutes</p>

<p>Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p> <p>TOGETHER:: We discuss how the process of taking notes using the Graphic organizer (Ex. cluster web or mind map)</p> <p>WHAT part of the process did you (student) find easy/difficult? (Have a couple of students share)</p> <p>THEY DO Students will hand in their work and return supplies in their respective places</p> <p>FUTURE LESSONS: Allow students a time to recreate their art pieces or written compositions</p> <p>INDIVIDUALLY: Students will reflect on what they learned and what to improve on for the future on a piece of paper</p>	<p>5-10 minutes</p>
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5. Accommodations (adaptations, extensions, other):

<p>Students who are visual learners can draw instead of writing a descriptor</p> <p>Students will be working in partners and can receive help from their peer</p> <p>Teacher will circulate around the room to support students who may be having challenges</p> <p>The instructions for the activities will be written on the board</p> <p>Students who may have difficulty with listening to a story can receive a recording device of their peers telling the story</p>

PROJECT RUBRIC: RECLAIMING HISTORY THROUGH STORY AND ART: The Big Dance House, The Halalt First Nation

Name: _____ Date: _____

Category	Satisfactory - 1	Acceptable - 2	Exemplary - 3	Comments	Grade
Written OR Artistic Content	<ul style="list-style-type: none"> - Missing various pages or subpages / artwork appears uncompleted - Missing presentation quality 	<ul style="list-style-type: none"> - Contains appropriate pages / art elements - Some pages may be in wrong order - Artwork contains most of the required elements - Satisfactory presentation 	<ul style="list-style-type: none"> - Contains all appropriate pages and subpages in correct locations. - Artwork appears complete - Excellent presentation quality - Proficient attention to detail 		/3
Creative Quality	<ul style="list-style-type: none"> -Shows little evidence of personal creativity -Sparse evidence of critical thought in work -Design lacks allure 	<ul style="list-style-type: none"> - Some evidence of personal creativity is show - Some evidence of critical thought in product - Design is moderately alluring 	<ul style="list-style-type: none"> - Personal creativity is largely shown - Strong evidence of critical thought in product - Mastery of alluring graphic elements is shown 		/3
Reflection (verbal)	<ul style="list-style-type: none"> - Very little depth - Unclear of instructions - Difficult to comprehend - Missing some connection to product 	<ul style="list-style-type: none"> - Adequate understanding of project - Somewhat comprehensible - Provided 1-2 connections to product 	<ul style="list-style-type: none"> - Mastery of project outcomes - Well spoken and articulate - Made strong connections to the art/writing 		/3
Attitude	<ul style="list-style-type: none"> - Somewhat focused - Inadequate use of class time - Consistently distracted, requires motivation - Does not adhere to deadline 	<ul style="list-style-type: none"> - Focused on task with minor distractions - Fair use of time management - Occasionally distracted - Requires some extra time to complete task 	<ul style="list-style-type: none"> - Completely focused on task - Excellent time management - Self directed - Meets deadline 		/3

				Total:	/12
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