

Social Studies Lesson- I Am Not a Number (Grade 5 & 6)

Developed by Andra Slavik, 2019 Werklund Graduate

Ensure students' lived experience is reflected in the classroom, and strive to create meaningful and authentic tasks for a diverse range of students. Learner- oriented teacher focused on fostering well rounded individuals.

Pre- Lesson PART 1

<p>Resources Used and Possible Concerns</p>	<p>I Am Not a Number by Dr. Jenny Kay Dupuis and Kathy Kacer Illustrated by Gillian Newland</p> <p>This book ran into some controversy in Hay River North West Territories after a teacher sent I Am Not a Number home with Grade 3 students. One parent was upset by the material in the book calling it “triggering.” The mother remarked that “she wanted to teach him about the strength in our culture before learning about the oppression” (Malbeuf, 2018). This led to an apology from the Superintendent of the South Slave School Board.</p> <ul style="list-style-type: none">● This resource should be introduced by an educator with care. Students should feel safe, grounded, and have a strong relationship with their teacher and peers. This resource should be introduced after Indigenous peoples history, culture and community has been covered in the classroom. In order to facilitate this learning, students should respect and understand the historical context it falls into. Due to the nature of this lesson you would be advised to contact indigenous learning team from your district.● Introduce this recourse through a trauma informed lens, how can we support students who may be triggered by this content.
<p>Author/ Creator/ Literature Background</p>	<p>Dr. Jenny Kay Dupuis</p> <ul style="list-style-type: none">● Born in Northern Ontario, she is a proud member of the Nipissing First Nation.● She is an educator, researcher, speaker and artist focusing on Indigenous education and advocacy.● Completed her Doctorate in Educational Leadership from the University of Calgary. <p>Kathy Kacer</p> <ul style="list-style-type: none">● Children’s author focusing on historical fiction.● Worked as a psychologist for adolescents● Speaks to educators on how to deliver sensitive material to young children.

<p>UPE Course Connections (Not Exhaustive)</p>	<p>EDUC 450: This lesson hits on 2 learner outcomes in EDUC 450. First, is identifying the context of social inequities in Canada and beyond. Second is identifying key concepts of social justice education and the ability to define them. This lesson allows students to be led through this delicate process with a trusted adult who leads truth telling in a responsible way. It allows students to learn the history of their country so they are able to appreciate the context of Canadian History and the present day struggles of this country. Additionally, this lesson allows students to explore these new concepts like residential schools through a social justice lens.</p> <p>EDUC 530: In EDUC 530, pre-service teachers learn about the importance of decolonizing classrooms and teaching through an Indigenized lens. This lesson promotes truth telling, and setting the foundation for a decolonizing framework in a classroom setting. This lesson gives a voice to the experiences of Indigenous peoples in Canadian history, told from the perspective of the oppressed, not the oppressor. This is central to EDUC 530, as we are introducing Canadian history through a truth telling lens to division 2 students.</p> <p>EDUC 535 (elementary English specialization): This course focused on the importance of representation and connection to text in classrooms, but also in students' understanding of the world around them. This lesson introduces a meaningful and diverse text that students can connect to personally, and also opens up discussion about different cultures, ideas and worldviews.</p>
<p>K-12 Connections</p>	<p>This lesson is targeted at Division Two Elementary Students (Grade 4- Grade 6)</p> <ul style="list-style-type: none"> ● This book is mature in its content, and requires a trusted teacher with trauma informed practice. ● It is important that the context of Indigenous Peoples has been laid out prior to introducing this resource so students are able to place this story into Canadian historical context. ● Subjects- ELA and Social Studies <p><u>Specific Outcomes</u></p> <p>Grade 4-6 : Historical Thinking- use primary sources to broaden understanding of historical events and issues.</p> <p>Grade 4 Social Studies</p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:</p> <ul style="list-style-type: none"> ● recognize how stories of people and events provide multiple perspectives on past and present events

	<ul style="list-style-type: none"> ● recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity <p>General Outcome 5.3 Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.</p>
Materials	<ul style="list-style-type: none"> ● Smart Board/ white board/ chart paper ● Identity worksheet (1 per student) ● Visual Journals
Rationale	<p>Big Idea: Introduce Big I and Little i concept through the importance of your name. Have students identify with the things that are important to them in their lives, and reflect on I Am Not a Number after having their identity stripped from them. Have students reflect on this story through a social justice lens.</p> <p>Purpose: Have students look inward and identify what is important to them. What is the difference between a Big I and Little i identity. What makes you, you? How would it feel if that were taken away from you? What would be left of you? This is an exercise in identity and shifting thinking from another person’s perspective.</p> <p>This lesson sets the foundation of understanding identity. What identity is, what makes up a student's understanding of themselves. This lesson will cover stereotypes and the difference between individual and collective identity.</p>

Lesson/ Activity	<p>Pre- Reading Lesson/ Activity: My Identity (40mins)</p> <ol style="list-style-type: none"> 1. Teacher Asks: When I say the word “Identity” what do you think about? What things make you who you are? Are they the things you like to do? Or where your parents come from, or what language you speak at home? Jot down some answers on chart paper, white board, or smart board to give students an idea of what identity is to them. Have students break apart and have them answer the questions below on a hand out. <p>Students are connecting their lived experience to the questions:</p> <ul style="list-style-type: none"> ● Where I live ● Languages I speak ● Traditions at home ● Where my parents/grandparents are from ● Things I like to do ● Values I have (kindness, understanding, helping others) <ol style="list-style-type: none"> 2. Have students come back together and record their answers under “My Identity” on the chart paper, white board, and smartboard. Now let’s think about Canadian identity, create a new list on the board. I know that is a big question. What are some things that you think make up Canadian identity? What do you think it means to be Canadian? One thing that comes to mind is kindness. It is a common stereotype (what is a stereotype? Yes, it is, a commonly held belief or understanding.) It’s a commonly held belief that Canadians are nice and polite people, who let’s put that under the Canadian identity bubble. What else? What are other things that Canadians care about? 3. Have students create a Venn Diagram in their Visual Journals/ on a piece of paper. Teacher says; Look at the identity that we have created for ourselves and the identity that we have created for Canadians. In your visual journals make a Venn diagram. One side is things that you value and the other is what you think Canadians value. In the middle I want you to put the elements of identity that are the same. Title your page, My identity VS Canadian Identity.
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Resources Used and Possible Concerns	See Part 1
Author/ Creator/ Literature Background	See Part 1
UPE Course Connections (Not Exhaustive)	See Part 1
K-12 Connections	<p><u>Specific Outcomes</u> General Outcome 5.3 Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.</p>
Materials	<ul style="list-style-type: none"> ● Smart board/ white board/ chart paper ● Venn Diagram (preferably hands on and interactive) ● Blank sheets of paper, pencils and pencil crayons
Lesson Specific Purpose	<p>This lesson furthers the discussion of individual and collective identity. This will allow students to reflect on what they believe is most important to them, and what makes up who they are. This lesson incorporates art as student's will be drawing and creating an image of their identities through letters in their names.</p>

Lesson/
Activity

Pre- Reading Activity (2)- Big I vs Little I Identity (40mins)

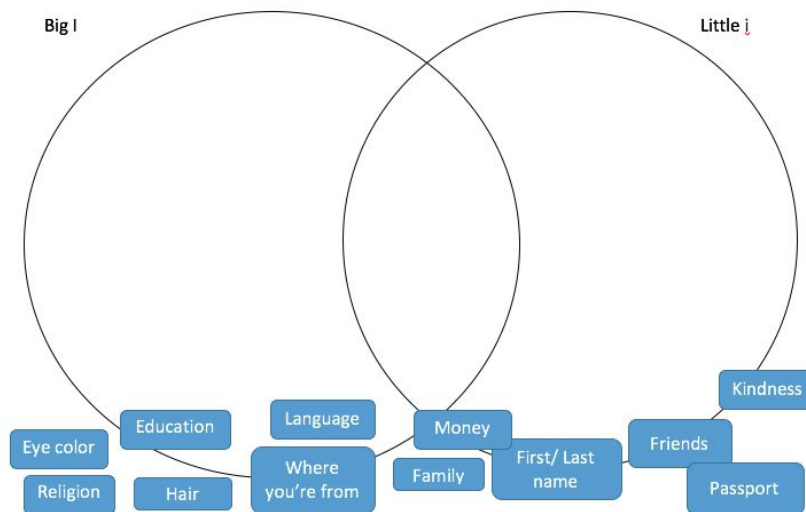
1. Ask students "What is identity?" and discuss the difference between My identity and Canadian identity. Introduce the idea of Big I and Little I identity.

2. Share the definitions:

Little Identity Definition: the way you are viewed by the world and the characteristics that define you.

Big Identity Definition: things that make up how you think about yourself, how you define yourself to the world.

3. Pull up info graphics on the smart board and sort the items into Big I and Little I. Have students come to the board and move each of the elements from Big I and Little I. [Big I and Little i smartboard.docx](#) (appendix 1.1)



4. Explain the task: Have students draw their names in Bubble letters so that there is room to draw inside of them. Explain: you are going to draw, write and create a visual representation inside these letters about who you are and what makes up both your Big I and little I through pictures. If you need help, refer to the Venn Diagram that students made in the lesson before.

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Pre- Lesson PART 3

Resources Used and Possible Concerns	See Part 1
Author/ Creator/ Literature Background	See Part 1
UPE Course Connections (Not Exhaustive)	See Part 1
K-12 Connections (specific to lesson)	<p>Grade 4 Social Studies</p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:</p> <ul style="list-style-type: none"> ● recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity <p>General Outcome 5.3</p> <p>Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.</p>
Materials	<ul style="list-style-type: none"> ● Finished name pictures. ● 1 handout per group with leading questions. Witnessing Worksheet (appendix 1.3)

Lesson Specific Purpose	This lesson allows for students to participate in the Coastal Salish practice of Witnessing in order to share their identity pictures with their classmates. The purpose of including witnessing in this lesson is to learn about Coastal Salish witnessing in order to decolonize classroom processes. Additionally, Witnessing builds active listening skills and cooperation between students while building community.
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Lesson/ Activity	<p>Pre-reading Activity (3)- Sharing (40 mins)</p> <ol style="list-style-type: none">1. Explain to students that they will be sharing their drawings in a group of 3- 4. Explain Witnessing format in the group setting. One student will be an active listener, and will record anything they think is important. Remind students that the Witness does not participate in conversation.2. Explain that this is a traditional sharing structure for the Coastal Salish witnessing practices. The process of Witnessing in the Coastal Salish tradition has a Speaker who is the master of ceremonies. The Speaker appoints Witnesses, usually two from each village. This is a very important job because Witnesses are tasked with being a Knowledge Keeper, recording meetings, explaining the important parts of meetings and also providing their opinions. Witnesses are regarded as wealthy people because knowledge is a very valuable possession to have. Explain that the Coastal Salish peoples did not learn about the people who came before them in books because they did not write their history down. They learned from a Witness/ Knowledge Keeper who remembers many important events from their witnessing and other knowledge keepers before them. Ask students if they have heard stories about their grandparents from their parents in order to connect it back to their lived experience.3. Have students share their drawing with the other person and have the witness jot down notes that will be given to the teacher.4. Questions include “What is most important to you in this drawing” “What do these pictures tell me about you?” Example Witnessing Worksheet (appendix 1.3)5. Collect Witnessing papers from each group.
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Reading Lesson PART 4

Resources Used and Possible Concerns	See Part 1
Author/ Creator/ Literature Background	See Part 1
UPE Course Connections (Not Exhaustive)	See Part 1
K-12 Connections	<p>Grade 4 Social Studies</p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:</p> <ul style="list-style-type: none"> ● recognize how stories of people and events provide multiple perspectives on past and present events ● recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity <p>General Outcome 5.3</p> <p>Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.</p>
Materials	<ul style="list-style-type: none"> ● I Am Not A Number ● Visual Journals for Rock Stick and Leaf activity. ● Name drawings ● Note cards with numbers for each member of your class
Lesson Specific Purpose	<p>In this lesson, student's will be led through the reading of I Am Not a Number. Students will give their drawing to the teacher as you read through the book, and will be traded a note card with a number. After reading the book, the teacher will ask “Why did I take your drawings away? Is this a fair trade that I took your drawings and I gave you back note cards with numbers?” Student's will reflect on I am not a number through a personal lens. The exercise of taking away student's work and trading them for a number will force them to reflect on the realities of residential schools through a lens of lived experience.</p>

Lesson/ Activity	<p>Reading Lesson (40 mins)</p> <ol style="list-style-type: none">1. Have students come to the carpet with their name drawings. Read through <i>I Am Not A Number</i>. When you get to the page where her name is taken away, ask a student to collect all of the names, and bring them to me. Do not acknowledge it and continue reading,2. Then, after the book is over, have another student handout note cards with numbers. Ask students to look at their number given. Teacher asks “Do you think this is a fair trade? Your drawings that took you an entire class to finish that you shared with you classmates, for a note card with a number?” Discuss.3. Ask, how do you think it would feel to have your name taken away from you? What would be left of you if you were given a number, and asked to give away your name with all of those symbols attached to it? How would that feel. Have a class discussion.4. After, have students set up a rock, stick and leaf chart in their visual journals: Stick Leaf Rock Graphic Organizer .docx (appendix 1.2) Have students fill this out based on the book and the last 3 lessons.
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Related Resources

Malbeuf, J. (2018, February 21). Mother outraged after school sends 'triggering' residential school book home to 3rd graders | CBC News. Retrieved July 23, 2020, from <https://www.cbc.ca/news/canada/north/residential-school-book-triggers-children-1.4543074>

Member Profile: Kathy Kacer. (n.d.). Retrieved July 29, 2020, from <https://www.writersunion.ca/member/kathy-kacer>

Rousseau, J. (2018, March 01). Dr. Jenny Kay Dupuis. Retrieved July 29, 2020, from <https://secondstorypress.ca/authors-list/dr-jenny-kay-dupuis>

Traditions We Still Practice Today. (n.d.). Retrieved August 20, 2020, from <https://www.cowichantribes.com/about-cowichan-tribes/history/traditions-we-still-practice-to-day>

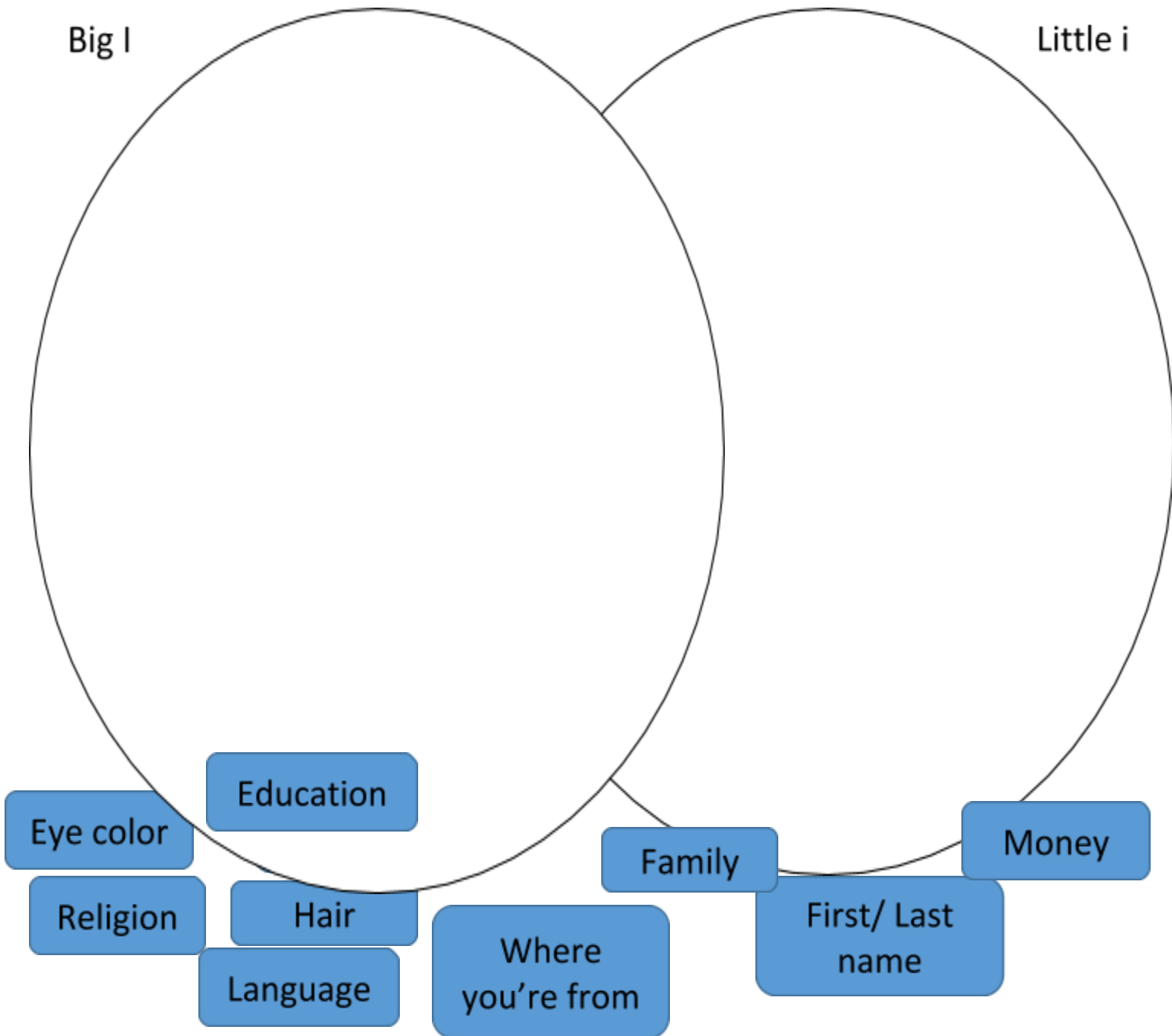
Truth and Reconciliation Commission of Canada (n.d.). Honorary Witness. Retrieved July 24, 2020, from <http://www.trc.ca/reconciliation/honorary-witness.html>

Appendix

1.1 Big I and Little i

Big I

Little i



Little Identity Definition: the way you are viewed by the world and the characteristics that define you.

Big Identity Definition: things that make up how you think about yourself, how you define yourself to the world.

1.2 Stick Leaf Rock Graphic Organizer

Stick	Leaf	Rock
What is sticking with you?	What are you taking away from this?	What rocked your thinking?
What were the big ideas?	What changes will you make?	What shocked you?
What is important from what you've read or heard?	How will what you've learned leave this room?	How did your thinking change?

1.3 Witnessing Worksheet

Identity Witnessing

Names: _____

1. Person Sharing: _____

Witness: _____

What is most important to you about this drawing?

What does this drawing say about you?

2. Person Sharing: _____

Witness: _____

What is most important to you about this drawing?

What does this drawing say about you?

3. Person Sharing: _____

Witness: _____

What is most important to you about this drawing?

What does this drawing say about you?

4. Person Sharing: _____

Witness: _____

What is most important to you about this drawing?

What does this drawing say about you?