

Sugar Falls - David Alexander Robertson

Created by Tanisha Wesley, 2020 Werklund Graduate

Resources used and possible concerns	Sugar Falls by David Alexander Robertson Illustrated by Scott Henderson
Author/creator and/or literature background	<ul style="list-style-type: none"> - David Alexander Robertson is a Swampy Cree author and has written 2 graphic novels. He is currently writing a new graphic novel - Scott Henderson is a illustrator and has illustrated 7 Generations for David Alexander Robertson
UPE course connections (not exhaustive)	<ul style="list-style-type: none"> - EDUC 435: Understanding residential schools based on literature by connecting it to the big idea. By reading Sugar Falls, the students are able to have a visual look into a life of a residential school survivor. Based on the lesson plan, students can interpret the book in groups and help each other present information. - EDUC 450: Discussing the importance of Canada's history on residential schools based on real experiences as told through Sugar Falls. Through the events, students can delve deeper by researching how residential schools affected First Nation people. In a way, students can envision themselves as the student in the book who has to research residential school. - EDUC 530: Through research from the website, students can see how residential schools impacted First Nations and what has been done to reconcile with them as well (national apology, orange shirt day, etc). The book Sugar Falls, allows any reader to experience what it was like through a survivor's perspective. We can see how education has progressed in Indigenous education.
K-12 connection	<ul style="list-style-type: none"> - Target Grades: Gr. 7-12 - English - General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences. Grade 7: <u>1.1 Discover and Explore</u> <i>extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes</i>

1.2 Clarify and Extend

use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences

General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information

identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic

apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading

skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words

2.2 Respond to Texts

organize interpretations of oral, print and other media texts around two or three key ideas

x express interpretations of oral, print and other media texts in another form or genre

Grade 8:

1.1 Discover and Explore

review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding

1.2 Clarify and Extend

acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives

General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages

take notes, make outlines and use such strategies as read, recite, review to comprehend and remember ideas and information

x choose and use strategies for word identification, vocabulary development and spelling that either build on specific strengths or address areas for improvement

explain connections between own interpretation and information in texts, and infer how texts will influence others

Grade 9:

1.1 Discover and Explore

talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view

explore and explain how interactions with others and with oral, print and other media texts affect personal understandings

1.2 Clarify and Extend

integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other

media texts

General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text

apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts

x consider historical context when developing own points of view or interpretations of oral, print and other media texts

Grade 10:

General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover possibilities

a. generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending prejudgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]

1.2.1 Consider new perspectives

a. describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have

contributed to such responses

General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

2.1.2 Understand and interpret content

a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]

2.1.4 Use reference strategies and reference technologies

a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]

2.3.1 Connect self, text, culture and milieu

a. identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion

b. respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives

c. compare choices and motives of characters and people portrayed in texts with choices and motives of self and others

d. identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts

General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1.1 Focus on purpose and presentation form

a. reflect on and describe strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and potential forms of presentation [for example, define parameters of inquiry or research, analyze available resources, create a timeline to guide inquiry or research, and understand purpose and audience]

3.1.2 Plan inquiry or research, and identify information needs and sources

a. reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions and ask questions that lead to new research]

General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2.1 Cooperate with others, and contribute to group processes

a. set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate

b. reflect on and describe strategies used to negotiate,

coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals

c. ensure that a team's purpose and objectives are clear

.....

.

Grade 11:

General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover possibilities

a. generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending judgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]

General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

2.1.2 Understand and interpret content

a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]

2.1.4 Use reference strategies and reference technologies

a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]

2.3.1 Connect self, text, culture and milieu

a. identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion

b. respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives

c. explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others

d. identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts

General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1.1 Focus on purpose and presentation form

a. select and monitor the effectiveness of strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation

3.1.2 Plan inquiry or research, and identify information needs and sources

a. reflect on and describe strategies for developing an inquiry or research plan that will foster understanding,

select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions and ask questions that lead to new research]

General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2.1 Cooperate with others, and contribute to group processes

a. set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate

b. reflect on and describe strategies used to negotiate, coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals

c. ensure that a team's purpose and objectives are clear

.....
.

Grade 12:

General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover possibilities

a. draw from a repertoire of effective strategies to form tentative understandings, interpretations and positions [for example, record initial thoughts, feelings and observations about a novel in a dialogue journal]

General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

2.1.2 Understand and interpret content

a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]

2.1.4 Use reference strategies and reference technologies

a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]

2.3.1 Connect self, text, culture and milieu

a. identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion

b. form positions on issues that arise from text study; and assess the ideas, information, arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts in light of issues that are personally meaningful and culturally significant

c. assess the choices and motives of characters and people portrayed in texts in light of the choices and motives of self and others

d. respond personally and critically to the ways in which cultural and societal influences are reflected in a variety

of Canadian and international texts

General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1.1 Focus on purpose and presentation form

a. modify selected strategies as needed to refine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation

3.1.2 Plan inquiry or research, and identify information needs and sources

a. reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions and ask questions that lead to new research]

General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2.1 Cooperate with others, and contribute to group processes

a. set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate

b. reflect on and describe strategies used to negotiate, coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals

	<p><i>c. ensure that a team's purpose and objectives are clear</i></p> <p>.....</p> <p>.</p>
<p>Materials</p>	<ul style="list-style-type: none"> - Sugar Falls book - Google slides students will work in their groups - TV to present their slides
<p>Rationale</p>	<p><u>Big idea:</u> In what way do you understand the impacts of residential schools based on the experiences of Betty Ross?</p> <p><u>Purpose:</u> The purpose of this lesson is to understand what Betty Ross went through based on this book written by David A. Robertson. Having a conversation to raise awareness with classmates, we will begin to understand Canada's history with residential schools.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Tell students that we will be reading Sugar Falls, which is based on a true story with real experiences. After reading the book quietly in your designated groups, we will brainstorm as a class what happened throughout Betty Ross' experience with residential school. 2. In groups, have students discuss these questions (while connecting back to Sugar Falls): <ul style="list-style-type: none"> What connections can you make from Sugar Falls based on the website "A History of Residential Schools in Canada"? How much knowledge do you have of residential schools? What is residential school? What happened during residential school (provide example from Sugar Falls)? What is Canada doing to reconcile with First Nation survivors? Do First Nation people see this as effective? Who has apologized to the residential school survivors of Canada? https://www.cbc.ca/news/canada/a-history-of-residential-schools-in-canada-1.702280 3. Based on the questions, have each group create their own powerpoint slide based on their questions they

	<p>discussed in their groups. Then add it to the class powerpoint. Each group will then present their slide to the class.</p> <p>4. As a closure, ask the class to write a journal entry based on the questions below:</p> <p>What is something significant that you learned about residential schools that you didn't know before?</p> <p>How important was it telling Betty Ross' story and what important steps must be taken in order for an Elder to tell a story?</p> <p>What does assimilation mean to you?</p>

Supporting Sources (APA):

Robertson, D., Sanderson, S. K., & Henderson, S. B. (2011). *Sugar Falls: A residential school story*. Winnipeg: HighWater Press.

A history of residential schools in Canada | CBC News. (2016, March 21). Retrieved from <https://www.cbc.ca/news/canada/a-history-of-residential-schools-in-canada-1.702280>