

Title: Respecting The Importance of Identity

<p>Resources used and possible concerns</p>	<p><i>When We Were Alone</i> (Robertson & Flett, 2016)</p>
<p>Author/creator and/or literature background</p>	<p>Author- David Alexander Robertson:</p> <ul style="list-style-type: none"> ● Graphic novelist and writer ● Advocate for educating youth on Indigenous history and contemporary issues ● Recipient of the John Hirsch Award for Most Promising Manitoba writer (2015). ● Works in the field of Indigenous education ● Member of the Norway House Cree Nation <p style="text-align: right;">(Robertson, n.d.; Robertson & Flett, 2016)</p> <p>Illustrator - Julie Flett:</p> <ul style="list-style-type: none"> ● Illustrator and artist of Cree-Metis descent. ● Studied Fine Arts at Concordia University and Emily Carr University of Art + Design. ● Received the Christi Harris Illustrated children's literature prize and was nominated for the Governor General's award for children's literature. ● Flett's book <i>Wild Berries</i> was chosen as the First Nation Communities READ title selection for 2014 - 2015 and the first-time recipient of the 2014 Aboriginal literature award. <p style="text-align: right;">(Robertson & Flett, 2016)</p>
<p>UPE course connections (not exhaustive)</p>	<ul style="list-style-type: none"> ● EDUC 450 Diversity in Learning: This could be used as an exemplar of a social justice lesson plan in the EDUC 450 course. In EDUC 450, students are asked to create a plan that addresses key concepts from the readings, such as oppression and power, Christain privilege, racism, and aboriginality. The fact that this book addresses issues related to identity, residential schools and the systems of oppression, power and Christain privilege that allowed them to operate as they did, means it could potentially be used in this course. Providing examples for that task can further assist pre-service teachers with understanding how they can work toward “building a more just and caring society that is appreciative of diversity” with the lessons they create (Werklund School of Education, 2018, p.1). ● EDUC 460 Specialization I: This resource could be well suited for use in the Social Studies EDUC 460 courses

	<p>as it addresses both identity and Indigenous content, such as residential schools; which are requirements addressed in the front matter of the Social Studies Program of Studies as well as many of the specific outcomes (Alberta Education, 2007). Showing ways in which it can be used, especially in elementary, to introduce the concept of residential schools, would be valuable to pre-service teachers.</p> <ul style="list-style-type: none"> ● EDUC 520 Interdisciplinary Learning: EDUC 520 addresses how teachers can “integrate ideas to connect learning and knowledge between subject specializations in attending to complex forms of learning and understanding” (University of Calgary, n.d., EDUC Interdisciplinary Learning). This resource provides a great example that could be used for Interdisciplinary learning. In this case, the lesson could cover outcomes in CTF Home Economics or CTS Fashion Studies in combination with social studies and ELA (as noted in the K-12 connections) or even Art, if the beautiful illustrations were studied as well.
<p>K-12 connection</p>	<ul style="list-style-type: none"> ● Designed for a CTF Home Economics grade 7-9 course where students will be exploring identity and what the clothes we wear say about us? This will address the CTF outcomes that require students to plan, create and communicate in responses to challenges. CTF planning also encourages empathy and evaluation when designing solutions to a challenge (Alberta Education, 2017). ● Could also be used for: <ul style="list-style-type: none"> ○ ELA at various grades to address outcomes such as: <ul style="list-style-type: none"> ■ 1.1 Discover and Explore; Express Ideas and Develop Understanding; ■ 1.2 Clarify and Extend: Consider the ideas of Others; ■ 2.2 Respond to Texts: Experience a Variety of Texts <p style="text-align: right;">(Alberta Education,2000)</p> ○ Grade 5 or 7 social studies to address outcomes related to residential schools such as: <ul style="list-style-type: none"> ■ 5.2 Histories and Stories of Ways of Life in Canada <ul style="list-style-type: none"> ● 5.2.1 Appreciate the complexity of

	<p style="text-align: right;">identity in the Canadian context</p> <ul style="list-style-type: none"> ■ 7.2 Following Confederation: Canadian Expansions <ul style="list-style-type: none"> ● Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 <p style="text-align: right;">(Alberta Education, 2007)</p>
<p>Materials</p>	<ul style="list-style-type: none"> ● Google slide presentation with additional information, definitions of Cree words (Portage and Main Press, n.d.) used in the book, and images to complement the story ● Book and/or Ebook ● Chromebooks for blogging
<p>Rationale</p>	<p>Big idea: How can we embody the most authentic version of ourselves, and why is it essential to do so? Why is it vital that we respect everyone’s rights to be their authentic selves?</p> <p>Purpose: To introduce the concept and importance of identity and the need to respect others’ identities.</p> <p>This lesson plan, as stated in the K-12 connections, is part of a unit addressing identity. In that unit students will explore who they are, the “heroes” who influence them, the life cycle of clothing (sustainable fashion) silhouettes, modesty, and expression. This lesson plan specifically, will be used as the final lesson to assist students with further understanding the significant concepts and importance of identity and why we should not only be confident about who we are but also respect the diverse identities of others. In addition, it brings Indigenous content into the classroom as required by the TQS Standards by applying foundational knowledge about First Nations, Metis and Inuit about residential schools (Alberta Government, 2018).</p> <p><i>When We Were Alone</i> (2016) is used because it expounds the importance of identity in a beautifully illustrated, and concise but profound story, while also addressing the history of residential schools. The grandmother’s choice to honor her identity by wearing the clothes she loves, her hair long, speaking her language, and spending time in a way she values, after her time in residential school attempted to strip that away from her, conveys an important message. That message is one of strength, resilience and the importance of embodying your authentic self.</p>

<p>Lesson/activities</p>	<ol style="list-style-type: none">1. Discuss the definition of identity as provided in <i>The Sacred Tree</i> (1984) [see Appendix A]2. Discuss the author and illustrator of the book and the Indigenous groups that they belong to, and where those groups are located. In this case, the Cree language has also been used in this book to support the importance of language to one's identity; this should be noted.3. Ask students what they already know about residential schools? Have they ever heard of what occurred there being referred to as cultural genocide? What does that mean? Ask them to keep that definition in mind as you read the book.4. Read the story <i>When We Were Alone</i> (2016), ensuring that students can also see the illustrations, and slides with definitions for the Cree words (Portage and Main Press, n.d.) used in the book. Note that the website link provided will provide the definitions and the pronunciations of the Swampy Cree words used in the book.5. After finishing the story, have students think-pair-share to discuss these questions:<ol style="list-style-type: none">a. With regards to the story, how did the residential school and their policies attempt to rid the students of their Indigenous culture and identity? How did the grandma respond? What else have you learned about the consequences of those policies?6. Conduct a whole-class discussion regarding the questions discussed in pairs. Address the importance of respecting everyone's identities and the strength and resilience that the grandma demonstrated.7. Then, discuss why it is important that we acknowledge what occurred and the effect it has had on Indigenous communities in Canada?8. Next, discuss the following questions, taking into consideration the example we just discussed.<ol style="list-style-type: none">a. How can we embody the most authentic version of ourselves, and why is it important that we do so?b. Why is it essential that we respect everyone else's rights to be their authentic selves?9. After the discussions, and a reminder of the importance of cyber safety, have students complete a blog post answering the questions:
--------------------------	--

	<p>How can I embody the most authentic version of myself, and why is it important that I do so?</p> <ul style="list-style-type: none">• Students will be required to include an image(s) as well to complement their entry.• Explain that students do not have to share anything they are uncomfortable sharing publicly, but encourage them to think beyond superficial answers.• The teacher may want to supply an exemplar of a post with their answer to the questions (see Appendix B) <p>Extra activity: Encourage students to view their classmates' blogs and respond positively, with encouraging comments and questions.</p>
Content Creator Biography	<p>I am a graduate of the Olds College Fashion Merchandising program with a major in apparel production who worked for 23 years in that field before entering the Community-based Bachelor of Education program with the University of Calgary in 2016. I am excited to begin my new career this fall, teaching the CTF/CTS programs for Home Economics and Fashion in my small community, which has been my dream since graduating from Olds. I hope to bring my experience as a mother, volunteer, tailor, and small business owner, as well as the knowledge and experience I have attained during my studies with the Weklund School of Education, into the classroom this fall to address the needs of my students successfully.</p>

Supporting Sources (APA):

Alberta Education. (2000). English Language Arts K-9. Retrieved from

<http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=404703#>

Alberta Education. (2017). CTF Program of Studies. Retrieved from

<https://education.alberta.ca/media/3576047/final-ctf-program-of-studies-april-11-2017.pdf>

Alberta Education. (2007). Social Studies Kindergarten to Grade 12. Retrieved from

<https://education.alberta.ca/media/3273004/social-studies-k-6-pos.pdf>

Alberta Government. (2018). Alberta Education Teaching Quality Standard. Retrieved

from

https://education.alberta.ca/media/3739620/standardsdoc-tqs-_fa-web-2018-01-17.pdf

Lane Jr., P., Bopp, J., Bopp, M., Brown, L., and Elders. (1984). *The sacred tree*. Twin Lakes, WI: Lotus Press.

Portage and Main Press. (n.d.). *When we were alone*. Retrieved from

<https://www.portageandmainpress.com/product/when-we-were-alone/>

Robertson, D.A., & Flett, J. (2016). *When we were alone*. Manitoba, Canada: Highwater Press.

University of Calgary. (n.d.) Education EDUC. Retrieved from

<https://www.ucalgary.ca/pubs/calendar/current/education-educ.html#39646>

Weklund School of Education. (2018). EDUC 450 diversity in learning, winter 2018

[Class handout]. University of Calgary.

Appendix A

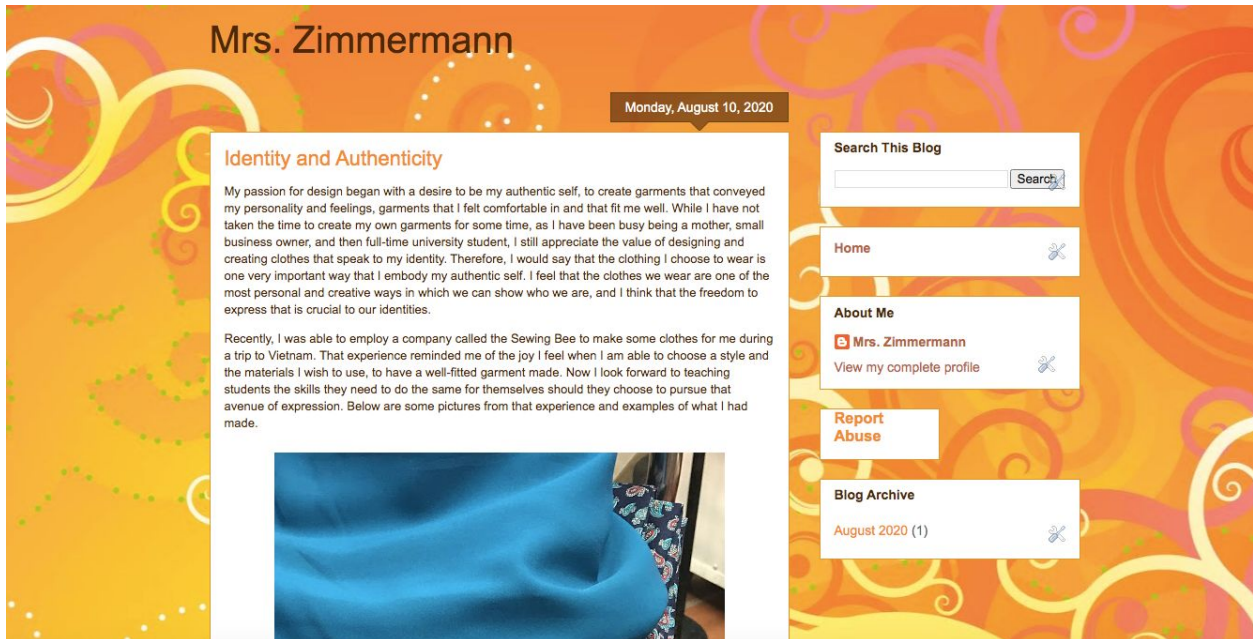
Identity

A person's identity consists of:

- Body awareness: how you experience your physical presence
- Self-concept: what you think about yourself and your potential
- Self-esteem: how you feel about yourself and your ability to grow and change
- Self-determination: your ability to use your volition (will and perseverance) to actualize your physical, mental, emotional and spiritual potentialities

(Lane et al., 1984, p. 17)

Appendix B



Zimmermann, C. (August 10, 2020). Identity and authenticity [Blog post screenshot].

Retrieved from

<https://contentcreatorcz.blogspot.com/2020/08/my-passion-for-design-began-with-desire.html?zx=c8965604a4429a7f>