

# SECRET PATH

## LESSON PLANS & ARTWORK

Inspired by Chanie Wenjack  
& the work of Gord Downie & Jeff Lemire



# ABOUT

Inspired by Chanie Wenjack and the works of Gord Downie & Jeff Lemire's *Secret Path* album and artwork, respectively, educator Mitch Champagne took the opportunity not only as a fan of Gord's music, but also as someone who is deeply rooted in social justice and community outreach, to work with his intermediate students in Peterborough to develop art, inspired by Lemire's work. Simultaneously, Mitch worked with his first-year Teacher Candidates at Trent University's School of Education, to develop lesson plans inspired by some of the *Secret Path* album tracks.

The lessons in this document are meant to be a base to further inspire learning, to adapt to your own social justice goals, and to begin or continue a conversation about reconciliation.

As part of proper assessment practices as detailed in *Growing Success*, Learning Goals are meant to be set by the classroom teacher using their knowledge of the curriculum and their students. Success Criteria should be co-created by each teacher and their students, but is included here in these lessons as examples only. Please take the time to co-construct Success Criteria with your students and use these lessons as inspiration to develop your own with your students.

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# AURORA

AGE 12



# THE STRANGER

**Subject Area:** The Arts

**Grade Level:** Grades 4 - 6

## RATIONALE - CURRICULUM EXPECTATIONS

### Overall Expectation(s) addressed:

D2: Reflecting, Responding, and Analyzing

- Apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

### Specific Expectation(s) addressed:

D2: Reflecting, Responding, and Analyzing

- D2.1: Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey;
- D2.2: Explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding;
- D2.3: Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works;
- D2.4: Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art.

## LEARNING GOALS(S)

- Students will be able to identify the feelings, issues, themes and social concerns presented in *The Stranger*.
- Students will be able to explain how specific elements and principles communicate meaning within *The Stranger*.
- Students will interpret signs, symbols and style in *The Stranger*.
- Students will evaluate the effectiveness of the symbolism in *The Stranger*.

## SUCCESS CRITERIA

- Students use elements such as signs, symbols and style to identify the feelings, issues, themes and social concerns presented in *The Stranger*.
- Students discuss the elements and principles used to communicate meaning within *The Stranger* (e.g. signs, symbols, etc.), and whether the artist/ singer/ songwriter was successful in communicating a particular meaning.

	TIME	ACTIVITIES / PLANNING
<b>Minds-On</b>	40min	<ul style="list-style-type: none"><li>- Mini lesson on Residential Schools</li><li>- Discuss the connection between Chanie Wenjack and Residential Schools</li><li>- Discuss Gord Downie and Jeff Lemire's work on the Secret Path/Chanie Wenjacks story.</li></ul>
<b>Action</b>	40min	<b>Lesson One (Interpretation based on video)</b> <ul style="list-style-type: none"><li>- Question 1: Based on the information you just learned, what do you think <i>The Stranger</i> is about? (E.g. what is the message/ the meaning?)</li><li>- Question 2: How did they author communicate this meaning? (E.g. pictures, words, expression on characters, etc.)</li><li>- Question 3: In your opinion, do you think Gord and Jeff did a good job portraying Chanie Wenjack's story? If so, why? What parts did you like? If not, why not? How could they improve?</li></ul>

	TIME	ACTIVITIES / PLANNING
<b>Action</b> (con't)	40min	<p><i>Activities: can be done independently, in groups, or in full class discussion. Students can (a) write answers in journal, (b) can have a discussion, (c) can write ideas on a piece of chart paper, etc.</i></p> <p><b>Lesson Two (Finding symbols in video and artwork)</b></p> <ul style="list-style-type: none"> <li>- <b>Define:</b> Symbolism is the use of something (e.g., an object) to represent something else (e.g., an idea or person).</li> <li>- <b>Explain:</b></li> <li>- <b>Ask:</b> Do you think the author used symbolism in <i>The Stranger</i>? Provide examples. What object was used as a symbol? What did that object represent?</li> </ul> <p><i>Activities: can be done independently, in groups, or in full class discussion. Students can (a) write about and/or draw a symbol in a journal, (b) can draw a picture of their favorite symbol, (c) can have a discussion, (d) can write and/or ideas on a piece of chart paper, (e) what symbol would represent them, etc.</i></p>
	30-80min	<p><b>Lesson Three</b></p> <ul style="list-style-type: none"> <li>- <b>Action:</b> pick a couple questions that can relate to all pictures (e.g. 1. How does this picture make you feel, 2. Identify a sign, symbol or style in artwork that is\ apparent in this picture, 3. What is the issue in this picture, 4. How do you think Charie felt in this situation, 5. What is the message/ meaning behind this picture, and 6. What did the author do to communicate this message with you?). One-by-one show students a handful of pictures from <i>The Stranger</i>.</li> </ul> <p><i>Activities: can be done independently, in groups, or in full class discussion. Students can (a) write answers in a journal, (b) can have a discussion, (c) can split questions and answer – by group or group member, etc.</i></p>
<b>Consolidation</b>	40min	- students will present their work (art, writing, etc.)

## ACCOUNTING FOR LEARNER DIVERSITY

- Provides visuals (pictures, slides and video) for the visual learner
- Provides audio (teacher speaking, classmates speaking and video) for audio learner
- Can be done independently or in groups
- Provides illustrations (drawing pictures) for the artistic communicator
- Provides verbal (discussions) for the verbal communicator
- Provides written (writing in journal and on chart paper) for the written communicator
- Provides all students with a schema for Residential schools, Charie Wenjack, *The Secret Path*, and *The Stranger*

### Materials Needed

- [www.secretpath.ca](http://www.secretpath.ca)
- Slides
- Questions and Activities
- *The Stranger* video
- Paper, journals and chart paper
- Markers, pencils and pencil crayons
- Examples of Indigenous symbolism



	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Reflect</b>	Can identify OR explain strengths, interests, OR areas for improvement.	Can identify OR explain strengths, interests, and areas for improvement.	Can effectively identify and explain strengths, interests, and areas for improvement.	Can effectively identify and explain a variety of strengths, interests, and areas for improvement.
<b>Respond</b>	Can identify the feelings, issues, themes OR social concern apparent in a piece of art.	Interprets a variety of art works and identifies the feelings, issues, themes OR social concern that are conveyed.	Can identify the feelings, issues, themes and social concern apparent in a piece of art.	Interprets a variety of art works and identifies the feelings, issues, themes and social concern that are conveyed.
<b>Analyze</b>	Can identify a sign, a symbol, OR a style of art	Can identify signs, symbols and styles of art.	Understands how to use and interpret signs, symbols and styles of art.	Understands how to use and interpret a variety of signs, symbols and styles of art.
<b>Present</b>	Shares writing and/or art with the class with limited effectiveness.	Shares writing and/or art with the class with some effectiveness.	Shares writing and/or art with the class with considerable effectiveness.	Shares writing and/or art with the class with a high degree of effectiveness.



**COLE** AGE 13





# JAEDYNN

AGE 12

# SWING SET

**Subject Area:** Language

**Grade Level:** Grade 8

## RATIONALE - CURRICULUM EXPECTATIONS

### Overall Expectation(s) addressed:

#### Reading

Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

#### Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

### Specific Expectation(s) addressed:

#### Reading

- 1.1 Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts;
- 1.6 Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them;
- 1.9 Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives.

#### Writing

- 1.1 Identify the topic, purpose, and audience for more complex writing forms;
- 1.2 Generate ideas about more challenging topics and identify those most appropriate to the purpose;
- 2.1 Write complex texts of a variety of lengths using a wide range of forms;
- 2.2 Establish a distinctive voice in their writing appropriate to the subject and audience;
- 3.5 Use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions;
- 3.6 Proofread and correct their writing using guidelines developed with peers and the teacher;
- 3.8 Produce pieces of published work to meet identified criteria based on the expectations.

## LEARNING GOALS(S)

*Students will learn to:*

- Interpret meaning from the lyrics.
- Identify the point of view from the lyrics in relation to the Chanie Wenjack story.
- Identify voice and point of view in *Swing Set*.

## SUCCESS CRITERIA

- I wrote 3-4 well-crafted journal entries in the proper format (1/2 page + each).
- My journal entries are clearly written in Chanie's voice, showing his preparation, decision-making, and emotion.
- My journals have grade appropriate conventions, punctuation, spelling, and vocabulary.

### Essential Questions for Lesson

1. *Why do you think Chanie chose to run away from residential school? What does this say about the conditions students faced in the school?*
2. *What does the swing represent in Gord Downie's interpretation of Chanie's decision to run away?*
3. *Chanie ran away in mid October with winter fast approaching. Why would he have chosen this moment to run away when weather conditions were not favourable?*



	TIME	ACTIVITIES / PLANNING
<b>Minds-On</b>	10min  (30min if lesson on voice is required)	<ul style="list-style-type: none"> <li>- Ask students what comes to mind when they hear the term residential schools.</li> <li>- Provide students with historical background information</li> <li>- Hand out copies of Residential Schools In Canada Education Guide</li> <li>- Introduce the concept of using voice in student writing</li> </ul>
<b>Action</b>	45min (lesson)  2 x 45min (journal writing)	<ul style="list-style-type: none"> <li>- Discuss the Chanie Wenjack story and provide students with specific details about him running away and what happened once he left the residential school (play Heritage Minute)</li> <li>- Play the song <i>Swing Set</i> for the class and give them a moment to privately write down their own thoughts about the song</li> <li>- Listen to the film version of the song (with visuals) and have the lyrics posted for students to read</li> <li>- Have a group discussion about the song and have the students share their ideas/feelings about the song meaning</li> <li>- Brainstorm the type of feelings Chanie would have felt leading up to his decision to run away</li> <li>- Brainstorm the planning involved in running away – what factors would Chanie have had to consider</li> <li>- Students will write a detailed journal with 3-4 entries that explores the feelings and planning involved in deciding to run away from a residential school</li> <li>- Students must select 3 or 4 of the following dates and write a detailed journal entry for each date: <ul style="list-style-type: none"> <li>- October 15, 1966 – night before Chanie ran away</li> <li>- October 9, 1966 – one week before Chanie ran away</li> <li>- October 2, 1966 – two weeks before Chanie ran away</li> <li>- September 18, 1966 – one month before Chanie ran away</li> </ul> </li> </ul>
<b>Consolidation</b>	15-30min	<ul style="list-style-type: none"> <li>- Discuss the experience of having to put themselves in the shoes of Chanie Wenjack and imagine what it must have felt like to be taken away from your family and decide to run away.</li> <li>- Give students the opportunity to share their journal entries to the class</li> <li>- Discuss the long term effects of residential schools on First Nation Peoples and intergenerational consequences.</li> </ul>

## ACCOUNTING FOR LEARNER DIVERSITY

- Provide various formats of the song – audio, visual and paper based lyric sheet
- Show Heritage Minute to provide a visual representation of the Chanie Wenjack story
- Allow students to produce visual journals
- Use of student personalized learning equipment

### Materials Needed

- [www.secretpath.ca](http://www.secretpath.ca)
- Secret Path graphic novel for song lyrics
- Residential Schools In Canada Education Guide – published by Historica Canada  
<https://www.historicacanada.ca/productions/guides/residential-schools-in-canada>
- Heritage Minutes: Chanie Wenjack  
[https://www.youtube.com/watch?v=v\\_tcPktOU](https://www.youtube.com/watch?v=v_tcPktOU)  
<http://www.macleans.ca/society/the-lonely-death-of-chanie-wenjack/>
- Ontario Language Curriculum Document  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>



**BLAKE** AGE 13



# SEVEN MATCHES

**Subject Area:** Language

**Grade Level:** Grades 5-8

## RATIONALE - CURRICULUM EXPECTATIONS

### Overall Expectation(s) addressed:

*Grade 5 Language:*

- Oral communication: 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

*Writing:*

- Oral Communication: 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- Media Literacy: 1. demonstrate an understanding of a variety of media texts;.

*Grade 5 Social Studies:*

- A1.1, 1.3

*Grade 6 Social Studies:*

- A1.4

### Specific Expectation(s) addressed:

- 1.7 Analyse oral texts and explain how specific elements in them contribute to meaning;
- 2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form;
- 2.7 Use a variety of appropriate visual aids (dependent on their choice of task);
- 1.5 Identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented;
- 1.4 Explain why different audiences might respond differently to the same media text.

## LEARNING GOALS(S)

- Students will identify and explain the symbolism in *Seven Matches*.
- Students will make connections to their own symbols of hope.
- Students will elaborate on their connections through a presentation to their class.

## SUCCESS CRITERIA

- We can identify seven things in our lives that keep us going through difficult times. Our own *Seven Matches*.
- Assessment tool attached \* Will consist of 4 categories: Knowledge and understanding, thinking, communication, and application.

### Essential Questions for Lesson

1. What does fire symbolize for Chanie?
2. How would we feel if we were in his position?
3. What types of things keep us going when we are having a hard time?

	TIME	ACTIVITIES / PLANNING
<b>Minds-On</b>	15min	<ul style="list-style-type: none"><li>- Explain to students that we will be exploring another song from the Secret Path Album, and that this song brings to light a deeper level of desperation to Chanie's situation.</li><li>- Distribute lyrics to the song for further comprehension.</li><li>- Have all the children sitting quietly as we listen to the song <i>Seven Matches</i></li><li>- Have a little glass jar with 7 matches in it at the front of the classroom to allow students to imagine and visualize. Ask the students what the matches represent for Chanie.<ul style="list-style-type: none"><li>- Fire, warmth, hope, food, chance at survival, countdown</li></ul></li></ul>

	TIME	ACTIVITIES / PLANNING
<b>Action</b>	90-100min	<ul style="list-style-type: none"> <li>- Ask students to think about how Chanie might have felt when he only had one match left.</li> <li>- Hand out a small piece of paper to each student and ask them to write one word to describe how they imagine he would have felt.</li> <li>- Ask students to fold their papers and put them in a jar.</li> <li>- Pass the jar around the room and have each student read one of the papers. This will help solidify the severity and disparity of Chanie's situation.</li> <li>- Introduce their task. Ask students to think about 7 things in their own lives that keep them going through difficult times. (Their own <i>Seven Matches</i>)</li> <li>- Explain to them that it is important to remember reasons to keep going; reasons to persevere.</li> <li>- Should they need further guidance, ask the following questions:  "what brings you joy when you are having a bad day?"  "What gives you the strength to persevere?"</li> <li>- Providing a few of your own personal examples might also help the students. One of my "matches" is definitely family. If I am going through a rough patch, I remember my family. They give me the strength and support that I need to persevere and do my best.</li> <li>- Students have two options for assessment. Should they wish to present their <i>Seven Matches</i> in a different way, have them run it by the teacher for approval.</li> <li>- Options for assessment: <ul style="list-style-type: none"> <li>- Visual presentation (powerpoint, slides, prezi, posters): Each slide should list one thing that keeps them going along with a visual representation, and an explanation why.</li> <li>- OR they may write a song/poem with seven stanzas, each explaining one of their "matches"</li> </ul> </li> </ul>
<b>Consolidation</b>	40min	- Students will present their visual presentation OR their song/poem

## ACCOUNTING FOR LEARNER DIVERSITY

- Allow students to be creative in the manner they complete the task. (Taking into account different learning styles)
- Providing lyrics to the song is accounting for visual learners.
- Allow students to use electronic devices for task completion.
- Providing quiet work spaces for students who need them.
- Allow extra time for students who may need it.

### Materials Needed

#### Teacher

- [www.secretpath.ca](http://www.secretpath.ca)
- Scret Path album (*Seven Matches* song)
- Glass jar with 7 matches in it
- Handouts with the lyrics
- Small blank piece of paper for each student
- Small bucket
- Example powerpoint of one or two of your own *Seven Matches*
- Print outs of success criteria checklist for students
- Print outs of assessment rubric for each student

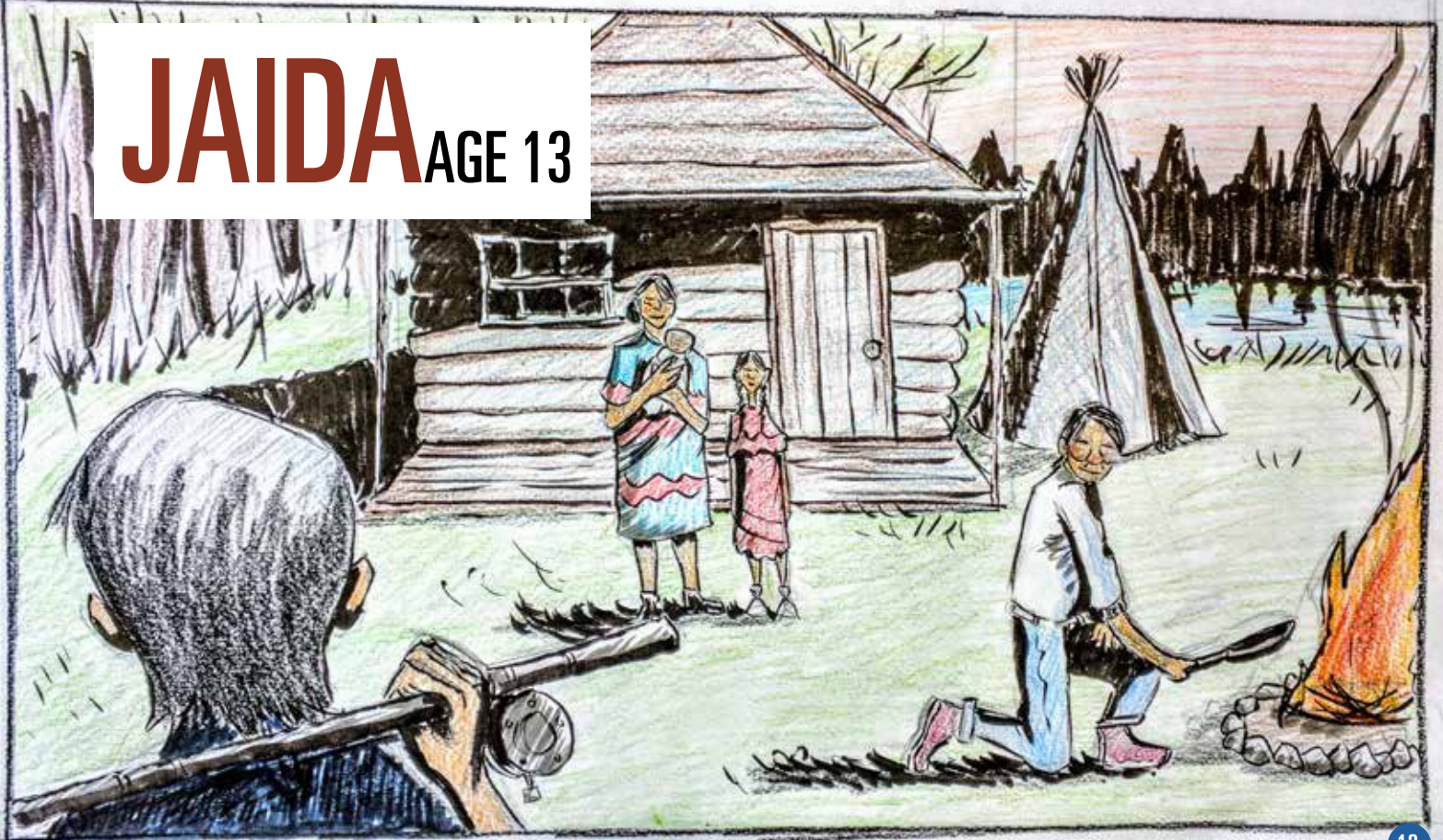
#### Students

- Electronic device (should they choose the power point option)
- Pencils, erasers, paper



	Uses these skills with limited effectiveness	Uses these skills with some effectiveness	Uses these skills with considerable effectiveness	Uses these skills with a high degree of effectiveness
<b>Knowledge and understanding:</b> I understand what the <i>Seven Matches</i> symbolize for Chanie and can relate it to my life.				
<b>Thinking:</b> I am able to generate ideas and organize my information appropriately.				
<b>Communication:</b> I can express my thoughts and ideas in a creative manner.				
<b>Application:</b> My method of presenting the task is clear and organized (ex: 7 separate stanzas for a song)				

**JAIDA** AGE 13







**NATALIE** AGE 12



# I WILL NOT BE STRUCK

**Subject Area:** Social Studies, The Arts (Dance)

**Grade Level:** Grades 4-8

## RATIONALE - CURRICULUM EXPECTATIONS

### Overall Expectation(s) addressed:

#### *Grade 5 The Arts*

- B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.

#### *Language – Reading*

- 1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

#### *Language – Media Literacy*

- 1. Demonstrate an understanding of a variety of media texts.

#### *Social Studies*

- A1. Application: analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713.

### Specific Expectation(s) addressed:

#### *Grade 5 The Arts*

- B1.1 Engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places;
- B1.2 Demonstrate an understanding of the element of role by selectively using some other elements of drama, to build belief in a role and establish its dramatic context;
- B1.3 Plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role;
- B1.4 Communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to achieve specific dramatic effects;
- B2.1 Express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works;
- B2.3 Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members.

#### *Language – Reading*

- 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts;
- 1.5 Use stated and implied ideas in texts to make inferences and construct meaning;
- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them;

#### *Language – Media Literacy*

- 1.1 Identify the purpose and audience for a variety of media texts;
- 1.2 Use overt and implied messages to draw inferences and construct meaning in media texts;

#### *Social Studies*

- A1.1 Describe some of the positive and negative consequences of contact between First Nations and Europeans in New France;
- A1.3 Explain some of the ways in which interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada;

## LEARNING GOALS(S)

- Students will interpret the lyrics in *I Will Not Be Struck*.
- We will create movements with our bodies that will meaningfully reflect the lyrics in *I Will Not Be Struck*.
- We will analyze each other's interpretation and consider how the movements made us feel.
- We will learn about and reflect on the way that the First Nations people were treated by the first European settlers in Canada.

## SUCCESS CRITERIA

- Our tableau scenes will be well thought out and meaningfully reflect the lyrics.
- We will analyze and discuss each other's interpretation of their verse and how it fits into the whole. Also we will have some meaningful discussion regarding how this makes us feel and the way that the words are portrayed in movement.
- We will understand the oppression and difficult times that the First Nations people felt at the hands of the European settlers.

### Essential Questions for Lesson

1. What is the story in the lyrics of "I Will Not Be Struck"?
2. How can we meaningfully portray the emotion and meaning of the words in our tableau?
3. Did our peers do a good job of portraying their verse of the song? Why or why not?

	TIME	ACTIVITIES / PLANNING
<b>Minds-On</b>	5min	<ul style="list-style-type: none"> <li>- Hand out sheet with lyrics for <i>I Will Not Be Struck</i></li> <li>- Play the music video for the students and have them follow along on their lyrics sheet.</li> </ul>
<b>Action</b>	45min	<ul style="list-style-type: none"> <li>- Have a discussion about what the song is about:               <ul style="list-style-type: none"> <li>- What is happening?</li> <li>- How is Chanie feeling?</li> <li>- What might he be thinking about?</li> </ul> </li> <li>- Divide students into 9 groups and assign each group a verse. (the third verse should be divided into two sections – from "and" to "stove", and from "we" to "ourselves")</li> <li>- Describe the rules of a Tableau: the students will portray one "snapshot" of what they think best depicts the verse. In the snapshot, there must be some display of action but all members must be still as if a snapshot was taken.</li> <li>- Allow students time in their groups to reflect on their verse and create a single tableau scene of what they think best portrays the lyrics.</li> <li>- Take a photo of the tableau once prepared.</li> <li>- Display the photos in sequence on the smartboard or projector and have a class discussion for each photo:               <ul style="list-style-type: none"> <li>- What do we think the group is trying to portray? How did they interpret their verse of the song?</li> <li>- How did they use their bodies to portray this?</li> <li>- Is there anything that you think they could have done differently or improved on to better portray the message of the verse?</li> </ul> </li> </ul>
<b>Consolidation</b>	10min	<ul style="list-style-type: none"> <li>- What did we learn from this exercise?</li> <li>- How does this song fit into the other songs we have listened to so far in Gord Downie's album <i>The Secret Path</i>? How has it progressed the storyline?</li> </ul>



## ACCOUNTING FOR LEARNER DIVERSITY

- Ensure that students with learning needs or anxieties are in groups where the other members will be respectful of their needs.
- Read lyrics aloud for students with difficulties reading.
- If some students prefer not to have their photo taken or do not want their photo on the screen for the class to see, have another student offer to take their place in the tableau.

### Materials Needed

- [www.secretpath.ca](http://www.secretpath.ca)
- One handout for each student with the lyrics for the song *I Will Not Be Struck*
- *I Will Not Be Struck* music video
- Digital photo taking device – smart phone or tablet
- Smartboard or computer and projector which can display the photos

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Interpreted the lyrics with limited effectiveness.	Interpreted the lyrics with some effectiveness.	Interpreted the lyrics with considerable effectiveness.	Interpreted the lyrics with a high degree of effectiveness.
Demonstrated the characteristics of tableau with limited effectiveness.	Demonstrated the characteristics of tableau with some effectiveness.	Demonstrated the characteristics of tableau with considerable effectiveness.	Demonstrated the characteristics of tableau with high degree of effectiveness.
Analyzed, discussed, and provided feedback to others with limited effectiveness.	Analyzed, discussed, and provided feedback to others with some effectiveness.	Analyzed, discussed, and provided feedback to others with considerable effectiveness.	Analyzed, discussed, and provided feedback to others with a high degree of effectiveness.



**EVAN** AGE 12





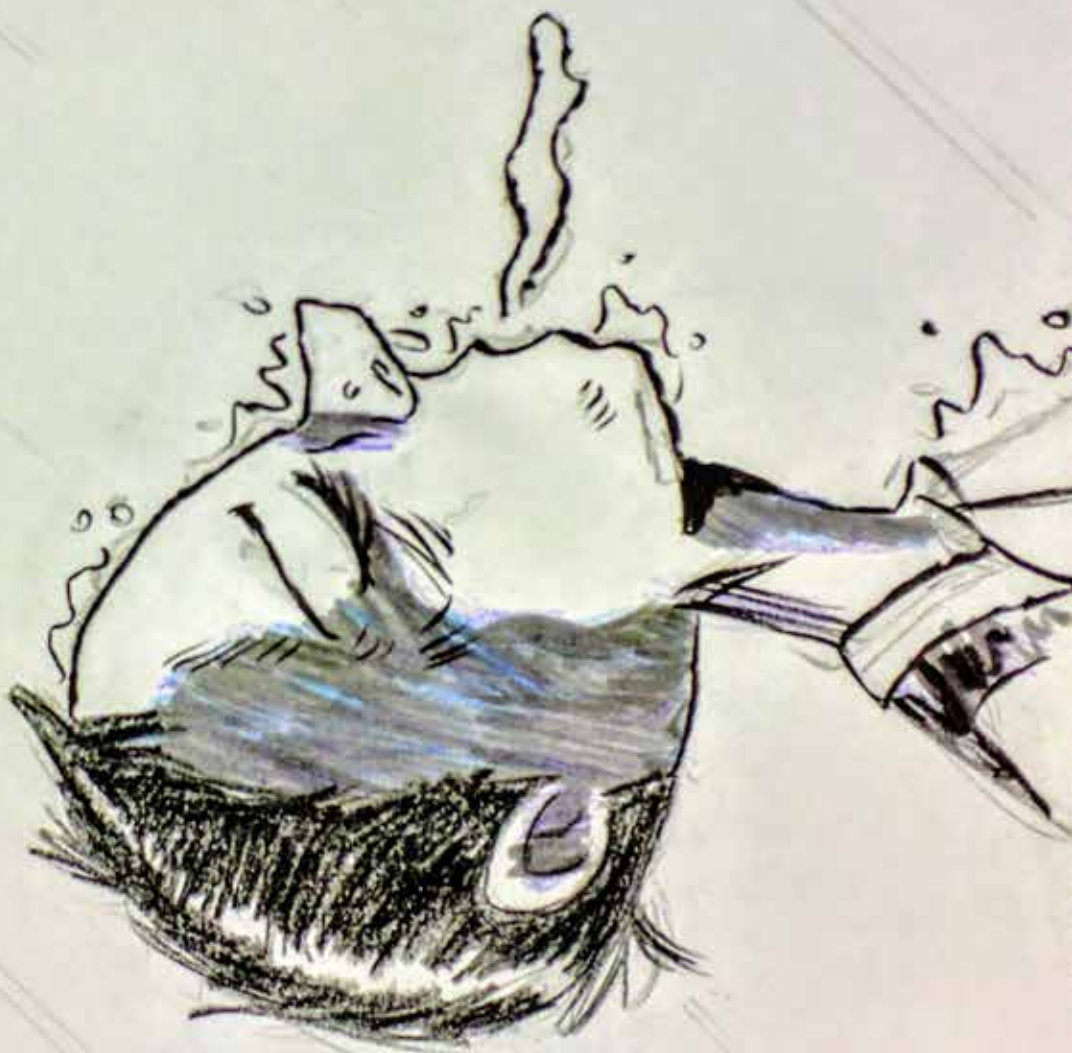
# CHASE

AGE 13



# MCKENNA

AGE 12



# SECRET PATH

**Subject Area:** The Arts and Language

**Grade Level:** Grade 6

## RATIONALE - CURRICULUM EXPECTATIONS

### Overall Expectation(s) addressed:

#### Visual Arts

D1. Creating and presenting: apply the creative process to produces art works in a variety of traditional two- and three- dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

#### Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

#### Media Literacy

1. Demonstrate an understanding of a variety of media texts.

*\*\*Profanity is used at 3:05 in the song to demonstrate Chanie's feelings.*

### Specific Expectation(s) addressed:

#### Visual Arts

D1.1 Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view (e.g., art work inspired by the motifs in other art forms [dance, music] or by hopes and dreams; a mixed-media piece or one-minute video "short" about adaptation and survival; a still-life painting that offers a social commentary on fast-food packaging).

#### Oral Communication

1.7 Analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information (e.g., compare their own response to an oral text with a partner's response, citing details from the text to support their own view; explain what makes a war veteran's Remembrance Day speech effective).

#### Media Literacy

1.2 Interpret media texts, using overt and implied messages as evidence for their interpretations.

## LEARNING GOALS(S)

### Students will:

- Students will interpret the meaning and symbolism in the lyrics.
- Students will create a 2-D or 3-D piece of art using the symbolism from the song *Secret Path*.
- Students will explain the meaning behind their original work of art.

### Essential Questions for Lesson

1. What is the symbolism of "secret path"?
2. What feelings are presented in the song? Provide detailed examples.
3. Why do you think Gord dedicates this song to the windbreaker? What does it mean to Chanie?

## SUCCESS CRITERIA

### After listening to the song *Secret Path*, students will:

- create a picture or 3D image of the feelings, ideas, and issues that were identified in the song *Secret Path*.
- Students will then describe (explain) why they chose to create the image/creation they did.

	TIME	ACTIVITIES / PLANNING
<b>Minds-On</b>	10-15min	<ul style="list-style-type: none"><li>- Ask students to close their eyes while listening to song 6 <i>Secret Path</i> from Gord Downie's <i>Secret Path</i> album.</li><li>- When the song is over, ask the students to:<ul style="list-style-type: none"><li>- "think about what might be the symbolism of the <i>Secret Path</i>"</li><li>- "What do you think the real meaning of this song is?"</li><li>- "What are your thoughts on Chanie's jacket?"</li></ul></li><li>- Listen to <i>Secret Path</i> again while watching the video</li></ul>



	TIME	ACTIVITIES / PLANNING
<b>Action</b>	80min	<ul style="list-style-type: none"> <li>- Now that the students have listened to <i>Secret Path</i> (song 6), have them come up with ideas about how they might want to create their images/ dioramas/sculptures</li> <li>- Once students have finished their drawings or 3-D images, have students write out a response as to why they chose to create the artwork they did. They will need to explain why they chose to create this image (based on feelings, ideas, and issues described in the song).</li> </ul>
<b>Consolidation</b>	40min (could take 2 classes)	- Students will present their creations and explanations to the class

## ACCOUNTING FOR LEARNER DIVERSITY

- Teachers need to have a discussion with students who need help with understanding what the song is about
- Write lyrics down or have them displayed
- Teachers can introduce students to and explain the Secret Path website <http://secretpath.ca> to their students so they can have a better understanding of Canadian history, residential schools, and the sad reality that Indigenous children like Chanie Wenjack were faced with

Materials Needed
<ul style="list-style-type: none"> <li>• <a href="http://www.secretpath.ca">www.secretpath.ca</a></li> <li>• Art supplies for drawing</li> <li>• Art supplies for 3-D images</li> <li>• paint</li> <li>• pipe cleaner</li> <li>• popsicle sticks</li> <li>• glue</li> <li>• markers/pencil crayons <ul style="list-style-type: none"> <li>- diorama- shoebox,</li> <li>- sculpture- plasticine,</li> <li>- 3-D art- cardboard</li> </ul> </li> </ul>

	Uses these skills with limited effectiveness	Uses these skills with some effectiveness	Uses these skills with considerable effectiveness	Uses these skills with a high degree of effectiveness
<b>Knowledge and understanding:</b> I understand what is being sung in the song, and what Chanie may have felt				
<b>Thinking:</b> I am able to generate ideas and organize my information appropriately				
<b>Communication:</b> I can express my thoughts and ideas in a creative manner				
<b>Application:</b> My artwork and oral presentation are clear and easy to understand				



A pencil sketch of a boy walking on a wooden bridge over a river. The boy is wearing a striped shirt and pants, and is holding a blue object. The bridge is made of wooden planks and has a railing. The river is filled with water and has some reeds or grass on the banks. In the sky, there is a large, stylized hand with long fingers, reaching down towards the bridge. The drawing is done in pencil on a piece of paper.

# GAVIN

AGE 13



# DON'T LET THIS TOUCH YOU

**Subject Area:** Language

**Grade Level:** Grade 7

## RATIONALE - CURRICULUM EXPECTATIONS

### Overall Expectation(s) addressed:

#### *Language - Reading*

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

#### *Writing*

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

#### *Health & Physical Education - Living Skills*

1. Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

#### *Healthy Living*

- C1. Demonstrate an understanding of factors that contribute to healthy development.

### Specific Expectation(s) addressed:

#### *Making Inferences/Interpreting Texts*

- 1.5 Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

#### *Voice*

- 2.2 Establish a distinctive voice in their writing appropriate to the subject and audience.

#### *Word Choice*

- 2.3 Regularly use vivid and/or figurative language and innovative expressions in their writing.

- 1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g. Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and psychological health);

- C1.2 Demonstrate an understanding of linkages between mental health problems and problematic substance use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, community elders, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours.

## LEARNING GOALS(S)

- We will identify signs of feeling overwhelmed/stressed.
- We will research, compile, and promote community supports that students can turn to when they are stressed.

### Essential Questions for Lesson

1. What is stress? Is stress good or bad?
2. How do you know when you are feeling stressed?
3. What supports are there in your community when someone feels overwhelmed?

## SUCCESS CRITERIA

- We will form a greater understanding of the lyrics by making deep connections to history and Indigenous culture.
- We will explore supports in our school and community for mental health.



	TIME	ACTIVITIES / PLANNING
<b>Minds-On</b>	10min	<ul style="list-style-type: none"> <li>- Discussion in a circle with students' eyes closed (for anonymity): Who in this classroom is feeling stressed right now? Who in this class has felt stressed before?</li> <li>- Teacher lets students know how many classmates had their hand up and introduces the topic of stress.</li> </ul>
<b>Action</b>	1 - 2 (40min)  3 - 4 (40-80min)	<p><b>1) Facilitated discussion: What is stress?</b></p> <ul style="list-style-type: none"> <li>- Teacher relays facts about how stress affects students' self-esteem and productivity.</li> <li>- Is all stress bad? Do you know when you are feeling stressed? Do you know how to tell when you need to talk to someone about your stress? As a class come up with a definition of bad stress and signs of distress that need attention.</li> </ul> <p><b>2) Analyzing Text</b></p> <ul style="list-style-type: none"> <li>- Play <i>Don't Let This Touch You</i> by Gord Downie for students to hear.</li> <li>- Break students up into small groups so each group can interpret a stanza.</li> <li>- Play the song again with the lyrics available for reference.</li> <li>- Students share their interpretations with the class. Questions for prompts:               <ul style="list-style-type: none"> <li>- How does the song make you feel?</li> <li>- What do you think the lyrics mean?</li> <li>- What emotion(s) does this song convey?</li> <li>- What is the meaning behind the song and why do you think that?</li> </ul> </li> <li>- Read the Words are Birds Poem with the class.</li> <li>- Discuss the meaning of the poem and how it might relate to the lyrics and visuals in the song/video.</li> <li>- Discuss if you think Gord was making an allusion to this poem.</li> </ul> <p><b>3) Guided Discussion: Community and Family Supports</b></p> <ul style="list-style-type: none"> <li>- Lead discussion about school and community supports.</li> </ul> <p><b>4) Reaching Out</b></p> <ul style="list-style-type: none"> <li>- Task: Each student creates a poster board containing information about the community supports that are available for students. These posters can be displayed around the school as a resource for students in all grades.</li> <li>- Teacher provides resources for students to examine what makes a poster stand out as visually appealing.</li> </ul>
<b>Consolidation</b>	30min	Students share their posters and put them up around the school and/or community

#### Materials Needed

- [www.secretpath.ca](http://www.secretpath.ca)
- Words and Birds Poem: <https://www.poetryfoundation.org/poems/91108/words-are-birds>
- Poster board
- Art supplies



**JADA** AGE 13





# HAUNT THEM, HAUNT THEM, HAUNT THEM

**Subject Area:** Language, Social Studies, Visual Arts/Dance

**Grade Level:** Grades 6-12

## RATIONALE - CURRICULUM EXPECTATIONS

### Overall Expectation(s) addressed:

#### *Media Literacy*

E1: Demonstrate an understanding of a variety of media texts.

#### *Writing*

E1: Generate, gather, and organize ideas and information to write for an intended purpose and audience.

#### *Oral Communication*

E1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

#### *Dance*

A2. Reflecting, Responding, and Analysing: Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences.

#### *Visual Arts*

D2. Reflecting, Responding, and Analysing: Apply the critical analysis process to communicate feelings, ideas, and understandings in a response to a variety of art works and art experiences.

#### *Social Studies*

A3. Understanding Context: Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada.

### Specific Expectation(s) addressed:

#### *Media Literacy*

1.2: Interpret media texts, using overt and implied messages as evidence for their interpretations.

#### *Writing*

1.6: Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.

#### *Oral Communication*

1.7: Analyse oral texts and explain how specific elements in them contribute to meaning.

#### *Dance*

A2.1: Demonstrate an understanding of how the language of dance can clarify and highlight ideas, images, and characters from familiar stories.

#### *Visual Arts*

D2.1: Use elements of design in art works to communicate ideas, messages, and understandings.

#### *Social Studies*

A3.4: Describe significant events or developments in the history of two or more communities in Canada.

## LEARNING GOALS(S)

- We will interpret the message of a media text.
- We will organize our ideas and information to write a paragraph for an intended purpose.
- We will analyse the oral text and explain how specific elements (the raven) contribute to meaning.
- If choosing visual arts, we will use elements of design to communicate ideas and understandings.
- If choosing dance, we will demonstrate how dance can clarify ideas and characters from the story.

## SUCCESS CRITERIA

- Understand and interpret the symbolism of the raven in Indigenous cultures.
- Write a paragraph to explain personal interpretation of the raven in *The Secret Path*, using examples from the lyrics as evidence.
- Demonstrate interpretation by either doing a dance (in a small group) or creating a piece of art.
- Paragraph and art or dance has a clear correlation.



## Essential Questions for Lesson

1. What is the importance of art and dance in Indigenous cultures?
2. What different ideas does the raven symbolize in many Indigenous cultures?
3. What do you think the raven symbolizes in *The Secret Path*, and specifically the track 'Haunt Them, Haunt Them, Haunt Them'?
4. How does the song make you feel?

	TIME	ACTIVITIES / PLANNING
<b>Minds-On</b>	5min	- Listen to and watch <i>Haunt Them, Haunt Them, Haunt Them</i> of the <i>Secret Path</i> .
<b>Action</b>	60min (30min lesson, 2 x 45min work period)	<ul style="list-style-type: none"> <li>- Teacher explains the symbolism of the raven in many Indigenous cultures, including but not limited to: Creator of the world, right and wrong, bringer of light (sun, moon, stars), curiosity, the unknown, trickster, long distance healer, knowledge, and surprises/unpredictability of the world.</li> <li>- Teacher describes the importance of art in dance in Indigenous cultures, including but not limited to: healing, symbolism, ceremonies, etc.</li> <li>- Students are given the lyrics to the <i>Haunt Them, Haunt Them, Haunt Them</i>.</li> <li>- Students are given the choice to either create a drawing or dance depicting the raven as it is seen and sang about in <i>Haunt Them, Haunt Them, Haunt Them</i>.</li> <li>- Students are asked to write one paragraph explaining the raven is depicted in the song, and/or what seeing the raven might have meant to Chanie Wenjack, using the lyrics to support their interpretation.</li> </ul>
<b>Consolidation</b>	60-80min	- Art pieces and/or dances are presented to the rest of the class. Students are encouraged to discuss their choice for how they portrayed the raven.

## ACCOUNTING FOR LEARNER DIVERSITY

- Students are given a choice whether to portray the raven through art or dance.
- Orally hearing the song as well as a handout of the lyrics for visual learners.
- Interpretation leaves the option for many different answers to be correct.

Materials	References
<ul style="list-style-type: none"> <li>• <a href="http://www.secretpath.ca">www.secretpath.ca</a></li> <li>• <i>Haunt Them, Haunt Them, Haunt Them</i> track and lyrics by Gord Downie</li> <li>• Art supplies (paint, paper, pencil crayons, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Skwxwú7mesh Lilwat7úl Cultural Centre Website <a href="https://slcc.ca/">https://slcc.ca/</a></li> <li>• The Canadian Encyclopedia: <a href="http://www.thecanadianencyclopedia.ca/en/article/raven-symbolism/">http://www.thecanadianencyclopedia.ca/en/article/raven-symbolism/</a></li> <li>• Healing Through the Creative Arts: <a href="https://www.ahf.ca/">https://www.ahf.ca/</a></li> <li>• Native Dance: <a href="http://www.native-dance.ca">http://www.native-dance.ca</a></li> </ul>

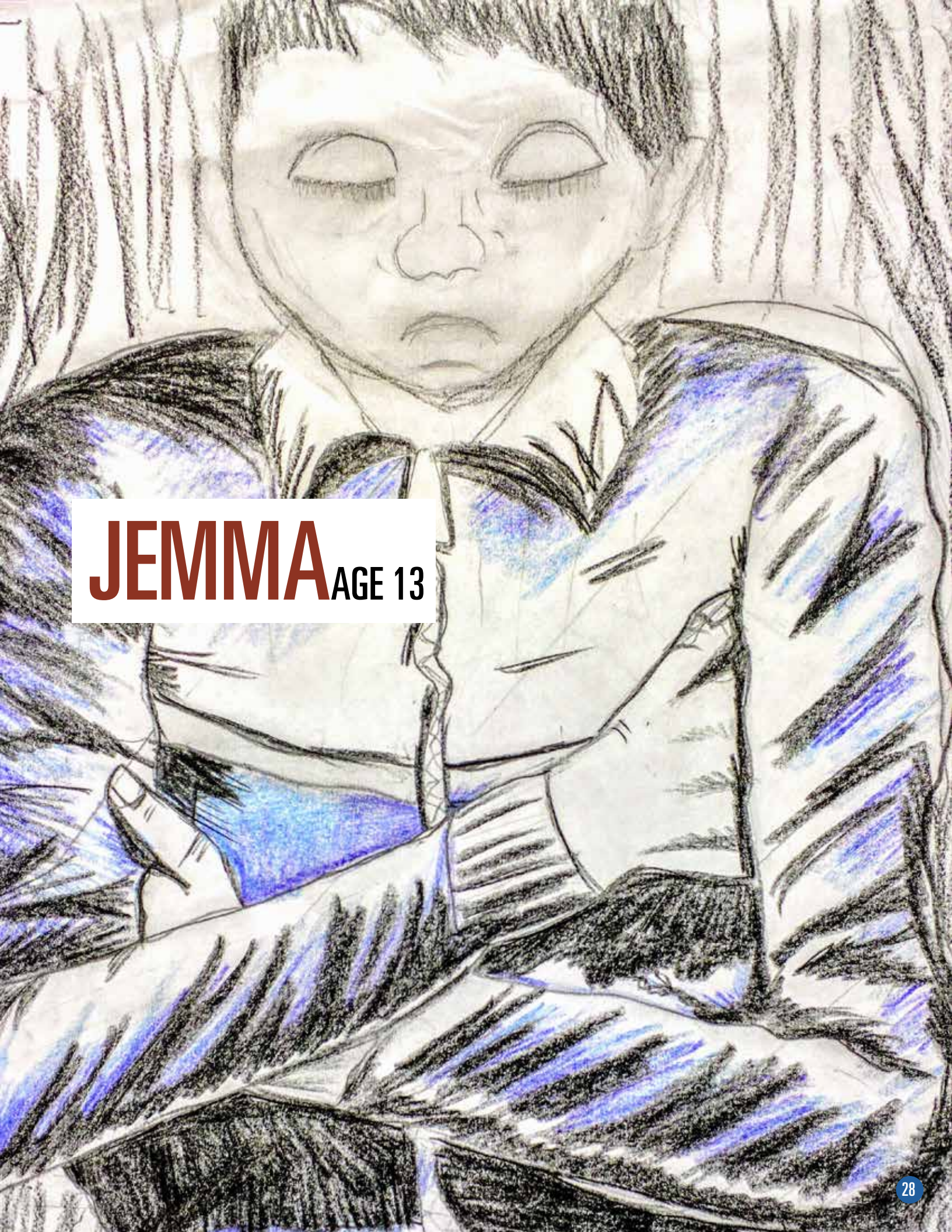
	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Paragraph explains interpretation of the raven with reference to the lyrics and ideas are clear and organized.			
Symbolism of the raven in Indigenous cultures is understood and interpreted.			
Elements of design are used to communicate ideas and understanding. (Visual Arts)*			
Dance is used to clarify ideas and raven from the song. (Dance)*			
Message of the media text (song) is portrayed, and there is a clear connection between the written expression and the art/dance.			

\* Student will be assessed on either Visual Arts or Dance depending on their method of choice.

**OLLYVIA** AGE 13







**JEMMA** AGE 13



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## CREDITS

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Illustration by Jeff Lemire (*Permission provided to use background graphic texture*)

[www.secretpath.ca](http://www.secretpath.ca)

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Lessons align with Ministry of Education, Ontario, curriculum expectations.

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Did we miss something? Let us know.

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