

**Title: A Loss of Identity**

Resources used and possible concerns	<i>A Stranger at Home</i> (Jordan-Fenton & Pokiak-Fenton, 2019)
Author/creator and/or literature background	<p>Authors - Christy Jordan Fenton &amp; Margaret Pokiak-Fenton:</p> <ul style="list-style-type: none"> <li>● This book is a true story based on the childhood experiences of Margaret Pokiak-Fenton.</li> <li>● co-written by Pokiak-Fenton's daughter-in-law Christy Jordan-Fenton.</li> <li>● This is the second book that they have written together with the first being <i>Fatty Legs</i> (2010)</li> <li>● Pokiak Fenton grew up on Banks Island before attending a Catholic residential school in Aklavik, Northwest Territories</li> <li>● Her family then moved to Tuktoyaktuk where she remained until she met her husband, who she then followed to Fort St. John, B.C., where they now live.</li> <li>● Pokiak-Fenton is a mother of eight, who sells Inuit crafts, bread and bannock at a Farmer's Market in the North Peace.</li> <li>● Jordan-Fenton was born in Rimbey, Alberta but has lived all over the world.</li> <li>● She has worked as an infantry soldier, pipeline labourer, survival instructor, and bareback bronco rider before becoming an author.</li> <li>● She now lives in Fort St. John, B.C. with her family, raising her three children.</li> </ul>
UPE course connections (not exhaustive)	<ul style="list-style-type: none"> <li>● EDUC 435 Language, Literacy and Culture: This resource could be used as an example of the ways in which graphic novels can be used to include multimodal literacy at a secondary level. Not only does it support the use of a graphic novel in the classroom, but it provides the opportunity to include Indigenous content in EDUC 435 to ensure that it is used adequately in the course.</li> <li>● EDUC 450 Diversity in Learning: This another example of a lesson that could be used as an exemplar of a social justice lesson plan in the EDUC 450 course. This plan addresses key concepts from the readings, such as oppression and power, Christian privilege, racism, and aboriginality because this book addresses issues related to identity, residential schools and the systems of oppression, power and Christian privilege that</li> </ul>

	<p>allowed them to operate as they did. Providing a number of examples for that task could 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).</p> <ul style="list-style-type: none"> <li>● EDUC 460 Specialization I: This resource could be well suited for use in the Social Studies EDUC 460 courses 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 in a secondary classroom to acknowledge some of the consequences of residential schools, and the different Indigenous groups that were affected (in this case the Inuit) would be valuable to pre-service teachers.</li> </ul>
<p>K-12 connection</p>	<ul style="list-style-type: none"> <li>● This lesson was created as part of a unit for grade 10-1 social studies. The unit covers outcomes in Related Issue 2:             <ul style="list-style-type: none"> <li>○ To what extent should contemporary society respond to the legacies of historical globalization? (Alberta Education, 2007, p. 21)</li> </ul> </li> <li>● This lesson would then address specific outcome:             <ul style="list-style-type: none"> <li>○ 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations ( consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (Alberta Education, 2007, p. 22)</li> </ul> </li> <li>● This resource could also be used for:             <ul style="list-style-type: none"> <li>○ Grade 5 or 7 social studies to address outcomes related to residential schools such as:                 <ul style="list-style-type: none"> <li>■ 5.2 Histories and Stories of Ways of Life in Canada                     <ul style="list-style-type: none"> <li>● 5.2.1 Appreciate the complexity of identity in the Canadian context</li> </ul> </li> <li>■ 7.2 Following Confederation: Canadian Expansions                     <ul style="list-style-type: none"> <li>● Assess, critically, the impacts of social and political changes on</li> </ul> </li> </ul> </li> </ul> </li> </ul>

	<p>individual and collective identities in Canada since 1918 (Alberta Education, 2007)</p> <ul style="list-style-type: none"> <li>○ ELA at grades 7-9 to address outcomes such as: <ul style="list-style-type: none"> <li>■ 1.1 Discover and Explore; Express Ideas and Develop Understanding;</li> <li>■ 1.2 Clarify and Extend: Consider the ideas of Others;</li> <li>■ 2.2 Respond to Texts: Experience a Variety of Texts</li> </ul> </li> </ul> <p>(Alberta Education,2000)</p>
<p>Materials</p>	<ul style="list-style-type: none"> <li>● Google slides with link to book PDF</li> <li>● Book for the teacher to read</li> <li>● Three-step interview instructions and a graphic organizer from <a href="#">Our Words, Our Ways: Teaching First Nations, Métis, and Inuit Learners</a> (Alberta Education, 2017)</li> <li>● Object to be passed in the talking circle</li> </ul>
<p>Rationale</p>	<p>Big idea: What were the consequences of Indigenous schools in Canada?</p> <p>Purpose: As stated in the K-12 connections, this lesson is part of a bigger unit that addresses how historical globalization impacted Indigenous and non-Indigenous groups throughout the world, both in the past and currently? In this unit, the teacher is covering what occurred in Canada in class. Students will then be tasked with researching different countries around the world that were significantly impacted by globalization and imperialism. They will then present their findings to their classmates. The inquiry question they are to ultimately answer in their presentations, based on their research and the empathy exercises they will engage in, is: To what degree do current governments have an ethical responsibility to redress past injustices, and what steps could the government in your assigned country take to address that responsibility?</p> <p>This lesson, within that unit, will aid students in understanding the consequences of residential schools in Canada before they begin their research on what contemporary global issues may have occurred as a result of policies and practices of governments in their assigned locations. That information will</p>

	<p>then eventually help them answer the inquiry question. Those issues could include the social impact on Indigenous peoples, loss of Indigenous languages, and civil strife.</p> <p>This graphic novel was chosen because it is a true story that provides an authentic perspective on the consequences of residential schools by telling the story of what a young Inuit child went through after she returned home. That could then lead to relevant conversations about the long-term effects of residential schools, that are still being felt in Indigenous communities today. The next lesson will then involve discussions about the <a href="#">TRC: Calls to Action</a> (2015). The multimodal literacy instruction this graphic novel provides, could also be beneficial in the classroom. Griffith (2010) states that the illustrations in graphic novels can engage students, and aid with comprehension while “creating[ing] the effect of watching a movie” (p. 183) because of the interdependent use of text and visuals.</p> <p>The teacher may also want to consider listening to the <a href="#">Residential Schools Podcast Series</a> (2020) about Inuit residential school experiences for background information, and/or have the students listen to it as well as for an extension activity.</p>
Lesson/activities	<ol style="list-style-type: none"><li>1. Discuss the graphic novel that will be read, who the authors are, where the story is located showing students the different locations in Google maps, and what the students already know about residential schools and the children who went to them.</li><li>2. Read chapters 1-5 from <i>A Stranger at Home</i> (2019)</li><li>3. Discuss the first five chapters of the book. What were some of the issues that students faced when they returned home after residential school? What are the consequences of the issues children faced when they returned home?</li><li>4. In small groups conduct the three-step interview as explained in <a href="#">Our Words, Our Ways</a> (Alberta Education, 2017), having students discuss their concerns about the effect that residential schools would have had on families and communities of the students.</li><li>5. After the interview process, conduct a whole-class discussion so the groups can share their answers to the questions.</li></ol>

	<p>6. Day two: review the first few chapters that were read the day before and the discussion that took place.</p> <p>7. Read chapters 6-8, <i>After the School</i>, and <i>The Schools from A Stranger at Home</i> (2019)</p> <p>8. Conduct a talking circle, first reviewing the proper protocols explained on the <a href="#">Talking Together</a> website. Discuss the question:</p> <ul style="list-style-type: none"><li>○ Based on your knowledge of what occurred at residential schools and the story <i>A Stranger at Home</i> (2019) what effect do you think residential schools had on families from one generation to the next?</li></ul> <p>After the talking circle conducts a whole-class discussion about intergenerational trauma and what needs to be done in Canada to address that.</p> <p>9. Allow students time to research the following question with regards to the colonized country they were assigned for the unit's group project:</p> <ul style="list-style-type: none"><li>○ What are the needs of the Indigenous peoples in your assigned country, as a result of their experiences and the impacts of imperialism that you have identified?</li></ul> <p>Remind students to think about the experiences of the Indigenous peoples in Canada, such as residential schools, their loss of culture, identity and language, and the needs associated with those experiences when researching your answer.</p>
<p>Content Creator Biography</p>	<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 Werklund School of Education, into the classroom this fall to address the needs of my students successfully.</p>

Supporting Sources (APA):

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