

## The Secret Path

<b>Title of Lesson: The Secret Path – Lesson one/intro</b>	
<b>Grade(s): 5</b>	<b>Subject(s): Social Studies/Social Justice</b>
<b>Date:</b>	<b>Time: 45 mins</b>
<b>How is this lesson connected to the learning? Why are you choosing this lesson now?</b> -Students have been looking at social justice issues in Canada involving Truth and Reconciliation since September. Students have been reading various stories of children who were sent to residential schools. Students have been exploring the treatment of Canada’s Indigenous People historically and presently.	
<b>Previous Experience/Knowledge Needed</b> Students have already learned/discussed/explored..... Through multiple activities including inquiry projects on the interactions/consequences of interactions between First Nations and Europeans prior to 1713, reading of “Fatty Legs”, watching of several Truth and Reconciliation short films at the Regent Park Film Festival, and creation of a tableaux based on the story “Not My Girl” students have explored many aspects of treatment of Canada’s Indigenous People and Truth and Reconciliation.	
<b>Big Idea:</b> By the end of the lesson, students will have an understanding of who The Tragically Hip are and their significance to Canada, students will be introduced to the story of Charlie Wenjack	
<b>Curriculum Expectation(s)</b> (one or two): What will be explicitly taught and assessed <b>Oral Communication:</b> 1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence ( <i>e.g., ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...?</i> ) 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups <b>Reading:</b> Extending Understanding 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	
<b>Instructional Strategies to Reach all Students</b> (e.g. groupings, technology, building on students’ interests) <ul style="list-style-type: none"><li>- projector/ laptop for showing videos</li><li>- ELMO for projecting song lyrics/ focusing on images in the story</li><li>- Elbow partners to generate discussion for whole group discussions</li><li>- Use of popsicle sticks with names on them to ensure full active participation of all students (pull sticks out to choose who will answer questions – ensures students are also engaged in active listening)</li></ul>	
* Students who would benefit from extra support (e.g. academic, enrichment, social)	

## THE LESSON

### Preparation

Related Resources: Books that we've read prior to this "Fatty Legs", "Not my Girl" and "Shannen's Dream"

Materials (and how they are organized): Videos online, The Secret Path book, sticky notes for wonder wall, projector, laptop, ELMO, <http://secretpath.ca>

Physical Space: classroom, students to sit on carpet, lights out in the classroom

### Procedure:

- **Introduction/Connection** – Explain who the Tragically Hip are and a bit about how their music is connected to "Canadian Culture"
- Show clips of a few Tragically Hip Songs (ie. Wheat Kings, Bobcaygeon, Courage) explain historical significance of songs
- Show the opening of The Secret Path from the CBC - introduction of Charlie's story and why/when/how Gord Downie decided that he needed to do something <http://secretpath.ca>
- On the ELMO project the lyrics to the first song - The Stranger – allow time for students to read over the lyrics. With an elbow partner have students use prior knowledge about residential schools and the intro. To the Charlie Wenjack story to discuss some meanings behind lyrics. Bring students back together for a group discussion.
- Show the first song – The Stranger. After the song is finished – have the students discuss again with elbow partners. Bring students back together for a group discussion
- Follow the same steps for the second and third songs – " Swing Set" and "Seven Matches"
- **Closure** – Have students write down any big questions, thoughts, feelings or ideas on a sticky note and place on our "Secret Path Wonder Wall" to help guide next discussions and activities.

### Assessment

How will you know students have learned/understood curriculum expectation(s) and/or big idea?

I will know what students have learned/understood by observing elbow partner discussions and by listening to student thoughts during group discussions

### Documentation

What evidence do you have that students have learned?

- Anecdotal notes, wonder wall posts, teacher observations

## **Reflections**

What went well? What did students learn?

What would I change if I were to do this lesson again?