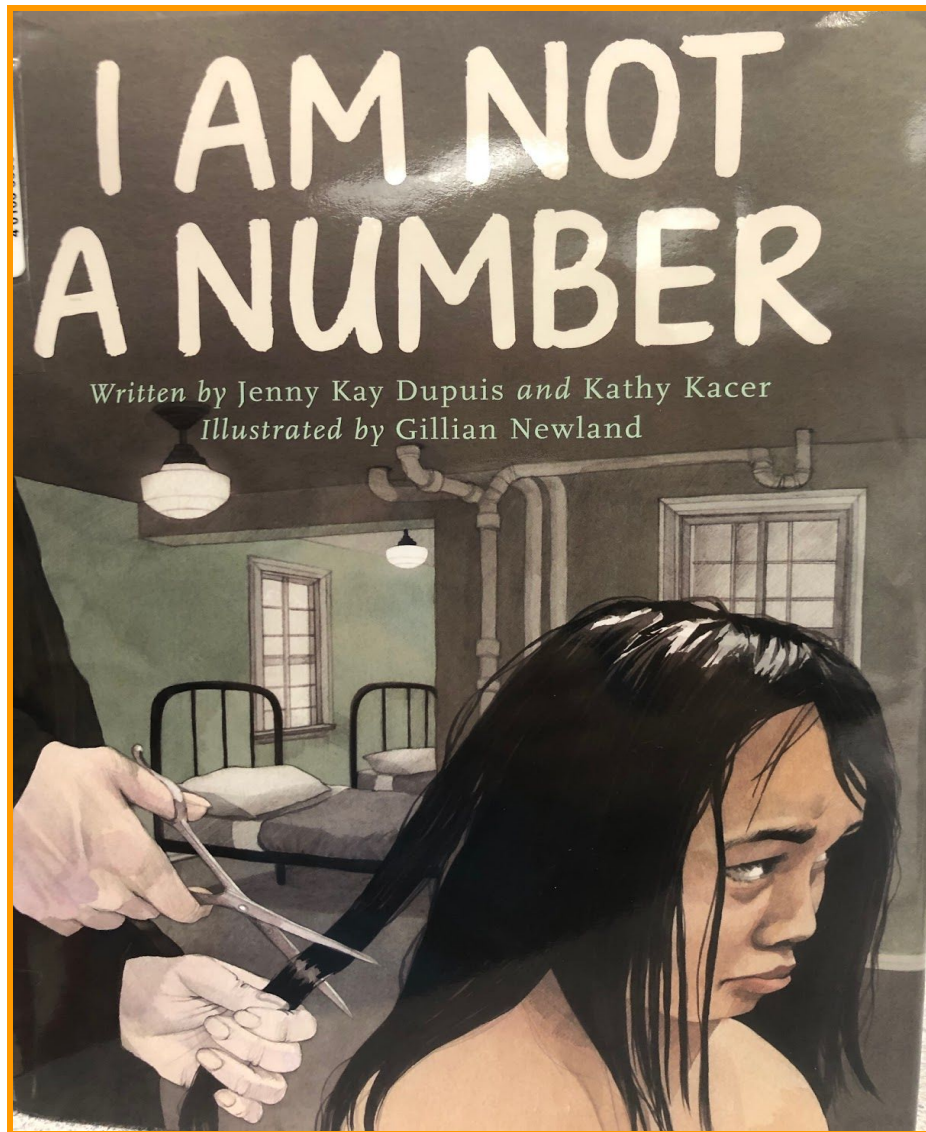


1 AM NOT A NUMBER (click)

Grade Level: Intermediate

Written by Jenny Kay Dupuis and Kathy Kacer

Illustrated by Gillian Newland



Lesson Plan

1. Objective

To explain the impact of Residential Schools on Indigenous peoples and their cultures.

2. Background for educators

- Truth and Reconciliation

The Commission recommends that provincial and territorial departments of education work in concert with the Commission to develop age- appropriate educational materials about residential schools for use in public schools. (Truth and Reconciliation Commission Interim Report)

Indian Residential School Reconciliation is an ongoing collective process that involves both indigenous and non-indigenous Canadians bravely acknowledging, and educating each other, on the mistreatment of Indigenous peoples through the Residential School System. Reconciliation aims to create a new legacy for Indigenous Canadians that supports a healing journey and sees a respectful resurgence of cultural traditions. (Orange Shirt Day Society)

- **FNESC - First Nations Education Steering Committee**

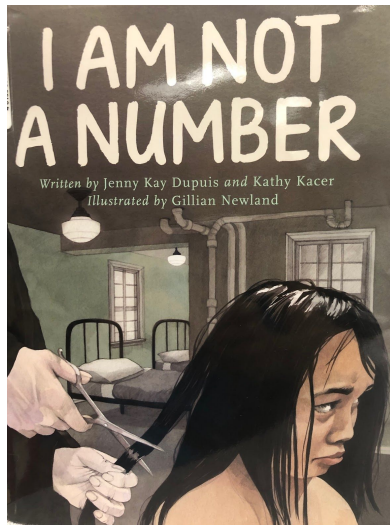
[TEACHER RESOURCE GUIDE](#) (click) - First Peoples Pedagogy

This resource is guided by a pedagogy that recognizes certain ways of learning inherent in First Nations worldviews. Such a pedagogy

- is learner centred
- employs experiential learning and oral texts
- emphasizes an awareness of self and others in equal measure • recognizes the value of group processes
- supports a variety of learning styles and representation

3. Pre Reading Activity - Prediction

"I AM NOT A NUMBER"



As you look at the cover of the book
"I AM NOT A NUMBER", **what do you think
the book is about?**

I think the book is about ...

**-What emotions is the character feeling as
you look at the front cover?**

-Is she sad, angry, frustrated?

Write down or draw the emotions that you
think she is experiencing.



<p><u>Know</u></p> <p><u>What do you know about residential schools?</u></p>	<p><u>Learned</u></p> <p><u>What have you learned about residential schools? List at least five things.</u></p>	<p><u>Want to Know</u></p> <p><u>What do you want to explore / inquire?</u></p>
•	•	•
•	•	•
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Pre Reading Activity - Vocabulary

Vocabulary	Definition
Indian (n.) (Definition provided by Orange Shirt Society)	An erroneous and outdated term used to describe Indigenous people. It is based on the mistaken assumption by early European explorers that they had arrived in India. Unfortunately, it is still a “legal” term employed within the 1876 Indian Act, which is still in use. Today “Indian” is a derogatory term, and it will only be used in this book when referring to Indian Residential Schools and other legal terms within the Indian Act.
Indigenous or Aboriginal (adj.) (Definition provided by Orange Shirt Society)	The descendants of the original inhabitants of North America. The Canadian Constitution recognizes three groups of Aboriginal people- Indians, Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.
Defeated (v.)(prt: defeat) (Oxford Dictionary - Dictionary.com) (Merriam-Webster - wordcentral.com)	Demoralized and overcome by adversity. to win a victory over
Quiver (v.) (Merriam-Webster - wordcentral.com)	to move with a slight shaking motion
Pried (v.)(prt: pry) (Oxford Dictionary - Dictionary.com)	Use force in order to move or open (something) or to separate (something) from something else. Obtain something from (someone) with effort or difficulty.
Imposing (v.)(prt: impose) (Oxford Dictionary - Dictionary.com)	Force (something unwelcome or unfamiliar) to be accepted or put in place.
Hovered (v.)(prt: hover) (Oxford Dictionary - Dictionary.com)	Linger close at hand, especially in a hesitant or uncertain manner.

4. During Reading

Step One

CLICK ON THE LINK [I AM NOT A NUMBER](#) for a read aloud of the picture book written by Jenny Kay Dupuis and Kathy Kacer and Illustrated by Gillian Newland.

Step Two

As you listen to the book, use your senses to draw, label or write how the read aloud made you feel, what you saw, and what you heard.

I felt

I saw

I heard

Step Three - Questions:

1. What is a ward?
2. Who do children belong to? Where should children live?
3. What were residential schools?
4. What are the rules for residential schools?
5. How are residential schools portrayed in the book?
6. How were the children treated in the book "I AM NOT A NUMBER"?

Reflective Journal

Step Four - Reflections

Before this lesson I knew

Now I know

Before this lesson I used to think

Now I think

S

Before this lesson I used to feel

Now I feel

5. Extension Activity - Links

- [Did you live near a residential school?](#) (click)
- <https://www.cbc.ca/news2/interactives/beyond-94-residential-school-map/> Interactive map to find out how close you are to a residential school .