

Creating a Sense of Wonder:

Lessons to launch and inspire the U'mista display including:

The Project of Heart Canoe and Speaking to Memory Exhibit



The Project of Heart Canoe ...

Carver Derrick George and his sons made a canoe and gifted it to the BCTF. Residential school survivors told their stories in classrooms, then students created artwork on wooden tiles to pay tribute . The tiles express their learning and their commitment to build respectful relationships and a better future together.



Commemoration Canoe on a Journey to Justice



The Beginning of an Idea

In the fall of 2012, the BC Teachers' Federation was selected by Project of Heart to host the Truth and Reconciliation Commission National Commemoration Project for Indian residential school survivors in BC. The project saw the collaboration of teachers and students from over 270 BC schools, working with Aboriginal artists Derrick George and Una Ann Moyer, to create the beautiful embellished canoe that has come to symbolize healing and reconciliation.

The Process

Teachers who signed up to do Project of Heart had residential school survivors tell their stories in the classroom. Then their students created artworks on wooden tiles to pay tribute to children who died in residential schools, to honour survivors, and to create awareness for all Canadians. Through the tiles

students expressed their learning and their commitment to building respectful relationships and a better future together.

Carver and Artist

Tsleil-Waututh carver Derrick George, an intergenerational survivor, carved a 16-foot dugout canoe with his three sons as a means of bringing back the tradition of carving within his family. Because Derrick's father went to residential school, this important skill that had been previously passed down from one generation to another was lost. With great pride and generosity, Derrick and his sons donated the canoe to the BCTF as the foundation for the commemoration piece.

Tahltan artist Una Ann Moyer, Aboriginal support worker for Langley School District, utilized her

talents and skill to weave together the stories of survivors, Derrick's family canoe, and the tiles from participating schools to create a powerful healing piece—the Project of Heart Commemoration Canoe.

The canoe was blessed in a traditional ceremony in Langley in August 2013, before it was transported to Vancouver to be unveiled at the Tribute to Survivors on Education Day of the TRC National Event on September 19, 2013. The canoe was displayed in the Learning Place over the following three days, offering thousands of Aboriginal and non-Aboriginal people the opportunity to view it, touch it and "read" the stories in each tile.

The Message

The overwhelming message was healing. Without exception, visitors would gently run their hands over the tiles, many expressing the incredible feeling of warmth, calm, and healing that they found in the presence of the canoe.

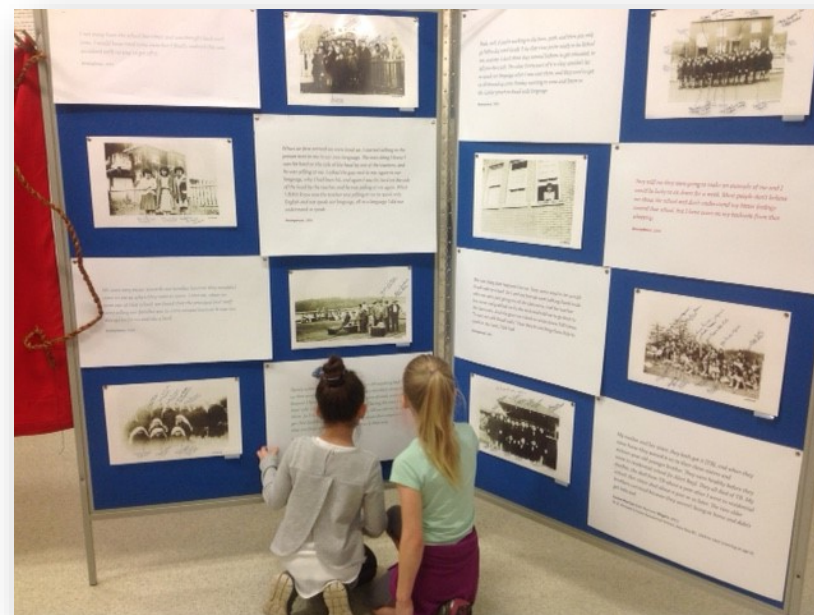
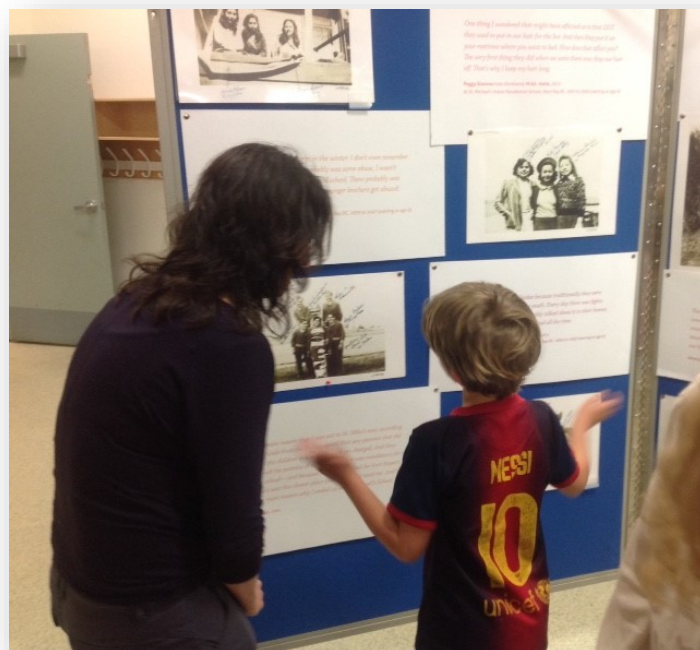
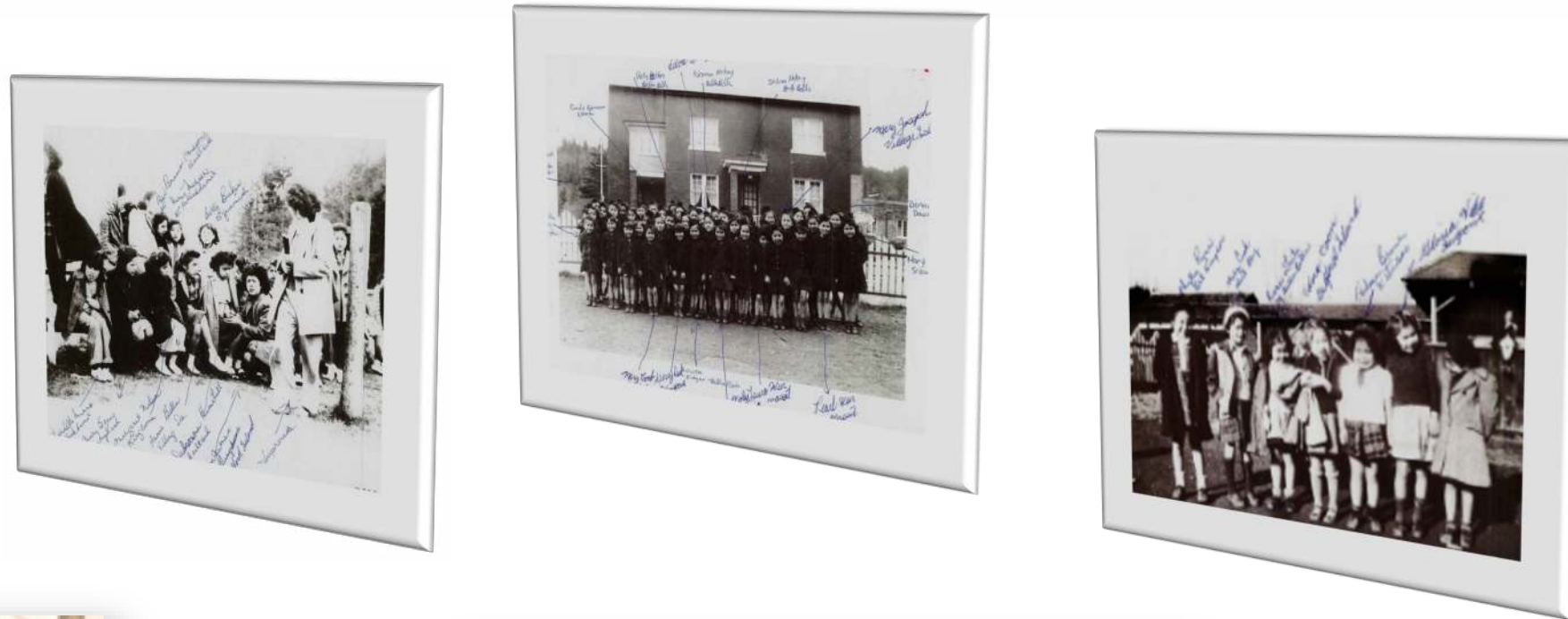
The canoe was transferred to the museum at the U'mista Cultural Centre in Alert Bay, where it is on exhibit along with *Speaking to Memory*, a photo exhibit by Beverley Brown documenting her childhood experiences in residential school.

The journey of this extraordinary canoe, the healing it brings, and the reconciliation it fosters will all continue.



Speaking to Memory Exhibit

At the exhibit, you will see two parts: the Project of Heart Canoe and a display of photos and personal statements of people who went to St. Michael's residential school in Alert Bay. The photos were taken by a child, Beverley Brown, not by adults running the school. Beverley's father gave her a camera and film to take to school.



Speaking to Memory Exhibit



Through the Eyes of a Residential School Student:

Speaking to Memory: Images and Voices from St. Michael's Indian Residential School grew out of a unique opportunity to present the personal experiences of First Nations children who attended St. Michael's Indian Residential School at Alert Bay, British Columbia. During the late 1930s, one student at the school had a camera and photographed many of her friends and classmates. She recently donated these images to the British Columbia Museum of Anthropology's archive (MOA). The photos provide a rare and moving glimpse of residential school life through the eyes of students as they made a life for themselves away from

families and home communities.

St. Michael's Indian Residential School:

St. Michael's Indian Residential School operated from 1929 to 1974, and has now been decommissioned. With the support of the U'mista Cultural Centre (UCC) and the 'Namgis First Nation at Alert Bay, MOA curator Bill McLennan was permitted to enter the building and photograph its interior spaces where the children had lived and worked. The resulting images, together with those of the students, are featured in *Speaking to Memory*, an exhibit jointly produced by McLennan and the UCC's director Sarah Holland and curator Juanita Johnston.



Speaking to Memory Exhibit:

In Alert Bay, Speaking to Memory hangs around the exterior of the St. Michael's school building, located beside the cultural centre. At the Museum of Anthropology, the exhibit is presented in the O'Brian Gallery. The large photographic panels depict the interior rooms of the school as they now appear, overlaid with historical images of the children. Accompanying the images are personal statements from former students of St. Michael's school, recalling their experiences there. Quotations from a variety of sources express the Canadian government's rationale for Indian residential schools, while excerpts from the

1996 Report of the Royal Commission on Aboriginal Peoples recognize the devastating impact of the schools

Indian Residential Schools In Canada:

The Indian residential school system as implemented in 1879 by the Canadian government to eliminate the "Indian problem"—that is, to absorb the Aboriginal population into the dominant Canadian identity, and to impose Christianity, English or French as the primary languages, and the abandonment of cultural and family traditions. St. Michael's Indian Residential School in Alert Bay was one of 140 Indian residential schools that operated in Canada.

English Language Arts

Big Ideas

K 1 2 3 4 5 6 7 8 9

K 1 2 3 4 5 6 7 8 9

Stories and other texts help us learn about ourselves and our families.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.



K 1 2 3 4 5 6 7 8 9

Stories and other texts connect us to ourselves, our families, and our communities.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

K 1 2 3 4 5 6 7 8 9

Stories and other texts help us learn about ourselves, our families, and our communities.

Stories can be understood from different perspectives

English Language Arts

Big Ideas

K 1 2 3 4 5 6

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Texts can be understood from different perspectives.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

K 1 2 3 4 5 6 7

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

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Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.



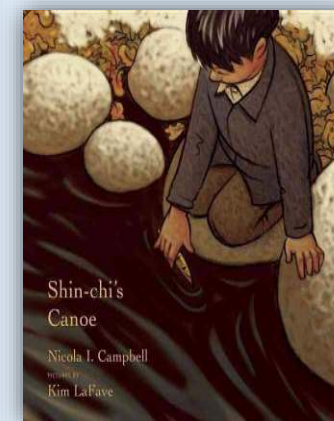
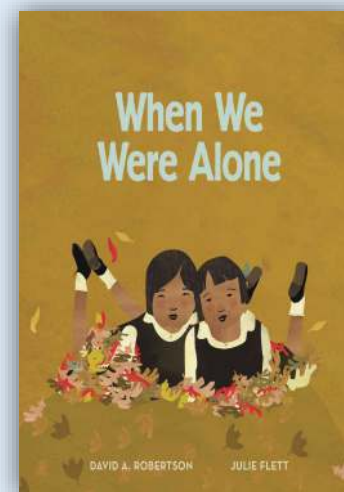
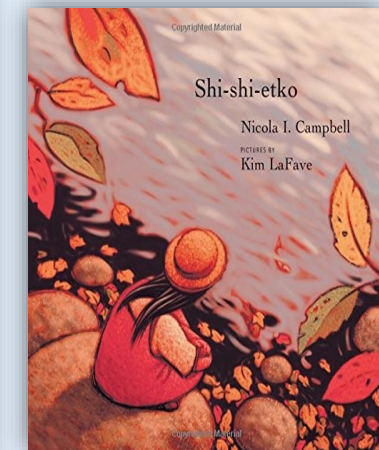
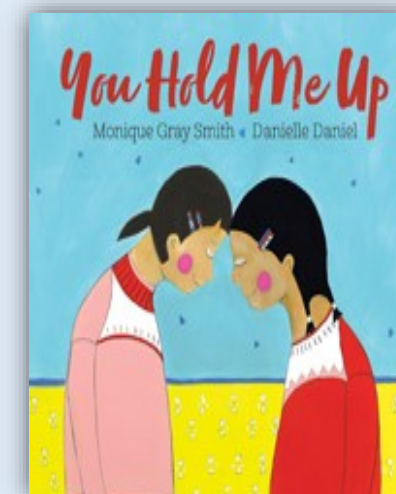
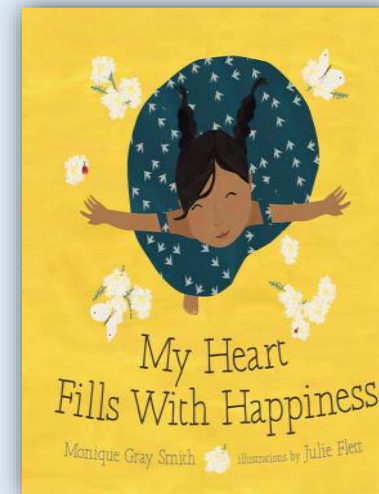
English Language Arts

Learning Standards

Curricular Competencies

K 1 2 3

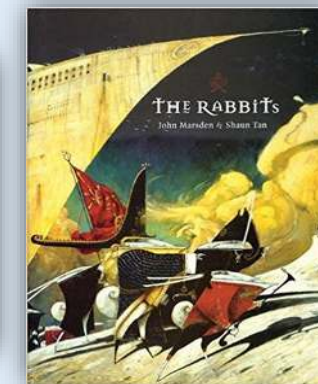
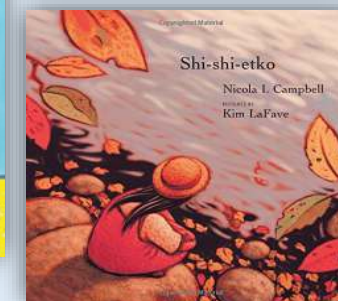
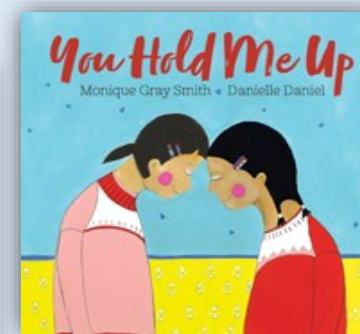
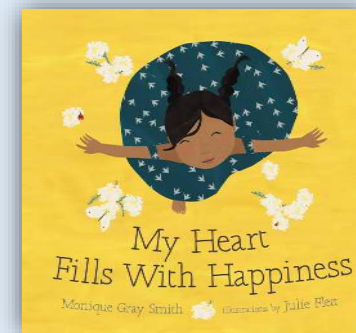
- ▶ Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- ▶ Explain the role that story plays in personal, family, and community identity
- ▶ Use personal experience and knowledge to connect to text and make meaning
- ▶ Recognize the structure and elements of story
- ▶ Show awareness of how story in First Peoples cultures connects people to family and community



English Language Arts

Learning Standards

Curricular Competencies



K 1 2 3 4 5 6

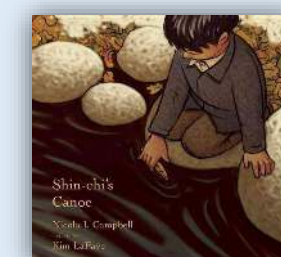
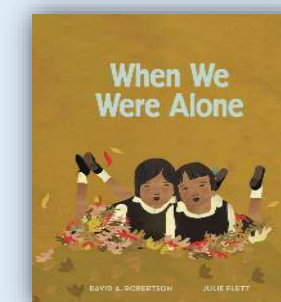
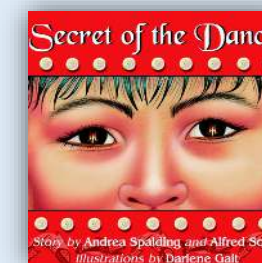
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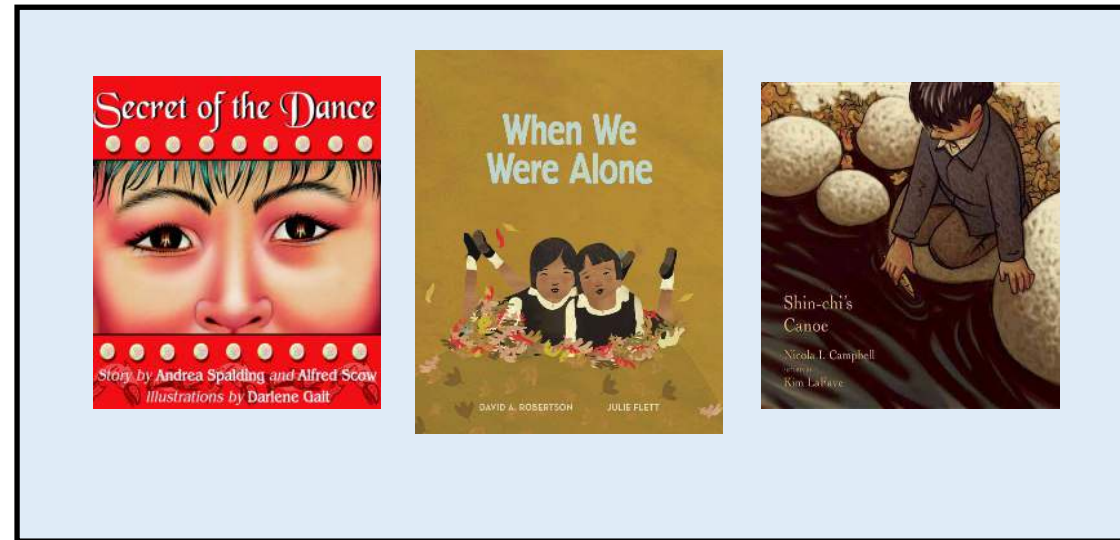
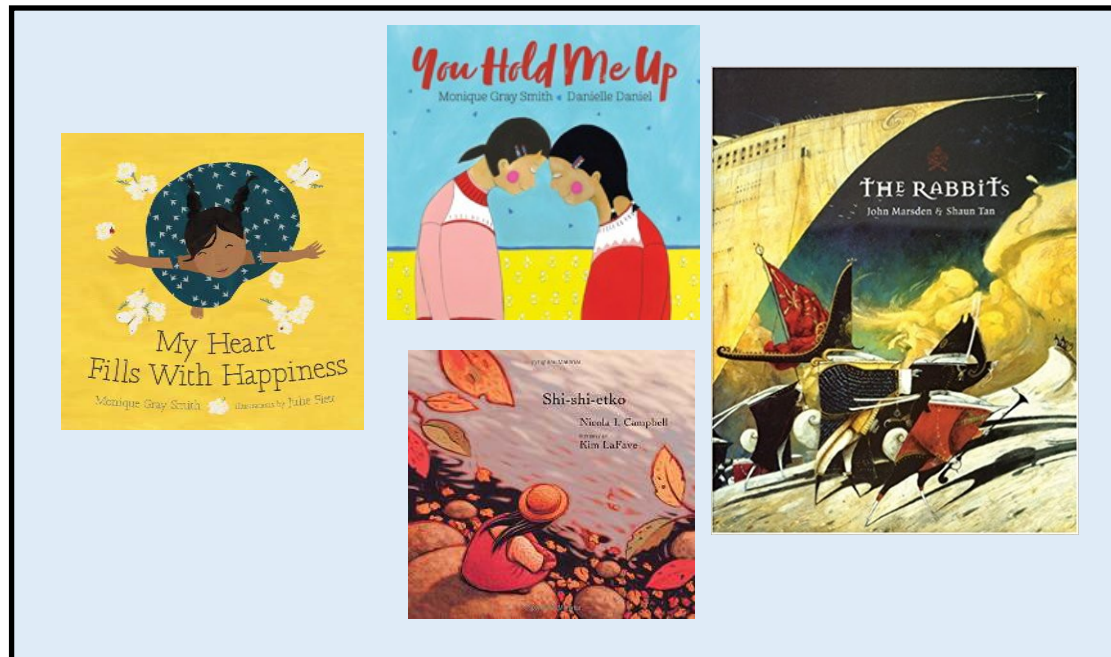
Comprehend and connect (reading, listening, viewing)

- ▶ Access information and ideas from a variety of sources and from prior knowledge to build understanding
- ▶ Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text
- ▶ Synthesize ideas from a variety of sources to build understanding Grade 5
- ▶ Consider different purposes, audiences, and perspectives in exploring texts
- ▶ Apply a variety of thinking skills to gain meaning from texts
- ▶ Identify how differences in context, perspectives, and voice influence meaning in texts
- ▶ Explain the role of language in personal, social, and cultural identity
- ▶ Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- ▶ Respond to text in personal and creative ways
- ▶ Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts
- ▶ Identify how story in First Peoples cultures connects people to land

Comprehend and connect (reading, listening, viewing)

- ▶ Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- ▶ Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- ▶ Synthesize ideas from a variety of sources to build understanding
- ▶ Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages
- ▶ Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- ▶ Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- ▶ Recognize how language constructs personal, social, and cultural identity
- ▶ Construct meaningful personal connections between self, text, and world
- ▶ Respond to text in personal, creative, and critical ways
- ▶ Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- ▶ Recognize the validity of First Peoples oral tradition for a range of purposes Grade 7





The books featured within this kit were chosen because they provide strong examples of how aboriginal authors use sensory language and subtle inferences as a way to describe experiences, tackle difficult topics and create a sense of love and caring. Through text and images, students are invited to notice, wonder and infer before they visit the Project of Heart Canoe and Speaking to Memory Exhibit.

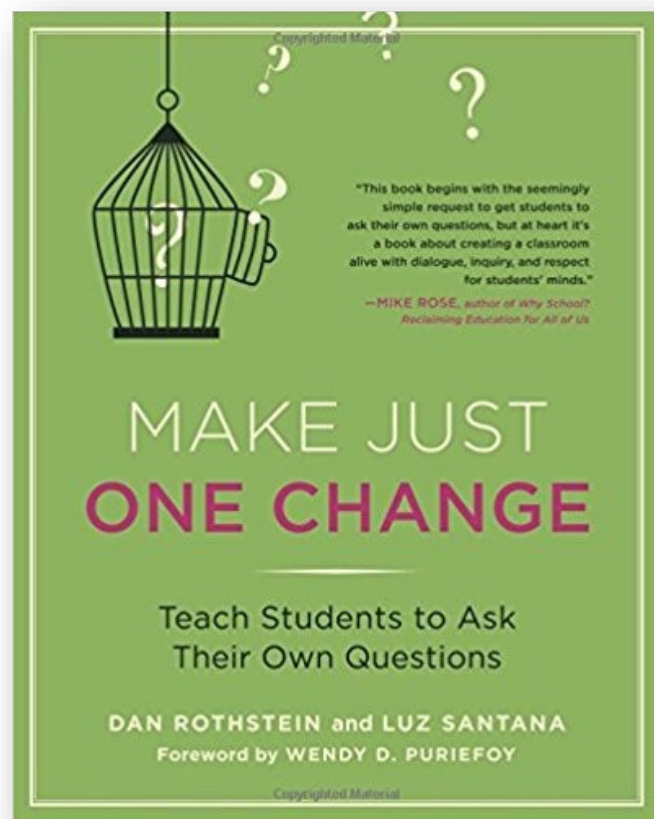
These picture books are in two groupings. The first set is meant to get students thinking and wondering about this topic. We intentionally lead them through an open-ended inquiry in which they begin to make sense of what they hear and see about residential schools and the ongoing impacts on families. This will launch a deeper exploration of Indigenous traditions in Canada and the history of Indian residential schools.

The second set of books provide a more literal understanding of the impacts of government policies to assimilate indigenous people.

One of the goals of these lessons and exhibit is to make public education itself a vehicle for

healing and reconciliation.

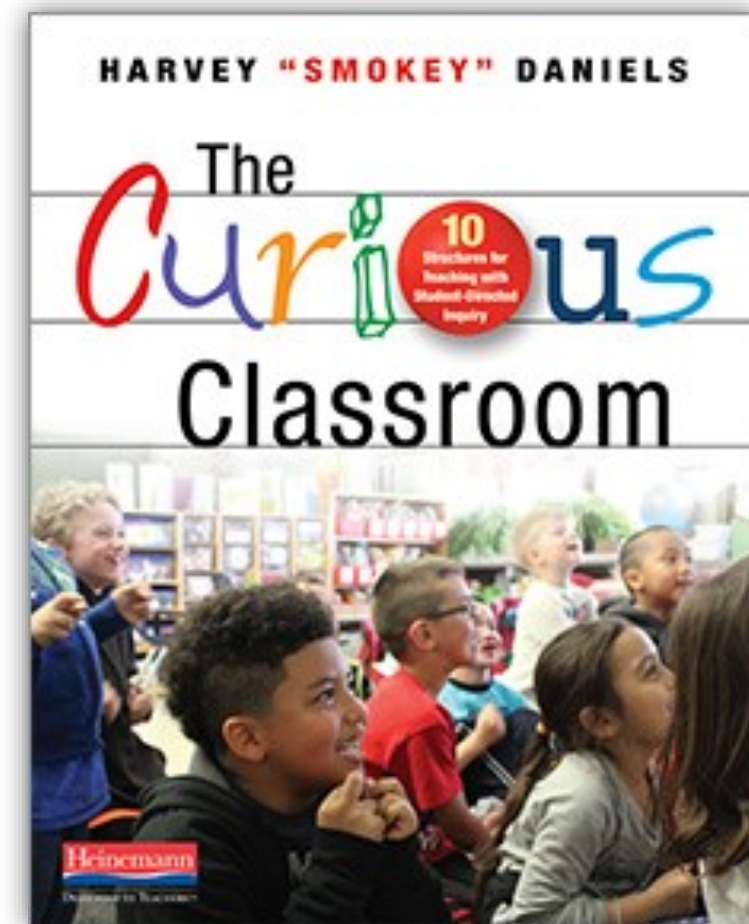




The authors of *Make Just One Change* argue that formulating one's own questions is “the single most essential skill for learning”—and one that should be taught to all students.

Rules for questioning:

- Ask as many questions as you can.
- Don't stop to answer any of them.
- Accept all questions.
- Turn any statements into questions.



Ever wonder how to get students genuinely engaged in your curriculum? Or wish you could let them explore the amazing questions they ask? If so, Smokey provides research-based suggestions that help cover the curriculum by connecting what kids wonder about to the wonders you have to teach them.

Smokey Daniels

Kindergarten and grade one enduring understandings...

Through story, we raise the understanding of the *importance of family in the growth of a child*. We acknowledge a time in Canada's history in which many young Aboriginal children *went away to live at the school, separated from their families*.

The images you will see in the exhibit, show photos of these children who were not with their families. And the canoe is a project that remembers and honours those families to help them heal.



Please keep in mind the variety of family situations in your classroom/school. Some students are more sensitive than others and this can be different depending on the time or circumstance. There are students in care, in blended families, those who have lost a loved one, and who have relatives who attended these schools. Ensure that there is space for students to voluntarily share their story. As preparation for these lessons, let the families know about the lessons and be sensitive about describing families. Also see Self-Care poster for ideas.



Healing and Reconciliation.

Grade two and three enduring understandings ...

Through story, we raise the understanding of the importance of family in the growth of a child. We acknowledge a time in Canada's history in which many young Aboriginal children went away to live at the school, separated from their families ***because of government policies written to force Aboriginal people to give up their culture.***

The images you will see in the exhibit, show photos of these children who were not with their families. And the canoe is a project that remembers and honours those families to help them heal.



Please keep in mind the variety of family situations in your classroom/school. Some students are more sensitive than others and this can be different depending on the time or circumstance. There are students in care, in blended families, those who have lost a loved one, and who have relatives who attended these schools. Ensure that there is space for students to voluntarily share their story. As preparation for these lessons, let the families know about the lessons and be sensitive about describing families. Also see Self-Care poster for ideas.

Healing and Reconciliation.



Grade 4—7 enduring understandings ...

Through *story, resources, and a cultural exhibit*, we raise the understanding of the importance of family and connection to land and culture in the growth of a child. We acknowledge a time in Canada's history in which many young Aboriginal children went away to live at the school, separated from their families ***because of government policies written to force Aboriginal people to give up their culture and assimilate to European influences.***

The images you will see in the exhibit, show photos of these children who were taken away from their families and separated from their communities, land, and ways of knowing. And the canoe is a project that remembers and honours those families to help them heal. For more information about the importance of understanding connection to land:

see the TedX talk by Starleigh Grass entitled, *Reconciliation and Education*, <https://www.youtube.com/watch?v=fu0alw1vdiE>

Please keep in mind the variety of family situations in your classroom/school. Some students are more sensitive than others and this can be different depending on the time or circumstance. There are students in care, in blended families, those who have lost a loved one, and who have relatives who attended these schools. Ensure that there is space for students to voluntarily share their story. As preparation for these lessons, let the families know about the lessons and be sensitive about describing families. Also see Self-Care poster for ideas.



Healing and Reconciliation.



Co-Creating Criteria

Because this topic of residential school contains sensitive information, it's important to co-create criteria with students regarding respectful ways of being and exchanging ideas. As educators, it's imperative that we consider potential sensitivities and family situations in order to provide a caring and safe learning environment.

Video Suggestion

Teaching Difficult Subjects with "When We Were Alone". (5:01)
Canada's Truth and Reconciliation Commission recommends teaching children about residential schools as early as kindergarten, and many new curriculum guides across the country integrate Indigenous knowledge and perspectives. Learn how to approach this challenging topic with your students with this video featuring David Alexander Robertson, author of "When We Were Alone." <https://www.youtube.com/watch?v=hPbmCke-x8w&feature=youtu.be>

When exchanging ideas about difficult things, it's important to :

Name:_____

What can I do?

	When exchanging ideas about difficult things, it's important to :
	Based upon the ides in Chapter 1 of Speaking our Truth by Monique Gray Smith

Parent Letter
It is a good idea to let parents know you
will be teaching about residential schools.
Parents can be prepared for conversations
at home. They may like to come in and visit
the exhibit.

Dear Parent/Guardian:

At your school for the next two weeks is a travelling display called U'mista. The display consists of 2 exhibits the *Project of Heart Canoe* and *Speaking to Memory*. During the next few weeks your child could be learning about Residential Schools and reconciliation as part of the British Columbia renewed curriculum. These lessons were developed locally to provide age-appropriate educational materials about Residential Schools to foster open dialogue and strengthen the relationship between Aboriginal and non-Aboriginal people in Canada and to move towards reconciliation by learning the truth.

It is important that we deal with the topic of Residential Schools with sensitivity. For some students the topics discussed may be sensitive, especially if they have personal connections with residential school survivors. For others, the topics may be controversial, particularly if they feel they have no connection with the issues. We will ensure that the topics are presented fairly and with sensitivity. We will allow students the space and time to reflect in a safe environment and will focus on healthy ways to engage in self-care. We encourage children to check-in and talk to their parents at home about this topic.

If you would like more information on these exhibits, please check out the following links.

Speaking to Memory: http://moa.ubc.ca/portfolio_page/speaking-to-memory/

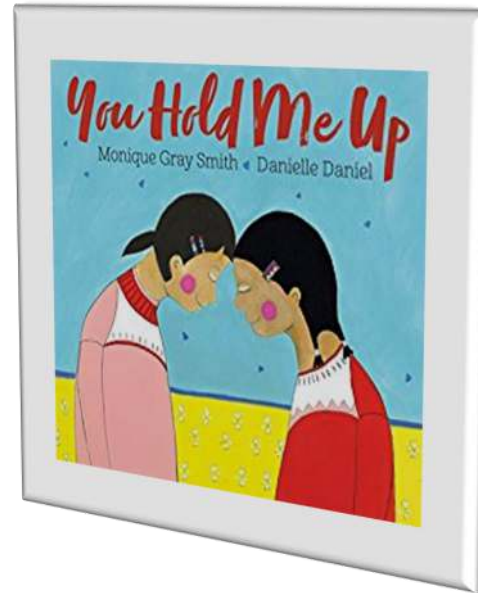
Project of Heart Canoe: page 26/27 specifically talk about the canoe in the following document, which is an excellent resource to learn about residential schools. <http://www.bctf.ca/HiddenHistory/eBook.pdf>

Please feel welcome to drop in and see the exhibit. Check in with the school office for clarification and location.

If you have any questions or concerns please feel free to contact your school and/or teacher.

Before Reading ...

Provide students with the following ten words so they may wonder and anticipate through discussion what this book might be about.



kind

laugh

respect

share

listen

hold me

learn

play

comfort

sing

During Reading ...

Read this text aloud to students, pausing where appropriate to add personal connection, ask questions, and make inferences.

After Reading ...

Students will share ideas with others during partner and whole class conversations about the ways in which someone holds them up. After discussions, each student will draw a picture and if appropriate add some text to share their idea.

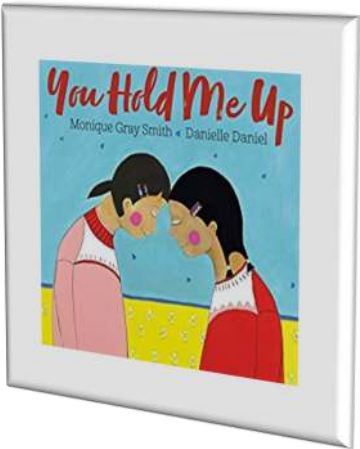
Going to the Exhibit...

As you leave the classroom to see the **exhibit**, remind young children that the photographs they'll see were of children who lived at the school away from their family during the school year. The photos were taken by children, not adults, while at school.

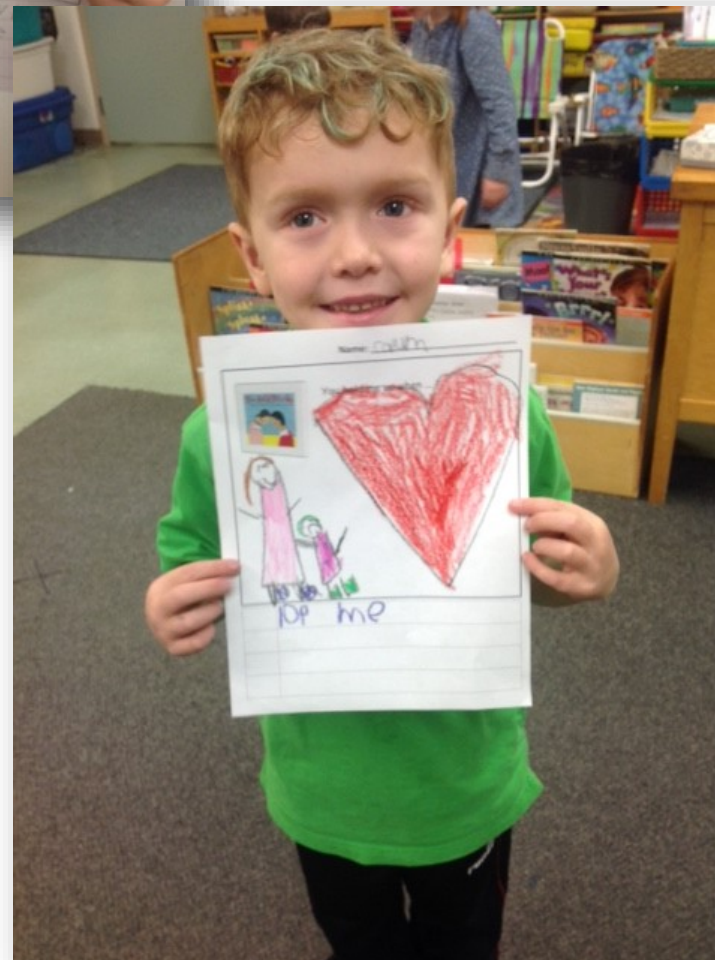
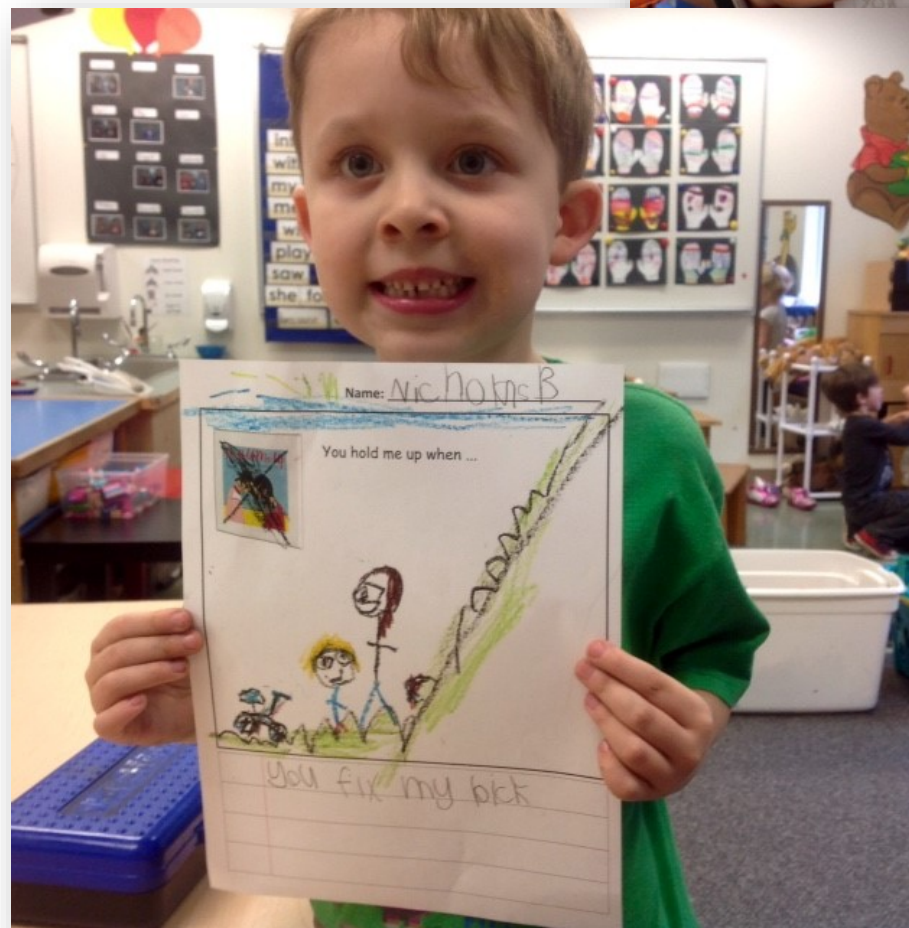
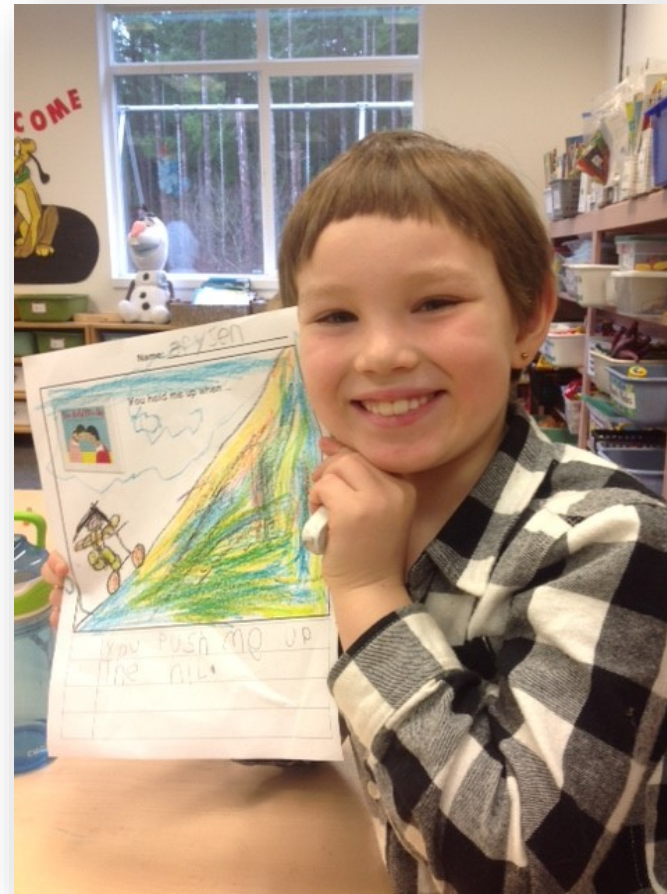
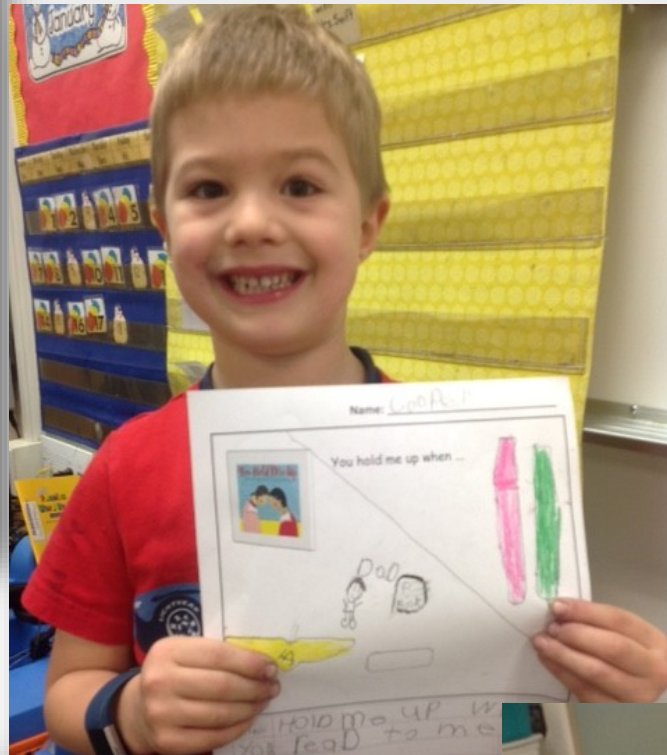
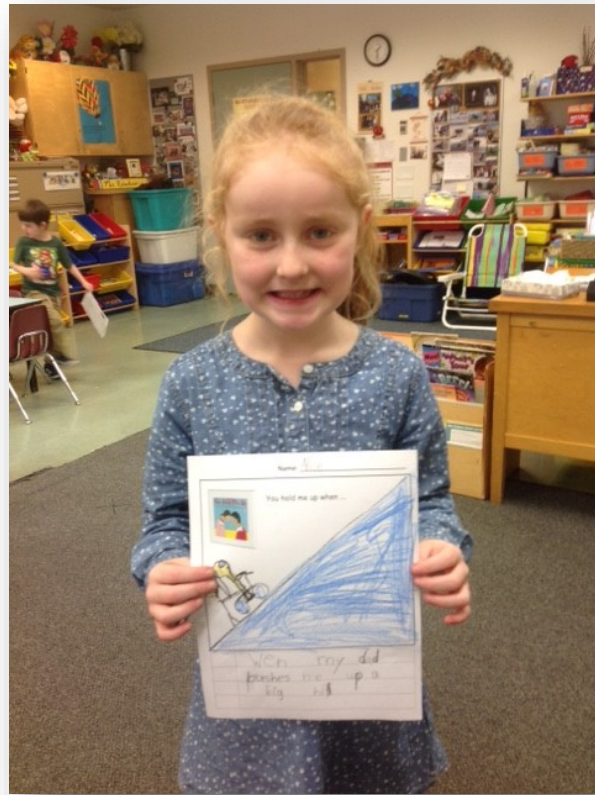
The **canoe** is to honour children who went to live at residential school.

Suggested for
Kindergarten & gr. 1

Video Suggestion
Monique Gray Smith reading *You Hold me Up* to a preschool class. (2:32) <https://youtu.be/Uiuev2fXvRU>
You Hold Me Up - Author's Note. (2:22) This is great for teachers to view before or after the "You Hold Me Up" lesson. Monique Gray Smith reads her Author's Note and explains why she wrote the book. <https://youtu.be/g4JW6CkI0yQ>



You hold me up when ...



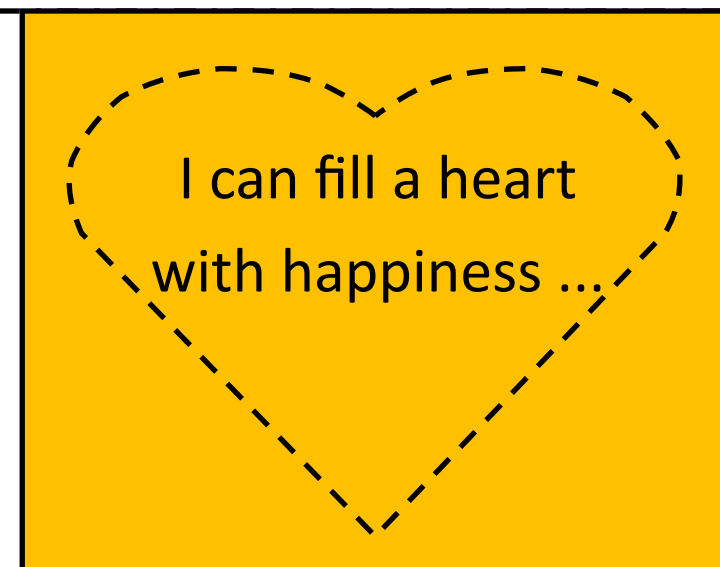
K/1
suggestions

After the Exhibit ...

Create a class book in which each child
thinks of something that would help
someone who attended one of these
schools.

Think of something that would help fill
their heart with happiness.

Video Suggestion
My Heart Fills with Happiness - read by
author Monique Gray Smith. (1:53) [https://](https://youtu.be/sBCNFMzvyl4)
youtu.be/sBCNFMzvyl4





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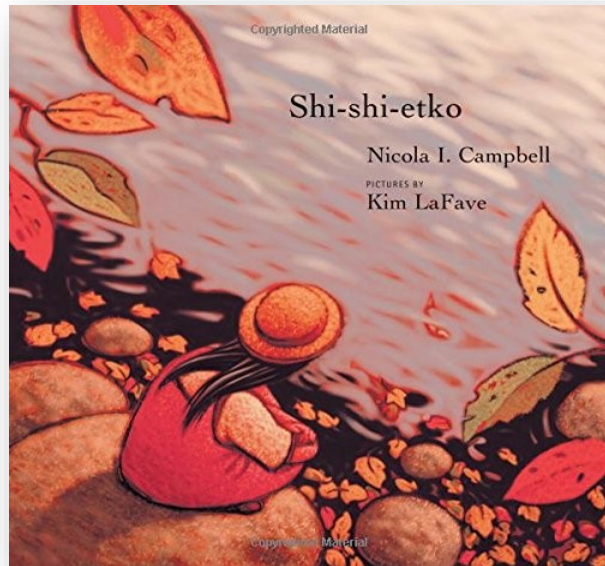
Format: Paperback

Status: Available

Other Categories: [Kids Books](#), [Fiction](#), [Picture Books](#), [First Nations](#)

Year Published: 2017

Teacher Colleen Devlin and Aboriginal Support Worker Danna Pattinson, of Ecole Puntledge Park in the Comox Valley, have been reading **Trudy's Rock Story** and giving each student a rock to hold on to while they visit the **Umista exhibit**. They hold the rocks as long as needed and release it back to mother earth, or throw it into a river when they feel they don't need it any more. Both of these educators have noted how important these rocks are to students.

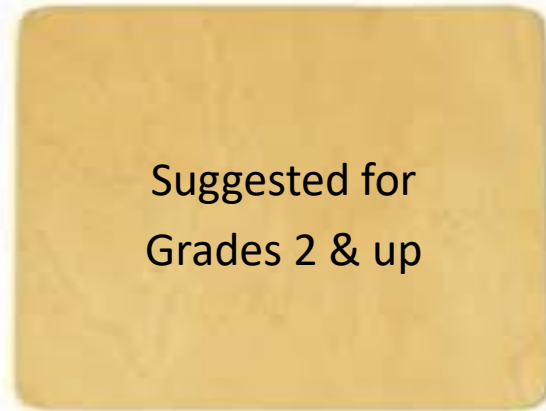


Shi-shi-etko is recommended for students in **grade 2 and up**.

In this activity, a few images from Shi-shi-etko are shared with groups of students who in turn, ask lots of questions about what they see.

Video Suggestion

Shi Shi Etko (6:05) A short video of a young First Nations girl counting down the last 4 days before she leaves to attend Residential School. <https://www.youtube.com/watch?v=tKErhCGjSDE&feature=youtu.be>



Before Reading:

Shi-shi-etko was chosen as a book that offers a segue into the ***Project of Heart Canoe*** and ***Speaking from Memory Exhibit***. We want students to wonder about the author's message without telling them directly about residential schools. By sharing a few images from the book and ignoring the text (at first), we invite students to demonstrate their curiosity by asking questions. This thinking is done orally as a whole group.

Years ago, Faye Brownlie shared this simple, yet powerful strategy when she visited the Comox Valley. Because young students often respond with statements rather than questions, she suggested that each response begins with the words, "I wonder ..."

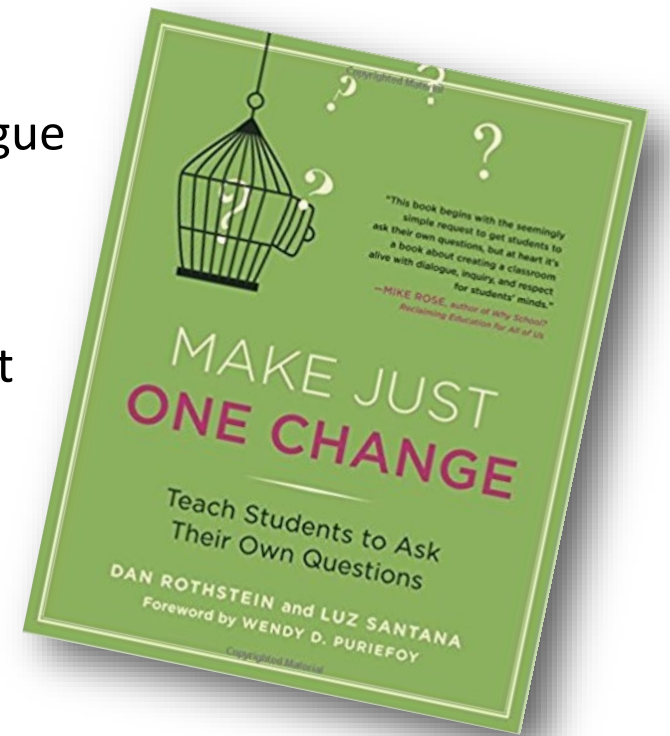
To model this strategy with students, simply start with the front cover of this book, sharing its title and image. Ask, "What does this book cover make you wonder?"

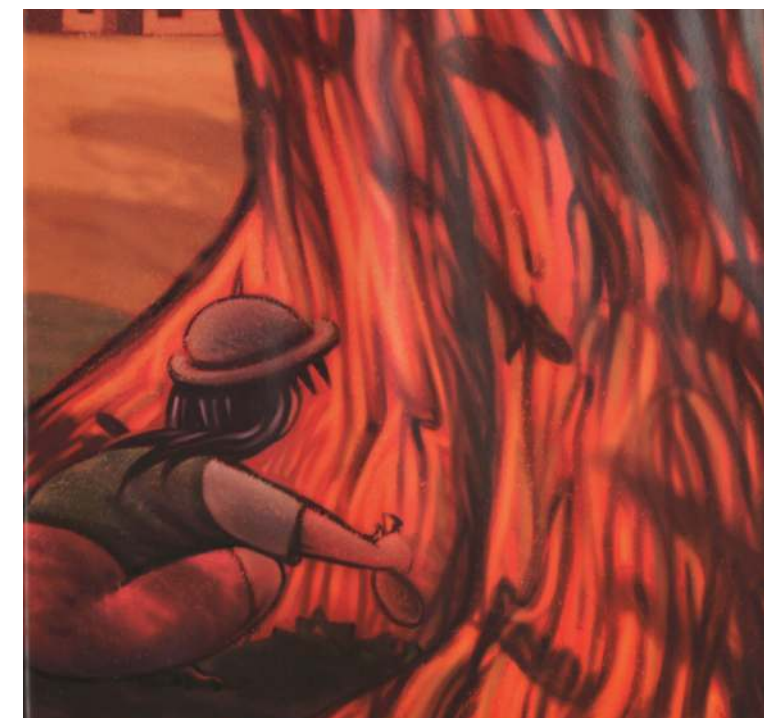
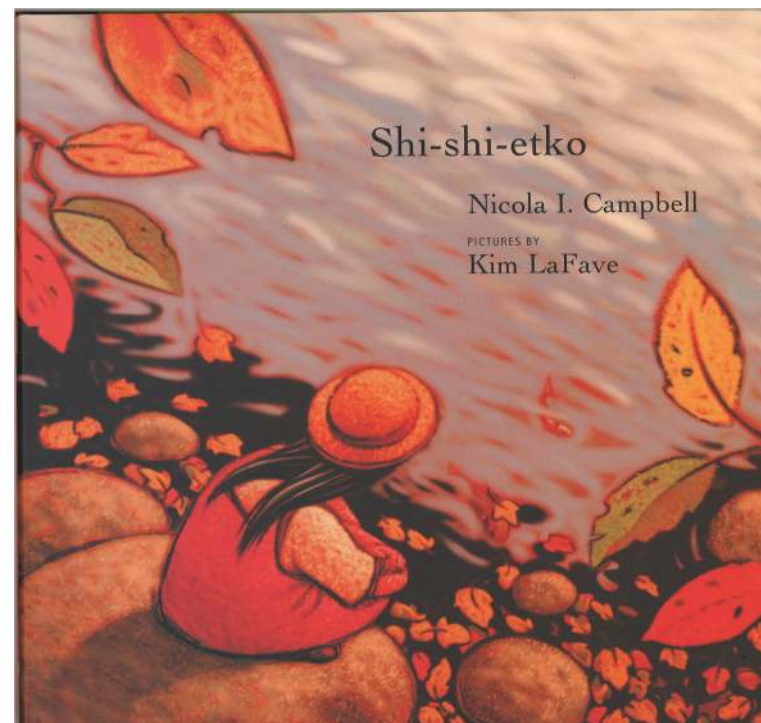
Using the other images provided, place children in groups of 4. Their job is to look carefully at the image they were provided, and ask lots of questions. These can be recorded, or done orally.

Such a simple strategy. Such deep thinking.

Once this, 'before reading' work is done, students will be leaning in and listening deeply while this book is read aloud to them.

The authors of *Make Just One Change* argue that formulating one's own questions is "the single most essential skill for learning"—and one that should be taught to all students.





"I wonder if that's the Mom sleeping?"

"I wonder why she's trying to wake her up?"

EXAMPLES
Of questions students might ask
Before Reading



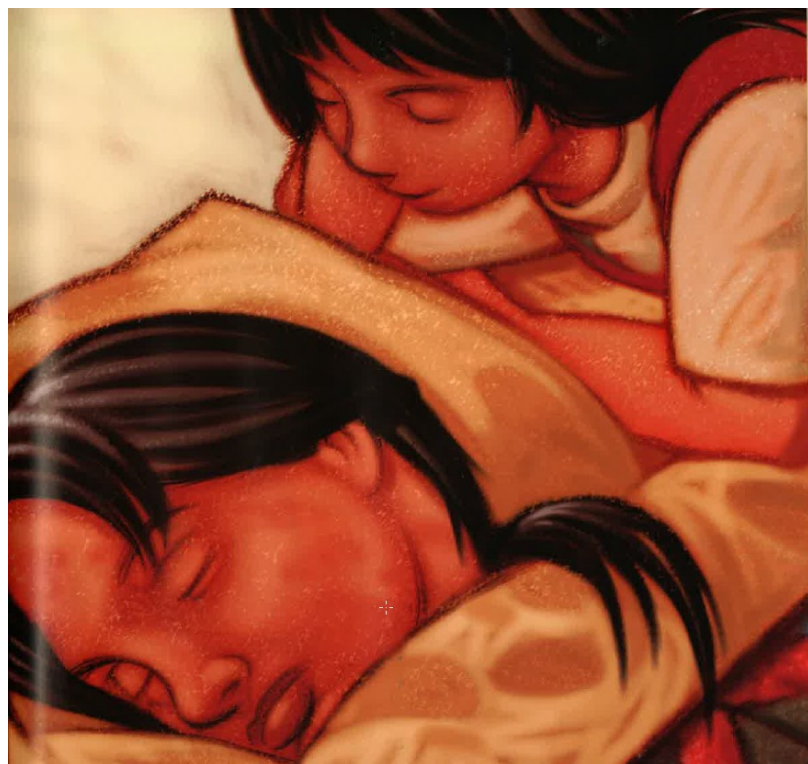
"Why is the girl smiling?"

"I wonder if she's singing her a song?"

"I wonder if the person sleeping is sick?"

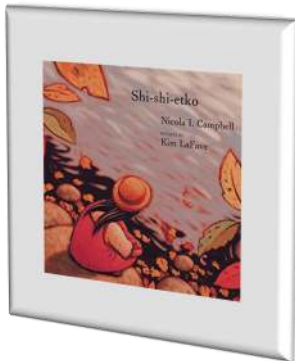
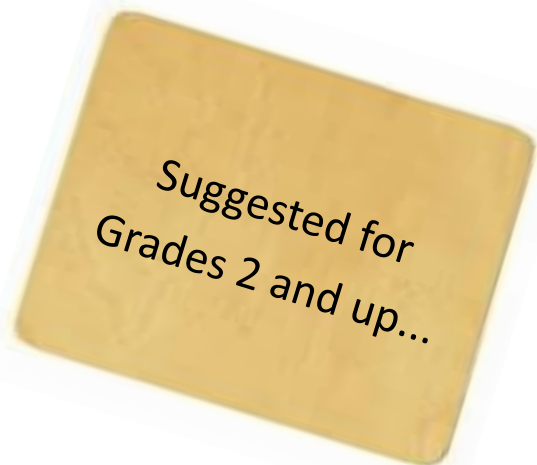
EXAMPLES

Of questions students might ask
Before Reading



During Reading ...

Read this text aloud to students, pausing where appropriate to add personal connection, ask questions, and make inferences.



Shi-Shi-Etko: My memory bag ...

What would you include in your memory bag and explain why it is important to you?

After Reading ...

Students will share ideas with others during partner and whole class conversations about items that would be important enough to go in a memory bag. After discussions, each student will draw pictures and add some text to share their ideas.

Going to the Exhibit...

As you leave the classroom to see the **exhibit**, remind children that the photographs they'll see were of children who lived at the school away from their family during the school year. The photos were taken by children, not adults, while at school.

The **canoe** is to honour children who went to live at residential school.

<https://youtu.be/tKErhCGjSDE>
for a dramatic rendition of this book. (6:05)

Shi-Shi-Etko: My memory bag ...
What would you include in your memory bag and explain why it is important to you?

In my memory bag I would put:
a passy willow a white stone a hair
from my teddy bear lavender and
my nice stones

Shi-Shi-Etko: My memory bag ...
What would you include in your memory bag and explain why it is important to you?

Shi-Shi-Etko: My memory bag ...
What would you include in your memory bag and explain why it is important to you?

If I had a memory bag I
would a piece of each of every
one in my family's hair and
even my dad and cat I would
also put a school picture of
each of my sisters. I think
it special because my family
is special to me.

Shi-Shi-Etko: My memory bag ...
What would you include in your memory bag and explain why it is important to you?

Shi-shi-etko
Nicola I. Campbell
PICTURED BY
Kim LaFave

Shi-Shi-Etko: My memory bag ...
What would you include in your memory bag and explain why it is important to you?

Blaze

heart rock
grains of sand
shells
wild flower

bricks

from a beach

1 heart rock
2 grains of sand
3 shells
4 wild flower

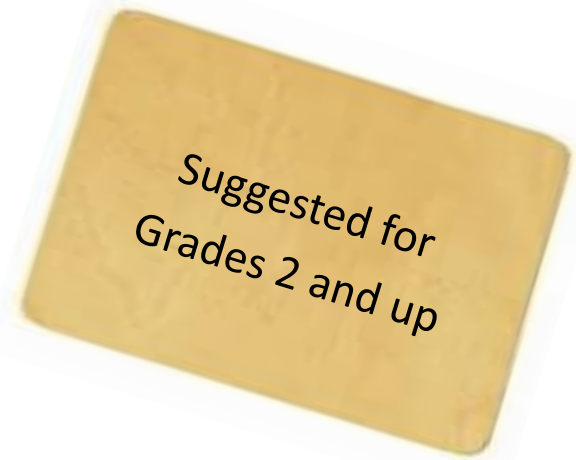
Shi-Shi-Etko: My memory bag ...
What would you include in your memory bag and explain why it is important to you?

Huckleberry for the beautiful
feather for my dog
ting sticks for my family
gardens I've had



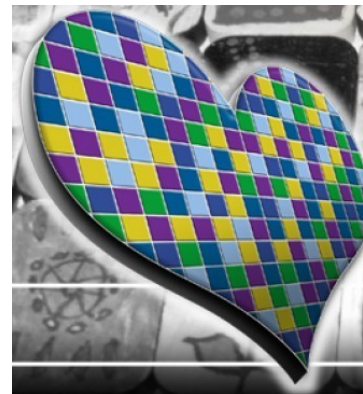
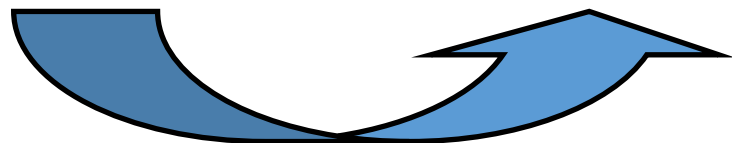
After the Exhibit ...

Create a design on a tile that sends a message to a survivor of residential school. Once your class has finished their tiles, you could attach a class set of tiles on foam core to create a class design and message or collaborate with your school to create a bigger project.

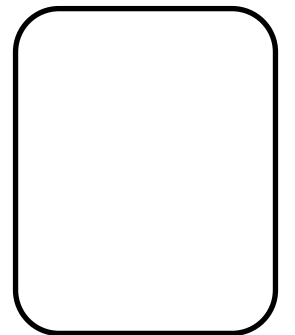


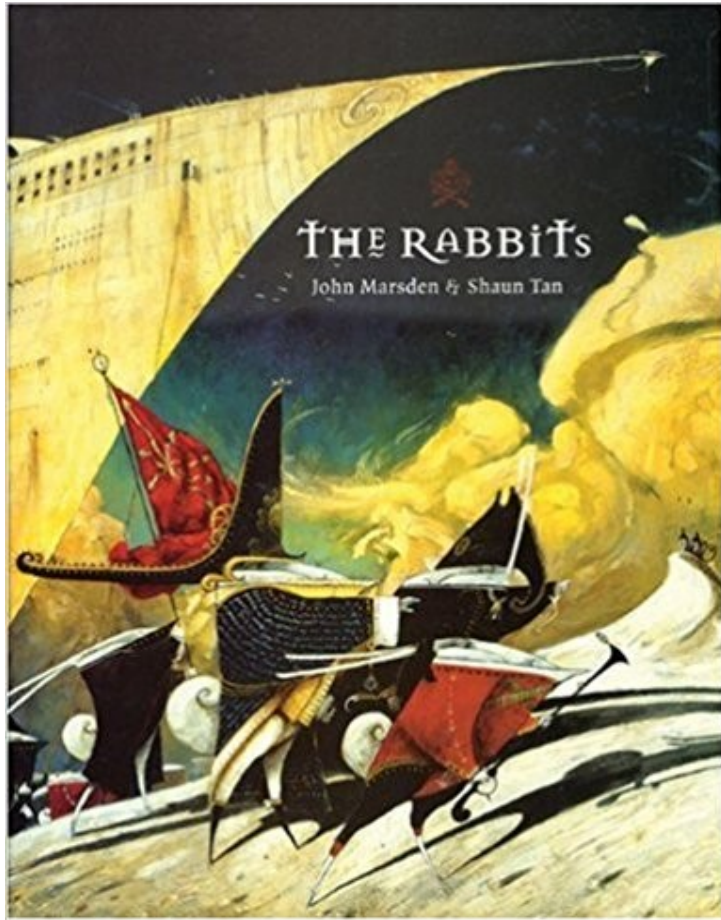
Decorating the tiles came from the Project of Heart. For more ideas and explanation visit the **website**; <http://projectofheart.ca/step-1-investigation-into-the-history-and-legacy-of-indian-residential-schools-in-canada/>

<http://projectofheart.ca/>



Design your tile drawing here and write a message to a survivor below...





The images selected from The Rabbits for inferring activities are best suited for **grades 4 and up**.

When students have completed the task in which they notice, think, and wonder about some images from *The Rabbits*, please consider showing this video clip of the story:

<https://youtu.be/FOssx3CFMVk> (3:29)

Before Reading:

The Rabbits was chosen as a book that offers a segue into the ***Project of Heart Canoe*** and ***Speaking from Memory Exhibit***. We want students to wonder about the author's message without telling them directly about residential schools. By viewing images and reading the simple text, we invite students to think, ask questions and make connections to background knowledge.

To begin, start with the cover image and discuss as a whole group. Model how an image can be use to generate lots of questions and thinking before reading. Have students offer some of their questions as well. (Evidence + My Thinking = An Inference).

Make 9 copies of each of three images from the book (samples of images on following pages). Hand out one image to each student.

- Each student will examine their image and think on their own, and record their initial thoughts, wonders, and inferences beside the #1 on the black line master.
- Next, students will stand up and find a partner who has the same image and share their ideas and listen to those of their partner. Each student then returns to their desk where they write an updated reflection on line #2.
- Now it's time for students to switch their image for a new one and repeat this process. These steps will be repeated another time with a third and final image. An area is provided on the BLM for final thoughts regarding what they think the author's message might be.

Years ago, Leyton Schnellert shared this simple, yet powerful strategy when he visited the Comox Valley. As students reflect and share their thoughts, the rich theme of this book will emerge.

Such a simple strategy. Such deep thinking. And a little movement around the classroom can help activate thinking.

Suggested for
Grades 4 & up

INFERRING MEANING FROM IMAGES

Name: _____

I think, I notice, I wonder ...

Evidence + Brilliant thinking = An Inference



1. Look carefully at this image on your own. Record your thinking here.

2. Stand up, find a partner who has the same image. Discuss it and record your collective thinking here.

1. Repeat steps 1, 2, for each of these images.

2.

1. Repeat steps 1, 2, for each of these images.

2.

Final thoughts ... After looking, thinking, and noticing at all three images

What do you think this book is about? What do you think the author's message might be?

INFERRING MEANING FROM IMAGES

Name: _____

I think, I notice, I wonder ...

Evidence + Brilliant thinking = An Inference





Front cover image used to model
the questioning strategy as a whole class

The following 3 images are available as laminated mats for group discussion and whole class sharing.



Image #1



Image #2



Image #3

Name: Maddelyne

I think, I notice, I wonder...

Evidence + Brilliant thinking = An Inference



3*

1. I think in the second image that those bugs were taking the rabbits kids to the residential schools. I think the rabbits are trying to keep these kids

2. I wonder if the colorful ground is where the residential schools will be built. I think this takes place in Australia or somewhere else dry.



1*

1. I think that people have stolen some rabbits children and there going to get them back. I wonder if those samilar looking thing are there children.

2. I wonder if those things holding the bugs are remote controle parasites and those dark flying ships have the controls.



2*

1. I wonder if the hole image is a puzzle or only the buildings are a puzzle. I wonder if the painting is what they want to rebuild there city into for residential schools.

2. I think the second image people brought these kids to residential schools and in this image they have a picture of what they want to build for residential schools.

Final thoughts ... After looking, thinking, and noticing at all three images

What do you think this book is about? What do you think the author's message might be?

I think that this book is about residential schools for bunnys. And the bunnys are making the residential schools but only the head bunny and his crew want this. I think that this is about residential schools because they want us to know how it hurt parents and grandparents when there kids got taken away to residential schools.

Teacher guide created by: Doug David, Lelaina Jules, Debbie Nelson, Lynn Swift, Gail Martindale, & Carol Walters, S.D. #71, Comox Valley, Vancouver Island, B.C.

INFERRING MEANING FROM IMAGES

Name: Alana

I think, I notice, I wonder...

Evidence + Brilliant thinking = An Inference

1. I think this picture is trying to tell that first nations people took care of the land and it was all nature before they started building houses.



1. I noticed that the creatures are holding signs saying stole, our, children, and overhead are children with some other animals stealing them.

2. I think that the rabbit's children are being stolen and taken to residential schools and the rabbits are wanting them back.

3. Our idea of this picture is, the aboriginal people are losing their children because they are being taken to residential schools.

Final thoughts ... After looking, thinking, and noticing at all three images

What do you think this book is about? What do you think the author's message might be?

I think the book is going to be about the story of the natives and how they put the world to good use and how their children were taken away to residential schools.



1. I think that the bunny rabbits are actually native, and there are people destroying the land and making a newer design and houses.

2. Our ideas were that the natives were building things and putting the buildings together like a puzzle.

3. We noticed that the boat on the front cover is in the background of this picture. Which is why I think that

Teacher: the people who found the land are putting the world together like a puzzle. Teacher guide created by: Doug David, Lelaina Jules, Gail Martindale, & Carol Walters, S.D. #71, Comox Valley, Vancouver Island, B.C.

During Reading ...

Read this text aloud to students, pausing where appropriate to provide time for discussion of personal connections, questions, and inferences.



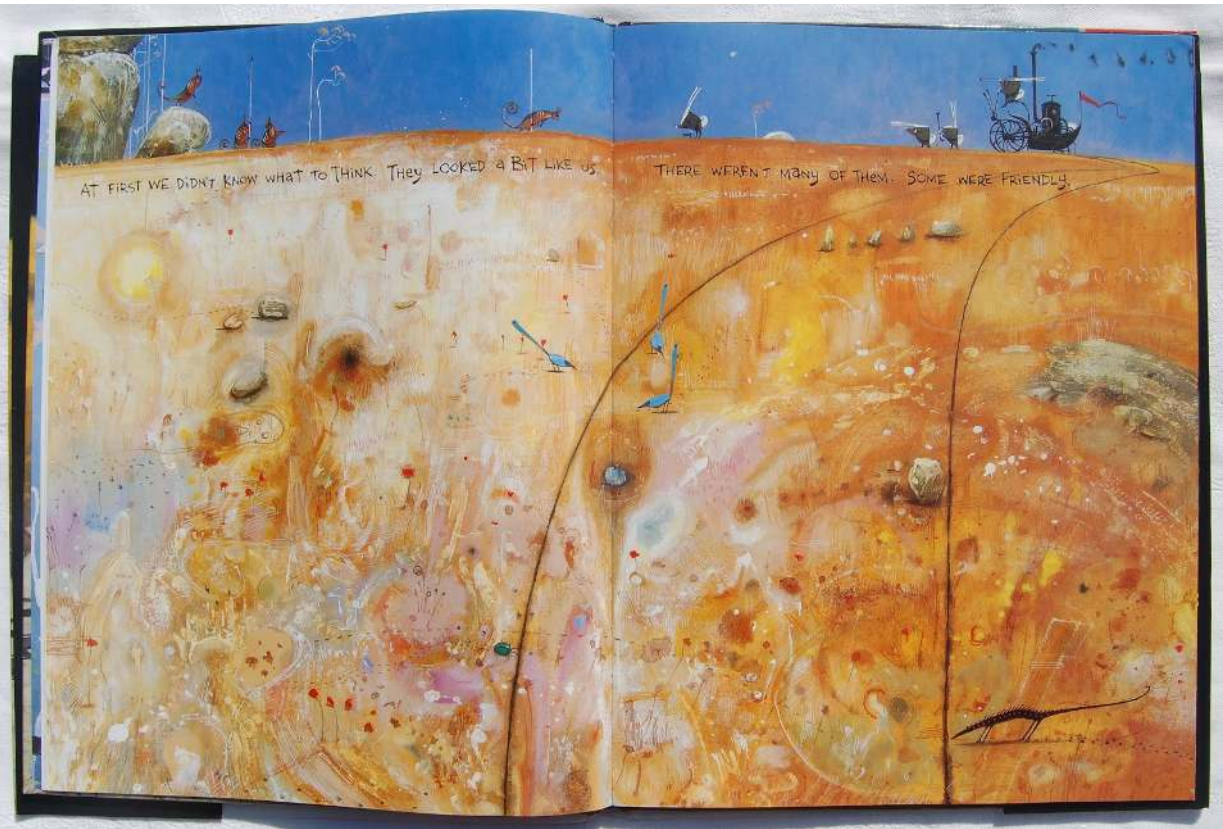
After Reading ...

Offer students time to write their personal reflections about the author's and illustrator's messages. Why might this book have been created?

Going to the Exhibit...

As you leave the classroom to see the **exhibit**, remind your students that the photographs they'll see were of children who lived at the school away from their family during the school year. The photos were taken by children, not adults, while at school.

The **canoe** is to honour children who went to residential school.

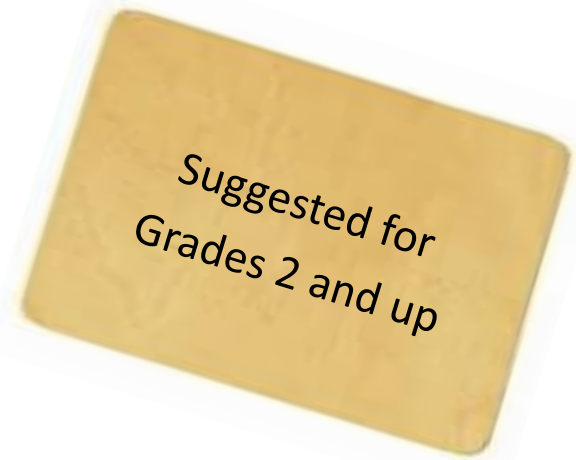


Personal Reflection: Why might this book have been created?



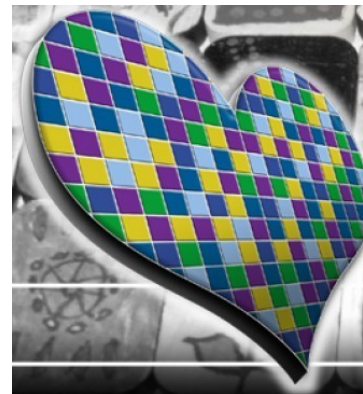
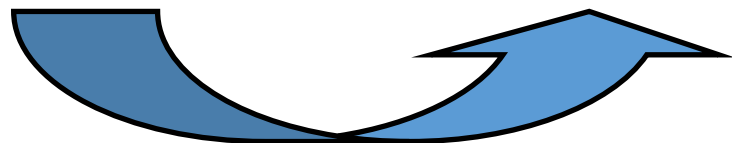
After the Exhibit ...

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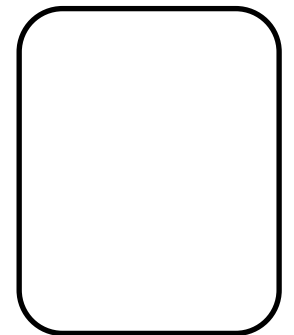


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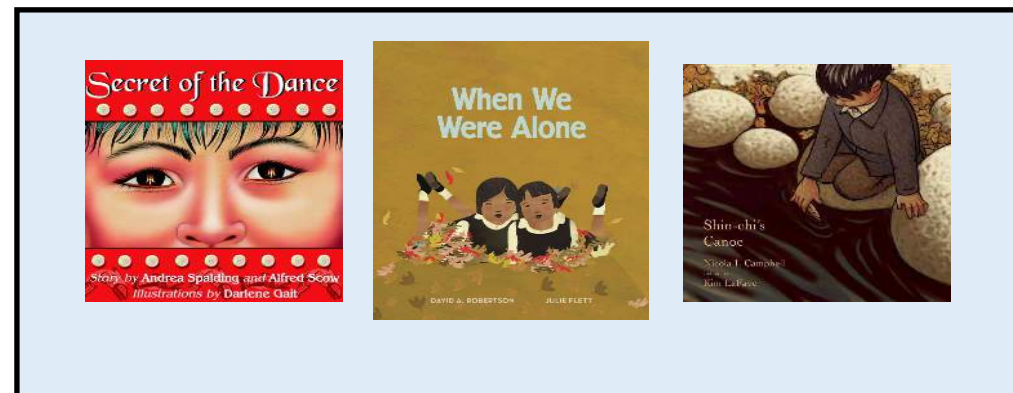
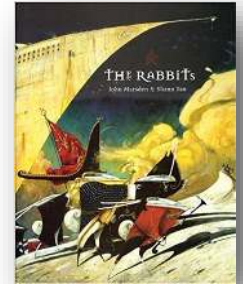
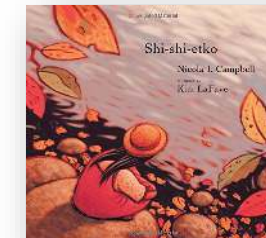
Design your tile drawing here and write a message to a survivor below...

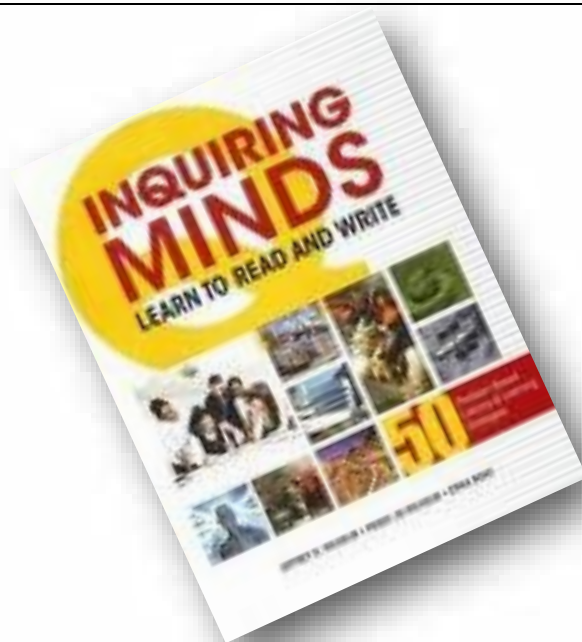


After the Exhibit

Other books to consider sharing, with your class that are more literal about the effects of government policies created in Canada to assimilate Aboriginal people.

What do these books and this exhibit inspire you to do? ...

[illegible]



The Boxing Strategy

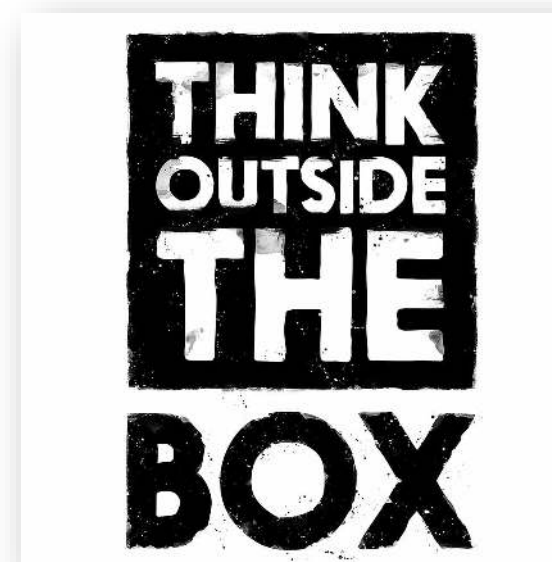
From J.D. Wilhelm's Inquiring Minds

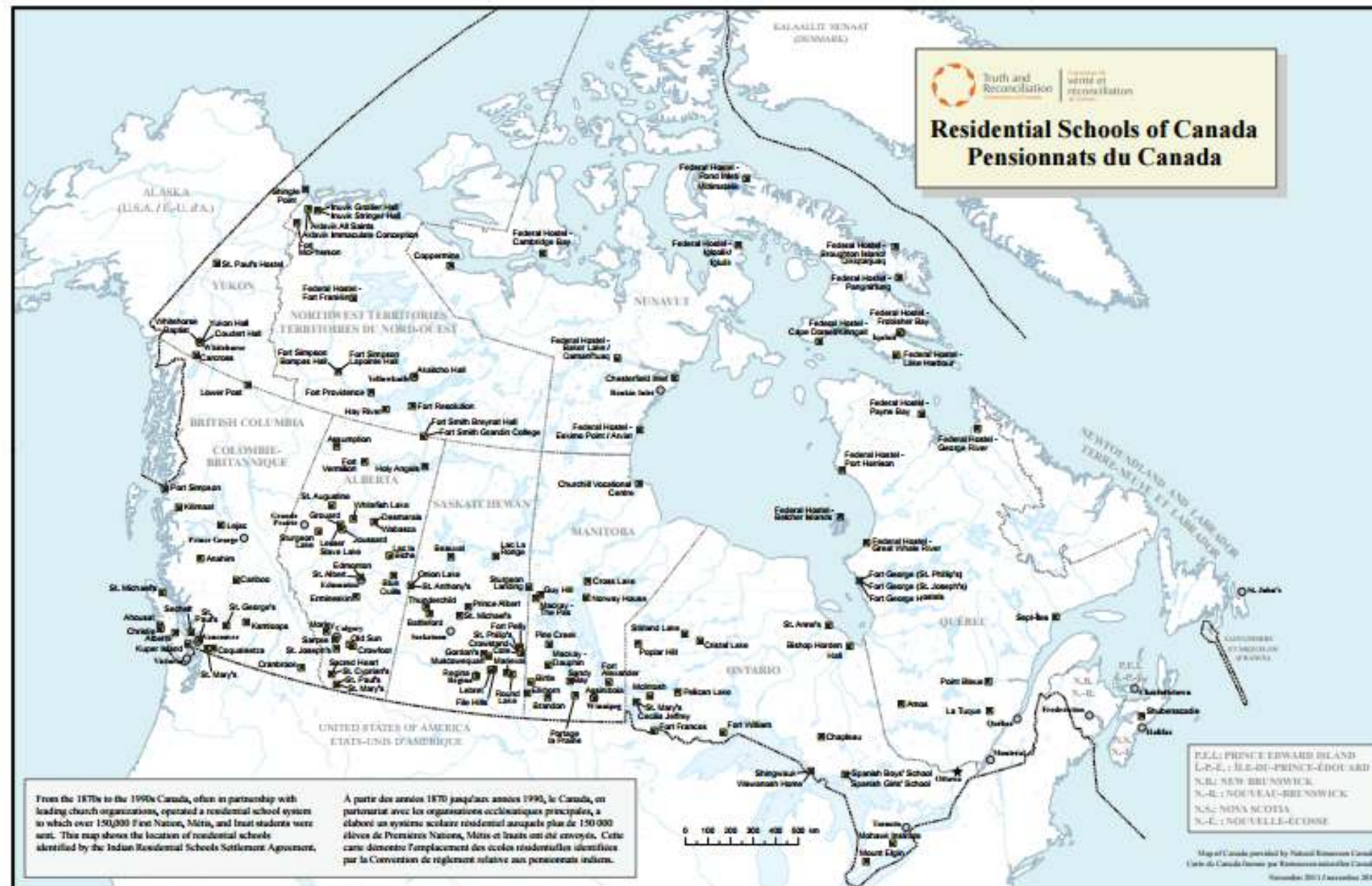
Learn to Read and Write

The purpose of the boxing strategy is to explore a topic by looking at an image or text and generating lots of thinking. This is a before reading strategy that **ENGAGES** and **MOTIVATES** students.

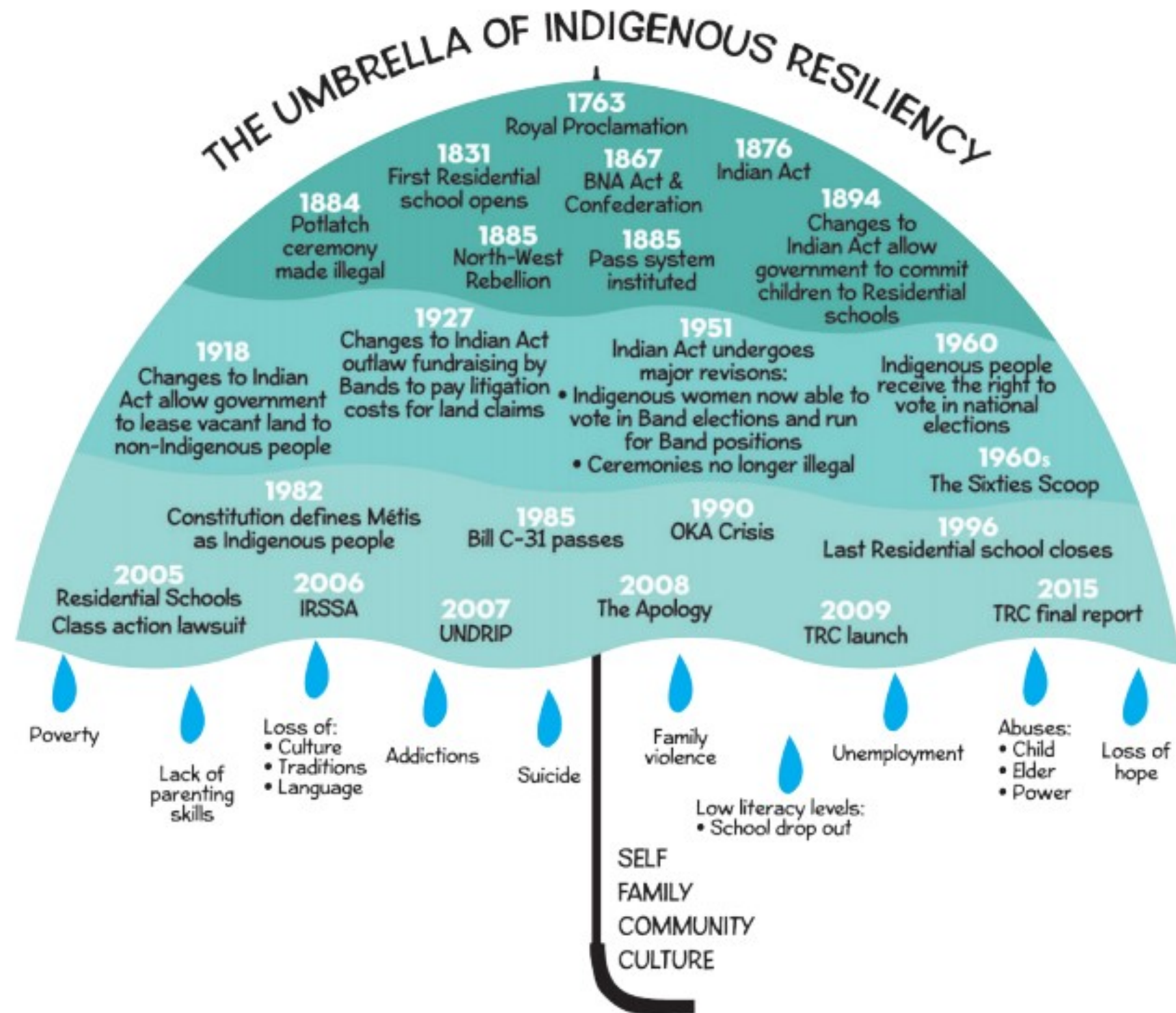
On the following pages, you will see an image surrounded by two boxes. Students are invited to look carefully at an image and engage in conversation. They might ask questions, make inferences, share connections, or notice something.

Isolating an image or text, provides a wonderful nudge to deepen thinking. A single image like the examples on the next few pages can be enough to launch a meaningful inquiry unit. For example, a student may ask, "What's the Oka Crisis of 1990?" And that may be all it takes to provide a catalyst for personal or whole class inquiry.





Go to this link to find the map and residential school locations: <http://www.trc.ca/websites/trcinstitution/index.php?p=12>





The Oka Crisis
1990

... amazing resources to continue the learning.

