

# The Martians Have Landed!

General Outline of the lesson:

1. Hook - Martians have moved to Earth!
2. Perspective skits
3. Reveal profile identities
4. Truth and Reconciliation videos
5. Response - create a video/podcast to share on your blog

## Lesson Plan Outline

Grade Level / Strand	Grade 6, Strand A Heritage and Identity: Communities in Canada, Past and Present
Topic	Cross-curricular (social studies, language arts [media studies], and the arts [drama])
Overall Expectation being assessed	Social Studies: A2 Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (FOCUS ON: Perspective)
Overall Expectations being addressed	Language Arts: Media Literacy 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques  Arts: Drama B1 Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives
Specific Expectations being assessed	Social Studies: A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada. A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada.
Specific Expectations being addressed	Language: Media Literacy: 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice. 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.  Drama: B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety

	of fiction and nonfiction sources and diverse communities, times, and places B1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer
Related Concept of Social Studies, Historical or Geographic Thinking	Perspective
Big Idea	Different groups may experience the same development or event in different ways.
Framing Question to Foster Inquiry	What experiences have shaped the stories of different communities in Canada? What experiences have shaped the story of your own community?  How do we determine the importance of certain developments or events?
Knowledge & Skills Categories Addressed	Thinking - planning and organizing, formulating questions Communication - communicating their ideas in different forms for a specific purpose Application - transfer of knowledge and skills, and making connections between past and present
Learning Goals	I will be able to investigate the experiences of the Euro-Canadian and First Nations communities in Canada from 1860 - present, and communicate my understanding of these experiences in a written media form, and a podcast or video format using the conventions of drama.
Success Criteria	I am able to investigate the historical and contemporary experiences of European-Canadian and First Nations communities in Canada. I am able to critically think about the historic and contemporary actions applying to the European-Canadian and First Nations communities in Canada. I am able to communicate my feelings effectively using a variety of media and text forms, as well as to record my writing in a podcast or video format using the conventions of drama (i.e props, character, settings, costumes, examples etc).
Assessment Strategies	Checklist based on the success criteria (only truly assessing the social studies expectations. Use of anecdotal notes for the other subject areas)
Previous Knowledge	Prior to this lesson, students will have been taught the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives. Students will understand how to create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques. Students will have some knowledge regarding Residential Schooling.
Materials & Resources	Truth and Reconciliation Commission video ( <a href="http://goo.gl/PPx0YH">goo.gl/PPx0YH</a> )

Harper Apology video ( <a href="https://goo.gl/I3r6MX">https://goo.gl/I3r6MX</a> ) 7 copies of each character profile + 3 copies of each scenario Powerpoint ( <a href="https://goo.gl/yhcOAn">https://goo.gl/yhcOAn</a> )
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## Lesson Description

### **Minds on:**

#### Perspective Skit (See it)

Divide students into groups of 4. Each group will have one skit prompt (situational question) and one set of profile cards.

Explain to students that in their small groups, they will be creating short scenes (2-3 minutes long) that respond to their situational question. Each student will read their assigned profile and take on the character's role during the scene. Encourage students to make inferences on the information that is given in the profiles to help guide the actions and responses of their character. Allow students 7-10 minutes to create their scenes.

After scenes have been created, students will present their scenes to the class. Ask students reflective questions about why they made certain decisions, and if two groups approached a situation in different ways have them compare their approaches.

After each group has presented, the teacher will communicate to students that each profile represented a person who was involved in the residential school system, and as a result was deeply affected by it. Before each profile identity is revealed, ask students to make predictions of what perspective was represented in each profile. Use the following power point to reveal the profiles <https://goo.gl/yhcOAn>.

### **Action:**

#### Group discussion (Feel it)

After activity profiles have been revealed, the teacher can prompt class discussion with the following questions;

- What were your initial feelings when you read your profile description?
- Did your feelings/perspective change after you found out the true identity of your character?
- Why might certain developments or events be favoured over others?

#### Videos (Know it)

Watch Truth and Reconciliation Commission video - Justin Trudeau apology 2015 [goo.gl/PPx0YH](https://goo.gl/PPx0YH). Next, watch Stephen Harper's apology 2008 <https://goo.gl/I3r6MX>

After watching both videos, use Think-Pair-Share to discuss in small groups the following question prompts;

- What was your initial reaction to either apology?
- What are the differences between Harper's apology and Trudeau's apology?
- Thinking from the perspective of your profile, which apology had a bigger impact on you? Why?
- What elements from either of the apologies was well addressed? What would you add?
- What experiences have shaped the stories of different communities in Canada?
- What experiences have shaped the story of your own community?

Encourage students to keep notes of their discussions in order to inform their next task.

Product (Do it)

Individually or with a partner, write a one page letter or speech in response to the apology given by PM Trudeau or Harper. Remind students that we will be assessing their product using the success criteria established. Students should include their initial reaction to the apology, whether they thought all concerns were addressed and if not, what they think needs to be added.

After the letter/speech has been written, students will create a video or audio podcast based on their response. The finished products will be uploaded and shared on their blogs and with the class.

**Consolidation:**

In small groups, students will share the media that they created. After viewing all presentations, students will use the Critical Analysis process to guide them through a class reflection of their

- How does the work evoke ideas, feelings, and images?
- How does this response match or contrast with your own response to the apologies?
- In what ways do you feel the work is successful?
- How would you alter this work for a different audience (i.e. parents, PM, survivors of RS, etc.)?

Assessment Checklist

Student showed their ability to:

- Display a deep understanding of the historic experiences of the European-Canadian and First Nations communities in Canadian Residential schools.
- Display a deep understanding of the contemporary experience of the European-Canadian and First Nations communities in Canadian Residential schools.
- Display a deep understanding of the historic and contemporary importance of "The Truth and Reconciliation Commission" (2015).
- Display an understanding of how different perspectives can interpret the same event differently.
- Display their understanding of the comparisons and differences between the: "Truth and Reconciliation Commission" (2008), and the more recent "Truth and Reconciliation Commission" (2015).
- Effectively and clearly communicate their understandings in text format, and in a podcast or video format.

**Concepts addressed**

What Concepts of Disciplinary Thinking are addressed in this

*Perspective*

Students learn that different groups have different perspectives which

lesson?	depend on factors such as beliefs, social position, and geographic location, among others. Students also learn the importance of analysing sources to determine whose perspectives they convey and of gathering sources that reflect multiple perspectives
Where does this activity fit within the Citizenship Framework?	Identity (consider and respect other perspectives); attributes (explore issues related to personal and societal rights and responsibilities); active participation (investigate controversial issues); and structures (develop an understanding of power dynamics).
How is this lesson connected to current events and issues ?	There is a connection between historical events and the current truth and reconciliation speech and other current FNMI issues.
Note whether this lesson provides an opportunity for field study.	There could be an extension to include a field trip, but this specific lesson would not require a field trip. It might be an interesting extension to visit a FNMI cultural centre to hear more on their perspective of Residential Schools and learn more about some of the lasting consequences. It may be worth connecting with them at least digitally by sharing students' blog posts with them.
What are the opportunities for cross -curricular and integrated learning ?	This activity is connected to media literacy and drama when it comes to the recording portion and blog post. Students will use what they've learned about creating media works (language arts) as well as elements of conveying a perspective (drama) both in the recorded portion and the dramatic performance.
Note whether this lesson provide an opportunity to integrate environmental education ?	What impact does values place on how the ecological environment is treated? Since we're looking at how different perspectives perceive the same historical event, how can this thinking impact how people treat the ecological environment in which they live or the ecological environment at large?
Note whether this lesson provide an opportunity to address healthy relationships	This lesson gives an opportunity for students to evaluate the past and current relationship of Canadians and FNMI communities, and provides them an opportunity to express how they think that relationship could be improved.
Note whether this lesson provide an opportunity to address equity and inclusive education ?	Yes, this lesson hopes to encourage students to value equity for all people regardless of race, religion, origin, or socio-economic status.
Note whether this lesson provide an opportunity to integrate financial literacy ?	N/A
Note whether this lesson provide an opportunity to address 21st century skills (critical thinking,	This lesson encourages students to think critically about the past and how that past is portrayed. It also develops the students abilities to clearly communicate multiple perspectives into a format that can be understood by multiple audiences and shared digitally. In addition, the performance

communication, collaboration, ICT) ?	components also helps them to understand collaborating with people who have different beliefs other than their own (intentionally facilitated by providing students with a specific, differing perspective).
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## Lesson Review

This lesson is innovative because it really helps students ‘feel’ history. It puts them into a position of people in history and encourages them to take on that perspective. In addition, we offer multiple perspectives rather than simply one side of the story. This encourages students to ask more questions and to not take what they hear at face value - a skill that is valuable in all aspects of life not only when studying history. This same way of thinking (taking in all sides of a story) can be applied to situations of bullying at school. The bully has a story, too. Even though that doesn’t forgive the actions of the bully, it’s important to take in their perspective as well as the victim’s.

As well, since we phrased the initial introduction to the lesson as Mars moving to Earth, it can minimize any preconceived notions about these historical events and allow students to form their own opinions about what happened during the early years of Canadian history. In addition, by (hopefully) making it more memorable it will leave a lasting impression on the student as they move forward in life.

### **Profile #1 - Martian Official (Canadian Government)**

As a Martian government official, I feel strongly that our customs and traditions on Mars are the most cutting edge, advanced, and sophisticated ways of living. As Martians, we have spent a great deal of time developing new medicines that are far more effective than any previous, primitive, approaches. Rather than attack disease with pills, we work with the bodies natural immune system in order to holistic approach to healing. We raise children in community settings in order for them to have a well-rounded upbringing. We encourage all people to learn to speak Martian in order to understand our significant advances in the fields of agriculture, science, and industry. As well, we want all people to worship our Martian Goddesses and participate in our religious ceremonies to ensure that everyone feels they are part of the Martian community. Our goal for Earthlings is to make them feel comfortable and accepted as Martians, and since we, as Martians, place a high value on education, attendance at school will be mandatory for all Martian and Earthling children.

### **Profile #2 - Martian Teacher (Residential School Teacher)**

Ellena

I am a proud Martian and I was very excited to take on the opportunity to support my planet. When I heard about the move to earth and that teachers were needed to educate the Earthlings I stepped up to the plate. The school was newly built for the Earthlings, and I'm sure they loved the new Martian facilities compared to their Earth homes. Since the Earth children moved into the schools to learn Martian culture, part of our culture is being raised as a community. The students shared a communal bedroom so that they were closer to each other and would become a community of their own. My job was to assimilate Earthlings so that they can live among Martians. I teach Martian language, religion, and skills needed to be a good Martian citizen. The female Earthlings were taught very useful domestic skills, and the male Earthlings learn hands-on skills so that they can succeed in a Martian community. Students are not allowed to speak any of the Earth languages or wear their Earth clothing, because they must learn the Martian way. I knew the children were homesick, since Mars is quite far away from Earth, but I tried to help them forget how homesick they were by showing them all the best aspects of Martian culture.

### **Profile #3 - Earth parent (FNMI Parent)**

As an Earthling parent, I felt powerless. The Martians tore apart my family. They told us our way of living was "primitive" and that they needed to instruct our children how to live and survive in the new world. The community begged and pleaded to the Martians not to take away our youth, but we had no choice in the matter. There is a Martian law that requires all Earthling children to be handed over to the Martians to be enrolled in Martian schools. My son and daughter go to separate schools far away from home. It has been over a year since I have seen my son and daughter. Their last visit home was difficult. I could see the huge changes in them since being enrolled in the Martian school. They no longer spoke our language, they dressed in Martian clothing and no longer felt comfortable around me or members of the community. I could see in their eyes that they no longer felt apart of their community. It was evident that they carried around the feeling of shame. Shame of who they are and where they come from. This broke my heart. All I wanted to do was be involved in the upbringing of my children. That parental right was taken away from me, the Martian destroyed our community, stole our children and silenced us as a people.

### **Profile #4 - Earth student (FNMI Child)**

As an earthling child, I was scared when I was told that I would have to go to school on Mars because I didn't want to leave my family or the places that I know. My parents and family didn't want me to leave either, but the Martians made them send me. They say that it is the only way to teach me how to live in the "new

world” that they are creating. I don’t like the school or the teachers on Mars. They are different than my friends and family at home, and won’t let me speak my own language or act in the ways I have always acted as an Earthling child. Instead they make me learn and talk in the Martian language. I have to learn all sorts of new traditions that they agree with and like more than the Earthling traditions. I am punished if I talk about the traditions that me and my family have practiced for as long as I can remember. The Martians are trying to make all of the Earthling children act and look exactly like them. When I go home for the summer, I don’t feel like I am a part of my family or community anymore because I look and act so different than I used to.

## Skit Prompts

### Situation #1:

Martians are trying to teach Earthlings their language in order to convey their knowledge. However, Earthlings are hesitant to learn (much to the Martians’ frustration). Demonstrate how you would resolve this situation based on the information in your profile.

### Situation #2:

Earthlings feel their culture is being dismissed because the Martians feel their way of life is more progressive. Demonstrate how you would resolve this situation based on the information in your profile

### Situation #3:

Earthlings are not following Martians rules. Demonstrate how you would resolve this situation based on the information in your profile.