

# LESSON PLAN ORANGE SHIRT DAY

1 of 5

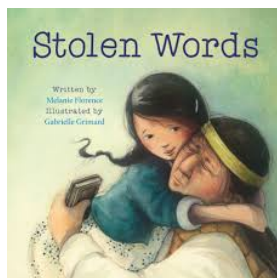
## GRADE LEVEL

Primary 1 - 3

## TEXT

Stolen Words

Written by Melanie Florence  
Illustrated by Gabrielle Chartrand



## BOOK SUMMARY

Stolen Words is a sensitive and thoughtful story about the legacy and intergenerational impact of Canada's residential school system, the reclamation of language, and the tender relationship between a seven-year-old nōsisim (granddaughter) and her nimosôm (grandfather).

## READ ALONG

A read along video of this story is available in classroom settings, and has been distributed to schools.

## KEY CONCEPTS/OUTCOMES

### Language Arts:

- 1.3/1.4: Ask and respond questions to seek more information
- 1.5: Retell events and familiar stories in sequence
- 2.3/2.4: Respond personally/critically to information, ideas, and opinions (formulate questions that lead to inquiry)
- 6.1 Make connections from text-to-self, text-to-text, and text-to-world
- 6.2 Express opinions about a variety of texts
- 7.1 Demonstrate an understanding that all texts have intended messages
- 7.2 Examine texts for intended purposes and audiences.
- 8.1 Express feelings and imaginative ideas through writing and representing

### Social Studies:

- 1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups
- 1.1.3 demonstrate an understanding that people within groups have rights and responsibilities
- 1.3.2 demonstrate an understanding that the way people live in their community evolves over time
- 1.3.3 demonstrate an understanding that Indigenous peoples' relationship with place has changed over time
- 2.1.1 describe changes in their lives and their interactions to these changes
- 2.1.2 demonstrate an understanding of how individuals and groups have contributed to change
- 2.1.3 explain how decisions made by individuals and diverse groups result in change (local, national and global)
- 3.4.1 identify the various peoples of our province
- 3.5.1 describe the ways people express their culture
- 3.5.2 explain how and why culture changes over time
- 3.6.1 explain the importance of positive interactions among people
- 3.6.2 plan and carry out an action that promotes positive interactions among people

# LESSON PLAN ORANGE SHIRT DAY

2 of 5

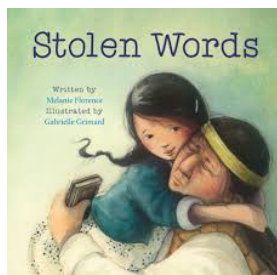
## GRADE LEVEL

Primary 1 - 3

## TEXT

Stolen Words

Written by Melanie  
Florence



## BOOK SUMMARY

Stolen Words is a sensitive and thoughtful story about the legacy and intergenerational impact of Canada's residential school system, the reclamation of language, and the tender relationship between a seven-year-old nōsisim (granddaughter) and her nimosôm (grandfather)

## KEY QUESTIONS

*These questions can be modified depending on the grade level and knowledge of students in the classroom.*

- What do you think this story will be about? Why?
- Why do you think Grandpa's language was taken away?
- How do you think the girl or grandpa felt at the beginning of the story?
- How do you think the girl or grandpa felt at the end?
- What is a dreamcatcher - have you seen a dreamcatcher before?
- Are differences among people important? Why? Or why not?
- Why is the imagery in the residential school pages different from the current day pages?

## LESSON PLAN/ACTIVITIES

### **Before Reading**

Begin by discussing the Indigenous groups in Newfoundland and Labrador. Teachers can use the information sheet provided. Begin the conversation about a residential school. Once that discussion is given, talk about Orange Shirt Day and the reason why we wear our orange shirts. It is suggested that teachers should show the video "Phyllis' Orange Shirt Day Story"

<https://www.youtube.com/watch?v=E3vUqrO1kAk>

- Assess prior knowledge before the start of the conversation or lesson.
- Preview and make predictions about what the story is about
- What do you think this book will be about? Why do you think that?
- What characters do you think might be in this story?
- What do you know about the topic of this book?
- Does the topic of this book remind you of anything you know or have done?
- What questions would you like to ask the author before you read this book?
- What are you wondering about as you look at the cover and back of your book?

# LESSON PLAN ORANGE SHIRT DAY

3 of 5

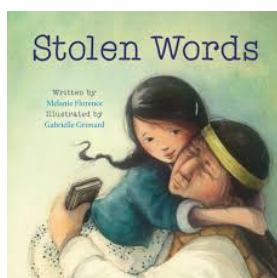
## GRADE LEVEL

Primary 1 - 3

## TEXT

Stolen Words

Written by Melanie  
Florence



## BOOK SUMMARY

Stolen Words is a sensitive and thoughtful story about the legacy and intergenerational impact of Canada's residential school system, the reclamation of language, and the tender relationship between a seven-year-old nîsim (granddaughter) and her nimosôm (grandfather).

## LESSON PLAN/ACTIVITIES

### *During Reading*

Use key questions to guide the discussions during reading. Teachers may want to pause during the reading to allow students the time to ask questions, reflect or engage in the information. Encourage students to make connections during reading.

- Students can add context/connections related to the book
- Refine predictions and expectations
- Use context to identify/understand unfamiliar words
- Review important points of the story
- What would you have done if you were the character?
- Has anything like this ever happened to you? Does it remind you of something?
- How would you have felt if that happened to you?
- Do you know someone like this character?
- How are you like/different from this character?
- As you've been reading, what pictures have been in your mind?
- If you were in the story, what would you hear, taste, smell or feel?
- What does the character/setting look like in your mind?
- Tell me what you were imagining in your mind as you read that page/paragraph.
- Is there anything you're wondering about right now?
- What's happened to this character so far?

### *After Reading*

- Ask students which parts of the story made them happy/sad and ask them to explain why
- Reflect on a time when you felt that you were silenced and your words were taken from you? How did it feel?
- Using a visual (ex. Venn Diagram), have students write similarities and differences between grandpa's school and their school. This can be done individually, or as a class.
- Using a T-Shirt template, have students draw a picture and write a sentence why "Every Child Matters." Color and display the artwork.
- Have students reflect on a time when they felt they were silenced and their words were taken from them? How did it feel? Share their responses orally or through journal writing.
- Imagine if the familiar words in your language were taken from you right now and you had to learn a new language so that you could communicate with others. How would this impact your life as an adult?

# LESSON PLAN ORANGE SHIRT DAY

4 of 5

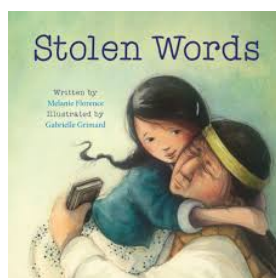
## GRADE LEVEL

Primary 1 - 3

## TEXT

Stolen Words

Written by Melanie Florence  
Florence



## BOOK SUMMARY

Stolen Words is a sensitive and thoughtful story about the legacy and intergenerational impact of Canada's residential school system, the reclamation of language, and the tender relationship between a seven-year-old nōsisim (granddaughter) and her nimosôm (grandfather)

## LESSON PLAN/ACTIVITIES

- Ask the question "What would you do if you weren't allowed to do something any more, like speak your language, or wear certain clothes. How would that make you feel?" Students can respond orally or in a journal.
- Imagine if the familiar words in your language were taken from you right now and you had to learn a new language so that you could communicate with others. How would this impact your life as an adult?
- Encourage Text to Text, Text to World and Self to Text through discussions.
- Have students orally retell the story with feelings and emotions in small groups and check for students' understanding
- Have students sequence the story using First, Then, and Lastly.
- If this story had a sequel, what do you think it would be about?
- What is the main message of this book? What does the author want you to think about? What was the big idea?
- What questions would you like to ask the author right now?
- Tell me the story in your own words.
- Retell the most important events in the story from beginning, middle and end.
- What were the most important events in this story?

## EXTENDED LEARNING

- In the story, the grandfather lost his language. Have students research how to say grandfather in the three Indigenous Languages in Newfoundland and Labrador; Innu-Aimun, Mi'kmaq and Inuttitut.
  - Teachers may want to use the following resources to help define the terms:
    - [http://www.labradorvirtualmuseum.ca/home/inuttut\\_dictionary.htm](http://www.labradorvirtualmuseum.ca/home/inuttut_dictionary.htm)
    - <https://www.mikmaqonline.org/>
    - <http://dictionary.innu-aimun.ca/>
- Ask students to interview their family member (guardian/parents/grandparents)
  - Questions should be related to how their experience compares to that of the grandfather. This allows for connection between self/home and book.

# LESSON PLAN ORANGE SHIRT DAY

5 of 5

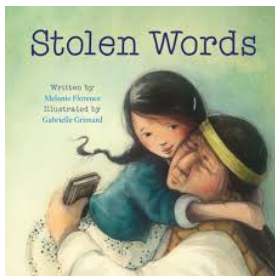
## GRADE LEVEL

Primary 1 - 3

## TEXT

Stolen Words

Written by Melanie Florence  
Illustrated by Gabrielle Chartrand



## BOOK SUMMARY

Stolen Words is a sensitive and thoughtful story about the legacy and intergenerational impact of Canada's residential school system, the reclamation of language, and the tender relationship between a seven-year-old nōsim (granddaughter) and her nimosōm (grandfather).

## EXTENDED LEARNING

- Virtually connect with an Indigenous community in Newfoundland & Labrador, sharing Orange Shirt Day initiatives and continuing throughout the year with celebrating Indigenous heritage.
  - Share pictures/stories/language
  - Collaborate with Indigenous communities to celebrate Labrador Inuit Association Day, Treaty Day, National Indigenous Peoples Day, Miawpukek's Se't A'newey Kina'matino'kuom Mini-Powwow
  - Virtual Tours of community
- Explore the opportunity to collaborate with an Indigenous partners/community to participate in a land based activity for example medicine walks and smudging.
- Invite an Elder, Knowledge Keeper/Sharer into the classroom. Please be sure to connect to an Indigenous community for best practice and protocols when inviting Elders, Knowledge Keepers, and/or Knowledge holders in the classroom.
- Teachers may want to watch the documentary "Till We Meet Again: Moravian Music in Labrador" on the Moravian Missions in Nain and Hopedale and the Brass Band Music.
  - For more information about the impact of Moravian influence and Roman Catholic Churches, refer to Grade 1 curriculum guide pages 68-71.

## ADDITIONAL RESOURCES

- What is Orange Shirt Day?
  - <https://firstlightnl.ca/site/uploads/2020/09/Orange-Shirt-Day-One-Page.pdf>
- Orange Shirt Day Teacher Resources
  - <https://www.orangeshirtday.org/teacher-resources.html>
- Phyllis Webstad's Story
  - <https://www.youtube.com/watch?v=E3vUqr01kAk>
- The Orange Shirt Story
  - <https://www.youtube.com/watch?v=CBrt1Vsam8Q>
- Namwayut: we are all one. Truth and Reconciliation in Canada
  - <https://www.youtube.com/watch?v=2zuRQmwaREY>
- The word Indigenous - explained
  - <https://www.youtube.com/watch?v=CISEFTsgDA>
- First Nations Education Steering Committee
  - <http://www.fnesc.ca/learningfirstpeoples/video-resources-indian-residential-schools-and-reconciliation/>