



Secret Path: A Message of ReconciliACTION Through Code

Background:

In order for students to engage in this project in the right way, it is important that they have been engaged in learning the truth about Residential Schools in Canada. Students will deepen their understanding about residential schools and raise awareness about the past, acknowledge the harm, and create messages of ReconciliAction with this project. In addition, it would be beneficial for students to have had experience with introductory Lynx coding activities.

It is important to be mindful that learning about Residential Schools may trigger or cause harm. The following links should be shared as a precaution for assistance,

Indian Residential School Survivors Society
24 hr Crisis Line 1-800-721-0066

Kids Help Phone
1 800 668-6868
Text 686868
kidshelpphone.ca

Objectives:

Students will learn about the life of Chanie Wenjack through Gord Downie's Secret Path animated movie. Students will then create messages of RecocilliAction using text, images, animation, and the music of Gord Downie. Lynx text-based coding will provide the platform for students to express their creativity.

Estimated Times (will vary by Grade level):

Introduction to Secret Path ~ Five Hours
Introduction to Lynx Coding ~ Three Hours
Message of ReconciliAction through Code ~ Five Hours

Scope of Project: Students in grade 5-12

Ontario Curriculum Addressed:

The Secret Path project provides the opportunity to explore and integrate multiple subjects and strands of the Ontario Curriculum. This is an authentic learning experience that explores mathematics through code, language through multimedia creation, drama through multimedia elements, and history with uncovering of the truth. This social justice project also incorporates the 6 C's global competency's of character, citizenship, collaboration, communication, creativity, and critical thinking. (Please see Appendix A for specific curriculum expectations).

Related Explorations:

We call on all Canadians to use Secret Path Week to answer Gord Downie's call to action, to "Do Something" by creating a ReconciliACTION and furthering the conversation about the history of Residential Schools.

- Learn about [Chanie Wenjack](#) whose story is told in the [Secret Path](#).
- Visit the [Downie Wenjack Fund Site](#) to find resources for marking Secret Path Week
- Register to become a [Legacy School](#) to receive resources and support for your commitment to ReconciliACTION.
- Organize a [Walk For Wenjack](#)
- Share your learning and your efforts with #DoSomething, #ReconciliACTION
- Mapping the Secret Path [ARCGIS Secret Path](#)

Lynx Coding Resources

- Visit [Lynx Coding Site](#).
- At the Top, click on HELP
- In Projects & Lessons in LYNX, choose Secret Path Project
- Open the Secret Path Project Cards (Teachers) or click on the Ready to get started link.

Ready to get started? [Click here](#) for the teacher's how-to guide.

Appendix A: Ontario Curriculum Expectations

Mathematics: Coding

SPECIFIC EXPECTATIONS

C2.1 use coding to demonstrate an understanding of algebraic concepts including variables, parameters, equations, and inequalities

C2.2 create code by decomposing situations into computational steps in order to represent mathematical concepts and relationships, and to solve problems

C2.3 read code to predict its outcome, and alter code to adjust constraints, parameters, and outcomes to represent a similar or new mathematical situation

Language: Media Literacy

SPECIFIC EXPECTATIONS

1.1 explain how a variety of media texts address their intended purpose and audience.

1.2 interpret media texts, using overt and implied messages as evidence for their interpretations

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

1.4 explain why different audiences might have different responses to media texts

1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal

2.1 describe in detail the main elements of some media forms

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose.

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

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

Arts Drama

Overall Expectations

- D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;
- D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

Social Studies

Grade 5

- B1. assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues
- B2. use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues
- B3. demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments

Grade 6

- A2. use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada
- A3. demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada

History

Grade 7

A1. analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada

A3. describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact

Grade 8

A1. assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890

A2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890

A3. describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact

B1. assess key similarities and differences between Canada in 1890-1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

B2. use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914

B3. describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact

