

Museum of
North Vancouver

SCHOOL PROGRAM KIT

TEACHER'S PACKAGE
Grades 5 to 7

MOHOVA



CONNECTING WITH HISTORY THROUGH DRAMA
**STORIES OF BELONGING
ON THE NORTH SHORE:
ADDING YOUR NARRATIVE**

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LESSON OVERVIEW

Hear stories of belonging related to the North Shore and then bring your own story to life.

LESSON OVERVIEW:

Through theatrical videos, youth hear the following stories of belonging, and then respond creatively through storytelling, sharing their own stories of belonging:

- The Sk̓w̓x̓w̓ú7mesh (Squamish) legend of SínulhKa, the two-headed sea serpent
- Moodyville and the logging industry
- Valerie and Harry Jerome
- Women working in the shipyards
- The Maplewood Mudflats squatters
- Japanese internment and logging camps
- Working on the sea (Cates Tugs)

ESSENTIAL QUESTIONS:

Why is it important to share our stories of belonging?

OUTCOMES:

- Students will be able to recount stories about belonging or the challenges to belong on the North Shore from a variety of perspectives.
- Students will be able to discuss belonging as a holistic concept and consider what fosters and prevents it.
- Students will be better able to understand and share their own stories of belonging.

CURRICULUM CONNECTIONS

| | Grade 5 | Grade 6 | Grade 7 |
|------------------|---|--|--|
| Big Ideas | <p>Arts Education Dance, drama, music and visual arts are each unique languages for creating and communicating</p> <p>Social Studies Immigration and multiculturalism continue to shape Canadian society and identity</p> | <p>Arts Education Experiencing art is a means to develop empathy for others' perspectives and experiences</p> | <p>Arts Education Through art making, one's sense of identity and community continually evolves</p> |
| | | <p>English Language Arts Exploring and sharing multiple perspectives extends our thinking</p> | |
| | <p>Arts Education Engaging in creative expression and experiences expands people's sense of identity and community</p> | | |
| | <p>English Language Arts Exploring stories and other texts helps us understand ourselves and make connections to others and to the world</p> | | |
| Content | <p>Social Studies <u>past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments</u></p> | | |
| | <p>English Language Arts Story/text, forms, functions and genres of text</p> | | |
| | <p>Arts Education A variety of dramatic forms. Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p> | | |

| | Grade 5 | Grade 6 | Grade 7 |
|--------------------------------|--|---|---|
| Curricular Competencies | <p>Arts Education Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>Social Studies Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond</p> <p>English Language Arts Exchange ideas and perspectives to build shared understanding</p> | <p>Arts Education Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>Express, feelings, ideas, and experiences through the arts</p> <p>English Language Arts Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</p> <p>Respond to text in personal, creative, and critical ways</p> | <p>Arts Education Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>English Language Arts Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences</p> |
| | English Language Arts Transform ideas and information to create original texts | | |

LESSON PLANS

Activity 1

Intro and Videos

Provide four poster boards and give students sticky notes. On each poster board write one prompt:

1. Belonging means...
2. I feel like I belong when...
3. I feel like I don't belong when...
4. A specific place where I feel a sense of belonging is...

Get students to write their response on sticky notes and stick on appropriate board.

Watch some or all of the videos together. Start with the opening and end with the closing video. After, ask students if they would like to add any more sticky notes to the board.

Divide students into groups, each focused on a specific video. Ask:

- Who was the story about?
- What did you feel when you watched it?
- Why is this story of belonging important?

Activity 2

PART A: Prompting personal story through positive memory recall

NOTE: Although difficult stories of belonging are explored in the supplied videos, only explore POSITIVE memories in the following exercise. Exploring negative memories may be emotionally harmful, open up trauma, or possibly trigger students.

Ask the students to either lay down on the floor or come to a comfortable position. Make sure the room is a comfortable temperature. Then go through the [positive memory recall exercise](#).

PART B: Response

- Immediately get them to write non-stop for 15 minutes, detailing everything they can about that memory exercise. Smells, sounds, colours, feelings. This is a brain dump exercise; don't let the pen stop! Mind maps are encouraged. From this writing they will extract details to include in their story.
- Ask if anyone would like to share a specific detail from their memory. Ask if any would like to share what object, or thing they focused on.
- Ask students to use the brain dump to write out a script or storyboard for their story. See storyboard template at the end of activity guide. Work on the beginning, middle and end of their story.

Script Framework:

Students begin with showing the camera/audience one image related to their belonging story. Then, they introduce themselves, "My name is _____ and I feel like I belong when I do/when I am/when I am with _____." From there, the storytelling begins. For example, a student may hold up a hockey stick and then launch into a story about when they felt like they belonged on a team. Or they may hold up a flower.

Keep the stories to 2-3 minutes in length. Encourage theatrical elements like puppetry, dance, or song if they prefer to tell their story using those methods. Rehearse and film if doing video format.

Activity 3

Closing Reflection

Watch everyone’s videos/live performances. To create a safe sharing space, first ensure that each student is comfortable with the class watching their personal stories. Consider what space you are sharing these stories in. For example, watching the videos or live performances with the audience in rows of desks is not as inviting as having the audience in a semicircle, or circle if possible. Set guidelines for what you expect out of constructive feedback. Celebrate sharing these stories! Start a post-performance response with a praise of the work. There is ALWAYS something valuable to be taken away from this kind of work, regardless of the outcome. You can prompt peer response with questions like, “What was a highlight for you from that story? What was something that _____ did well that pulled you into the story? What was one thing you learned from _____?” Congratulate them on their storytelling!

Closing Questions:

- After seeing all your peers’ work, what are some similarities between the stories? Differences?
- Why do you think sharing your story with others is important?
- How has belonging changed through history?
- If your story was shared in a museum 100 years from now, what would you want visitors of the museum to take away from it?
- How can you create a safe and inclusive place to belong in your school?

(For that last question, you could encourage them to take action and do one of the suggestions that come out of that discussion over the week, either individually or as a class).

TEACHER EVALUATION FORM

1. How did you hear about the Stories of Belonging kit?

2. Was the Stories of Belonging kit helpful in highlighting your classroom curriculum?

3. Was the Teacher's Guide helpful in providing appropriate learning activities for your class?

4. In your opinion, what was the most successful learning activity in the Teacher's Guide? Why?

5. MONOVA has a new museum facility. We would greatly welcome your thoughts on future program development for your grade level.

For more information about our current programs check our [website](#).

TO BOOK

Call 604.990.3700 ext. 8016.

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