

Grade 8 Overall Expectations

Overall Expectations	
Literacy	<ul style="list-style-type: none">❖ R 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;❖ W 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;❖ M 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
History	<ul style="list-style-type: none">❖ B3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact 1
Math	<ul style="list-style-type: none">❖ C1. Patterns and Relationships: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts
Science	<ul style="list-style-type: none">❖ 2. Understanding Earth and Space Systems: investigate factors that affect local water quality;

TAKE CARE OF YOURSELF!

School and school work is, usually, a way to develop the intellectual or mental part of ourselves. But we have other dimensions. We have a physical body, feelings, and a spirit (which you might be more comfortable thinking of as your “true” self.) We hope some of these suggestions, plus ideas of your own, will help you live in a way that supports not just your mental well-being and development, but your whole self. See if you can do something to support each aspect of yourself each day.

PHYSICAL WELL-BEING

To take care of your physical well-being, you might:

- Move around! (skip, do jumping jacks, do sit-ups, do push-ups, go for a walk, etc.)
- Eat healthy food.
- Drink water.
- Get rest.
- Listen to your body.
- _____

EMOTIONAL WELL-BEING

To take care of your emotional well-being, you might:

- Connect with somebody (call someone, talk to someone, sit with someone, etc.)
- Notice your feelings.
- Try to have compassion for yourself.
- Write something about what you are experiencing and how it makes you feel. Maybe share it.
- Create art. Maybe share it.
- Laugh.
- _____

SPIRITUAL WELL-BEING

To take care of your spiritual well-being, you might:

- Do something for someone else.
- Meditate, pray, perform ceremony, or spend some time taking deep breaths.
- Make something.
- Offer thanks. It could even be thanks to something non-human, like the water that you drink or the plants growing through the cracks in the sidewalk.
- Ground yourself. Notice and express gratitude to the things and people surrounding you.
- _____

MENTAL WELL-BEING

To take care of your mental well-being, you might:

- Enjoy a story. Read something, listen to a podcast or audio book, watch a movie or show.
- Listen to music that stimulates thoughts.
- Look at art you find engaging.
- Talk with someone you admire.
- Share your own observations or insights with someone you trust.
- _____

Where Have I Come From?

Focus: *I come from a community that has helped me to develop values, beliefs, strengths and assets.*

LITERACY	
HISTORY	
 <p>READ</p>	<ul style="list-style-type: none"> ❖ Read the glossary found on page 7. Pay attention to the definitions of values and beliefs. ❖ Before you read the poem, ask yourself, “What are my beliefs and values? How has my family and community helped to shape them?” ❖ Read the poem (p.8) by TDSB Grade 7 student, S. Soares-Bassaragh and notice and note the beliefs and values of the poet.
 <p>WRITE</p>	<ul style="list-style-type: none"> ❖ Using ideas from the text, write your answers to the following questions about the poem: What is the poet’s perspective on “your purpose”? What are the poet’s beliefs and values? How are they related to the idea of “purpose”?
 <p>READ</p>	<ul style="list-style-type: none"> ❖ Now read the article, <i>The Powerful Impact of Activism: Autumn Peltier on Walking for Water</i> (pages 9-10). As you read, think about the connection between Autumn’s Indigenous identity, her beliefs and values and her sense of purpose.
 <p>WRITE</p>	<ul style="list-style-type: none"> ❖ Use evidence from the text and answer the following questions: How are values and beliefs connected to where we come from? How do they shape our sense of purpose in our lives? What might happen if your sense of purpose conflicted with that of your family or community? <p>Relationships and Responsibilities: Responsibilities are about relationships, but also about who you are. Make a list of three relationships you have with other humans or non-human beings.</p> <ul style="list-style-type: none"> ❖ Describe their relationship to you (e.g. my parent, my pet dog, my cactus) For each relationship, describe your responsibilities to that person or non-human being. ❖ Finally, explain what you know about yourself through this relationship.

Where Have I Come From?

Focus: I come from a community that has helped me to develop values, beliefs, strengths and assets.

LITERACY	
HISTORY	
Extending My Thinking	
 READ	<ul style="list-style-type: none"> ❖ Read the short article about Wampum (p.11) and the brief Residential Schools Overview (p.12).
 REFLECT	<ul style="list-style-type: none"> ❖ In what ways did Residential Schools dishonour the Two Row Wampum agreement? ❖ Which of these wampum agreements is more important for you or people in your community to understand and uphold? Or are both of these wampum agreements important for you or the people in your community? By describing your understanding of what each wampum agreement asks of people, explain why you have chosen one or both wampum as being of particular value to you or your community.
 CREATE	<ul style="list-style-type: none"> ❖ Create an image that represents one of the following: a responsibility that you have, a responsibility that someone else has to you, or a responsibility that you think you or someone you are in relationship with should have. ❖ For example, you might illustrate something as simple as the responsibility to feed a pet or you might illustrate something as complex as the responsibility to support another person's choices. ❖ Please write a five-sentence explanation of your image, the responsibility that it represents, and what that responsibility says about you.
 WRITE	<ul style="list-style-type: none"> ❖ Write a paragraph explaining how the wampum in the article influenced your image.

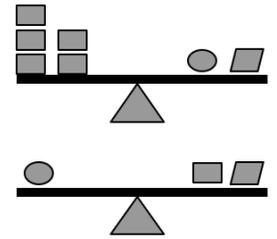
Where Have I Come From?

MATHEMATICS



THINK

- ❖ What do you notice about the two balances? Think about everything you know when you look at this image. Record it down on a piece of paper.



The following two equations represent the image above where S represents squares C represents circles and R represents Rhombus.

$$5S = C + R$$

$$C = S + R$$

How can you determine the value for C? In other words, how much does a Rhombus weigh? There are a few different ways to solve this problem.



ACT

Try Guess and Check

You might consider a guess and check strategy where you decide on a number value for each variable, put them into an equation and find out if it remains true (i.e. balanced).

Try Substitution

Because we know the value of C ($C=S+R$) we can substitute this into the first equation (e.g. $5S= R+S + R$). Then we can think about solving by balancing each side of the equation. For example, $5S= 2R + S$



REFLECT

- ❖ Compare your solution strategies. How are they similar/different?

Where Have I Come From?

SCIENCE

 <p>THINK</p>	<ul style="list-style-type: none"> ❖ Where is water and nature in your local community? What does that nature include? When you think about what nature is, what ideas/images come to mind? What role does nature play in your life?
 <p>ACT</p>	<ul style="list-style-type: none"> ❖ Create a map of a community with which you have a strong connection. ❖ Remember to include as much detail as possible. It can be near where you live or other important communities for you, e.g., school community. You can decide how large an area to include. Biodiversity (many different kinds of plants, animals) is important in nature because it supports all life to live, not just a few species. Include places that have biodiversity in your map. ❖ Remember even small areas can have this. E.g. a large tree can provide a habitat for birds, squirrels, insects and more. ❖ Using the map of a community that is important to you and the path water takes to get to your use, you will investigate the role of biodiversity and water in your life.
 <p>REFLECT</p>	<p>Biodiversity supports all living things around us.</p> <ul style="list-style-type: none"> ❖ In this activity, you created a visual of why it is important. Think about how you used information to create visuals (map, diagram) of what you knew or learned. How could you use the same approach, for example, with other information in this package where you create a visual for written text? Also, think of an example from around you. Be creative.

Where Have I Come From?

Glossary

beliefs: something that is held as true or real; a firmly held opinion

values: a person's standards for behaviour; a person's judgements about what is important in life

strengths: a person's beneficial qualities; attributes that are a source of support

talents: skills, abilities or gifts; all people have them

identity: who you are and how you think about yourself; a person's defining qualities, beliefs, characteristics

colonization: the action of settling among and attempting to establish control over Indigenous people of a region for the purpose of exploiting natural resources to gain profit and power

racism: prejudice and discrimination rooted in a belief that one racialized group is superior to another; hatred and violence directed racialized groups (e.g. anti-black racism)

power: authority or ability to control; the ability to influence

privilege: A special benefit that is available only to a particular person or group; not earned

oppression: the use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor.

policy: a course of action adopted by an organization such as a government

Where Have I Come From?

Your Purpose (S. Soares-Bassaragh)

You make a mark
A mark in the world that no other human can make
A mark that only you can create, yet abandon in a

Second

You have a purpose

You impact yourself

Your family

Your friends

Shall I go on?

Who would they be without you? Think about it

You have a purpose

You're reading this poem and thinking...

What is my purpose?

The real question is...

When will you embrace your purpose?

You have a purpose

S. Soares-Bassaragh, TDSB, Urban Voice, 2019

Where Have I Come From?

The Powerful Impact of Activism: Autumn Peltier on Walking for Water and Standing Up to Make a Difference for the Environment

by Izida Zorde



Photo by Linda Roy

Excerpt:

Izida: Hi Autumn. So nice to meet you over Skype. Can you start off by telling me a little bit about yourself and your community.

Autumn: My name is Autumn Peltier and I am 13 years old. I am from Wikwemikong Indian Territory in Ontario, Canada. My aunt and my mom have been teaching me about the importance of clean drinking water and how to protect the environment since I was a little girl. It's through this learning that I realized what is happening in our world and what humans are doing to the planet and mother earth. I wondered what I was going to do about it. I basically stepped up and started advocating for clean drinking water. Since my aunt Josephine Mandamen is a long-time, committed water advocate, she has inspired me to be doing this work because once she can't, because of her age, who is going to continue?

Izida: Can you tell me about the Water Walks your Aunt Josephine started in Ontario? What are they and who participates in them?

Autumn: My Aunt Josephine started doing Water Walks about 16 years ago. When you are walking for the water you walk far distances, like around the lake. When you are walking, you are praying for the water and you raise awareness, advocating for clean drinking water. She is the one who inspired me to do the work that I am doing now. She did her last Water Walk in July. She walked from Duluth, Minnesota to Montagne, Quebec.

Izida: Can you talk about why protecting the water and walking for water are important for everyone?

Autumn: I advocate for water because we all came from water and water is literally the only reason we are here today and living on this earth. Without water, everything would die. Nothing can survive without water. Water is one of the most sacred things, one of the most sacred elements in ceremonies. When a baby is in a mother's womb for nine months, you are living in water. Our first teaching is water, because we all come from water.

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by Izida Zorde

Izida: You have been a powerful advocate for ensuring all communities have safe drinking water. You even called out Prime Minister Trudeau on the issue when you met him. What did you say?

Autumn: There are many First Nations communities that cannot drink their water. Canada is one of the richest countries in the world. Why should our people be living in these conditions? When I had the chance, I told him that I was very unhappy with the choices he has made. He said he understood. Then I started crying. I said what about the pipelines and he said that he would protect the water.

Izida: If other kids want to become water protectors, what kind of actions can they take?

Autumn: When I speak to kids, I always tell them that they could do the work I am doing. Anybody can do this work. I just started public speaking and advocating in my own community. Then, it kind of just progressed from there. I do strongly advocate for kids and youth to be doing the work I am doing. What I tell kids is that everyone must help with the clean water issue, recycling and taking care of the environment. They could even clean up the shorelines or find another activity to do in a group.

...

Izida: You started standing up for what you believe in and all these people got on board with you. What would you say to kids today on how they can stand up for what they believe in? What advice do you have for kids who want to be activists?

Autumn: I would just say, for the people who are willing to speak up, speak up for those who cannot and speak up for the water and speak up for the environment. Anybody could do this work and if we all come together, we can hopefully make a big change.

Izida: I understand you have been nominated for an International Children's Peace Prize and are being awarded a medal of honour for your advocacy by the Canadian Government. That's incredible recognition for you and for the important work of advocating for water and the environment. I have also heard you have been invited to speak to the United Nations General Assembly in March for World Water Day. Can you tell me what you are planning to say?

Autumn: I was invited to the United Nations and I am going to be focusing on First Nations' need for clean drinking water. Why has the government not done anything about it yet? I will be speaking about the need for clean drinking water around the world as well.

Izida Zorde. The Powerful Impact of Activism: Autumn Peltier on Walking for Water and Standing Up to Make a Difference for the Environment. ETFO Voice, Spring 2018

Where Have I Come From?

Wampum by Lee Sheppard

Below are two wampum agreements. The word “wampum” is the Narrangansett word for a string of white beads created from whelk shells. A whelk is a sea creature. To make a wampum belt these white beads are woven together with purple beads created from quohog shells. A quohog is also a sea creature. The purple and white patterns on wampum belts represent agreements, often called treaties, made between groups of sovereign (free) peoples. The Canadian Encyclopedia says, “Ceremonies were held to celebrate the making of a treaty. At these ceremonies, the parties involved would exchange wampum belts to symbolize their agreement.”



Photo of a “Dish With One Spoon” wampum by Robert Durocher, Instructional Leader at the UIEC/TDSB

You and I, because we live around the Great Lakes, are expected to know and adhere to (follow) the wampum agreement known as “A Dish With One Spoon.” The “A Dish With One Spoon” wampum was an agreement or treaty made between the Haudenosaunee Confederacy and the Anishinaabeg in 1701. Teachings I have about “A Dish With One Spoon” agree with the Canadian Encyclopedia: “The ‘dish’ represents the land that is to be shared peacefully and the ‘spoon’ represents the individuals living on and using the resources of the land in a spirit of mutual cooperation.” Whether Haudenosaunee, Anishinaabe, or from another nation, all inhabitants of the Great Lakes region are expected to share and care for the land, water and all human and non-human beings, in this place.

Two Row Wampum - 1613

This agreement was between the Haudenosaunee and the Dutch, and it represents their ships sailing down the river together. The idea is that they were to have equal space, sovereignty and self-determination, and that one would not interfere with the other.



Peace
Haudenosaunee people with their law and customs
Friendship
European laws and customs
Respect

Slide of the “Two Row Wampum” by Robert Durocher and Adrienne Plumley, Instructional Leaders at the UIEC/TDSB

There are other wampum all settlers in this territory should all know and follow. The “Guswenta” or “Two-Row” wampum is an agreement originally made between Dutch settlers and the Haudenosaunee in what is now New York State. This wampum has two-purple rows of beads between three white rows of beads. One purple row represents settlers travelling in their boat. The other row represents the Haudenosaunee in their canoe. The rows travel side by side, but they never touch. This shows the principle of non-interference. It reminds us that we are expected to live together in partnership, but to never get in the way of the other’s path.

Where Have I Come From?

A Residential School Overview

by Lee Sheppard

The Mohawk Institute Indian Residential school was opened in 1828 and had its first residential students in 1831. It was Canada's first Indian Residential School. According to The Canadian Encyclopedia article "Residential Schools in Canada," "With the passage of the British North America Act in 1867, and the implementation of the Indian Act (1876), the government was required to provide Indigenous youth with an education and to assimilate them into Canadian society." The Canadian Government met the requirement of assimilating Indigenous youth in part by creating residential schools. Honouring the Truth, Reconciling For The Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada says, "These residential schools were created for the purpose of separating Aboriginal children from their families, in order to minimize and weaken family ties and cultural linkages, and to indoctrinate children into a new culture—the culture of the legally dominant Euro-Christian Canadian society..." While schooling in Euro-western education was something that some Indigenous people wanted as they developed relationships with settlers, they never thought this education should interfere with their ability to learn in their own ways as well.