



Recalling your Visit

Curriculum connection: Reflective texts help us to reflect, think, and/or wonder about life, current events, personal experiences, as well as reflect on our actions and evaluate what we learn.

Levels: Secondary 1, 2, 3, 4& 5

Items in exhibit to focus on: Any item on display in the exhibit

Class Time: 1 to 2 periods

Suggested materials: Chart paper, markers, pens, paper, ACCI App and/or website.

Objective: To understand the importance of and appreciate the Cultural artefacts on display.

Introduction to Lesson: After visiting Anischaaukamikw either in person or online, review the items that were seen. As a class, talk about what was seen and the experiences that students had while visiting the exhibit. Record ideas on chart paper, and post it up for all students to see and to refer to. Students should formulate their ideas before writing by reflecting on the class discussion or by using the ACCI app or website and reading the stories about each artefact

Student Centred: Students should choose one artefact that was meaningful to them in some way. They should then write a reflective text on the artefact that they chose. The text should reflect their feelings, experience while viewing the artefact, their opinion about the artefact, and their ideas about it. The length of the text can vary depending on the students' grade level. When the reflective text is complete, students should have a peer editing session.

Concluding Activity: After the editing session, students should present their reflective text to the class either by posting it in the classroom or by reading it to the rest of the class. If they are posted in class, provide an opportunity for all students to read each other's reflective texts. It is important to remember that these are reflective texts and that no response is wrong, students should be free from personal attacks while presenting their reflective text. Once each student has had a chance to read or hear all reflective texts, have a class discussion on what people had to say about the artefacts on display at Anischaaukamikw.



Suggested Marking Criteria:

Students should have responded to the reflective texts from other students, students should have a chance to perform a self-evaluation and a response to classmates about their comments. Were students able to write at the appropriate level, and formulate their ideas clearly?

	Level 4	Level 3	Level 2	Level 1
Writing Process	-Student was able to write clearly and concisely with an abundance of detail. -Student exceeded all writing expectations in grammar and sentence structure. /10	-Student wrote clearly, and included lots of details. -Student met all writing expectations in grammar and sentence structure. /8	-Student wrote somewhat clearly, with very little detail and reflective thinking. -Student met most of writing expectations in grammar and sentence structure. /6	-Student wrote very little, few details and little to no reflective detail. -Student met few of writing expectations in grammar and sentence structure. /4
Public Speaking/ Sharing	-Student actively participated in sharing their experiences from their visit to Aanischaaukamikw. /5	-Student participated in sharing their experiences from their visit to Aanischaaukamikw. /4	-Student somewhat participated in sharing their experiences from their visit to Aanischaaukamikw. /3	-Student did not participate in sharing their experiences from their visit to Aanischaaukamikw. /2
Editing	-Student actively participated in peer editing, taking and giving an abundance of suggestions in a constructive manner. /5	-Student participated in peer editing, taking and giving some suggestions in a constructive manner. /4	-Little participation in peer editing session, giving and taking few suggestions. /3	-Little to no participation in peer editing session. /2

Total /20