

## Orange Shirt Design - GIS Class #8

**Global Intercultural Studies 12 - There are four parts to this intercultural experience and Orange Shirt Design (Kathi Knapik, teacher)**

- a. doing your own 'research' about the origins of Orange Shirt Day. Come to the 'conversations' with your own questions and/or ideas.
- b. conversations and videos with Indigenous people and allies. Highlight - Zoom meeting with Anne Jimmie (Lower Kootenay Band elder) and Aaron Hemens (Editor for Creston Valley Advance). December 2, 2020.
- c. creating a piece of art for Tshirt - co-created by students. Your design should come out of the conversations - the learning - of course, and following the contest criteria.
- d. post-experiences reflection. Each student completes their own, personal reflection.

Entry by two, gr. 12 LVR students - Sophie Packham and Eryn Larson.



## **DESCRIPTION of DESIGN**

### Eryn:

Our orange shirt design has a title in the middle saying "Every Child Matters" and below it is a little kid walking towards the sun set. The little girl has books in hand which were based on Anne Jimmie who wanted to read to her grandfather. As she's walking on the path, the path goes over a hill which signifies that she's preserved through the hardship and trauma of residential school. On the top left is the Eagle which is the Aboriginals spirit animal of power, grace and great intellect. Also on the bottom left it says "recognition" which means we need to recognize and acknowledge the mistake of residential school.

### Sophie:

We tried to incorporate a lot of aspects. Our main idea was of having a young girl showcased representing Anne our guest speaker. In the drawing, she is holding books representing how when she was first going to the residential school she was excited to be going to learn to read and write. The aspect of walking up a hill was to show her walking up a path being able to tell her story. The sun represents a new day and fresh beginnings and the eagle is a signature aboriginal symbol. Lastly, we added the word recognition because that is what we believe every story deserves to be heard and residential schools should be learned about. All together we tied it together in a nature kind of scene incorporating the color orange of course. That is what our shirt represents.

## **LEARNING we brought to this assignment:**

### Sophie Packham

The biggest resource we had from our ideas was from our guest speaker Anne. Listening to her we were able to hear a true first-hand story about residential schools and ask any questions we had. Working together with Eryn we were able to brainstorm our ideas and work together to make our shirt better. Eryn researched the symbol of the eagle to add to the shirt after hearing from Anne to bring our piece together. As well as adding previous information we had learned before to bring the shirt altogether. That is how we brought together this assignment.

### Eryn Larson

I researched the meaning and symbolism of the Eagle and what it meant to the Aboriginal people. I found that it means power, grace and great intellect which I thought tied in with this design. Sophie and I also took some ideas from Anne Jimmie and how she said all she wanted to do was learn how to read to her grandfather and by adding the book in hand of the little girl we were able to tie it in. We also knew that if the girl was walking towards the sun that would symbolize her walking to the brighter side away from the dark side of the residential school.

**Interview by teacher (Kathi Knapik) - Describe your shirt, together:**

Eryn - Our shirt has the words "every child matters " written in the middle.

Sophie - 1st thought - girl represents Anne Jimmie. Holding books, her grandpa wanted her to be able to read to him

Eryn-Walking over the hill signifies her perservering through the hardships of the residential school experience

Sophie - and to be able to tell her story. We added the sun and eagle to represent a new beginning.

Eryn- The eagle is a symbol for power, grace and intellect. "Recognition" - it's important to acknowledge the mistakes of residential schools

Sophie - the colour orange and capturing the natural/nature design.

Follow up: (Kathi asked about any challenges, inspirations and how it felt)

Challenges - finding symbols that were the right symbols and to be able to tie everything together. We feel good about the design and the process. We were feeding off each other's ideas.

Eryn - Anne Jimmie spoke of the eagle's power and I followed up and learned more about it. And brought that idea to our shirt, as well.