

AUSTRALIAN BOARDING SCHOOLS

Grade 10

MAIN IDEA

Residential schools or boarding schools as referred to in different countries, not only happened in Canada, they also happened in other countries affecting many Indigenous Groups around the world. Similar atrocities were placed upon Australia's Aborigines. Most shocking were the blatant attempts to "breed out" Aborigines altogether. Through comparison and contrasting charts and paragraphs, students will learn about Australia's forced removal of "fairer skinned" Aborigines and compare Australia's dark history to that of Canada's.

ONTARIO SPECIFIC EXPECTATIONS

Students will...

SOCIAL SCIENCES, WORLD STUDIES

- Organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper articles, videos).
- Record information and key ideas from their research, and document the sources accurately.
- Evaluate the impact of social and demographic change on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate).

MATERIALS	RESOURCES & SOURCES
Computer	Government of Australia http://australia.gov.au
Internet	Stolen Generations Fact Sheet http://reconciliaction.org.au/nsw/education-kit/stolen-generations/- forced
Handouts	
Rabbit Proof Fence (Movie/Internet)	Residential Schools (Canada) http://www.enotes.com/residential-schools-reference/residential-schools
Rubric	Rabbit Proof Fence http://www.youtube.com/watch?v=tjAamQRvevI
	Additional Sources: Decolonization and Healing: Indigenous Experiences in the United States, New Zealand, Australia and Greenland. http://www.ahf.ca/downloads/ibpengweb.pdf
	Bringing them Home: The ‘Stolen Children’ report (1997) http://humanrights.gov.au/social_justice/bth_report/index.html



CURRICULUM GR. 9-12

1. Have students share any prior knowledge they have about Australia. Show the continent of Australia to the students on a map and point out the **Island of Torres**. While reading the two articles about Australia's **Stolen Generation** and the review article of **Canadian Residential Schools**, students will record point form notes on the comparison chart.
2. Using the chart created in this activity, as well as, further research into the Australia's Aborigines History (Government of Australia Web site listed in other resources), students will write a compare and contrast paragraph. Review the **Contrast and Comparison Paragraph Introduction and Sample** with the students. Students will then complete a compare and contrast paragraph between Canada's Residential Schools and Australia's Stolen Generation. Provide students with a copy of the **Rubric** for paragraph criteria.
3. Due to the length of the Australian movie ***Rabbit Proof Fence***, you may need an additional class or two. Have students complete the **Rabbit Proof Fence Question** sheet while actively viewing the film. Once the film is over discuss these questions as a class.

Summative: Compare and Contrast Rubric



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While watching the film answer the following questions and prepare for a class discussion.

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5. Discuss the extreme lengths Mr. Neville, aka the Devil, went to in order to find the girls.

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Name: _____

Fill in the following chart based on resource provided in class. Remember only include information that is connected to the topic. Focus in on what is important.

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HEALING THE GENERATIONS
RESIDENTIAL SCHOOL

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**TEACHER MASTER COPY
COMPARISONS**

**CANADA'S RESIDENTIAL SCHOOLS & AUSTRALIA'S STOLEN
GENERATION COMPARISON CHART**

Fill in the following chart based on resources provided in class. Remember only include information that is connected to the topic. Focus in on what is important.

CATEGORY	AUSTRALIA'S STOLEN GENERATIONS	CANADA'S RESIDENTIAL SCHOOLS
<p>Main objective/goal of the Government.</p> <p>The government's rationale behind the creation of these policies/beliefs.</p> <p>Assimilation policies.</p>	<p><i>To assimilate or breed out Indigenous people by removing children we were 'not a full blood'.</i></p> <p><i>To be raised white and taught to reject their Aboriginality (they were seen as inferior).</i></p> <p><i>People involved believed they were doing the 'right thing' so Aboriginal people could better themselves; they believed the Aboriginal people were bad parents.</i></p> <p><i>Official government policy from 1909-1950's, but forcible removals began well before and continued after these dates.</i></p>	<p><i>Forced assimilation of Aboriginal people into white/colonial society.</i></p> <p><i>To create a labour force by teaching domestic and industrial skills at residential school.</i></p> <p><i>Many church organizations enlisted to help with assimilation efforts.</i></p> <p><i>1870-1970's last school closed in 1990's.</i></p>
<p>After the children were forcibly removed from their homes, where did they go?</p> <p>How long were the children gone for?</p>	<p><i>Raised in foster homes or adopted by white families, placed in institutions or mission dormitories.</i></p> <p><i>Became labourers or servants.</i></p> <p><i>Most children never returned home to their families. To this day many Aboriginals have not been able to find their families or locate family members.</i></p>	<p><i>Church-run schools far from home in a foreign institutionalized setting.</i></p> <p><i>Sometimes years at a time.</i></p>



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HEALING THE GENERATIONS
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COMPARISONS continued...

CATEGORY	AUSTRALIA'S STOLEN GENERATIONS	CANADA'S RESIDENTIAL SCHOOLS
Describe the childrens' experiences.	<p><i>Extremely traumatic being taken away from loved ones.</i></p> <p><i>Denied culture, language and love.</i></p> <p><i>Suffered physical, emotional, and sexual abuse.</i></p> <p><i>Poor education, trained to be servants, denied earnings.</i></p> <p><i>Taught to look and act white and look down upon their own people (Aboriginals).</i></p> <p><i>Often, told their parents were dead, provided forged death certificates.</i></p>	<p><i>Stripped of all Aboriginal culture – hair cut, deloused, given a number, had to speak English, couldn't practice their cultural ways/beliefs, unable to interact with siblings or opposite sex.</i></p> <p><i>Wear European clothing and view the world through European values and beliefs.</i></p> <p><i>Many students were mentally, physically and sexually abused, all students were spiritually/culturally abused.</i></p> <p><i>Denied love of family and community.</i></p>
Impact on children, families, and communities. What did the children lose?	<p><i>Highly traumatic experience for children and families and communities.</i></p> <p><i>Cultural, spiritual and family ties were broken.</i></p> <p><i>Lifelong negative consequences such as depression, poor health, imprisonment.</i></p> <p><i>Deprived of the knowledge of their Aboriginal background.</i></p> <p><i>Identity crisis, did not know if they were white or Aboriginal or where they belonged.</i></p>	<p><i>Traumatic effects on children, families and communities and for generations.</i></p> <p><i>Loss of cultural knowledge.</i></p> <p><i>Schools bred social maladjustments, family breakdowns, suicide, lack of parenting skills, domestic violence.</i></p> <p><i>Cycles of abuse continue as parents (former students) exert power and control, physical abuse on their own children (this is what they experienced themselves).</i></p>
Important reports. Outcomes of the reports.	<p><i>'Bringing them Home' report created a campaign for an apology from the government.</i></p> <p><i>1997 the PM refused to apologize even though he was in power during part of the assimilation policy timeframe.</i></p> <p><i>Activists urged for history to be told and dealt with so reconciliation could begin.</i></p>	



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HEALING THE GENERATIONS RESIDENTIAL SCHOOL

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TEACHER MASTERCOPY COMPARISONS continued...

CATEGORY	AUSTRALIA'S STOLEN GENERATIONS	CANADA'S RESIDENTIAL SCHOOLS
Important reports. Outcomes of the reports.	<p><i>PM offered a 'Statement of Regret and Motion of Reconciliation' instead of an apology.</i></p> <p><i>From 1997 onwards apologies by state and territory and church leaders.</i></p>	<p><i>Royal Commission Report of 1991 examined social, economic and cultural situation of Aboriginals and a full examination of residential schools.</i></p> <p><i>Revealed how poorly the schools were run. Under funded, child neglect, spread of disease, etc.</i></p> <p><i>'Statement of Reconciliation' by government in 1998.</i></p> <p><i>\$350 million for community based healing for survivors.</i></p> <p><i>Thousands of lawsuits filed against Canadian government.</i></p> <p><i>Settlement of millions of dollars in compensation for survivors.</i></p>
National apology date and its affects.	<p><i>2007 a new Labour Government was elected and made an official apology on 13 February 2008 by PM Kevin Rudd.</i></p> <p><i>Aboriginals and Stolen Generation were invited to attend the apology and there were celebrations across the country.</i></p> <p><i>26 May 1998 became the first national Sorry Day.</i></p> <p><i>Much debate occurs saying those who took the children thought they were doing the right thing. Much worry about Compensation claims against the government.</i></p>	<p><i>11 June 2008 PM Stephen Harper officially apologized on television to all First Nations, Inuit and Metis people on behalf of the Canadian Government for 100 years of forced assimilation, cruelty and abuse.</i></p> <p><i>Hearing the apology helped many begin their healing process.</i></p> <p><i>Education and awareness of the residential school system for Canadians began, as many have no prior knowledge of this dark chapter in Canadian history.</i></p>



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CATEGORY	AUSTRALIA'S STOLEN GENERATIONS	CANADA'S RESIDENTIAL SCHOOLS
Reconciliation and healing.	<p><i>'Link Up' formed in 1980s and works with adults who were taken as children from their families. It provides support and counseling before, during and after reunion with families.</i></p> <p><i>National Sorry Day each May.</i></p>	<p><i>Many organizations help former students, families and communities on their journey towards healing.</i></p> <p><i>More education in the classrooms regarding residential school history and intergenerational impacts.</i></p>

PARAGRAPH INTRODUCTION

COMPARE AND CONTRAST PARAGRAPH

The comparison paragraph compares two subjects and discusses how they are alike and lists a few examples. In the contrast paragraph, two subjects are discussed as how they are different, again, listing a few examples. There are two ways to write a paragraph, first, there is the point-by-point paragraph and there is the blocked paragraph. In the point-by-point you will be writing back and forth between the two subjects. First, talking about topic A. Then talking about topic B. Then right back to topic A and so on. Finally, the block paragraph only discusses one topic and then finishes the paragraph with the other subject that is to be compared or contrasted with the first. Then the conclusion puts what you are comparing or contrasting together.

The following are **TRANSITIONAL EXPRESSIONS USED IN A...**

COMPARISON	CONTRAST
In the same way	Although
And, also, in addition	Whereas
As well as	But
Both, neither	However
Each of	Conversely
Just as...so	On the other hand
Similarly	In contrast
Like	While
Too	Yet
The same	Unlike

Source: [http://english120.pbworks.com/w/page/19006833/contrast %comparison paragraph](http://english120.pbworks.com/w/page/19006833/contrast%20comparison%20paragraph)
(Retrieved January 30, 2013)

PARAGRAPH SAMPLE

COMPARE AND CONTRAST PARAGRAPH

Sample: Focuses more on contrasts, but could be written using comparisons, or both.

High School and College

Even though high school and college are both institutions of learning, they differ in at least three ways. The first difference between high school and college is their social atmospheres. In high school the facility is usually smaller, and students are, for the most part, well acquainted with each other. In addition, students in high school have the same six hour 9:30 to 3:30 day, thus helping them to know one another better. On the college scene people are constantly coming and going, therefore rarely seeing the same person twice in a day, which accounts for fewer people being acquainted with each other. The second difference between high school and college is their policies about homework. In high school, homework is required to help motivate students to study. Knowing they have to submit assignments in algebra or history gives students an incentive to keep up with these subjects. In college, most homework consists of studying; very little of it is written and turned in. If students do their homework, it is to their advantage; if they do not, the teachers will not force them to do it.

The student is only wasting his own money if he neglects his course work. The third and last difference between high school and college is their attendance policies. In high school, students must attend class to get assignments and personal help in a certain area. Furthermore, high school students are less responsible; therefore, they need more guidance, which they can receive by going to class. In college, students may skip classes if they choose and refer to the syllabus to acquire missed assignments or tests. It is the student's responsibility to make-work up. In spite of these differences between high school and college, they both serve the same purpose -- to prepare an individual for the real world.

Source: <http://ydyo.izmire.edu.tr/akademi-yazma-merkezi/for-students/paragraphs/2448-Compare-and-Contrast-Paragraphs.html>



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Name: _____

Using your research chart write a compare and contrast paragraph. Compare Australia's Stolen Generation with Canada's Residential Schools. Refer to the **Rubric** for paragraph criteria.

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HEALING THE GENERATIONS
RESIDENTIAL SCHOOL

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HANDOUT

Name: _____

STOLEN GENERATIONS FACT SHEET

July 28th, 2007 by **ReconciliACTION**

<http://reconciliaction.org.au/nsw/author/ReconciliActionNSW/>

This section of the **ReconciliACTION** website explores the policy of forcibly removing Aboriginal and Torres Strait Islander (Indigenous) children from their families. It is estimated that 100,000 Indigenous children were taken from their families and raised in homes or adopted by white families, up until the 1960s. The policy was designed to 'assimilate' or 'breed out' Indigenous people. These children became known as the 'Stolen Generations'. "There can be no reconciliation without addressing the past"

Forced removal

The forced removal of Aboriginal and Torres Strait Islander children from their families was official government policy from 1909 to 1969. However the practice took place both before and after this period. Governments, churches and welfare bodies all took part.

The removal policy was managed by the Aborigines Protection Board (APB). The APB was a government board established in 1909 with the power to remove children without parental consent and without a court order. Children could be put into an institution or mission dormitory, fostered or adopted. Many children were fostered or adopted after spending time in a children's home.

Under the White Australia and assimilation policies Aboriginal and Torres Strait Islander people who were 'not of full blood' were encouraged to become assimilated into the broader society so that eventually there would be no more Indigenous people left. At the time Indigenous people were seen as an inferior race.

Children were taken from Aboriginal parents so they could be brought up 'white' and taught to reject their Aboriginality. Children were placed with institutions and from the 1950s began also being placed with white families. Aboriginal children were expected to become labourers or servants, so in general the education they were provided was very poor. Aboriginal girls in particular were sent to homes established by the Board to be trained in domestic service.

The lack of understanding and respect for Aboriginal people also meant that many people who supported the child removals believed that they were doing the 'right thing'. Some people believed that Aboriginal people lived poor and unrewarding lives, and that institutions would provide a positive environment in which Aboriginal people could better themselves. The dominant racist views



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STOLEN GENERATIONS FACT SHEET HANDOUT continued...

in the society and government also means that people believed that Aboriginal people were bad parents and that Aboriginal women did not look after their children.

No one knows how many children were taken, as most records have been lost or destroyed. Many parents whose children were taken never saw them again, and siblings who were taken were deliberately separated from each other. Today many Aboriginal people still do not know who their relatives are or have been unable to track them down.

The generations of children who were taken from their families became known as the Stolen Generations. The practice of removing children continued up until the late 1960s meaning today there are Aboriginal people as young as their late 40s or 50s who are members of the Stolen Generations.

In the 1990s the Australian Human Rights and Equal Opportunity Commission (the Australian Human Rights Commission) started a national inquiry into the practice of removing Indigenous children. The **Bringing Them Home Report** on the national inquiry into the separation of Aboriginal and Torres Strait Islander children was tabled in Parliament on 26 May 1997.

The report outlined the devastating impact the child removal policies had on children and their families. It found that many of the institutions and homes in which the children were placed were very cruel, and sexual and physical abuse of the children was common. It found that many of the people who managed the removals, including both the government and churches, abused their power and breached their supposed obligations as protectors and 'carers'.

The report told a story of welfare boards, of segregation, of so-called 'assimilation' policies which did not work. The report also told stories of mothers fleeing into the bush with their babies, of the virtual slavery of the young girls who were sent out to rural properties to work as maids and of nannies of the children being treated like cattle. One woman reported: "We was bought like a market. We was all lined up in white dresses and they would come round and pick you out like you was for sale".

The report found that the practice of forced removal was highly traumatic not only for the children but also for their families. The policy broke important cultural, spiritual and family ties, which crippled not only individuals, but whole families and even whole communities. The report found that members of the Stolen Generations suffered higher rates of sexual abuse, maltreatment, dislocation of family life, poverty and hardship than other Aboriginal people.







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RESIDENTIAL SCHOOL

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STOLEN GENERATIONS FACT SHEET **HANDOUT continued...**

"They just came down and say, "We taking these kids". They just take you out if your mother's arms. That's what they done to me. I was still at my mother's breast when they took me." - Alex Kruger, 1995 -

The greatest assault on Indigenous cultures and family life was the forced separation or 'taking away' of Indigenous children from their families. This occurred in every Australian state from the late 1800s until the practice was officially ended in 1969. During this time as many as 100 000 children were separated from their families. These children became known as the Stolen Generation.

The separation took three forms: putting Indigenous children into government-run institutions; adoption of children by white families; and the fostering of children into white families. The last two strategies were particularly applied to 'fair-skinned' children. These forced separations were part of deliberate policies of assimilation. Their aim was to cut children off from their culture to have them raised to think and act as 'white'.

Link Up

"Well there was nine of us in the family, old (Lambert) came along and said: "You can't look after these kids by yourself Mrs Clayton", but we were for months without welfare coming near us. We had the two grandmothers and all our uncles and aunties there and our father's brothers were there. We weren't short of an extended family by any means. We never went without anything. But they still took us away. What right did they have? I am still seeking answers to [my] family's removal."

Iris Clayton, Wiradjuri Elder, Leeton/Canberra in 'Link-Up' Booklet 1995

Link-Up was formed in 1980 to work with Aboriginal adults who were separated as children from families. They may have been raised in state or sectarian institutions specifically for Aboriginal children or in non-Aboriginal institutions, foster homes or adoptive homes.

Most of the children separated from their families grew up knowing little about their Aboriginal names, families, culture and heritage. These circumstances made it very difficult for those who wanted to find their families.

According to Link-Up, "empowerment is the basis of our work. Empowerment means that as workers we acknowledge the person's experience and we respect their ability to make decisions about their needs and their healing process. They are the experts of their own experience". Link-Up provides support and counselling before, during and after the reunion of families. Since it's beginning Link-Up has worked with thousands of Aboriginal families.





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HEALING THE GENERATIONS
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CANADIAN RESIDENTIAL SCHOOLS

Residential schools in Canada were based on the Carlisle Indian Industrial School model founded in 1879 by Lieutenant Richard Henry Pratt in Carlisle, Pennsylvania. The aim of such a schooling system was the forced assimilation of Aboriginal people into the colonial society. This was to be achieved by wiping out their past ethnic and cultural associations and replacing them with European ones. Driven by a kind of missionary zeal, Pratt believed it was important to remove all aspects of being Aboriginal from the child and to immerse that child, as a kind of baptism, into white socialization.

The duty to "civilize" lay on the shoulders of the white man. This was rationalized as a viable alternative to war and the slaughter of people. In spite of this rationalization, however, economic considerations were their actual driving force. Trade with the Aboriginal peoples in the United States had begun to diminish, and was replaced with a scramble by white settlers to lay claim to Aboriginal lands. To facilitate this, Aboriginals were herded onto reservations, enabling the white settler community to claim the "new" territories. It was thought that residential schools would assist this process, because assimilation would make the taking of lands easier, at little or no financial cost to the settler communities.

The Rationale

In the nineteenth century, Canada adopted a policy of assimilation of all Aboriginal into the Christian culture of the white settlers. Church organizations were enlisted in the effort, and became enthusiastic and active participants in this system. Children were taken from their homes on the reservations and compelled to attend residential schools because "the influence of the wigwam was stronger than that of the [day] school," in the words of the Davin Report of 1879 which is contained in the report to the Royal Commission on Aboriginal People in 1991.

As was true in the United States, the Canadian plan was actually motivated by economic considerations, specifically, by the prospect of creating a hard-working labor force. Aboriginal were often stereotyped as lazy drunkards. The residential schools were to be cured of these deficiencies by teaching Aboriginal children industrial or domestic skills. Boys were taught such subjects as agriculture, carpentry, shoemaking, printing, blacksmithing, and tinsmithing. Girls were taught general household chores such as sewing, shirt making, knitting, cooking, laundry, ironing, as well as dairy farming. In addition, students were expected to engage in practical work in many of these areas of instruction, providing yet another source of free labor.







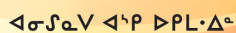
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RUBRIC

Name: _____

COMPARE AND CONTRAST PARAGRAPH WRITING

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p><i>Purpose and Supporting Details:</i></p> <p>Familiarity with topic, specific details to compare and contrast between schools.</p>	<p>The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.</p>	<p>The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.</p>	<p>The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.</p>	<p>The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.</p>
<p><i>Organization and Structure:</i></p> <p>Specific comparisons and contrast, asks questions to clarify, refers to chart to organize information.</p>	<p>Many details are not in a logical or expected order. There is little sense that the writing is organized.</p>	<p>The paper breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.</p>	<p>The paper breaks the information into whole-to-whole, similarities -to-differences, point-by-point structure, but does not follow a consistent order when discussing the comparison.</p>	<p>The paper breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.</p>
<p><i>Transitions:</i></p> <p>Sentence structure and transitions flow together nicely and show relationships.</p>	<p>The transitions between ideas are unclear or nonexistent.</p>	<p>Some transitions work well; but connections between other ideas are fuzzy.</p>	<p>The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.</p>	<p>The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.</p>



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http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_rubric.pdf