

# CANADIAN SOCIETY

## Grade 11

## MAIN IDEA

This lesson focuses on past and present relationships of Aboriginal and Non-Aboriginal people in Canada. Students will reflect on prior knowledge to answer questions and take part in class discussion. The class will read, analyze, and discuss several resources that focus on hardships experienced by First Nation people while attending residential schools, as well as, present day relations based on apologies presented by the government of Canada to First Nation people. Students will take part in a letter writing activity; working with a partner students correspond with each other by sharing different perspectives and knowledge. The lesson encourages students to express ideas and form opinions through discussion and letter writing.

## ONTARIO SPECIFIC EXPECTATIONS

## NATIVE STUDIES

### Students will...

- Identify measures taken by non-Aboriginal society that affect Aboriginal identity, particularly the use, maintenance and preservation of Aboriginal languages (e.g. residential schools).
- Demonstrate an understanding of the interactions between Aboriginal and non-Aboriginal peoples in the past and how these interactions will influence future relationships.
- Identify the ways in which Aboriginal peoples and other Canadians are attempting to resolve disputes over the past treatment of Aboriginal peoples (e.g. in the ongoing dialogue regarding residential schools, or through negotiations about land title).
- Demonstrate an understanding of the different perspectives of Aboriginal and Canadian youth on their historical and cultural roots.
- Demonstrate an understanding of the injustices of the past that affect Aboriginal and Canadian relationships.

MATERIALS	RESOURCES & SOURCES
Computer	Uncomfortable Truths <a href="http://rabble.ca/news/2012/12/residential-schools-uncomfortable-truth-about-canada">http://rabble.ca/news/2012/12/residential-schools-uncomfortable-truth-about-canada</a>
Internet	
Handouts	What is reconciliation? (Video) <a href="http://www.trc.ca/websites/reconciliation/index.php?p=312">http://www.trc.ca/websites/reconciliation/index.php?p=312</a>
Rubric	Statement of Apology <a href="http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649">http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649</a>
	Letter Writing <a href="http://www.perfectapology.com/sample-apology-letter.html">http://www.perfectapology.com/sample-apology-letter.html</a>









CURRICULUM GR. 9-12

Name: \_\_\_\_\_

Answer the following questions based on your own personal knowledge.

- | Aboriginal | Non-Aboriginal |
|------------|----------------|
|            |                |





## CURRICULUM GR. 9-12

Name: \_\_\_\_\_

- [illegible]

- [illegible]





CURRICULUM GR. 9-12

## Name: \_\_\_\_\_

With a partner, discuss the following question:

- Compose a list of ideas based on your thoughts and class discussion:

[illegible]









Source: <http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649>













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HEALING THE GENERATIONS  
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

### **ARTICLE #2 continued...**

For many survivors, Commissioner Wilson said, it's their willingness to finally forgive themselves, their desire not "to carry other people's garbage any longer."

"They were told when they were little that they were bad, they were dirty, they were savage. As little children they took those messages literally and grew up thinking they were true."

Listening to others share similar stories at commission hearings can help in the acknowledgement that this wasn't their fault; that they were children, and the blame for the shame, anger, and other devastation lies with the adults who were then responsible.

Speaking at the hearings, Commissioner Wilson said, can offer tremendous release for some survivors; especially for those that have been carrying around their story, and often their shame, as a secret for 50 or 60 years.

"Some of the survivors will sit with their wife or husband right beside them and say: 'I have never told anyone this before, even my spouse!'"

While the TRC continues to record the stories, meticulously stockpiling these truths and providing space for the sharing of experiences within Aboriginal families and communities, ensuring that non-Aboriginal communities hear the truth and take part in the reconciliation process remains a real challenge.

"We must be honest about the real two solitudes in this country, that between Indigenous and non-Indigenous citizens, and commit to doing tangible things to close the divide in awareness, understanding and relationships."

Non-Aboriginal Canadians, Commissioner Wilson said, need to do something in response to the real harms and needs that survivors are coming forward to describe. They need to know that Canada cares, that Canadians are listening to them.

At least right now, that means non-Aboriginal Canadians, along with representatives of elected leadership and representatives of the media, need to show up to bear witness at the TRCs hearings, and to attend and cover the national events.

It seems a small request in light of the immense injustices suffered.

"We can no longer afford to be strangers to each other in this country that we now share. We could actually come to know each other not just as labels or hyphenated Canadians but rather as neighbors and as friends, as people that we care about."

The alternative to opening up a genuine space for dialogue is the risk of repeating the betrayal and aggravating relations.





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CURRICULUM GR. 9-12

## VIDEO AND QUESTIONS

Name: \_\_\_\_\_

### RECONCILIATION

Based on what you have learned from the video take some time and answer the following questions.

Video: <http://www.trc.ca/websites/reconciliation/index.php?p=312>

1. What does the TRC stand for and what are some of it's goals?

T\_\_\_\_\_ and R\_\_\_\_\_ C\_\_\_\_\_


2. In your own words what does **Reconciliation** mean?


3. In your own words what does **Commission** mean?






## CURRICULUM GR. 9-12

## Name: \_\_\_\_\_





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## EXEMPLAR

The following example is a business letter of apology. A similar format should be used whether you are writing an apology or simply expressing concern about an issue. In response to a letter of apology, you would use the same format just address the issue in a different manner.

### Apology letter to customer from Jetblue Airlines

Salutation	Dear JetBlue Customers,
This short statement at the top of the page expresses humility and remorse. It also sets the tone in this sample apology letter.	We are sorry and embarrassed. But most of all, we are deeply sorry.
<p>This paragraph gives a specific and detailed account of the incident and takes full responsibility for the situation.</p> <p>It is worth noting that although the catalyst was a winter storm that NO blame is placed on it—the company takes full responsibility.</p>	Last week was the worst operational week in JetBlue's seven-year history. Following the severe winter ice storm in the Northeast, we subjected our customers to unacceptable delays, flight cancellations, lost baggage, and other major inconveniences. The storm disrupted the movement of aircraft, and, more importantly, disrupted the movement of JetBlue's pilot and inflight crewmembers who were depending on those planes to get them to the airports where they were scheduled to serve you. With the busy President's Day weekend upon us, rebooking opportunities were scarce and hold times at 1-800-JETBLUE were unacceptably long or not even available, further hindering our recovery efforts.
Here, we see that they recognize their role in the situation and acknowledge the hurt and damage done.	Words cannot express how truly sorry we are for the anxiety, frustration and inconvenience that we caused. This is especially saddening because JetBlue was founded on the promise of bringing humanity back to air travel and making the experience of flying happier and easier for everyone who chooses to fly with us. We know we failed to deliver on this promise last week.

Source: <http://www.perfectapology.com/sample-apology-letter.html>





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RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

**EXEMPLAR continued...**

Salutation	Dear JetBlue Customers,
This paragraph details their commitment to change and shows customers the preventive measures being taken to ensure that this type of situation will not happen again.	We are committed to you, our valued customers, and are taking immediate corrective steps to regain your confidence in us. We have begun putting a comprehensive plan in place to provide better and more timely information to you, more tools and resources for our crewmembers and improved procedures for handling operational difficulties in the future. We are confident, as a result of these actions, that JetBlue will emerge as a more reliable and even more customer responsive airline than ever before.
<p>The company now offers the recipients of the letter a form of restitution and compensation. This cleverly crafted commitment to change (through a Customer Bill of Rights) will shed a positive light on the company from both existing and future customers and the public at large.</p> <p>JetBlue also understands the <a href="#">Art of Apologizing</a> by providing a link on their website to a video message from the CEO and author of the letter. This unique approach is what makes this a perfect sample apology letter.</p>	<p>Most importantly, we have published the JetBlue Airways Customer Bill of Rights—our official commitment to you of how we will handle operational interruptions going forward—including details of compensation. I have a video message to share with you about this industry leading action.</p> <p><i>*Note how this is the first and only time in the letter where they use the word 'I' as opposed to 'we'. This underscores the personal connection that the founder and CEO of the company is trying to establish with his customers.</i></p>
This statement expresses regret and lets customers know that the company is hoping to continue the relationship.	<p>You deserved better—a lot better—from us last week. Nothing is more important than regaining your trust and all of us here hope you will give us the opportunity to welcome you onboard again soon and provide you the positive JetBlue Experience you have come to expect from us.</p> <p><i>*Note how the last paragraph is 'You' focused. They 'humbly' give the customer back all the power.</i></p>
Closing	<p>Sincerely, <i>Sign here in hand writing</i></p> <p>David Neeleman, Founder and CEO</p> <p>JetBlue Airways</p>



## RUBRIC

Name: \_\_\_\_\_

## COMPARE AND CONTRAST PARAGRAPH WRITING

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Knowledge/Understanding:</i>  Topic is discussed with understanding, by supporting ideas, and the role of the author is believable.	Shows limited knowledge and understanding of the topic.	Shows some knowledge and understanding of the topic.	Shows considerable knowledge and understanding of the topic.	Shows thorough knowledge and understanding of the topic.
<i>Thinking &amp; Inquiry:</i>  Follows instructions to include specific information, relies on resources to strengthen writing.	Progress and completion of the assignment shows limited thinking and inquiry skills.	Progress and completion of the assignment shows some thinking and inquiry skills.	Progress and completion of the assignment shows considerable thinking and inquiry skills.	Progress and completion of the assignment shows thorough thinking and inquiry skills.
<i>Communication:</i>  Ideas are clear and connected; the role is believable through use of language.	Oral and written communication of information is presented with limited clarity.	Oral and written communication of information is presented with some clarity.	Oral and written communication of information is presented with considerable clarity.	Oral and written communication of information is presented with thorough clarity.
<i>Application:</i>  Grammar and spelling, letter format.	Applying knowledge and understanding is met with limited ability.	Applying knowledge and understanding is met with some ability.	Applying knowledge and understanding is met with considerable ability.	Applying knowledge and understanding is met with through ability.

*The rubric is based on the Ontario Ministry of Education expectations listed in the expectations section of the lesson. Expectations are categorized under the four strands of learning: knowledge/understanding, thinking/inquiry, communication, application.*