

CHURCH APOLOGIES

Grade 10

MAIN IDEA

'In the 1870's, the Government of Canada partnered with Anglican, Catholic, United and Presbyterian churches to establish and operate boarding and residential schools for Aboriginal (First Nations, Inuit, and Métis) children...The intent of the Residential School System was to educate, assimilate, and integrate Aboriginal people into Canadian society.' http://1000conversations.ca/?page_id=48

As early as 1986, the churches directly involved with the administration of the residential schools have apologized to the Aboriginal People of Canada. These churches have also been a part of the reconciliation and healing process. In this lesson, students will have the opportunity to explore the apologies given by three church groups and write reflective paragraphs. Students will also explore the healing initiatives and discuss the lack of apology from the Catholic Church.

ONTARIO SPECIFIC EXPECTATIONS

NATIVE STUDIES

Students will...

- Identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues.
- Use correctly terms related to the discussion of relationships involving Aboriginal peoples.

MATERIALS	RESOURCES & SOURCES
Computer	Anglican Church Apology (1993) http://archive.anglican.ca/rs/
Internet	Anglican Healing Fund http://www.anglican.ca/healingfund/
Handouts	Presbyterian Church Apology (1994) http://www.rememberingthechildren.ca/press/pcc-confession.htm
Rubric	Presbyterian Healing and Reconciliation: http://www.presbyterian.ca/healing
	United Church Apologies (1986 and 1998) http://www.united-church.ca/beliefs/policies/1986/a651 http://www.united-church.ca/beliefs/policies/1998/a623
	United Church Healing Fund http://www.united-church.ca/funding/healing

	<p style="text-align: center;">RESOURCES & SOURCES</p> <p>Canadian Conference of Catholic Bishops http://www.cccb.ca/site/eng/media-room/files/2630-apology-on-residential-schools-by-the-catholic-church</p> <p>Pope expresses ‘sorrow’ for abuse at residential schools http://www.cbc.ca/news/world/story/2009/04/29/pope-first-nations042909.html</p> <p>Additional websites: Day of the Apology – Prime Minister Stephen Harper’s Apology http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649</p>
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ACTIVITIES

1. Have a class discussion reviewing Prime Minister Stephen Harper's apology.
 - What impact did the apology have on Aboriginal People?
 - How does hearing "I'm Sorry" make people feel?
 - What does an apology provide?
2. Inform the students that prior to Stephen Harper's apology, all but one of the churches involved in the administration of the residential schools have apologized to the First Nations, Inuit and Metis peoples of Canada.

Distribute handouts of church apologies, tell the students they must chose 2 apologies and write reflective paragraphs for each. (If students choose the United Church, they must read both apologies but reflect on them as one).

Provide students with handouts of **How to Write a Reflection Paragraph** as well as the **Reflection Paragraph Rubric**.

2. Tell the students they will visit the Anglican, United and Presbyterian websites to discover ways these churches are trying to help residential school Survivors. Provide students with the **Church Healing Funds** handout and **Short Answer Rubric**.
3. Ask the students if they have noticed whether or not there is a church so far that hasn't apologized? *The Catholic Church*

Read aloud the article **Pope expresses 'sorrow' for abuse at residential schools.**



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5. Read **Apology on Residential Schools by the Catholic Church.**

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HANDOUT

Name: _____

HOW TO WRITE A REFLECTION PARAGRAPH

STEPS TO WRITE A REFLECTION PARAGRAPH

Opening Sentence (1)

Introductory or topic sentence

Explanatory/ Exploratory Sentences (1-3)

Explains and explores your views on the topic

Evidence Sentences (1-4)

Provides evidence for the point being made in the paragraph.

Conclusion/Synthesis Sentences (1-2).

Concludes and summarizes the main idea of your paragraph.

Adapted from Source: http://www.cathedralcatholic.org/faculty.../Reflective_paragraph.doc

TIPS ON WRITING A REFLECTION PARAGRAPH

A reflection paper cites your reactions, feelings and analysis of an experience in a more personal way than in a formal research or analytical essay.

Thoughts and Reactions

When writing a reflection paragraph on literature or another experience, the point is to include your thoughts and reactions to the reading or experience. You can present your feelings on what you read and explain them. Your reflection paragraph should be cohesive and refer directly to the specific passage or quote in the material that inspired this feeling. You can include personal experience in a reflection paragraph, but do not depend on it; base your reactions and reflections on the material that is your subject.

Don't Summarize

Do not use a reflection paragraph simply to summarize what you have read or done. The idea of a reflection paper is to write a paragraph describing your reactions and analysis to a reading; it is more formal than a journal entry, so leave out informal language and form.

Adapted from Source: http://www.ehow.com/way_5184362_tips-writing-reflection-paper.html#ixzz2KSZMo2eU





Name: _____

- We confess that, with the encouragement and assistance of the Government of Canada, The Presbyterian Church in Canada agreed to take the children of Aboriginal peoples from their own homes and place them in Residential Schools. In these schools, children were deprived of their traditional ways, which were replaced with Euro-Canadian customs that were helpful in the process of assimilation. To carry out this process, The Presbyterian Church in Canada used disciplinary practices, which were foreign to Aboriginal peoples, and open to exploitation in physical and psychological punishment beyond any Christian maxim of care and discipline. In a setting of obedience and acquiescence there was opportunity for sexual abuse, and some were so abused. The effect of all this, for Aboriginal peoples, was the loss of cultural identity and the loss of a secure sense of self. For the Church's insensitivity we ask forgiveness.
- We regret that there are those whose lives have been deeply scarred by the effects of the mission and ministry of The Presbyterian Church in Canada. For our Church we ask forgiveness of God. It is our prayer that God, who is merciful, will guide us in compassionate ways towards helping them to heal.
- We ask, also, for forgiveness from Aboriginal peoples. What we have heard we acknowledge. It is our hope that those whom we have wronged with a hurt too deep for telling will accept what we have to say. With God's guidance our Church will seek opportunities to walk with Aboriginal peoples to find healing and wholeness together as God's people.

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Anglican Church of Canada's Apology to Native People

I am sorry, more than I can say, that we were part of a system, which took you and your children from home and family.



Name: _____



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Name: _____

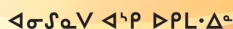






Source: <http://www.cbc.ca/news/world/story/2009/04/29/pope-first-nations042909.html>





CURRICULUM GR. 9-12

Name: _____

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Content:</i> Topic is covered in depth.	Content is minimal or there are several factual errors.	Includes essential information but there are 1-2 factual errors.	Includes essential knowledge about the topic.	Topic is covered in depth with details and examples.
<i>Organization & Neatness:</i> How the work is presented and organized.	The work appears sloppy and unorganized. It is hard to know what information goes together.	The work is presented in an organized fashion but may be hard to read at times.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in a neat, clear, organized fashion that is easy to read.
<i>Writing Conventions:</i> Spelling, punctuation, grammar and complete sentences.	Displays over five errors in spelling, punctuation, grammar and sentence structure.	Displays three to five errors in spelling, punctuation, grammar and sentence structure.	Displays one to three errors in spelling, punctuation, grammar and sentence structure.	Displays no errors in spelling, punctuation, grammar and sentence structure.
<i>Application:</i> Explanation in their paragraph is detailed and clear.	Explanation is difficult to understand and is missing several components OR was not included.	Explanation is a little difficult to understand, but include critical components.	Explanation is clear.	Explanation is detailed and clear.

<http://www.christythompson.wikispaces.com/.../Reflection+Paragraph+Rubric.do...>



Nishnawbe Aski Nation

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HEALING THE GENERATIONS
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

RUBRIC

Name: _____

SHORT ANSWER

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Content:</i> Answering questions.	Answers are partial or incomplete. Key points are not clear. Question was adequately answered.	Answers are not comprehensive or completely stated. Key points are addressed but not well supported.	Answers are accurate and complete. Key points are stated and well supported.	Answers are comprehensive, accurate and complete. Key ideas are clearly stated and well supported.
<i>Organization:</i> Answers are clearly thought out and articulated.	Organization and structure detract from the answer.	Inadequate organization or development. Structure of the answer is not easy to follow.	Organization is mostly clear and easy to follow.	Well-organized, coherently developed and easy to follow.
<i>Writing Conventions:</i> Spelling, punctuation, grammar and complete sentences.	Displays over five errors in spelling, punctuation, grammar and sentence structure.	Displays three to five errors in spelling, punctuation, grammar and sentence structure.	Displays one to three errors in spelling, punctuation, grammar and sentence structure.	Displays no errors in spelling, punctuation, grammar and sentence structure.
<i>Application:</i> Share knowledge and understanding in the assignment and presentation.	Shares knowledge and understanding of the assignment and presentation with limited effectiveness.	Shares knowledge and understanding of the assignment and presentation with some effectiveness.	Shares knowledge and understanding of the assignment and presentation with considerable effectiveness.	Shares knowledge and understanding of the assignment and presentation with a high degree of effectiveness.

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

This Rubric has been modified from RCampus:

<http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=E33X44>