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THE DAY OF THE APOLOGY

Grade 9

MAIN IDEA

With years of persistence, courage, strength and determination, Aboriginals presented the Canadian Government with facts and dire issues facing former residential school students. This resulted in a formal apology by the Prime Minister of Canada, Stephen Harper. On June 11, 2008 awareness of a very dark chapter of Canadian History came to light. Apologies and admittance from the Canadian Government regarding its role in the forced assimilation of First Nations, Inuit and Metis children and the serious intergenerational impacts of the legacy of residential schools was brought forth to all Canadians. Sadly enough, this was the first time some Canadians had ever heard of residential schools, which happened over one hundred (100) years ago.

ONTARIO SPECIFIC EXPECTATIONS Students will...

SOCIAL SCIENCES

 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).

MATERIALS	RESOURCES & SOURCES
Computer/Internet	Day of the Apology - Aboriginal Affairs and Northern Development Canada http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649
Handouts	(Note: to find additional speeches see Additional Information, Video Vault at bottom of Web site page)
Rubric	Merriam-Webster Dictionary http://www.merriam-webster.com

ACTIVITIES

- 1. Have students define the words on the **Apology Definition** sheet before viewing the **Day of the Apology.** Once they are done have students do the **Apology Definition Quiz**.
- 2. As a class watch the **Day of the Apology** by Prime Minister of Canada, Stephen Harper and the speeches by First Nations, Inuit and Metis Leaders.
- 3. Have students complete the **PM & Aboriginal Leaders Apology Question** (short answer) worksheet. Discuss each quote and have students take notes on the ones they didn't answer.

ASSESSMENT

Summative: Apology Question Rubric Diagnostic: Apology Definition Quiz



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APOLOGY DEFINITIONS

Define the following terms using the Merriam-Webster Dictionary on the Internet at http://www.merriam-webster.com

Assimilation	Assimilate
Prohibited	Resolution
Congaguences	Logogy
Consequences	Legacy
Overshadowed	Cornerstone
Healing	Commission
Reconcile	Reconciliation
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APOLOGY DEFINITIONS QUIZ

In order to recall what you have learned through your definition research, complete this definition QUIZ by matching the correct word to its definition.

Assimilation, Assimilate, Prohibit, Consequence, Overshadow, Heal, Reconciliation, Reconcile, Resolution, Legacy, Cornerstone, Commission

WORD	DEFINITION
1	To make sound or whole.
2	Something transmitted by or received from an ancestor or predecessor or from the past.
3	The action of reconciling: the state of being reconciled.
4	An act, process, or instance of assimilating.
5	To forbid by authority.
6	To make similar, to absorb into the culture.
7	To cast a shadow over, to exceed in importance.
8	To restore to friendship or harmony, settle, resolve.
9	Foundation.
10	The act of resolving, the act of answering.
11	Something produced by a cause or necessarily following from a set of conditions.
12	A formal written warrant granting the power to perform various acts or duties, a group of persons directed to perform some duty.

Source: http://www.merriam-webster.com

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TEACHER MASTER COPY

APOLOGY DEFINITIONS QUIZ - ANSWERS

WORD	DEFINITION
HEAL	To make sound or whole.
LEGACY	Something transmitted by or received from an ancestor or predecessor or from the past.
RECONCILIATION	The action of reconciling: the state of being reconciled.
ASSIMILATION	An act, process, or instance of assimilating.
PROHIBIT	To forbid by authority.
ASSIMILATE	To make similar, to absorb into the culture.
OVERSHADOW	To cast a shadow over, to exceed in importance.
RECONCILE	To restore to friendship or harmony, settle, resolve.
CORNERSTONE	Foundation.
RESOLUTION	The act of resolving, the act of answering.
CONSEQUENCE	Something produced by a cause or necessarily following from a set of conditions.
COMMISSION	A formal written warrant granting the power to perform various acts or duties, a group of persons directed to perform some duty.

Source: http://www.merriam-webster.com



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ASSIGNMENT (1)

Name:

PRIME MINISTER APOLOGY QUESTIONS

After watching the **Day of the Apology** take some time to complete (5 out 9 your choose) of the following short answer questions.

#1 QUOTE by Stephen Harper, PM = 'In the 1870's, the federal government, partly in order to meet its obligation to educate Aboriginal children, began to play a role in the development and administration of these schools.'

	Why did the government feel it was their obligation to educate Aboriginal children?
	Why did the government not accept or allow Aboriginal traditional ways of educating the Aboriginal children?
	Share your ideas of how you think the government should/could have been involved in the process, if at all.
I	OTE = 'to kill the Indian in the child'
	What does this quote mean to you? Briefly explain if you feel residential schools succeeded in doing so? Has Aboriginal culture survived, if so explain.



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APOLOGY QUESTIONS continued	APOL	LOGY	OUES	TIONS	continue	d
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Name:
#3 QUOTE by Stephen Harper, PM = 'The legacy of Indian residential schools has contributed to social problems that continue to exist in many communities today.'
Do you think Stephen Harper should have elaborated on this point? If so, why? Provide 3 examples of today's social problems stemming from the effects of the residential school experience.
#4 QUOTE by Stephen Harper, PM = 'The government of Canada recognizes that the absence of a apology has been an impediment to healing and reconciliation.'
Why is an apology an important part of reconciliation?
Why does an apology hold so much power?
How did hearing 'we are sorry' make you feel?
#5 QUOTE by Stephen Harper, PM = 'it was wrong to forcibly remove children from their homes and we apologize for having done this. We now recognize that it was wrong to separate children from rich and vibrant cultures and traditions'
Why didn't the government have these views in the 1800's?



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APOLOGY QUESTIONS continued...

Name:
Why did the government continue to remove children from their homes for more than one hundred (100) years?
Share your ideas on how education for First Nations people should have occurred during post-contact with the European settlers.
OTE by Stephen Harper, PM = 'Not only did you suffer these abuses as children, but as you parents, you were powerless to protect your own children from suffering the same experience.'
Explain this statement
OTE by Stephen Harper, PM = 'The burden of this experience has been on your shoulders for long.'
What does this mean?



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APOLOGY OUESTIONS continued...

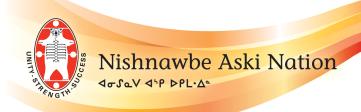
Name:
How can the government carry some of this burden?
Does an apology help lessen the burden on both sides?
JOTE by Stephen Harper, PM = 'The Commission presents a unique opportunity to educate all ans on the Indian Residential School system.' (Truth and Reconciliation Commission) Why do you think many Canadians are still unaware of the 100 year legacy of residential
schools?
Why do all Canadians need to be educated about this "dark chapter in our history"?
What can be done to increase public understanding and sensitivity to the effects of the residential schools former students, families and communities?
JOTE by Stephen Harper, PM = 'a relationship based on the knowledge of our shared history, ct for each other and a desire to move forward'
Do you think it's possible for former abused students to "respect" their oppressors such as the government, their former teachers, etc.?



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APOLOGY QUESTIONS continued...

	Name:
How do we reconcile with our past experiences?	
How do we reconcile with others?	



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ASSIGNMENT (2)

ABORIGINAL LEADERS APOLOGY QUESTIONS
After watching the Day of the Apology take some time to complete (1 of 3) of the following short answer questions.
#1 QUOTE by (former AFN Chief) Phil Fontaine = 'what happened today signifies a new dawn the relationship between us and the rest of Canada. We are and always have been an indispensable part of Canadian identity. Our peoples, our history, and our present being are the essence of Canada. The attempts to erase our identities hurt us deeply, but it also hurt all Canadians and impoverished the character of this nation.'
How have Aboriginals always been part of the "essence of Canada?"
How did the legacy of residential school "hurt all Canadians and impoverished the character of this nation?
#2 QUOTE by Mary Simon, President ITK = 'There is so much work to be done. We need the help
and support of all thoughtful Canadians and our governments to rebuild strong and healthy families and communities. This can be achieved only when dignity, confidence and respect for traditional values and human rights once again become part of our daily lives and are mirrored in our relationship with governments and other Canadians.'
How can the government help First Nations, Inuit and Metis people revitalize and/or continue to teach their traditional ways? Think of 3 solutions.



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APOLOGY QUESTIONS continued...

	Name:
	What human rights is Mary Simon referring to here?
my hear	JOTE by Beverly Jacobs, President of NWA = 'I want to say that I come here speaking from rt, because two generations ago, my grandmother, being a Mohawk woman, was beaten, y beaten and physically beaten, for being a Mohawk woman. She did not pass this abuse on.
She did	not pass it on to my mother and her siblings, and so that matriarchal system that we have rectly affected. Luckily, I was raised in a community where it has been revitalized by all of our
	Define matriarchal. Why do you think Beverly's Grandmother did not pass on her matriarchal teachings to her daughter?
	How did this affect Beverly?
	Do you think all family members of survivors were so fortunate to have learned their traditional ways? Explain



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ASSIGNMENT (3)

110	Name:				
	APOLOGY QUESTIONS				
	After watching the Day of the Apology take some time to complete the following short answer questions.				
1.	What is your opinion about the Prime Minister's Apology Speech? What did you learn from it? Do you think anything was missing from the apology? Do you think it provided any solutions? How did it make you feel overall and why?				
2.	Was the overall outlook from the Aboriginal Leaders positive or negative? Explain. Did they all feel hopeful? Explain. How did they illustrate their cultures are still strong today? Respect was an important part of all speeches, do you think this can be achieved between Aboriginal and non-Aboriginal people/government? Explain.				

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APOLOGY QUESTION SHEETS

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Content: 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.
Organization: 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.
Writing Conventions: 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.
Application: 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