

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

SOCIAL SCIENCES

Students will...

- 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





Nishnawbe Aski Nation

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HEALING THE GENERATIONS
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

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Name: _____

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>

**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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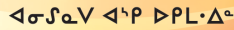
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APOLOGY QUESTION SHEETS

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>