

HONOURING SURVIVORS

Grade 10

MAIN IDEA

Since before Prime Minister Stephen Harper's Apology in June 2008, the process of healing has begun for former residential school Survivors. Events, walks, conferences, curriculum and exhibits have been inspired by the courage and strength of Survivors and to honour those who are no longer with us. Most significantly are the memorials, which have been created and erected. During this lesson students will have the opportunity to explore and teach their classmates about the different ways residential school Survivors have been and still are being honoured in Canada. By designing their own memorial/monument, students too will honour those who have been so greatly impacted by the residential school experience.

ONTARIO SPECIFIC EXPECTATIONS

NATIVE STUDIES

Students will...

- Assess the efforts of individuals from different Aboriginal communities to further the interests of Aboriginal peoples.
- Identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues.
- Identify examples of the growing activism of Aboriginal groups in the twentieth century.

MATERIALS	RESOURCES & SOURCES
Computer/Internet	See Small Group Research Web sites
Overhead/whiteboard	See Memorials and Monuments Web sites
Handouts	Class discussion Residential School documents - Ottawa ordered to find and release millions of Indian residential school records http://www.theglobeandmail.com/news/politics/government-must-release-residential-schools-documents-court-rules/article8001068/
Paper, Rulers, Markers, Pencil Crayons	
Rubrics	See Additional/Alternate Group Presentation Sites
Newspaper Article	

ACTIVITIES

The following Activities may take several classes to complete.

1. **DAY #1:** Have students brainstorm ideas and share prior knowledge about memorials.



CURRICULUM GR. 9-12



CURRICULUM GR. 9-12

- How does it honour former students?

Summative: Monument Design Rubric

INSTRUCTIONAL HANDOUT

GROUP MEMBERS:

Name: _____

Name: _____

Name: _____

HONOURING RESIDENTIAL SCHOOL SURVIVORS GROUP PRESENTATION

Group members will research and present an event/monument/walk/conference, which honours residential school survivors. It will be the group's responsibility to 'teach' the class the results of their research.

Be sure to follow the **Rubric** so you know what is expected of your Group.

All groups will research the following categories:

- Provide the name of the event/monument/walk/conference.
- Names of people or organizations involved.
- Date and place it occurred.
- Share the theme and/or main goal.
- If you are researching a monument describe its components (symbols, inscriptions, design).
- Provide any other pertinent information.
- Groups will also share how their research findings made them feel.
- Presentations will be 2-4 minutes.
- All group members will have a speaking role.
- Read the group presentation rubric prior to commencing your research.



INSTRUCTIONAL HANDOUT

GROUP MEMBERS:

Name: _____

Name: _____

Name: _____

HONOURING RESIDENTIAL SCHOOL SURVIVORS MONUMENT DESIGN

- Students will design and draw a colourful memorial for residential school survivors.
- Students will write a 50-100 word inscription for the memorial. The inscription will include the name of a former Ontario residential school (see list below) and the (approximate) dates the school was operating. (You will need to research dates online).
- Describe/define the legacy of residential schools, explain some of its impacts.
- Students will include drawings and/or symbols.
- Be sure to read the Monument Design Rubric prior to commencing your art project.

ONTARIO RESIDENTIAL SCHOOLS

Bishop Horden Hall (Moose Factory)	St. Anne's (Fort Albany)
Cecilia Jeffrey (Kenora, Shoal Lake)	St. Joseph's (Thunder Bay/Fort William)
Cristal Lake (NW Ontario)	St. Margaret's (Kenora)
McIntosh (Kenora)	St. Mary's (Kenora)
Mohawk Institute (Brantford)	Shingwauk (Sault Ste. Marie)
Mount Elgin (Munceytown)	Spanish Boys (Wikwemikong)
Pelican Lake/Pelican Falls (Sioux Lookout)	Spanish Girls (Wikwemikong)
Poplar Hill (Poplar Hill)	Stirland Lake (Wabbon Bay)





RUBRIC

GROUP MEMBERS:

Name: _____

Name: _____

Name: _____

MONUMENT DESIGN RUBRIC

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Elements of Design</i>	The student did the minimum amount required for the assignment.	The student did the assignment in a satisfactory manner.	The artwork shows that the student applied the requirements discussed in class.	The artwork shows that the student applied the requirements in a unique way.
<i>Creativity</i>	The student's work lacked originality.	The piece shows little original thought.	The student's work demonstrates an average amount of originality.	The student's work demonstrates an above average amount of originality.
<i>Effort</i>	The student did not finish work in a satisfactory manner.	Student put minimal effort in to the assignment.	The project was finished in an average manner.	The project was completed in an above average manner.

Rubric was adapted from
<https://rubrics.engrade.com/hands>

RUBRIC

GROUP MEMBERS:

Name: _____

Name: _____

Name: _____

GROUP PRESENTATION RUBRIC

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Content</i>	Presentation contained little to no valuable material.	Presentation had moments where valuable material was present but as a whole was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.
<i>Collaboration</i>	The group never worked from others ideas. It seemed as though only a few people worked on the presentation.	The group sometimes worked from others ideas. However it seems as though certain people did not do as much work as others.	The group worked from others ideas most of the time and it seemed like everyone did some work, but some people are carrying the presentation.	The group always worked from others ideas. It was evident that all the group members contributed equally to the presentation.
<i>Organization</i>	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation had organizing ideas but could have been much stronger with better preparation.	The presentation was well organized, well prepared and easy to follow.
<i>Presentation</i>	Presenters were unconfident and demonstrated little evidence of planning prior to presentation.	Presenters were not consistent with the level of confidence and preparedness they showed the classroom but had some strong moments.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.	Presenters were all very confident in delivery and they did an excellent job for engaging the class. Preparation was very evident.

Rubric was adapted from

<http://academics.uww.edu/cni/webquest/Fall04/russian/PDFs/PresRub.pdf>