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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 Students will...

NATIVE STUDIES

- 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
Paper, Rulers, Markers,	http://www.theglobeandmail.com/news/politics/government-must-release-
Pencil Crayons	residential-schools-documents-court-rules/article8001068/
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.



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What is a memorial? (Something, especially a structure that reminds people of a person or event. Synonym monument.)

Why do we build memorials? (Record a significant event in history)

What purpose do they serve? (Honour and pay respect to those involved, explain an event in history, to educate, offer thanks)

Share if you have you ever seen a memorial or a monument.

What do you recall from your experience?

Teacher will provide visual examples of the **Memorials** below on the whiteboard. While viewing examples of memorials, have students actively investigate the components of a memorial: the inscription, dates, names, pictures, symbols, sculptures, artwork, flags etc.

http://en.wikipedia.org/wiki/Terry_Fox_Memorial_and_Lookout

http://www.dailymail.co.uk/news/article-2035883/9-11-Anniversary-Ground-Zero-Memorial-revealed-pictures-1st-time.html - axzz2JsgMRENB

http://en.wikipedia.org/wiki/National_War_Memorial_(Canada)

http://en.wikipedia.org/wiki/File:Louis_Riel_Statue.jpg

http://en.wikipedia.org/wiki/Canadian_National_Vimy_Memorial

http://en.wikipedia.org/wiki/Oklahoma_City_National_Memorial

2. **DAY #2:** Have a class discussion by asking the students if the legacy of residential schools warrants a memorial?

Do memorials aid in the healing process for survivors? Explain how. (*Recognize and define the experience, bring awareness to and educate others, solidify its time in history, unify those affected, provide hope for the future*).

Divide students equally into **groups of (3) members** and provide them with an assigned Web site to research an event/memorial/walk/conference, which honours residential school students. Inform the groups it will be their job to 'teach' the class the results of their research by doing a group presentation. Web sites can be found under the Group Presentation Information Handout.

Provide small groups with **Honouring Residential School Survivors Group Presentation** instructional handout and a copy of the Rubric so they know what is expected of them.



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- 3. **DAY #3:** Students will design and draw a Memorial for Residential School Survivors. Provide students with a copy of the Memorials for Residential School Survivors instructional handout and a copy of the Rubric so they know what is expected of them.
 - Once the Memorials are complete be sure to display them on a bulletin board for the rest of the school to see. Title the bulletin board 'Honouring Residential School Survivors'.
- 4. Day #4: As a class, read and discuss "Ottawa ordered to find and release millions of Indian residential school records." See attached newspaper article. Once finished reading discuss the following:

What is the significance of this ruling?

How does it help in the healing process?

How does it honour former students?

ASSESSMENT

Summative: Group Presentation Rubric

Summative: Monument Design Rubric



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INSTRUCTIONAL HANDOUT

GROUP MEMBERS:	
Name:	
Name:	
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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.



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INSTRUCTIONAL HANDOUT continued...

(9) SMALL GROUP RESEARCH WEB SITES

5. Walking Together: Sharing our Journey NAN

http://www.tbnewswatch.com/news/234167/Scars-from-school and

http://www.thenewscollective.org/display-related-

news.php?itemHeadline=Ontario%3A+Nishnawbe+Aski+Nation+Commemorates+Residential+S chool+Survivors

- 2. Memorial honours former residential school students, Pelican falls http://wawataynews.ca/node/10202
- 3. Remebering the Past: A window to the future, stained glass window at Parliament Building

http://www.aadnc-aandc.gc.ca/eng/1332859355145/1332859433503 and

http://www.winnipegfreepress.com/breakingnews/Stained-glass-window-signifies-hope-180861511.html

- 4. N. Ontario city to be home to national memorial for residential school survivors http://www.saultstar.com/2012/07/21/residential-school-memorial-could-provide-movingexperience-for-tourists-column and
 - http://www.sunnewsnetwork.ca/sunnews/canada/archives/2012/07/20120716-171346.html
- 5. Unveiling of Mount Elgin school monument to take place June 20 http://www.stthomastimesjournal.com/2012/06/15/unveiling-of-mount-elgin-schoolmonument-to-take-place-june-20
- 6. Grassy Narrows cairn erected to remember residential school students http://www.kenoradailyminerandnews.com/2012/11/23/grassy-narrows-cairn-erected-toremember-residential-school-students
- 7. Shingwauk 2012 Gathering & Conference: Healing and Reconciliation through Education http://speakingmytruth.ca/news/?p=111
- 8. Residential School Survivors Gather in Saskatoon http://vancouver.mediacoop.ca/story/residential-school-survivors-gather-saskatoon/11454
- 9. Walk held to honour residential school survivors

http://www.pressdisplay.com/pressdisplay/viewer.aspx and

http://thechronicleherald.ca/novascotia/547446-protester-uprising-not-about-the-chiefs



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INSTRUCTIONAL HANDOUT

GROUP MEMBERS:	
Name:	_
Name:	_
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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)	

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NEWSPAPER ARTICLE

ONTARIO SUPERIOR COURT

Ottawa ordered to find and release millions of Indian residential school records

GLORIA GALLOWAY OTTAWA — The Globe and Mail Published Wednesday, Jan. 30 2013, 12:01 PM EST Last updated Wednesday, Jan. 30 2013, 9:38 PM EST

The federal government must scour its archives for millions of documents related to the Indian residential schools that operated in Canada for more than century – institutions where physical and sexual abuse was rampant and from which many students never returned.

An Ontario Superior Court judge ruled on Wednesday that it is not good enough for Ottawa to provide the Truth and Reconciliation Commission (TRC) with records that can be found in the active files of departments.

Most of the relevant documents were long ago sent to Library and Archives Canada (LAC) for storage, and Mr. Justice Stephen Goudge said the government must now retrieve them so that the commission can fulfill its mandate of compiling a historical record of the residential-schools experience. Canada's obligation under a settlement agreement signed in 2006 with the school survivors, the government, the churches that ran the institutions, and others, is straightforward, Judge Goudge wrote.

"It is to provide all relevant documents to the TRC," which was created as part of the settlement agreement, he wrote. "The obligation is in unqualified language unlimited by where the documents are located within the government of Canada."

The department of Aboriginal Affairs has turned over a million records and promises hundreds of thousands more. But 23 other departments have refused to do likewise. It is estimated that millions of school-related documents in the archives could occupy 6.5 kilometres of shelf space, and finding them could cost as much \$100-million.

Justice department lawyers said employees of the TRC were welcome to search the archives themselves. But the commission, which is running on a budget of \$60-million over five years, says it has neither the money nor the resources to do so.

Aboriginal Affairs Minister John Duncan said on Wednesday that the government is reviewing Judge Goudge's ruling.

"The decision is anything but clear cut," Mr. Duncan told the Commons. "The discussion in terms of relevant documents is left somewhat open by the judge. We believe that we have been meeting the spirit and intent, but if there is a slightly different interpretation, we will obviously meet the spirit and intent of the judge's decision."

That suggests the government may be contemplating an appeal.

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NEWSPAPER ARTICLE continued...

Julian Falconer, the commission's lawyer, said any appeal would be "unfortunate" and urged the government not to engage in gamesmanship.

"Canada may well have thought that it was honouring the agreement even though it did not turn over the federal archives. But that state of ignorance is no longer available to them," Mr. Falconer said in a telephone interview.

"The obligation to turn over the federal archives is unequivocal," he said. "There is nothing unclear about the judgment. This is about control over history. And Canada has to be willing to relinquish control over the history that is residential schools to the survivors and their families as was contemplated in the agreement."

Mr. Justice Murray Sinclair, the chairman of the TRC, said in a statement that he welcomed the decision. "We're grateful to be able to continue the commission's work of gathering and protecting for future generations documents that are relevant to the history of the Indian residential schools in Canada," Judge Sinclair said.

Shawn Atleo, National Chief of the Assembly of First Nations, called the ruling a significant victory. "Reconciliation is about achieving real change that must come from increased and improved understanding of our shared history," he said. "These documents are essential to the truth-telling and truth-sharing work of the TRC, and all of us."

About 150,000 aboriginal children attended the schools during the 130 years they were in operation – many of them forced away from their families as part of a campaign to "take the Indian out of the child."

Prime Minister Stephen Harper apologized in 2008 on behalf of the federal government for the residential-schools experience, but the Assembly of First Nations says the refusal to release the documents could undermine that gesture.

 $Source: \underline{http://www.theglobeandmail.com/news/politics/government-must-release-residential-schools-documents-court-rules/article8001068/$

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RUBRIC

GROUP MEMBERS:	
Name:	
Name:	

MONUMENT DESIGN RUBRIC

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Elements of Design	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.
Creativity	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.
Effort	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

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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%)
Content	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.
Collaboration	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.
Organization	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.
Presentation	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