

INTERGENERATIONAL IMPACTS

Grade 10

MAIN IDEA

One part of the legacy of residential schools is they have impacted generation after generation of Aboriginal peoples in this country. The role and impacts of residential schools on Aboriginal traditional knowledge and mental, emotional, physical and spiritual well-being are linked to colonization and cultural genocide. The goal of residential schools was institutionalized assimilation by stripping Aboriginal peoples of their language, culture and connection with family. Although assaults on the first peoples of this land have been devastating and intergenerational, we still celebrate proudly through our resilience and tenacity of the holistic well-being of Aboriginal peoples. We are still here. – Modified, originally written by Cheryle Partridge -

ONTARIO SPECIFIC EXPECTATIONS

NATIVE STUDIES

Students will...

- Identify significant events and issues that have had an impact on Aboriginal peoples and their communities (e.g., the introduction of European, Asian, and African diseases, such as tuberculosis and HIV; residential schools; the relocation of Inuit communities in the high Arctic);
- Evaluate the impact of social and demographic change on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate)

MATERIALS	RESOURCES & SOURCES
Computers/Internet	Mental Health Profiles for a Sample of British Columbia's Aboriginal Survivors of the Canadian Residential School System http://www.ahf.ca/downloads/mental-health.pdf
Elder or Healer	
Tobacco Leaves	My Journey Into Motherhood, digital story http://www.pwhce.ca/program_aboriginal_digitalStories.htm
Handouts	
Rubric	Reclaiming Connections: Understanding Residential School Trauma Among Aboriginal People http://www.ahf.ca/downloads/healing-trauma-web-eng.pdf
	Additional resources: Intergenerational Impacts from the exhibit Where are the Children http://www.wherearethekids.ca/en/exhibit/impacts.html
	Jigsaw explanation http://www.mlab.uiah.fi/polut/Yhteisollinen/tyokalu_jigsaw.html







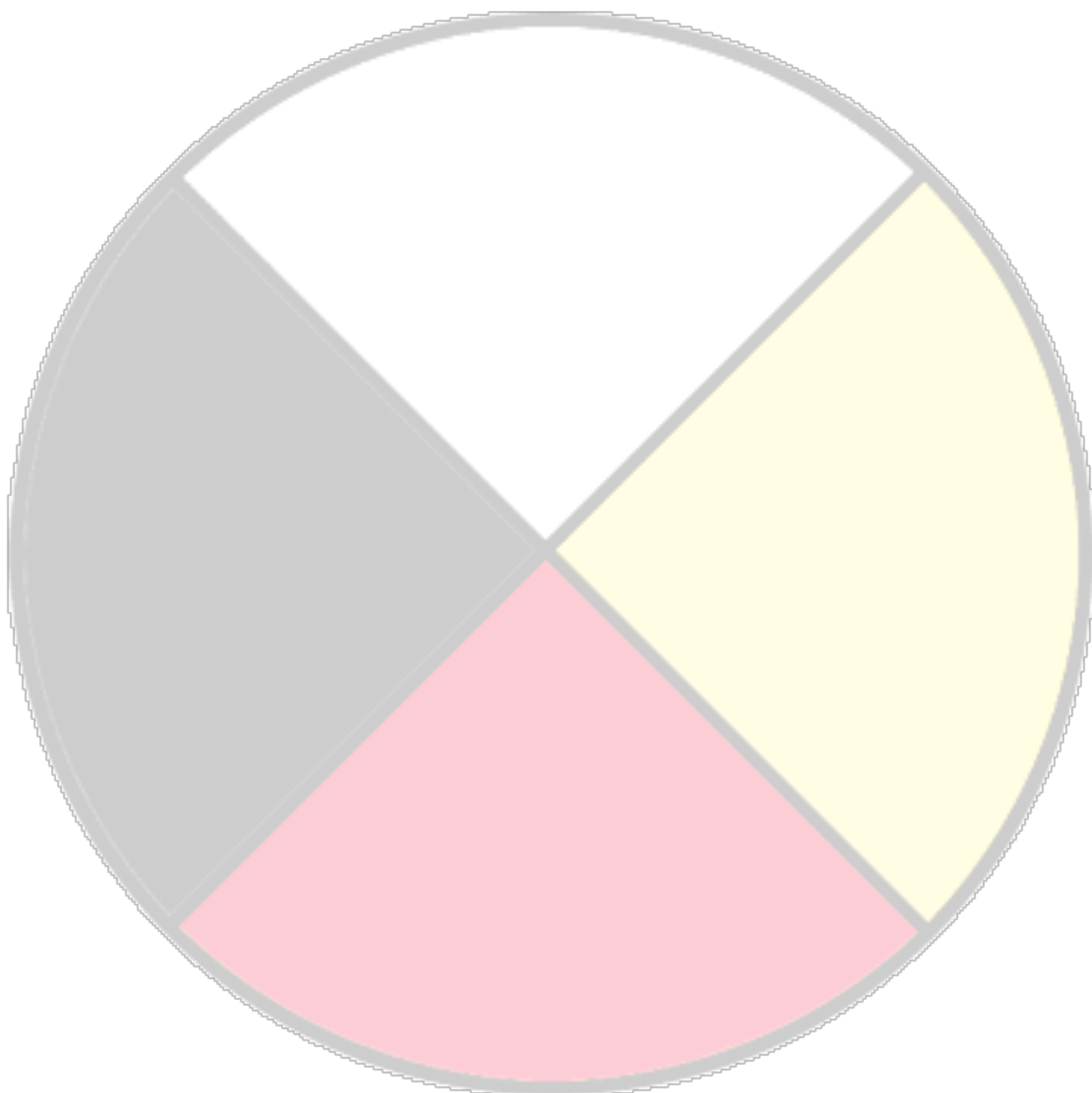




CURRICULUM GR. 9-12

Name: _____

Descendants of residential school Survivors...



Generations of family and community member Survivors...

Burton Consulting Services



TOPIC #3 HANDOUT continued...

“Traditional teachings have always included behaviour modification, cognitive therapy and narrative therapy. Our children learned through the stories of the Elders, making the connections from the stories to their own life journeys.”

(Frontline Worker Retreat Participant, 2000)

EXAMPLES OF TRADITIONAL HEALING

Healing circles	Vision quest
Prayer/giving thanks	Fasting
Sacred items	Humor and play
Sacred medicines	Seven sacred gifts/teaching
Dreams	Art
Sweat lodge ceremony	Storytelling
Dance	Smudging

SMUDGING

Smudging is a sacred ritual using smoke from burning medicine such as sage, sweetgrass, cedar or tobacco, to cleanse people, places, food and objects.

When used to cleanse people, a smudge is usually led by an Elder or traditional healer who may have a helper or may engage one of the participants to assist. Smudging is used to dispel negative energy, creating an opening for positive healing energy.

Depending on the preference of the Elder or traditional healer, elements such as fire and water may be placed in the centre of the circle to help participants stay focused.

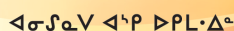
Once everyone has smudged, the burning medicine may be placed in the centre of the circle. Fire in the centre of a circle symbolically connects participants to their inner sacred fire.

Source: <http://www.ahf.ca/downloads/healing-trauma-web-eng.pdf>

FOLLOW UP ACTIVITY:

Answer the following questions on lined paper:

1. How can we heal after trauma?
2. What are some advantages to using traditional methods?
3. Describe the main purpose of smudging.



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> 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.

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