CURRICULUM GR. 9-12

RESIDENTIAL SCHOOL SETTLEMENTS Grade 11

MAIN IDEA

Students will review and broaden their knowledge around the term 'Reconciliation' through an introductory brainstorm session. Students will then take part in a virtual 'scavenger hunt' in a computer lab by exploring two Web sites that will familiarize them about The Indian Residential School Settlement Agreement. Students will continue their learning by reading an article involving a specific example of one aspect of the agreement. Finally, students will gather and organize information from the article by writing a formal information paragraph.

ONTARIO SPECIFIC EXPECTATIONS Students will...

NATIVE STUDIES

- Identify the ways in which Aboriginal peoples and Canadians are attempting to resolve disputes over the past treatment of Aboriginal peoples.
- Assess the effectiveness of attempts to improve the relationships among Aboriginal peoples, the Canadian government, and Canadian society as a whole.
- Describe how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserve are a mutual responsibility to the quality of life of Aboriginal peoples.
- Demonstrate an understanding of the injustices of the past that affect Aboriginal and Canadian relationships.

MATERIALS	RESOURCES & SOURCES
Computer Lab/Internet	Aboriginal Affairs and Northern Development Canada
	http://www.aadnc-aandc.gc.ca/eng/1100100015594/1100100015595
Handouts	http://www.aadnc-aandc.gc.ca/eng/1332949137290/1332949312397
Markers or Chalk	The United Church Observer
Rubric	http://www.ucobserver.org/features/2012/04/reconciling_hard_truth/

ACTIVITIES

1. Introduce the topic of the lesson to the class with a brainstorm session. Create an idea web on the board about **Reconciliation**. Ask students: When I say 'Reconciliation' what do you think about? You may want to give the students a few minutes and then have each student in the class provide a one-word answer.



CURRICULUM GR. 9-12

- 2. Distribute the **Reconciliation: Residential School Settlements** handout. This activity is to be conducted as an online scavenger hunt. Students should follow instructions. They will visit each Web site listed and search the site for the answers to the questions asked.
 - *If a computer lab is not available for the whole class, students may complete the assignment with a print out of the Web page (provided by the teacher), they may partner up and search the sites together, or it may be a homework assignment if the entire class has computer access at home.
- 3. Have students hand in the scavenger hunt activity. Mark the activity using the answer sheet provided. This will be a formative assessment for a thinking and inquiry task.
- 4. Distribute the **Reconciling to a Hard Truth** handout. Students will read the article in class or for homework. Advise students to read the article once and then reread the article, but this time highlighting information about the process and role of the Independent Assessment Process (IAP).
- 5. Using information from the article, students will write an informational paragraph about the roles and procedures of the IAP. Refer to **Information Paragraph- the Independent**Assessment Process (IAP).

ASSESSMENT

Formative: Reconciliation: Residential School Settlements

Summative: Information Paragraph Rubric



CURRICULUM GR. 9-12

ONLINE SCAVENGER HUNT

Name:			

RECONCILIATION: RESIDENTIAL SCHOOL SETTLEMENTS

This activity is considered an online scavenger hunt. You are to conduct research by reading information from two different Web site links. Use the following links, navigate through the Web page, and answer the questions provided under each section.

1. <u>htt</u>	1. COMMON EXPERIENCE PAYMENTS http://www.aadnc-aandc.gc.ca/eng/1100100015594/1100100015595						
	a)	What is the name of this Web page?					
		Who is the Web site funded by?					
	b)	When was the Indian Residential School Settlement Agreement reached?					
	c)	What does CEP stand for?					
		Who is it paid out to?					
		What payment is made?					
	d)	Canada is the trustee for the set-aside for the CEP and accountable to the parties of the Settlement Agreement and to the courts.					
2.	2. FACT SHEET – INDIAN RESIDENTIAL SCHOOLS SETTLEMENT AGREEMENT http://www.aadnc-aandc.gc.ca/eng/1332949137290/1332949312397						
	e)	What does IAP stand for?					
		What massures does it include?					



CURRICULUM GR. 9-12

ONLINE SCAVENGER HUNT continued...

	Name:
f)	The TRC will also:
	Support a to fund local, regional and national activities that honour, educate, remember, memorialize and/or their families and
	their communities.
g)	Healing and Health Services: Through this program (The Indian Residential Schools Resolution Health Support Program) former students and their families have access to services which include:
	•
	•
	•
h)	Aboriginal Affairs and Northern Development Canada's gestures of reconciliation are:
	June 16, 2012 – TRC $1^{\rm st}$ event: Repeal sections of the Indian Act that:
i)	What did northern Aboriginal organizations receive during the TRC's 2^{nd} and 3^{rd} events?

CURRICULUM GR. 9-12

TEACHER MASTER COPY ONLINE SCAVENGER HUNT

RECONCILIATION: RESIDENTIAL SCHOOL SETTLEMENTS

1. COMMON EXPERIENCE PAYMENTS

http://www.aadnc-aandc.gc.ca/eng/1100100015594/1100100015595

- a) What is the name of this Web page? Who is the Web site funded by?
 - Aboriginal Affairs and Northern Development Canada. The website is funded by the Canadian government.
- b) When was the Indian Residential School Settlement Agreement reached?
 - September 19, 2007
- c) What does CEP stand for? Common Experience Payment
 - Who is it paid out to? Former students who resided in Residential Schools
 - What payment is made? \$10,000 for the first year (or part thereof) and \$3000 for every year to follow, that they attended Residential School.
- d) Canada is the trustee for the **\$1.9 billion** set-aside for the CEP and accountable to the parties of the Settlement Agreement and to the courts.
- 3. FACT SHEET INDIAN RESIDENTIAL SCHOOLS SETTLEMENT AGREEMENT http://www.aadnc-aandc.gc.ca/eng/1332949137290/1332949312397
 - g) What does IAP stand for? What measures does it include?
 - Independent Assessment Process a claimant-centered, non-adversarial, out of court process for the resolution of claims of sexual abuse, serious physical abuse and other wrongful acts suffered at Indian Residential Schools.
 - h) The TRC will also:
 - Support a \$20 million Commemoration Initiative to fund local, regional and national activities that honour, educate, remember, memorialize and/or pay tribute to former Residential School students, their families and their communities.



CURRICULUM GR. 9-12

TEACHER MASTER CORY ONLINE SCAVENGER HUNT continued...

- j) Healing and Health Services: Through this program (The Indian Residential Schools Resolution Health Support Program) former students and their families have access to services which include:
 - Cultural Supports: community-based elders and traditional healers.
 - Emotional supports: Aboriginal community-based mental health workers, many of whom speak Aboriginal languages.
 - Clinical supports: psychologists and social workers who provide counseling.
 - Transportation assistance: when professional counseling and cultural support services are not locally available.
- k) Aboriginal Affairs and Northern Development Canada's gestures of **reconciliation** are:
 - June 16, 2012 TRC 1st event: Repeal sections of the Indian Act that: *Allowed for the establishment of Residential Schools and the removal of children from their homes and communities.*
- l) What did northern Aboriginal organizations receive during the TRC's 2nd and 3rd events?

They received money to support travel for former students to attend the event.



CURRICULUM GR. 9-12

ARTICLE

Name:	

RECONCILING TO A HARD TRUTH

Read the following article. Highlight the information outlining the process and role of the IAP (Independent Assessment Process), which is part of the Indian Residential School Settlement Agreement.

RECONCILING TO A HARD TRUTH

By Richard Wright The United Church Observer

Anne Thrasher is a 56-year-old Inuvialuit woman from Paulatuk, a remote community of just over 300 in the western Arctic. When Thrasher was a child, her father worked on the DEW Line, the network of radar outposts built in the far North during the Cold War to detect incoming Soviet aircraft. There were no schools at the outposts, so at the age of five, she was shipped off to the Grollier Hall residential school in Inuvik, N.W.T. She stayed at the Catholic-run school for 10 years.

Thrasher says she was abused at Grollier Hall in ways that she still finds too painful to speak about publicly. Unlike thousands of other residential school survivors, she never considered suing for damages. "I had been doing well putting it behind me," she says. Even after the creation of a new process that makes it possible for survivors to seek compensation without having to resort to lawsuits or other adversarial legal measures, she resisted the opportunity to make a claim. "I had my trust broken by the residential schools and by the Canadian government already," Thrasher says. "How was I supposed to put my trust in the process?"

Eventually, word-of-mouth reports from other Paulatuk residents saying the new process was confidential and fair brought Thrasher around. She called a lawyer in Kamloops, B.C., and set the wheels in motion to tell her story to the Independent Assessment Process (IAP) set up as part of the Indian Residential Schools Settlement Agreement reached in 2005 by the federal government, the Assembly of First Nations and the Canadian churches that ran residential schools.

At the time it was signed, there was great hope that the agreement would finally bring closure to an awful chapter in Canada's history. But events have taken an unexpected turn, and closure is still far off. The IAP, in particular, has opened a floodgate of new claims from people like Anne Thrasher, suggesting that the number of children who were abused in residential schools was much greater than anyone imagined. If reconciliation must be founded on truth, here is an emerging hard truth that must be explored.

CURRICULUM GR. 9-12

ARTICLE continued...

The terms of the residential schools settlement included compensation for all surviving students for "language, cultural and other losses" — a Common Experience Payment. This was to be supplemented by further financial compensation for students who had additionally been physically, sexually or otherwise abused in the schools. The IAP was set up to hear abuse claims and to award significant sums to claimants whose cases were validated. It was designed to be an alternative to individual and class-action lawsuits, and to replace an existing dispute resolution process sponsored by the federal government.

The parties who negotiated the settlement determined that the IAP would handle around 12,500 claims. Their forecast was based on the numbers of claimants who had previously filed lawsuits or brought claims to the alternative dispute resolution process. The projection was also guided by data from academic studies of English boarding school abuse. It has proved to be radically wrong.

In September 2007, the IAP began hearing claims, setting this coming September as the cutoff for new claims. As the 130 adjudicators fanned out across the country, the trickle of incoming claims became a river, then a flood. By 2009, claims to the IAP had already surpassed the 12,500 mark. By the end of 2010, 19,000 claims had been filed, prompting the IAP's chief adjudicator, Daniel Ish, to sound an alarm in his 2011 annual report, issued last June: "2010 was . . . the year that we faced up to the enormity of the challenge ahead of us," he wrote. Applications, he reported, had been arriving at a rate of about 430 a month. "If this rate continues, we will see over 28,500 applications to the IAP — more than double the original estimate — by the September 19, 2012 deadline."

What Ish and his army of adjudicators have found is staggering to contemplate. It more than doubles the perception of how cruelly the churches and the government failed the children in their care, more than doubles the idea of the misery caused by the schools, more than doubles Canadians' collective moral liability. Roughly 80,000 claimants have applied for the Common Experience Payment, meaning that there are roughly 80,000 former students still living. Of these, it is now projected that nearly 30,000 — close to 40 percent — will claim they were physically or sexually abused. Imagine five girls skipping double dutch back in 1950 in the schoolyard at the Ermineskin Indian Residential School in Hobbema, Alta. Statistically speaking, two of those girls were abused. Think of 10 boys playing shinny on a frozen pond at St. Paul's Indian Residential School in Cardston, Alta. Four likely were abused. Twenty children learning fractions in a classroom at Cecilia Jeffrey Indian Residential School in Kenora, Ont. Eight of them abused. Says Rev. James Scott, the United Church's senior officer for residential schools issues, "That so many kids experienced not just the generic abuse of being separated from home and culture, but in addition to that suffered criminal abuse — it breaks your heart open."

CURRICULUM GR. 9-12

ARTICLE continued...

How could the damage have been so grossly underestimated? The experts scratch their heads and search for answers.

The first explanation offered is simply that the process for arriving at the 2006 claims estimate was fundamentally flawed. Chief adjudicator Ish, who was not there for the calculations, explains that the forecast was "a negotiated number, so it wasn't based really on empirical evidence." Anne Thrasher's lawyer, Len Marchand, was there, and concurs. The process was far from scientific, says Marchand, a member of the Okanagan Indian Band in British Columbia and an active participant in the negotiation of the national settlement. He has also served on the IAP's oversight committee.

Marchand has acted for victims of physical and sexual abuse for more than 12 years, including hundreds of residential school survivors. "I had no data," he says, "but I had my own anecdotal experience from speaking to people from the late 1990s to 2005, so I knew there were lots of abuses." Marchand points out that relying on studies of boarding school abuse in Britain was bound to be misleading because the Canadian residential schools were quite unlike the British private schools. "The Canadian schools were located in remote places with limited oversight, and the children couldn't articulate complaints because they didn't have the language to speak about what was happening," he says.

"The hard truth is, we really had no idea," admits Scott. "There was a great deal of ignorance among all of us around the extent of abuse in residential schools."

But there is more involved than bad forecasting, notes Ish. The IAP process is arguably more generous than Ottawa's alternative dispute resolution process in its willingness to accept certain kinds of claims. For example, the IAP compensates for "other wrongful acts," in addition to physical and sexual abuse, he explains. "Emotional abuse could be considered here, so one could say that the admissible abuses have been expanded," thereby expanding the number of legitimate claims.

The IAP is also more receptive to what is referred to as "student-on-student abuse," says Delia Opekokew, a deputy chief adjudicator with the IAP. Opekokew is a member of the Canoe Lake Cree Nation, located 300 kilometres northwest of Saskatoon, and was herself a student in two different residential schools. "What has been coming out in recent months is that the perpetrators weren't just the adults. There really seems to have been a lot of student-on-student abuse," she says. "It saddens me, but we really need to know."

Still another explanation for the exploding numbers is the possibility that false claims might be padding the total. "There's always that risk," says Marchand. "I have personally experienced a couple of people who came to my office or spoke with me where, basically, what they told me couldn't have happened." Adds the Kamloops lawyer, "I do this work with integrity. I do not want to assist somebody with a false claim. That is dishonourable to all those who did suffer."

CURRICULUM GR. 9-12

ARTICLE continued...

Not all lawyers acting for claimants may have taken the high road, however. Last November, a law firm in Calgary representing some 4,000 claimants came under judicial scrutiny for concerns related to the claims they were representing. (The inquiry is still ongoing.) Other incidents have surfaced. "I've heard of a claim made by a lawyer who had not spoken to the claimant," says James Scott. "I've heard of at least a couple of stories where claimants have come to adjudication and told a different story than was in their application. They were not comfortable with what was submitted on their behalf, so they told their own story, also one of abuse, but it didn't conform very closely to what the lawyer had submitted on their behalf." Scott continues, "It's not clear if this was a case of former students trying to pull a fast one, or a matter of laziness or unprofessional conduct on the part of a lawyer with a vested interest."

Scott puts his finger on a rankling peculiarity of the IAP that may tend to skew a clear understanding of the extent and severity of the abuses suffered. The worse the abuse, the greater the compensation, he points out, and lawyers acting for claimants are paid a percentage of the compensation their clients receive. This creates an incentive to make false or exaggerated claims. "If they can get a client to exaggerate their claim," Scott explains, "they stand to earn more."

"That is a problem," admits Daniel Ish. "We could have had an employee/lawyer situation like you do in some legal aid systems. If we had that system, there'd be no incentive to embellish a claim or overstate the facts. Would that have been a better system? I think so." Ish says the IAP takes false and exaggerated claims seriously. "You ask me am I worried about it? You bet. I'm getting more worried about it because more instances are being found by adjudicators, and I've asked our adjudicators to scrutinize carefully for that. Do I think it's really pervasive? I hope not."

Scott thinks that cheating may be a distracting red herring. "I believe that it is a question in a very, very small minority of the claims received," he says. "But it opens up the idea of survivors taking the system for a ride, and that might be used to delegitimize the whole thing. And that becomes the story. The real story, from the United Church's position, is that we believe that abuse happened in the schools, and it happened to many students."

Paradoxically, argues Scott, the dark cloud of the unanticipated throngs of claimants may contain a silver lining. The growing numbers of claimants coming forward may indicate that the IAP is really working. Arguably, residential school survivors are responding to the IAP in greater numbers than they did to the lawsuit or the alternative dispute resolution process because, over four years of hearings, the IAP has achieved a solid reputation for fairness and has earned the trust of victims who have every reason not to trust official Canadian institutions.

Anne Thrasher's hearing took place over a morning and early afternoon in a conference room in the basement of a Yellowknife hotel. Family members and a village elder had accompanied her on the journey to provide support. Thrasher asked them to wait outside the hearing chamber, out of embarrassment over the details she was about to reveal. She had worried herself sick in the

CURRICULUM GR. 9-12

ARTICLE continued...

preceding months, and her first moments were shaky, she recalls, but the demeanour of the other participants gave her confidence. "When the process was over, I felt like an elephant was off my shoulders," Thrasher says, her relief still audible over the phone from half a continent away. Now she encourages other even more reticent members of her community to make their claims before they miss the cutoff date. And so the numbers continue to grow.

This sort of endorsement gives Rev. David Iverson great hope. Iverson was a senior United Church of Canada official when the residential schools issue exploded in a precedent-setting lawsuit involving the church in the late 1990s. (The United Church and its predecessors ran a total of 12 residential schools until the last one closed in 1969.) After retiring from pastoral ministry in 2008, he was appointed to represent the Anglican, Presbyterian and United churches on the IAP's oversight committee. He is proud of what's been accomplished. "Nobody says this is a perfect process, but this has never happened anywhere else in the world, that all the parties have been able to sit down together and come to a process that at least met some very basic needs."

"Let's face it," he adds. "The IAP deals mainly in money. But we try to ensure that the process has the hallmarks of healing. Not just restitution but also reconciliation. I know, and most of the people I work with know, that money isn't the full answer to this issue, but it's a sign and a symbol that we're taking this seriously."

Anne Thrasher agrees. She has yet to hear what compensation, if any, the tribunal will award — according to Ish, the average award paid out by Ottawa is just over \$100,000 — but that was never the real point for her. "No amount of money on earth can pay for the hardship and the abuse," she says. "I decided I had to go through the process in order to heal. It was peace of mind I really wanted. I wanted to go to bed at night without feeling rage against that system, without being afraid of certain things I grew up with, without fearing that those people who abused me could come again in my dreams." Thrasher did get a measure of what she was seeking. "The nightmares are further and further apart," she says. "They barely exist for me now."

Source: http://www.ucobserver.org/features/2012/04/reconciling_hard_truth/

CURRICULUM GR. 9-12

HANDOUT

ľ	Vame:		

INFORMATION PARAGRAPH ARTICLE: RECONCILING TO A HARD TRUTH

Using the article **Reconciling to a Hard Truth** as a primary resource, write an information paragraph about the Independent Assessment Process (IAP). An information paragraph focuses on the facts and details of the topic.

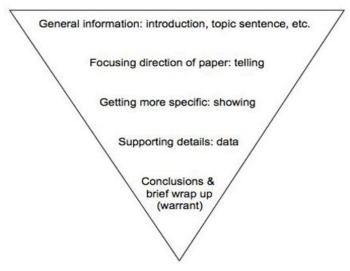
How do I use ideas presented in an article in my own writing?

You may use ideas from the article and put them into your own words and sentences. This is considered paraphrasing ideas from your primary resource. If you take word for word phrases or sentences from the article and copy them word for word into your paragraph, you must use quotation marks because these are not your own words.

You do not have to cite the source in footnotes or in a Bibliography because you are using one article (resource) provided to you in class. Your teacher (the reader) is aware of the source.

Help!

Look at the following inverted pyramid to help you when writing your information paragraph. Start with a general introduction of the topic - What does IAP stand for? Then move to more specific information and provide as many details as possible to inform the reader about your topic. You should always include a topic sentence and concluding sentence when writing formal paragraphs. Also, refer to the rubric for a guideline of requirements.



CURRICULUM GR. 9-12

RUBRIC

Name:	

INFORMATION PARAGRAPH

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding: Paragraph teaches about the topic.	Shows limited knowledge and understanding of the topic.	Shows some knowledge and understanding of the topic.	Shows considerable knowledge and understanding of the topic.	Shows thorough knowledge and understanding of the topic.
Thinking & Inquiry: Details from the article are used to support the topic, ideas from the article are grouped and organized according to relevance.	Progress and completion of the assignment shows limited thinking and inquiry skills.	Progress and completion of the assignment shows some thinking and inquiry skills.	Progress and completion of the assignment shows considerable thinking and inquiry skills.	Progress and completion of the assignment shows thorough thinking and inquiry skills.
Communication: Word usage, sentence structure, clarity of ideas.	Oral and written communication of information is presented with limited clarity and interest.	Oral and written communication of information is presented with some clarity and interest.	Oral and written communication of information is presented with considerable clarity and interest.	Oral and written communication of information is presented with thorough clarity and interest.
Application: Paragraph writing format, knowledge of topic.	Applying knowledge and understanding is met with limited ability.	Applying knowledge and understanding is met with some ability.	Applying knowledge and understanding is met with considerable ability.	Applying knowledge and understanding is met with through ability.

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

The rubric is based on the Ontario Ministry of Education expectations listed in the expectations section of the lesson.

Expectations are categorized under the four strands of learning: knowledge/understanding, thinking/inquiry, communication, application.