

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...

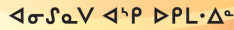
NATIVE STUDIES

- 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 http://www.ucobserver.org/features/2012/04/reconciling_hard_truth/
Rubric	

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.



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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)**.

Summative: Information Paragraph Rubric





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Name: _____





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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.



Name: _____







Nishnawbe Aski Nation

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HEALING THE GENERATIONS
RESIDENTIAL SCHOOL

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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



HANDOUT

Name: _____

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.

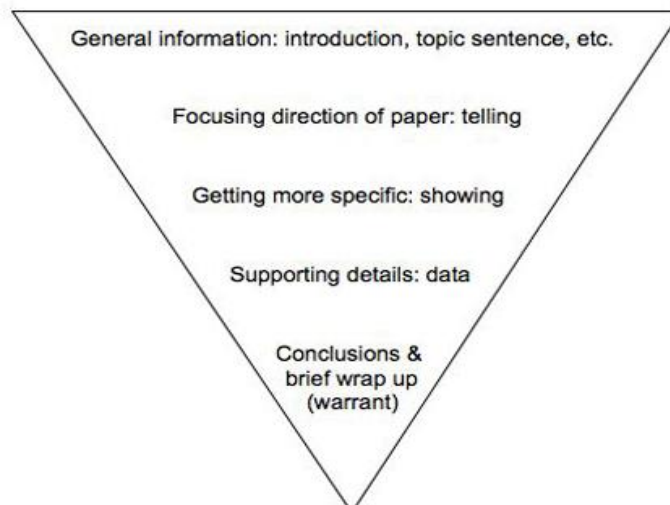
How do I use ideas presented in an article in my own writing?

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.



RUBRIC

Name: _____

INFORMATION PARAGRAPH

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Knowledge/Understanding:</i> 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.
<i>Thinking & Inquiry:</i> 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.
<i>Communication:</i> 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.
<i>Application:</i> 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 thorough 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.