

## RESIDENTIAL SCHOOL SURVIVORS

## Grade 9

## MAIN IDEA

For over 100 years, the main goals of the residential schools were to assimilate and civilize First Nation's children. Ways in which the schools tried to "kill the Indian in the child," resulted in lifelong struggles for residential school survivors, their family members and communities. Students will learn about the impacts caused by residential schools. Students will learn about traditional types of healing, specifically art. Students will reflect upon art by survivors and have the opportunity to share information about themselves through their own piece of art.

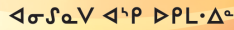
## ONTARIO SPECIFIC EXPECTATIONS

**Students will...**

## NATIVE STUDIES/ARTS

- Explain what Aboriginal artists or artisans might have been trying to express through their work
- Identify ways that contemporary Aboriginal art forms contribute to the renewal and healing of Aboriginal societies

MATERIALS	RESOURCES & SOURCES
Computer/Projector	Reclaiming Connections: Understanding Residential School Trauma Among Aboriginal People <a href="http://www.ahf.ca/downloads/healing-trauma-web-eng.pdf">http://www.ahf.ca/downloads/healing-trauma-web-eng.pdf</a>
Handouts	Aboriginal People and Residential Institutions <a href="http://www.irvingstudios.com/child_abuse_survivor_monument/ResidentialInstitutions.htm">http://www.irvingstudios.com/child_abuse_survivor_monument/ResidentialInstitutions.htm</a>
White/Coloured construction paper	Signs and Symbols <a href="http://www.schoolsliaison.org.uk/aliens/access/signsSym/signsSym.htm">http://www.schoolsliaison.org.uk/aliens/access/signsSym/signsSym.htm</a>
Washable Paint	Healing the Generations DVD & Residential School Survivor Stories Book – Available by order from Nishnawbe Aski Nation – <a href="http://www.nan.on.ca">http://www.nan.on.ca</a>
Foam Paint Brushes	The Residential School System, Long-term Impacts section <a href="http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html">http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html</a>
Fine tip markers	
Scissors	
Glue	
Rubric	

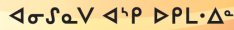


## CURRICULUM GR. 9-12

1. Students can work in pairs to assist one another. Have students choose a paint colour, white paper, and a foam paintbrush. Students will begin this activity by using small foam paintbrushes to thinly paint the palm of one hand (left or right). Have students press their painted hand onto white paper, making sure their handprint is solid. Allow time for the paint to completely dry.
2. While their painted handprint is drying read '**Killing the Indian in the Child**' to the students. Please note that this material is serious and sensitive in nature. Make sure that students' feelings, emotions and reactions are fully supported. You can also have an Elder or counselor in the room in case a student is having a difficult time.
3. Have classroom discussions on the following:
  - Do students think that Residential School Survivors could benefit from *Traditional Healing Methods* (renewal of their own cultural practices, sense of pride in gaining or regaining this knowledge, opportunity to share, learn ways to cope)?
  - Ask students to brainstorm traditional examples of healing (healing circles, smudging, prayers, sweat lodge ceremonies, fasting, dancing, drumming, storytelling, vision quests, etc.)?
  - Ask students if doing ART could help in the healing process?

*In oral cultures, art is the primary means through which ideas, emotions, hopes and dreams are communicated. In Inuit, Métis and First Nation cultures, the colour and design of masks, beadwork, quilts and other crafts is carefully chosen to express a specific meaning or purpose. Artistic expression is an important, nonverbal method of communication, and many Aboriginal arts and crafts are created in a group setting. As such, art has an important role in healing through relationship and community building. Art inspired by vision quests is also considered an integral part of balanced mental, emotional, physical and spiritual well-being.*

4. Display **Aboriginal People and Residential Institutions** Web site in the computer lab. Inform students that Dr. Michael C. Irving is a psychotherapist who works with traditional and contemporary healing approaches. He is of Choctaw and Cherokee ancestry. Dr. Irving



## CURRICULUM GR. 9-12

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**Visualize the images** by paying close attention to strong verbs, and comparisons in poem. Do the images remind you of anything? Let the comparisons paint a picture in your head.

**Clarify words and phrases** by allowing yourself to find the meaning of words or phrases that stand out, are repeated, or you do not understand the meaning. Use dictionary, context clues, teacher or peer.

**Evaluate the poem's theme** by asking what message is the poet trying to send or help you understand? Does it relate to your life in any way?

Source: [http://www.scholastic.com/teachers/lesson-plan/collateral\\_resources/pdf/m/mentors0708kechiawilliams/Poetryreadingstrategies.pdf](http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/m/mentors0708kechiawilliams/Poetryreadingstrategies.pdf)

## ASSESSMENT

### Summative: Healing Hands Rubric



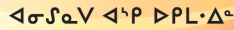




## CURRICULUM GR. 9-12

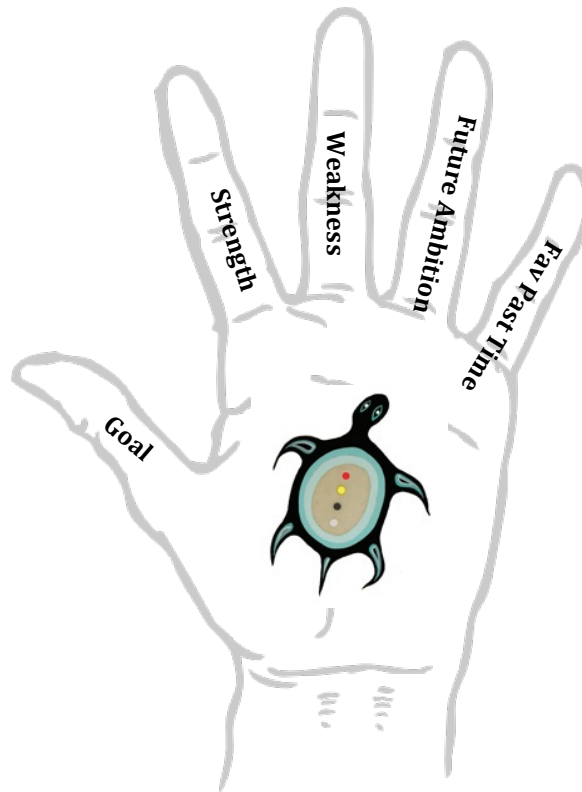
- Feelings of isolation within the community.
- Ongoing power and control issues.
- Inability to face the levels of abuse and dysfunction within the community.
- Racism, racial scaling—splits between mixed/Métis and Status vs. “Non-Status”.
- Lack of self-sufficiency and sustainability.
- Spiritual “splits” and factions between Catholics, Protestants, Jehovah’s Witnesses, Christians and those with traditional Aboriginal spiritual beliefs.
- Problems of reserves and settlements are transferred to urban communities, such as family feuds, and violence.
- A strong desire to reclaim cultural and spiritual identity.
- The community comes together during crises but cannot sustain positive energies at other times.

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



## CURRICULUM GR. 9-12

## Name: \_\_\_\_\_





## RUBRIC

Name: \_\_\_\_\_

## HEALING HANDS ART PROJECT

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.engage.com/hands>