CURRICULUM GR. 9-12

STOLEN/LOST CHILDREN

Grade 12

MAIN IDEA

This activity will allow students the opportunity to learn more about residential schools. Through a video and article, the focus will be on cases where children went missing or their lives were lost while boarding at the schools. Students will extend their learning into a personal connection by creating a multi-media presentation honouring the lives of children lost to residential schools. This lesson has a content-based section for learning and a creative expression section for students to make a personal connection to the content.

ONTARIO SPECIFIC EXPECTATIONS Students will...

NATIVE STUDIES

- Describe ways in which history influences the current relationship between Aboriginal peoples and the government of Canada.
- Describe recent developments in the legal and political dialogue between Aboriginal peoples and the government of Canada.

MATERIALS	RESOURCES & SOURCES
Handouts	Video: Identities, Bodies of Children who Died in Residential Schools May be Lost Forever – http://aptn.ca/pages/news/2012/05/31/identities-bodies-of-
Blackboard or Whiteboard for class brainstorming	children-who-died-in-residential-schools-may-be-lost-forever/
session	Indian Residential School Deaths Found by Ontario Coroner http://www.cbc.ca/news/politics/story/2012/06/01/pol-cp-residential-
Computer Lab	schools-coroner-death.html
Rubric	

ACTIVITIES

- 1. Brainstorm, as a class, negative results of Residential Schools on the individual student: abuse, neglect, loneliness, and missing family members. Inform students that approximately 25% of students died while attending a Residential School. What would be the reasons for this? (Discuss: illness (e.g. tuberculosis), accidents, and suicide).
- 2. Discuss the outcome of Residential schools on Native families today (Discuss: is the pain and suffering still being felt, How do we know).



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- 3. Watch the video Identities, bodies of children who died in residential schools may be lost forever (refer to Materials). Discuss how students feel about the content of the video (Surprises, Questions).
- 4. Read the article **Indian Residential School Deaths Found by Ontario Coroner**. Discuss how students feel about the content of the article (Discuss: Surprises, Questions).
- 5. Introduce Creative Expression Assignment and Rubric.

ASSESSMENT

Summative: Poster Rubric



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REMEMBERING LOST CHILDREN

Use software of your choice to *design a poster, write a song, or create a photo story* (slideshow of pictures with speech and songs) that will illustrate and honour the lives of children who were lost or stolen due to the impact of Native Residential Schools.

You can probably find software at your school, or maybe you have one of the following packages that you already know how to use: Microsoft Publisher, Smart Ideas, or Corel Draw. These packages are Ministry licensed and if you cannot find one of them, be sure to ask your teacher(s) for help. You may also hand-draw a poster or present a song by singing to the class.

If your teacher provides an opportunity for you to share your media with the class, prepare to discuss what you have learned. Provide constructive comments for your classmates.

Take a look at the rubric (provided below) for this activity so that you know in advance what features your poster should have.

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RUBRIC

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding: Use of knowledge and content.	Demonstrates poor use of knowledge and content regarding issues concerning residential school.	Demonstrates fair use of knowledge and content regarding issues concerning residential school.	Demonstrates good use of knowledge and content regarding issues concerning residential school. residential school	Demonstrates excellent use of knowledge and content regarding issues concerning residential school.
Thinking & Inquiry: Use of critical/creative thinking processes to create awareness of residential schools.	Demonstrates poor use of critical thinking processes to create awareness of residential school.	Demonstrates fair use of critical thinking processes to create awareness of residential school.	Demonstrates good use of critical thinking processes to create awareness of residential school.	Demonstrates excellent use of critical thinking processes to create awareness of residential school.
Communication: Expression and organization of ideas and information.	Poor sentence structure inadequate organization, several grammar and/or spelling errors. Ineffective illustrations used to convey key ideas.	Complete sentences, comprehensible, organization could be improved to present a more coherent argument or statement. Posting has three or more grammar and/or spelling errors per paragraph. Provides illustrations that fairly well convey key ideas.	Complete sentences, well organized, but some (two or less per paragraph) grammar and/or spelling errors contained in posting. Provides illustrations that do a good job of conveying key ideas.	Complete sentences, well organized, grammatically correct and free of spelling errors. Provides illustrations that well convey key ideas.
Application: Application of knowledge and skills.	Poor application of knowledge and skills.	Fair application of knowledge and skills.	Good application of knowledge and skills.	Excellent application of knowledge and skills.

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.