HEALING THE GENERATIONS RESIDENTIAL SCHOOL

2002 CURRICULUM UPDATE

SECTION 4: CULTURE & LANGUAGE, THEN & NOW (2002)

SOCIAL STUDIES

MAIN IDEA

To encourage students to reflect on how Aboriginal cultures have changed while analyzing the core elements that remains important.

LEARNING OJECTIVES:

- Student will begin by examining their culture from the abstract to the personal and concrete.
- Students will brainstorm some of the elements they wish to examin.
- Students will feel they have contributed more if the ideas and conclusions are their own.

TEACHER INFORMATION:

- This exercise brings culture home. It is designed to help students see that while Native culture has gone through enormous and often painful changes, many key elements are still intact, relevant, and vital.
- Briefly explain to the students that when Aboriginal children were at residential school they were not allowed to speak their language or practice/learn about their culture. They were told that their Native culture was from the devil and therefore evil. "Native spirituality was actively suppressed by the Canadian government. Spiritual leaders ran the risk of jail sentences of up to 30 years for simply practicing their religious rituals. This finally came to an end when the Native Canadians obtained a guarantee of religious freedom with the rest of the Canadians in 1982 when the Canadian Charter of Rights and Freedoms was passed." (www.religioustolerance.org)

ACTIVITIES

- 1. Hand out Aboriginal Culture Then and Now sheets.
- 2. Explain that students are to write down from their own experiences and perspective, major elements of Aboriginal culture (preferably concentrating on their own specific cultural group) in three categories skills, knowledge and attitudes. They are to be classified as: Traditional, Contemporary and Future. For example, what were traditional Aboriginal attitudes? Which of these will still be valid and important in the future?
- 3. After students have completed their grids, have them divide into groups of three and discuss their responses. Then come back into a large group and debrief. Using the talking circle method, have participants speak about what Aboriginal culture means to them and how it applies to comtemporary situations.

Burton Consulting Services 2013 101



HEALING THE GENERATIONS RESIDENTIAL SCHOOL

2002 CURRICULUM UPDATE

4. Encourage students, in group discussions, to reflect on the personal relevance of their cultural traditions and how often others view the issue.

Some questions to bring up during discussion:

- How has Native culture evolved?
- How has Western society evolved?
- What Native traditions are especially critical in today's world?
- Which will be important tomorrow?
- Which sectors are most relevant?

ASSESSMENT

Formative: Group work, class participation and worksheet.

Burton Consulting Services 2013 102



HEALING THE GENERATIONS RESIDENTIAL SCHOOL

2002 CURRICULUM UPDATE

ASSIGNMENT

Name:	

CULTURE AND LANGUAGE COMPARISON CHART

	TRADITIONAL	CONTEMPORARY	FUTURE
SKILLS			
ATTITUDES			
KNOWLEDGE			

Burton Consulting Services 2013 103