

Name: Sean Lambert	Year:
Course: Social Studies 10	School:

Lesson Title: Indian Residential Schools (From the Unit: Identity, Society and Culture – Canada from 1815-1914)

Critical Challenge Question:  How have residential schools shaped First Nations' communities and people?
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Objectives and PLOs:	<ul style="list-style-type: none"> <li>• Impact of interactions between Aboriginal Peoples and European Explorers and settlers in Canada from 1815-1914</li> <li>• The factors that contributed to a changing national Identity from 1815-1914</li> </ul>
Students will be able to:	<ul style="list-style-type: none"> <li>• Understand the connection between IRSs and the social and economic impacts affecting many First Nations people today.</li> <li>• Explain the reasons that IRSs were created.</li> <li>• Understand the conditions and sorts of crimes which occurred widely at IRSs.</li> </ul>
Rationale:	<p>Students need to learn about IRSs, and coincidentally they appear in the PLOs for two or three courses of social studies. However, they rarely get dealt with properly, and the teachers doing the subject are usually misinformed. Conditions and crimes which occurred for over 100 years in IRSs all over Canada are attributed with being major factors in shaping the current social and economic problems faced by First Nations and also their group identities. IRSs are considered by First Nations to be methods of attempted cultural genocide, and as such should be studied with an empathetic and sober lens. The main points students should learn about the IRSs are:</p> <ul style="list-style-type: none"> <li>• Not every student had a bad experience at IRS</li> <li>• Many students were physically, sexually, or emotionally abused or neglected</li> <li>• A small portion of students died</li> <li>• Every student who attended the schools suffered from loss of culture, heritage and language</li> <li>• IRS did not provide students with a quality secular education</li> <li>• Many survivors of IRS's had trouble later on in life getting and keeping a job, having healthy relationships, raising children properly, and battling substance abuse.</li> <li>• Children and grandchildren raised by IRS survivors or the children of IRS survivors have similarly suffered from trouble later on in life getting and keeping a job, having healthy relationships, raising children properly, and battling substance abuse.</li> <li>• Aboriginal languages and cultures are now significantly weaker and less-widespread and Aboriginal culture is similarly diluted.</li> </ul>

	<p>Having spent the last five years working on IRS case files with the Federal government, and having attended the recent Reconciliation Day event in Vancouver, two main themes come to mind that survivors are saying:</p> <p>“We aren’t going to be ashamed this happened to us and we [First Nations, IRS survivors] are going to try to talk about this and try to heal from this.”</p> <p>“We want all Canadians to talk about this and know about this too.”</p>
Resources Needed:	<p>12 pieces of wall-paper</p> <p>6-10 markers</p> <p>6 Copies of the stories</p>

<p>Vocabulary:</p> <p>Indian Residential School (IRS)</p> <p>Department of Aboriginal Affairs</p> <p>Indian Agent</p> <p>Roman Catholic Church in Canada</p> <p>Anglican Church of Canada</p> <p>United Church of Canada</p>
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Timing	What the teacher will be doing	What the students will be doing
5 min	<p>Preparation:</p> <p>Teacher puts up six pieces of Wall-paper for the Wallpapering exercise. Teacher labels papers with one of these: Aboriginal governments, Aboriginal children, the church, the Canadian government, non-Aboriginal Canadian people 100 years ago, and all Canadians today.</p> <p>Teacher splits the class up into six groups by leaving sticky notes on each desk with group names Lejac, Christie, St. Eugene’s, Carcross, Caribou, and Alberni on them. Students should be put with other students they don’t normally work with to mirror the idea of the uncomfortable atmosphere of the IRS.</p>	<p>Arriving, settling</p>

	Vocabulary: Vocabulary not explained for this lesson, as it will become apparent or comes from previous knowledge. It should just be written on the board somewhere.	
5 min	Hook: Teacher hands out a worksheet written in Greek and asks the students to do their best to complete it, then acts annoyed when the students can't do it. Teacher then explains that thousands of First Nations students were sent to schools where they didn't understand the language and weren't allowed to use their own language to communicate.	Worksheet
10 min	Teacher Introduction: The creation of Indian Residential Schools	Listening, taking notes
2 min	Transition: Teacher explains the Placemat Activity	
30-35 min	<p>Placemat Exercise: Stories</p> <p>Give students 10-15 minutes to read the accounts and 15 minutes to share with each other. Leave 10 minutes at the end for general questions.</p> <p>Teacher will circulate and look at what the reporter has written down. Teacher will also listen to the reporters for assessment of learning.</p>	<p>In their groups, each student reads an account of an IRS survivor or an apology. They then write what happened in their account with the other group members. One group members will be chosen as a recorder to take notes in the middle of the placemat of common themes. The group will focus on things the accounts had in common, and things they did not. A spokesman for each group will share things the group noticed at the end.</p> <p>Longer accounts should be given to stronger readers.</p>
20 min	<p>Wallpaper activity</p> <p>Teacher asks students to break up into their groups again and go to a piece of wallpaper. There students will consider the mindset of the group of people written on the poster and write down what sorts of things they think those people thought about IRSs. This exercise</p>	Students should consider the mindset of various people and deliberate what they thought about IRSs: Aboriginal governments, Aboriginal children, the church, the Canadian government, non-Aboriginal Canadian people 100 years ago, and all Canadians today.

	<p>is aimed at getting students thinking and asking questions, not coming up with proper answers.</p> <p>Teacher should write on the blackboard:</p> <p>What do you think they think about Indian Residential Schools?</p> <p>Teachers have groups rotate between wall-papers ever 2-3 minutes until they return to their own. Teacher circulates and does formative assessment.</p>	
5 min	<p>Teacher talks about the general points all students should know about IRS's. This hammers essential information home.</p>	Listening, taking notes
5 min	<p>Teacher-Lead Discussion: Vicarious Trauma</p> <p>Teacher leads a short discussion about how reading about terrible things can make people feel sad and checks over the mental health of the class.</p>	<p>Students share any emotional distress they experienced as a result of reading about IRSs.</p> <p>Assessment: Teacher should check in with every student individually.</p>
3 min	<p>Homework: For homework students are instructed to go home and share what they learned about IRSs with another person and then record down a comment the other person made.</p>	
80 min		

<p>Extension: Students can be directed to the Residential Schools Settlement <a href="http://www.residentialschoolsettlement.ca/">http://www.residentialschoolsettlement.ca/</a> to see how the government has chosen to try to help IRS survivors.</p>
<p>Reflection on Lesson: (To be filled in by teacher after lesson)</p>