Aboriginal Peoples in Canada from 1945-1982

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Lesson 1: Introduction

Overview:
The class will be discussing the transformation of Canadian identity by analyzing significant events, developments and issues that have affected First Nations, Inuit, and Metis people in Canada during 1945 and 1982. This lesson will explain the difference between First Nation, Inuit, and Metis (andmetiswithalowercase‘m’)peoples in Canada, where they were during 1945 and 1982, and what treaties are. This section is important in order to develop foundational knowledge before the class expands deeper into this subject. For an activity the class will make a class treaty together to demonstrate their understanding.

This lesson relates to the broader aim of the unit by developing a sense of what Canadian identity, heritage and citizenship was between 1945 and 1982. It will also help students understand and contextualize issues that existed during this time period.

This lesson will relate to the ones that will follow by developing a foundation of information regarding who the aboriginal peoples of Canada are, and where they were in 1945. Once the lesson is complete, students should understand what treaties are and who the main aboriginal groups in Canada are. The lesson that will follow this one will be discussing evidence and how it applies to residential schools in regards to creating Canadian identity and citizenship.

Learning Goal:
By the end of the lesson, students should understand who the aboriginal groups in Canada are, what treaties are, and what larger issues existed in Canada between 1945 and 1982. They should learn detailed information of where treaties are in Canada and practice using the concept of treaties in class. They should practice critical thinking and understanding historical perspectives and significance when analyzing information presented in class. Habits that students will acquire are: learn how to think critically, practice working independently and as a group, understand how to time manage and get writing assignments done, understand treaties and how they work with the hands on activity.

Curriculum Expectations:
1. Grade 10 Academic History:
   Specific Expectation: D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period
   Overall Expectation: D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

2. Introduce the idea of aboriginals in Canada during 1945 to 1982 and where they were located during that time. Analyse evidence and explore some historical significance concepts while introducing this topic.

Materials:
1. Primary Source Documents
   - Wampum Belt Picture [http://www.mbq-tmt.org/community/culture](http://www.mbq-tmt.org/community/culture)
2. Instructions for teacher
Make sure activity materials are available and ready. All you need is enough square pieces of paper for everyone in the class and markers. Load the “hook” video before class starts to make sure it is ready. Turn off lights and as students walk in try to calm them down. Get Prezi set up and loaded: 1.1 Aboriginals from 1945-1982 Prezi link http://prezi.com/ysddyjynf-pr/?utm_campaign=share&utm_medium=copy

3. Prompts for students (BLMs)
   - 1.1 Aboriginals from 1945-1982 Prezi link http://prezi.com/ysddyjynf-pr/?utm_campaign=share&utm_medium=copy
   - 1.2 Writing Rubric
   - 1.3 Two Row Wampum
   - 1.4 Royal Proclamation of 1763
   - 1.5 YouTube clip: Residential Schools: Get Familiar (5 minutes) http://www.youtube.com/watch?v=oQIzjmqzle8&list=PLlvStlBPZMLvrwS9Zr9HbA_q8dP-K6XSE

**Plan of Instruction:**

**Step 1: Warm up [5 minutes]**
- Turn off lights and collect the attention of the class. Prepare them for a potential heart-wrenching lesson. Make sure to set the tone of today’s class as one that is respectful and thoughtful.
- Play the YouTube clip: Residential Schools: Get Familiar (5 minutes) http://www.youtube.com/watch?v=oQIzjmqzle8&list=PLlvStlBPZMLvrwS9Zr9HbA_q8dP-K6XSE

**Step 2: Discussion [10 minutes]**
- Ask the class the following discussion questions:
  - What are residential schools? Who ran them?
  - What was the purpose of the residential school system?
- Inform the class that this system started in the late 1800s, and continued until 1996!
- Explain that today’s class will be about the relationship between aboriginals and Canada in the mid 1940s. Explain that the relationship between these two parties were once on good terms (from 1600 to 1700).
- Ask the question: So how do you think we went from working together, to the attempted assimilation education system in the 1900s?

**Step 3: Modeling (30 minutes)**
Actions, skills, thinking patterns that will be demonstrated are: critical thinking, class making observations, active listening.

Use the notes below while showing the Prezi to assist in creating a well rounded discussion:

1.1 Aboriginals from 1945-1982 Prezi link http://prezi.com/ysddyjynf-pr/?utm_campaign=share&utm_medium=copy

**Slide 1:** Introduction

**Slide 2:** The difference between First Nation, Inuit, and Metis
- describe the difference between First Nation, Inuit, and Metis (big ‘M’ vs. little ‘m’)
- Walk around the room as you’re talking to make sure everyone is engaged
- Ask if there are any questions about what is being discussed
- Ask the class “Where do you think the Inuit lived in the late 1940s?” “Where do you think First Nation peoples lived in the late 1940s?” “Where do you think Metis lived in the late 1940s?”
- The answers to these questions should demonstrate critical thinking skills. Based on the descriptions given about each aboriginal group, the class should be able to determine where these groups were roughly located in Canada. An example of some appropriate answers would be: the Inuit live in the territories, the First Nations peoples lived in more southern regions of Canada, and the Metis lived near Quebec since Metis originated from relationships between the French and First Nations.

**Slide 3:** Where were aboriginals located from 1945-1982
- Show a population map of where the Aboriginal groups were located from 1945-1982.
- Ask the class what they observed.
- Ask the class: *what do you think is causing the movement of these groups?*

**Slide 4:** What are treaties?
- Explain what treaties are.
- Explain when they started, the Royal Proclamation of 1763 and what Numbered Treaties are in Canada.
- Ask the class: *How do you think these old treaties are relevant to aboriginals that lived from 1945-1982? What is the significance of these treaties?*
- Ask the class: *When have you experienced being part of a treaty?*
- Some examples of treaties the class may have been exposed to are: making a treaty with their parents to always do the dishes as long as the other party cooks.
- Example: Two Row Wampum Treaty – a peaceful treaty between the 5 Nations of Iroquois and the Dutch government for the purpose of trade (since the Hudson Bay trade had already begun and competition was growing)
- Discuss: *What is the importance of evidence? What kind of evidence is the Two Row Wampum belt, and what is interesting about its form?*

**Slide 5:** Treaty lines in Canada
- Show a map of where treaty lines are in Canada
- Ask for observations: *What do these look like? They look country borders.*

**Slide 6:** Activity: Class Treaty!
- See **Step 4: Guided Practice**

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**Step 4: Guided Practice (10 minutes)**

**ACTIVITY: Make a class treaty!**
- Break the class up into small groups.
- Ask the class to make a list of responsibilities they have to the class, and what they expect in return from the teacher and school. Tell them they have 5 minutes to make their list before we discuss them as a class.
- Walk around the class and ask prompt questions if groups feel lost, or make sure they stay on track. Encourage them to think specifically. If the students come up with “be responsible, be respectful” as them *how they can demonstrate responsibility, or how they can demonstrate being respectful.*
- Discuss them as a class and teacher should make a master list

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**Step 5: Independent Activity (10 minutes)**

Independent actions, skills, habits that will be demonstrated are: independent reflection, creative thinking, showing creative skills, working quietly or brainstorming in small groups, proper writing habits.

- Ask the class to copy down the master list for the class treaty.
- Instruct the class to work independently in creating their own treaty design
- Show pictures of the Two Wampum Belt as an example.
- Instruct the class to write a small paragraph on why they chose the design they created. Ask: *what does this treaty mean to you?*
**Accommodations:** if students don’t like drawing, they can use images from Google to create a collage via their smart phones or the class computer. If students are having trouble thinking up a treaty symbol, then give them ideas to encourage creative thinking. If students have difficulty expressing their thoughts on paper, give them the option to type out their response at home.

**Step 6: Sharing / Discussing / Teaching (10 minutes)**

Ask for volunteers to share their drawing and explain why they created that image and what it means to them. Like the Two Row Wampum belt, put the images together in a row and laminate/attach them to form a belt. Hang the belt up somewhere in the class to remind students of the treaty they made with the class.

Ask the class to write a paragraph response on the following questions:

- *What are treaties?*
- *What are some examples of treaties?*
- *Who are Canadian aboriginal groups, and where were they geographically in 1945?*
- *How did treaties affect the aboriginal groups from 1945 to 1982?*

**Vocabulary Board:** At the end of class, write the day’s words on the board and have the class think up a definition for the word. Try to use and encourage the use of these words as much as possible.

This lesson’s words are: *Aboriginal, First Nation, Metis, Inuit, Treaty*

**Accommodations:** don’t call on students if they have high anxiety or feel uncomfortable. Respect the right to ‘pass’ and let others have a chance to share. Allow students to type up their journal responses and choose alternative due dates if they feel like they can not meet the due date. Allow students to do their journal entries at home.

**Assessment:**

**Assessment of learning:** Read over and check to see who did the writing component of the assignment. Give students a chance to make an alternative due date if they cannot get the writing component done right away. Analyse the oral responses given when questions were asked during the lesson. If students had not participated, encourage them to explain their thoughts in their journals. Asses **Step 6** with a rubric knowledge, understanding and communication (see below).

**Learning goals that should be assessed are:**

- Understand who the aboriginal groups in Canada are, what treaties are, and what larger issues existed in Canada between 1945 and 1982.
- Learn detailed information of where treaties are in Canada and practice using the concept of treaties in class.
- They should practice critical thinking and understanding historical perspectives and significance when analyzing information presented in class.
- Students should have learn how to think critically, practice working independently and as a group, understand how to time manage and get writing assignments done, understand treaties and how they work with the hands on activity.

**Assessment for learning:** Vocabulary Board. Have the students work as a team to create a definition for this lesson’s words.
Lesson 2: Evidence

Overview:
This lesson will be based around what evidence is, and how to properly analyze evidence to construct the history of the residential school system in Canada. This lesson will focus on what residential schools are, why they were used, and how they were used to create Canadian citizenship. Students will have the opportunity to discuss and learn as a class, work in small groups, and work independently. This lesson will encompass assessment for learning, assessment of learning, and assessment as learning. This lesson will also allow for students to express their knowledge in their own unique way in the final portion.

This lesson relates to the broader aim of the unit by analyzing Canadian identity and citizenship by analyzing the Canadian residential school system. It will also focus on the specific expectation of analyzing significant events, such as residential schools, and how they contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982.

This lesson will build off of the previous introduction lesson by using the information that explained who the aboriginal peoples in Canada are, and where they are located. It will also reflect on the lesson about treaties, and how the Canadian and aboriginal peace treaties were violated with the introduction of Indian Residential Schools.

Since this lesson will be primarily on residential schools, the teacher must handle the subject very gently. The last residential school closed in 1996, so there is a great chance that some students in the class could be directly affected by this topic. If distress is a result, discontinue this lesson. The government of Canada residential school help line is 1-866-925-4419. Visit http://www.hc-sc.gc.ca/fniah-spnia/services/indiresident/irs-pi-eng.php for more information.

Learning Goal:
The independent activity component will allow the students to practice their independent thinking skills, computer skills, time management habits, and critical thinking skills.

Curriculum Expectations:
1. Grade 10 Academic History:
   Specific Expectation: D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period
   Overall Expectation: D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982

2. Evidence will be primarily explored, with some use of historical perspective and cause and consequence

Materials:
4. Primary Source Documents:
   - Residential school propaganda video from 1955 http://www.youtube.com/watch?v=s_V4d7sXoqU
   - Female students in the assembly hall of the Alberni Indian Residential School, 1960s. United Church Archives, Toronto, from Mission to Partnership Collection


2. Instructions for teacher
Make sure the handouts are photocopied and hole punched. This lesson will have a lot discussion and participation, so make sure to take the shy students into consideration when managing the class. Make sure there are enough cluster maps to hand out to everyone.

3. Prompts for students (BLMs)
2.1 Group Handout
2.2 Memoir Handout
2.3 Memoir Rubric
2.4 Residential school propaganda video from 1955
2.5 Male students in the assembly hall of the Alberni Indian Residential School, 1960s. United Church Archives, Toronto, from Mission to Partnership Collection
2.6 Female students in the assembly hall of the Alberni Indian Residential School, 1960s. United Church Archives, Toronto, from Mission to Partnership Collection
2.7 Jennie Wright and her class of Métis students, 1950. Photo: Canadian Museum of Civilization, image 2002-2

### Plan of Instruction:

<table>
<thead>
<tr>
<th>Step 1: Warm up [3 minutes]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play <em>Residential School Propaganda video from 1955</em> <a href="http://www.youtube.com/watch?v=s_V4d7sXoqU">http://www.youtube.com/watch?v=s_V4d7sXoqU</a></td>
</tr>
<tr>
<td>Make sure to load the video before class starts so that there is no wasted time buffering.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Discussion [5 minutes]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the class what they objectively observed. As a class, make a mind map on the board of things they observed with the teacher recording the observations. Remind the class to only note the visual things observed, and to try not to make any interpretations.</td>
</tr>
<tr>
<td><strong>Things that might be noticed are:</strong></td>
</tr>
<tr>
<td>- It's black and white</td>
</tr>
<tr>
<td>- It's a video</td>
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<tr>
<td>- It looks like a news clip</td>
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<tr>
<td>- It is a school and there are aboriginal children at the school</td>
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</tbody>
</table>

Ask the class, *what is evidence? What is a primary resource?*
- Class should respond with answers that are similar to: evidence is what is used to examine the past, evidence is a primary resource, and evidence is what we analyse to interpret the past. A primary resource could be an original video, a newspaper, a memoir, a photo, a document, or others. A primary resource is something that has not been manipulated to make a secondary source.
### Step 3: Modeling [10 minutes]

Explain to the class: Thinking about Evidence - The Raw Materials of History

- History is an interpretation based on inferences made from primary sources. We must ask good questions in order to determine what the evidence is telling us about the past. Things to keep in mind are who created it, when was it created, and what was the creator's purpose, values, and views. We must also remember the context of its historical setting when analyzing the evidence. When this is done, inferences should be made from the source because we can never depend on just one type of evidence. They could always be corroborated, which means they should be checked against other sources (both primary and secondary).

Write, “Analyse the Evidence, Ask Good Questions, Context” on the board and instruct the class to think of these things as the video plays again. Once the video is played, ask the following prompt questions:

- **Analyze the evidence:**
  - What kind of evidence is this?
  - What does it look like?

- **Ask good questions about the evidence:**
  - What does this source tell us about residential history?
  - What does it tell us about Canadian citizenship in the 1950s?
  - What does it tell us about Native Canadians in the 1950s?
  - What were the attitudes of the children?
  - Who do you think recorded and produced the video?
  - Who ran the residential school in this video?
  - What were the children doing?

- **Take context into consideration:**
  - Who was the audience watching this video?
  - What was society like during this time?
  - What did the Church and government believe at this time?

### Step 4: Guided Practice [10 minutes]

Break the class up into 3 groups.

Pass out handout and read over instructions to class. Every student should fill in their own handout, but work together as a group.

Ask if there are any questions

Inform the students that they have 15 minutes to answer the questions on the handout.

Assign each group 1 of the following resources:


Collect the handouts at the end of the period.
### Step 5: Independent Activity [20 minutes]

This independent activity will allow the students to practice their independent thinking skills, computer skills, time management habits, and critical thinking skills.

#### If there is time in class:
Reserve either netbooks in class, or the computer lab, or allow students to work on their smart phones. Instruct the students to visit *Where are the Children? Healing The Legacy of the Residential Schools* website: [http://www.wherearethechildren.ca/en/exhibit/stories.html](http://www.wherearethechildren.ca/en/exhibit/stories.html) and instruct them to pick one video memoir clip. Instruct them to use the handout as a guide to answer the questions. Allow them the rest of the class period to work on it, or to take it home for homework.

#### If there is no time in class:
Instruct the students to visit *Where are the Children? Healing The Legacy of the Residential Schools* website: [http://www.wherearethechildren.ca/en/exhibit/stories.html](http://www.wherearethechildren.ca/en/exhibit/stories.html) and instruct them to pick one video memoir clip. Instruct them to use the handout as a guide to answer the questions. If there is a class website or D2L, allow them to hand in an electronic version.

#### Instructions: (see handout)

**Step 1:** Choose a memoir from *Where are the Children? Healing The Legacy of the Residential Schools* website: [http://www.wherearethechildren.ca/en/exhibit/stories.html](http://www.wherearethechildren.ca/en/exhibit/stories.html).

**Step 2:** Watch the memoir video, and fill in the chart in point form to help you gather your thoughts.

[Explained further in Step 6: Sharing/Discussing/Teaching]

**Step 3:** Pick a method to share your analysis, either a video recording, picture of yourself with a description of your analysis, write a song explaining your analysis, ext. You will be able to present your findings to the class, or privately share your report as an online submission. If you are presenting, you should be able to discuss your analysis in 3-5 minutes. If you are handing in a written submission, you should submit a one page, double-spaced, report.

Direct the student’s attention to the rubric attached to the handout so that students know what is expected from them. Remind them to answer the questions as in depth as possible so that when they move to step 3 they can properly share their findings.

For homework, students can test their own knowledge with the Residential School Cluster Map. This will be a self-assessment activity so that students can determine what they know after this lesson, and what they still need to work on.

#### Accommodations:

Allow students extra time if they need it. Allow students to work in a small group if they need extra help, or book meetings after class to give extra instruction.

### Step 6: Sharing / Discussing / Teaching (5 minute per student)

Once the independent activity is complete, ask the students to report on their thoughts based on the evidence they analyzed. Explain that they are making their own primary resource by making this report. Allow the students to choose what media they would like to report their findings with. By allowing the students to choose their form of submission, they are given the chance to demonstrate their learning in a fair manner. Some examples are:

- Take a picture of themselves and then write a supplement component with it explaining their thoughts
- Take a video of themselves explaining their thoughts
- Write a report explaining their thoughts
- Write a song and perform it

Once students have had the appropriate amount of time to work on this report (ideally 2 weeks), allow students to share their project.

**Vocabulary Board:** At the end of class, write the day’s words on the board and have the class think up a definition for the word. Try to use and encourage the use of these words as much as possible.
This lesson’s words are: *evidence, primary source, and residential school.*

**Accommodations:** Respect the right to pass. If a student has high anxiety performing in front of the class, suggest that they do a written submission.

**Assessment:**

**Assessment of learning:** When we are discussing the first hook video, called *Residential School Propaganda video from 1955,* the teacher should assess what the students already know and what they are learning. This discussion activity will allow students to learn through discussion. Habits, skills, and knowledge that should be shown in this activity are listening skills, attentive listening, respectful listening and discussion.

**Assessment for learning:** When the 3 primary resource photos are given to the class groups, the teacher should walking around the classroom and take note on who is participating in their own way. Remember that some students may be shy and not speak up, but that they can still participate by writing independently and then helping individuals in their group. When the students hand in their handouts, the teacher can assess and mark who the level of understanding. Habits, skills, and knowledge that should be shown in this activity are teamwork skills, attentive listening, respectful listening and discussion, and sharing practice.

**Vocabulary Board.** Have the students work as a team to create a definition for this lesson’s words.

**Assessment of learning:** When the students are given their independent activity, the teacher can assess the report they hand in. Based on the depth and information given in the report, the teacher can determine the level of learning that took place. Habits, skills, and knowledge that should be shown in this activity are independent work practice, time management, and communications skills. Rubric is attached to the handout for assessment assistance.
# Lesson 3: Historical Significance

**Overview:**

In the last lesson, evidence was analysed and interpreted to discuss residential schools. In this lesson, we will be moving into concept of historical significance, and how the residential schools relate to the revised Indian Act in 1951 and the White Paper in 1969. As a class, we will determine if the revised Indian Act and the White Paper are significant historical events in relation to Canadian citizenship and identity.

It is related to the broader aim of the unit by using the Indian Act (1951) and the White Paper (1969) as events that shaped Canadian identity and citizenship. These events are also specifically chosen because they fit within the “D Strand” time frame.

This lesson will entail class discussion and critical thinking to determine if certain events are historically significant. Students will also learn the key points of the White Paper and Indian Act so that they may apply this knowledge further in other lessons.

**Learning Goal:**

Research skills, computer practice, comprehension skills, teamwork skills, time management habits.

**Curriculum Expectations:**

1. Grade 10 Academic History:
   **Specific Expectation:** D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period
   **Overall Expectation:** D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982

2. Historical Significance is the historical thinking concept that will be engaged in this lesson, with the use of evidence.

**Materials:**

1. **Primary Sources:**

2. **Instructions for teacher**
   - Teacher will have to be argumentative and creative in this lesson. In the warm up activity, the teacher will have to argue why a random event in the history textbook is not significant in order to demonstrate that events are subjective. By arguing that the event is not significant in a polite and respectful manner the teacher will model good behaviour.
   - The computer lab or netbooks will have to be booked for class use. If the majority of students have smart phones, allow the students to use them for researching.
   - Make sure handouts are photocopied and ready for handing out.

3. **Prompts for students (BLMs) (Appendix)**
   3.1 Research Handout
   3.2 The White Paper (1969)
### Plan of Instruction:

**Step 1: Warm up (5 minutes)**

Open the history textbook to a random page. Ask why that event is there. Teacher should read the first few sentences of it and then explain why it is not significant. The teacher should make as many arguments to why it is not a significant event, for argument sake, but then note that it is still in the history textbook so therefore it has some purpose for being there. By arguing that the event is not significant in a polite and respectful manner the teacher will model good behaviour.

**Step 2: Discussion (20 minutes)**

What makes an event that took place or a person who lived long ago centuries historically significant? This question is not easy to answer, but historians attempt to answer it through research. Show the class a video CBC archive clip of Inuit Education: To educate or not to educate? 

http://www.cbc.ca/player/Digital+Archives/Society/Education/ID/1790682329/?page=4

Explain that in the 1950s, the government was trying to decide whether or not they should take control of the North’s aboriginal population’s education.

Ask the class:
- Is this event significant?
- Why is it/isn’t it?
- Does it shape Canadian identity and citizenship?
- What is the context of the video?
- Who made the video and why?

Ask the class to take a minute to think of the most significant event that happened in their life. Ask for volunteers to share and explain why it is the most significant.

**Step 3: Modeling (40 minutes)**

Choose the White Paper as a significant event and argue why it is important. On the overhead, open The White Paper 1969 Prezi

http://prezi.com/ji0tjupgahrx/?utm_campaign=share&utm_medium=copy

Ultimately, the teacher should explain the objectives of the White Paper.

The Statement of the Government of Canada on Indian policy (The White Paper, 1969) states that:

1. The legislative and constitutional bases of discrimination be removed;
2. There be positive recognition by everyone of the unique contribution of Indian culture to Canadian life;
3. That services come through the same channels and from the same government agencies for all Canadians;
4. That those who are furthest behind be helped most;
5. That lawful obligations be recognized; 6 that control of Indian lands be transferred to the Indian people.

Explain to the class the summary section, the new policy section, and the historical background. Teacher should use the Prezi to create carefully crafted questions to capture and sustain the student’s interest.
These questions should guide the students towards a better understanding of the White Paper.

To see a copy of the White Paper, visit http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191

**Step 4: Guided Practice (30 minutes)**

Book the computer lab, netbooks, or let the students use their smartphones. Instruct the students to choose an event on the timeline, and then research it in small groups. Allow the students to use the handout as a guideline to collect their information. Encourage brainstorming and critical analysis.

Skills: research skills, computer practice, comprehension skills, teamwork skills, time management habits.

**Step 5: Independent Activity (20 minutes)**

Once the groups have research their event, instruct the students to work independently in defending whether or not the event is significant.

Hand in a one-page journal on their conclusion, making sure that they defend their point.

Skills: critical thinking, independent thought, time management habits,

**Step 6: Sharing / Discussing / Teaching (10 minutes)**

Allow the students to get back into their topic groups, and share their conclusions. If the whole group agrees that the event is significant, encourage the group to think why the event could not be significant.

**Vocabulary Board:** At the end of class, write the day’s words on the board and have the class think up a definition for the word. Try to use and encourage the use of these words as much as possible.

This lesson’s words are: *White Paper*

**Assessment:**

**Assessment as learning:** determine whether the students were able to accurately defend their ideas in their independent journal. Take note on whether or not the ideas are properly shared, and provided comments that may expand further thought.

**Assessment for learning:** **Vocabulary Board.** Have the students work as a team to create a definition for this lesson’s words.

Self Assessment activity (p 73)

Analyze how the students worked together as a group, and how they were able to research.
Lesson 4: Historical Perspective

Overview:
In the last lesson, the class learned about the White Paper (1969) and whether or not it was significant. This lesson will expand off of the information gained from the past lesson and explore a historical perspective on the White Paper by learning about the Red Paper, which was created in response to the White Paper. The Red Paper gives the perspective of Aboriginals in Canada during the time of the proposed White Paper.

This lesson will develop and understanding of historical perspectives though class activities and independent work. The White Paper will be at the centre point of this lesson, and the class will have to analyse evidence to determine the perspective of the White Paper. The class will also gain knowledge on the Indian Act, and how it relates to the White Paper.

This lesson relates to the overall unit by using historical perspective to determine how identity and citizenship was shaped in 1960. By analyzing the White Paper, the class will determine what the objectives were when the White Paper was proposed in regards to Canadian citizenship.

Learning Goal:
Seeing things through different lenses, using evidence to make evidence based inferences, seek multiple perspectives, using context to formulate ideas, practicing not putting feelings into historical analysis (keeping inferences grounded), seeing things from multiple sides, critical thinking, independent work habits, and literacy skills.

Curriculum Expectations:
1. Grade 10 Academic History:
Specific Expectation: D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period
Overall Expectation: D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982

2. The historical thinking concept that will be explored is Historical Perspective, with the use of evidence and cause and consequence when analyzing how the Indian Act relates to the White Paper.

Materials:
1. Primary Source Documents:
   - White Paper
   - Indian Act (revised 1951)
2. Instructions for teacher
   - Make sure handouts are photocopied
   - Make sure that the teacher understands what the Indian Act is, and what the White and Red Paper is.
3. Prompts for students (BLMs)
4.1 White Paper Vs. Red Paper Handout
4.2 Indian Act
4.3 White Paper
<table>
<thead>
<tr>
<th>Step 1: Warm up (5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher should stand at the front of the class and hold up a dice in front of them, facing the class. The teacher should ask a student on the left of the class to tell the class what they see. Then the teacher should ask a student from the right of the class what they see. The teacher should tell the students that they are both wrong, and then describe what the teacher sees.</td>
</tr>
</tbody>
</table>

This activity was modified from dice activity from *The Big Six*, 147.

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<thead>
<tr>
<th>Step 2: Discussion (20 minutes)</th>
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<tr>
<td>Discuss how, in face, no one is wrong in this dice experiment. Teacher should highlight the point that the dice is a single entity, but yet we see different perspectives on it based on where we are in the room. Explain that history is very much like this: A historical event is the dice (we know that it happened, and it is an entity in itself), but they when we analyse the event we see different perspectives of the same thing. The teacher should explain that this is not a “problem” and that this is what makes history fun and interesting because we get to analyse different perspectives.</td>
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</table>

Inquire about last weeks lesson. Ask the students what we learned about the White Paper. Then ask the class where the perspective is found about this history. Through class discussion answer the following questions:

- What did Pierre Elliott Trudeau think he was accomplishing when he was proposing the White Paper?
- Who did the White Paper affect?
- What are the problems with it?
- What do you think the Aboriginal population may have thought about it?

Ask the class: *What does the White Paper say about Canadian identity?*

- Allow the students to state their own perspectives in a responsible way.

<table>
<thead>
<tr>
<th>Step 3: Modeling (40 minutes)</th>
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<tbody>
<tr>
<td>Seeing things through different lenses, using evidence to make evidence based inferences, seek multiple perspectives, using context to formulate ideas, practicing not putting feelings into historical analysis (keeping inferences grounded), seeing things from multiple sides, critical thinking, independent work habits, and literacy skills.</td>
</tr>
</tbody>
</table>

Inform students that understanding historical perspectives is a difficult act that takes practice and patience. It is important to “keep inferences grounded” (*The Big Six*, 146) and not get emotionally involved when viewing a perspective. The teacher should clarify this by saying that everyone has a perspective, and when analyzing evidence a historian should argue the perspective and not the person. If a historian disagrees with a perspective, they should make sure to never make it personal.

Pull up the Indian Act revised version 1951 on the overhead. Read out a couple of points made about aboriginal education in 1951. Teacher should explain the perspective of the Government of Canada in making this Act, and then identify the problems with the Indian Act.

**Government of Canada perspective:**

- Originally created in 1859, it concerns registered First Nations, their bands, and the systems of the reserves.
- The Act defines who is aboriginal and the legal rights and lack of rights for those aboriginals.
- Used to determine the rights of Land
- Educate aboriginals and take control of their education in order to shape children into active, Christian citizens in Canada

Aboriginal Perspective:
- On the projector, open [http://www.canadiana.ca/citm/_textpopups/aboriginals/doc75_e.html](http://www.canadiana.ca/citm/_textpopups/aboriginals/doc75_e.html) to show the main points made by the Red Paper.

State that the Aboriginal perspectives:
- Challenges the rights stated in the Charter of Rights and Freedoms
- States that Her Majesty can determine what the country want to do with the land, without consulting the aboriginal peoples.
- Forces aboriginals over the age of 7 to attend only Catholic or Protestant schools, run by non-aboriginals in order to assimilate aboriginals into non-aboriginal society and culture. There is no choice. Students are taken away from their parents at 7 and forces to attend boarding schools where they can not speak their language, see their family, or practice their culture in any way.
- Makes aboriginals children of the state – where Her Majesty controls the money and benefits of bands (which are the acting body of aboriginal groups)

Teacher should demonstrate the following actions/skills/thinking patterns for the class: critical thinking, analysis skills, skimming skills, inquiry skills, thinking about perspectives of the content, and communication skills.

Step 4: Guided Practice (10 minutes)
Instruct the students to get back into the groups they were in for the last lesson (where they had to pick one event and research it, then state whether or not it is historically significant). Ask the students to discuss the perspectives on that event. If students feel confused or loss, ask them to read over their notes and then determine that perspective then look for other possible perspectives. If the group happened to have some people who believed the event was significant and others who thought it was not significant, then the group should discuss how they got to that point and why they think that perspective.

Accommodations: Work with students who have difficult with the event they chose. Give the students ideas and extra information about the event.

Step 5: Independent Activity (30 minutes)
- Pass out The White Paper Vs. Red Paper handout to every student
- Explain to the class the objectives of the assignment, and the instructions of the assignment:
  - The Indian Act triggered many other acts and policies in Canada. As a recap, the Indian Act mainly talks about land claims and education. In the 1960s, Prime Minister Pierre Elliott Trudeau tried to eliminate the Indian Act because he thought that the claims were too vague and out of date. However, whatever the intentions were, the elimination of the Indian Act could cause a backlash of many serious consequences. Trudeau proposed The White Paper, which outlined what he wanted to happen to The Indian Act and the future relations between Aboriginals and non-Aboriginals in Canada. Many politically active Aboriginals in Canada preserved this in a very negative way, and thus the Red Paper was created.
  - Read over the handout given to you. In it there are the perspectives of the White Paper and the Red Paper. Fill in the Key Ideas section for each part. Think about what the objective was to make Canadian citizens.
Independent work will allow students to practice the following actions/skills/habits: Seeing things through different lenses, using evidence to make evidence based inferences, seek multiple perspectives, using context to formulate ideas, practicing not putting feelings into historical analysis (keeping inferences grounded), seeing things from multiple sides, critical thinking, independent work habits, and literacy skills.

**Accommodations:** Follow individual IEP accommodations. Give extra time to students who need it and allow students to work with a partner if they consistently have difficulty reading independently. Read the instructions one-to-one with students who did not understand the instructions. Allow students to verbally express their ideas and thoughts, and help the students put it down on paper.

**Step 6: Sharing / Discussing / Teaching (20 minutes)**
Break the class up into groups and ask them to share their key ideas that were identified in the classroom. Ask the student to reflect on the following things:
- Are your key ideas the same?
- What are different?
- What was the intent of the White Paper?
- What are the perspectives of the White Paper, which led to the creation of the Red Paper?
- How did this shape Canadian identity at that time?

**Vocabulary Board:** At the end of class, write the day’s words on the board and have the class think up a definition for the word. Try to use and encourage the use of these words as much as possible. This lesson’s words are: *assimilation, Red Paper, Indian Act.*

**Assessment:**

- **Assessment of learning:** provide feedback on the handout so that the students can learn from the comments.

- **Assessment for learning:** **Vocabulary Board.** Have the students work as a team to create a definition for this lesson’s words. Class participation should also be considered when determining assessment for learning.
Lesson 5: Continuity and Change

Overview:
This lesson will focus on the continuity and change aspect of residential schools from 1945 to 1982, and how residential schools during that time shaped Canadian identity.

In the past lesson the class learned how to identify historical perspectives when they analyzed the White Paper and Red Paper. This lesson will expand on this skill by developing skills regarding continuity and change.

It related to the broader aim of the unit by identifying significant events contributed to the development of identity and citizenship in Canada between 1945 and 1982.

Learning Goal:
Brainstorming skills, critical thinking skills, group cooperation skills, and communication skills.

Curriculum Expectations:
1. Grade 10 Academic History:
Specific Expectation: D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period
Overall Expectation: D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982

2. Historical Thinking Concept: Continuity and Change, with the use of evidence and historical significance

Materials:
1. Primary Source Documents
   - 5.2 “Government takes over schools” by CBC Archives  

2. Instructions for teacher
   - Print off the 100 years of loss timeline, and cut the events out so that the students can put it back together on the classroom wall.
   - Load both primary sources ahead of time so that it is ready for the class discussion.

3. Prompts for students (BLMs)
   5.1 Rubric
   5.2 “Government takes over schools” by CBC Archives
   5.3 Justice Laws Website, Constitution Act of 11982
   5.4 100 Years of Loss Timeline online [http://www.legacyofhope.ca/downloads/100-years-timeline.pdf](http://www.legacyofhope.ca/downloads/100-years-timeline.pdf)

Plan of Instruction:

Step 1: Warm up (20 minutes)
Pass out a residential school event to small groups in the class. To save time, pair up people who’s desks are side by side. Ask the class to take a moment and read their card. Once the class has completed this task. Ask one person from each group to take some tape and stick it to the wall, making sure it is in order.
The teacher should read out each event as the student sticks it to the wall.

This activity is designed to show students a visual timeline of events regarding residential schools. It should provoke awe, and show the objective of today’s class.

**Step 2: Discussion (5 minutes)**

Ask the class:
- Does anything surprise you?
- What did you not know?
- What did you already know?

These questions will help determine previous knowledge, and will build confidence in the classroom though assessment for learning. Students will realize how much they already know, or how much they don’t know. Based on the information gathered, the teacher can determine how much emphasis needs to be placed on what topics for the future.

**Step 3: Modeling (40 minutes)**

Go through the time line and model critical thinking and thought processing skills. After each event, briefly ask prompts to the class and ask critical questions.

- 1940s: “The federal government begins to apply provincial curriculum standards to residential schools and to intergrade Aboriginal students into regular schools” (100 Years of Loss, Timeline)
  - What do you think they taught in the schools before the curriculum standards were used?
  - How do you think this influenced shaping Canadian identity?
- 1951: “Major revisions are made to the Indian Act and women are allowed to participate in bad democracy, prohibitions on traditional Aboriginal practices and ceremonies are removed”
  - How would women make a difference in causing change?
- 1955: “The federal government expands the system of residential schools and hostels for Inuit students in the North.”
  - Why do you think the government did this?
  - Do you think there was a level of control increased onto the north by the government?
- 1958: “Indian Affairs regional inspectors recommend abolition of residential schools”
  - Take note: that this was at the peak of the residential school system. Why do you think they would recommend abolition of the system?
- 1960 “Approximately 10,000 students are attending 60 schools across the country”
- 1961 “Amendment to the Indian Act aboriginals can vote without having to give up their Indian status.”
  - At this time, women in Quebec also got the right to vote. Why do you think the 60s were a time of more equality?
  - More information: “ Employees at residential schools couldn’t be happier. They’re now civil servants, making more money and working fewer hours under their new boss: the federal government. There’s also a new emphasis on fostering native culture and language at the schools. But, as the CBC reports, others aren’t so pleased by the changes. Some municipalities are resisting a plan to send students to local day schools -- a plan that would increase the proportion of native children in community schools. Since the 1950s, the federal government has been working to integrate students in the residential school system with provincial schools, recognizing that residential schools are not the solution to the "Indian problem." The Indian Act has
also been amended to allow native parents to send their children to a school of their choice. But integration has been a long process, and the Catholic church in particular has resisted it due to fears its influence will wane.” – CBC “The Story”

- Note: there are two car commercials that can not be skipped, so load this video before you play it for the class.

- 1969: The partnership between the government and churches ends, and the federal government takes over the Residential School System. Transfer control of the schools to Indian bands begins.
  - How do you think the Church reacted to this? Why would the government want to take over they system?
  - Note the power of control shift – what are the consequences?
- 1979 Roughly 1,200 children are enrolled in 12 residential schools across Canada
- 1977: The Berger Inquiry final report recommends no gas pipeline be build until land claims are settled, setting a new precedent for relations between Aboriginal Peoples and the federal government
- 1982: The Constitution Act is amended and now recognizes and affirms the rights of “Indian, Inuit, and Metis peoples of Canada.”
  - Show Justice Laws Website, Constitution Act of 1982
    http://lois.justice.gc.ca/eng/Const/page-15.html#h-38

Step 4: Guided Practice (10 minutes)
Use the skills that were demonstrated during the modeling section to encourage students to do the same at a more focused level. Break the class up into groups and instruct them to pick one or two events and write up a series of questions that you want to explore further. Ideas that could be expanded on are:

- What caused it?
- What are the consequences?
- Who was involved?
- How did it shape Canadian identity?
- What are the perspectives?

Once they have created their specific questions, ask them to brainstorm some answers they can think of. This will allow students to share the information they already have with other students.

Step 5: Independent Activity (30 minutes)
For homework instruct the students to research and answer their questions. Research skills have been modeled in past lessons in the evidence lesson and historical significance lesson by teaching the class what is evidence, what makes good evidence, how to analyse evidence critically, how to think critically when determining significance, and what questions to ask to determine validity.

Step 6: Sharing / Discussing / Teaching
Give an option of letting the students do a one-page write up of their research, or a 3 minute presentation of their research (see rubric 5.1). Students should be able to demonstrate their research skills, communication skills, thinking skills, and time management habits.

Vocabulary Board: At the end of class, write the day’s words on the board and have the class think up a
definition for the word. Try to use and encourage the use of these words as much as possible.
This lesson’s words are: Residential School System, status

Assessment:

Assessment of learning: use the rubric to assess what has been learned in the independent activity. Comments and reflection will be given to improve performance. This mark could be included on the report card for parents to see.

Assessment as learning: during the group work, there will be opportunities for students to use feedback by the teacher and other students to improve learning. Based on the questions asked in the group, and what was recorded, students can self-assess their own learning.

Assessment for learning: during the modeling period and discussion period, the teacher can determine who is participating and who seems like they need more assistance. There should be continual reflection for this process so that the teacher can gage the students learning.

Vocabulary Board. Have the students work as a team to create a definition for this lesson’s words. Class participation should also be considered when determining assessment for learning

Overview:
This lesson will attempt to determine some of the causes of residential school and the consequences that resulted from such policy to determine how this event shaped Canadian identity and citizenship from 1945 to 1982.

In this lesson students will interact with pictures a map and quotes from governing bodies to determine the causes and impacts of residential schools on Canadian citizens. The teacher will model critical thinking and respective behaviour when attempting to determine probable causes of residential schools. This subject matter is very sensitive, and it is important to note that when analyzing the causes of residential schools that the analyzer separates themselves from the emotional aspect of this topic. When criticizing the factors that lead to residential schools, we must remember that we should only criticize in a factual manner and not be led through emotions.

The students will expand on their prior knowledge of residential schools, as determined in lesson 2, to make connections between events and their outcomes that have been made evident over time. Students will also harness the skills and habits learned in Lesson 4, determining historical perspective. The lesson following this one will be Ethical Dimension, where these concepts will be examined even further.

Learning Goal:
- Students will look at the causes of residential schools and be able to engage with them critically by responding to photographs and quotes
- Students will understand that events and their consequences are not inevitable

Curriculum Expectations:
1. Grade 10 Academic History:
   Overall Expectation: D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance;
Specific Expectation: D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period

2. In this class, we will be looking at Cause and Consequence in relation to residential schooling.

Materials:

Primary Source Documents
- 'The Indian Problem' Quote by Duncan Campbell Scott 6.1
- Residential School Map 6.2
- Photograph analysis Thomas Moore 6.3

Instructions for teacher
- Move the classroom into a more discussion based setting (round circle)
- Pre load the picture of Thomas Moore onto the computer and get the discussion questions ready.

Prompts for students (BLMs)
6.1 Dr. Duncan Campbell Scott Quote
6.2 Residential School Map located at
6.3 Thomas Moore Photo
6.4 Question Sheet

Plan of Instruction:

Step 1: Warm up (2 minutes)
Begin the lesson by displaying or reading the quote by Duncan Campbell Scott.

6.1 “I want to get rid of the Indian problem. I do not think as a matter of fact, that the country ought to continuously protect a class of people who are able to stand alone... Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question, and no Indian Department, that is the whole object of this Bill.” Dr. Duncan Campbell Scott

Step 2: Discussion (5 minutes)
Ask students provoking questions such as
- What do you think Scott means by 'the Indian problem'?
- What would it take to remove 'Indians' from Canada?
- What is the 'body politic'?
- Do you think that this policy and the attitudes behind it was a potential cause to Residential school?

Step 3: Modeling (15 minutes)
Discuss 'The Indian Problem' and the attitudes towards Aboriginal people in Canada. Explain how these attitudes lead to the implementation of residential school.

Discuss the results of residential school on the identity and well being of Aboriginal Children. Note that the removal of identity occurred over a period of time in systematic ways by removing language and culture and replacing it with religion and euro-centric ideals.
### Step 4: Guided Practice (10 minutes)

After explaining in more detail what the residential school system did, put up the Thomas Moore picture (6.3) on the projector. As a class discuss some observations made. Once the teacher is satisfied that the students notice the obvious transformation Thomas Moore had completed due to the residential school system, have them break up into small groups and answer the following questions (See 6.4)

1. What words would you use to describe the child in the 'before' image and the child in the 'after' image?
2. Is this the same child or two different children?
3. After looking at the photographs, list five things that the children would have lost in the process of being assimilated into white culture.
4. How do you think they would have felt about losing their Aboriginal identity?
5. What effect do you think this process had on Aboriginal culture over the long term?

### Step 5: Independent Activity (30 minutes)

Display the Residential school Map (6.2) and draw students attention to the fact that the residential schools were numerous, and the same types of assimilation processes were occurring all over Canada, resulting in the cultural genocide of many Aboriginal peoples.

Have students write a one page journal response regarding the causes of residential schooling, as well as their feelings on the consequences of residential schooling. Instruct them to mainly focus on what they have learned in class, such as:

- Who were the acting bodies in forming residential schools,
- Who were affected, why is cultural assimilation morally wrong,
- How did it affect Canadian identity and citizenship,
- What Canadian identity was Canada trying to shape with the residential schools?

**Accommodation:** For students who struggle with written responses, have them tweet more responses or give a private presentation option. Allow students extra time or a computer to write up their response.

### Step 6: Sharing / Discussing / Teaching (10 minutes)

Pose the question: Was the creation of residential schools inevitable?

Have students tweet their thoughts to the class twitter page over the next few days. This will encourage constant thought of the subject and out-of-class discussion.

**Assessment:**

Assessment as learning: the journals will be used for assessment as learning because it actively involves students and it is ongoing. Based on the comments provided by the teacher on the journal entries, the students can self assess and learn from the feedback to improve learning.
# Lesson 7: The Ethical Dimension

## Overview:
This lesson will attempt to examine the ethical dimension of the residential school system and the 60's Scoop and the impacts that it has on Canadian identity and citizenship from 1945 to 1982.

In this lesson students will examine the ethical aspect of residential schooling and 60s Scoop. Over the past 6 lessons students have interacted and explored historical thinking concepts in relation to Residential schools. This lesson will further those discussions through an ethical component that is meant to engage students in a personal, critical and responsive way.

Students will practice the skills they have acquired in the past lesson, practice critical thinking, and learn how to separate themselves from highly emotional content.

## Learning Goal:
What knowledge/skills/habits of mind do you want students to learn/practice/understand?

- Students will be able to use prior knowledge to activate their thinking about Residential schools by examining the systems and policies through an ethical lens.
- Students will be able to recognize the importance of ethical discussions about events in Canadian history.

## Curriculum Expectations:
1. Grade 10 Academic History:
   **Specific Expectation:** D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period
   **Overall Expectation:** D3. Identity, Citizenship, and Heritage: analyze how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada bet

2. The historical thinking concept explored in this lesson is Ethical Dimensions

## Materials:
**Primary Source Documents**
- Residential school survivor video 7.1
- Adoption stats chart 7.2

**Instructions for Teacher:**
- Make sure you have enough cards for everyone in the class (3 cards each) “Implicit but not obvious; implicit and obvious; explicit”
- Learn what a ‘sharing circle’ is, because it will be used in this lesson. Make sure you have a talking stick handy, or any object that can be passed around the circle to allow students to talk one at a time.
- Make sure the Sixties Scoop video is loaded [http://www.youtube.com/watch?v=sE41iev3xX4](http://www.youtube.com/watch?v=sE41iev3xX4)

## Prompts for students (BLMs)
7.1 Residential school survivor video
7.2 Adoption stats chart
7.3 Stolen Nations Backgrounder
7.4 60’s scoop backgrounder
7.5 Youtube Video: The Sixties Scoop [http://www.youtube.com/watch?v=sE41iev3xX4](http://www.youtube.com/watch?v=sE41iev3xX4)
**Plan of Instruction:**

<table>
<thead>
<tr>
<th>Step 1: Warm up (3 minutes)</th>
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<tr>
<td>Play the video: <em>The Sixties Scoop</em> <a href="http://www.youtube.com/watch?v=sE41iev3xX4">http://www.youtube.com/watch?v=sE41iev3xX4</a></td>
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<th>Step 2: Discussion (10 minutes)</th>
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<tr>
<td>For this section, discuss with the class the complications with determining past events as ethical, and discuss the importance of historical context. In order to do this, complete the following activity:</td>
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</table>

Write the following terms on the board, and have the class try to think up a definition by using their critical thinking and logical thought. (Terms gathered from *The Big Six: Chapter 6: The Ethical Dimension*, 171)

- **Debt of memory**: an obligation to remember
- **Ethical judgment**: a decision about the ethics of an historical action
- **Historical consciousness**: awareness of the links among the past, present and future that helps us to understand the present
- **Reparation**: making amends for the wrong done
- **Restitution**: restoration or replacement of something taken away

Make sure to only write the correct definition. Don't let the students get too frustrated with this activity. Have the students write down the terms and their definition in their notebook.

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<th>Step 3: Modeling (15 minutes)</th>
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<td>Look at the timeline that was created in the past lesson. Discuss what “Implicit but not obvious; implicit and obvious; explicit” means.</td>
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</table>

Give a brief review of the timeline and events. Pass out 3 cards to each student, each one saying “Implicit but not obvious; implicit and obvious; explicit”. Say that you are going to ask a series of statements, and that students should lift card they think fits with the statement.

- The people who were affected in the residential school should be given proper support for their sufferings.
- The government of Canada should adjust programming to reflect more cultural exclusivity

View the chart (7.2) that describes the percentage of aboriginal children placed with non-aboriginal families

Explain that the 60’s Scoop took place in the 60’s and it essentially took aboriginal children away from their homes, and placed them into non-aboriginal families. Documentation was usually not kept properly, and the children’s names were changed. Many argue that this was another form of assimilation as the residential school system appeared to be diminishing.

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<tr>
<th>Step 4: Guided Practice (20 minutes)</th>
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<tr>
<td>Watch the residential school survivor video (7.1)</td>
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</table>
Ask students to get into groups

In a sharing circle, use talking sticks (or another method) to have students to discuss the following questions.

1. How did this video make you feel? What were some of the details that stood out to you in the survivors story?
2. In what ways could Canada make amends for the wrongful treatment of aboriginal peoples in Canada?
3. Do you think it’s possible to replace the culture and language that was lost during the process of assimilation in Canada?

**Step 5: Independent Activity (20 minutes)**

Tell students that the Civilization Museum has no information on the residential school system in their museum. Ask the students to create a brainstorm mind map about how they would communicate the information in an ethical way. Remind them that if this was going to be in a museum, that it could not be aggressive towards the Canadian government. Remind them that in order to analyze something as a Historian, we must separate our emotions from the event and give the facts.

Ask them to make a mind map explaining their thoughts, the information they would want to be shown, and how they would want it to be displayed.

**Step 6: Sharing / Discussing / Teaching (10 minutes)**

Ask volunteers to share their museum display idea. Encourage creativity and open sharing. If students enjoyed this activity, have them create a professional proposal for the Civilization Museum with the help of the teacher.

**Assessment:**

Assessment for learning: Students will produce meaningful conversation about the ethical dimension of residential schools in Canada and the effect they had on Canadian citizens.

Assessment as learning: the mind map for the museum is a good way for students to show their knowledge and how they perceive ethical thought. It will be given comments by the teacher so there will be learning development. Students can see how their learning progressed through the comments.

**Lesson 8: Conclusion**

**Overview:**

This conclusion lesson will attempt to incorporate all the information gathered about the residential school system, and how we interpret its history to determine how this event shaped Canadian identity and citizenship from 1945 to 1982.

In this lesson students will create a memorial, which could later be shared with the school if the teacher chooses to do so. The students will expand on their reflections that have been gathered over the past 7 lessons and design a memorial.

**Learning Goal:**

Students will learn how to think in an ethical manner, apply their pervious knowledge to new concepts, think creatively, and practice their communication skills.
Curriculum Expectations:

1. Grade 10 Academic History:
   Specific Expectation: D3.3 explain some significant events, developments, and/or issues that affected First Nations, Inuit, and/or Métis people in Canada during this period
   Overall Expectation: D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982

2. This conclusion will explore a part of ethical dimension and cause and consequence.

Materials:

1. Primary Source Documents

2. Instructions for teacher
   - Make sure there are enough handouts for everyone (Create a Memorial)
   - Pass out green, yellow, and red cards to each student (so students have one of each colour)
   - Make sure the 8.4 Conclusion Prezi is loaded

3. Prompts for students (BLMs)

   8.1 Memorial Handout
   8.3 The Sixties Scoop: A Hidden Generation, Canada’s Sixties Scoop survivors tell their stories in a new documentary [http://ahiddengeneration.wordpress.com/]
   8.4 Conclusion Prezi [http://prezi.com/ibeftdle3zzx/?utm_campaign=share&utm_medium=copy]

Plan of Instruction:

Step 1: Warm up (10 minutes)
Play the trailer of The Sixties Scoop: A Hidden Generation [http://ahiddengeneration.wordpress.com/]

Step 2: Discussion (5 minutes)
After the trailer, encourage a discussion of the video:
   - *Why was it created?*
   - *Who created it?*
   - *What do you think the circle was?* (Healing circle)
   - *What are some of the emotions that were provoked?*

Step 3: Modeling (30 minutes)
Show the Conclusion Prezi [http://prezi.com/ibeftdle3zzx/?utm_campaign=share&utm_medium=copy]
that will review the information gathered over the past 7 lessons, and information on the 60s scoop. Encourage students to write down notes as the teacher discusses each slide. After each slide, the teacher should ask the students to hold up one of the 3 cards (green, meaning “I understand”, yellow, meaning “I
think I get it, but I could know more”, and red meaning “I really don’t get that one”). Topics will include:

1. Who are aboriginals in Canada?
2. What is the Indian Act?
3. What was the White Paper and Red Paper?
4. What were residential schools?
5. What was the 60s Scoop?
6. What are the consequences?

**Step 4: Guided Practice (20 minutes)**


Give the following instructions: Based on the information you learned, get into small groups and brainstorm how you would build a memorial to educate others, and heal as a society. Remember to be creative! Present your idea to the class, and why you chose your design. Pass out handout with guidance questions for the students to follow while they are brainstorming their design.

**Step 5: Independent Activity (15 minutes)**

Instruct students to take the notes home, and review them with highlight marks on things they had trouble understanding. Also, allow the students to take home the memorial assignment and work on it at home.

In the following class, check their homework to make sure they highlighted their notes.

**Step 6: Sharing / Discussing / Teaching (10 minutes)**

Let the groups present their memorial ideas to the class. Discuss whether they would like to educate the rest of the school on their findings.

**Assessment:**

*Assessment for learning:* The red, yellow, and green cards will be used to assess for learning since it is a self-assessment, and it is ongoing. It will determine how much the students know, and what they feel comfortable with.

*Assessment as learning:* Presentations of memorial ideas.
Appendix:

1.1 Aboriginals from 1945-1982 Prezi link [http://prezi.com/ysddvjynn-pr/?utm_campaign=share&utm_medium=copy](http://prezi.com/ysddvjynn-pr/?utm_campaign=share&utm_medium=copy)

1.2 Writing Rubric

<table>
<thead>
<tr>
<th>Lesson 1: Journal Response Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td><strong>Knowledge:</strong></td>
</tr>
<tr>
<td><strong>Understanding:</strong></td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
</tr>
</tbody>
</table>

1.3 Two Row Wampum
1.4 Royal Proclamation, 1763

1.5 YouTube clip: Residential Schools: Get Familiar
http://www.youtube.com/watch?v=oQIzjmgzle8&list=PLLvStlbpZMLvwrwS9Zr9HbA_q8dP-K6XSE
Look at the photo assigned to your group. Discuss the following questions, and write down your answers in the space below.

<table>
<thead>
<tr>
<th>Analyze the evidence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of evidence is this?</td>
<td></td>
</tr>
<tr>
<td>What does it look like?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ask good questions about the evidence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this source tell us about residential history?</td>
<td></td>
</tr>
<tr>
<td>What does it tell us about Canadian citizenship in the 1950s?</td>
<td></td>
</tr>
<tr>
<td>What does it tell us about Native Canadians in the 1950s?</td>
<td></td>
</tr>
<tr>
<td>What were the attitudes of the children?</td>
<td></td>
</tr>
<tr>
<td>Who do you think recorded and produced the video?</td>
<td></td>
</tr>
<tr>
<td>Who ran the residential school in this video?</td>
<td></td>
</tr>
<tr>
<td>What were the children doing?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take context into consideration:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was the audience watching this video?</td>
<td></td>
</tr>
<tr>
<td>What was society like during this time?</td>
<td></td>
</tr>
<tr>
<td>What did the Church and government believe at this time?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze the evidence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of evidence is this?</td>
<td></td>
</tr>
<tr>
<td>What does it look like?</td>
<td></td>
</tr>
</tbody>
</table>
2.2 Memoir Handout

**Independent Assignment**

**Memoir Analysis**

Name:

Name of Memoir:

**Step 1:** Choose a memoir from *Where are the Children? Healing The Legacy of the Residential Schools* website: [http://www.wherearethechildren.ca/en/exhibit/stories.html](http://www.wherearethechildren.ca/en/exhibit/stories.html).

**Step 2:** Watch the memoir video, and fill in the chart in point form to help you gather your thoughts.

**Step 3:** Pick a method to share your analysis, either a video recording, picture of yourself with a description of your analysis, write a song explaining your analysis, ext. You will be able to present your findings to the class, or privately share your report as an online submission. If you are presenting, you should be able to discuss your analysis in 3-5 minutes. If you are handing in a written submission, you should submit a one page, double spaced, report.

**Due:**

<table>
<thead>
<tr>
<th>Analyze the evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of evidence is this?</td>
</tr>
<tr>
<td>What does it look like?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ask good questions about the evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this source tell us about residential history?</td>
</tr>
<tr>
<td>What does it tell us about Canadian citizenship in the 1950s?</td>
</tr>
<tr>
<td>Who do you think recorded and produced the video?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take context into consideration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was the audience watching this video?</td>
</tr>
<tr>
<td>What was society like during this time?</td>
</tr>
<tr>
<td>What was the purpose of creating this video</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this resource tell us about the past?</td>
</tr>
</tbody>
</table>
## 2.3 Memoir Rubric

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Shows difficulty expressing ideas and analysis findings. Student reported on a few guiding questions with limited depth.</td>
<td>Shows limited evidence of developed ideas and analysis. Able to report on some of the guiding questions with some depth.</td>
<td>Shows good development of ideas and findings. Able to report on all guiding questions with reasonable depth.</td>
<td>Shows above average of ideas and findings. Able to report on all guiding questions in significant depth.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Student does not show evidence of understanding the memoir and it's purpose</td>
<td>Student shows limited understanding of the memoir as evidence to understand the history of residential schools</td>
<td>Shows a good understanding of the memoir and how it relates to understanding the history of residential schools. Makes at least 2 critical points per guiding question</td>
<td>Shows developed understanding of the memoir and how it relates to understanding the history of residential schools. Makes at 2 or more critical points per guiding question</td>
</tr>
</tbody>
</table>

### 2.4 Residential school propaganda video from 1955
http://www.youtube.com/watch?v=s_V4d7sXoqU

### 2.5 Male students in the assembly hall of the Alberni Indian Residential School, 1960s. United Church Archives, Toronto, from Mission to Partnership Collection.
http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html
2.6 Female students in the assembly hall of the Alberni Indian Residential School, 1960s. United Church Archives, Toronto, from Mission to Partnership Collection
http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html


### 3.1 Research Handout

**Historical Significance**

**Name:**

**Event:**

Pick a historical event on the time line in class and follow the handout to help you determine if the event is significant.

<table>
<thead>
<tr>
<th>Analyze the Event:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When did the event happen</td>
<td></td>
</tr>
<tr>
<td>What caused it?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ask good questions about the event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this event tell us about residential history?</td>
</tr>
<tr>
<td>What does it tell us about Canadian citizenship?</td>
</tr>
<tr>
<td>What does it tell us about Native Canadians?</td>
</tr>
<tr>
<td>What are the perspectives? Who’s perspectives are they?</td>
</tr>
<tr>
<td>Who do you think this event affected?</td>
</tr>
</tbody>
</table>

**Your Notes About The Event(s):**

3.3. CBC archive clip of *Inuit Education: To educate or not to educate?*  

3.4 The White Paper 1969 Prezi  
[http://prezi.com/ji0tjupghrx/?utm_campaign=share&utm_medium=copy](http://prezi.com/ji0tjupghrx/?utm_campaign=share&utm_medium=copy)

4.1 Red Paper VS. White Paper Worksheet  


5.1 Presentation/ Report Rubric

<table>
<thead>
<tr>
<th>Lesson 5 Presentation/Report Rubric</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Shows difficulty expressing ideas and analysis findings. Student reported on a few key points (less than 3) with limited depth.</td>
<td>Shows limited evidence of developed ideas and analysis. Able to report on some key points (5-3) with some depth.</td>
<td>Shows good development of ideas and findings. Able to report on 5-8 key points with reasonable depth.</td>
<td>Shows above average of ideas and findings. Able to report on 8 or more key points in significant depth.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Student does not show evidence of understanding the event and it’s purpose</td>
<td>Student shows limited understanding of the event as evidence to understand the history of residential schools</td>
<td>Shows a good understanding of the event and how it relates to understanding the history of residential schools. Explains each point in a well thought out manner</td>
<td>Shows developed understanding of the event and how it relates to understanding the history of residential schools. Explains each point with a high level of understanding, and includes personal incite</td>
</tr>
</tbody>
</table>

5. 2 “Government takes over schools” by CBC Archives  

5.4 100 Years of Loss Timeline (online) [http://www.legacyofhope.ca/downloads/100-years-timeline.pdf](http://www.legacyofhope.ca/downloads/100-years-timeline.pdf)

6.1 “I want to get rid of the Indian problem. I do not think as a matter of fact, that the country ought to continuously protect a class of people who are able to stand alone... Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question, and no Indian Department, that is the whole object of this Bill.” Dr. Duncan Campbell Scott


6.3 Thomas Moore Photo

6.4 Question Sheet

6. What words would you use to describe the child in the 'before' image and the child in the 'after' image?
7. Is this the same child or two different children?
8. After looking at the photographs, list five things that the children would have lost in the process of being assimilated into white culture.
9. How do you think they would have felt about losing their Aboriginal identity?
10. What effect do you think this process had on Aboriginal culture over the long term?

7.3 Adoption stats chart:

<table>
<thead>
<tr>
<th>Year</th>
<th>By Indians</th>
<th>By Non-Indians</th>
<th>Total</th>
<th>% Adopted By Non-Indians</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>45</td>
<td>235</td>
<td>280</td>
<td>83.9</td>
</tr>
<tr>
<td>1972</td>
<td>48</td>
<td>269</td>
<td>317</td>
<td>84.9</td>
</tr>
<tr>
<td>1973</td>
<td>100</td>
<td>328</td>
<td>428</td>
<td>76.6</td>
</tr>
<tr>
<td>1974</td>
<td>104</td>
<td>261</td>
<td>365</td>
<td>71.5</td>
</tr>
<tr>
<td>1975</td>
<td>99</td>
<td>247</td>
<td>346</td>
<td>71.4</td>
</tr>
<tr>
<td>1976</td>
<td>114</td>
<td>331</td>
<td>405</td>
<td>77.0</td>
</tr>
<tr>
<td>1977</td>
<td>127</td>
<td>385</td>
<td>512</td>
<td>75.1</td>
</tr>
<tr>
<td>1978</td>
<td>111</td>
<td>354</td>
<td>465</td>
<td>76.1</td>
</tr>
<tr>
<td>1979</td>
<td>156</td>
<td>433</td>
<td>589</td>
<td>73.5</td>
</tr>
<tr>
<td>1980</td>
<td>131</td>
<td>435</td>
<td>566</td>
<td>76.8</td>
</tr>
<tr>
<td>1981</td>
<td>118</td>
<td>401</td>
<td>519</td>
<td>77.2</td>
</tr>
</tbody>
</table>

Source: Canada Department of Indian and Northern Affairs, Social Development Directorate.

7.4 Stolen Nations Backgrounder [http://www.wrcfs.org/repat/stolennation.htm]

7.5 60's scoop backgrounder [http://indigenousfoundations.arts.ubc.ca/home/government-policy/sixties-scoop.html]

7.6 Youtube Video: The Sixties Scoop [http://www.youtube.com/watch?v=sE41iev3xX4]

8.1 Handout: Create a Memorial

BLM 6.7 Create a Memorial

**Step 1:** Choose the subject and decide the purpose of the memorial

- Why is this person or event worth remembering?
- Which of the following purposes will your memorial serve?
  - (1) change the way people usually think about the subject
  - (2) suggest a lesson to be learned
  - (3) fulfill a duty of memory
  - (4) inspire action on a contemporary issue
  - (5) any other purpose you can think of
- What would you like people to feel or think about when they see your memorial?
- Who will your audience be?
- What story do you want to tell?
- In what ways might your memorial upset some people or cause controversy?

**Step 2:** Design the memorial

- Where should your memorial be displayed?
- What materials should be used?
- What will the memorial look like?
- What words or quotations might be inscribed on it?
- What should it be called?
- How will the memorial convey your chosen message or lesson, if any?
- How will the design achieve your purpose?
Step 3: Create the memorial

Step 4: Plan the unveiling
  • When will you display the memorial, and for how long?
  • Who will be invited to your unveiling?
  • What publicity will you seek, and why?
  • What will people do at the unveiling?
  • What ceremony will be appropriate?

Step 5: Reflection
  • What has this project taught you about the role of history?
  • Why are some memorials controversial?

8.2 Picture from Net News Ledger, “Anishinabek Nation monument to Residential School Survivors”

8.4 Conclusion Prezi

[http://prezi.com/ibeftdle3zzx/?utm_campaign=share&utm_medium=copy&rc=ex0share](http://prezi.com/ibeftdle3zzx/?utm_campaign=share&utm_medium=copy&rc=ex0share)