

<b><u>Lesson:</u></b>	<b><u>Unit Topic/Theme:</u></b> Residential school	<b><u>Lesson # 1</u></b>
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**Rationale:** Introduction to Residential School unit

**Prescribed Learning Outcome(s):** Demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20<sup>th</sup> century and their responses with reference to:

- Residential schools
- Reserves
- Self-government
- Treaty negotiations

**Instructional Objective(s):** Students who have fully met the prescribed learning outcomes are able to:

- Describe the impact of the Indian Act on Aboriginal people (e.g., marginalization and dependency)
- Describe the impact of residential schools on Aboriginal people (e.g., destruction of lives and communities)
- Identify various Aboriginal responses to challenges (e.g., negotiations, protests, and court cases with respect to land and resource issues; demand for self-government)
- Formulate answers to questions such as the following:
- What are the challenges and benefits for Aboriginal people living on and off reserves?
- Why are Aboriginal people concerned about cultural appropriation?

Teacher Preparation:

<b>Materials/Resources</b>	<b>Make/Get</b>
<ul style="list-style-type: none"> <li>▪ Local Elder (preferred)</li> <li>▪ DVD-Where are the Children? Healing the Legacy of Residential Schools</li> <li>▪ Coloured 8.5x11 paper</li> <li>▪ Pencil Crayons/Crayons/or markers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Slide show with Residential School Images</li> <li>▪ Print 10 Images from Residential School</li> </ul>

Lesson Activities:

<b>Teacher Activities</b>	<b>Student Activities</b>	<b>Time</b>
<p><b>Introduction (anticipatory set):</b></p> <p><b>Body:</b> 1. Discuss human rights in present time. See if the class knows about any current /past human rights violations anywhere in the world.</p>	<p><b>Intro:</b></p> <p><b>Body:</b> 1. Participate in discussions</p>	

2. Get seven student volunteers to join you in a simulation. Do not let the class know what you are about to do. The rest of the class is simply meant to observe the simulation.

3. Set up the simulation: three students on one side, three on the other with the last student at the end. Leave a gap in the middle where the teacher can access. Instruct the students to make you a thank you card (or something easy). Give them the materials and five minutes to produce their best work.

The instruction they do not know is the amount of attention the teacher will be placing on certain groups. You heavily favor and praise one side, while ignoring the other. When you do acknowledge the 'ignored side' you will do so abruptly and with little regard for feelings. Meanwhile, around two minutes in, dismiss the one student at the end of the aisle with no reason at all.

Give the favored side fair warning that the time is almost up. Nothing to the other side.

Collect the cards and share the finished work of the favored side with the rest of the class. Show them what they have done well and praise all of their work. Toss the ignored side's cards off to the side.

Ask the class what they observed during the simulation. This is an open ended question, but they should have seen how you favored one side over the other; you were short and slightly mean to one side; you were overly nice to one side; you shared one sides cards and not the others; one student was dismissed with no reason

4. Once the obvious discrepancies in your teaching style have been discussed, you can give a mini lecture on the realities of Residential School. Highlight the fact that over half the students in these schools suffered some form of abuse. The other half learned how to avoid it. (show interest in the church/might become a priest or a nun/brother or sister taught them to survive...). the one that was dismissed represented the one in seven students who died in residential school without cause or representation.

**Closure:**

View "Where are the Children? Healing the legacy of Residential Schools"

Ask the students to reflect on what they have learned by discussing the topic in small groups and coming up with questions about what they would like to know about Residential Schools.

2. Seven students volunteer, the rest of the class observes with the purpose of sharing their observations.

3. During the simulation, the observers are there to simply observe. They are to act like they are behind mirrored glass where the simulation cannot see them.

The simulators are following teacher instruction.

The dismissed student is not told why he/she is dismissed, but he/she is go into the observing class.

The class, if done correctly should not be happy with you, and they should be given time to let you know how bad of a person/teacher you were during this simulation.

Students are invited to ask questions.

**Closure:**

Gather in groups of four or five and come up with discussion questions for future lessons.

