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| <u>Lesson:</u> | <u>Unit Topic/Theme:</u> Residential school | <u>Lesson # 1</u> |
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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 20th 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)
- Formulate answers to questions such as the following:
- What is the impact of First Nations people who survived residential school?
- What is the impact on the survivors families of residential schools?

Teacher Preparation:

| Materials/Resources | Make/Get |
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| <ul style="list-style-type: none"> ▪ Local Elder (preferred) ▪ Place 10 Residential School images around your room | <ul style="list-style-type: none"> ▪ Slide show with Residential School Images ▪ Print 10 Images from Residential School |

Lesson Activities:

| Teacher Activities | Student Activities | Time |
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| <p>Introduction (anticipatory set):</p> <p>Body:</p> <p>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>2. Have each student walk around and view the 10 pictures you have on the walls around the room. You will want them to write</p> | <p>Intro:</p> <p>Body:</p> <p>1. Participate in discussions</p> <p>Walk around the room to view images. Write down one word per</p> | |

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| <p>down the one word that comes to mind when they view each image. In the end they will have 10 words that mean something to them after viewing the images. Preface this with the importance of historical images and the power each image has. In the age of instagram, they may not know the power of a single image.</p> <p>3. Start creating a word wall on your board. Either have each student come up and write the 10 words on the board or you have them call out and you write the words. In the end, you will have 10 words per student and a possible 300 words.</p> <p>4. Ask open ended questions about the pictures and the words the students have put on the board and the pictures themselves. Get them to expand their thoughts. What was your initial reaction? Your first thought? Did that change as you went along?</p> <p>Because you did not fill them in on what the images were about, ask them if they understand what they were looking at? Pick a few words out from the board and speak to them. They will be remarkably strong and to the point.</p> <p>End by highlighting the power of collective words and what they can do about it. You will follow up with this lesson in subsequent lessons.</p> <p>Closure: Read the Executive summary from The Circle Game. You have now introduced the theme of Residential Schools.</p> | <p>image.</p> <p>3. Transfer words to the board</p> <p>Participate in discussions</p> <p>Students are invited to ask questions.</p> <p>Closure: Participate in discussion</p> | |
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