

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4
Main Subject:	Social Studies
Big Idea:	Truth and Reconciliation
Title:	RESIDENTIAL SCHOOLS IN CANADA
Cluster:	Kindergarten: Me, The People Around Me, The World Around Me Grade 1: Belong, My Environment, Connecting with Others Grade 2: Our Local Community, Communities in Canada, The Canadian Community Grade 3: Connecting with Canadians, Exploring the World, Communities of the World, Exploring an Ancient Society Grade 4: Living in Canada, Living in Manitoba, History of Manitoba, Canada's North
Duration:	2–4 weeks
Materials:	PowerPoint Presentation, BLMs, Internet, paper, pencils, pencil crayons or markers
Short Description:	In this learning experience, students deepen their understanding of “every child matters” by learning about Indigenous children’s experiences at residential schools in Canada. Students have several opportunities to reflect on their own identity, and what we can do to show that we care. This learning experience may be used anytime throughout the school year, as well as on September 30, Orange Shirt Day and National Day for Truth and Reconciliation. This unit was designed to be primarily teacher- or caregiver-led with some independent work completed by the student.

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/index.html

Kindergarten: 0-KC-002, 0-KC-004, 0-KH-019, 0-VC-001, 0-VH-004, 0-KC-005, 0-VG-005

Grade 1: 1-KI-007, 1-KI-007A, 1-VI-003, 1-VI-005, 1-VH-009, 1-KC-001, 1-KL-016A, 1-KC-005, 1-KC-006, 1-KI-011, 1-KG-020, 1-KG-021, 1-KP-023, 1-KP-024, 1-VC-001, 1-VI-004, 1-VI-006, 1-VP-011A

Grade 2: 2-KI-006, 2-KI-007, 2-KI-008, 2-KI-008A, 2-KI-009, 2-KI-010, 2-KI-010A, 2-KH-025, 2-KH-025A, 2-VC-002, 2-VI-005, 2-VH-008, 2-VH-008A, 2-KI-012, KH-026, 2-KH-027, 2-VI-006, 2-VI-006A, 2-KC-002, 2-KI-011, 2-KI-013, 2-KI015, 2-KE-038, 2-VC-003, 2-VI-004

Grade 3: 3-KI-007, 3-KI-007A, 3-VC-002, 3-VP-011A, 3-KC-006, 3-KG-027, 3-KG-029, 3-KG-031, 3-VC-003, 3-VG-009, 3-VG-010, 3-KI-009, 3-KI-009A, 3-KI-012, 3-KL-019, 3-VI-004, 3-KH-021, 3-KH-022, 3-VH-007, 3-VH-008

Grade 4: 4-KC-003, 4-VC-001, 4-KI-005, 4-KI-007, 4-KI-009, 4-KI-009A, 4-KL-024, 4-KL-025, 4-VI-003, 4-KI-011, 4-KI-011A, 4-KH-034, 4-KH-035, 4-VH-008, 4-VH-009, 4-KH-038

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Grades Kindergarten to 2, 3 to 4 Band Practices, Elements and Descriptors: Language as: Sense Making, System, Power and Agency, Exploration and Design

This project provides opportunity for rich learning experiences through the following lenses: personal and philosophical and social, cultural, and historical.

Arts Education: Visual Arts: www.edu.gov.mb.ca/k12/cur/arts/index.html

Kindergarten to Grade 4: VA–CR1, VA–CR2, VA–CR3, VA–C3

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X		X	X	X							X	X	X

Original concept created by: J. Fast and K. Berezka

LEARNING EXPERIENCES AND ASSESSMENT

Question: Why is it important to learn about residential schools?

Teacher's instructions:

Important Reading Before Teaching this Learning Experience

Excerpt from Apology to Reconciliation: Residential School Survivors—A Guide for Grades 9 and 11 Social Studies Teachers in Manitoba, Manitoba Education (2013),

www.edu.gov.mb.ca/k12/cur/socstud/far/doc/full_doc.pdf, pp. 4–6, PDF pp. 12–14.

1. The residential school experience can be a very sensitive subject for both adults and children. It is very important that this topic be approached with respect. The following general guidelines are intended to assist teachers in dealing with controversial issues in the classroom.

Dealing with Controversial Issues—A fundamental aspect of social studies learning and teaching—at all grade levels, but particularly in the Senior Years—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs, and values, as well as disagreement and dissension, are all part of living in a democratic and diverse society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful. The classroom provides a safe and supportive environment for students to meaningfully explore such topics. The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion (For example, teachers may ask students to respond to a written questionnaire in advance of the learning experience. Subsequently, an interview may be arranged with any student whose response indicates that he or she may be personally affected. This will provide an opportunity to discuss the student's concerns and to explore options, such as an alternate or adapted learning experience. The interview might include a guidance counselor or other staff member with whom the student is comfortable, such as a teacher or teacher's aide. Monitor student reactions in the classroom to gauge discomfort or stress. Formulate a policy and procedures in collaboration with students for those who are unexpectedly affected by classroom discussions or learning/teaching materials: "If you're feeling uncomfortable, what should be done?")
- exercise flexibility by permitting students to choose alternative assignments
- accept the fact that there may not be a single "right answer" to a question or issue
- respect every student's right to voice opinions or perspectives or to remain silent
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity
- encourage students to share their thoughts and feelings with their families

Adapted from *Grade 9 Social Studies: Canada in the Contemporary World: A Foundation for Implementation*. Manitoba Education, Citizenship and Youth, 2007

2. Students may have a parent and/or other relative at home or within the extended family or community who is a residential school survivor. When a child shares his or her learning about residential schools with family or community members, it may be the first time that the subject has been discussed in the home, as survivors are often reluctant to talk about their experiences. This may trigger an emotional reaction in a survivor who has buried painful memories of the school experience.

It is recommended that parents or caregivers be informed well in advance that their child will be learning about residential schools and that supports be made available to families, whether through school staff or by referral to an outside agency.

The Truth and Reconciliation Commission of Canada has a website that offers a 24-hour Indian Residential School Crisis Line "for anyone experiencing pain or distress as a result of his or her residential school experience." The crisis line also offers information on other health supports provided by the Health Canada Indian Residential Schools Resolution Health Support Program. The Truth and Reconciliation Commission's website may be accessed at www.trc.ca/resources.html.

3. The teaching of controversial or sensitive topics, such as residential schools, may be a cause for concern to some parents. It is recommended that school divisions address the issue of parental concern proactively by sending informational letters alerting parents when topics that may be controversial in nature are being taught, and/or inviting parents to a meeting to discuss the issue with teachers and administrators. Parents can then make an informed choice whether to allow their children to participate.

Suggested learning experience sequence:

1. Activate

- You may wish to choose one or two of the **Children's Books about Residential School for K-4** below to activate student thinking about residential schools. It is preferable to use a physical copy of the books. We have also provided links below if you cannot access the physical copy.
[When We Were Alone](#) by David Robertson (2016)
[Stolen Words](#) by Melanie Florence (2017)
[The Boy Who Walked Backwards](#) by Ben Sures (2018)
[Shi-shi-etko](#) by Nicola Campbell (2005)
[Shin-chi's Canoe](#) by Nicola Campbell (2008)
[When I Was Eight](#) by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton (2013)
[Not My Girl](#) by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton (2013)
[Phyllis's Orange Shirt](#) by Phyllis Webstad (2019)
[Tyson's New Orange Shirt](#) by Bianca Bell and Lynda Dobbin-Turner (2017)
- The [Story Retell BLM #1a](#) and/or [Story Understanding BLM #1b](#) may be used to support student comprehension of the books.
- The [Residential Schools in Canada Sight Words BLM #8](#) may also help students with their reading responses.

2. Acquire

- Work through the [Residential Schools PowerPoint Slides 1–11](#) with students, guiding conversation and questions sensitively, making connections to the inquiry question, "*Why is it important to learn about residential schools?*"
- Suggestions for when to use the BLMs are in the slide notes but you may choose to use the BLMs as best suits your students' strengths and sensitivities. The [Residential Schools in Canada Sight Words BLM #8](#) may also help students with their responses on the BLMs.
- You may also wish to choose another children's book from the list above to supplement learning in slides 1–11.
- Other Indigenous language resources to support PP Slide 8 and BLM #3a and #3b:
www.languagemuseum.ca/indigenous-language-apps-websites
www.firstvoices.com/home

3. Apply

- Work through [Slides 12–15 of the PowerPoint Presentation](#), helping students reflect and think of ways to show they care.
- BLMs #6 and #7 may help support student learning during slides 12–15.
- You may wish to choose another book from the list above to share with students and have them reflect on their understanding using BLM #1a and/or #1b.

4. Assessment

- Conversations, observations, and activities are designed to help you assess student learning.
- The rubric in the appendix is designed to help you assess students' overall learning of the Social Studies, ELA, and Art outcomes applicable to residential schools in Canada.
- Descriptions of the learning targets/goals are on the left.
- Space is provided to the right for you to comment on individual student strengths and challenges under the applicable grade scale indicator.

Teacher Resources

The following resources are for teachers to learn more about residential schools. This is to help you develop your understanding of residential schools and help guide your teaching. Always preview websites, videos, and books if you are going to show some of this content to your students.

Websites

[Orange Shirt Day](#)

[National Centre for Truth Reconciliation](#)

[Legacy of Hope Foundation](#)

[100 Years of Loss—Legacy of Hope Foundation](#)

[Where Are The Children—Legacy of Hope Foundation](#)

[Witness Blanket](#)

[Facing History—Stolen Lives](#)

[CBC—In Their Own Words](#)

[CBC—Beyond 94](#)

[Project of Heart](#)

[Indian Horse—Next 150 Challenge](#)

[Every Child Matters: Student Guide \(Canada's History and NCTR\)](#)

[Every Child Matters: Educators Guide \(Canada's History and NCTR\)](#)

[Residential Schools in Canada—Historica Canada](#)

[Residential Schools in Canada Education Guide—Historica Canada](#)

[Project of Heart Illuminating the Hidden History of Indian Residential Schools in BC](#)

[Have a Heart Booklet—BC Teachers' Federation](#)

[Manitoba Teachers' Society—Orange Shirt Day Lesson Plans](#)

[Manitoba Teachers' Society—The Secret Path Lesson Plans](#)

[Grade 5 Indian Residential Schools and Reconciliation FNESC](#)

[First Nations Caring Society](#)

[Indigenous Peoples Atlas of Canada—History of Residential Schools](#)

[It's Our Time Education Toolkit—Assembly of First Nations—Plain Talk 6—Residential Schools](#)

[Manitoba Education: From Apology to Reconciliation \(Grades 9 and 11\)](#)

[Manitoba Education: Critical and Courageous Conversations on Race](#)

[Australia—The Stolen Generations](#)

[Australia—Healing Foundation](#)

[Legacy of Hope—List of Resources](#)

Videos

[Residential Schools in Canada: A Timeline—Historica Canada \(5:39 min\)](#)
[Residential Schools Podcast Series: Historica Canada](#)
[Monique Gray Smith—Talking to kids about Residential Schools \(9:25 min\)](#)
[Monique Gray Smith—Every Child Matters \(2:24 min\)](#)
[Monique Gray Smith: Speaking Our Truth Playlist \(11 videos from 0:52-3:05 min\)—YouTube](#)
[David Robertson \(CTV interview\)—Talking to Kids about Residential Schools \(3:54 min\)](#)
[Secret Path—GordDownieVideos YouTube Playlist](#)
[Chanie Wenjack Historica Canada Heritage Minutes \(1:01 min\)](#)
[Kamloops Residential School with Niigaan Sinclair—The path forward? \(2:11 min\)](#)
[The path to healing and reconciliation in Canada—David Robdertson CBC \(2:20 min\)](#)
[Stolen Children—Residential School Survivors Speak Out CBC \(18:35 min\)](#)

Documentaries

[We Were Children \(2012\)](#)
[Indian Horse \(2017\)](#)
[Home From School: The Children of Carlisle \(2021\)](#)
[Rabbit-Proof Fence \(2002\)](#)
[Where the Spirit Lives \(1989\)](#)
[Muffins for Granny \(2006\)](#)
[Schooling the World \(2010\)](#)

Books

[48 books by Indigenous writers to read to understand residential schools CBC David A. Robertson](#)

Truth and Reconciliation in Canadian Schools by Pamela Rose Toulouse (2018)

Achieving Aboriginal Student Success by Pamela Rose Toulouse (2011)

Indian Horse by Richard Wagamese (2012)

Broken Circle by Theodore Fontaine (2010)

They Called me Number One by Bev Sellars (2013)

The Education of Augie Merasty by Joseph Auguste (2017)

Up Ghost River by Edmund Metatawabin (2014)

Sugar Falls by David Robertson (2012)

Call Me Indian by Fred Sasakamoose (2021)

A Knock on the Door by Phil Truth and TRC (2015)

A National Crime by John Milloy (2017)

Resistance and Renewal by Cella Halg-Brown (1988)

Picking up the Pieces by Carey Newman (2019)

The Sleeping Giant Awakens by David Macdonald (2019)

Residential Schools and Reconciliation by J.R. Miller (2017)

Truth and Reconciliation by Ronald Niezen (2017)

Orange Shirt Day September 30th by Orange Shirt Society (2020)

Beyond the Orange Shirt Story by Phyllis Webstad (2021)

Step-by-step instructions for students:

Throughout the learning experience, think about the inquiry question, “Why is it important to learn about residential schools?” Follow the teacher instructions, PowerPoint Presentation, and Blackline Masters. Enjoy learning, noticing, wondering, caring, and reflecting.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Kindergarten to Grade 4: Residential Schools in Canada.pptx

Kindergarten to Grade 4: Blackline Masters (Word)

Kindergarten to Grade 4: Residential Schools in Canada Rubric.docx

Story Retell

BLM #1a

Tell and/or act out the story for a teacher, friend, or family member. Now draw pictures and/or write letters and words to help you retell the story.

Story title:	
FIRST	
NEXT	
THEN	
LAST	

Story Understanding

BLM #1b

Story title: _____

Questions and predictions, I have **before** listening to the story:



Questions, predictions, and connections, I have **during** listening to the story:



Questions, connections, opinions, and ideas, I have **after** listening to the story:



You Are Special

BLM #2

Children who went to residential schools were not allowed to feel special because they had to look the same. They also were not allowed to wear colourful clothes.

Imagine how it would feel if you went to a school where you were not allowed to feel special or wear colourful clothes?

A) Everyone has something that makes them special. There are many ways that you are special.

- Are you kind to others?
- Are you a good friend?
- Do you speak up when someone is not being kind?
- Do you have a beautiful smile?
- Do you like to laugh?
- Do you like to make other people laugh?
- Do you like to sing and dance?
- Do you like sports and games?
- Do you like animals?
- Do you like nature?
- Do you like to read or write or draw?
- Do you like to build things?
- Do you like to celebrate what makes you special?

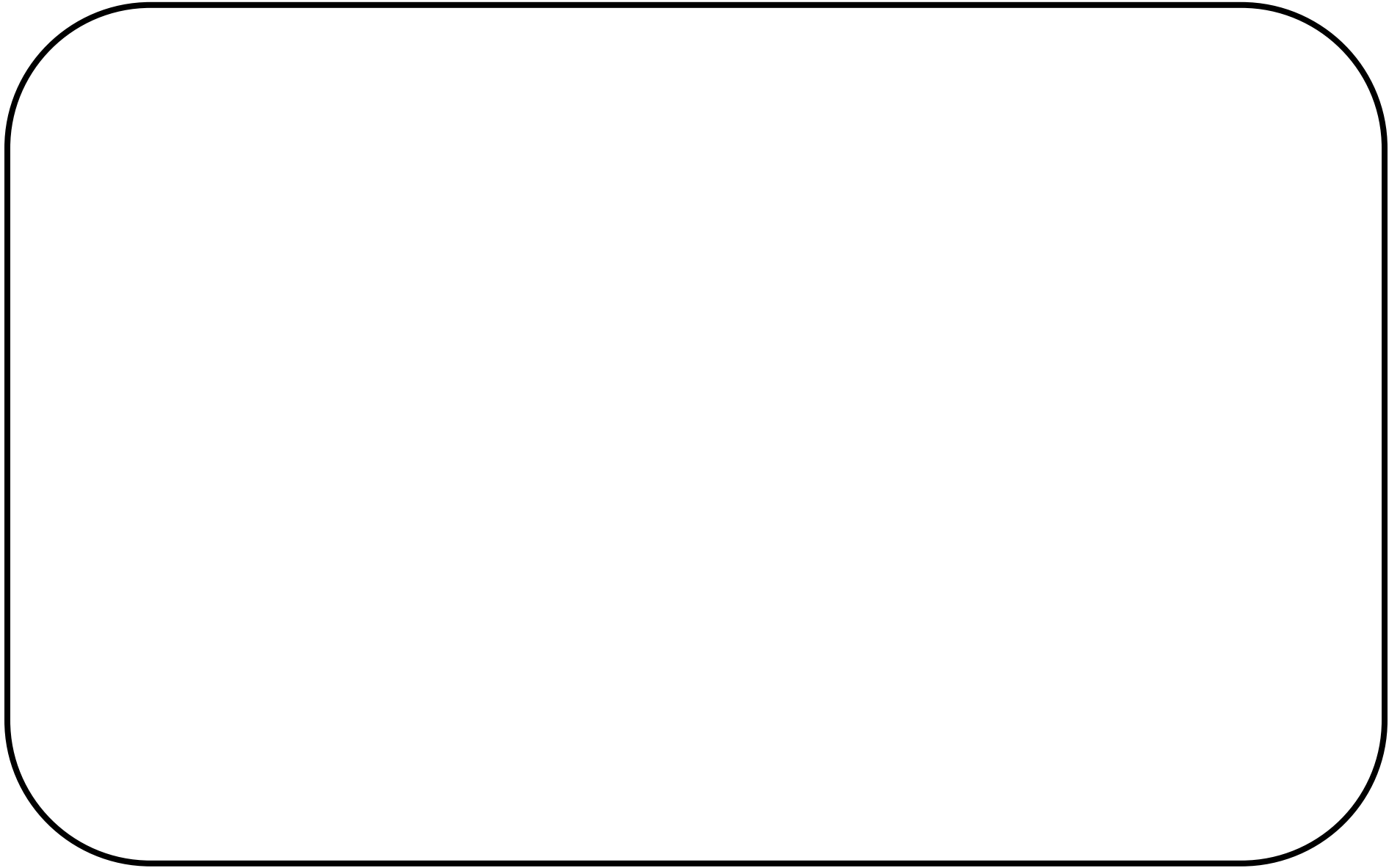
Draw a picture of what makes you special.

B) Share your favourite colour with your friends and/or family. **Draw a picture using your favourite colour.**

What makes me special?

A large, empty rounded rectangle with a black outline, intended for a person to write their answer to the question "What makes me special?".

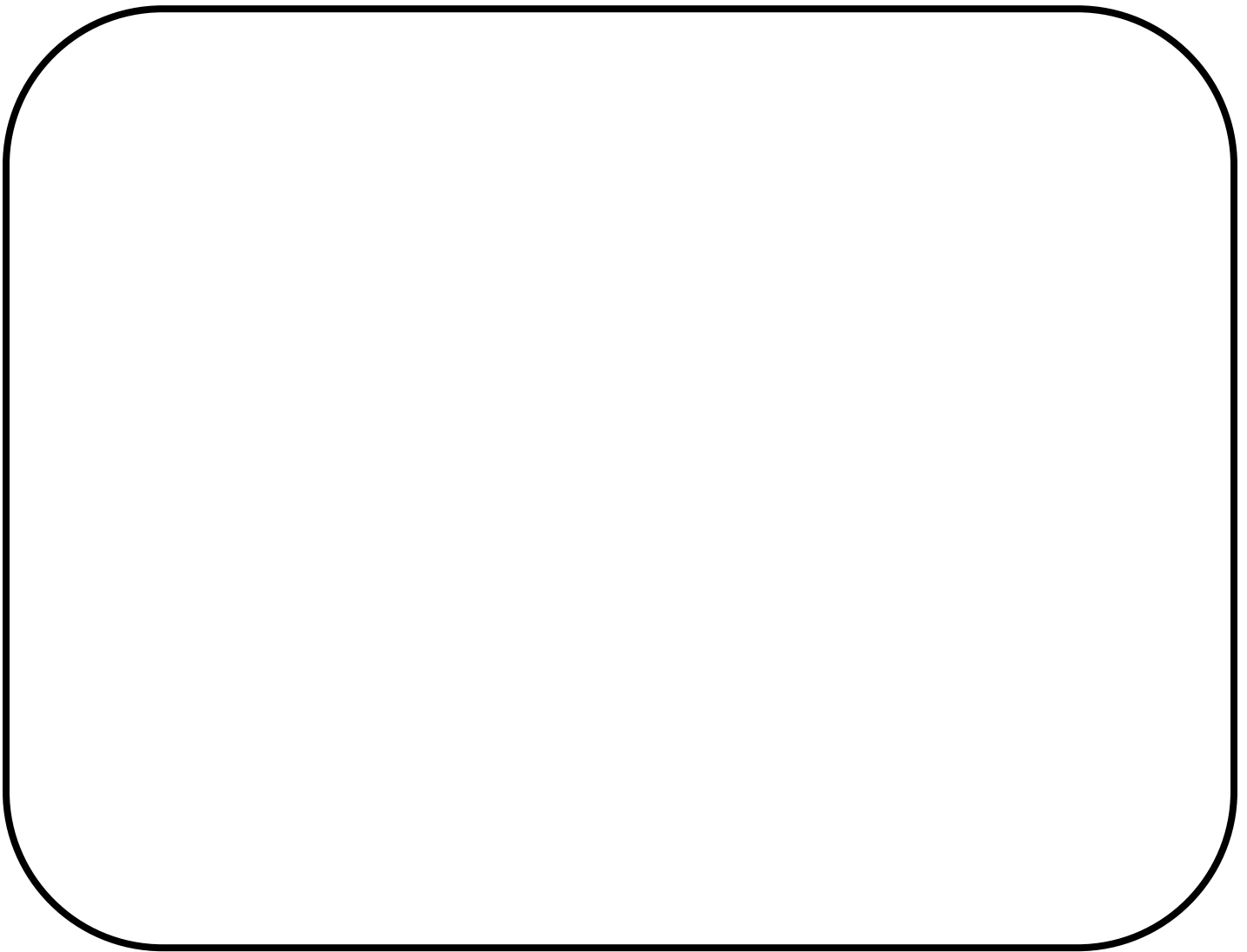
My favourite colour is...

A large, empty rounded rectangle with a black outline, intended for a child to draw or write their answer to the question above.

Children who went to residential schools were not allowed to speak their language. Because they could not speak their language, many children lost their language.

Words are important. What are some of your favourite words? Write a few of your favourite words. The words can be in English or in another language that you speak and write.

My Favourite Words

A large, empty rounded rectangle box with a black border, intended for writing the student's favourite words.

Stolen Words

BLM #3b

Pick a word and see if you can find out what it means in an Indigenous language. You may have a family member or Elder in your community that can help you with this activity.

Below is a chart of the Indigenous Groups in Manitoba and a link to a website that can give you more information about their language.

Indigenous Groups in Manitoba	Websites to learn about Indigenous languages
Anishinaabe (Ojibwe)	https://ojibwe.lib.umn.edu/
Nehetho (Cree)	www.creedictionary.com/
Oyate (Dakota)	https://fmp.cla.umn.edu/dakota/
Anishininwak (Oji-Cree)	www.slmhc.on.ca/assets/files/traditional-healing/medical_dictionary_ojicree.pdf
Denesuline (Dene)	www.firstvoices.com/explore/FV/sections/Data/Athabaskan/Dene/Dene/learn/words?page=1&pageSize=10
Metis	https://dictionary.michif.atlas-ling.ca/
Inuit	https://tusaalanga.ca/

Below, write the Indigenous word, what it means in English, and the Indigenous language it is from.

Did you know _____

means _____

in _____?

Traditions and Celebrations

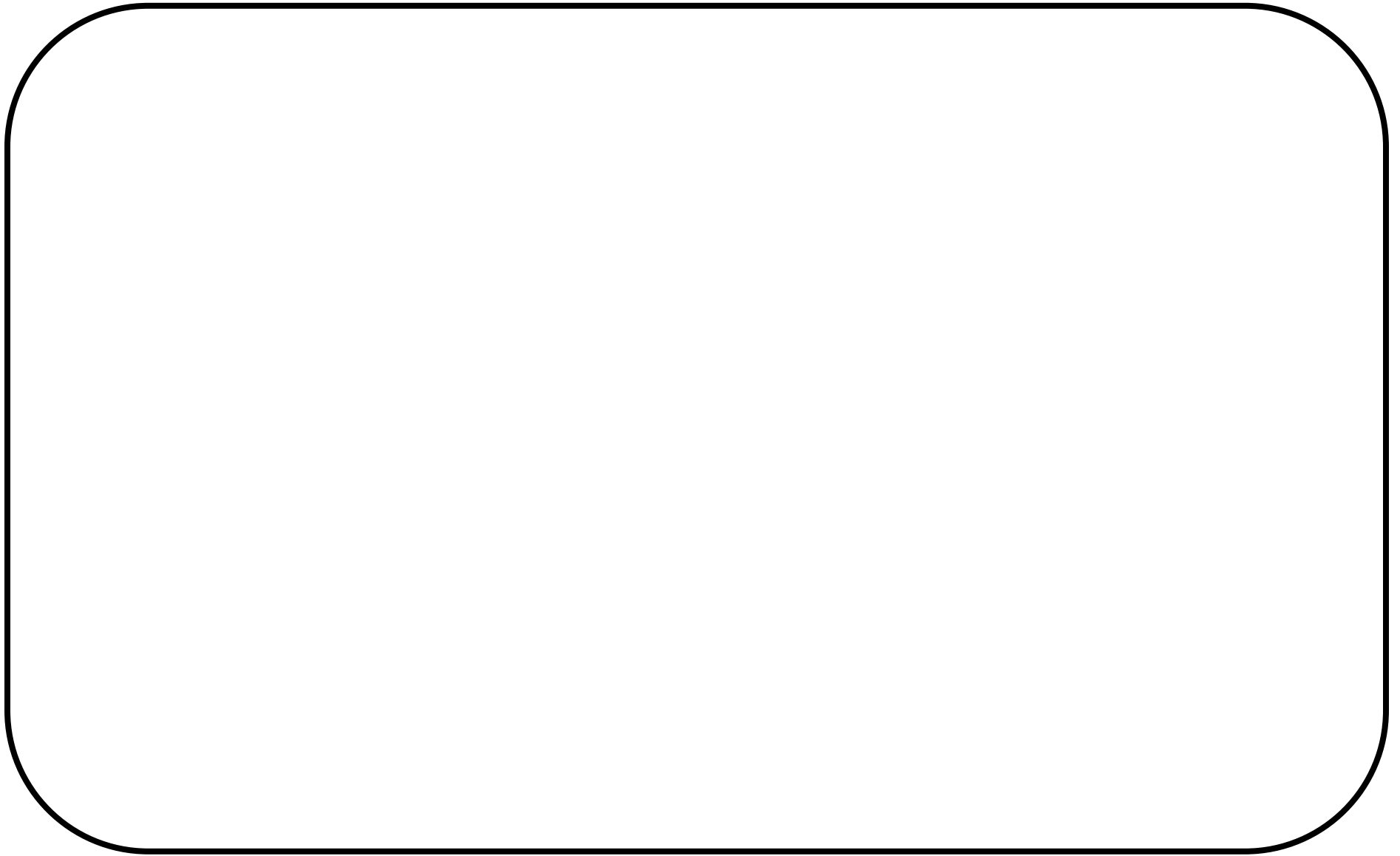
BLM #4

Children that attended residential schools were not allowed to participate in their traditions and celebrations. In fact, it was illegal in Canada to practice Indigenous ceremonies such as Potlatch, Pow Wows, Sweat Lodge, and Sun Dance ceremonies.

There are many traditions and celebrations that different cultures and families celebrate. Some examples of celebrations include Christmas, Thanksgiving, Diwali, Hanukkah, Orthodox Christmas, Ramadan, Chinese New Year, Kwanzaa, Bodhi Day, New Years, Winter Solstice, etc. Some examples of family traditions include birthdays, family reunions, movie nights, board games, cooking or baking, sports, trips, walks, hikes, or bike rides.

What is a tradition that you like to celebrate with your family? Would you be sad if you could not celebrate it anymore? Draw a picture and/or write about your **favourite family tradition** using the template on the next page.

My Favourite Tradition

A large, empty rounded rectangle with a black border, intended for writing or drawing. The rectangle has rounded corners and is centered on the page below the title.

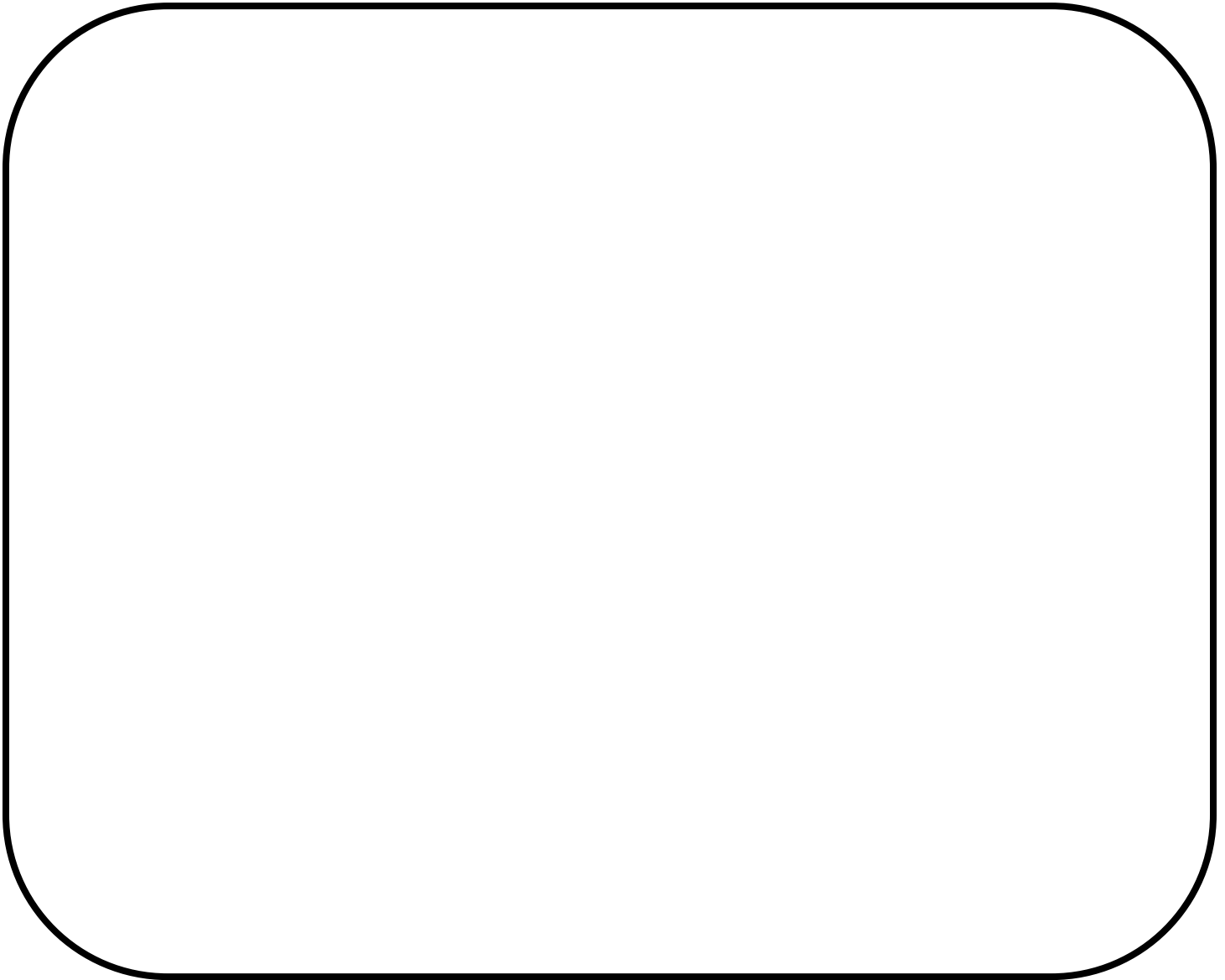
Courage

BLM #5

Children who went to residential schools showed a lot of courage.

Think about times when you have shown courage. Write or draw a picture of what courage looks like to you.

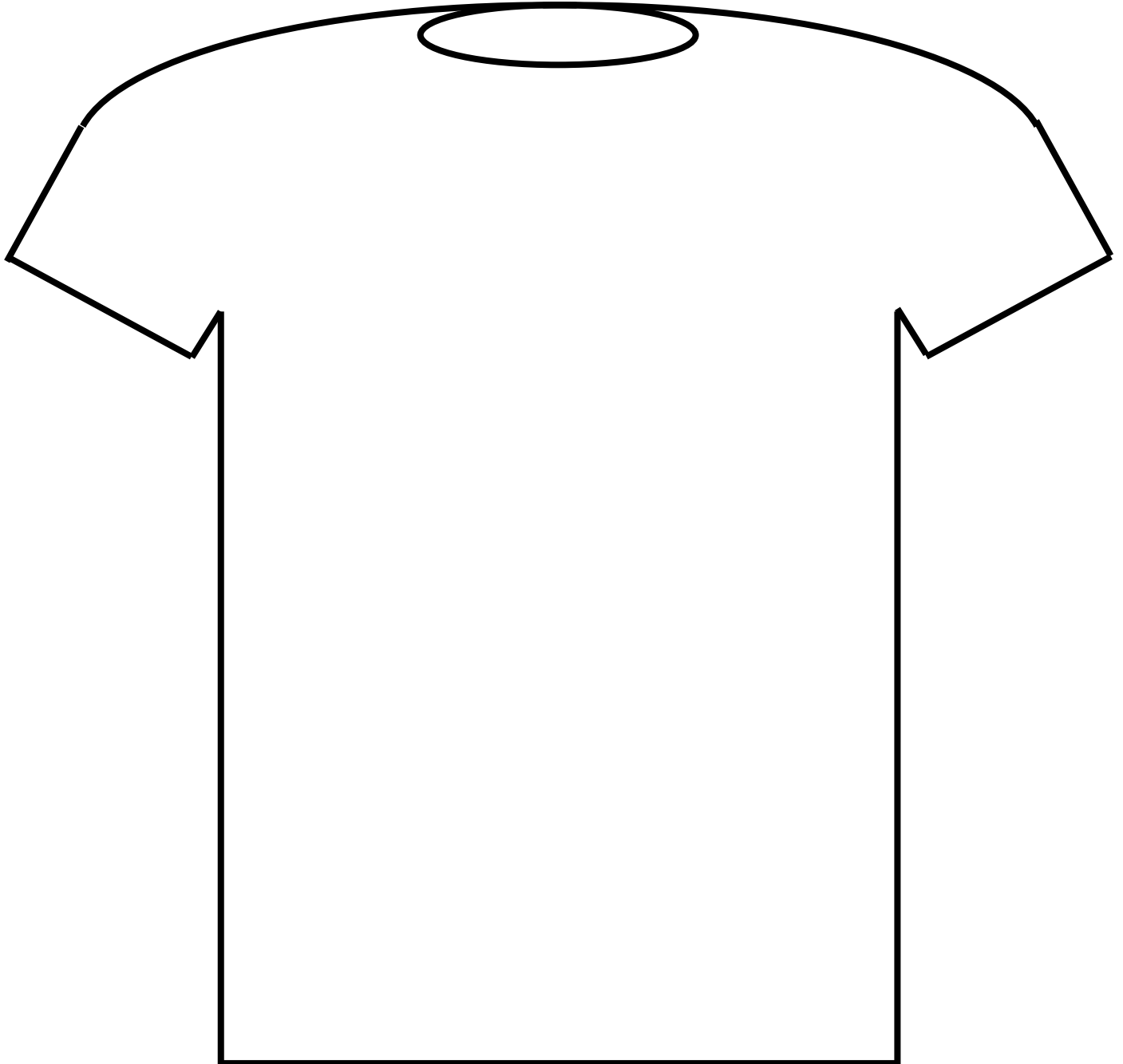
Courage is ...

A large, empty rounded rectangle with a black border, intended for a drawing or written response.

Design an Orange Shirt

BLM #6

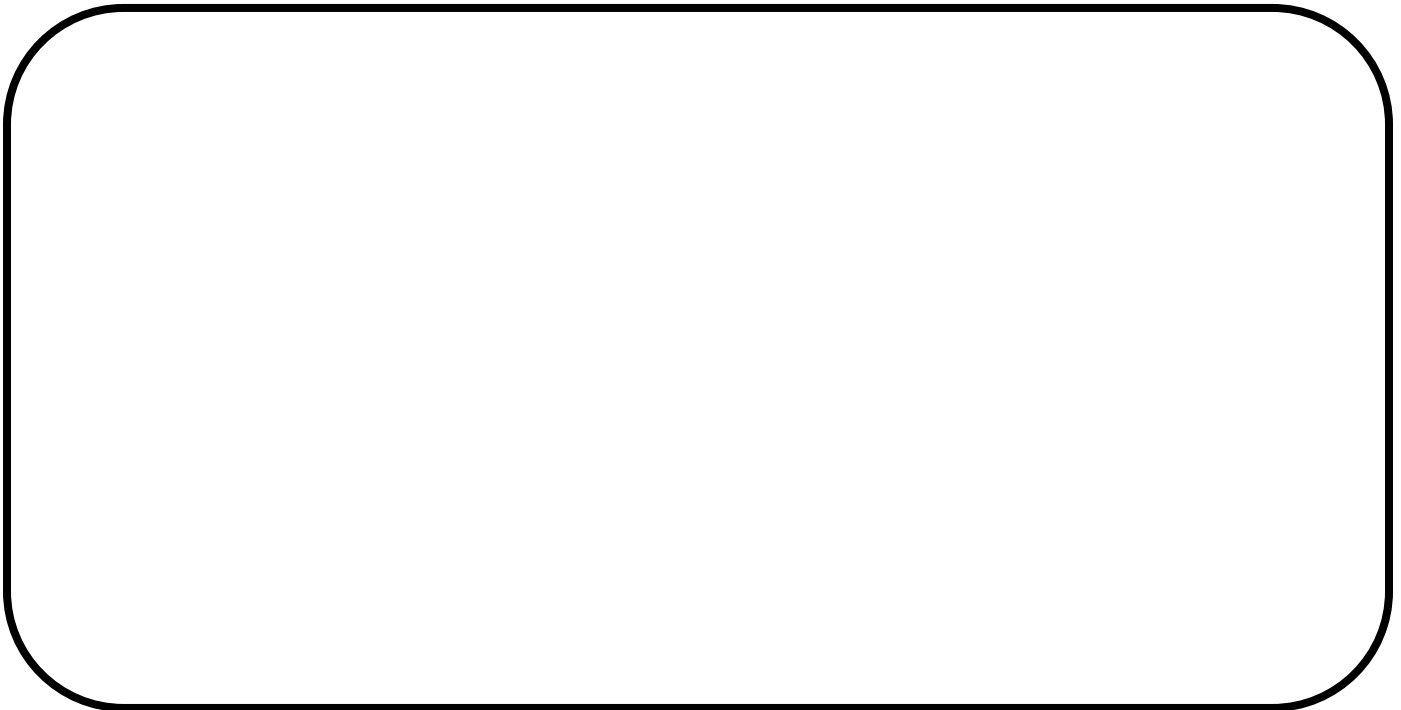
September 30 is Orange Shirt Day ([orangeshirtday.org](https://www.orangeshirtday.org)). Design an Orange Shirt Day t-shirt to honour Residential School Survivors and their families.



What I learned about residential schools:



What I can do to show I care about Residential School Survivors and their families:



residential schools	Canada	important
children	kids	special
favourite	colour	courage
work	choice	traditions
celebrations	words	survivors
orange	learn	care

Grades K to 4 Residential School Rubric

<div>Grade Scale Indicators</div> <div>Report Card Subject Category</div>	<div>Very good to excellent understanding and application of concepts</div> <div>(4)</div>	<div>Good understanding and application of concepts</div> <div>(3)</div>	<div>Basic understanding and application of concepts—may require occasional peer or teacher support</div> <div>(2)</div>	<div>Limited—requires considerable, ongoing teacher support</div> <div>(1)</div>
Social Studies—Knowledge and Understanding Student can synthesize, organize, and represent the important and significant vocabulary and information while exploring <u>the historical and cultural impact of Residential Schools in Canada</u> .				
Social Studies—Research and Communication Student can synthesize and communicate important information and ideas about <u>the historical and cultural impact of Residential Schools in Canada</u> .				
Social Studies—Critical Thinking and Citizenship Student thoughtfully compares and uses new information to form or revise ideas and opinions, and or draw conclusions about <u>the historical and cultural impact of Residential Schools in Canada</u> .				
ELA—COMP. Listening and Viewing Student uses strategies and cues before, during, and after listening and viewing to develop understanding about <u>the historical and cultural impact of Residential Schools in Canada</u> .				

ELA—COMM. Writing Student uses strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about <u>the historical and cultural impact of Residential Schools in Canada.</u>				
ELA—COMM. Speaking and Representing Student uses strategies and cues to generate, revise, organize, and clearly communicate, thinking, ideas, and information when speaking about <u>the historical and cultural impact of Residential Schools in Canada.</u>				
ELA—Critical Thinking Student insightfully interprets facts, analyzes viewpoints, and/or can draw a conclusion about <u>the historical and cultural impact of Residential Schools in Canada.</u>				
Arts Education—VISUAL ARTS Student designs and creates original drawings that include important and relevant <u>historical and cultural details of Residential Schools in Canada.</u>				