

# 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](http://www.edu.gov.mb.ca/k12/mylearning))
  - My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html))

## PROJECT OVERVIEW

<b>Grade:</b>	Grade 5, Grade 6, Grade 7, Grade 8
<b>Main Subject:</b>	Social Studies
<b>Big Idea:</b>	Truth and Reconciliation
<b>Title:</b>	RESIDENTIAL SCHOOLS IN CANADA
<b>Cluster:</b>	Grade 5: First Peoples, Early European Colonization, Fur Trade, From British Colony to Confederation Grade 6: Building a Nation, Shaping Contemporary Canada, Canada Today Grade 7: Global Quality of Life, Human Impact in Europe or the Americas Grade 8: Understanding Societies Past and Present, Transition to the Modern World (Circa 500 to 1400), Shaping the Modern World (Circa 1400 to 1850)
<b>Duration:</b>	2–4 weeks
<b>Materials:</b>	PowerPoint Presentation, BLMs, Internet, paper, pencils, pencil crayons or markers, or paints or art supplies if students prefer that option
<b>Short Description:</b>	Students will deepen their understanding of the impact of residential schools in Canada in this inquiry-style learning experience focused on truth and reconciliation. As they work through the information and activities, students have several opportunities to sensitively reflect on Indigenous Worldviews of Education, children's experiences at residential schools, and what we can do to honour Residential School Survivors, families, and communities. 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](http://www.edu.gov.mb.ca/k12/cur/socstud/index.html)

Grade 5: 5-KI-005, 5-KI-006, 5-KL-017, 5-VH-008, 5-KL-019, 5-KH-026, 5-KP-047, 5-VH-009, 5-KH-036, 5-KI-012, 5-VC-002, 5-VI-005, VH-010

Grade 6: 6-KI-007, 6-KH-028, 6-VH-012, 6-KI-014, 6-VI-007, 6-VI-007A, 6-VI-008, 6-KC-006, 6-KI-016, 6-KI-020A, 6-KL026A, 6-KP-048, 6-VC-003, 6-VI-009, 6-VP-017

Grade 7: 7-KC-001, 7-KC-002, 7-KC-003, 7-KC-004, 7-KI-006, 7-KI-007, 7-KI-008, 7-KG-033, 7-KG-035, 7-KG-036, 7-KG-037, 7-KP-039, 7-KP-040, 7-VC-001, 7-VC-003, 7-VC-004, 7-VG-011, 7-VP-013, 7-VP-014, 7-VE-016, 7-KH-031, 7-VH-010

Grade 8: 8-KI-005, 8-KI-006, 8-KI-008, 8-KI-009, 8-KH-027, 8-KH-028, 8-VI-004, 8-VG-015, 8-KI-021, 8-KG-043, 8-KG-044, 8-VC-003, 8-VH-013

English Language Arts: [www.edu.gov.mb.ca/k12/cur/ela/index.html](http://www.edu.gov.mb.ca/k12/cur/ela/index.html)

Grades 5, 6 to 8 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](http://www.edu.gov.mb.ca/k12/cur/arts/index.html)

Grades 5 to 8: 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	X

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

## LEARNING EXPERIENCES AND ASSESSMENT

**Question: How have residential schools impacted the lives of Indigenous Peoples?**

**Teacher's instructions:**

**Part 1: 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](http://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](http://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.

## **Part 2: Preparing to Teach This Learning Experience**

**Review the PowerPoint slides and slide notes, BLMs, and rubric and adapt, modify and/or rearrange activities as makes sense for your context and student interests, skills, availability, and most importantly, sensitivity.**

## **Part 3: Children's Books and Novels about Residential Schools**

- A. **Choose a variety of children's books about residential schools to use as class read alouds or assign them as independent reading/viewing throughout the learning experience. It is preferable to use a physical copy of the books. We have also provided links below if you cannot access the physical copy. Reading Response BLM #9 may be used to support student comprehension.**

[I am Not a Number](#) by Jenny Kay Dupuis Kathy Kacer (2016)

[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)

[The Orange Shirt Story](#) by Phyllis Webstad (2018)

[Tyson's New Orange Shirt](#) by Bianca Bell and Lynda Dobbin-Turner (2017)

- B. **Novels that may be available in your school or local library for grade 5-8 students to read about students' experiences at residential schools :**

***Fatty Legs*** by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton (2010)—Olemaun's experience while attending Residential School

***A Stranger at Home*** by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton (2011)—Olemaun's experience after attending Residential School

***My Name is Seepeetza*** by Shirley Sterling (1992)—one year of journal entries while attending Residential School

**\*Double Entry Journal BLM #10 may be used to support student comprehension of the above novels.\***

- C. **Information books for children to learn about residential schools and truth and reconciliation:**

[Residential Schools: With the Words and Images of Survivors](#) by Loyie, Larry (2014)

[Speaking our Truth](#) by Monique Gray Smith (2017)

[Answering the Calls: A Child's View of the 94 Calls to Action](#) ed. Rhona Churman; Jackie Cleave; Chantelle Brown Cotton; Jill Joanette; Stefanie Jones Book (2019)

Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action

[https://fncaringsociety.com/sites/default/files/child\\_friendly\\_calls\\_to\\_action\\_web.pdf](https://fncaringsociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf)

#### **Part 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)**

Grades 5 to 8: Residential Schools in Canada.pptx

Grades 5 to 8: Blackline Masters (Word)

Grades 5 to 8: Residential Schools in Canada Rubric.docx

## **Who I Am**

## **BLM #1a**

Some students at residential schools were given a number and were called by that number instead of by their name. How do you think it would make you feel to be called by a number instead of by your name?

Think about your own identity. What makes you who you are? What makes you special?

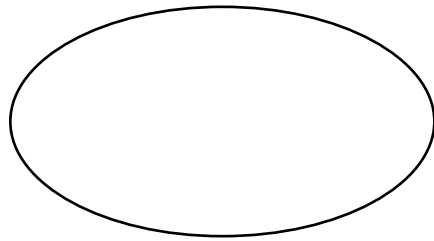
Complete an identity page. Write your name in the middle and then write words and/or draw pictures, make a collage of photos or clip art, around your name that portray who you are.

- What are some adjectives to describe yourself?
- What are some of your favourite things?
- What are you good at?
- Who are some people in your life and how are you connected to them?
- Where do you live?
- What do you want to be when you grow up?
- What are some things that are important to you?

After completing your identity page, reflect on how hard it must have been for children who attended residential schools because they were not allowed to celebrate their identity.



Who I Am



## **Impactful Images**

## **BLM #2**

Look at the residential school photographs in the PowerPoint. The photographs on the PowerPoint are from Library and Archives Canada.

[www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Pages/residential-schools-photo-sets.aspx](http://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Pages/residential-schools-photo-sets.aspx)

**Choose one photograph** to analyze and answer the following questions:

1. Photograph date (if known) \_\_\_\_\_
2. Photograph location \_\_\_\_\_
3. Describe what you see in the photograph.

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4. What are some thoughts and feelings you have while looking at the photograph?

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5. What are three questions you have about the photograph?

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## Residential School Word Splash

BLM #3

Look at the following word splash to reflect on some of the things the kids had to endure at residential school. You can add words, or circle, connect or highlight words, as you reflect.

Assimilation

6 years old

Lonely

Run Away

Disease

Routine

Religion

Far away from home

Child Labour

Ashamed

Crowded Conditions

3 story building

Uniforms

Dorm Rooms

Stress

Underfed

Fear

Given a Number

Punished

Strict

Cold

Overworked

Haircut

Strap

Home-sick

## Thomas Moore Photograph

BLM #4

Write down differences you see between the 2 photos of Thomas Moore.

Photo on the Left	Photo on the Right

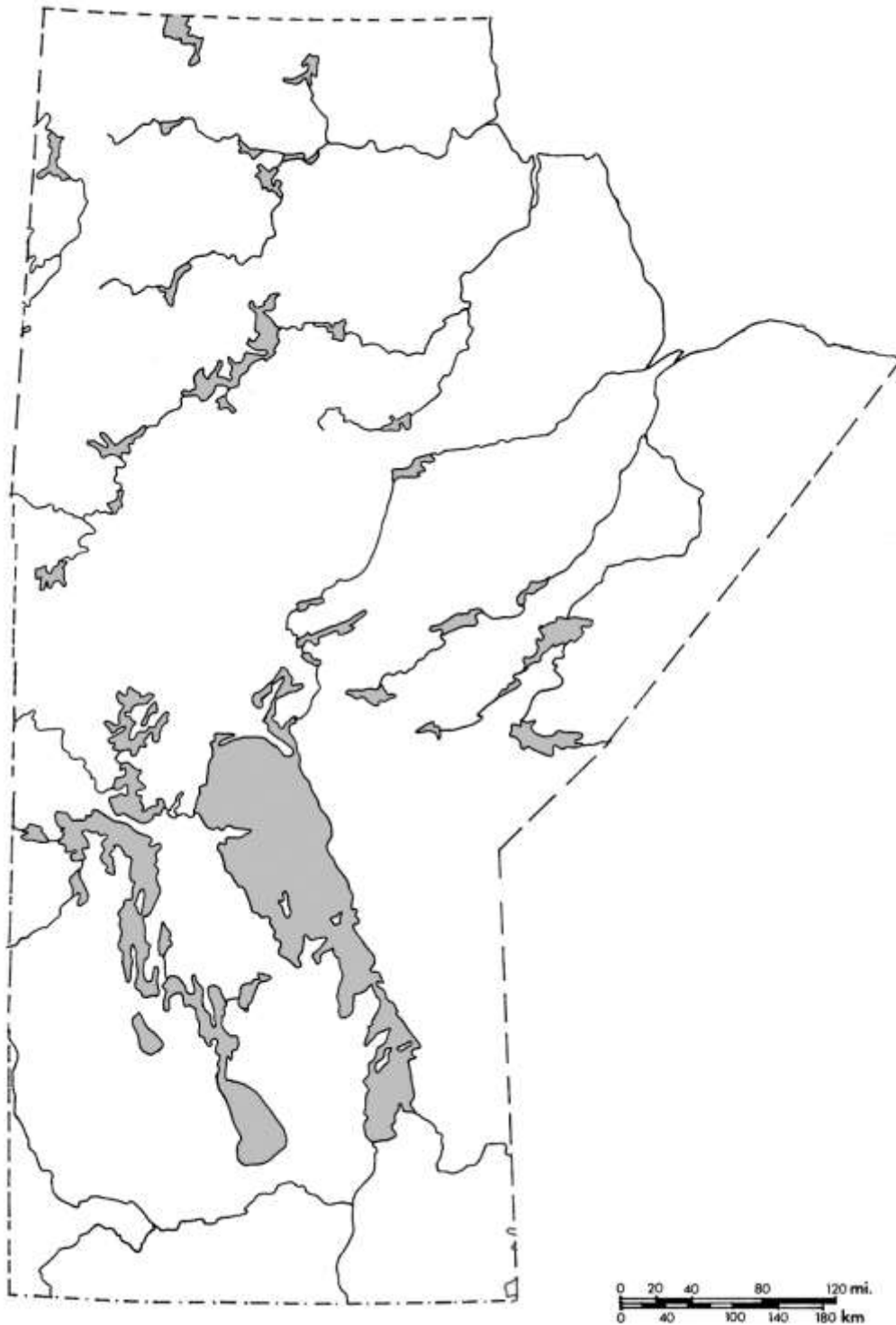
The photos were used by the government to highlight Thomas Moore before and after attending the Regina Indian Industrial School. The *Legacy of Hope, Where are the Children*, timeline of the Residential School System in Canada refers to the photo on the left of Thomas Moore as *Threat*; and the photo on the right as *Threat Neutralized*. How did the photographs support the government's goal with the Residential School System? [Where Are The Children—Legacy of Hope Foundation](https://historicalthinking.ca/primary-source-evidence)

(Photographs are considered primary source evidence. For more information, see the link below:  
<https://historicalthinking.ca/primary-source-evidence>)

## Mapping Former Residential Schools in Manitoba

BLM #5

Locate at least 5 former residential schools on the map of Manitoba below. Which former residential school was closest to where you live?



(Source of map: [Social Studies Gr 4 Manitoba Education](#), BLM 4-3-1.)

## **Write a Letter**

## **BLM #6**

Reflect on what you have learned about life at a residential school.

Choose one of the following. What questions would you ask? What do you think is important to say?

- Write a letter to a Residential School Survivor today. How would you show compassion and empathy?
- Pretend you can go back in time and write a letter to a child attending a residential school. What would you ask? What would you say?
- Write a letter to the Prime Minister or another government official. Offer suggestions and give your opinion on what the government needs to do in the spirit of reconciliation.
- Write a letter to all Canadians. Share your thoughts on why it's important for all Canadians to learn about residential schools and understand the impacts.

## Reconciliation Word Splash

BLM #7

Look at the following word splash to reflect on reconciliation and healing. You can add words, or circle, connect or highlight words, as you reflect.



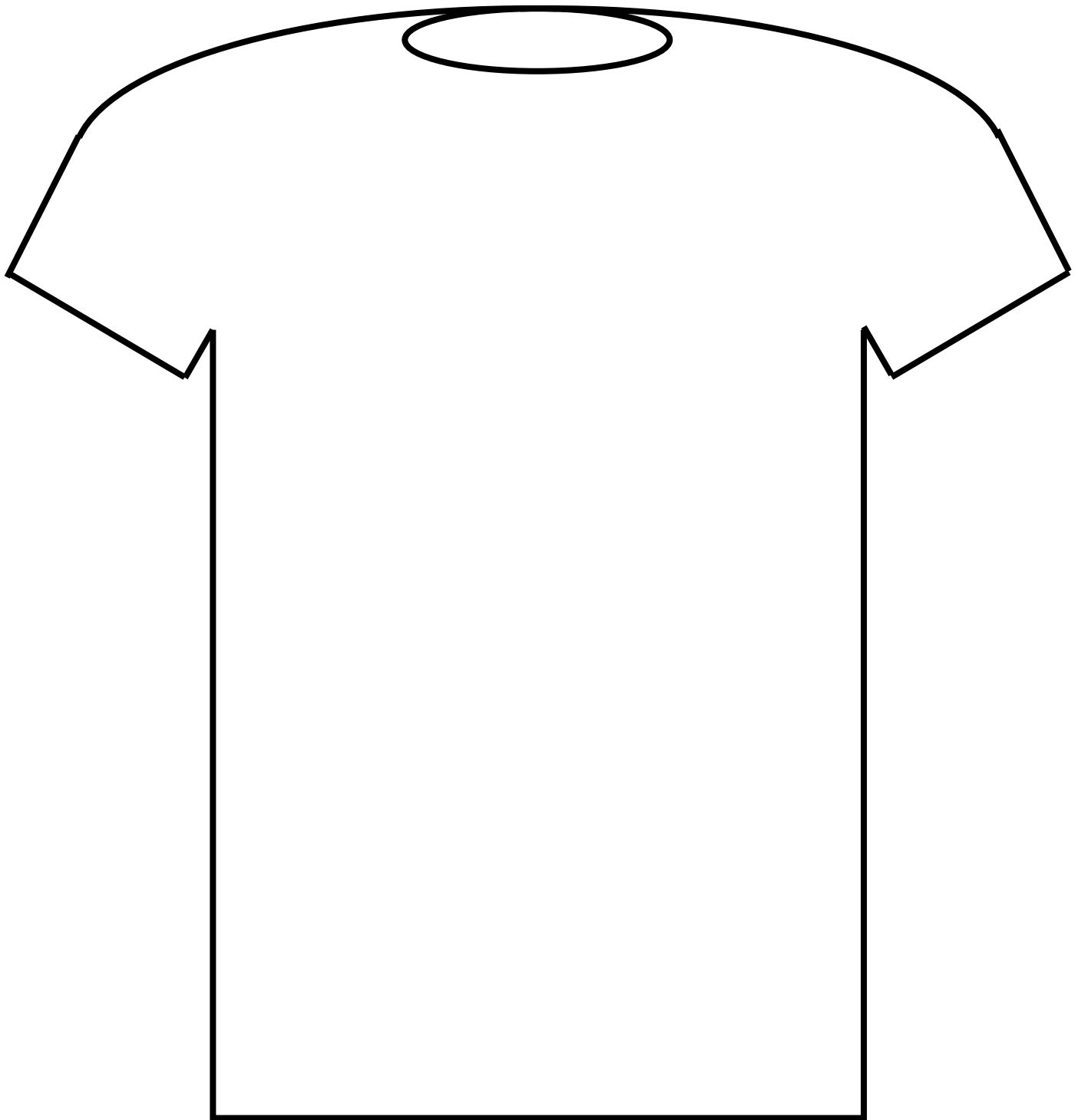
## Design an Orange Shirt

BLM #8

September 30 is Orange Shirt Day [orangeshirtday.org](https://www.orangeshirtday.org). *"Orange Shirt Day events were designed to commemorate the residential school experience, to witness and honour the healing journey of the survivors and their families, and to commit to the ongoing process of reconciliation."*

([orangeshirtday.org](https://www.orangeshirtday.org))

Design an Orange Shirt Day t-shirt and/or write a message using the theme "Every Child Matters."





## Reading Response

BLM #9

Book title: \_\_\_\_\_

Questions and predictions, I have **before** reading the book:



Questions, predictions, and connections, I have **during** reading the book:



Questions, connections, opinions, and conclusions I have **after** reading the book:



Novel Title: \_\_\_\_\_

Key event, idea, word, quote, or concept (with page #)	Reaction/Connection/Analysis

## **Continue to Learn**

## **BLM #11**

*Continue to learn about residential schools by researching online, reading books, watching videos, talking with people, etc. Talk with your teacher about which question or topic you would like to explore. Ask an adult to help you find and navigate age-appropriate websites, books, and videos.*

### **Questions to think about to guide your learning:**

1. *What do you know now that you didn't know before?*
2. *How does learning about this make you feel?*
3. *What is one thing that stands out to you from what you have learned?*
4. *Why is it important to learn about this?*
5. *What are two questions that you have now?*
6. *How can you share what you have learned with others?*

### **Possible topics to explore further:**

- **Indigenous Worldview and Education**

It's Our Time: Tool Kit—Plain Talk #2 Pre-Contact

<https://education.afn.ca/afntoolkit/wp-content/uploads/2018/05/Plaintalk-2-Pre-Contact.pdf>

Integrating Aboriginal Perspectives into Curricula p. 13-16, PDF p. 19-22

[www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab\\_persp.pdf](http://www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab_persp.pdf)

First Nations Holistic Lifelong Learning Model

[https://firstnationspedagogy.com/CCL\\_Learning\\_Model\\_FN.pdf](https://firstnationspedagogy.com/CCL_Learning_Model_FN.pdf)

Circle of Courage: First Nations Principles of Learning—Dr. Martin Brokenleg

[www.youtube.com/watch?v=0PgrfCVct\\_A&t=189s](http://www.youtube.com/watch?v=0PgrfCVct_A&t=189s)

- **Orange Shirt Day**

Orange Shirt Day began in 2013 when Phyllis Webstad shared her story about how her orange shirt was taken away at residential school, and how she never felt like she mattered while attending residential school. [www.orangeshirtday.org/](http://www.orangeshirtday.org/)

- **Legacy of Hope Foundation**

An organization that educates and raises awareness about the Residential School System, including intergenerational impacts. They also support healing. <https://legacyofhope.ca/>

- **Apologies**

The Canadian Government gave an official apology on June 11, 2008. Here is the Statement of Apology to former students of Indian Residential Schools:

[www.rcaanc-cirnac.gc.ca/eng/1100100015644/1571589171655](http://www.rcaanc-cirnac.gc.ca/eng/1100100015644/1571589171655)

Various churches have also apologized.

[www.rcaanc-cirnac.gc.ca/eng/1524504325663/1557513116819](http://www.rcaanc-cirnac.gc.ca/eng/1524504325663/1557513116819)

- **Truth and Reconciliation Commission**

The Truth and Reconciliation Commission spent five years, from 2010 to 2015, travelling across Canada, gathering testimonies from Residential School Survivors. In 2015, they released a final report. Their research is now being housed at the National Centre for Truth and Reconciliation. [www.trc.ca/about-us/faqs.html](http://www.trc.ca/about-us/faqs.html)

- **National Centre for Truth and Reconciliation**

The National Centre for Truth and Reconciliation (NCTR) is located at the University of Manitoba. The NCTR holds records and artifacts. They also have a website to help educate the public about the history and legacy of residential schools. <https://nctr.ca/>

- **94 Calls to Action**

The Truth and Reconciliation Commission released a final report in 2015. Part of that final report included a list of 94 Calls to Action.

Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action  
[https://fncaringsociety.com/sites/default/files/child\\_friendly\\_calls\\_to\\_action\\_web.pdf](https://fncaringsociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf)

Truth and Reconciliation Commission of Canada: Calls to Action  
[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

CBC Beyond 94

<https://newsinteractives.cbc.ca/longform-single/beyond-94?cta=1>

- **Reclaiming Names—Call to Action 17**

At residential schools, the children were often given a different name. This had a negative impact on their identity and connections to family, language, culture, and community. It was announced in June 2021 that Residential School Survivors could reclaim their traditional names on identity documents.

TRC Call to Action 17 Announcement – APTN  
[www.youtube.com/watch?v=qX8o7ZPBoAM](http://www.youtube.com/watch?v=qX8o7ZPBoAM)

Government of Canada News Release—Reclaiming Traditional Names

[www.canada.ca/en/immigration-refugees-citizenship/news/2021/06/minister-mendicino-minister-bennett-and-minister-miller-announce-that-indigenous-peoples-can-now-reclaim-their-traditional-names-on-immigration-ide.html](http://www.canada.ca/en/immigration-refugees-citizenship/news/2021/06/minister-mendicino-minister-bennett-and-minister-miller-announce-that-indigenous-peoples-can-now-reclaim-their-traditional-names-on-immigration-ide.html)

- **Residential Schools Timeline**

National Centre for Truth and Reconciliation—Residential School Timeline  
<https://nctr.ca/exhibits/residential-school-timeline/>

Residential Schools in Canada: A Timeline  
[www.youtube.com/watch?v=VFgNI1Ife0A](http://www.youtube.com/watch?v=VFgNI1Ife0A)

The Residential School System—Parks Canada

[www.canada.ca/en/parks-canada/news/2020/09/the-residential-school-system.html](http://www.canada.ca/en/parks-canada/news/2020/09/the-residential-school-system.html)

## **Indigenous Worldview and Education**

**BLM #12**

Reflect on differences between Indigenous and Western worldviews.

Think about how residential schools were imposed on Indigenous children, families, and communities.

Imagine how shocking it would have been to go from one way of living, to another.

Think about how Indigenous worldview and values support lifelong learning.

(Refer to PowerPoint slides 4 & 5 through 22.)

## **Create an Art Piece**

## **BLM #13**

Create an empathetic and caring art piece to honour Residential School Survivors, families, and communities. The art piece can be abstract or concrete, an emotion or symbolic representation, an image, etc.

*Check out the following website to learn more about Art and Social Justice*

[www.pbslearningmedia.org/collection/art\\_socialjustice/](http://www.pbslearningmedia.org/collection/art_socialjustice/)

### **1. Create an Art Piece** (choose one)

- Song
- Poem
- Word Art
- Drawing
- Painting
- Collage
- Mixed Media
- Photography
- \_\_\_\_\_ (any other ideas?)

### **2. Write a Reflection**

- What would you name your art piece and why?
- Explain the decisions you made to create this art piece:
  - For example, explain the colours you choose, why you drew what you drew, symbolism, etc.
  - Or, if you wrote a poem or song lyrics, explain the words you choose, the meaning of the words, etc.
- How did you feel as you were creating this art piece?
- Share the message you are trying to convey with this art piece.

### **3. Share** your art piece and reflection with your teacher and/or classmates.

## Grades 5 to 8 Residential School Rubric

Grade Scale Indicators	Very good to excellent understanding and application of concepts (4)	Good understanding and application of concepts (3)	Basic understanding and application of concepts—may require occasional peer or teacher support (2)	Limited—requires considerable, ongoing teacher support (1)
Report Card Subject Category				
<b>Social Studies—Knowledge and Understanding</b> 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> .				
<b>Social Studies—Research and Communication</b> Student can synthesize and communicate important information and ideas about <u>the historical and cultural impact of Residential Schools in Canada</u> .				
<b>Social Studies—Critical Thinking and Citizenship</b> Student thoughtfully recognizes and values how people, events, and ideas of the past shape the present and influence the future.				
<b>ELA—COMP. Listening and Viewing</b> 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> .				

<b>ELA—COMP. Reading</b> Student uses strategies and cues before, during, and after reading to develop understanding about <u>the historical and cultural impact of Residential Schools in Canada.</u>				
<b>ELA—COMM. Writing</b> 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>				
<b>ELA—COMM. Speaking and Representing</b> 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>				
<b>ELA—Critical Thinking</b> 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>				
<b>Arts Education—VISUAL ARTS</b> Student designs and creates original drawings that include important and relevant <u>historical and cultural details of Residential Schools in Canada.</u>				