**Do - Activity Outline**

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| **Elements of the lesson** | **Estimated Time** | **Activities** |
| **MENTAL SET** *(Opener/”hook”)* | 10 mins | -Show the students a letter from a residential school principal’s to parents, in 1948.  Ask : What do you think/feel ?  - Show students photos of Glady (a 13-year old student at a residential school) gravestone and physicians certificate of cause of death.  *Glady’s parents think she would have never died at such a young age if she has not been to a residential school.* |
| **Introducing the Learning Intention** *(concept to be taught)* | 1 min | In today’s lesson, we are going to explore what happened at these residential schools, know the stories of varous individuals, and consider how their actions influenced the consequences we see today ? |
| **Activity Sequence** | 25-35 minutes | Design 5 stations in the classroom.  Divide the students into 5 groups.  Each group explores a station for 5-7 minutes then moves to the other.  For each station, students write their thoughts in their reflective journal.  **Station 1:** Laptop/Internet connection  Search when did residential schools start, how many were there?  How many students joined these schools ? How many died ?  **Station 2 :**  Read the story of Peter Henderson Bryce (a hero of this dark chapter in Canadian history), and his health report in 1907 (p. 10 & 11)  **Station 3:**  Read the story of Duncan Campbell Scott, and the amended Indian Act in 1920.  **Station 4:**  Read the stories of parents and children (Resistance stoires) (p.25)  **Station 5:**  Read Prime Minister Stephen Harper’s apology in 2008. |
| **Extension** activity for students who are ready. | Are there any forms of resistance throughout these stories?  How did the actions of different individuals bring us to where are today ?  Is the legacy of residential schols felt to this day ? | |
| **Closure:** an opportunity to revisit the learning intention | (It is precisely because education was the primary tool of oppression of Aboriginal people, and miseducation of all Canadians, that we have concluded that education holds the key to reconciliation)   Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission of Canada.  There has been many forms of resistance including different forms; legal, political, social, cultural, academic, linguistic, artistic, and more. One of which is the Brentwood box initiative.  As individuals, what kinds of actions are needed now, write messages to the Reconciliation Committee .  Or write messages to residential schools survivors in the Brentwood Box?  Write a reflective journal on how you percieve the value of individuals actions in the time of dark times? | |