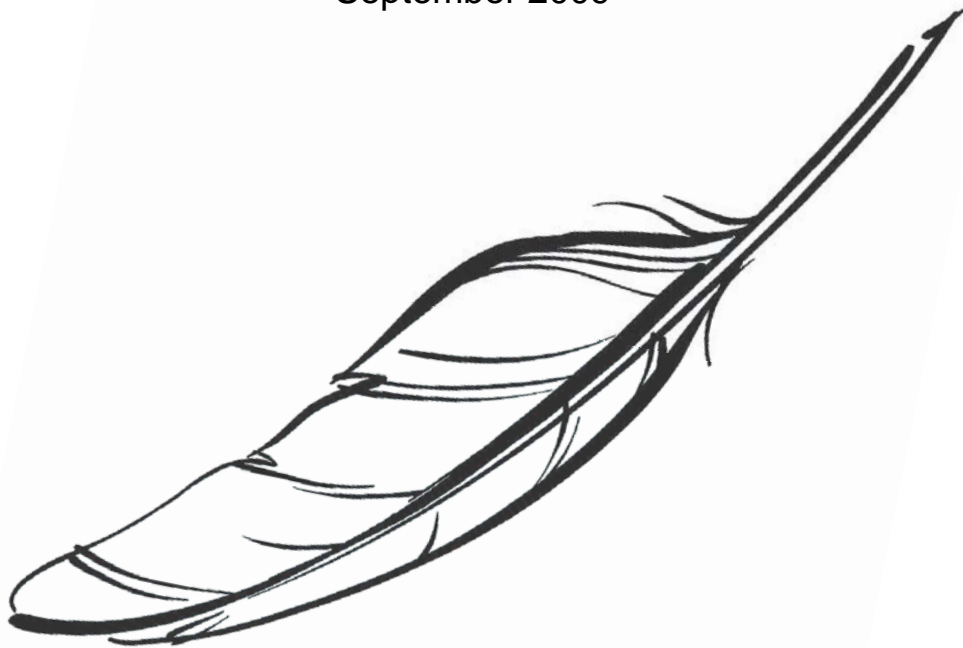


Teaching Guide: The Fallen Feather

**An Instructional Learning Resource to support the DVD:
*“Indian Industrial Residential Schools and Canadian Confederation”***

Produced by:
Fallen Feather Productions

Teaching Guide Produced by:
Aboriginal Education, Learning Services
Vancouver Board of Education
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The Fallen Feather: **An Instructional Learning Resource to support the DVD**

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The Fallen Feather: **An Instructional Learning Resource to support the DVD**

Introduction and Forward

The Fallen Feather Learning Resource package has been compiled by Vancouver Board of Education teachers and educators. This multi-level lesson package is designed to be used to assist and support in the exploration of the history of the Indian Residential School system and its continuing impact on Canadians and Canadian issues today.

Produced by Fallen Feather Productions, The Fallen Feather DVD, *“Indian Industrial Residential Schools and Canadian Confederation”* employs an engaging narrative style and makes the argument that many Aboriginal people today suffer negative lasting effects directly linked to the residential school system. Written by Randy N Bezeau and published by Jannica R Hoskins, a 56 page transcript booklet accompanies the DVD.

This is an important tool for teachers and students in their study of key concepts in 19th & 20th century Canadian history including assimilation, racial discrimination, economic forces, the pressures and pushes for land, territorial jurisdiction, Aboriginal rights and Aboriginal history and culture. The legacy from all of the foregoing continues to influence Canadians today through the issues of land claims, compensation for past wrongs, current instances of cultural assimilation, oppression and human rights. The unit’s content represents a major segment of the Social Studies 11 and some of the Social Studies 10 curriculum. This package includes activities related to the following Prescribed Learning Outcomes for SS11:

- Apply critical thinking – including questioning, comparing, summarizing, drawing conclusions, and defending a position – to make reasoned judgments about a range of issues, situations, and topics
- Give example of critical-thinking processes (e.g. questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)
- Recognize connections between events and their causes, consequences, and implications (e.g. relate current events to historical contexts)
- Develop pertinent questions to define a topic, issue, or situation
- Compare a range of points of view on an issue
- Draw conclusions about an issue, situation, or topic
- Defend a position on an issue, situation, or topic

For educators, this is a way to integrate Aboriginal history and perspectives throughout the curriculum. The lessons include a variety of learning activities incorporating both Social Studies and English learning outcomes and assessments including timelines, poetry, journal writing, compilation of statistical information, primary and secondary source research, etc.

Please be aware that the topics addressed within this unit can trigger emotional responses from students as the issues address grief, loss and oppression. Prior to students viewing the DVD it is important to create a safe climate in the classroom and one that encourages empathy. Do encourage students to respond in a way that is supportive of them – if they need to take a break, or put their heads down at any time, make this option known to them. If you have Aboriginal students in your classroom some of them may have had family members who experienced the residential school system first hand. Make yourself aware of that. It is also important not to see these students as the “experts” in this topic. Some may know very little about these occurrences, but may be quite familiar with the pain that has resulted from them. The primary rule is not to shy away from discussing this, but never to single out Aboriginal students to ask them about their personal histories, which might be difficult, embarrassing and potentially quite painful.

Most schools within the VSB have Aboriginal resource people who are teachers, administrators and Aboriginal Support Workers, many of whom are knowledgeable about these issues. They welcome your questions, and are keen to offer support and other resources as you approach this unit. The District Principal for Aboriginal Education can refer you to a resource person in your area.

We have divided the DVD and transcript booklet into four content based sections. The package includes preview activities and lesson opportunities for the four sections of the DVD as well as post viewing activities. It is recommended that the DVD be broken up over a number of classes, as it is quite content rich and will require time for explanation and processing. The four sections (chapters) of the booklet and DVD are as follows.

Topic	Text Page #s	DVD Time	Total Section Time
Chapter 1: The Politics of War	1-13	start to 25 minutes	25 minutes
Chapter 2: School Life	14-29	25-58 minutes	33 minutes
Chapter 3: Tuberculosis	30-41	58-71 minutes	13 minutes
Chapter 4: Impact, Consequences & Legacy	42-56	71-91 minutes	20 minutes

Finally, we would like to say that we encourage all Social Studies teachers to make use of this package. One does not need to be an expert in Aboriginal issues to incorporate this into your practice, just as one does not need to be an expert in art or cultural rejuvenation to teach about the Renaissance. Following the signing of the Aboriginal Education Enhancement Agreement, this package represents an exciting new approach to creating continuing success for Aboriginal and all learners in our district.

The writing team for this curriculum project included:

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We are thankful for each person's unique perspective and contributions. This project could not have been created and completed without the support, dedication and inspiration of Deb Martel, District Principal for Aboriginal Education, at the VSB. The writing team is grateful for the opportunity she has provided us.

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Preview Lesson 1

Sort and Predict - A Connecting Strategy

This activity can be used at the beginning of the unit to build interest with students and to generate predictions to encourage engagement.

SORT AND PREDICT:

1. Choose twenty to thirty key concept words from the text (or use the list provided below).
2. Arrange students in partnerships or small groups of three.
3. Give the students the words on the overhead or on paper. If on paper, provide scissors and have them cut them out and physically move them around to create categories. This is a good activity because it is 'hands on' and allows for more debate, as things can be shifted more easily from one column to another. Ask students to categorize the words in a way that they think links the words together. They should try to create 4-5 groups or categories.
4. Students should next create a label/title for each of the categories.
5. Teacher asks students to share the categories and writes them on the board/overhead.
6. Identify and discuss common categories and differences.
7. Ask students to create a sentence about what they will be learning which would also incorporate the words from one category.
8. Have students read out their sentences. Ask them to make further predictions about unit content. The teacher may choose to collect the written work or not.
9. Discuss what the section of the unit (or whole unit) is about. Confirm predictions or make links, connections to what students were thinking and the content.
10. Ask students to pay attention to the idea of a "fallen feather". Think about what this could be a metaphor for. If they wish, they can make a prediction about this in their notebooks now.
11. Ask students to create one question they want answered as they go into the content of the unit/lessons. Keep that as a part of their notebooks for this unit.

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Preview Lesson 1

Student Handout

Sort and Predict - A Connecting Strategy

Instructions: Look at and discuss the following 25 words. Ensure you understand the meaning of each with your team. Put them together into categories or groups that you think are logical or that make sense to you and your group members. Once you have grouped them, in the top row of the table below, give each group a label or name. Be prepared to explain your categories to the rest of the class.

school	mother	Indian	food	reserve
church	power	fear	playground	language
culture	salmon	sister	loss	strength
chief	agent	milk	apples	work
feather	punish	fishing	railway	government

Choose any 5 words from above and place into new groups below in a way that makes sense to you and your group members give each group a name.

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Preview Lesson 1

Student Handout

Sort and Predict - A Connecting Strategy

Instructions: Cut out the words below. Discuss the 25 words. Put them together into categories or groups that you think are logical or that make sense to you. Once you have grouped them, give each group a label or name.

school	mother	Indian	food
church	power	fear	play-ground
culture	salmon	sister	loss
chief	agent	milk	apples
feather	punish	fishing	railway
reserve	language	strength	work

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Preview Lesson 2

Picture & Story Book Resource: *Shi-shi-etko* and *Shin-chi's Canoe*
by Nicola Campbell

This lesson is best done following Preview Lesson 1, the Sort and Predict activity. By then the students will understand the subject matter to be concerned with residential schools. This lesson could also stand alone, however, as the sole preview lesson for the unit.

Explain that this is a text by an Aboriginal writer and that picture books should not just be relegated to the elementary classroom. All adults enjoy powerful visual images and the perspective of a participant of a residential school would be helpful to learn more about them and the experience of children in them.

Some students might get emotional. One never wants to deny emotion but to make a safe environment for it. Tell students if anyone is uncomfortable they can put their heads down, or close their eyes for a few minutes. Acknowledge this as a natural response to the horror that was inflicted upon many children and that it is not inappropriate to experience strong emotions when contemplating or seeing that.

Getting Ready to Listen:

Tell the students to think about their first day at school. Discuss with them some or all of the following questions:

How were they feeling before hand, in the time leading up to going to school?

How did they feel once they got there? What were their early memories of kindergarten?

Explain that this story is about a little girl's excitement around going to school for the first time. As the story unfolds, we know she is going to residential school.

Read the story to the students.

Post Story Discussion:

Follow the thread of the little girl. What happens to her?

Where does she get her strength? Where does she falter?

Ask the students what they know about residential schools. Discuss what they have heard and explain that the unit will be about learning how residential schools came about, we will learn what the government's intentions were and how the Aboriginal people responded, then and now. Explain that all of these events underlie issues within the Aboriginal community today. Many people are still recovering from their residential

school experiences, and people and communities heal at different paces. Tell them the federal government has apologized to Aboriginal people for the residential schools and that some financial compensation has been provided. Naturally after all of that, it still takes time to move forward. In order to heal, all Canadians have to understand what happened, which helps us to move forward to create the kind of society we all want.

Teaching Guide: The Fallen Feather

Chapter 1: The Politics of War

Lesson 1 - Events & Their Impact on Europeans & Aboriginal People

The creation of the “Indian Residential Schools” was a government policy developed in response to the clash and conflict of Aboriginal and European cultures, which came to a head in the late 19th century. To understand why the schools were established and how Aboriginal people responded to them we need to go back and understand the importance of each event leading up to this policy outcome.

After watching this section of the DVD, complete the graphic organizer below. Refer to the transcript of the text (pages 3-13) and your textbook for further information and clarification.

Event	Impact for Europeans	Impact for Aboriginal People	Response of Aboriginal People
Plains of Abraham 1793			
Pontiac's War or Rebellion 1763			

Event	Impact for Europeans	Impact for Aboriginal People	Response of Aboriginal People
Royal Proclamation of 1763			
MacDonald's National Dream 1867 & beyond			
Tribes of the West Threats to Canadian Confederation			
The Davin Report on American Residential Schools			
Dewdney & McCrae's views on Indian children			

Teaching Guide: The Fallen Feather

Chapter 1: The Politics of War

Lesson 2 – Identifying Social, Political, and Economic Factors within the Residential School Model

Events occur in a country's history for a number of complex reasons, or factors. One way to make sense of the "big picture" of historical events, such as the creation of the residential school system, is to break them down into smaller segments to assess their influence and significance.

- **Social Factors** relate to what was happening culturally and socially in the country. It includes thoughts and beliefs about others, including Aboriginal people.
- **Political Factors** are about the politics of the day and the forces within. A significant political factor for Canada at that time was the desire of many for nation building, that is, expanding the country from sea to sea.
- **Economic Factors** relate to the wealth and potential wealth in a country. Canada needed businesses, taxpayers and immigrants to support her intended expansion.

After reviewing the concepts above and watching the first chapter of the video, in the table below students should be able to identify ideas presented as one or more of the social, political and economic factors at play in the government's intention, design and establishment of the Indian Residential School system.

The Politics of War	Social	Political	Economic
1000's of children taken away & prevented from returning home			
Children identified as "wards of the state"			
Building walls, large brick buildings			
Diseases and Pain: TB, death, hunger, malnutrition, separation from family; lack of parenting & nurturing experience			
Abuses; physical, emotional			
Intergenerational impact of removal of children evident in articles of First Nations (FN) conditions in today's papers			
Land			
The Past, and being embarrassed of heritage			
The role of the churches			
Historical Perspective: Newcomers originally viewed FN as helpers, but once settled in new world, they viewed FN as a threat			
The Royal Proclamation of 1763			
Uniting Canada from sea to sea			
Rupert's Land Act			
The Northwest Company & Hudson Bay Company			
Indian & Métis "revolts" and challenges			
Establishment of the North West Mounted Police			
Assimilation of FN children to European culture			
The Davin Report			
Children as "hostages"			

Teaching Guide: The Fallen Feather

Chapter 1: The Politics of War

Lesson 3 – Defining/Discussing Culture & Assimilation

Have students work in small heterogeneous groupings and ask them to come up with a definition and examples of culture.

Discuss their definitions and present a formal one, as in the example below or one you prefer.

Culture - an integrated pattern of human behavior that includes thought, speech, languages that is transmitted to succeeding generations.

Ask about the notion of change. Do cultures change, how is this possible and is that a good or a bad thing? Have the students discuss this in their groups and then have a large group report out and discussion.

The main point to reinforce is that culture is not static; it is always changing depending on a variety of influences. If you have immigrant students in your class, you may wish to talk about subsequent immigrant generations and how connected (or disconnected) they feel to their parents and/or grandparents country of origin.

Turn the discussion to the notion of **assimilation** – the adoption/absorption of the culture of one group by another so that the original culture disappears.

Ask students how and why assimilation was a key idea in Canada at the turn of the century. Discuss the racial ideas of the day and the notion of the so-called “superiority” of European culture. Many of those of European descent, especially the churches, thought that they were doing a good thing by attempting to assimilate Aboriginal groups. (Immigrants to Canada were also expected to assimilate to some degree although none were treated in the same way as Aboriginal people were with the Indian Act and the Residential School system). The DVD argues that political, economic and social factors, driven by assimilation, were paramount with the creation of these schools.

Ask students to predict whether or not the schools were successful with this policy.

As the students prepare to watch the Chapter 2 of the DVD, ask them to keep this definition in mind and to identify evidence (examples) of the government policy of assimilation for Aboriginal people.

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Chapter 2: School Life

Lesson 1 - Daily Conditions

Student Handout - Compare & Contrast

1. Use the compare and contrast chart below to reflect on the differences between your life today and the lives of the young people in the video. Think of other comparison criteria.

Criteria	Aboriginal Children in Residential Schools	Children Today
food		
educational activities in schools		
recreational activities		
cultural practices		
religious instruction		
relationship with family		
vacation		

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Teaching Guide: The Fallen Feather

Chapter 2: School Life

Lesson 2 – Bio-Poem

Teacher Instructions - Writing a Bio-Poem

A bio-poem is a creative method for students to describe the life and/or experiences of an historical character. Students write in the first person and try to present an authentic emotional portrayal of the times or issues.

This type of patterned poem offers all students the opportunity to succeed at poetry writing, as well as to connect more deeply and personally with the content of the DVD. The pattern of the poem is shown below.

Line1	name of the person
Line 2	two adjectives describing the character/personality of your person
Line 3	three words describing the setting or the scene
Line 4	four words telling the character's thoughts or feelings about the experience
Line 5	three words telling about the character's ability to cope
Line 6	three words describing the aftermath of the experience
Line 7	one word about the future for the character

Student Instructions - Writing a Bio-Poem

A bio-poem is a creative method to describe the life and/or experiences of an historical character. Students should write in the first person and try to present an authentic (real) emotional portrayal of the times and/or issues.

Imagine that you are one of the young people living in the residential school featured in the DVD. Use the directions in the template below to create your poem about your experiences there. Write a draft in the chart below, and then prepare a good copy on a separate sheet.

Line 1	name of the person
Line 2	two adjectives describing the character/personality of your person
Line 3	three words describing the setting or the scene
Line 4	four words telling the character's thoughts or feelings about the experience
Line 5	three words telling about the character's ability to cope
Line 6	three words describing the aftermath of the experience
Line 7	one word about the future for the character

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Chapter 2: School Life

Lesson 3- Notetaking on Stories

Use this lesson prior to viewing Chapter 2 on school life and/or at the end of the DVD.

1. Review with the students how to take point form notes as you explain the task. Students will be paying particular attention to the experiences of three different individuals and they will be noting the important points of those persons' residential school experiences.
2. Two column notes are a vertical division down the page. At the very top of the page will be the subject matter (in this case, the name of an individual). On the left hand side margin will be large subject areas, e.g., food, family, work, history, religion and any others that make sense to them. The right hand column is to record the details of that subject, e.g., food – *not enough, apples*, etc.
3. Divide the class into three groups and explain that each group will be noting the experiences of one individual (which does not mean they should ignore the others' stories; they just do not make notes on them). The groups are Dr. Mary Thomas, Mr. Ernie Philip and Chief Phil Fontaine. Students will take point form note on one of these persons' stories while they watch Chapter 2 on the DVD.
4. At the end of the viewing, ask them to go over their notes and complete or clarify them. Students will then share what they have recorded in small groups (subdivide large groups of 10 or so into smaller groups) and generally discuss the residential school experiences of 'their' person.
5. Bring the whole class together to share ideas from each group. Some of the following questions may be helpful in directing the discussion.
 - What challenges did the children in the school face?
 - How did the children respond to their school life?
 - What would you have done in their place?
 - What were the lasting effects as a result of children being put in school?
 - What was the attitude of the Indian people?
 - What was the attitude of the people running the schools?
 - What was the attitude of the government?
6. At the close of the discussion, explain that the notes they have taken will be useful in providing detail for other assignments in this unit, as well as a record of key content.

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Chapter 2: School Life

Lesson 4 – Telling Our Stories

This lesson can be used as enrichment following Lesson 2-Bio-Poem, or to provide more background material for creating the Bio-Poem (Lesson 2). This lesson requires two supplemental resources, from which sections may need to be copied for students' use.

After viewing Chapter 2 of the DVD, use the supplemental books:

Behind Closed Doors: Stories from the Kamloops Indian Recreational School.
Secwepemc Cultural Educational Society, Kamloops, 2000
ISBN 978-1-894778-41-1

Finding My Talk. How 14 Native Women Reclaimed Their Lives After Residential Schools. Agnes Grant. Fifth House, Calgary, Alberta 2004
ISBN 978-1-894856-57-7

In these texts, each chapter is a personal account of the experiences of being taken to and attending residential school. Arrange students in heterogeneous groups of three. Give each group a short segment to read.

1. Ask students to read their materials and then be prepared to discuss the content through the process below.
2. Have students discuss and agree on the most important points of the materials, that is, what were the daily conditions, routines and perceptions, etc., of the person who shared the story.
3. Next, ask the students to consider the following questions:
 - How did the children survive?
 - What did the children do for themselves while in these very difficult circumstances?
 - What would you have done, realistically, if you found yourself in a similar situation?
4. All of the people in these stories have been empowered by their residential school experiences and many of them have transformed their lives. Discuss how this transformation has come about.
5. Be prepared to share your person's story with the rest of the class in a role play and/or through story telling. Ensure that each of the persons in your group has a speaking role as you report out.

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Chapter 3: Tuberculosis

Lesson 1 – Children’s Health

Introduce this segment of the DVD with a whole class discussion on the disease of tuberculosis. Some notes from Wikipedia are below:

Tuberculosis (abbreviated as TB) is a common and often deadly infectious disease caused by mycobacteria. It usually attacks the lungs (as pulmonary TB) but can also affect the central nervous system, the lymphatic system, the circulatory system, the genitourinary system, the gastrointestinal system, bones, joints, and even the skin.

Tuberculosis is spread through the air, when people who have the disease cough, sneeze, or spit. As this occurs, a single sneeze can release up to 40,000 infectious droplets, each one which may transmit the disease, since the infectious dose of tuberculosis is very low and the inhalation of just a single bacterium can cause a new infection.

People with prolonged, frequent, or intense contact (in areas where TB is common) are at particularly high risk of becoming infected. Low body weight is associated with risk of tuberculosis as well.

In the past, tuberculosis has been called consumption, because it seemed to consume people from within, with a bloody cough, fever, pallor, and long relentless wasting.

After the establishment in the 1880s that the disease was contagious, TB was made a notifiable disease in Britain; there were campaigns to stop spitting in public places, and the infected were pressured to enter sanatoria that varied in care depending on a person’s ability to pay for care. By the early 20th century in Canada, it was well known that prevention and cure included isolation, rest, fresh air, good food and good care.

Distribute the information collection handout at the end of this lesson to students and review the questions before viewing this segment of the DVD. Explain that the material they collect here will be important for a subsequent lesson on the perception of the government’s intentions around Aboriginal children’s health in the residential schools.

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Chapter 3: Tuberculosis

Lesson 1 – Children’s Health

Student Handout

1. Define tuberculosis in your own words.
2. How do people contract tuberculosis?
3. How were conditions ideal breeding grounds for tuberculosis in the residential schools?
4. What did Dr. Peter Bryce learn and claim in his 1909 report?
5. What was the government’s response to the Bryce Report?
6. What are some of the statistics Bryce included in his report on children’s health in residential schools?

7. How were Aboriginal people treated when they became infected with tuberculosis?
8. In 1910, Duncan Campbell Scott, Deputy Superintendent of Indian Affairs, wrote the following to a local Indian Agent: <i>"It is readily acknowledged that Indian children lose their natural resistance to illness by habiting so closely in these schools and that they die at a much higher rate than in their villages. But this alone does not justify a change in the policy of this Department, which is geared towards a final solution of our Indian Problem."</i> What do you think the 'final solution' was intended to be? Give reasons for your answer.

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Chapter 3: Tuberculosis

Lesson 2 – Advice to a Friend

As witnesses to this documentary we are witnesses to history in a sense. We learn of a unique perspective concerning residential schools that is not widely talked about in Canadian society. Yet generations of young people went through this school system and survive today, despite all of the adversity they encountered. How they did this is a remarkable story of strength and endurance. How did they do it?

Imagine you are the friend of a student in a residential school and that you would be able to send them a letter with your thoughts about what they are going through. What would you tell them? What could you say to help them be strong and survive? What would your best advice be?

Write a letter to that young person, male or female, that indicates you know what they are going through. Offer some ideas and advice about how they might get through the difficulties and what hope there might be for the future.

When we do an exercise such as this, it becomes a way to process very negative experiences and turn them into wishes for the future. As you write this letter, you will be able to let go some of the bad things that have happened in the past and replace them with wishes for the future.

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Chapter 3: Tuberculosis

Lesson 3 - Government Intentions

1. After viewing the DVD to the end of chapter 3, have the students brainstorm what they believe the government's intentions were with the creation & conditions of life in the Indian Residential Schools. (Intentions could include:
 - Land Appropriation
 - Land Claim Settlements
 - Cultural Assimilation
 - Genocide)
2. Next, have students brainstorm the methods used by the government to achieve their intentions. (Methods should include:
 - Use of church to assimilate culture
 - Use of schools as parents to remove family values, community, and supports
 - Use of children as a threat to their parents and communities to appropriate land and settle treaties
 - Neglect of health and social/emotional care)
3. Finally have students make predictions about the content for the following chapter, that is, respond to the question "What were (and are) the short & long term consequences which occurred as a result of the residential school system?" (Consequences could include:
 - Loss of self-esteem
 - Loss of culture
 - Loss of family values: note family values includes the value of all generations
 - Loss of language
 - Lack of identity
 - Land Appropriation
 - Inequitable treaties
 - Illness
 - Death
 - Changes in governments method to achieve assimilation and colonization
 - Chiefs and nations battles to end the use of residential school system
 - Initiatives/protests/legal battles initiated by Aboriginal peoples to change the government policies
 - Legal battles to settle land claims)

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Chapter 4: Impact, Consequences and Legacy

Lesson 1 – Interpreting Historical Photographs

“A picture is worth a thousand words” is a powerful truism and in this age of visual images, students are often more engaged by examining photographs than by processing paragraphs of text. Students however, need the tools to successfully deconstruct and interpret the images they see.

Not only are photographs a rich source of information but they are also a deliberate construction, which represent the purposes of their creators. There is a need for students to actively examine visuals for the meanings which underlie their surface image. This lesson provides a framework of questions to allow students to gain greater insight as to intent in the construction of contextual residential school photographs.

The accompany booklet to the DVD has a number of group photographs of students in the residential school setting. Teachers can chose one or more of the images on pages 17, 21, 29, 35 or 47 and reproduce them as a page in the following student handout or create an overhead transparency. The Social Studies 11 text, Canadian Issues, also has a powerful image of a “before and after” residential schooling on page 76 in the 1998 edition.

Use the student handout to guide students’ thinking as they explore the dimensions of the images they see. The image can be reproduced on the second side of the handout if you wish. Students can be asked to work individually to develop their own response to what they see and then to join in small groups to compare responses and extend their own thinking.

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Chapter 4: Impact, Consequences and Legacy

Lesson 1 – Interpreting Historical Photographs

Student Handout

Carefully examine the photograph your teacher has provided for you. Then, on your own, respond to each of the questions in the table below. When asked, move to a group of three to share your responses and discuss your interpretation of these visual images.

Paying Attention to Detail
<ul style="list-style-type: none">• What do you see here?• What are the people doing?• What is in the background and the foreground?
Sociological Information
<ul style="list-style-type: none">• What can you tell about the people by the way they are dressed?• What can you tell about the relationship between the adults and the children?• What is the mood or tone in the picture?

Emotional Context
<ul style="list-style-type: none">• What words would describe how the children might be feeling?• What would describe how the adults might be feeling?• What do you feel in looking at this photograph?
Photographer's Purpose or Perspective
<ul style="list-style-type: none">• Why do you think this photograph was taken?• What is the message the photographer might want to convey with this image?

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Chapter 4: Impact, Consequences and Legacy

Lesson 2 – Creating Visual Journals

This lesson can be done in conjunction with Fine Arts or as a visual/textual representation of the students' understanding of the residential school experience. In this lesson, students are asked to create a visual journal which employs both images and writing as a means of reporting their understanding of the treatment and challenges faced by the Aboriginal people following the era of residential schools. This should allow for a consolidation of thinking and ideas generated by the video and can be used as a summative assessment.

NOTE: This could be done with the art teacher as a collaborative project.

Creating a Visual Journal

1. Discuss the construction of the physical journal into which the students will record their visual and written diary entries.
2. Show an example of a visual journal or have an art educator assist you in this collaborative project. These can be very simple spiral bound books, on which students can generate their own covers or they can be constructed, using the list of materials below.

Materials

Card stock – red, yellow, black, white

Paper – red, yellow, black, white

Glue (covers and heavy stock)

Paste (paper)

Rulers

X-acto knives

Coil binding machine OR Art teachers can demonstrate hand-binding techniques.

3. Provide suggestions such as the following for entry format: drawings, writing, pasting copies of pictures into the book, photos, pop-ups, flaps and page extensions.

4. The content could take the frame of 4-8 entries, perhaps commencing with a student entering the school and her/his first impressions, relationships with other children and/or adults, then getting along on a daily basis, the nature of the education, recreation (or lack of it), thoughts about home, hopes and dreams, and perhaps recollections from 10 years after school leaving. A fictitious name can be used for the journal.
5. For reference and extensions, students may wish to consult any reference material available in the classroom and/or school library. Items from the Supplementary Resource List at the end of this document would be particularly helpful. Prearranging acquisition of some of these titles with the librarian will make the journal content much richer and deepen students' understanding.
6. Upon completion of this assignment (which could be a combination of class and homework time), if the students are comfortable, take class period to have them display their visual journals so everyone can circulate and examine them. After viewing the contents of the journals a class discussion could ensue which may include some or all of the following questions:
 - What did you notice about different people's journals?
 - Were there any new or additional facts or insights that came to light from the visual journals assignment?
 - How did the decisions of the government affect Aboriginal people?
 - Who was affected and how?
 - What do you think were the intentions of the religious people who ran the schools?
 - What happens when one society/culture forces another to accept their ways?

Teaching Guide: The Fallen Feather

Chapter 4: Impact, Consequences and Legacy

Lesson 3 – Poem: Strength and Courage

Student Handout

This poem's author is believed to be an Aboriginal residential school survivor. Read the poem and reflect on its meaning through the following questions.

What are some of experiences this person might have had in her/his life?

What do you think he/she might have learned?

What is the message that the author might be sending out to other survivors?

Strength and Courage

It takes strength to conquer;
It takes courage to surrender.

It takes strength to feel a friend's pain;
It takes courage to feel your own pain.

It takes strength to hide feelings;
It takes courage to show them.

It takes strength to endure abuse;
It takes courage to stop it.

It takes strength to stand alone;
It takes courage to lean on another.

It takes strength to love;
It takes courage to be loved.

It takes strength to survive;
It takes courage to live.

Author Unknown

Your responses to the questions and your ideas on the poem in general could form part of a journal entry for this unit.

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Chapter 4: Impact, Consequences & Legacy

Lesson 4 – Cultural & Social Changes

This lesson asks students to reflect on this unit by taking a long term perspective around the areas of social and cultural change. Culture and society is not unchanging or static, it is forever evolving and so with it evolves our beliefs and ideas.

As an assignment, ask students to conduct a short “interview” with a parent and/or grandparent, or someone who is older than they and has experienced changes in their life. They should make some point form notes and be willing to share their findings with the class. Interview questions should include some of the following:

- What changes have you seen in your life time in terms of your standard of living?
- How are attitudes today different from when you were growing up?
- What was education like when you were a child?
- How has your culture or way of life changed over your lifetime?
- Are there special family traditions that your family practiced?
- How is cultural and/or family information passed down through the generations in your family?

Once the students have completed the assignment above, ask the students to report out on what they have learned. This can be done by asking small groups to provide their responses to one or more questions but the focus should be a large group, teacher led discussion which surfaces some of the answers students learned from their interviewees.

Allow the discussion to continue according to your time limit.

The important lesson here is to ensure that the students understand that change is ever present in our lives and attitudes and ideas can shift over time. With respect to education, things are done very differently now than they were when their parents went to school. Government attitudes have also changed as we no longer have residential schools. Still the impact of the schools remains. If parenting is interrupted or absent, culture, traditions and emotional health can be significantly damaged because of that. When a group of people suffer a collective trauma, the impact can last for generations. Against the backdrop of their own personal experiences, students should be left to consider these questions:

- What has been the impact of residential schools on the Aboriginal community as a whole?
- What is being done to by the Aboriginal community to recover from this impact?

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Post View

Lesson 1 – Medicine Wheel

This plan is intended to use as a starting point for a class discussion followed by a personal written reflection. The principles of the Medicine Wheel stress wholeness and balance on four levels – physical, emotional, spiritual and mental. All of these aspects should be in place for people to be healthy and at peace with themselves and the world. Many people, such as the residential school survivors presented in the DVD, strive to work on one or more aspects of the wheel to attain that inner peace.

This outlook has proven useful in approaching topics that may be loaded with painful personal experiences. It also allows students to see the need for more than one approach to complex problems. This graphic can be used to look at a number of perspectives. Choose one or more of the following perspectives to guide a brainstorming discussion with students.

- a) What happened in the DVD – “What were the ‘physical’ aspects of residential school life? What were the ‘spiritual’ ones, etc?”
- b) Personal Experience – “What do you need to find balance in your life in each area?” Or “What are you doing now, or what would you like to do to find that balance?”
- c) Experience of Someone who is a Residential School Survivor – “How would they have used to Medicine Wheel to find wellness?”
- d) Experience of Someone who is still suffering from the legacy of Residential Schools – “What would be recommended that they do to try to work towards health and balance?”

Process:

1. Distribute the graphic organizer “Medicine Wheel” to the students.
2. Choose one of the four perspectives presented above or ask students to make that choice. Introduce a brainstorming/discussion session in which you attempt to complete the wheel with what was done by students in the DVD to deal with their surroundings, what individuals might want to do, etc. Make notes in point form.
3. Students could also be grouped according to one of the above 4 perspectives and discuss and complete in point form notes on the graphic organizer.
4. Have a whole class discussion on what came out of their deliberations or reflections.

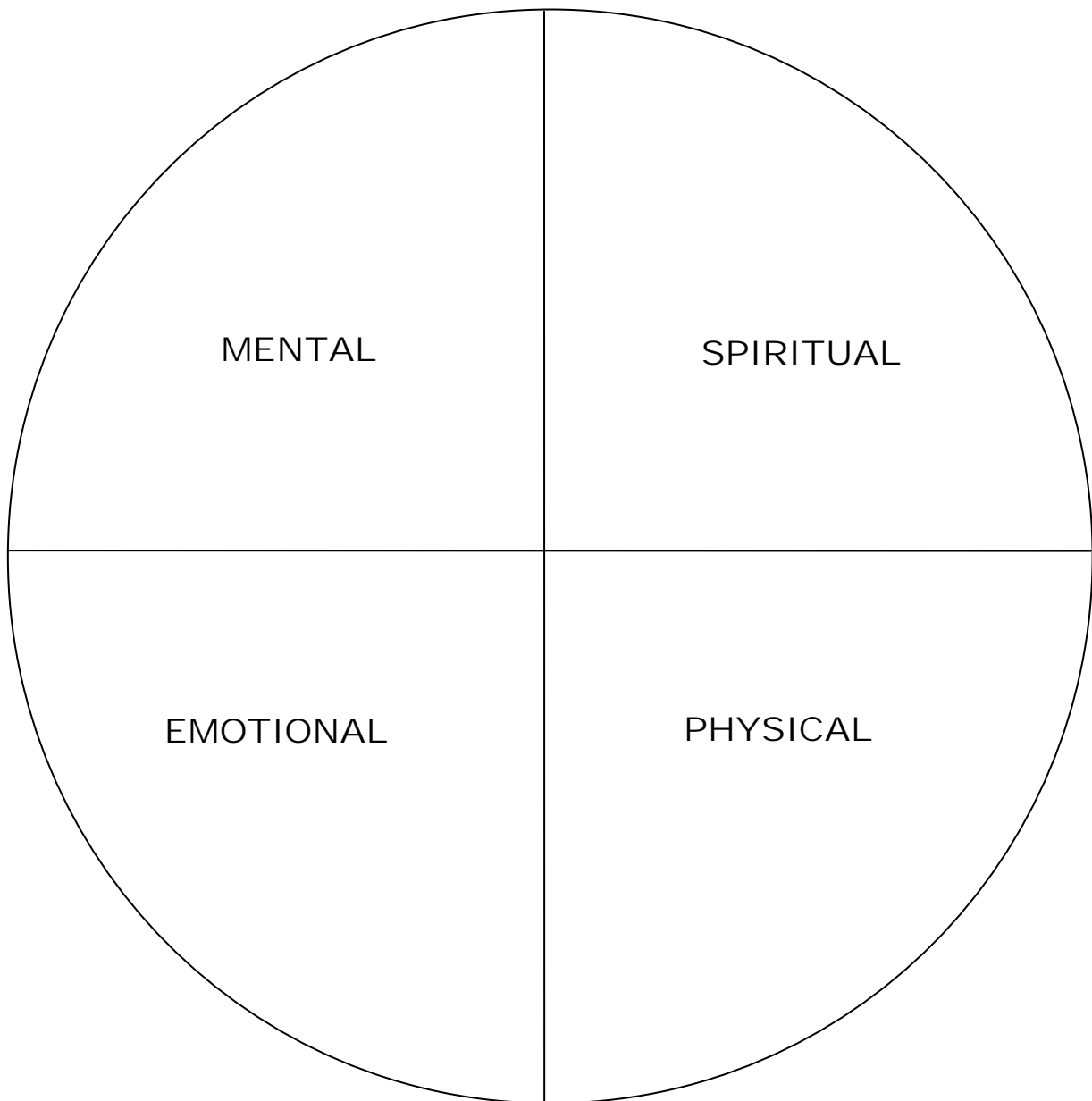
5. Close the discussion when the students and you are ready by noting that health – wellness and balance - is a life long journey and it is important not to judge people according to where they are. This point may already have been made but it is essential that students finish by understanding the complexity of recovery as well as the tools that can be used to get there.
6. Students should then complete a writing assignment of one or two paragraphs in which they reflect on the power of the Medicine Wheel as a life tool. Alternatively they could write on one of the aspects in the wheel from one or more of the lettered perspectives presented above.

Teaching Guide: The Fallen Feather

Post View

Lesson 1 – Medicine Wheel Graphic Organizer

Student Handout



Teaching Guide: The Fallen Feather

Post View

Lesson 2 – Addressing Forgiveness

This lesson asks students to reflect on the idea of **Forgiveness**. The poem below was used effectively in the movie *Smoke Signals*.

Discuss the following poem through the questions of:

Can we forgive those who perpetrated the injustice of residential schools?

Can we forgive people in our own lives who have harmed us?

What is the connection between the ideas in the poem and the residential school system?

How Do We Forgive our Fathers?

by Dick Lourie

How do we forgive our Fathers?

Maybe in a dream

Do we forgive our Fathers for leaving us too often or forever
when we were little?

Maybe for scaring us with unexpected rage

or making us nervous

because there never seemed to be any rage there at all.

Do we forgive our Fathers for marrying or not marrying our Mothers?

For divorcing or not divorcing our Mothers?

And shall we forgive them for their excesses of warmth or coldness?

Shall we forgive them for pushing or leaning

for shutting doors

for speaking through walls

or never speaking

or never being silent?

Do we forgive our Fathers in our age or in theirs

or their deaths

saying it to them or not saying it?

If we forgive our Fathers what is left?

Students may be asked to write a response to the poem.

Teaching Guide: The Fallen Feather

Post View

Lesson 3 – Research on Government Policies with Respect to Aboriginal People

Part A - Teacher Information:

This lesson asks students to research a number of government policies directed towards Aboriginal people and to have the students research the government's intent and then reflect and provide evidence for whether they believe these policies to be beneficial or detrimental to Aboriginal people and the reasons why. Information can be collected from the SS11 textbook Counterpoints and/or the text Canadian Issues. As well, identifying resources with the help of the teacher librarian will assist in providing a variety of perspectives to this task.

Once the information collection sheet is complete, that can be the basis for an overall essay question such as "Discuss the policies of the Canadian government with respect to Aboriginal people of the 20th century. Include your opinion and evidence of benefits and damages and how these policies continue to impact Aboriginal people today".

This lesson is not to imply that writing a summative, evidence based essay has been the ultimate preparatory goal in this unit. Rather it has been to allow students to share in a perspective that is different from that generally taught in senior Social Studies, or to examine content that is often absent altogether. However students will be writing a final SS11 exam with a significant essay component and Aboriginal content often figures in that exam. This research project can provide good preparation and practice for that exam.

A suggested marking scheme might include marks for a well completed information collection sheet and/or a well argued positional essay. The SS11 Prescribed Learning Outcomes include the following, all of which have been incorporated into this unit plan:

- Apply critical thinking – including questioning, comparing, summarizing, drawing conclusions, and defending a position – to make reasoned judgments about a range of issues, situations, and topics
- Give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position)
- Recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- Compare a range of points of view on an issue
- Draw conclusions about an issue, situation, or topic

- Defend a position on an issue, situation, or topic
- Demonstrate effective research skills including
 - Accessing information
 - Assessing information
 - Collecting data
 - Evaluating data
 - Organizing information
 - Presenting information
 - Citing sources

Key content and their page references to examine from the SS11 Counterpoints and Canadian Issues texts can be found below. These are all secondary sources. Students may be directed to primary sources, as selected by the teacher and/or teacher librarian. Supplementary resources from the list following this unit should also be included if possible.

Counterpoints 2001	Canadian Issues 1998
Indian Act p. 12 Reserves p. 12 Residential School p.12 Assimilation p.12 Potlatch ceremony p. 69 Cut-off lands p. 70 Aboriginal title p. 70 Status Indians p. 174 Charlottetown Accord p. 202 White Paper p. 208 Self-government p. 208 “Red Paper”(Citizens Plus) p. 208 “Band School” p. 208 1998 \$350 million dollar “Healing fund” p. 209 Mackenzie Valley pipeline p. 210 James Bay Hydro Project p. 210 Bill C-31 p. 210 Specific Land Claims p. 210 Comprehensive Land Claims p. 210 Oka Confrontation p. 211 Delgamuukw Case p. 215 Nisga’a Settlement p. 215	Activism p. 108-9 Assimilation p. 16-17, p. 76-7, 108 Enfranchisement p. 108, 109, 178, 214-5 Kemano Dam and Cheslatta Carrier Nation p. 197 Land claims p. 108-9, 247, 346-47 Loss of land p. 16 Meech Lake Accord p. 297 Residential Schools p. 76-7 Self-determination p. 275 Self-government p. 344-5, 354 Veterans p. 178-9 White Paper p. 276-7

Students do not necessarily need to include all of these policies and issues in their information collection/research. They may self select, with teacher guidance.

Part B – Teacher Information

None of these policies were implemented without a response from the Aboriginal community. Another suggested research component could be investigating those responses. The Nishgaa, for example, hired lawyers in the late 19th century, traveling by canoe from their traditional territory to Victoria, BC to pursue their claim, which was dismissed by the government. More recent reactions have included the standoff at Oka in Quebec. The significant point here is that the Aboriginal community has continued to advocate and work for restitution and compensation for land and lifestyle changes in a variety of ways.

Despite the enormous adversity as outlined in the DVD, as it ends, we understand that through the re-engagement with their culture in a more tolerant Canada, many Aboriginal people now believe “you can’t blame the sons for the sins of the father andour joint history needs to be re-examined”. This lesson is intended to help students complete that process.

Teaching Guide: The Fallen Feather

Post View

Lesson 3 – Research on Government Policies with Respect to Aboriginal People

Student Handout

Since the Europeans first encountered Aboriginal people, who have lived in this land for millennia, both groups have made an impact on the other's culture and ways of life. As the DVD argues, the nation building of Canada severely sped up the process of trying to find a solution to the so-called "Indian Problem" in ways that may seem very draconian from our perspective in the 21st century.

The federal government has had responsibility for Aboriginal policy under the British North America Act and later under the Canadian Constitution. Many policies have been enacted over the years besides the residential school system's creation. The Indian Act, the creation of reserves, the banning of the potlatch, the establishment of status and non-status Indians, all of these and more have significantly impacted on the Aboriginal way of life, as well as on their rights, freedoms and economic well being.

For each of its policies, the government had a rationale or reasons. In this research project, you are asked to examine a number of policies and learn and record the thinking of the government, that is, why they instituted such a plan. Next, you are asked to think about whether you see this policy as beneficial or detrimental to Aboriginal people and why. All of your research and thinking can be recorded on the information collection table that follows these instructions. Following your research, you may be asked to write a summative essay on government policy for Aboriginal people overall as being beneficial or detrimental and why.

Keep in mind that there are a variety of perspectives on the government's intentions from some seeing these as genocide and apartheid to others' views that the government was acting in a way that was culturally appropriate to the thinking of the times. Your task is to reflect on all you have seen and learned in the DVD and in your research and make up your own mind, with reasoned arguments.

Student Research Information Collection Sheet

Government Policy	Rationale/Reasons	Benefit/Why?	Detriment/Why?

Teaching Guide: The Fallen Feather

Post View

Lesson 4 - Government Intentions and Ethnic Minorities in Canada:

Building on the information learned in this unit and on students' research, students should be able to have a whole class discussion on the government intentions with regards to Aboriginal People in Canada:

- Use the students' ideas regarding residential schools, and inform them (if they don't know already about) the recent apology from the government.
- Discuss the intention of the Indian Act, across history, and its relevance to Aboriginal People today.
- Discuss the White Paper, by Jean Chrétien, and the relationship to the importance of the Indian Act to Aboriginal People today. Discuss the Red Paper by Harold Cardinal.
- Discuss the Delgamukw case in BC

Link the experiences of the Aboriginal community to those of other minorities in Canada's history such as:

- Discuss the treatment of the Chinese in building the railway
- Discuss the Japanese internment
- Discuss the Komagata Moru incident and the recent apology

You may wish to bring in the actions of other governments around the world with respect to racist policies:

- Discuss Apartheid in South Africa
- Discuss the Holocaust in Germany
- Discuss the Chinese occupation of Tibet
- England and slavery of African people
- The English in India
- United States and Hawaiians
- Khmer Rouge and Cambodia
- Indonesia and East Timorese

Summative Question:

Having looked at the evidence and considering the class discussions, ask the students if it is possible for one country to reshape another country/nation or minority for the better? Or is this generally oppressive? Discuss and give examples.

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Supplementary Resource List

The following are text and electronic resources recommended by the writing team to supplement the DVD:

Great Women from our First Nations, Kelly Fournel, ISBN 978-1-897-25-8

Men of Courage from our First Nations, Vincent Schilling; ISBN 978-1-897187-43-2

A National Crime: The Canadian Government and the Residential School System– 1879 to 1986; John S. Miller; ISBN 0-88755-646-9

Khot-La-Cha, The Autobiography of Chief Simon Baker, compiled and edited by Verna J. Kirkness; ISBN 9-781550-541471

Assembly of First Nations – electronic link: www.afn.ca

Union of British Columbia Indian Chiefs Assembly – electronic link: www.ubcic.bc.ca

Social Studies Learning Resources Collection, Grade Collection – British Columbia Ministry Of Education website

Indian Education in Canada, Volume 1: The Legacy, edited by Jean Barman, Yvonne Hebert, and Don McCaskill; ISBN 3-3389-14695-3748

Indian Education in Canada, Volume 2: The Challenge, edited by Jean Barman, Yvonne Hebert, and Don McCaskill; ISBN 3-3389-14697-7267

Building the Railway (Note: there is also a caution about last section); ISBN 3-3389-05105-9168

The First West Coast Nations; A Curriculum, Resource Guide for Secondary Teachers, First Nations Education Division, Greater Victoria School District; ISBN 3-3389-14391-7720 pro971.1004bar (particularly Chapter 13 on Smallpox; Lessons 13 & 14 on the Trutch Government; and a section on land claims and Indian rights?

Behind Closed Doors: Stories from the Kamloops Indian Residential School, Secwepemc Cultural Educational Society, Kamloops, 2000
ISBN 978-1-894778-41-1

All My Relations (the lived experience by Aboriginal writers) edited by Thomas King
ISBN 978-0-7710-6706-8

First Nations Young People: Becoming Healthy Leaders for Today and Tomorrow, by Paul Stevenson and Karin Clark, Greater Victoria School District.
www.sd61.bc.ca/pdf/aned/resources/ResourceList Jul-07.pdf