

**Unit: Canada & Canadian Culture
Indigenous Peoples of Canada
Residential Schools**

Objective

Objective – Ps will be able to describe history and impact of Residential Schools

Materials

- **FACILITATOR RESOURCE 1 – MCC**
- **3A. Facilitator Resource – Hierarchy Chart with Racist terms**
- **3B. About Residential Schools – Jigsaw & Handout**
- **3C. Questions about Residential Schools**

Step 1 Warm Up (15 minutes)

- Review the role of the Indigenous peoples in Canada
- Introduce the idea of Racism, Racist terms

Step 2 Work out (60 minutes)

Ensure they can explain words covered at Foundation & Beginner levels

- **WORDS/PHRASES THAT MAY REQUIRE TEACHING:**
**Racist/Racism | Native | Eskimo | Half-breed | Indian |
Assimilation | Residential Schools |**

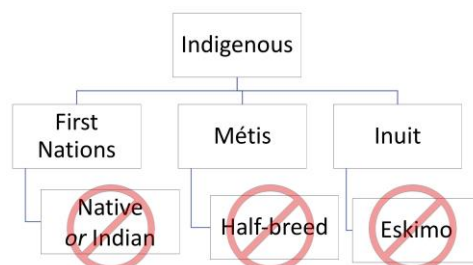
Racist – showing or feeling discrimination or prejudice against people of other races, or believing that a particular race is superior to another.

Native/Eskimo/Half-breed – Racist words used to describe First Nations/Inuit/Métis peoples. ***These words should never be used.***

Indian – sometimes used in legal documents to describe First Nations (i.e. the Indian Act); when used as a description of a person it is racist. Use should be avoided.

Assimilation – when someone is forced to become part of another group by adopting that group’s culture, often losing their own.

- Write the Hierarchy Chart on the whiteboard. Remind Ps of the accepted words (First Nations, Métis, Inuit). Then add the racist terms
- Explain we don’t ever use these racist words



PAIR WORK 1

- Pair the Ps (either according to different L1s or higher/lower levels)
- Thinking about their home country, is there racism towards specific groups of people, particularly any indigenous people?
- How are these people treated? If they are treated badly, what does that treatment look like? Examples

GROUP WORK – Jigsaw

- Explain that European-Canadians (white people) wanted Indigenous people to assimilate into the white culture. They wanted to remove the “Indian” from the children so that they would act like the white people. To do this, they created Residential Schools.
- Put the Ps into 4 groups. Hand out a different section of the Jigsaw accordingly to groups 1,2, 3 & 4. In their groups have them read and study together and practice retelling in their own words. When they feel confident to retell the information chose one person to move from each group to another group and “teach” their new group about what they learned with their part of the jigsaw. (chose the higher level Ps to do this activity) Move the Ps around again until all parts of the jigsaw have been shared and each group has heard the information from the other 3 groups.
- Hand out “About Residential Schools” to everyone.
- Hand out the “Questions about Residential Schools” to everyone (only the Qs, not the Teacher Answer key
- Shout to the Scribe: Ask the Qs and have them answer them – discuss simple ways to answer the questions and then write the answers on the board. They can copy onto their papers.

Step 3 Cool down (15 minutes)

- Do they have any other Qs?