



FROM APOLOGY TO
RECONCILIATION

Cluster 2: The Present

CLUSTER 2: THE PRESENT

Overview

In this cluster, students examine the contemporary situation in Canada, including initiatives by the Truth and Reconciliation Commission of Canada. Students begin by looking at Indigenous peoples' resistance to their mistreatment in their own territories, which are now Canada. They examine how the relationship between Indigenous and non-Indigenous people in Canada began to change. Students also inquire into the formal discussions between the federal government and Indigenous peoples. Students learn about the Indian Residential Schools Settlement Agreement (IRSSA), and explore components and current initiatives of the IRSSA.

Cluster 2 consists of six learning experiences:

- LE 2.1: Resurgence
- LE 2.2: Gathering Strength
- LE 2.3: The Agreement
- LE 2.4: Formal Apology
- LE 2.5: Survivors Speak
- LE 2.6: Looking Back

Curricular Connections

	Learning Experiences	Specific Learning Outcomes
Grade 9	LE 9.1.4: Pluralism and Integration	<p>Students will:</p> <p>KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. Include: Aboriginal Residential Schools, language laws.</p> <p>KI-018A Evaluate effects of residential schools on their own and other Aboriginal communities.</p> <p>KC-009 Identify contemporary political leaders in Canada. Include: Aboriginal, federal, provincial/territorial, local.</p> <p>KH-030 Describe social and cultural injustices in Canada's past. <i>Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...</i></p>

Learning Experiences

LE 2.1: How did British colonial rule change during this period, and what was its impact on life in North America?

Students develop an understanding of the challenges faced by the British in governing their newly acquired colony of Quebec, and how the British met these challenges. They acquire knowledge of the development of responsible government and British North America's relationship with the newly independent United States. Students also explore the everyday lives of people, and examine economic development in British North America.

LE 4.1: How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?

Students explore how successive Canadian governments assumed increasing responsibility for the well-being of Canadians. Students acquire knowledge of the development and impact of new political parties, the women's movement, the labour movement, First Nations organizations, and other groups dedicated to the pursuit of social justice. Students develop an understanding of the changing definitions of the rights and duties of citizenship and the role of government.

LE 5.3: How are the First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

Students examine the guarantees provided to Canada's Aboriginal Peoples by the *Charter of Rights and Freedoms* (Sections 25 and 35) and their role in the Meech Lake and Charlottetown Accords. Students acquire knowledge of the different ways in which Aboriginal organizations and communities are taking action to gain a greater degree of cultural, political, and economic self-determination, and the responses to these actions by the Canadian and provincial governments.

Assessment Focus for Grade 11
Enduring Understandings

- The relationship between First Nations, Inuit, and Métis peoples and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.
- First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity.
- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.

Historical Thinking Concepts

- Make informed and defensible judgments about the **historical significance** of people and events in the past.
- Select, evaluate, and interpret primary and secondary source **evidence** in order to retell and explain the past as objectively and accurately as possible.
- Observe and explain **continuity and change** over time.
- Consider the **moral dimension** of events in the past and the value judgments that may influence historical accounts.
- Analyze the multiple **causes and consequences** of historical events and developments.

Vocabulary: Aboriginal Healing Foundation, Aboriginal Justice Inquiry, Acknowledgement, Alternative Dispute Resolution, Common Experience Payments, Guiding Principles for Resolution, Independent Assessment Process, Indian Residential Schools Resolutions Canada, Indian Residential Schools Settlement Agreement, Royal Commission on Aboriginal Peoples, Statement of Apology, Statement of Reconciliation, Truth and Reconciliation Commission

See the Glossary in Appendix 2 for definitions.

For teaching and learning strategies related to vocabulary, refer to *Grade 9 Social Studies: Canada in the Contemporary World: A Foundation for Implementation*, Appendix E, “Vocabulary Strategies”. This may be accessed at <www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/index.html>.

Notes

LEARNING EXPERIENCE 2.1: RESURGENCE

Before studying recent developments such as the apology by the Canadian government, students need to understand the key events that helped to shape the current relationship between Indigenous and other Canadians by examining Indigenous peoples' resistance to colonization within their own territories in what is now Canada.

Teaching/Learning Strategies

1. Students explore the lives of children in residential schools as documented by officials. Students research historical government reports, such as the Ryerson Study, the Davin Report, or the Bryce Report (see Resources for this LE). Students record ideas using **BLM 2.1.1: Historical Reports**.
Note: Review the BLM with students and clarify any questions. Adapt the BLM by removing data and adding a new heading, such as "Main Points" or something similar.
2. Students explore the changes in Indigenous communities since the residential school era. Students explore three significant documents that emerged since 1969 including the White Paper (*Statement of the Government of Canada on Indian Policy*), *Citizens Plus* (or, as it became known, "The Red Paper" —a First Nations response to the White Paper), and *Wahbung* (1971), a position paper by "the Indian tribes of Manitoba," which proposed policies to achieve "a just and honourable and mutually satisfactory relationship between the people of Canada and the Indian people of Manitoba." Students document ideas using **BLM 2.1.2: Position Papers**. *Note: Review the BLM with students and clarify any questions.*
3. Indigenous leaders have been advocating for Indigenous rights for over a century, as described in **BLM 2.1.3: A History of Aboriginal Political Organization**. Students identify both national and provincial organizations using **BLM 2.1.4: Aboriginal Political Organizations since 1900 Chart**. Students complete **BLM 2.1.5: Aboriginal Political Leadership** with reference to **BLM 2.1.6: Aboriginal Leaders**.
4. Indigenous people in Canada have organized numerous demonstrations, stands, and occupations to protest social injustices. Students record who was involved in these protests using **BLM 2.1.7a&b: Protests, Stands, and Occupations**.
5. Students reflect on what Indigenous communities and cultures have lost as a result of the residential school experiment. Possible resources include Clip #3: *Losing Native Languages* from the CBC Archives, *Missing Children* from the *Where Are the Children?* website (see Resources for LE 2.1), or residential school survivor stories from the DVD. Students record their findings in their **Response Journal** (BLM 1.1.1).

Resources for LE 2.1

- The White Paper: *Indian Policy: Statement of the Government of Canada on Indian Policy, 1969*. Available online at <http://epe.lac-bac.gc.ca/100/200/301/inac-ainc/indian_policy-e/cp1969_e.pdf>.
- The Red Paper: *Citizens Plus*, also known as the “Red Paper” by the Indian Association of Alberta (1970). Summary available online at <www.canadiana.ca/citm/_textpopups/aboriginals/doc75_e.html>.
- *Canada in the Making: Aboriginals: Treaties and Relations*. Early Canadiana Online series. Available online at <www.canadiana.ca/citm/themes/aboriginals/aboriginals12_e.html>.
- *Losing Native Languages* by CBC News Canada. Available online at <www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/losing-native-languages.html>.
- *Where are the Children? Healing the Legacy of the Residential Schools* by the Legacy of Hope Foundation.
 - “Blackboard, Chapter 4: School Life & Survivor Stories.” Available online at <www.wherethechildren.ca/en/blackboard/page-8.htm>.
- *Abuse Affects the Next Generation* by CBC News Canada. Available online at <www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/abuse-affects-the-next-generation.html>.
- Ryerson Study: “Report by Dr. Ryerson on Industrial Schools” by Egerton Ryerson. In *Statistics respecting Indian Schools*, Appendix A. Ottawa, ON: Government Printing Bureau, 1898.
- Davin Report: *Report on Industrial Schools for Indians and Half-breeds*. By Nicolas Flood Davin (1879). Available online at <http://archive.org/detail/cihm_03517>.
- Bryce Report: *The Story of a National Crime* by Peter Henderson Bryce (1922). Available online at <<http://archive.org/details/storyofnationalc00brycuoft>>.

LEARNING EXPERIENCE 2.2: GATHERING STRENGTH

Overview

Students learn about the residential school experience as told by survivors. Eventually, accounts of mistreatment by survivors led to individual lawsuits and a public inquiry.

These strategies examine events leading up to the apology. Whether all strategies or just a few are completed, they can all be plotted on a contemporary timeline.

Teaching/Learning Strategies

1. Discuss the significance of the admission by Phil Fontaine, former Grand Chief of the Assembly of First Nations, that he was abused in a residential school (1990). Students listen to Clip #4: *Native Leader Charges Church with Abuse*. Students complete a **Response Journal** entry reflecting on the significance of the Grand Chief's admission as a turning point in the residential school era. As a class, students begin creating a classroom timeline.
2. Students explore the significance of the **Royal Commission on Aboriginal Peoples (RCAP)**, which suggested a public inquiry into the residential school era (see Resources for this LE). They read and discuss **BLM 2.2.1: A Word from Commissioners** (1991). Students continue to plot these events on the classroom timeline, and reflect on RCAP in their **Response Journal**.
3. Students discuss the numerous issues facing Indigenous people during this time, including the deaths of J.J. Harper and Helen Betty Osborne, which led to the Aboriginal Justice Inquiry (AJI) (1988-91). This inquiry was initiated "to examine the relationship between the Aboriginal peoples of Manitoba and the justice system." Students continue to plot significant events on the timeline and reflect on the AJI in their **Response Journal**.
4. After the RCAP report (1996) recommended a review of the residential school era, the Canadian government was forced to act. Students watch CBC's Clip #9: *We Are Deeply Sorry*, an overview of the Statement of Reconciliation, or read excerpts from *Gathering Strength: Canada's Aboriginal Action Plan* (see Resources for this LE). Students use some form of information mapping, such as a self-created Mind Map, to organize key ideas in the plan.
5. One of the first initiatives of *Gathering Strength* was to establish the Aboriginal Healing Foundation (AHF) (1999) to help begin the healing process among survivors. Students listen to Aboriginal leaders' disappointment on CBC Clip #10: *Where's the Money for Healing?* (see Resources for LE 2.2). They continue to plot significant events on the classroom timeline, and reflect on the AHF in their **Response Journal** (BLM 1.1.1).

Resources for LE 2.2

- Aboriginal Healing Foundation website. Available online at <www.ahf.ca/>.
- Highlights from the *Report of the Royal Commission on Aboriginal Peoples* (1996). Available online at <www.ainc-inac.gc.ca/ap/pubs/rpt/rpt-eng.asp>.
- *Frequently Asked Questions: The History of Indian Residential Schools and the Church's Apologies* by the United Church of Canada. Available online at <www.united-church.ca/aboriginal/schools/faq/history>.
- *History of the Church in Canada* by the Canadian Conference of Catholic Bishops (2005). Available online at <www.cccb.ca/site/content/view/1218/1075/lang,eng/>.
- *Historical Sketch for Anglican Residential Schools* by the Anglican Church of Canada. Available online at <www.anglican.ca/relationships/trc/schools>.
- "Resources/Links" by the Presbyterian Church in Canada. Available online at <www.presbyterian.ca/resources/links>.
- *We Are Deeply Sorry* by CBC News Canada. Available online at <www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/we-are-deeply-sorry.html>.
- *Report of the Aboriginal Justice Inquiry of Manitoba* by the Aboriginal Justice Implementation Commission (1999). Available online at <www.ajic.mb.ca/volume.html>.
- *Native Leader Charges Church With Abuse* by CBC News Canada. Available online at <www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/native-leader-charges-church-with-abuse.html>.
- *Gathering Strength: Canada's Aboriginal Action Plan, A Progress Report* (2000). Published under the authority of the Minister of Indian Affairs and Northern Development. Available online at <<http://publications.gc.ca/collections/Collection/R32-192-2000E.pdf>>.
- *Where's the Money for Healing?* by CBC News Canada. Available online at <www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/wheres-the-money-for-healing.html>.

LEARNING EXPERIENCE 2.3: THE AGREEMENT

Overview

Students learn about the negotiations that led up to the Indian Residential Schools Settlement Agreement (IRSSA), its components, and current initiatives.

Teaching/Learning Strategies

1. Students explore the negotiations between the Canadian government and the Assembly of First Nations. They examine the alternative dispute resolution process by Jo-Ann E.C. Greene, and view CBC Clip #12: *Fast Track for Compensation Claims* (see Resources for this LE). Students plot this event on the classroom timeline, and reflect on the ADR Process in their **Response Journal** (BLM 1.1.1).
2. Students compare two announcements regarding the Indian Residential Schools Settlement Agreement (IRSSA). They watch CBC's Clip #13: *An Agreement for the Ages* (see Resources for this LE), and the overview of IRSSA in **BLM 2.3.1: Background**. Students compare the two sources to evaluate the significance of the settlement. They plot this event on the class timeline, and reflect on the IRSSA in their **Response Journal** (BLM 1.1.1).
3. Students examine components and initiatives of the IRSSA, which began in 2002, using **BLM 2.3.1: Background**. They explore the two forms of individual compensation—Common Experience Payment (CEP), and the Independent Assessment Process (IAP)—using **BLM 2.3.2: IRSSA Compensation Comparison**, and discuss the complexities of this process. Students plot these events on the class timeline.
4. Students may further explore this topic by interviewing people involved in the process. The Speakers Bureau on Residential School Survivors has been set up by the Assembly of Manitoba Chiefs, the Manitoba Metis Federation, and the Treaty Relations Commission of Manitoba to provide speakers for the classroom. Further information can be found by contacting these organizations.

Resources for LE 2.3

- *Fast Track for Compensation Claims* by CBC News Canada. Available online at <www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/fast-track-for-compensation-claims.html>.
- *Alternative Dispute Resolution Process: Towards Resolving the Division of On-Reserve Matrimonial Real Property Following Relationship Breakdown: A Review of Tribunal, Ombuds and Alternative Dispute Resolution Mechanisms* by Jo-Ann E.C. Greene. Available online at <www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/adr_1100100032666_eng.pdf>.
- *An Agreement for the Ages* by CBC News Canada. Available online at <www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/an-agreement-for-the-ages.html>.
- *Indian Residential Schools Settlement Agreement (IRSSA): Indian Residential Schools Settlement Agreement*. Available online at <www.residentialschoolsettlement.ca/settlement.html>.
- *Speakers Bureau* by Treaty Relations Commission of Manitoba (2012). Available online at <www.trcm.ca/speakers.php>.
- *Common Experience Payments* by Aboriginal Affairs and Northern Development Canada. Available online at <www.aadnc-aandc.gc.ca/eng/1100100015594/1100100015595>.
- *Independent Assessment Process* by Aboriginal Affairs and Northern Development Canada. Available online at <www.ainc-inac.gc.ca/ai/rqpi/inasspr/index-eng.asp>.

LEARNING EXPERIENCE 2.4: FORMAL APOLOGY

Overview

Students listen to the historic apologies of the federal government and the response to the federal apology by the Manitoba provincial government. Students also listen to the formal responses to the federal apology from First Nations, Métis, and Inuit leaders.

Teaching/Learning Strategies

1. Students examine the preparations leading up to the Canadian apology that were made by the federal government, Indigenous people, and many other Canadians. They record their observations using **BLM 2.4.1: Preparation for Apology**. Students use a variety of sources, including the observations and reflections of people who witnessed this historic event that have been collected through personal interviews.
2. Students listen to the formal apology by Prime Minister Harper on the video, and read the Government Hansard (see Resources for this LE). They respond to the apology using **BLM 2.4.2: Apology Observation Sheet**. Students discuss the significance of visitors in the House of Commons at this event.
3. Students explore responses to the apology. They record the responses from survivors, their families, and Aboriginal leaders using **BLM 2.4.3: Responses to the Canadian Apology**. They continue to explore responses by the Manitoba government, the media (By watching CBC's Clip #14: *A Long-Awaited Apology*), and others (see Resources for this LE).
4. Students listen to the Manitoba Statement of Apology on the video. They listen to and read the response given by other Manitoba politicians, including **BLM 2.4.4: Minister Eric Robinson's Statement on Residential Schools**, which is also recorded on the video. Students write their own response to the apology in their **Response Journal** (BLM 1.1.1).

Resources for LE 2.4

- *Statement of Apology* by Prime Minister Stephen Harper. Available online at <www.ainc-inac.gc.ca/ai/rqpi/apo/index-eng.asp> and in the Government Hansard at <www.parl.gc.ca/HousePublications/Publication.aspx?DocId=3568890&Language=E&Mode=1&Parl=39&Ses=2>.
- *Ministerial Statements - Apology to Residential School Survivors* by Legislative Assembly of Manitoba. Available online at <www.gov.mb.ca/legislature/hansard/2nd-39th/vol_57b/h57b.html>.
- *A Long-Awaited Apology for Residential Schools* by CBC News Canada. Available online at <www.cbc.ca/archives/categories/society/education/a-lost-heritage-canadas-residential-schools/a-long-awaited-apology.html>.

Notes

LEARNING EXPERIENCE 2.5: SURVIVORS SPEAK

Overview

In this learning experience, students respond to the statements of the survivors on the DVD, with reference to “The Present.”

Teaching/Learning Strategies

Note

Where applicable, students should make reference to survivors’ statements from the DVD to support their responses. Students may refer to the interview transcripts (Appendix 4) or listen to survivors’ statements on the DVD.

“With the treaties, we also still had a way of life, but what affected our peoples’ lives is the *Indian Act* and Indian Affairs.”

— Garry Robson, survivor

1. According to survivors’ statements, what are the positive aspects of the treaties?

“...for a significant minority of Indian residential school students, there is a symptomology quite similar to post-traumatic stress disorder. [symptoms include:]....avoidance of anything that might be reminiscent of the Indian residential school experience...detachment from others...relationship difficulties....sleep difficulties, anger management difficulties...impaired concentration,...parenting skills are often deficient....a tendency to abuse alcohol or sedative medication drugs.”

— Charles R. Brasfield, in “Residential School Syndrome” (see Resources for this LE)

2. In pairs, students compile a list of the behaviours of residential school survivors described by survivors on the DVD. Do they conform to those described in Brasfield’s article?
3. In small groups, students discuss the following question: According to survivors, what was the significance of the disclosures of sexual abuse suffered by Grand Chief Phil Fontaine and Minister Eric Robinson? Students record their responses in their **Response Journal** (BLM 1.1.1).
4. Students discuss the survival strategies employed by survivors in the schools and the steps they took after their school experiences to restore a sense of identity and to direct their lives on a healing path. Students create a class concept web (see BLM 1.3.1) labelled “A Healing Path” for display in the classroom.

Resources for LE 2.5

- *Canada in the Making: Numbered Treaty Overview*. Early Canadiana Online series. Available online at <www.canadiana.ca/citm/specifique/numtreatyoverview_e.html>.
- *The Indian Act: Historical Overview* by Jay Makarenko. Available online at <www.mapleleafweb.com/features/the-indian-act-historical-overview#civilizations>.
- “Residential School Syndrome” by Charles R. Brasfield. Available online at <www.nssac.ca/Info%20Sheets/Residential%20School%20Syndrome%20-%20BCMJ.pdf>.

LEARNING EXPERIENCE 2.6: LOOKING BACK

Overview

To conclude this cluster, students reflect on Aboriginal people as citizens of Canada. They consider the significance of the fact that the apology was given on behalf of all of the citizens of Canada, not just of the government of the day.

Teaching/Learning Strategies

1. Students review the key events leading up to the Indian Residential Schools Settlement Agreement. They assess their class timeline, and complete **BLM 2.6.1: Definition Cards** with a detailed chronology of events. Using “Residential Schools—A Chronology” by the Assembly of First Nations (see Resources for this LE), they situate the residential school era in the Canadian context.
2. Students explore various aspects of Aboriginal rights in Canada. They describe the rights and responsibilities of Canadian citizens. Students conduct historical research on the exclusion of certain groups from the benefits of Canadian citizenship. Students reflect on their research findings in their **Response Journal** (BLM 1.1.1).
3. Students consider what has influenced stereotypical perceptions of Indigenous people in Canada. They brainstorm social injustices in Canada, such as the head tax on Chinese immigrants or the denial of voting rights to women. They list the social injustices facing Indigenous people in contemporary Canada.
4. Students reflect on the development and role of the Canadian political party system since the beginnings of the 20th century. They discuss how the relationship between Indigenous people and the government has changed over time. Students record their reflections in their **Response Journal** (See BLM 1.1.1).
5. Students review acts of self-determination that led up to the apology. They write a letter to the editor in response to a current Indigenous issue in Canada.
6. Students tour a residential school site, and listen to stories from a survivor who attended residential school. They reflect on how the apology has affected the Indigenous people of Canada. Students take the point of view of someone who worked at or was in charge of a residential school, and write a letter of apology to survivors, including specific reasons why they are sorry.

Resources for LE 2.6

- “Residential Schools—A Chronology” by the Assembly of First Nations. Available online at <<http://64.26.129.156/article.asp?id=2586>>.
- *List of Indian residential schools in Canada*. Available online at <http://en.wikipedia.org/wiki/List_of_Indian_residential_schools_in_Canada>.

Notes