Residential school assignment

In this assignment you will be learning about the history of residential school and its impacts on survivors. You will be expected to create an informational display that will be put up in the school multi-purpose room to share the information you have learned about residential schools with others. This can be done as an individual, with a partner or as a small gropu, however, the amount you need to do will increase according to the number of people in your group.

On this display you must have the following:

1. Title- Residential school and its impacts
2. Written documentation of your research topic findings laid out in an easy to read format. (This should not be written as a report.) (use headings/summary/key points/did you know/facts etc)
3. Biography/story/experience of a residential school survivor
4. A hands on activity for students to learn about residential schools based on your research topic. (activity/game/questions etc) (preferably hands on)- do something/make something
5. Pictures / graphics/ maps/ other visuals to support your research and engage people

These displays will be put up on or before the morning of Sept 30 in the multi-purpose room to be used on Orange Shirt day. All materials needed to do the activities must be included with your display.

Research topics (there will be limits on how many people can do different topics)

1. Residential Schools- Background Information
   1. What were residential schools and what was their purpose? How many residential schools were there and where were they located? When did residential schools start and when did they end? (provide a timeline/description of important events) How many children attended residential schools? What were the different kinds of residential schools?
2. Residential Schools- Who was responsible for their creation?
   1. Who were John A. Macdonald and Duncan Campbell Scott? What role did they have in the creation of residential schools? What things did they do? What reason did they have for establishing them and keeping them running? How did they contribute to the suffering of children at residential school?
3. Residential school- What was it like?
   1. What was it like for children at residential school? (food/shelter/clothes/work duties) What would a typical day be like? How were they treated?What happened to children when they first arrived at residential school? What types of things couldn’t they do? How were they treated? (think of food/shelter/clothes/work/etc)
4. Residential Schools- How and why were they abolished?
   1. What things were happening to children at residential schools? Why didn’t parents know? Who was Peter Henderson Bryce? What did he discover was happening at residential schools? What did he do to try to stop residential schools? What happened to him as a result? Why didn’t the government stop them when they found out about the atrocities? Why didn’t people know about what was going on?
5. Residential Schools- What are the Negative Impacts and effects the Trauma on survivors, families and communities?
   1. What are some of the negative impacts residential schools had and are still having on both the survivors and indigenous peoples in Canada? How many children died? How are survivors still impacted today? What are examples of what the children went through? What types of conditions did they live in? How many children got sick? How many children died?
6. Residential Schools-Truth and Reconcilation
   1. What was the Truth and Reconciliation Commission? Why was it formed? What did it do? What were the results of the Commission? What was its purpose? What recommendations did it make?
7. Residential Schools- Orange Shirt Day
   1. What is orange shirt day? How did it start? What is the story behind it? Who was Gladys? What is her story? How did she inspire orange shirt day? What is the purpose of Orange shirt day? When did it start? What is its purpose?

Biography-

For the biography you should include the following information, as well as any other relevant details. Name of survivor and vital statistics- birth/death- years at residential school- what residential school they went to- picture (if possible)- Summary of their experiences at residential school and the impact it has had on them. For the biography each person must research the story of a different survivor (no duplicates)- Check with Ms. Ashley before you begin. Each person in your group must do a biography.

Hands on activity

You must create a hands on activity for someone to complete using the information on your display. It should not require a lot of writing, and it should be designed for the person to learn key facts about your topic. Ideas might be creating a game, scavenger hunt, matching activities, memory cards, labelling, finding, puzzle, making/drawing something (representing what they learned), listing things, or something along those lines. When creating a hands on activity the important thing to remember is that the person doing the activity must either make or do something in the context of learning the important elements about your topic. Hands on activities require participation on the part of the student but do not have to require writing. In fact, if any writing is involved it should be brief, and to the point. Whatever your hands-on activity make sure it teaches the student something important about your topic.

Extras- If you want you can include poems or other pieces of writing about residential school to supplement your display.

Website resources-**USE THESE FIRST BEFORE USING GOOGLE OR OTHER SEARCH ENGINES.**

The following is a series of websites that have all the information you will need to research in order to complete this assignment. If you are using other sources please confirm with me that the source is reliable and authentic before using it. Some resources might be unreliable. If you are getting first hand information from someone you know that is a residential school survivor, or is an expert in another area you are researching for this project, please create a transcript of your conversation to provide as documentation of your source

<https://www.bctf.ca/HiddenHistory/eBook.pdf> -information on most topics

<http://wherearethechildren.ca> –information on most topics

<https://bctf.ca/uploadedFiles/Public/AboriginalEd/GladysResource/eBook.pdf> -information on most topics- also may have ideas for activities

<http://www.fnesc.ca/irsr/> (4 downloadable e-texts- have good information as well as possible ideas for activities)

<http://www.orangeshirtday.org/resources--supplies.html> (information on orange shirt day)- possible ideas for activities

<http://wherearethechildren.ca/en/stories/> -information on experiences and survivor biographies

<https://pressprogress.ca/14_first_hand_stories_underlining_how_residential_schools_tried_to_get_rid_of_indigenous_cultures/> -information on experiences and biographies

<https://nowtoronto.com/news/residential-schools-survivors-stories/> -information on survivor experiences

<https://ravenreads.org/blogs/news/truth-and-reconciliation-commission-work-summary-> truth and reconciliation info

<http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf> trc info

<http://www.trc.ca/about-us/trc-findings.html-> trc info