

PART ONE : Setting the Stage for Inquiry

Enduring Understandings

- Historically, the relationships between First Nations and other Canadians have been unequal and damaging, but today Canadians have the opportunity to build a new relationship through the reconciliation process.
- To renew relationships between First Nations and other Canadians, there needs to be an understanding and acknowledgement of the injustices of the past, and a commitment to build a relationship of mutual respect.

Essential Questions

Big Question

- How can the effects of the Indian Residential School system on today's society be addressed in meaningful and respectful ways?

Focus Questions

- In what ways did the Indian Residential School system contribute to the failure in the relationship between Aboriginal and non-Aboriginal people?
- How has the fractured relationship between First Nations and non-First Nations been damaging to both parties?
- What actions need to be taken to forge a new relationship?

Suggested Activities

1. Stereotypes and Myths

Begin with a discussion about common stereotypes about First Nations, and mistaken beliefs about First Nations people commonly held by some Canadians. What do these stereotypes and myths say about the relationships between First Nations and other Canadians?

- View the video “Stereotypes of First Nations” available online at Vimeo:
<https://vimeo.com/32640901>
This 10 minute video, produced at Kwantlen Polytechnical University in 2011, looks at stereotypes about First Nations reflected in the media, and how they affect First Nations and non-First Nations people. It includes two examples of stereotypes in the media that students will connect with, as well as interviews with two First Nations educators and a psychology instructor.
- Discussion questions
 - What is the difference between the meanings of “stereotype” and “prejudice” as explained in the video?
(*stereotype: generalizations about a group; beliefs about the characteristics of groups; can be positive or negative; prejudice: implies a negative emotional response to a group*)

- How can cultural stereotypes affect First Nations people? (*part of our identity is how others see us, so stereotypical perceptions can affect the identity of First Nations people; may cause people to distance themselves from their culture and adopt the mainstream culture; may cause confusion of identity and impact on self-esteem; for older generations may have affected them in a more traumatic, internalized way.*)
- What suggestions are given in the video about why non-First Nations may perpetuate the stereotypes? (*they are repeating beliefs that have been exposed to in the media and society; they have a lack of knowledge about First Nations people and culture*)
- What other media or societal negative stereotypes about First Nations people are there? (*For example, names of sports teams; portrayal of Aboriginal people in the news – drunk, lazy, unemployed; portrayals of the “Indian Princess” and the “Brave Warrior”; images of tipis*)
- Are there any positive stereotypes of First Nations people?
- This might be a good time to discuss the appropriate use of words referring to First Nations people. See Glossary, page 48. Also see First Nations 101, “What’s in a Name,” pages 161-162 for a good discussion.
- Discussion questions:
 - Where did these stereotypes and myths come from?
 - How can they be dispelled today?
 - What do they have to do with Indian Residential Schools and reconciliation?

2. What were Indian Residential Schools?

Before beginning their inquiry into the 150 years of Relationships between First Nations and other Canadians, students need a basic understanding of what Indian Residential Schools were and how they have damaged First Nations communities and the relationship.

- Begin with a discussion about what students know about the Indian Residential School system in Canada to assess their level of background knowledge. You may want students to use Blackline Master 1 to record their knowledge, or you may want to have a class discussion based on the questions given in the hand-out. Discuss with students where their information came from.
- View an introductory video that covers the main themes of the topic. For example: Where Are the Children? Healing the Legacy of the Residential Schools Legacy of Hope Foundation video. <http://www.legacyofhope.ca/projects/where-are-the-children/video>. Also available on Vimeo: <https://vimeo.com/27172950>. (Note that this video was made before the Indian Residential School Settlement Agreement in 2006 and the creation of the Truth and Reconciliation Commission in 2008.)
- Use the map of BC Indian Residential Schools on Blackline Master 2 to familiarize students with where the schools were located in BC.
- For further lesson suggestions to introduce aspects of Indian Residential Schools, see the Grade 10 document in this series, or other curriculum documents listed in References and Resources, page 51.

3. Legacies of the Indian Residential School System

Discuss some of the legacies of the Indian Residential Schools and the resulting intergenerational impacts

- Use “The Hurting,” an article by Joseph Boyden in *Macleans* 2010. Available online at <http://www2.macleans.ca/2010/07/01/the-hurting/>

4. Examining the Relationship

The theme of this unit is the Indian Residential School in the context of the relationship between First Nations, as discussed in the Introduction. Before working with documents, have students review or build background knowledge about the historical relationship.

- The Royal Commission on Aboriginal People identified four stages in the relationship:
 1. Stage 1: Separate Worlds
 2. Stage 2: Contact and Cooperation
 3. Stage 3: Displacement and Assimilation
 4. Stage 4: Negotiation and renewal
- Use Blackline Master 3 to examine the stages. For an explanation and discussion, see the relevant part of the Royal Commission, which is available online at <http://caid.ca/RRCAP1.3.pdf>, pages 40-41.
- Discuss these questions:
 - Are we still in stage 4, or are we in a new stage?
 - If and when we arrive at a new stage, what might it be called?