

# TEACHERS' GUIDE

*Where are  
the Children?*





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## INTRODUCTION

From the time of initial contact, European settlers and the governments that they created in Canada viewed Aboriginal people as savages – uncultured, uncivilized, and backward. It was believed that Aboriginal culture was immature compared to European culture, and that to wait for these cultures to mature naturally would have devastating effects upon the people.

The Government of Canada believed it was necessary for Aboriginal people to become contributing citizens within mainstream Canadian society and its economy. While Aboriginal lifestyles were believed to prevent this from happening, education was believed to be the solution. The Residential School System was conceived, and thus began the bleakest era in Canadian Aboriginal history.

## WHY LEARN ABOUT THE RESIDENTIAL SCHOOL SYSTEM?

Because the Residential School System has been acknowledged as “part of the process of nation building and the concomitant marginalization of Aboriginal communities” (Royal Commission on Aboriginal People), its legacy is part of the nation of Canada’s legacy. The impact of the schools has had a profound effect on Aboriginal and non-Aboriginal peoples alike; therefore, the Canadian education system has an important role to play in teaching all students about this period in our country’s history.

By studying the past, students learn about the origins and causes of current issues and events, which in turn will affect the decisions that they will make in the future. By studying different cultures and traditions, students also acquire an understanding, respect, and acceptance of others. This understanding will, we believe, promote the ability of students to find unity in diversity, and to celebrate the strength of multiple perspectives.

## THE TEXTBOOKS

The *Where are the Children?* website contains three textbooks; one for Grade 9-10, one for Grade 11-12, and one for Lifelong Learners.

Each textbook follows a similar layout and content, but each is written to be appropriate for the age and grade level of the readers. All textbooks enable students to achieve the learning objectives of unit plans.

The material in each textbook is divided into the following chapters:

- Introduction
- Chapter One – Government Policy
- Chapter Two – Implementation
- Chapter Three – Outcomes
- Chapter Four – Impacts
- Chapter Five – Revitalization
- Conclusion

## GENERAL STUDENT LEARNING OUTCOMES

The *Where are the Children?* website course will develop students' abilities in four specific skill areas:

- Students will learn to manage information and ideas by:
  - o Finding information from various sources, including oral, print, visual, and electronic sources;
  - o Organizing and recording information in various formats, and using correct referencing methodologies and vocabulary;
  - o Selecting appropriate tools and technologies to accomplish tasks; and
  - o Learning to interpret various documents and texts.
- Students will learn to think critically and creatively by:
  - o Formulating questions to plan and develop their inquiry and research;
  - o Considering all sides of issues through events, accounts, ideas, and interpretations;
  - o Drawing conclusions and making decisions based on research and hard evidence;
  - o Understanding subjective and objective information, and biases in various types of information; and
  - o Evaluating information to determine its reliability, validity, authenticity, and perspective.

- Students will learn to communicate effectively by:
  - o Practicing active listening to understand and respond to information;
  - o Practicing active listening to understand the perspectives of others;
  - o Expressing opinions that are informed and reasoned;
  - o Presenting information and ideas in a variety of formats that are appropriate for audience and purpose; and
  - o Presenting personal perspectives.
  
- Students will learn how to be a supportive community member by:
  - o Collaborating with others to achieve goals and share responsibilities;
  - o Using fairness and equality in dealing with others;
  - o Seeking consensus in collaborative problem solving;
  - o Recognizing discriminatory practices and behaviors, and defending those who are subjected to them;
  - o Supporting diverse perspectives; and
  - o Making socially responsible decisions.

## THE UNIT PLANS

Lesson plans are included for each chapter in each textbook. They provide activities and assessments that will help engage students during each stage of their reading: Before, During, and After. The lesson plans for each textbook made up a complete unit plan.

The Grade 9-10 and 11-12 textbook units contain lesson plans that consist of:

- Objectives;
- Materials required;
- Procedures for implementation;
- Student activities; and
- Suggested assessment tools.

The lesson activities include reading, writing, speaking, listening, viewing, and presenting activities, in accordance with English Language Arts and Social Studies curricula.

The suggested activities take into account Gardner’s Multiple Intelligences and Bloom’s Taxonomy of Thinking Skills. Activities are varied, and will require interaction with all parts of the *Where are the Children?* website.

The Lifelong Learners Unit Plan consists primarily of additional readings that expand on topics in the textbook, allowing the self-directed learner to further explore the topics addressed in each textbook chapter. No specific assessment strategies have been included, but we encourage lifelong learners to explore the website content and choose topics of interest for their own learning.

## QUIZZES

Each textbook includes a multiple choice quiz based on the content of the textbook. Each quiz is interactive and self-correcting. Teachers may also use other forms of assessment to gauge student learning beyond what is provided on the website.