

Citizenship Education Inquiry:

Life-Long Learning Citizens 8

- What responsibilities does living in a multi-cultural society place on your identity? On your citizenship? (LLC8, pp. 9-15)

Curriculum Connections:

- **IN8.1 - Investigate the meaning of culture and the origins of Canadian cultural diversity.**
 - a. Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).
 - b. Formulate a definition of culture from responses to the question, “What is culture?” (e.g., A group’s beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people).
 - c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).
 - d. Analyze shared characteristics among First Nations, Inuit, and Métis cultures in Canada.
 - e. Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.
 - h. Analyze the impact of language and education laws on minority groups in Canada.

Cross-curricular Connections:

CR8.1 - View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., *Becoming Myself*), social responsibility (e.g., *In Search of Justice*), and efficacy (e.g., *Building a Better World*).

- a. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).
- f. Identify and explain connections between new ideas and information and previous beliefs, values, and experiences.

CC8.1 - Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., *Telling One’s Life Story*), social responsibility (e.g., *Examining the Influence of Popular Culture*), and efficacy (e.g., *Creating Turning Points*).

- f. Create a variety of texts (i.e., oral presentations, written and other compositions) that represent experiences, ideas, and information about identity, social responsibility, and efficacy with clarity, correctness, and variety.
- d. Summarize main ideas discussed and conclusions drawn, encourage others to contribute, disagree courteously/sensitively, answer others’ questions clearly and politely, and add to others’ ideas

CC8.6 - Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).

- Contribute ideas and information and pose questions in class discussion to gain understanding.
- Use talk to express and to share feelings, ideas, opinions, and responses in one-to-one, small group, and large group discussions.
- Give reasons for opinions and points of view.
- Summarize main ideas discussed and conclusions drawn.

SI8 – Spirit & Intent of Treaties: Assess the impact residential schools have on First Nations communities.

- Compare stories of First Nations people who attended residential school to the experiences students have had in their own schools.
- Investigate how First Nations people were forced to learn languages and cultures other than their own.
- Represent the effects of residential schools on First Nations' languages and cultures.

Assessment:

Formative Assessment:

- **Small Group/Class Discussion**
 - Using their background knowledge (and with the teacher as a facilitator) the students will develop a definition of culture, and discuss the impact culture has on the actions, beliefs and values of an individual. This will allow the teacher to assess the understanding of the role culture plays in their lives and the lives of others.
- **School Enculturation Observation Chart**
 - In pairs, the students will examine their school as a primary source and record their observations about the ways in which the school works to develop cultural norms and beliefs within its students. This will allow the teacher to assess the students' ability to examine the role education plays in their own cultural development.
- **Quickwrite**
 - The students will respond to the following question in a five minute Quickwrite (writing without stopping, focusing only on their ideas and not spelling/grammar/etc.): *How would your educational experience be different if your school reflected/taught about a culture other than your own? How would it be the same?*
- **Small Group Discussion**
 - In groups of three, the students will share what they had written in their Quickwrites and continue/expand their discussion in response to the question: *How would your educational experience be different if your school reflected/taught about a culture other than your own? How would it be the same?*
- **Photograph Inference Charts**
 - Either individually or in small groups, the students will analyze two sets of photographs (one set depicting children in a traditional indigenous setting, the other depicting children in Residential Schools) and make inferences about the cultural identities of the students in the photographs. This will assess the students' ability to make inferences about primary source documents and think critically about the impact education, family and community have in shaping the culture of individuals.
- **Cultural Comparison Chart**
 - In small groups, the students will share the inferences that were made from the

photographs, and compare and contrast the experiences of the children in the two sets of pictures. This will assess the students' understanding of the shared characteristics of Indigenous cultures, and the impact the Residential School experience had on the cultural development of Indigenous students.

Summative Assessment

- Have the students reflect and respond to one of the following questions through writing, art, oral presentation, or multimedia production:
 - a) *What is the purpose of education in a multi-cultural society? Should schools change to reflect the culture of the students, or should the students conform to the culture promoted by the school?*
 - b) *What lessons have the Residential Schools taught us about culture and identity?*

Essential Question:

- **What lessons have the Residential Schools taught us about culture and identity?**

Learning Plan:

2. Introduction – What is Culture?

- a. Using a Think-Pair-Share strategy, the students will use their background knowledge to individually create a one sentence response to the question “What is Culture?” The students will then pair with another student to compare what they wrote and synthesize the two responses to create a new definition of culture. Each group will then write their definition on the board, and the students will highlight the important aspects of each definition and use those to synthesize and create a classroom definition of the concept of culture.
- b. In small groups, the students will then discuss the ways in which culture impacts the values, actions, and beliefs of individuals. The groups will then share their discussions with the class.

3. School Culture Walk

- a. Define and explain the term *enculturation* (the process by which people learn the requirements of their surrounding culture and acquire values and behaviours appropriate or necessary in that culture – Wikipedia), and discuss various ways in which individuals experience this in society (one of which being education).
- b. In pairs, have the students examine the school as they would a primary source, and make observations and inferences about the way culture (Canadian, Saskatchewan and local) influences the practices and beliefs of the school, and vice versa.
- c. As the students tour the school, have them complete the ***School Enculturation Observation Chart*** to record their thinking about the role the school plays in their own cultural development.
- d. As a class, discuss students' responses to the questions on the ***School Enculturation Observation Chart*** and their thinking about the connection between school and culture.

4. School and Culture Personal Reflection

- a. As an introduction to the way Residential Schools disrupted the cultural development of Indigenous students, have the students write a 5 Minute Quickwrite in response to the following question: *How would your educational experience be different if your school reflected/taught about a culture other than your own? How would it be the same?*

- b. In groups of three, have the students share what they wrote in their Quickwrite, and discuss how they would be impacted if their school didn't align with their culture. (You may need to provide examples if necessary – i.e. the experiences of immigrant students in Canadian schools regarding language, culture, norms, etc.)

5. Photograph Inferencing – Traditional Indigenous Settings

- a. In groups, have the students examine multiple photographs (at least 5) of children in traditional Indigenous contexts, and make inferences about the cultural beliefs and practices of the people in the photographs. The students can use the **Photograph Inference Chart** to guide and record their analysis.
- b. As a class, have each group share what they learned about Indigenous cultures based on their photograph analysis. Have the students compile and record the Big Ideas that come out of the conversation.

6. Photograph Inferencing – Residential Schools

- a. Using the same process in the previous step, have the groups examine a series of photographs depicting children in a Residential School setting, and have the students record make inferences about the cultural beliefs and practices being taught in the schools. Have the students once again use the **Photograph Inference Chart** to guide and record their analysis.
- b. As a class, have each group share what they learned about Residential Schools based on their photograph analysis. Have the students compile and record the Big Ideas that come out of the conversation.

7. Photograph Inferencing Debrief

- a. In groups different from those in the previous activity, have the students compare the cultural characteristics of the two photograph contexts using the **Cultural Comparison Chart** as a discussion guide.
- b. Each group will then share their thinking with the rest of the class, and the teacher will facilitate a discussion on the unintended consequences the Residential School experience had on the students.

8. Corroboration

- a. Explain to the students that when historians use primary sources to make inferences, they need to corroborate their conclusions with other sources of evidence to make sure those conclusions are accurate and valid.
- b. Have the students listen to the accounts of Residential School survivors in the video “Truth & Reconciliation: Stories From Residential School Survivors” (<https://www.youtube.com/watch?v=VmjrvfsLRBE>), and have them make connections to the conclusions and inferences they created during the previous learning activities.
- c. As a class, discuss the connections the students have made from the video, as well as their thoughts about what residential schools and the impact they had on the cultural development of Indigenous children. **Remind students that in many cases, students had no contact with their parents or home community for months or even years, and discuss the impact this would have on the cultural development of the children.**

9. Summative Assessment

- a. Have the students reflect and respond to one of the following questions through writing,

art, oral presentation, or multimedia production:

a)What is the purpose of education in a multi-cultural society? Should schools change to reflect the culture of the students, or should the students conform to the culture promoted by the school?

b)What lessons have the Residential Schools taught us about culture and identity?

<i>School Enculturation Observation Chart</i>	
What evidence of culture (Canadian, Saskatchewan, Local) can you find within the school?	
In what ways does the organization of the school reflect the norms and values of society?	
How does the school develop these norms and values in the students?	
In what ways does the practices and organization of the school NOT reflect the norms and values of society?	

Photograph Inference Chart – Traditional Indigenous Settings			
What is happening in these photographs?			
Inferences about Kinship/ Family Patterns (family roles and dynamics, living arrangements, status of children and the elderly, etc.)		Inferences about Artistic Expression (art, music, self-expression, fashion, music, dance, etc.)	
Inferences about Religious Practices and Beliefs		Inferences about Education (how, where, and why learning occurs, etc.)	
Inferences about Recreation (sport, games, celebrations, etc.)		Inferences about Values/ Beliefs/Norms	
What is MOST important in this cultural environment?			

Photograph Inference Chart – Residential Schools			
What is happening in these photographs?			
Inferences about Kinship/ Family Patterns (family roles and dynamics, living arrangements, status of children and the elderly, etc.)		Inferences about Artistic Expression (art, music, self-expression, fashion, music, dance, etc.)	
Inferences about Religious Practices and Beliefs		Inferences about Education (how, where, and why learning occurs, etc.)	
Inferences about Recreation (sport, games, celebrations, etc.)		Inferences about Values/ Beliefs/Norms	
What is MOST important in this cultural environment?			

Cultural Comparison Chart		
	Traditional Indigenous Photographs	Residential Schools Photographs
What is MOST important in this culture?		
Cultural “Big Ideas”		
What is similar between the two cultural settings?		
What is different between the two cultural settings?		
What inferences can you make about the impact these differences would have on the cultural development of the children?		