

[Instructor: 2 versions of the pre-reading Q are included: ELMO & handout – at end of file]

Suggestion: Explain “talking circles” and bring a natural object (stick, stone) for ELLs to use as they discuss the questions.

### Pre-reading Discussion Questions

## ***“But, it’s just history! So what?”***

- **Does your country have a “dark chapter” in its history? Explain.**

**Is that information taught in schools?**

**Why not? If yes, how is it addressed?**

- **In the past, the Canadian federal government was responsible for education. Many aboriginal children were treated poorly in some schools.**

**Should the Canadian government “*right this wrong*”? Explain your view. If yes, how?**

- **Some people think, “*My generation didn’t do this, so why should I care?*”**

**Ex: Hitler vs. Jewish & people who were blind or deaf or physically or mentally challenged people**

## Canadian Gov't vocabulary:

**Chamber:** a room/ hall the government meets

**Speaker:** When a person speaks, s/he must address the speaker - not the other person directly.

(proper parliamentary procedure)

**the PM:** the Prime Minister

## Example exchange in the chamber:

**PM:** Mr. Speaker, I want to ask the leader of the opposition why only a half of their party in the chamber is sleeping.

**Leader of the Opposition:** Mr. Speaker. They are sleeping because your government is doing nothing of interest!

## Prime Minister Stephen Harper's Statement of Apology June 11, 2008

Here are excerpts from the text of Prime Minister Stephen Harper's statement of apology on Wednesday, as released by the Prime Minister's Office (PMO). French sections, which repeat the English text, have been excluded.

- Read the complete text once to get the general idea.
- Then, choose the best AWL Sublist 1 – 10 word from the Choice Hints .
- If necessary, change the word form to fit into the sentence accurately.

**Part A:** Mr. Speaker, I stand before you today to offer an apology to former students of Indian residential schools. The treatment of children in Indian \_\_\_\_\_<sup>1</sup> schools is a sad \_\_\_\_\_<sup>2</sup> in our history.

In the 1870's, the \_\_\_\_\_<sup>3</sup> government, partly in order to meet its obligation to educate aboriginal children, began to play a \_\_\_\_\_<sup>4</sup> in the development and \_\_\_\_\_<sup>5</sup> of these schools.

Two \_\_\_\_\_<sup>6</sup> objectives of the residential schools system were to remove and \_\_\_\_\_<sup>7</sup> children from the influence of their homes, families, \_\_\_\_\_<sup>8</sup> and cultures, and to assimilate them into the \_\_\_\_\_<sup>9</sup> culture.

These objectives were based on the \_\_\_\_\_<sup>10</sup> that aboriginal cultures and spiritual beliefs were inferior and unequal.

Indeed, some \_\_\_\_\_<sup>11</sup>, as it was infamously said, "to kill the Indian in the child."

### Part A Choice Hints

administration	assume	chapter	dominate
federal	isolate	primary	resident
role	seek	tradition	

**Part B:** Today, we recognize that this \_\_\_\_\_<sup>1</sup> of assimilation was wrong, has caused great harm, and has no place in our country.

Most schools were operated as "joint ventures" with Anglican, Catholic, Presbyterian or United churches.

The government of Canada built an educational system in which very young children were often forcibly \_\_\_\_\_<sup>2</sup> from their homes, often taken far from their communities.

Many were \_\_\_\_\_<sup>3</sup> fed, clothed and housed.

All were deprived of the care and nurturing of their parents, grandparents and \_\_\_\_\_<sup>4</sup>.

First Nations, Inuit and Métis languages and cultural practices were \_\_\_\_\_<sup>5</sup> in these schools. Tragically, some of these children died while attending residential schools and others never returned home.

The government now recognizes that the \_\_\_\_\_<sup>6</sup> of the Indian residential schools policy were profoundly \_\_\_\_\_<sup>7</sup> and that this policy has had a lasting and damaging \_\_\_\_\_<sup>8</sup> on aboriginal culture, heritage and language.

While some former students have spoken \_\_\_\_\_<sup>9</sup> about their experiences at residential schools, these stories are far overshadowed by tragic accounts of the emotional, \_\_\_\_\_<sup>10</sup> and sexual abuse and neglect of helpless children, and their separation from powerless families and communities.

**Part B Choice Hints**

adequately	community	consequence	impact	negative
physical	policy	positive	prohibit	remove

**Part C:** The legacy of Indian residential schools has \_\_\_\_\_<sup>1</sup> to social problems that continue to exist in many communities today. It has taken extraordinary courage for the thousands of \_\_\_\_\_<sup>2</sup> that have come forward to speak publicly about the abuse they suffered.

It is a testament to their resilience as \_\_\_\_\_<sup>3</sup> and to the strength of their cultures.

Regrettably, many former students are not with us today and died never having received a full apology from the government of Canada. The government recognizes that the absence of an apology has been an impediment to healing and reconciliation.

Therefore, on \_\_\_\_\_<sup>4</sup> of the government of Canada and all Canadians, I stand before you, in this chamber so central to our life as a country, to apologize to aboriginal peoples for Canada's \_\_\_\_\_<sup>5</sup> in the Indian residential schools system.

To the \_\_\_\_\_<sup>6</sup> 80,000 living former students, and all family members and communities, the government of Canada now recognizes that it was wrong to forcibly \_\_\_\_\_<sup>7</sup> children from their homes and we apologize for having done this.

We now recognize that it was wrong to separate children from rich and vibrant \_\_\_\_\_<sup>8</sup> and traditions, that it \_\_\_\_\_<sup>9</sup> a void in many lives and communities, and we apologize for having done this.

We now recognize that, in separating children from their families, we undermined the ability of many to adequately parent their own children and sowed the seeds for \_\_\_\_\_<sup>10</sup> to follow, and we apologize for having done this.

We now recognize that, far too often, these \_\_\_\_\_<sup>11</sup> gave rise to abuse or neglect and were \_\_\_\_\_<sup>12</sup> controlled, and we apologize for failing to protect you.

### Part C Choice Hints

approximately	behalf	contribute	create	culture
generation	inadequate	individual	institution	remove
role	survivor			

**Part D:** Not only did you suffer these abuses as children, but as you became parents, you were powerless to protect your own children from suffering the same experience, and for this we are sorry. The burden of this experience has been on your shoulders for far too long. The burden is properly ours as a government, and as a country.

There is no place in Canada for the \_\_\_\_\_<sup>1</sup> that inspired the Indian residential schools system to ever again prevail.

You have been working on \_\_\_\_\_<sup>2</sup> from this experience for a long time and in a very real sense, we are now joining you on this journey.

The government of Canada sincerely apologizes and asks the forgiveness of the aboriginal peoples of this country for failing them so profoundly.

We are sorry.

In moving towards healing, reconciliation and \_\_\_\_\_<sup>3</sup> of the sad legacy of Indian residential schools, \_\_\_\_\_<sup>4</sup> of the Indian Residential Schools Settlement agreement began on September 19, 2007.

Years of work by survivors, \_\_\_\_\_<sup>5</sup> and aboriginal organizations culminated in an agreement that gives us a new beginning and an opportunity to move forward together in \_\_\_\_\_<sup>6</sup>.

A cornerstone of the settlement agreement is the Indian Residential Schools Truth and Reconciliation \_\_\_\_\_<sup>7</sup>.

This commission presents a \_\_\_\_\_<sup>8</sup> opportunity to educate all Canadians on the Indian residential schools system.

It will be a \_\_\_\_\_<sup>9</sup> step in forging a new relationship between aboriginal peoples and other Canadians, a relationship based on the knowledge of our shared history, a respect for each other and a desire to move forward together with a renewed understanding that strong families, strong communities and vibrant cultures and traditions will \_\_\_\_\_<sup>10</sup> to a stronger Canada for all of us.

#### Part D Choice Hints

attitude	commission	community	contribute	implement
partnership	positive	recover	resolve	unique

# Prime Minister Stephen Harper's statement of apology

## June 11, 2008

### Learner Answer Page

Part A	Part B
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	

Part C	Part D
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	
12	

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