**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cultural Genocide in Canada – Final Task**

In groups of 3-4 people, research, evaluate, and present on one of the following recommendations from the Truth & Reconciliation Executive Summary. Choose from:

* 1. **Recommendation 10**: “We call on the federal government to draft new **Aboriginal education legislation** with the full participation and informed consent of Aboriginal Peoples….”
  2. R**ecommendations 13+14**: “We call upon the federal government to acknowledge that Aboriginal rights include **Aboriginal language rights**, and … We call upon the federal government to enact an Aboriginal Languages Act ….”
  3. **Recommendation 18:** “We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of **Aboriginal health** in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in International law, constitutional law, and under the Treaties.”
  4. **Recommendation 25+26:** “We call upon the federal government to establish a written policy that reaffirms the independence of the Royal Canadian Mounted Police to **investigate crimes** in which the government has its own interest as a potential or real party in civil litigation”
  5. **Recommendation 44**: “We call upon the Government of Canada to **develop a national action plan**, strategies, and other concrete measures to achieve the goals of the *United Nations Declaration on the Rights of Indigenous Peoples*.”
  6. **Recommendation 59** “We call **church parties** to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church’s role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary”
  7. **Recommendation 62.i**: “We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i) Make age-appropriate **curriculum** on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.”

Your work should include:

* Reading the appropriate section(s) of the Executive Summary to get a better understanding of the issue that is being presented
* Researching the history of the issue. Why did it occur (cause)? How did it appear (course)? What were the effects of this on Indigenous communities in Canada (consequences)? Give specific dates and examples.
* Investigating the current issues that surround your topic. Decide: is it still an issue? Is work being done to resolve it? If so, how? If not, why? Find examples of challenges and responses to your issue.
* Discuss and create a plan of action for Canada, North Vancouver, and students at Carson Graham to move forward from here. What can our country do to reconcile wrongs of the past? What about our local community? Finally, what can we as individuals do to ensure that the healing process

Compile a presentation to the class on your findings. This should include:

* + A summary of the recommendation
  + An explanation of the history and current issues faced in First Nations communities that have caused this to be a recommendation by the TRC
  + A summary and interpretation of the work that is either being done or not being done to address the recommendation
  + A recommendation on what we as a country, community, and individuals can do to further along the progress of this recommendation
* Present your findings as a group to the class in powerpoint, slides, etc format

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| GRADING RUBRIC | 1 | 2 | 3 | 4 |
| Research and information  /20 | 🡪 Very few details  🡪 Misses significance or  does not include for most  🡪Irrelevant & only  vaguely related to history or current events; pieces of presentation missing  🡪 Has no pictures / pictures  not relevant  🡪Heavily plagiarized | 🡪 Vague - few details  🡪Misinterprets/does not fully  demonstrate significance, may  forget significance for items,  🡪 Many irrelevant items and/or  does not explain statements  🡪 Has few pictures  🡪 In own words | 🡪Many of the important  details are judiciously chosen  🡪 Good work on explaining  significance of past and present events  🡪Mostly relevant &  mostly explains statements and recommendations  🡪 Has some pictures  🡪In own insightful words | 🡪Best/concise details chosen  🡪 Clearly explains all details and significance of past and present events/impacts  🡪Relevant & clearly  explains statements and recommendations  🡪 Has many pictures that help illustrate the issues being presented  🡪 In own words; developed  with clarity and insight |
| Presentation Rubric  /4 | 🡪Does not keep interest  🡪 Very hard to follow  🡪Product has many  flaws in understanding,  teamwork, etc.  🡪 Visually unappealing  🡪Not everyone participates | 🡪Needs work to get  audience interested  🡪 Hard to follow  🡪Product has flaws, but makes some sense.  🡪Visually needs work  🡪 Needs work to keep  audience on task  🡪One or more member of presentation dominates | 🡪Engaging & interesting  🡪Flows relatively well  🡪Product is good and has minimal flaws  🡪 Visually few flaws  🡪Keeps audience interested  🡪All members present equally | 🡪Engaging & interesting  🡪Flows well  🡪A polished product  with few flaws  🡪Visually appealing  🡪Keeps audience interested  🡪All members present equally |