



# Orange Shirt Day

Online Learning Teacher's Resource Guide

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Harbourfront Centre School Visits is committed to the **Truth and Reconciliation Commission's Calls to Action**. To this end, School Visits launched two new Indigenous Studies programs in Fall 2019 (7 Gifts and Exploring our Treaties). As we continue to explore ways to build meaningful educational content around these topics, we are presenting a multi-disciplinary approach to Orange Shirt Day, which can be found in this resource.

September 30 is a day to recognize the **impact** and **intergenerational legacy** of Residential Schools to the First Nation, Métis and Inuit populations in Canada, their families and communities. This resource is developed to accompany our online artist talk from **Brian Kon**, author interview with **David A. Robertson** and visual arts tutorial led by and featuring our Indigenous Resource Coordinator **Marissa Magneson** and developed by Marissa and Assistant Manager, Recreational Learning **Brittany Higgins**. This resource also includes guided reading suggestions, structured brainstorming activities, creative responses and an opportunity for students to reflect on the impacts (both historical and present) of Residential Schools.

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## About Us

Harbourfront Centre School Visits is an experiential, hands-on learning program that offers curriculum-focused, inquiry-based programs that explore all aspects of contemporary arts and culture. Every year, we host 26,000 students onsite for meaningful engagements with the arts. We trust this step-by-step guide outlined below will allow creativity to shine through! We recognize that Harbourfront Centre is on the traditional territories of the Haudenosaunee, Wendat, Anishnabee and most recently, the Mississaugas of the Credit First Nation. Harbourfront Centre recognizes the ongoing presence of Indigenous peoples who have passed on, over or through the lands we now live, work and create on.

## About This Resource

Thank you for accessing our Online Learning resource for Orange Shirt Day! These step-by-step instructions will help you and your students to express their own creativity and build connections to the history of Residential Schools in Canada and the Ontario Arts Curriculum.

## Suggested Grade Range

Grades 5–12

## Key Inquiry Question

### Grades 5–8

“Every Child Matters” is the call to action for Orange Shirt Day. What types of things (attitude, behaviour, language, etc.) make you feel like you matter within your community and/or your classroom?

### Grades 9+

“Every Child Matters” is the call to action for Orange Shirt Day. How can Orange Shirt Day be used as a form of action towards Reconciliation? What does Reconciliation mean to you?

## Required Materials

### Grades 5–8

Copy of *As Long as the River Flows* by Larry Loyie with Constance Brissenden, illustrated by Heather D. Holmlund

Orange Shirt Day Kit (orange T-shirts, speedball fabric ink, card stock, X-Acto knives, sponges, wax paper, plastic spoon)

### Grades 9+

Copy of *Sugar Falls, A Residential School Story* by David A Robertson and Scott B Henderson

Orange Shirt Day Kit (orange T-shirts, speedball fabric ink, card stock, X-Acto knives, sponges, wax paper, plastic spoon)

## Curriculum Links

### Grade 5

Language: Reading 1.1, 1.3, 1.4, 1.5, 2.1; Writing 1.4, 1.6

Social Studies B1.2

The Arts D1.1, D1.2, D1.3, D2.1, D3.2

### Grade 6

Language: Reading 1.1, 1.3, 1.4, 1.5; Writing 1.4, 1.5

Social Studies A3.5

The Arts D1.1, D1.2, D1.3, D2.1, D3.1

### Grade 7

History A3.2, B1.2, B1.3, B3.4

Language: Reading 1.1, 1.3, 1.4, 1.5; Writing 1.4, 1.5

The Arts D1.1, D1.2, D1.3, D2.1, D3.1, D 3.2

### Grade 8

History A2.1, A2.5, A3.3, B1.2, B2.1, B2.5, B2.6, B3.1, B3.3, B3.5

The Arts D1.1, D1.2, D1.3, D2.1, D3.2

Language: Reading 1.1, 1.3, 1.4, 1.5, 2.1; Writing 1.4, 1.5

### Grade 9

AVI10 A1.1, A1.2, A2.2

NAC10 B3.3, D1.2, D2.2

### Grade 10

AVI20 A1.1, A1.2, A2.2

CHC2D B2.5, C1.4, D3.3, E2.3, E3.3

CHC2P A1.5, B2.3, C1.4, C3.2, D3.2, E1.4, E2.2, E3.4

NAC20 A1.4, A1.7, E1.1, E1.3, E3.1, F1.5

### Grade 11

AVI3M, AVI30 A1.3, 2.1

CHT3O A1.2; CLU3M/3E C1.2;

CPC3O C2.2

NBE3U A2.1, B2.6; NBE3C B2.6, D4.3, E1.3; NBE3E A1.3, C3.3, C4.2,

NDA3M C1.3, D3.3

NBV3C C2.2, D2.3, D2.4

NBV3E C1.2

### Grade 12

AVI4M A1.3, 2.1

AVI40 A1.1, A1.2, A2.1, A2.2, B2.2

CHI4U D1.1, D1.6, E 2.3

CHY4U E2.4

CLN4U C2.3

NDG4M A1.7, B2.2, C3.2, D3.3

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# What is Orange Shirt Day?



As per the Orange Shirt Day website: “Orange Shirt Day is a legacy of the St. Joseph Mission (SJM) Residential School (1891–1981) Commemoration Project and Reunion events that took place in Williams Lake, BC, Canada, in May 2013. This project was the vision of Esketemc (Alkali Lake) Chief Fred Robbins, who is a former student himself. It brought together former students and their families from the Secwepemc, Tsilhqot’in, Southern Dakelh and St’at’imc Nations along with the Cariboo Regional District, the Mayors and municipalities, School Districts and civic organizations in the Cariboo Region.

The events were designed to commemorate the Residential School experience, to witness and honour the healing journey of the Survivors and their families, and to commit to the ongoing process of reconciliation. Chief Justice Murray Sinclair challenged all of the participants to keep the reconciliation process alive, as a result of the realization that every former student had similar stories.

Orange Shirt Day is a legacy of this project. As spokesperson for the Reunion group leading up to the events, former student Phyllis (Jack) Webstad told her story of her first day at Residential School when her shiny new orange shirt, bought by her grandmother, was taken from her as a six-year-old girl.

The annual Orange Shirt Day on September 30th opens the door to global conversation on all aspects of Residential Schools. It is an opportunity to create meaningful discussion about the effects of Residential Schools and the legacy they have left behind. A discussion all Canadians can tune into and create bridges with each other for reconciliation. A day for Survivors to be reaffirmed that they matter, and so do those that have been affected. Every Child Matters, even if they are an adult, from now on.

The date was chosen because it is the time of year in which children were taken from their homes to Residential Schools, and because it is an opportunity to set the stage for anti-racism and anti-bullying policies for the coming school year. It is an opportunity for First Nations, local governments, schools and communities to come together in the spirit of reconciliation and hope for generations of children to come.

On this day of September 30th, we call upon humanity to listen with open ears to the stories of survivors and their families, and to remember those that didn’t make it.”

(*Orange Shirt Day*. <https://www.orangeshirtday.org>. Accessed September 2, 2020.)

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# Lesson Plan: Day 1

## Language focus | Grades 5–8

\*NB: For Grades 5–8, the suggested text is *As Long as the River Flows* by Larry Loyie with Constance Brissenden, illustrated by Heather D. Holmlund (100 minutes)

Any manipulatives referred to in this document are contained in the Student Resources Package, which are easy-to-print resources for students to work with.

### Step 1

#### ***(Re)Introduction to Residential Schools: What Were Residential Schools?***

**Time: 10 minutes**

Instructions: Engage students in a conversation about Residential Schools through an open brainstorm in your classroom. Have them complete a KWL chart on the topic.

### Step 2

#### ***Class Read-aloud: As Long as the River Flows by Larry Loyie***

**Time: 50 minutes**

Instructions: Using the book provided in your Orange Shirt Day Kit, read *As Long as the River Flows* by Larry Loyie. After reading, complete the comprehension questions with students.

(NB: depending on age group and your class dynamic, you may consider splitting this read-aloud exercise into smaller chunks over multiple days and/or assigning small independent reading tasks for homework).

### Step 3

#### ***Fact finding: Residential Schools***

**Time: 20 minutes**

Have students work through the 5 Ws graphic organizer. Share The Canadian Encyclopedia article (text only copy can be found in the Student Manipulatives Resource). The article can also be found here if you or your students have direct online access: <https://thecanadianencyclopedia.ca/en/article/residential-schools-in-canada-plain-language-summary>.

### Step 4

#### ***Consolidation***

**Time: 20 minutes**

Instructions: Have students share what they learned about the Residential School system through this book by revisiting the KWL chart.

# Lesson Plan: Day 1

Language focus | Grades 9+

\*NB: For Grades 9+, the suggested text is *Sugar Falls, A Residential School Story* by David A. Robertson and Scott B. Henderson. Please assign the graphic novel as homework the previous day. (75 minutes)

## Step 1

### **Comprehension Questions**

**Time: 15 minutes**

Instructions: Have students complete the comprehension questions based on David A. Robertson's graphic novel *Sugar Falls, A Residential School Story*.

## Step 2

### **What were Residential Schools?**

**What are the ongoing impacts of Residential Schools?**  
**(intergenerational trauma, community)**

### **What is Reconciliation? (TRC)**

**Time: 30 minutes**

Instructions: Have students work through the 5 Ws graphic organizer. Share The Canadian Encyclopedia article (text only copy can be found in the Student Manipulatives Resource). The article can also be found here if you or your students have direct online access: <https://thecanadianencyclopedia.ca/en/article/residential-schools-in-canada-plain-language-summary>.

Bring students back together and have them share responses and discuss any topics/themes they need. Be sure that key vocabulary words are discussed. For those without connectivity, the text of the article can be found in the Student Resource Package.

## Step 3

### **Author Spotlight: David A. Robertson**

**Time: 30 minutes**

Instructions: Access the Harbourfront Centre Orange Shirt Day website. Play the video clip of author David A. Robertson as he discusses *Sugar Falls* and intergenerational trauma.

Visit [harbourfrontcentre.com](https://harbourfrontcentre.com) for more E-Learning Resources

# Lesson Plan: Day 2

100 minutes | Visual Arts Focus; all Grade levels

## Step 1

***Introductory Mind Map: What does school mean to me?***

**Approximate Time: 10 minutes**

Instructions: Use the manipulative from the Student Resource Kit to have students participate in a mind map. Ask students to consider what school means to them. Encourage them to consider the role that school plays in their community and how changing schools would impact their social, cultural, linguistic group and/or how the removal from the social support network of peers may impact their social, emotional or mental health needs.

## Step 2

***Think, Pair, Share:  
What is Orange Shirt Day?***

**Approximate Time: 15 minutes**

Activate prior knowledge of your students by asking them to participate in a think, pair, share.

**Think:** What is Orange Shirt Day?

**Pair:** Discuss with a neighbour

**Share:** Discuss with the class

Conclude this discussion with reading/sharing the statement about Orange Shirt Day aloud.

## Step 3

***Artist Spotlight: Brian Kon***

**Approximate Time: 25 minutes**

Instructions: Introduce the Métis Artist Brian Kon and his artistic practice of Métis Dot Art. Watch the video of Brian discussing his work “Forgotten,” a tribute to the children who were sent to Residential Schools.

## Step 4

***Activity***

**Approximate Time: 45 minutes**

Instructions: See the following three pages for instructions and photos.

## Step 5

***Consolidation***

**Appropriate Time: 5 minutes**

Instructions: How does Orange Shirt Day relate to your understandings of Reconciliation?

How has your understanding of Residential Schools, Reconciliation and Orange Shirt Day changed after reading the text and making the T-shirt?



# Lesson Plan: Day 2

Continued

## Step 4

### **Activity - Stencil Prints on T-Shirts (Grades 5–8)**

**Approximate Time: 45 minutes**

#### 1) Design and cut out your stencil (5 min demo; 25 min work time)

Students will draw and cut out their own T-shirt shape out of card stock (T-shirt needs to be big enough to include a word so they should use the entire page of cardstock). They will add one word – in bubble letters – that helps them feel connected to their school and/or their community (i.e. “friends,” “safe,” “happy,” “fun,” “learn,” “welcoming,” “team,” etc.). Students will then use an X-acto knife (or scissors if they feel uncomfortable) to cut out the word. Students will need to consider and identify the positive and negative areas of the word (see example below).





# Lesson Plan: Day 2

## Continued

### 2) Ink and print your image (5 min demo; 10 min work time)

Place a piece of cardstock (or other thick object) in between front and back of T-shirt so that when applying ink, it will not bleed through to the other side. Place stencil on T-shirt (students can decide if they want it on the front or back). Place spoonful of ink on wax paper. Apply small amount of ink to one end of sponge. Sponge around the outside edge of the T-shirt stencil as well as over the word (ensure all letters have been covered with ink). Set sponge aside and remove stencil to reveal your image!



### 3) Clean-up/Wrap-up (5–10 mins)

Wash sponges, throw away wax paper pallets. Consider where/how you dry the T-shirts in your space. Encourage students to wear their orange T-shirts on Orange Shirt Day!

# Lesson Plan: Day 2

Continued

## Step 4

### ***Activity - Stencil Prints on T-Shirts (Grades 9+)***

**Approximate Time: 45 minutes**

Instructions: You will need to pause the video every so often to allow students to follow instructions step-by-step.

#### 1) Design and cut out your stencil (5 min demo; 25 min work time)

In the Residential School system, students were not allowed to share or practice their cultural beliefs and were displaced from their communities. In this activity, students will be encouraged to demonstrate an act of bravery by wearing an element of their culture or community that is important to them. Students will draw, design and cut out their own image and/or text that helps them feel connected to their culture or community (i.e. beliefs, religion, language, clothing, holidays, food, the arts, games/sports/recreation, place(s), family, friends, land, etc.). Students will then use an X-acto knife (or scissors if they feel uncomfortable) to cut out the word. Students will need to consider and identify the positive and negative areas of the image and/or text (see example below).

#### 2) Ink and print your image (5 min demo; 10 min work time)

Place a piece of cardstock (or other thick object) in between front and back of T-shirt so that when applying ink, it will not bleed through to the other side. Place stencil on T-shirt (students can decide if they want it on the front or back). Place spoonful of ink on wax paper. Apply small amount of ink to one end of sponge. Sponge around the outside edge of the T-shirt stencil as well as over the word (ensure all letters have been covered with ink). Set sponge aside and remove stencil to reveal your image!

#### 3) Clean-up/Wrap-up (5–10 mins)

Wash sponges, throw away wax paper pallets. Consider where/how you dry the T-shirts in your space. Encourage students to wear their orange T-shirts on Orange Shirt Day!

# Extensions & Additional Resources

What can the participant do to continue working on this technique or project beyond the step by step?

**Crisis Line - National Residential School Crisis Line for former Residential School Students: 1-866-925-4419**

## **Online Resources (order based on applicability to Orange Shirt Day)**

**Phyllis Webstad Orange Shirt Day Presentation**

[https://www.youtube.com/watch?time\\_continue=27&v=E3vUqr01kAk&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=27&v=E3vUqr01kAk&feature=emb_logo)

**Orange Shirt Day**

<https://www.orangeshirtday.org>

**First Nations Writer Website** (Larry Loyie's website with video content to support the book)

<https://firstnationswriter.com/>

**CBC** (Interview with David A. Robertson, Sugar Falls Book Traylor)

<https://www.cbc.ca/books/sugar-falls-1.4002633>

**National Centre for Truth and Reconciliation** (includes map of Residential Schools across Canada, information on virtual Orange Shirt Day)

<http://nctr.ca/map.php>

**Legacy of Hope Foundation** (Residential School Survivor testimonial videos; Residential School, Sixties Scoop, Reconciliation exhibitions; Podcasts)

<http://legacyofhope.ca/>

**Truth and Reconciliation Commission of Canada** (Justice Murray Sinclair)

<https://www.youtube.com/watch?v=swo9flbACho&feature=youtu.be>

**CBC** (other books and interviews addressing Residential Schools)

<https://www.cbc.ca/search?q=residential%20schools&section=books&sortOrder=relevance&media=all>

**The Elementary Teacher's Federation of Ontario**

<https://www.etfo.ca/BuildingAJustSociety/FNMI/pages/orangeshirtday.aspx>

**The Witness Blanket Project** (collaborative art project in response to Residential Schools)

<http://witnessblanket.ca/#!/project/>

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# Extensions & Additional Resources

## Books (alphabetical by book title)

### Ages 4–8

*Kookum's Red Shoes* by Peter Eyvidson (2015)  
*Phyllis's Orange Shirt* by Phyllis Webstad (2019)  
*Shi-shi-etko* by Nicola Campbell (2005)  
*Shin-chi's Canoe* by Nicola Campbell (2008)  
*Amik Loves School* by Katherna Vermette (2015)  
*When We Were Alone* by David A Robertson and Julie Flett (2016)  
*When I was Eight* by Christy Jordan-Fenton et al. (2013)

### Ages 9–12

*A Stranger at Home: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton (2011)  
*Dear Canada: These Are My Words* by Ruby Slipperjack (2016)  
*Fatty Legs: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton (2017)  
*I Am Not A Number* by Dr. Jenny Kay Dupuis, Kathy Kacer et al (2016)  
*My Name is Seepeeetza* by Shirley Sterling (2011)  
*No Time to Say Goodbye: Children's Stories of Kuper Island Residential School* by Sylvia Olsen (2002)  
*The Orange Shirt Story* by Phyllis Webstad (2018)  
*The Secret Path* by Gord Downie and Jeff Lemire (2016)  
*We feel good out here – Zhik gwaa'an, nahkwatthaiitat qwiinizii (The Land Is Our Storybook)* by Julie-Ann André and Mindy Willett (2008)

### Ages 14+

*Broken Circle: The Dark Legacy of Indian Residential Schools: A Memoir* by Theodore Fontaine (2010)  
*Five Little Indians* by Michelle Good (2020)  
*Indian Horse* by Richard Wagamese (2018)  
*Picking Up the Pieces: Residential School Memories and the Making of the Witness Blanket* by Carey Newman and Kristie Hudson (2019)  
*They Call Me Number One* by Bev Sellars (2012)

### Teachers

*A Knock on the Door: The Essential History of Residential Schools from the Truth and Reconciliation Commission of Canada* by Phil Fontaine et al. (2015)  
*A National Crime: The Canadian Government and the Residential School System, 1879 to 1986* by John S. Milloy and Mary Jane Logan McCallum (2017)  
*Canada's Residential Schools: The Final Report of the Truth and Reconciliation Commission of Canada* by Truth and Reconciliation Commission of Canada (2015)  
*Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada* by Chelsea Vowel (2016)  
*Picking Up the Pieces: Residential School Memories and the Making of the Witness Blanket* by Carey Newman and Kristie Hudson (2019)  
*Residential Schools and Reconciliations: Canada Confronts Its History* by J.R. Miller (2017)  
*Shingwauk's Vision: A History of Native Residential Schools* by J.R. Miller (1996)  
*Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* by Paulette Regan and Taiaiake Alfred (2011)

# Glossary

(definitions taken from the Ontario Curriculum – Social Studies/History and Geography, 2018 and/or the First Nations, Métis and Inuit Curriculum, 2019)

**Community:** A group of people who have shared histories, culture, beliefs and values.

**Culture:** The customary beliefs, values, social forms and material traits of an ethnic, religious or social group. Examples of culture include language, beliefs, traditions, celebrations, food and drink, the arts, music, sports/recreation.

**First Nations:** The term used to refer to the original inhabitants of what is now known as Canada, except the Inuit and Métis. A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the name of communities.

**Indigenous:** A term referring to the original peoples of a particular land or region. First Nations (status and non-status), Inuit and Métis are recognized as the Indigenous peoples of Canada.

**Indian Act:** Federal legislation that regulates “Indians” and reserves and sets out current federal government powers and responsibilities regarding First Nations and their reserved lands. The first Indian Act was passed in 1876. Since then, the act has undergone numerous amendments, revisions and re-enactments.

**Indians:** Under the Indian Act, “a person who pursuant to this Act is registered as an Indian or is entitled to be registered as an Indian.” Outside this specific legal purpose, the term is often seen as outdated and offensive, and the term “First Nations” or “Indigenous” is preferred.

**Intergenerational Trauma:** The transmission of the negative consequences of a historical event across generations.

**Inuit (singular: Inuk):** Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec and northern Labrador. The word means “the people” in the Inuit language of Inuktitut. Inuit are not covered by the Indian Act. The federal government has entered into several major land claim settlements with Inuit peoples.

**Métis:** People of mixed First Nations and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe and Cree. For additional information on the Métis Community, check out this article. <https://www.cbc.ca/news/indigenous/metis-identity-history-rights-explainer-1.5098585>

**Reconciliation:** The act of restoring peaceful relations. In Canada, the term is used to refer to the process of restoring and renewing relationships between First Nations, Métis and Inuit and the rest of Canada.

**Residential School System/Residential Schools:** A network of government-funded, church-run schools for First Nations, Métis and Inuit children, the goal of which was to eradicate Indigenous languages, traditions, knowledge and culture and to assimilate Indigenous peoples into mainstream settler society.

**Truth and Reconciliation Commission of Canada (TRC):** A federally-commissioned investigative body whose mandate was to learn the truth about the experience of Residential School survivors and, in so doing, to create a historical record of and promote awareness and public education about the history and impact of the residential school system.

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