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### **China/Mongolia Boarding Schools**

**Grade 11** 

#### **MAIN IDEA**

Residential schools or boarding schools as referred to in different countries, not only happened in Canada, they also happened in other countries affecting many Indigenous Groups around the world. The teacher will first familiarize students with the physical location of China and Mongolia on a world map. Students will improve reading skills by focusing on explicit and implicit information. Students will annotate a resource provided by highlighting explicit information and to make inferences. Once students become familiar with boarding schools in China/Mongolia and surrounding area, they will create a visual to compare and contrast ideas with Canadian residential schools. Students will create an eight frame visual to illustrate similarities and differences of schools around the world.

# ONTARIO SPECIFIC EXPECTATIONS Students will...

**NATIVE STUDIES** 

- Identify where Indigenous peoples are situated throughout the world.
- Compare the histories of the interaction between different indigenous peoples and their national governments and extend comparisons to Canadian context.
- Interpret and assess explicit and implicit ideas, issues, and information in information texts.

MATERIALS	RESOURCES & SOURCES
Handouts	Indigenous Peoples and Boarding Schools
Highlighters	http://www.boardingschoolhealingproject.org/files/bshreport.pdf
11x17 white paper	Dictionary <a href="http://www.dictionary.com">http://www.dictionary.com</a>
11x17 white paper	nttp://www.uictionary.com
Pencils	
Pencil Crayons	
Marker	

#### **ACTIVITIES**

1. Introduce the lesson by locating China and Mongolia on a world map.



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- 2. Read **Indigenous Peoples and Boarding Schools** handout together as a class. Discuss feelings and questions regarding the content of the handout.
- 3. Students should have a highlighter for this next step. Have students reread Indigenous Peoples and Boarding Schools handout on their own and highlight important information. Important information for the content of this handout would be relevant and detailed information about boarding schools discussed in the various locations.
- 4. Explain to students that the information they have highlighted is referred to as explicit information. They must now annotate the content with implicit notes. Define the two terms on the board so that students understand the difference:

**Explicit** information = fully and clearly expressed or demonstrated (information they can read)

**Implicit** information = implied; rather than expressly stated (what they can infer about the information they read)

5. Demonstrate how to perform this task to students. You may want to use a projector and overhead screen at this time to highlight the section of the article and then make notes on the side of the article to show students what you expect.

### **EXAMPLE:**

(1)Many countries in Asia send indigenous children to boarding schools who live in remote areas. In 1996, the Social, Home Affairs, Education and Culture of Indonesia, as well as the Religion Ministries decided to provide financial aid and transportation for children living in remote areas so that they could attend boarding schools. In West Kalimantan, for instance, the majority of children in secondary school attend boarding school in the capital of Lanjak, and only return home for weekends or holidays (Eilenberg). Vietnam also utilizes boarding schools for indigenous children. The 1946 Constitution of Vietnam supports the instruction of indigenous children in their own languages. (2)However, national educational policies mandate the use of Vietnamese as the language of instruction. In addition, over half of teachers are not properly trained in indigenous areas. As a result, illiteracy rates run as high as 93 percent among indigenous children in some areas (Miller, 11).

- (1) This tells me that schools are not built in remote areas to accommodate children living in those areas. Therefore, they must travel long distances to get an education.
- (2) This tells me that if Vietnamese-speaking teachers are teaching indigenous children who speak their Native language there cannot be much valuable teaching going on. This seems unfair for the children attending these schools.



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Students may write in point-form, as they will not have a lot of room on the handout to write full sentences. This activity encourages students to find information and make connections to the content. Explicit and implicit annotation is very important for literacy skills.

- 6. Now that students are more familiar with boarding schools in China and surrounding areas, they should be able to make connections with residential schools in Canada. As a class, discuss comparisons and differences between the boarding schools of China/Mongolia and the residential schools in Canada. It can be assumed that students have taken part in lessons about Canadian residential schools and should therefore have a foundation of knowledge to form discussions.
- 7. Students are to create an 8 frame visual illustration to compare and contrast details about life at these schools. Refer to **Compare and Contrast: Residential Schools around the World** handout.

#### **ASSESSMENT**

Summative: Comparisons Visual Rubric



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**HANDOUT** 

### INDIGENOUS PEOPLES AND BOARDING SCHOOLS

#### I. Introduction

This report provides a partial analysis of boarding school policies directed at Indigenous peoples globally. Because of the diversity of indigenous peoples and the nation-states in which they are situated, it is impossible to address all the myriad boarding school policies both historically and today. Boarding schools have had varying impacts for indigenous peoples. Consequently, the demands made by indigenous peoples around boarding school education also differ widely. At the same time, however, there are some common themes that emerge among diverse boarding school practices.

#### **II. Historical Overview of Boarding Schools**

### A. What was their purpose?

Indigenous peoples generally argue that the historic purpose of boarding schools was to assimilate indigenous peoples into the dominant society of which they lived. These schools were frequently run in cooperation with Christian missions with the expressed purpose of Christianizing indigenous peoples, particularly in Latin America, North America, the Arctic, and the Pacific. However, there are also variations on assimilation policies. In the U.S. and Canada, Native children en masse were forcibly removed from their homes as a way to address the "Indian" problem. The policy was "save the man; kill the Indian." In New Zealand and Australia, some schools often targeted those of mixed ancestry as a way to develop an elite class within Indigenous communities that could manage their own communities. In Russia and China, the assimilationist policies became stronger during a later period as a means to address national stability and anxieties.

**NOTES** 



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# INDIGENOUS PEOPLES AND BOARDING SCHOOLS CONTINUED...

Name:	

In Africa, boarding schools, generally patterned on a colonial model of education, are often extremely under-resourced and under-utilized by indigenous peoples. In the Middle East, boarding schools were actually targeted to the elites of indigenous communities in order to give them the skills to negotiate with colonial powers.

Often a stated rationale for boarding schools was that they provided a means for indigenous peoples to achieve status in the dominant society. As will be discussed in the next section, for this reason, many indigenous peoples support boarding schools. At the same time, however, the focus on industrial boarding schools in many areas meant that indigenous children were not necessarily given the educational skills necessary to assimilate into the higher echelons of the larger society. Rather, they were trained to do either domestic work or manual labor.

#### B. In what countries were they located?

#### China

Many countries in Asia send indigenous children to boarding schools who live in remote areas. In 1996, the Social, Home Affairs, Education and Culture of Indonesia, as well as the Religion Ministries decided to provide financial aid and transportation for children living in remote areas so that they could attend boarding schools. In West Kalimantan, for instance, the majority of children in secondary school attend boarding school in the capital of Lanjak, and only return home for weekends or holidays (Eilenberg). Vietnam also utilizes boarding schools for indigenous children. The 1946 Constitution of Vietnam supports the instruction of indigenous children in their own languages. However, national educational policies mandate the use of Vietnamese as the language of instruction. In addition, over half of teachers are not properly trained in indigenous areas. As a result, illiteracy rates run as high as 93 percent among indigenous children in some areas (Miller, 11).

**NOTES** 



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# INDIGENOUS PEOPLES AND BOARDING SCHOOLS CONTINUED...

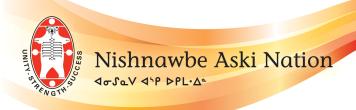
In the 1950s Xinjiang, Inner-Mongolia, Tibet, Ningxia, and Guangxi -- five provinces in China with large minority populations – were designated as autonomous minority nationality regions. They were granted increased local control over the administration of resources, taxes, birth planning, education, legal, jurisdiction and religious expression. From 1949 - 1980s, schools in these regions were oriented towards assimilation rather than cultural preservation. During the Cultural Revolution in particular, indigenous customs were denounced as primitive, and schools in these regions were forced to teach using Mandarin only. Since 1978, however, the government's policy towards indigenous peoples has changed. Facing ethnic tensions and the possible disintegration of the country, the Chinese government has adopted various measures to improve relationships with what China terms "minorities." Some of the government efforts include increasing educational opportunities for indigenous children by establishing boarding schools, conducting some instruction in local languages, increasing teacher salaries in indigenous regions and lowered requirements and affirmative action consideration for university admission. Despite these efforts, the educational attainment of children in minority regions is far less than that of other children. While there are increased efforts to teach curricula in students' first language, these students also often fail to qualify

As an example, during the Cultural Revolution, Mongol schools were shut down and Mongolian students received their instruction in Chinese. After the Cultural Revolution, Mongol schools at various levels were set up, recruiting Mongols from both rural and urban areas. While students did receive education in Mongolian, this project failed to prepare them to succeed in a Chinese-dominated society that, from the 1980s onward, was increasingly market oriented. In India indigenous or tribal peoples generally did not have access to education for many reasons.

in the Chinese language portion of the examination.

#### **NOTES**

Name:



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# INDIGENOUS PEOPLES AND BOARDING SCHOOLS CONTINUED...

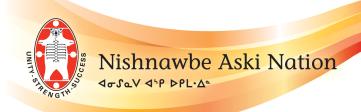
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**NOTES** 

Many tribal communities are geographically dispersed and did not achieve sufficient population density for India to build schools in their communities. Tribal communities also lacked the financial resources to send children to school. Before 1980, literacy rates were often around 8 percent in many communities. Within this context, residential schools or Ashram schools were developed for tribal children. Followers of Gandhi in Gujarat developed the first experimental schools during preindependence days. After Independence, various voluntary organizations began ashram schools in Maharastra, Gujarat, and Orissa. These schools also shared some of the civilization assumptions of other boarding schools in which it was assumed that these schools could provide a better environment to develop the child's personality than could its own community. The government of India began an effort to open Ashram schools as well, but these efforts did not start increasing until the third 5year plan (Ananda, 66-71, Sarva Shiksha Abhiyan). The government ashram schools focus less on spiritual development.

In Malaysia, the Department of Aboriginal Affairs (JHEOA) became responsible for administering the affairs of indigenous peoples in 1961. The Government policy issued in 1961 advocated the integration of indigenous peoples into the larger society, while also advocating the teaching of indigenous languages and public education designed to eradicate racism against indigenous peoples. These latter policies were not implemented. As part of the assimilation policies, the JHEOA began working with Islam missionary societies to encourage the Islamization of indigenous peoples through various measures, including Islamic residential schools. In general, the JHEOA began providing education for indigenous children only through grades 1-3. Afterwards, they must go to boarding school to receive an education.

Source: <a href="http://www.boardingschoolhealingproject.org/files/bshpreport.pdf">http://www.boardingschoolhealingproject.org/files/bshpreport.pdf</a> (Retrieved January 30th, 2013)



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**HANDOUT** 

# COMPARE AND CONTRAST: RESIDENTIAL SCHOOLS AROUND THE WORLD

#### **INTRODUCTION**

Based on your knowledge of Canadian residential schools and information gathered in this lesson, compare and contrast experiences of first nation children of Canada with the indigenous children of China and surrounding areas.

### TASK

- You are to create an 8 frame visual to compare and contrast residential schools in different locations around the world.
- Complete this assignment on 11x17 white paper. Fold the paper in half until you have 8 boxes.
- Each box must represent one example to compare or contrast experiences at the schools. You may use detailed pictures, quotes, symbols, words, and colours. For example: use words, pictures, or symbols to show the dominant language spoken at each school (this was not the children's first language).
- Be creative with expression. Just make sure that your audience understands what you are trying to communicate.

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**RUBRIC** 

Name:			

### **COMPARE AND CONTRAST PARAGRAPH WRITING**

Categories	<b>Level 1</b> (50-59%)	<b>Level 2</b> (60-69%)	<b>Level 3</b> (70-79%)	<b>Level 4</b> (80-100%)
Knowledge/Understanding: Information from Canadian residential schools and China/Mongolia boarding schools is present and accurate, 8 compare or contrast connections are made.	Shows limited knowledge and understanding of the topic.	Shows some knowledge and understanding of the topic.	Shows considerable knowledge and understanding of the topic.	Shows thorough knowledge and understanding of the topic.
Thinking & Inquiry:  Compare and contrast connections are accurate, information from the article is used, questions are asked if understanding is not met.	Progress and completion of the assignment shows limited thinking and inquiry skills.	Progress and completion of the assignment shows some thinking and inquiry skills.	Progress and completion of the assignment shows considerable thinking and inquiry skills.	Progress and completion of the assignment shows thorough thinking and inquiry skills.
Communication:  Message is clear, visual is organized and creative, substantial effort has been made.	Oral and written communication of information is presented with limited clarity.	Oral and written communication of information is presented with some clarity.	Oral and written communication of information is presented with considerable clarity.	Oral and written communication of information is presented with thorough clarity.
Application:  Frame visual displays information, met criteria for assignment, overall successful.	Applying knowledge and understanding is met with limited ability.	Applying knowledge and understanding is met with some ability.	Applying knowledge and understanding is met with considerable ability.	Applying knowledge and understanding is met with through ability.

The rubric is based on the Ontario Ministry of Education expectations listed in the expectations section of the lesson. Expectations are categorized under the four strands of learning: knowledge/understanding, thinking/inquiry, communication, application.