



Overview

This Learning Experience explores the many roots of reconciliation that extend back more than five decades. It also works well as an exercise in consolidating the key narratives that have weaved their way through the entire *Roots of Reconciliation* resource. Learners will populate a tree—which acts as a metaphor for the reconciliation process built into the treaties themselves—with leaves that represent various events along four primary branches:

- Mi'kmaw communities and organizations.
- Education.
- Canadian society.
- Residential schools and survivors.

As learners grow their tree, they will follow primary events and historical processes that mark major reconciliation milestones in Canada's relationship with indigenous peoples, while remaining rooted in Mi'kma'kik.

Learners will...

- Create an integrated visual graphic of multiple timelines consisting of events and actions that led to and supported reconciliation in Canada.
- Understand that pathways to reconciliation were laid out in the Peace and Friendship Treaties.
- Understand that reconciliation started many decades ago.
- Understand that achieving reconciliation means working together on many related issues.
- Be exposed to the many Mi'kmaw organizations that have had a role in challenging the Government of Canada to address reconciliation at a national level.
- See that reconciliation means many things to many people across Mi'kma'kik and Canada.

Focus

This LE is designed for large groups of learners, such as an entire class. It begins with a brief introduction (included in the detailed educators' guide provided in the supplementary materials) that activates learners' prior knowledge and sets up context for the activity.

After the introduction, each learner receives a **nipi** (leaf) on which an important event or fact is printed, along with a number to keep the **nipi'k** (leaves) in chronological order. One by one, following the numbers, learners read what is on their **nipi** and place it on the proper tree branch.

PE!

It is important that learners have a clear understanding of the following content:

- *The Mi'kmaq as the indigenous people of Nova Scotia and the Atlantic region.*
- *The primary periods of Treaty-Making, Treaty Denial and Treaty Renewal. (See the introductions to each of these sections)*
- *A basic definition of reconciliation. (See Reconciliation introduction)*

Additional Resources

- For additional resources, see the digital version of this LE at **Mi'kmawey Debert Cultural Centre website:**
<http://mikmaweydebert.ca/rr2>

Teacher Tip



While this LE covers 50 years, the roots of reconciliation go much further back in time—right to the treaties themselves! Learners can be encouraged to create **nipi'k** (leaves) for things they've learned in earlier LEs to add to the tree.

Some **nipi'k** have prompting questions, which are opportunities to stop and have a group discussion about the emergence of reconciliation.

This Learning Experience is scalable, and can serve as an anchor for working through the entire *Roots of Reconciliation* resource, or be completed in a single lesson. For scaling suggestions, see the included educators' guide.

**Canada ratifies UNDRIP
2016**

The United Nations Declaration on the Rights of Indigenous Peoples was passed in 2007, but at the time, Canada chose not to support it. Finally, in 2016, the Federal Government made the decision to ratify UNDRIP.

On June 21, 2021, Canada passed the UNDRIP Act, dedicating legislation to advancing implementation of the Declaration in Canada.

In the late 1980s, a group of survivors from the Shubenacadie school, organized by Nora Bernard, began sharing their stories with each other as a way of healing. In 1994, they established a formal organization, SIRSA, to begin sharing those truths with others.

SIRSA was a key player in the class action lawsuit that led to the establishment of the Truth and Reconciliation Commission.

**Shubenacadie Indian Residential School
Association (SIRSA) forms
1994**