

BEFORE YOU READ/VIEW

What visual images come to mind when you think of a courtroom?

What do you see in your mind’s eye when you remember or imagine a courtroom?

Record 5 of these and state what you think each one does and/or represents.

AS YOU READ

1. In this scene:
 - a. Identify the moments where Dan experiences internal conflict. What disturbs or concerns him in each case? Why?
 - b. What realizations does he have about the courtroom – its history, symbols, purposes, inclusions, exclusions?
2. Based on this scene, what inferences can you make about the setting of this play?
3. What are 3 predictions you can make about the play based on the details in this scene? (try generating predictions about: setting, plot, character, style, and theme!)

BEFORE YOU VIEW

“I knew that we needed levels (in the set) so that **we could tell the audience things** by where people were in space.”

- Yvette Nolan, dramaturge



Photo courtesy Persephone Theatre

Think about the quotation in relation to the photo above. What do you think Nolan means? ?
What kinds of things might the placement and movement of characters on stage say/mean?

AS YOU VIEW

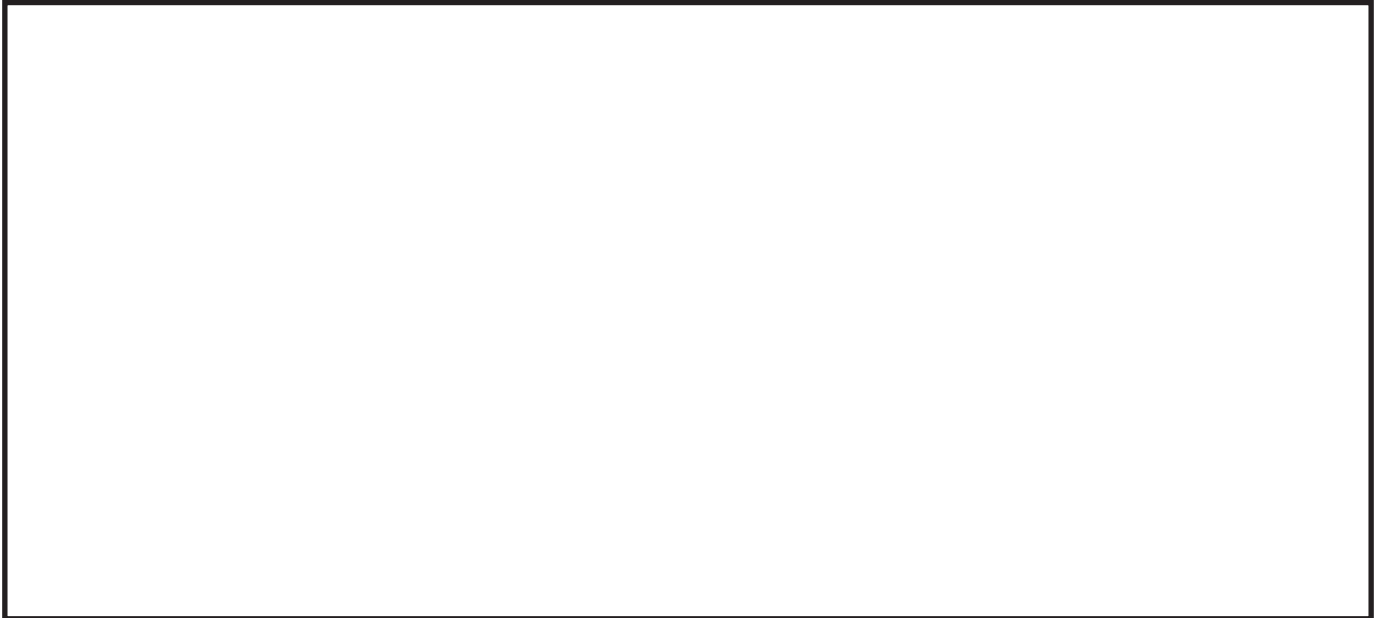
Video of Scene in performance: Reasonable Doubt Clip 1: <https://youtu.be/SkwRRhJLnBM>
start – 4:08min of video

We'll now watch the first scene of the play as performed at Persephone Theatre. As you view, notice how the actors are positioned on the stage and how (much) each one moves & speaks.

SKETCH WHAT YOU OBSERVED:

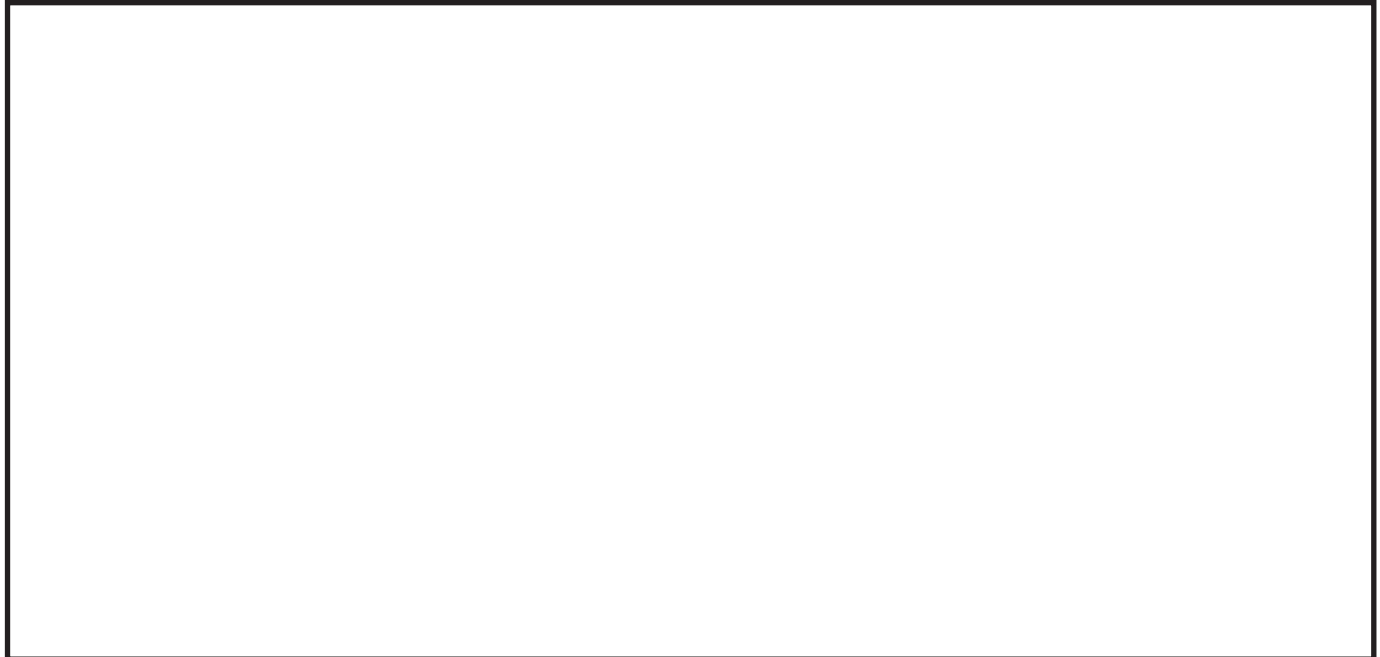
Label the elements of your sketch & use arrows to indicate characters' movement on stage.

Describe where the scene’s speakers are “in space” on the set and stage. Note who moves and who is stationary, who speaks and who is silent. What might these things imply & signify?



AFTER YOU READ AND VIEW

Compare this sketch you just made with the one you created for The Pass System. What are 3 specific similarities you can see?



ACT 1 / SCENE 1: DIGGING DEEPER: Eagle Feathers in Court in Canada

In the first article, you can learn about the use of eagle feathers in the place of Bibles in Nova Scotia courtrooms.

CBC News Article: EagleFeather in Court

<https://www.cbc.ca/news/indigenous/eagle-feathers-affirmations-nova-scotia-court-1.4897541>

1. What change has been made in the Nova Scotia court system?

2. What led to this change (and the changes that accompany it)?

3. How do the Indigenous and non-Indigenous people quoted in the article feel about this change/development? Why?

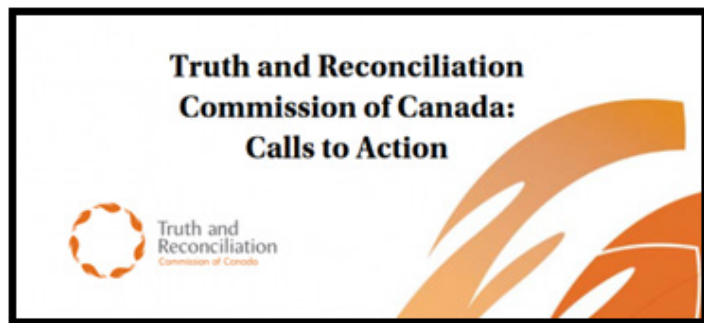
4. What do you think about it, in your province or territory?



6. What advice does Rudin give to “those who wish to engage in such ceremonies?”
7. Based on this article, how would you explain the difference between “accommodating” an Indigenous practice and “Indigenizing” the courtroom and its proceedings?
8. Can you think of examples from your own experience and knowledge of both accommodating and Indigenizing?

TRC CONNECTION FOR GROUP DISCUSSION

Are the Indigenizing practices Rubin describes a step in the direction of responding to the Truth and Reconciliation Commission’s Call to Action 42?



“We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the Constitution Act, 1982, and the United Nations Declaration on the Rights of Indigenous Peoples, endorsed by Canada in November 2012.”

Bryan	40s	Caucasian
Julia	30s	Caucasian
Anna	70s	Indigenous
Bert	50s	Indigenous
Angel	30s	Indigenous
Noel	20s	Indigenous
Phillip	60s	Caucasian
Felix	40s	Caucasian

Video of Scene in performance: Reasonable Doubt Clip 1: starts at 4m, 9s & ends at 9m, 12s

<https://www.youtube.com/watch?v=SkwRRhJLnBM>

BEFORE YOU READ/ACT/VIEW

Complete the sentence:

MY CITY/TOWN IS...

What makes you say that ?



Check out some headlines and stories about your town, city, or province in these (or other) news sources. Complete the sentence two more times, based on the points of view and information you discover there.

<https://www.eaglefeathernews.com/>

<https://thestarphoenix.com/>

<https://www.cbc.ca/news/canada/saskatchewan>

THE PLACE WHERE I LIVE IS...

AND...

AS YOU LISTEN TO, READ, AND/OR VIEW THE SCENE, IDENTIFY SOMETHING FOR THE FIRST 3AS:

AGREE

Which statement do you most agree with?

ARGUE

Which statement do you most disagree with?

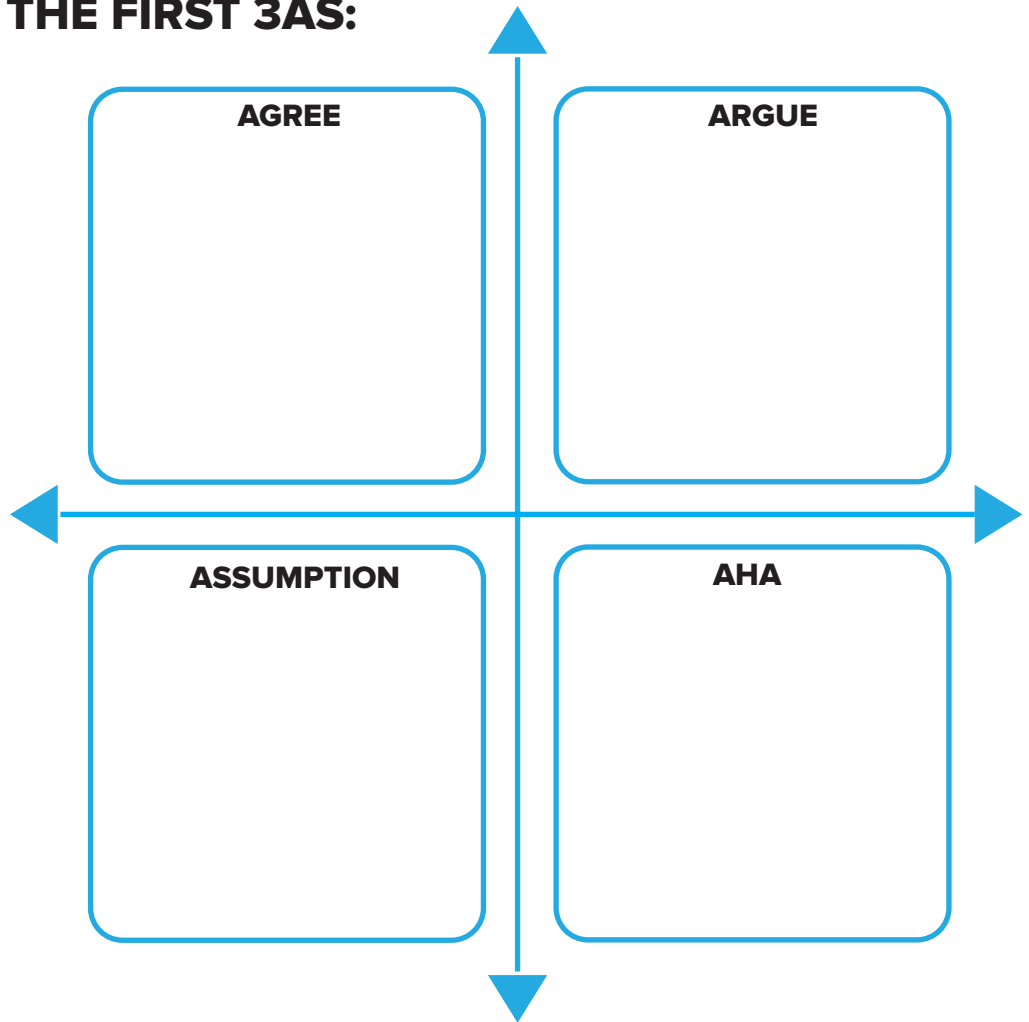
ASSUMPTION

Which statement challenges one of your own assumptions about Saskatoon?

AHA

(SAVE FOR LATER!)

What is an idea a peer shared that you find insightful?



AFTER YOU LISTEN TO, READ, AND/OR VIEW:

A. SHARING CIRCLE

1. Form groups of 4-6 and sit or stand in a circle.
2. Inform groups that to complete the 4th A, Aha!, they need to listen closely to one another during the sharing circle and note peers' ideas that they find insightful.
3. Groups will now share their first 3 As, one at a time, moving clockwise and starting with a new person for each A. **Important:** Do not discuss peers' statements! Just listen.
4. In the last round, students will share an Aha! from the sharing circle itself.

B. SEEDS OF TRUTH & RECONCILIATION

In the chart below, in point form, record the images and ideas shared by members of the 3 different groups of voices:

INDIGENOUS VOICES	NON-INDIGENOUS VOICES	SINGER'S VOICE(S)
<p>According to the speakers, what are the things that maintain the divide between Indigenous and non-Indigenous peoples in this place? (note explicit and implicit meanings)</p>		
<p>According to the speakers, what are the things that do/can heal the divisions between Indigenous and non-Indigenous peoples in this place? (note explicit and implicit meanings)</p>		
<p>Noel states that this is a divided city. To what extent does this scene support his statement? Explain/discuss, using evidence from the scene.</p>		

Reasonable Doubt Clip 1: starts at 9m, 13s & ends at 10m, 22s

BEFORE YOU READ

The playwrights selected excerpts from the actual trial to include in Reasonable Doubt Script. Why do you think they did so? What problems could arise from including verbatim testimony from a trial in a play? How do you think the playwrights avoided or addressed these problems in their selection and integration of transcript excerpts into the play?

AS YOU READ

1. Record the key details and words in the statements of the Crown and Defence lawyers in the scene.

CROWN STATEMENTS	DEFENSE STATEMENTS

2. What does each attorney imply is the central issue in this case? For each side, what does this case “come down to”? (Challenge: Try to express each attorney’s version of events in a 10 word story that captures what happened & what matters most.)
3. Music continues underneath this scene. How would you describe the relationship or conversation between the words and the music? Are they aligned/resonant? opposed/dissonant? Support your response with details from the scene.
4. (Re)interpret the Chorus in context of this scene; How might Indigenous and non-Indigenous members of the audience hear/understand it (differently?)?

ACT SCENE

PAGES 7-12

“RACE NARRATIVES”

Cloe	11	Caucasian
Tom	10	Caucasian
Ruby	11	Caucasian
Jordan	10	Caucasian
Sam	11	Caucasian
Kat	11	Caucasian
Rose & Ralph	70s	Caucasian
Joshua	40s	Caucasian
Tabitha	40s	Caucasian
Lena	30s	Caucasian

Video of Scene in performance: Reasonable Doubt Clip 1: starts at 10m, 23s & ends at 18m, 22s

BEFORE VIEWING/SPEAKING/READING

Using the 1-2-4-All process, invite students to answer the essential question,



“What do the words ‘race’ & ‘racism’ mean?”

1 - MY RESPONSE	2 - SYNTHESIS OF MY OWN & MY PARTNER'S THINKING	4 - SYNTHESIS OF OUR OWN & ANOTHER PAIR'S THINKING	ALL - IDEAS FROM OTHER SMALL GROUPS

DURING AND AFTER...

- Ralph and Ruby describe their community. Which groups does it include? Which of these groups in their community are they most and least comfortable with? How do you know? (feel free to use words and illustrate)

2. Compare and contrast the children's and adults' statements in this scene. What do you notice? What factors do you think contribute to the differences you observe ?
3. In the "3 journalists" section, explain in your own words what the speakers believe are:
 - a. the goals and responsibilities as journalists in a racially divided society:
 - b. the challenges/difficulties they face in meeting these goals.
 - c. Can you think of ideas to add to (a) and (b)?

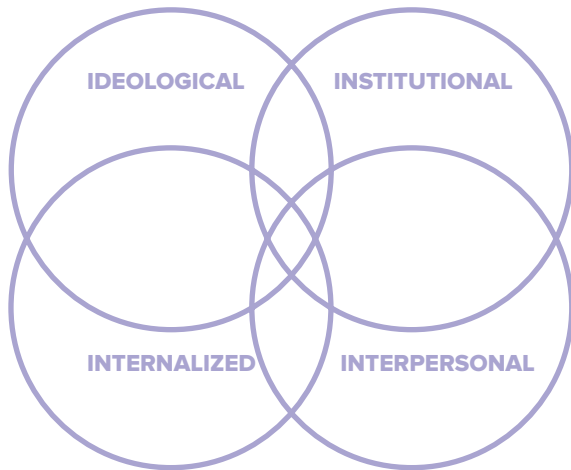
4. At the close of the scene, Ralph and Rose describe the Stanleys (and themselves) in one way and “the Natives” in another. What words/concepts do they use to describe settlers and Indigenous peoples?

SETTLERS	INDIGENOUS PEOPLES

What do you think may be some of the sources of knowledge they draw on in their “race narratives”?

5. Which idea or statement in the scene is closest to what you think and feel? furthest? What emotion(s) does each statement evoke in you? Why do you think this is so?

AFTER...



Racism & anti-racism are expressed through . . .

- our beliefs (ideological),
- our relationships (interpersonal),
- our systems and organizations (institutional) , &
- our view of ourselves (internalized)

(The Four I's of Oppression & Advantage, Picower,B. in Reading, Writing, and Racism, 2021, pp. 10-12.)



Pairs Activity: Where do characters appear to be on a racism/anti-racism continuum?

Several speakers from Scene 4 appear in the grid below.

RUBY	ROSE & RALPH	KAT'S DAD	KAT'S DAD'S GIRLFRIEND
TABITHA	JOSHUA	WHITE GUYS IN THE TRUCK (TABITHA'S STORY)	SAM

- Decide together:
 - How do each speaker's thoughts and actions affirm or challenge racism? (Refer to the 4 Is as you develop your thinking.)
 - Where would you place each of the speakers on the "racism, anti-racism" continuum above?
 - Why?
- Record characters' names on the continuum above (or on a line on another surface)
- Then, join another pair to compare, contrast, and discuss your visuals. (If/when you note a difference, see if you can achieve consensus through persuasion!)

AS YOU LISTEN, READ, VIEW:

1. What do you think are the two most significant or interesting things in Sheldon's testimony? Explain your choices.

2. The last scene ended with Ralph's claim that there is a "dramatic clash" between settler and Indigenous cultures ("hard-working, 'minding their own business" vs boisterous, loud")

This statement suggests that the two groups regard one another in dualistic terms: one is the opposite or antithesis of the other. To what extent does Sheldon's testimony implicitly draw from and reinforce this settler-colonial understanding of 'us' and 'them'? Create a t-chart to record relevant words and details.

CHARACTERIZATION OF SETTLERS	CHARACTERIZATION OF INDIGENOUS PEOPLES

What do you notice? wonder?

SCENE 5.5: INTERVIEW: “COFFEE” (PAGE 15)

BEFORE . . .

What is a monologue? What does it do in a play? Can you recall monologues you’ve seen, delivered, written?

DURING & AFTER . . .

1. What is the trigger for Haley’s monologue?
2. Haley suggests that the members of the Stanley family didn’t sit with Colten Boushie and his friends as they waited for the RCMP because they didn’t have/feel a ‘moral connection’ with Boushie and his friends. What do you think this means? What evidence in the play so far supports Haley’s reasoning?
3. What effects does/can this monologue have on you / the audience at this point in the play?

REFLECTIONS ON THIS SCENE

View/listen to the video for “Coffee Time.” (Video 18). What do Yvette, Joel, and Lancelot have to say about this scene?

What does Lancelot share about the song? For him, who is it for? What is its intent?

BEFORE YOU READ SCENE 6:



View Chimamanda Adiche’s TedTalk
“The Danger of a Single Story.”

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedspring&utm_medium=referral&utm_source=tedcomshare

As you view, record some of her key ideas and concepts in point form for these questions:

1. What is “a single story”?
2. What makes ‘a single story’ dangerous?
3. What does “nkale” mean?
4. What is the antidote to single stories?

Personal and/or Pairs Reflection:

- a. Recall a time when you formed/held a single story about a person or group. What led you to form a single story and how did you recognize and move beyond it?
- b. Recall a time when another person or group formed a single story about you. How did this affect you? How did you respond to/cope with the prejudice you experienced?

DURING AND AFTER:

1. What 'problem' do the speakers try to understand and solve in this scene?
2. Albert expresses frustration "that Indigenous people are still at the level they're at." What "level" does he mean?
3. A few of the characters are aware that they may have 'preconceived notions.' They clearly work hard to avoid negative judgements. In their last two statements at the end of the scene, Gordon and BJ nonetheless express clear judgements about Gerard Stanley's actions. State these clearly and concisely in your own words.
4. How much do you think the speakers in this scene know and understand about the colonial history of the city and province they live in? Does their story of Indigenous peoples start with 'Secondly' or 'Firstly'? (as in Adiche's quotation). Provide evidence to support your conclusion.

BEFORE:

In this scene, Colten Boushie’s friends testify about the sequence of events on the day of Colten’s death. In the actual trial, these witnesses testified at different times. In this lengthy scene, however, the playwrights merge parts of their individual testimonies into a single scene. Why do you think the playwrights wove the verbatim statements of 3 witnesses together rather than presenting them separately?

DURING & AFTER:

1. Compare and contrast this scene with the scene dedicated to Sheldon’s testimony (Act 1, Scene 5). What are two similarities? two differences? What did you notice about your own reactions to each scene?

2 SIMILARITIES	

2 DIFFERENCES	

MY REACTIONS TO EACH SCENE	

Video of Scene in performance <https://www.youtube.com/watch?v=UybrAaXFV6c>

BEFORE . . .

One of the speakers in this scene says that “within two weeks [of arriving in Saskatoon], almost every immigrant can figure out the hierarchy of the races [here]” (24). Do you think that there is a racial hierarchy, here, where you live? How do you know? How do you think someone new to here would “figure it out”?

DURING & AFTER . . .

1. In the first half of the scene, several immigrants share the sources of information that shape(d) their perceptions of Indigenous people. What are these sources? What do they learn and conclude from each one?

SPEAKER	SOURCE OF KNOWLEDGE	WHAT THEY PERCEIVED, LEARNED, IMAGINED, BELIEVED
FORBES		
MOHAMMED		
DEVON		
RICHARD		
HAJESH		

2. Sam speaks several times in the scene. What stereotype does he directly challenge?
3. What parts of his story does Clarence share with us? What is the importance and impact of his openness on the audience at this point in the play?
4. Felix, Will, Anna, and Pamela then reflect on how they have been taught racism. What insight does each one share?

SPEAKER	SUMMARY OF SPEAKER'S MEMORY/THOUGHTS	WHAT THE SPEAKER REALIZES/SUGGESTS ABOUT RACISM
FELIX		
WILL		
ANNA		
PAMELA		

5. In the last page of the scene, Danny and Vihaan introduce some new ideas and questions. State these in your own words. How do you respond to their reasoning?

View the news report about the billboards Vihaan refers to:



<https://saskatoon.ctvnews.ca/video?clipId=1160700&jwsourc=em>

Do you think that Vihaan would be satisfied by the explanation speakers in the video provide of the intent of the billboard? Why or why not?

6. The scene ends with a question and answer. The person who poses the question is Devon, a Jamaican man in his 30s. The person who answers it is Sam, an Indigenous person.

Is this the first time in the play, outside of the courtroom, that dialogue between an Indigenous person and a non-Indigenous person has occurred? What is the tone of their exchange – judgemental, caring, callous, earnest?

BEFORE . . .

This scene introduces and juxtaposes two photos on the wall: a grandfather and a moshom. The scene invites the audience to contemplate and dis-cover the intertwined, interdependent histories of settler and Indigenous Canadians.

What do you know and wonder about what life was like for your grandparents?

DURING & AFTER . . .

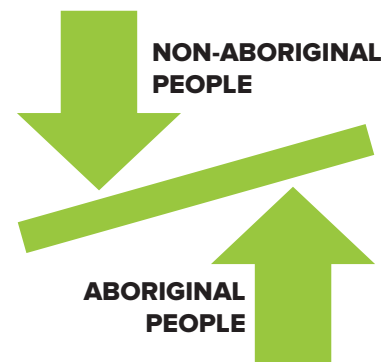
1. Anna lists several reasons that people left/leave their homelands and move to Canada. What does she include?
2. As he describes and reflects on the picture on his wall, Phillip struggles to reconcile two things. What are they?
3. Rose thinks about her grandparents compared to Indigenous peoples in Canada. What does she see as contrasts between her grandparents and First Nations?

4. How do the singers (V2 & V3) and Anna respond to Rose's perspective?
5. Who/what does "they" refer to in V3?
6. To end the scene, Bryan's words are spoken chorally: his surtitle remains as a series of people speak his words. Together (as one?) they provide an explanation for why many Canadians have a more positive response to immigrants than to First Nations, Metis, and Inuit peoples. Paraphrase and respond to this explanation.

After You Read, View, Act . . .

In the documentary, *Journey Toward Reconciliation* (Miyo Pimatisiwin Productions, 2017), Senator Murray Sinclair describes how the histories and lives of Aboriginal and non-Aboriginal people are intertwined:

"It's a complicated question. It engages everybody, not just Aboriginal people, because on the other side of the equation, while Aboriginal people were being told they were inferior, being told that they were savage, being told that they were irrelevant, non-Aboriginal people were being told the opposite, and that is that they came from superior nations, they came from better people, they had a better way of life, and that has created a wide separation between the two cultures and we need to overcome that."



In Sheelah McLean’s article, “We Built a Life from Nothing”: White Settler Colonialism and the Myth of Meritocracy,” McLean examines how government policy created the “wide separation” between the social, political, economic, and cultural power of white settlers and Indigenous peoples.

<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/12/McLean.pdf>

ANSWER THESE QUESTIONS AS YOU READ:

1. In the family stories McLean heard as a child, what appeared to be the secrets of her family’s intergenerational success in Canada?

2. What hidden secret to their success did she discover later in her life?

3. How does McLean define “meritocracy?” What other factors do you think influence who achieves “success in life” and who doesn’t?

4. In the section, “The Myth of White Settler Superiority,” McLean explains how Canadian government policies simultaneously privileged White settlers with ‘unearned advantages’ and oppressed Indigenous peoples with ‘unearned disadvantages.’ (McIntosh, Peggy)

What do you think the terms “unearned advantages” and “unearned disadvantages” mean?

BEFORE

Have you ever been skeptical of a version of events presented to you . . . sensing that you were only getting “half of the story?” What did you do to either confirm or remove your doubts? Was it worth the effort? Why or why not?

DURING

This scene takes a sharp turn away from the previous one and leads into the lengthy scene in which “Defence Questions Youth.”

1. Phillip says that the ‘truth is complicated’ because there’s a ‘half of the story’ that isn’t presented. He explains what he means in his next statement. What does he claim people do not know about residential schools? Do you find his reasoning persuasive? Why or why not?

2. What explanation about Colten Boushie’s death makes the most sense to him?

3. Read Phillip’s closing monologue. What assumptions inform/guide his reasoning? If you were in a dialogue with him, what questions would you ask to influence his reasoning?

JUDGE	60s	CAUCASIAN
DEFENCE	50s	CAUCASIAN
ERIC	20s	INDIGENOUS
CASSIDY	18	INDIGENOUS
BELINDA	20	INDIGENOUS

1. What do the Defence lawyer’s questions reveal and imply about the witnesses?
2. What emotions did you experience as you read/viewed/acted this scene? Why?
3. Do you think that the Defence lawyer would have altered his questions/approach to his cross-examination of Eric, Cassidy, and Belinda if the jury had included First Nations members?
4. What role(s) does the music play in this scene? Identify lines in the chorus and verses which address audience members directly. What effect(s) does this have on them/you at this point in the play?

REASONABLE DOUBT	ACT	1	PAGES 39-40	"THE SYSTEM"		
	SCENE	12		PAMELA DENNIS BARRY	50s 60s 60s	INDIGENOUS CAUCASIAN INDIGENOUS

1. Pamela, Dennis, and Barry are in agreement about something. What is it?
2. Why is it significant that these three particular voices/people agree about this? Explain your reasoning.

REASONABLE DOUBT	ACT	1	PAGES 40-41	QUESTIONS/INTERVIEW	
	SCENE	13		ROSE & RALPH	70s CAUCASIAN

Scene 13 brings Act 1 full circle in a couple of ways:

1. We hear from Ralph and Rose again. Compare and contrast their thinking about Indigenous people in Scene 4 and here, in Scene 13.

What do you think has brought about this change? How significant is it? What might be its implications?

2. Like Dan in Scene 1, Anna compares the courtroom to a stage. She says: "It was like the court was a stage an everybody was the actor and they played out racist Saskatchewan." Does she think that the 'play' they 'perform' is accurate? Why or why not?