



Picture taken by Sherry Van Hesteren

After the verdict of the Gerald Stanley trial was announced, Saskatoon educators who had previously met Alex Williams & seen his documentary, *The Pass System*, invited him to visit them and share his film. They sensed that this could help students, educators, and families make sense of things together in a very troubling time.

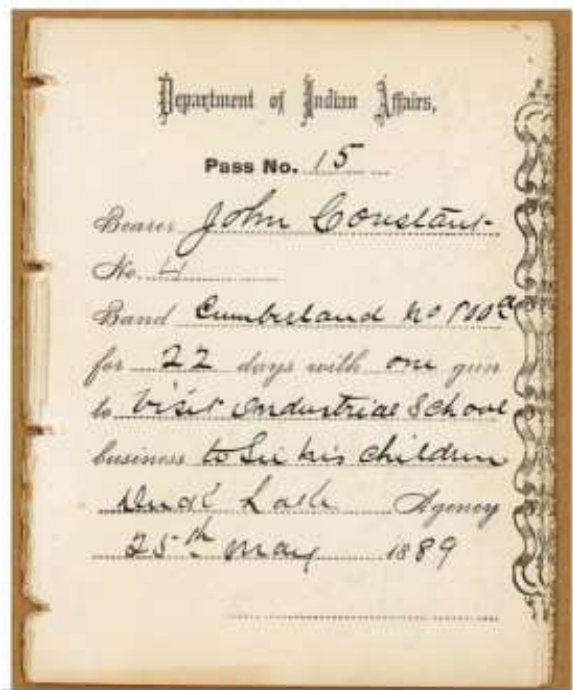
Alex agreed and joined with Traditional Knowledge Keeper & kohkom, Linda Young (pictured left), to share the film and guide young and old alike in learning and reflection.

We will be viewing *The Pass System* together to provide us with shared knowledge about the historical context of the play, *Reasonable Doubt*

BEFORE WE VIEW

What comes to mind when you hear the words, "The Pass System"?

What do you know about it?
What do you want to know?



Reserve Pass (courtesy Provincial Archives of Saskatchewan, Canada. Dept. of Indian & Northern Affairs, S-E19, File 35.a.), copied from "The Pass System in Canada," Canadian Encyclopedia



As You View: Record information & concepts that help you to answer these questions:

How did the Canadian government create a system of racial segregation in the Canadian Prairies? What steps did it take? What methods did it use?

Who resisted the government's policies & tactics? Why? How? To what effects?

A Question I Have after Viewing the Film

After You View

Create a sketch that represents how the Pass System divided land among Indigenous peoples and settlers and regulated their activities and movement on the land.



Use the T-Chart below to reflect on the unearned advantages and disadvantages the Pass System resulted in for settlers and Indigenous peoples. Using the knowledge you gained from the documentary, complete the following sentences multiple times.

"I am a settler Canadian. I/we can . . ."	"I am an Indigenous person. I/we cannot . . ."

Below, write a sentence that sums up/synthesizes what your chart reveals:



Reflecting on the Evidence:

Imagine that the Pass System has been in place for decades &

a. you are an Indigenous person. How has the Pass System led you to relate to and view:

i. yourself?

ii. White settlers?

b. you are a white settler. How has the Pass System led you to relate to and view:

i. yourself?

ii. Indigenous peoples?

Empathetic Journal Writing

In the persona of an Indigenous person and a white settler, write a journal entry about what you most want/hope to accomplish during your lifetime and why.

Indigenous Point of View

White Settler Point of View

Reflecting on Art: The documentary, The Pass System, inspired a non-Indigenous student to create this image:

THE PASS SYSTEM



Image created by One Thunderous Voice student Meagan Hong in response to viewing Alex Williams' The Pass System

Think-Pair-Share

What do you think the speaker means by, "We have trespassed?"

What makes you say that?

What are the implications of this realization/conclusion for the speaker? their society?

A large, empty rectangular area with a dashed green border, intended for students to write their responses to the Think-Pair-Share questions.