

Date Reviewed

October 2020

Course

[Social Studies 9](#)

Topic

Residential Schools

Big Idea

Disparities in power alter the balance of relationships between individuals and between societies.

Essential Question

Was the residential school system a well-meaning mistake or was it a shameful abuse of power?

Learning Standards**Content:**

Students are expected to know the following:

- the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world

Curricular Competencies

Students are expected to be able to do the following:

- explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

Core Competencies

[Communication](#) - I can discuss the importance of knowing about residential schools.

[Thinking](#) – I can determine the most significant events in the history of the residential school system in Canada.

[Personal and Social](#) - I can explain why it is important to redress a wrong even if it happened many years prior.

First People's Principles of Learning

Learning involves recognizing the consequences of one's actions.

Introduction

- Show the official video for the song, [The Stranger](#) by Gordon Downie.
- Provide students with the [lyrics](#). Ask, "What is this song about?"
- Share the [Statement by Gord Downie](#) about why he recorded the album and wrote the graphic novel *The Secret Path*.
- Read aloud the graphic novel, *The Secret Path* by Gordon Downie and Jeff Lemire.

Pre-Assessment

[KWL Strategy](#)

- Have students complete the first two columns of the Residential Schools KWL Chart. (They will complete the third column as a Post-Assessment.)

Interactive Learning Activities

Part 1: Residential School Fact Finding

- Organize students in groups of 3-4 and give each group a copy of the Residential Fact Finding sheet.
- Groups should work together to research residential schools and record their findings on the Residential Fact Finding sheet. The websites listed under Additional References are an excellent place to start.

Part 2: History of the Residential School System

- Provide students with access to the websites listed under Additional References in order to research the history of the residential school system in Canada.
- Have student determine the six most significant events in the history of the residential school system in Canada. Remind students that significant events include those that resulted in great change over long periods of time for large numbers of people.
- Have students organize their six significant events in a [Timeline](#).

Part 2: The Residential School Experience

- Provide each student with a copy of the Residential School Experience sheet and the Truth and Reconciliation Commission resource [They Came for the Children](#).
- Using a [Jigsaw Activity](#), divide the class into 9 groups and assign each group one topic from the Residential School Experience sheet. Have each group work together to read their assigned topic and take notes.
- Then create new groups so that every group contains a student who has completed one of the 9 topics.
- Have students teach their new groups what they learned about their topic.

Part 3: Truth and Reconciliation

- Explain that in 2008, Prime Minister Harper apologized to Indigenous people for the residential school system that they and their ancestors experienced. In 2015 the Truth and Reconciliation

Commission released 94 Calls to Action. As Justice Murray Sinclair said, “Canada needs to move from apology to action”.

- Have students use the interactive [Beyond 94](#) to research one of the 94 Calls to Action and complete the sheet Calls to Action
- In their journal, have students respond to the question: “What should every Canadian know about Truth and Reconciliation?”

Post-Assessment

KWL Strategy

- Have students add what they have learned to their Residential Schools KWL Chart.

Extension Activities

Read one of the books listed in Additional References.

Additional References

Websites

BCCampus. [n.d.] “Case Study 1: The Indian Residential School System.”

<https://opentextbc.ca/geography/chapter/4-4-case-study/>

Canadian Geographic. [n.d.] “Indigenous Peoples Atlas of Canada.”

<https://indigenouspeoplesatlasofcanada.ca/article/history-of-residential-schools/>

Facing History and Ourselves. [n.d.] “Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools / The Indian Act and the Indian Residential Schools.”

<https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools/chapter-3/killing-indian-child>

Glover, Fred. 2020. “Residential Schools in Canada (Plain-Language Summary).” *The Canadian Encyclopedia*. <https://thecanadianencyclopedia.ca/en/article/residential-schools-in-canada-plain-language-summary>

Indigenous Foundations. 2009. “The Residential School System. History of Residential Schools.”

https://indigenousfoundations.arts.ubc.ca/the_residential_school_system/

Legacy of Hope Foundation. 2020. “Where are the Children? Healing the Legacy of the Residential Schools.” http://legacyofhope.ca/en_ca/wherearethekids/

Ry, Moran. 2020. “Truth and Reconciliation Commission.” *The Canadian Encyclopedia*.

<https://www.thecanadianencyclopedia.ca/en/article/truth-and-reconciliation-commission>

Books

Boyden, Joseph. *Wenjack*. [Toronto] : Hamish Hamilton, an imprint of Penguin Canada, a division of Penguin Random House Canada Limited, 2016.

Hill, Gord. *The 500 Years of Resistance Comic Book*. Vancouver : Arsenal Pulp Press, c2010.

Jordan-Fenton, Christy. *When I was Eight*. Toronto : Annick Press, c2013.

Loyie, Oskiniko Larry. *Goodbye Buffalo Bay*. Penticton, B.C. : Theytus Books, 2008.

Slipperjack, Ruby. *Dear Canada: These are My Words. The Residential School Diary of Violet Pesheens Northern Ontario, 1966*. Toronto : Scholastic Canada Ltd., 2016.
[Discussion Guide] <http://www.scholastic.ca/dearcanada/teaching/pdfs/TheseAreMyWords.pdf>

Webstad, Phyllis. *Phyllis's Orange Shirt*. [Victoria, B.C.] : Medicine Wheel Education, [2019].

Materials and Resources (see next pages)

Residential Schools KWL Chart

What do I know about residential schools? <i>(Do you know what, who, when, where, why, or how?)</i>	What do I want to learn about residential schools? <i>(What do you wonder? What have you heard but are not sure about?)</i>	What did I learn about residential schools? <i>(What should everyone know?)</i>

Residential School Fact-Finding

What? What were residential schools?	
Who? Who attended residential school? Who ran them?	
When? When did residential schools begin in Canada? When did they end?	
Where? Where were residential schools located?	
Why? Why were residential schools created? What was their purpose?	
How? How did residential schools result in cultural genocide?	

The Residential School Experience

Topic	Pages	Notes
Arrival	p. 21-25	
Education	p. 25-28	
Health	p. 28-31	
Hunger	p. 31-35	
Work	p. 35-37	
Discipline	p. 37-41	
Abuse	p. 41-45	
Accomplishment	p. 45-49	
Resistance	p. 49-53	

Calls to Action

Number	
Progress	
Category	
Call to Action	
How has / could this call be answered?	
Why is this Call to Action important?	
Why did you select this Call to Action?	