

# Grade 8 – Investigating Consequences of Residential Schooling in Canada

Social Studies, Grades 1-6; History and Geography, Grades 7-8 (2013) Grade 8 History, Canada, 1890-1914: A Changing Society

## Overview of Module

Students will develop an understanding of the consequences of residential schools in Canada on Aboriginal communities, past and present. Through the inquiry process, students will recognize how rights for all Canadians have been shaped and reformed as a result of residential schools. Students will examine a variety of sources to analyse the consequences of residential schooling on community progress and human rights. Students will use a graphic organizer or other tool to organize their responses to an inquiry. Students will communicate their knowledge and understanding through a Community Circle class discussion.

## Connections to Curriculum

The curriculum expectations addressed in this teaching and learning example (TLE) are identified within the TLE plan. The curriculum expectations, including examples and other supporting information, can be located in the Ontario curriculum: Social Studies, Grades 1-6, History and Geography, Grades 7-8 (2013), Grade 8 History, Canada, 1890-1914: A Changing Society.

## Opportunities for Cross-curricular Connections

**Visual Arts:** Teacher may wish to involve her or his class in the national [Project of Heart initiative](http://www.projectofheart.ca/). For more information on this project, consult: <http://www.projectofheart.ca/> >

**Media:** Exploring how society uses forms of media to share and communicate experiences (poetry, visual arts, film).

**Geography:** To interpret maps using literacy skills developed in geography in regards to location of reserves and residential schools.

## Considerations for Planning

- Teachers may choose to begin the TLE with a short introductory task: “Whose land are you on?” Many students and community members are unaware of which traditional lands their school is located upon. Maps include: The [First Nations and Treaties Map of Ontario](http://www.ontario.ca/aboriginal/treaties) – a copy of which was sent to all schools – available at: [www.ontario.ca/aboriginal/treaties](http://www.ontario.ca/aboriginal/treaties); or a

historical map such as the one found at the [Canadian Museum of History](http://www.historymuseum.ca/cmhc/VMNF/premieres_nations/en/map/index.shtml) web page:

[<http://www.historymuseum.ca/cmhc/VMNF/premieres\\_nations/en/map/index.shtml>](http://www.historymuseum.ca/cmhc/VMNF/premieres_nations/en/map/index.shtml)

- Teachers must be sensitive to the life experiences of students in the class, recognizing the far-reaching effects of systemic racism on Aboriginal experiences in Canada. Teachers should also be aware that some students might have family members who are residential school survivors.
- Many survivor stories and other excellent resources are available online through the [Truth and Reconciliation Commission of Canada](http://www.trc.ca/) [<http://www.trc.ca/>](http://www.trc.ca/) and [The Legacy of Hope Foundation](http://www.legacyofhope.ca/) [<http://www.legacyofhope.ca/>](http://www.legacyofhope.ca/). It is important that teachers evaluate all sources being used in this TLE ahead of time to ensure the content is appropriate for all students in their class.
- Teachers may wish to contact an Aboriginal agency or foundation to seek out a residential school survivor to speak to students about their experiences and the consequences of residential schools on the Aboriginal peoples of Canada. [**Note:** Check with your board about protocols for bringing guests into your classroom, and check with an Aboriginal education officer for help in ensuring support is provided for students who may be disturbed by the information in the presentation.]
- During consolidation of the TLE, the teacher should provide opportunities for all student ideas to be shared.
- Teachers may wish to consult the school board resource department for additional resources (e.g. film, short stories, artwork, picture books) related to the topic in order to provide broader opportunities for individual student inquiry

## **Connections to First Nations, Métis and Inuit Peoples and Perspectives**

### **Curriculum Connections**

This TLE highlights the changes and challenges Aboriginal communities have faced in Canada as a result of Canada's residential school system. The residential school system was designed to assimilate Aboriginal children into non-Aboriginal culture by stripping them of their language, traditions, cultures, and skills. Children were separated from their families to attend the schools, and this had a devastating impact on those who attended the schools, and their families. Many of the children who attended residential schools suffered physical, emotional, verbal, and sexual abuse.

It is difficult to place an exact figure on the number of residential schools that operated in Canada because only those schools that received government financial support are counted in the official records. The official number of residential schools is 139, and it is estimated that 150,000 children attended the schools. (The locations can be found on this [map](http://www.myrobust.com/websites/trcinstitution/File/pdfs/2039_T&R_map_nov2011_final.pdf),

[<http://www.myrobust.com/websites/trcinstitution/File/pdfs/2039\\_T&R\\_map\\_nov2011\\_final.pdf>](http://www.myrobust.com/websites/trcinstitution/File/pdfs/2039_T&R_map_nov2011_final.pdf)

produced by Aboriginal Affairs and Northern Development Canada.) The first church-run schools were in operation before 1867, and the last school remained in operation until 1996. This TLE will also increase students understanding of historical perspective and the resilience of First Nations, Métis and Inuit individuals and communities, past and present.

**Social implications:** social interactions not only between Aboriginal and non-Aboriginal populations, but also within. Concept of Historical Thinking (Cause and Consequence) – How have residential schools affected positive social relationships between and within groups in past and present day Canada?

**Ethical implications:** the impact of assimilation and cultural genocide on Aboriginal peoples in Canada. Concept of Historical Thinking (Historical Significance) – In what ways have Aboriginal rights and freedoms changed as a result of the residential school system? Why is it significant to acknowledge and embrace diverse cultures?

**Political implications:** active citizens have the right to question governing bodies. Concept of Historical Thinking (Historical Perspective) - How are new laws and practices developed and implemented as result of various injustices? What attitudes were reflected by Aboriginal and non-Aboriginal communities during residential schooling?

**Cultural implications:** residential schools aimed to disempower and eliminate Aboriginal culture. Concept of Historical Thinking (Historical Significance) – What impact did residential schools have on Aboriginal heritage and identity? How have Aboriginal peoples in Canada demonstrated resilience?

Curriculum Overall Expectations	Curriculum Specific Expectations
<p><b>B1.</b> Application: Canada - Past and Present: analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals, and to some of the actions Canadians have taken to improve their lives</p> <p><b>B1.2</b> analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914 and compare some of these challenges with those facing present-day Canadians</p> <p><b>B2.</b> Inquiry: use the historical inquiry process to investigate perspectives of different</p>	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>• understand the assimilative objectives of the residential schools system, which included removing and isolating Aboriginal children from the influence of their homes, families, traditions and cultures.</li> <li>• analyse challenges facing Aboriginal individuals and communities during and after the residential school system and communicate the social, ethical, cultural and political implications on present-day Canada.</li> <li>• reflect on the resilience that Aboriginal peoples have demonstrated in facing and overcoming struggles associated with the residential schools.</li> </ul>

Curriculum Overall Expectations	Curriculum Specific Expectations
<p>groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914</p> <p><b>B2.4</b> interpret and analyse information and evidence relevant to their investigations, using a variety of tools</p> <p><b>B2.5</b> evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period</p> <p><b>B2.6</b> communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences</p>	<p><b>Sample Success Criteria</b></p> <p>I will know that I am successful when I can:</p> <ul style="list-style-type: none"> <li>• explain the main purpose and objectives of the residential schools system.</li> <li>• explain the short- and long-term consequences of residential schools on Aboriginal children, families, and communities and the relationship between Aboriginal and non-Aboriginal communities.</li> <li>• demonstrate that despite the tragic circumstances many children faced while attending residential schools, many of those children have shown great resilience and gone on to become politicians, activists and community leaders.</li> </ul>

## Getting Started

### Learner Readiness

Knowledge and Understanding:

- Basic background information on residential schools
- Teachers may wish to have students read “Fatty Legs” by Christy Jordan Fenton to prepare for this module

Communication:

- Listening skills necessary for effective Community Circle discussions.

Inquiry Process Phase:

- Identify the key points or ideas in each source.
- Consider the purpose of each source, intended audience, and point of view.
- Can develop criteria that they will use in evaluating evidence and information, making judgments or decisions, and reaching conclusions.

## Terminology

- assimilation
- resilience
- segregation
- rights
- social responsibility
- consequences
- reconciliation

## Materials

### “Evidence Box”

An Evidence Box is a teacher-built collection of resources that allow for student exploration of this topic. It will assist students in drawing conclusions about the consequences of residential schooling on various communities (loss of language and culture, intergenerational trauma).

### Suggested Materials for the Evidence Box

(Please see Related Websites/Resources at the end of this TLE for additional materials.)

- Organizer for inquiry process
- [Nobody's Children](http://www.metisnation.ca/index.php/news/nobodys-children-a-metis-nation-residential-school-dialogue): A Métis Nation Residential School Dialogue, Métis Nation of Canada. <<http://www.metisnation.ca/index.php/news/nobodys-children-a-metis-nation-residential-school-dialogue>>
- We Were So Far Away, Inuit experiences of Residential schools, Legacy of Hope Foundation.
- CBC Digital Archives, A Lost Heritage: Canada's Residential Schools, (series of archival clips about Canada's Residential School system).
- [Davin Report](http://tc2.ca/sourcedocs/uploads/images/HD_Sources_%28text_thumbs%29/Aboriginal_History/Residential_Schools/Residential-Schools_4.pdf), excerpt 1879. <[http://tc2.ca/sourcedocs/uploads/images/HD\\_Sources\\_%28text\\_thumbs%29/Aboriginal\\_History/Residential\\_Schools/Residential-Schools\\_4.pdf](http://tc2.ca/sourcedocs/uploads/images/HD_Sources_%28text_thumbs%29/Aboriginal_History/Residential_Schools/Residential-Schools_4.pdf)>
- [FAQs: The History of Indian Residential Schools and the Church's Apologies](http://www.united-church.ca/aboriginal/schools/faq/history), United Church of Canada. <<http://www.united-church.ca/aboriginal/schools/faq/history>>

## Teacher Resources

- Projector

Consolidation	Connections
<p><b>Whole Class → Photo Inquiry and Analysis(Conversation)</b></p> <p>With students, discuss observations and inferences, and formulate questions and opinions from photos of Thomas Moore – before and during Residential School. (Thomas Moore was a young Cree boy who was placed in the Regina</p>	<p><b>A for L:</b> Observe whether students are making connections to, and are applying their knowledge and understanding of residential schools to draw conclusions.</p> <p><b>Tips:</b> Teacher may choose to use think/pair/share</p>

Consolidation	Connections
<p>Indian Industrial School in 1897.)</p> <p>Sample Guiding Questions (preliminary):</p> <ul style="list-style-type: none"> <li>• What observations can you draw from these photos?</li> <li>• What inferences can you draw from these photos?</li> <li>• What effect might this transformation have had on Thomas Moore?</li> <li>• How would this transformation be perceived if this happened to Thomas Moore today?</li> <li>• To what extent do schools today encourage individuality and self-identity?</li> </ul> <p>Sample Guiding Questions (second layer):</p> <ul style="list-style-type: none"> <li>• Why do you think these photos were taken (what was their purpose)?</li> <li>• Who might have been the intended audience?</li> <li>• Might the photos of Moore have been staged?</li> <li>• Why do you think he has a gun in his hand?</li> <li>• Why is he leaning on an animal skin rug?</li> </ul>	<p>strategy prior to whole class discussion.</p> <p>Teacher may choose to have students work in pairs on the first set of questions, then the whole class for the second set of questions.</p> <p>During whole class discussion, make sure photo is projected for all to see.</p>

Action!	Connections
<p><b>Small Groups → Inquiry on the History and Consequences of Residential Schooling (Analyse and Interpret)</b></p> <p>In groups of 2-4 students are provided an “Evidence Box” that includes a variety of sources that allow for opportunity to draw conclusions about the consequences of Residential Schooling on various communities (loss of language and culture, intergenerational trauma).</p>	<p><b>Tips:</b></p> <p>The student discussions may provide an opportunity for the teacher to identify and challenge stereotypes</p> <p>Groups should be predetermined by teacher in consideration of the needs and strengths of all students</p> <p>Individual roles within the group should be</p>

Action!	Connections
<p>Groups record their findings and opinions using an organizer or other tool provided by the teacher. They consider the content, purpose, audience and implications of each source as well as the perspective being represented.</p> <p>Groups should have the opportunity to share their observations and conclusions with other groups using a sharing strategy chosen by the teacher (ex: stay and stray, jigsaw, gallery walk, I hear/I think/Therefore). Each group will revisit their own conclusions and consolidate new learning and perspectives from their peers.</p>	<p>established (ex: a single recorder, discussion director, etc.)</p> <p><b>A as L:</b> Peer group provides constructive feedback to each other on the information gathered during their investigation with specific attention to safe and inclusive talk.</p> <p><b>A for L:</b> Observe whether students use specific terminology in their discussion to help determine their level of inquiry and analysis of the sources provided in their evidence box.</p>

Consolidation	Connections
<p><b>Whole Class → Identifying Common Information from Inquiry</b></p> <p>As a class, review information the groups have recorded. Teacher will lead a class discussion using a variety of guided and open-ended questions.</p> <p>Sample Discussion Questions:</p> <ul style="list-style-type: none"> <li>• What was the Canadian government’s role in sending Aboriginal children to residential schools?</li> <li>• How has the United Church of Canada approached its responsibility for the operation of residential schools?</li> <li>• How have residential schools affected social relationships between and within groups in past and present day Canada?</li> <li>• In what ways have Aboriginal rights and freedoms changed as a result of the residential school system? What affect do these reformed rights have on all</li> </ul>	<p><b>A for L:</b> observe whether students have analysed challenges facing Aboriginal individuals and communities during the Residential School system and if they can communicate how this has consequences for the rights of all Canadians today.</p> <p><b>Tip</b></p> <p>The United Church of Canada is specifically mentioned in this TLE, but it is worth noting that the Roman Catholic Church of Canada and the Anglican Church of Canada also operated residential schools in Canada. Students could be invited to investigate if there are similarities and differences between how the three churches have approached the legacy of residential schools, and their own role in that legacy.</p>

Consolidation	Connections
<p>Canadians?</p> <ul style="list-style-type: none"> <li>• Why is it significant to acknowledge and embrace diverse cultures?</li> <li>• How are new laws and practices developed and implemented as result of various injustices?</li> <li>• What attitudes were reflected by non-Aboriginal communities during residential schooling?</li> <li>• What consequences did residential schools have on Aboriginal heritage and identity?</li> <li>• How have Aboriginal peoples in Canada demonstrated resilience?</li> </ul> <p>Using student generated ideas from the discussion the teacher will highlight the various conclusions about the consequences residential schools have had on Aboriginal peoples in Canada.</p> <p><b>Possible Extension Opportunities</b></p> <p>If further time is available, students may be encouraged to conduct an inquiry into an additional sub-topic on residential schools. Suggested extension inquiries include:</p> <ul style="list-style-type: none"> <li>• Were residential schools the only time that Canada pursued a policy of assimilation?</li> <li>• Do official government apologies go far enough to restore the harm caused by past injustices?</li> <li>• What do past sacrifices and injustices mean for us today?</li> <li>• How do restorative justice practices help communities heal?</li> <li>• What were some of the unique challenges facing the Métis Nation and the residential school experience?</li> </ul>	

Consolidation	Connections
<ul style="list-style-type: none"> <li>• What were some of the unique challenges facing the Inuit and the residential school experience?</li> </ul>	

## Related Websites/Resources

- [Photo of Thomas Moore](http://sab.minisisinc.com/sabmin/scripts/mwimain.dll/284/1/1/14820?RECORD&DATABASE=ORPHANS_WEB), before and after admission to Regina Indian Industrial School, 1897, <[http://sab.minisisinc.com/sabmin/scripts/mwimain.dll/284/1/1/14820?RECORD&DATABASE=ORPHANS\\_WEB](http://sab.minisisinc.com/sabmin/scripts/mwimain.dll/284/1/1/14820?RECORD&DATABASE=ORPHANS_WEB)>
- [Canada's Statement of Support for The United Nations Declaration of the Rights of Indigenous Peoples](http://www.aadncaandc.gc.ca/eng/1309374239861/1309374546142), 2010, <<http://www.aadncaandc.gc.ca/eng/1309374239861/1309374546142>>
- [Canadian Charter of Rights and Freedoms](http://www.pch.gc.ca/eng/1356631760121/1356631904950), <[www.pch.gc.ca/eng/1356631760121/1356631904950](http://www.pch.gc.ca/eng/1356631760121/1356631904950) >
- [The Legacy of Hope](http://www.legacyofhope.ca), <[www.legacyofhope.ca](http://www.legacyofhope.ca)>
- [Truth and Reconciliation Commission](http://www.trc.ca), <[www.trc.ca](http://www.trc.ca)>
- [Project of the Heart](http://www.projectofheart.ca), <[www.projectofheart.ca](http://www.projectofheart.ca)>
- The Residential School System in Canada: Understanding the Past – Seeking Reconciliation – Building Hope for Tomorrow (Teacher's Guide Digital Assets). [Nunavut Department of Education; Northwest Territories Education, Culture, Employment; and Legacy of Hope Foundation](http://www.ece.gov.nt.ca/files/Early-Childhood/ns_-_residential_schools_resource_-_second_edition.pdf), <[http://www.ece.gov.nt.ca/files/Early-Childhood/ns\\_-\\_residential\\_schools\\_resource\\_-\\_second\\_edition.pdf](http://www.ece.gov.nt.ca/files/Early-Childhood/ns_-_residential_schools_resource_-_second_edition.pdf)>