

# INTEGRATED LESSON PACKAGE

## INDIAN RESIDENTIAL SCHOOLS

for

# SS12



Photo courtesy of Mission Community Archives

A sound landmark building, St. Mary's Girls' residence was ready to accept girls into the school by 1868.

This view overlooking the Fraser River. The walkway was eventually removed.

(from Amongst God's Own", p 81)

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Developed by Laura Smith, August 2005  
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INDIAN RESIDENTIAL SCHOOLS  
INTEGRATED LESSON PACKAGE  
BCFNS12  
The Federal Government Education Strategy

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# INDIAN RESIDENTIAL SCHOOLS

## SS12

### Outline

**LESSON TITLE:** The Federal Government Education Strategy (Change?)

**MATERIALS:** *Amongst God's Own, The Enduring Legacy of St. Mary's Mission*

Author(s): Terry Glavin & Former Students of St. Mary's

Publisher: Longhouse Publishing 2002

Curriculum Development: Laura Smith, Abbotsford School District

**LESSON PURPOSE:** To examine the Federal Government Education Strategy and the impact of residential schools on aboriginal culture by analyzing the experiences of students who attended St. Mary's Residential School in Mission B.C. as interviewed and recorded by Philomena Fraser (Douglas) and Terry Glavin in *Amongst God's Own*.

#### **LESSON OUTCOMES:**

It is expected that students will:

1. Define the following: culture, emancipation, residential school.
2. Gather relevant information from appropriate sources
3. Assess the reliability and objectivity of evidence
4. Assess the impact of European contact and colonialism on First Nations education, with reference to missionaries
5. Describe the varied and evolving responses to First Nations peoples to contact and colonialism
6. Develop an hypothesis with supporting arguments
7. Recognize cause and effect relationships and the implications of events

#### **INTEGRATED LESSON PACKAGE CONTENTS:**

- an Introduction Lesson
- 4 BLMs for overheads
- 4 Learning Experiences
- 6 Student BLMs
- Teacher Background Support Documents:
  - Purpose of schools according to office of the Federal Indian Superintendent for the Government of Canada 1887 (Teacher BLM #2)
  - Federal Strategy according to the office of the Federal Indian Superintendent for the Government of Canada 1895 (Teacher BLM #3)

# TEACHER BACKGROUND NOTES

## Working Definitions

### culture

retrieved from: *Wikipedia The Free Encyclopedia*  
<http://en.wiktionary.org/culture>

The word **culture**, from the [Latin](#) *colo, -ere*, with its root meaning "to cultivate", generally refers to patterns of human activity and the symbolic structures that give such activity significance. Different definitions of "culture" reflect different theoretical bases for understanding, or criteria for evaluating, human activity. [Anthropologists](#) most commonly use the term "culture" to refer to the universal human capacity to classify, codify and communicate their experiences [symbolically](#).

As a rule, [archeologists](#) focus on material culture whereas [cultural anthropologists](#) focus on symbolic culture, although ultimately both groups maintain interests in the relationships between these two dimensions. Moreover, anthropologists understand "culture" to refer not only to [consumption goods](#), but to the general processes which produce such goods and give them meaning, and to the social relationships and practices in which such objects and processes become embedded.

### emancipation

Retrieved from *Wikipedia The Free Encyclopedia*  
<http://en.wiktionary.org/wiki/emancipation>

1. The act of setting free from the power of another, from slavery, subjection, dependence, or controlling influence; also, the state of being thus set free; liberation; as, the emancipation of slaves; the emancipation of minors; the emancipation of a person from prejudices; the emancipation of the mind from superstition; the emancipation of a nation from tyranny or subjection.

# TEACHER BACKGROUND NOTES

## Working Definitions

### residential school

retrieved from *Wikipedia The Free Encyclopedia*  
[http://en.wikipedia.org/wiki/Residential\\_school](http://en.wikipedia.org/wiki/Residential_school)

The **Canadian residential school system** consisted of a number of schools for **Aboriginal** children, operated during the 20th century by **churches** of various denominations (about sixty per cent by **Roman Catholics**, and thirty per cent by the **Protestants**) and funded under the **Indian Act** by **Indian and Northern Affairs Canada**, a branch of the federal government. The schools' purpose was "to take the Indian out of the Queen's Red Children" according to the **Gradual Civilization Act** which implemented the system.

The first residential schools were set up during the French colonial rule in the **1600s** by Roman Catholic missionaries. Their primary role was to convert **First Nations** children to **Christianity**. However, the First Nations people did not wish to be converted and were under little pressure from the **European** communities to attend the residential schools. Consequently, only few Aboriginals ever attended them. Most schools did not last over a decade.

In the early **1800s**, Protestant missionaries opened residential schools in the current **Ontario** region. The Protestants not only spread Christianity, but also tried to help the indigenous people adopt agriculture. The federal government noticed that the Protestant efforts complemented their aim for assimilation, and began to fund the schools.

Students were required to stay in residences on school premises, which were often walled or fortified in some manner, and were often **forcibly removed** from their homes, parents, and communities. Most students had no contact with their families for up to 10 months at a time due to the distance between their home communities and schools. Often, they did not have contact with their families for years at a time. The locations of the schools were planned deliberately to ensure a "proper distance" from the reserves. They were prohibited from speaking **Aboriginal languages**, even amongst themselves and outside the classroom, so that **English** or **French** would be successfully learned and their own languages forgotten. Students were subject to often unreasonably severe **corporal punishment** for speaking Aboriginal languages or practising **non-Christian faiths**. It is because of this that the residential school system (and indeed the entire Gradual Civilization Act) have been called blatantly **racist** by **native rights** groups and have been severely criticized as culturally insensitive or even inhumane. It has also been proven to have been a government and church sponsored attempt to assimilate.

# TEACHER BACKGROUND NOTES

## Working Definitions

continued...

the Aboriginals into the European-Canadian culture, and it was at least partially successful in many cases.

Until the late [1950s](#), residential schools were severely underfunded, and relied on the [forced labour](#) of their students to maintain their facilities. The work was arduous, and severely compromised the academic and social development of the students.

In the [1990s](#), it was revealed that many students at residential schools were subjected to severe physical, [psychological](#), and [sexual abuse](#) by teachers and school officials. Several prominent court cases led to large monetary payments from the federal government and churches to former students of residential schools.

The last residential school closed in [1996](#). The federal government has since apologized for the trauma the students experienced. Because morals have changed with the times, the policies of the residential schools are now often considered racist.

On [November 23, 2005](#), the Canadian government announced a \$1.9 billion compensation package to benefit tens of thousands of survivors of abuse at native residential schools. National Chief [Phil Fontaine](#) of the [Assembly of First Nations](#) said the package covers, "decades in time, innumerable events and countless injuries to First Nations individuals and communities." [Justice Minister Irwin Cotler](#) called the decision to house young Canadians in church-run native residential schools "the single most harmful, disgraceful and racist act in our history." At a news conference in Ottawa, [Deputy Prime Minister Anne McLellan](#) said: "We have made good on our shared resolve to deliver what I firmly believe will be a fair and lasting resolution of the Indian school legacy."[CBC](#)

Similar forced residential boarding schools for native communities were operated in the [United States](#) (under the name [Indian boarding schools](#)) and in [Australia](#) (the [Stolen Generation](#)).

# INTRODUCTION (Teacher)

## FIRST NATIONS EDUCATION

- As a class discuss “culture”, “emancipation” and “residential school” to develop a working definition for each word. (see Teacher Background Notes p 12-2)

**Teacher BLM #1**

**Student BLM #1**

15 minutes

- Examine and discuss the following quotes from reports submitted by the office of the federal Indian Superintendent for the government of Canada to develop a class statement for:
  - the initial purpose of schools for First Nations children in Canada.
  - the federal strategy for delivery of education to First Nations children
  - the “Indian problem”

### QUOTES

Amongst God's Own, page 25

In 1887, the office of the federal Indian Superintendent for the government of Canada described the purpose of the schools as:

*“... the emancipation of the Indian from his inherent superstition and gross ignorance.”*

Amongst God's Own, page 50

In 1895, the office of the federal Indian Superintendent for the government of Canada stated:

*“... if it were possible to gather in all the Indian children and retain them for a certain period, there would be produced a generation of English-speaking Indians, accustomed to the ways of civilized life... and the Indian problem would be solved.”*

**Teacher BLM #2, #3 & #4 (pp 12-7, 12-8, 12-9)**

## WORKING DEFINITIONS:

**culture:**

**emancipation:**

**residential school:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

12-7

## INTRODUCTION LESSON (Student)

### Working definitions:

“culture”

“emancipation”

“residential school”

# LEARNING EXPERIENCE #1 (Teacher)

## FIRST NATIONS EDUCATION

5 minutes

- Examine the following quotes from reports submitted by the office of the federal Indian Superintendent for the government of Canada:

### Amongst God's Own, page 25

In 1887, the office of the federal Indian Superintendent for the government of Canada described the purpose of the schools as:

**“the emancipation of the Indian from his inherent superstition and gross ignorance.”** (Teacher BLM #2)

### Amongst God's Own, page 50

In 1895, the office of the federal Indian Superintendent for the government of Canada stated that the idea behind the federal strategy was that :

**“ if it were possible to gather in all the Indian children and retain them for a certain period, there would be produced a generation of English-speaking Indians, accustomed of the ways of civilized life .. and the Indian problem would be solved.”** (Teacher BLM #3)

- Following a discussion of the selected quotes, students record class statements for :
  - the initial purpose of education for First Nations children in Canada
  - the original model for delivery of education to First Nations children
  - the “Indian problem”

**SEE Student BLM #2**

**SEE Teacher BLM #4**

## Amongst God's Own page 25

Date: 1887

Source: the office of the Federal Indian Superintendent for the Government of Canada

Purpose of the schools was:

“the emancipation of the Indian from his inherent superstition and gross ignorance.”

## **Amongst God's Own page 50**

**Date:** 1895

**Source:** the office of the federal Indian Superintendent for the government of Canada re: federal strategy:

**“ if it were possible to gather in all the Indian children and retain them for a certain period, there would be produced a generation of English-speaking Indians, accustomed to the ways of civilized life ... and the Indian problem would be solved.”**

## Using the selected quotes, describe :

- the initial purpose of education for First Nations children in Canada
- the original model for delivery of education to First Nations children
- the “Indian problem”

## LEARNING EXPERIENCE #1 (Student) FIRST NATIONS EDUCATION

Examine the following quotes from reports submitted by the office of the federal Indian Superintendent for the government of Canada

### Amongst God's Own, page 25

In 1887, the office of the federal Indian Superintendent for the government of Canada described the purpose of the schools as:

**"the emancipation of the Indian from his inherent superstition and gross ignorance."**

### Amongst God's Own, page 50

In 1895, the office of the federal Indian Superintendent for the government of Canada stated that the idea behind the federal strategy was that :

**" if it were possible to gather in all the Indian children and retain them for a certain period, there would be produced a generation of English-speaking Indians, accustomed to the ways of civilized life .. and the Indian problem would be solved."**

### Record class statement for:

The initial purpose of schools for First Nations children in Canada

The federal strategy for delivery of education to First Nations children

The "Indian problem"

**Student BLM#2**

## LEARNING EXPERIENCE #2 (Teacher)

### PERSPECTIVES OF INDIAN EDUCATION

30 minutes

Question: What perspectives of “Indian Education” are presented in Amongst God’s Own?

Working individually or in pairs, student note key phrases that describe residential school experiences from the perspective of the former students, the federal government, the educators, the author and government reports. Students analyze the phrases for objectivity and reliability.

**Students read:** Chapter 3 A Survivor’s Story pages 25 - 28  
Chapter 4 Civilization on Fifty Cents A Day pages 49 - 55  
Chapter 5 The Passion Plays. page 87 paragraph 3 to page 88

**Record on STUDENT BLACKLINE MASTER #3, #3a & #3b.**

**Write summary statement.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

12-14

## LEARNING EXPERIENCE #2 (Student) PERSPECTIVES OF INDIAN EDUCATION

Read: Chapter 3 A Survivor's Story pages 25 - 28  
Chapter 4 Civilization on Fifty Cents A Day pages 49 - 5  
Chapter 5 The Passion Plays Begin on page 87 paragraph 3 to page 88

**Exercise 1:** Working individually or in pairs, note key phrases that describe residential school experiences from the perspective of the former students, the federal government, the educators, the author and government reports. Write your answers below in the appropriate key group. (Student BLM #s 3a, 3b, 3c)

**Exercise 2:** Analyze the phrases for objectivity and reliability. Then write a summary analysis assessing the objectivity and reliability of the different perspectives on Indian Education as stated in these three chapters. Minimum 150 words (Student BLM # 3d)

### **Exercise 1:**

#### **1. Former First Nation Students:**

page: \_\_\_\_\_ quote: \_\_\_\_\_

**Student BLM#3a**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

12-15

## LEARNING EXPERIENCE #2 (Student)

### PERSPECTIVES OF INDIAN EDUCATION

#### EXERCISE 1

##### 2. Government of Canada :

page: \_\_\_\_\_ quote: \_\_\_\_\_

##### 3. The Educators: (Oblates and Sisters of Saint Ann)

page: \_\_\_\_\_ quote: \_\_\_\_\_

page: \_\_\_\_\_ quote: \_\_\_\_\_

page: \_\_\_\_\_ quote: \_\_\_\_\_

##### 4. Author:

page: \_\_\_\_\_ quote: \_\_\_\_\_

Student BLM #3b

Name: \_\_\_\_\_

Date: \_\_\_\_\_

12-16

## LEARNING EXPERIENCE #2 (Student) PERSPECTIVES OF INDIAN EDUCATION

### EXERCISE 1

#### 5. Reports:

page: \_\_\_\_\_ Report: \_\_\_\_\_

quote: \_\_\_\_\_

\_\_\_\_\_

#### 6. Others:

page: \_\_\_\_\_ quote: \_\_\_\_\_

page: \_\_\_\_\_ quote: \_\_\_\_\_

**Student BLM #3c**

Name: \_\_\_\_\_

Date:

12-17

# LEARNING EXPERIENCE #2 (Student) PERSPECTIVES OF INDIAN EDUCATION

## EXERCISE 2

Write a summary analysis assessing the objectivity and reliability of the different perspectives on Indian Education as stated in these three chapters.

Minimum 150 words.

### Student BLM #3d

## LEARNING EXPERIENCE #3 (Teacher)

### SUMMARY STATEMENTS ON PERSPECTIVES ON INDIAN EDUCATION

10 minutes

- As a class discuss summary statements on perspectives as validated by quotes.

## LEARNING EXPERIENCE #3 (Student)

### SUMMARY STATEMENTS ON PERSPECTIVES ON INDIAN EDUCATION

10 minutes

- As a class discuss summary statements on perspectives as validated by quotes.

## LEARNING EXPERIENCE #4 (Teacher)

### THE FEDERAL EDUCATION STRATEGY

30 minutes

- Students read interviews of 29 former students on pages 29-89
- Using the information within the interviews and the students' analysis of perspectives on First Nations education, they will answer these questions:
  1. If the initial purpose or intent of the Federal Education Strategy for First Nations children was to *(insert class statement from Learning Experience #1)*\*, in your opinion, was the strategy used at St. Mary's Residential School successful in fulfilling this intent?
  2. Which aspect of the Federal Education Strategy has had the greatest impact on future generations of aboriginal people in Canada?
- Write 150 words validating your responses with appropriate quotes from the text. SEE Student BLM #4

\* Class statements were recorded in Student BLM#2 for Learning Experience #1.

# LEARNING EXPERIENCE #4 (Student)

## THE FEDERAL EDUCATION STRATEGY

- Write an essay of at least 150 words answering one of the following questions, validating your response with appropriate quotes from the text.

Use the information within the interviews and your analysis of perspectives on First Nations education to answer these questions:

1. If the initial intent of the Federal Education Strategy for First Nations children was to *(insert class statement)*, in your opinion, was the strategy used at St. Mary's Residential School successful in fulfilling this intent?
2. Which aspect of the Federal Education Strategy has had the greatest impact on future generations of aboriginal people in Canada?

Name \_\_\_\_\_

Date \_\_\_\_\_

12-22

Title: \_\_\_\_\_

## Suggested Evaluation for BCFNS12 Student Exercises / Learning Experiences

### Learning Experience #1

Discussion & record of definitions 5 marks

### Learning Experience #2

Perspectives 1/2 marks each 15 marks

Summary 5 sentences 15 marks

### Learning Experience #3

Discussion & validations Ø marks

### Learning Experience #4

Essay question 10 sentences (approx.) 40 marks

Total: 75