



Residential Schools

Grades 5-8



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How have residential
schools impacted the
lives of Indigenous
Peoples?

Inquiry Question

How much do you know about the impact of residential schools?



Extend the arrow to the spot on the continuum that reflects how much you know about the impact of residential schools.

Indigenous Worldview and Education



Consider, reflect, and discuss Indigenous Worldview and Education with a classmate or family member.

- Children are taught by many different members of their family and community
- Learning is hands-on, experiential, and takes place out on the land
- Learning is lifelong
- Children are the students and also the teachers; adults and Elders can also learn from the children
- Children learn by watching and doing
- Knowledge is passed down through stories, songs, dances, and artistic representations
- Education is holistic and children learn how everything is interconnected
- At the core, is the value of respect

Residential Schools

- Residential schools are schools that First Nations, Inuit, and some Metis children had to go to.
- They were around for over 150 years in Canada, from 1831 to 1996.



Lac La Ronge, SK, 1945

Residential Schools

- There were over 130 residential schools in Canada, and over 150,000 children attended.
- It is important to learn about residential schools because the impacts are still being felt today.



Portage la Prairie, MB, 1914-15

Away From Home

- Many children were only 6 years old when they first went to residential school.
- Many of the schools were far away and the children had to travel far distances to get there.



Cross Lake, MB, 1940

About the Schools

- Most of the schools were tall 3 story buildings and the children had to live there. They had dorm rooms with rows of beds.
- Most of the children had to stay there for 10 months of the year, from September until June.
- Some got to go home for Christmas, some did not. Some got to go home for the summer, some did not.

Mohawk, Brantford, ON



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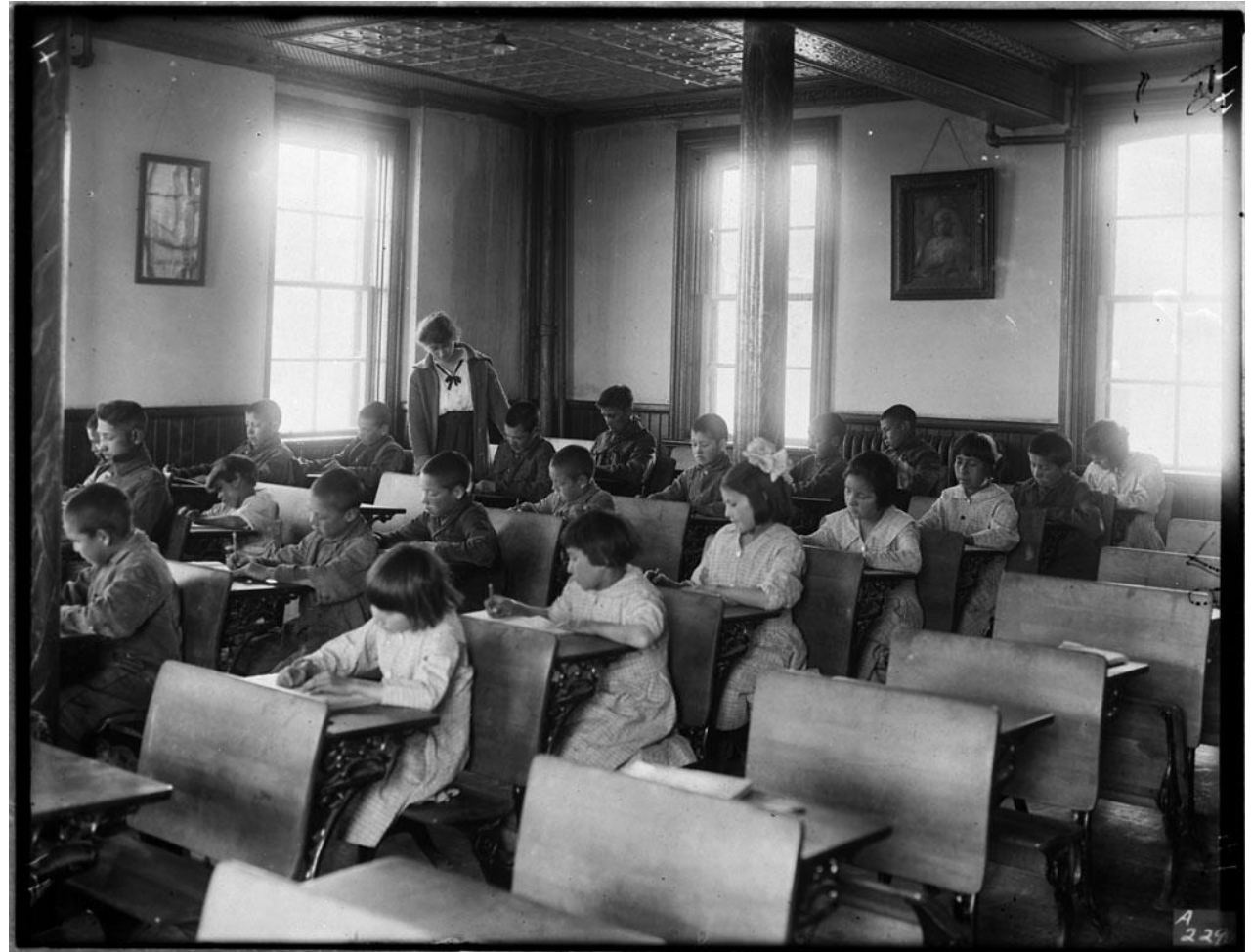
Cross Lake, MB, 1940



[Library and Archives Canada](#)

Regimented Routine

- All the kids had to look the same. They all had the same haircut and they all had to wear the same uniforms.
- The children also had to follow a very strict routine.
- There was no sleeping in, they were told when to wake up, when to sleep, when to eat.



Brandon, MB, 1946

Structure

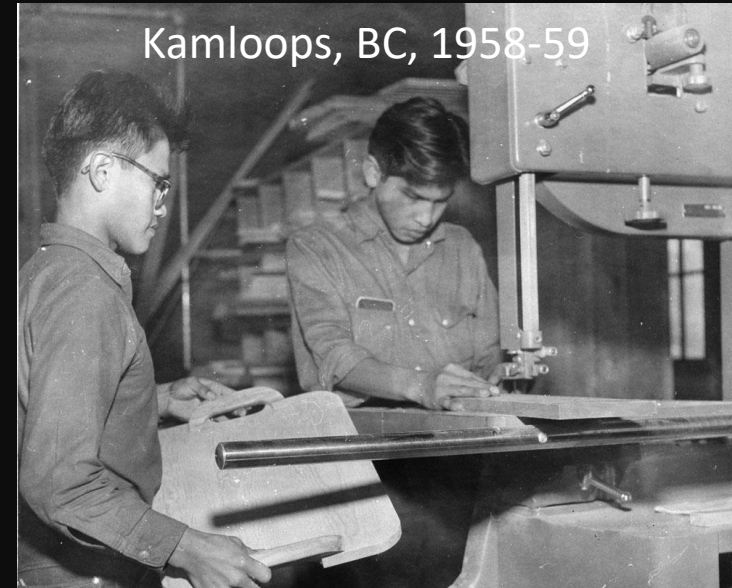
- They had to stand at attention, come when called upon, speak when spoken to, and do as they were told without hesitation.
- There was play time, but even that was structured.
- They had to do as they were told 24 hours a day, seven days a week.



Kamloops, BC, 1970

Living Conditions

- The living conditions at residential schools made it hard too.
- Most kids were underfed and the food they were given was bland and lacked nutrients. Porridge, soup, and stew were common.
- The students had to work very hard; they worked beyond appropriate expectations for their age. They were given jobs like cleaning the school, doing laundry, washing dishes, sewing clothes, making their beds, and farm work.



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Living Conditions

- The buildings were often cold and poorly ventilated.
- They lived close together and as a result were more likely to get sick from tuberculosis and influenza.



Frobisher Bay, Iqaluit, 1959

Treatment of Children

- The children were not treated very well, and the staff were very strict.
- Children were usually punished if they disobeyed or broke a rule.
- Usually they would get a strap, sometimes they would even lock kids up.
- They were not allowed to speak their language, or they would be punished.



St. Paul's, MB, 1901

Treatment of Children

- Some of the children were given a different name, some were only called upon by number.
- They were also made to feel bad about their culture.
- Many children did as they were told out of fear, but some resisted and stood up for themselves. Unfortunately, that would often result in more punishment.



Cross Lake, MB, 1940

Imagine

- You can imagine how the children must have felt - stressed, lonely, afraid, angry, and sad.
- You can imagine how hard it must have been for them to live their childhood that way.



Cross Lake, MB, 1940

Run Away

- Some children tried to run away.
- Some made it home, but others were caught and punished when they were brought back.



Pukatawagan, MB, 1960

Why were Residential Schools Created?



Brandon, MB, 1946

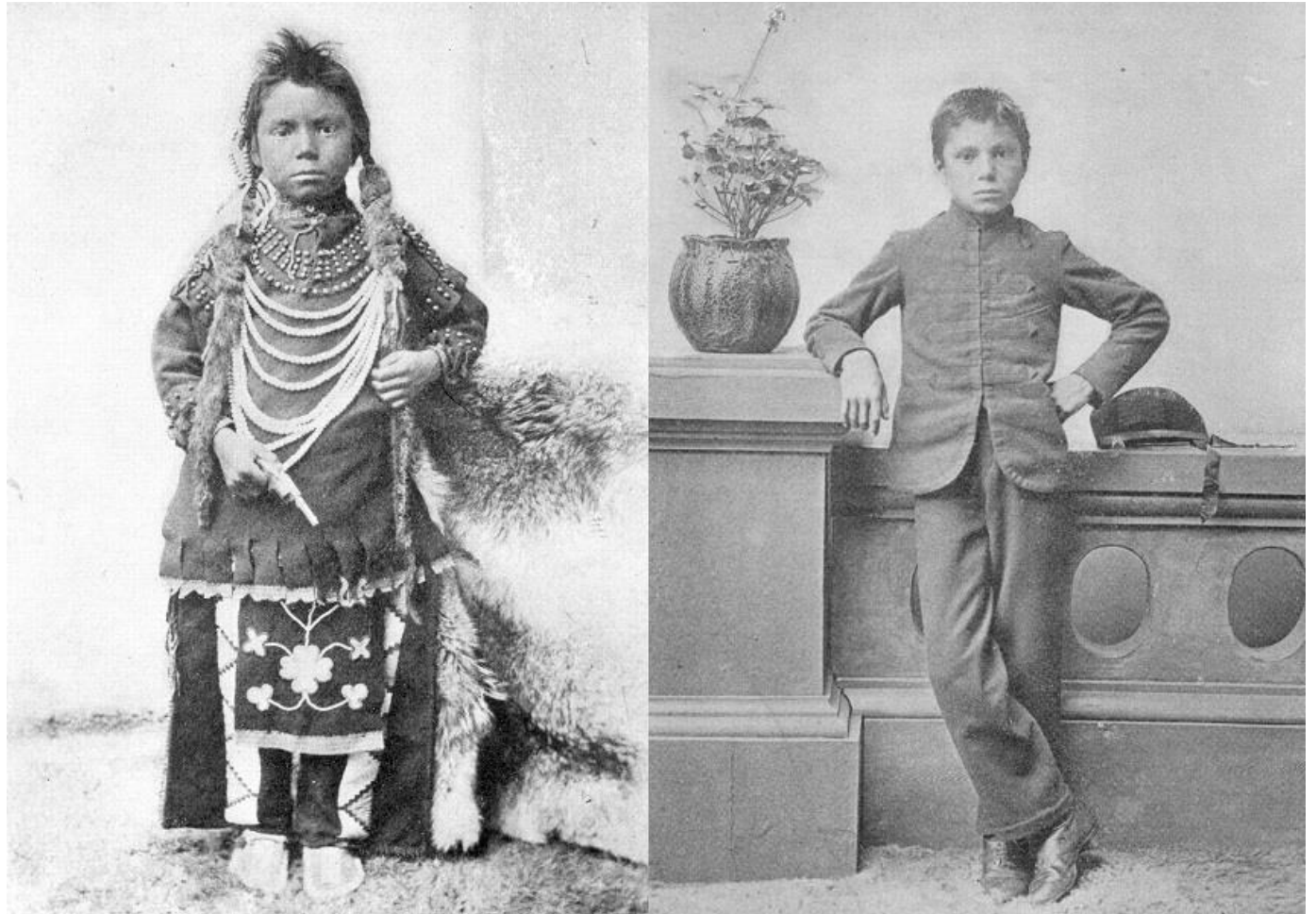
- Residential schools were designed to assimilate Indigenous children to adopt European culture.
- The Canadian Government provided the funding and various churches oversaw the day-to-day operations of the schools.

Thomas Moore

Compare the two photographs.

What do you notice?

What do you wonder?



[Photo Source](#)

Where were Residential Schools located?



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- [TRC Residential Schools of Canada Map](#)
- [Where were Manitoba's residential schools CBC](#)
- [CBC – Did you live near a residential school?](#)
- [Interactive Map: Manitoba's former residential schools](#)
- [Google Earth – Canada's Residential Schools](#)



Impact Today

- Many survivors have a lot of painful memories.
- Intergenerational trauma is passed down through generations.
- Everyone is on their own healing journey, at their own pace. It takes time.

What can you do?



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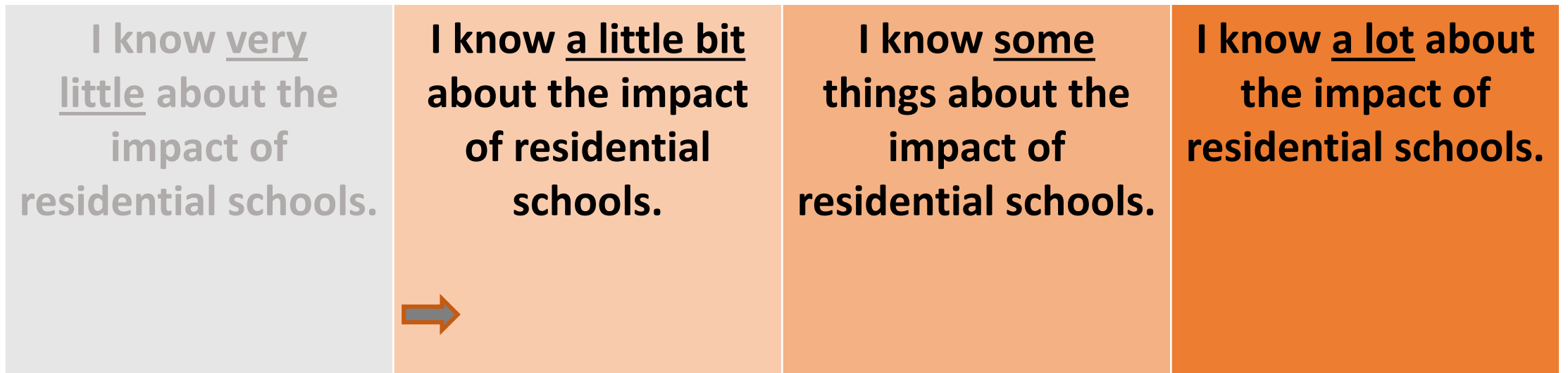
- Continue to learn and raise awareness about residential schools
- Show compassion and empathy
- Create an art piece
- Write a poem or song
- Participate in Orange Shirt Day (September 30th)



Orange Shirt Day

- When Phyllis was 6 years old, her granny bought her a shiny orange shirt. Phyllis was excited about her new shirt, and she wore it on her first day at residential school. But when she got there, they took her orange shirt and she never saw it again and it made her feel sad.
- We wear orange on September 30th to show Phyllis that we care about her and all the children that went to residential schools.

How much do you know about the impact of residential schools now?



Extend the arrow to the spot on the continuum that reflects how much you know about the impact of residential schools.