

ORANGE SHIRT DAY – STUDENT MANIPULATIVES GUIDE

Overview: The resources contained in this package provide easy-to-print worksheets and a text-only copy of *The Canadian Encyclopedia* article referred to in the lesson plan. This article does make note of abuse suffered by students in Residential Schools. Please preview the article and consider how you can best support students in this learning.

Contents: This Student Manipulatives Package contains:

1. KWL Chart Template: Residential Schools.
2. 5 W's Chart to support students as they review The Canadian Encyclopedia article on Residential Schools.
3. Comprehension Questions – *As Long as the River Flows* by Larry Loyie (recommended for Grades 5–8).
4. Comprehension Questions – *Sugar Falls* by David A. Robertson (recommended for Grades 9–12).
5. Mind Map Template: What does school mean to me?
6. Text only copy: Residential Schools article from *The Canadian Encyclopedia Online*.

Advisory: Please remember to review the content of this package before providing it to students. The topic of Residential Schools can be unsettling for some students. As a reminder, consider what supports your schools, school board or community may have that students can access if they need to talk further about any of the issues raised in a discussion of Residential Schools.

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KWL CHART

What do I KNOW about Residential Schools?	What do I WANT to know about Residential Schools?	What did I LEARN about Residential Schools?

5 W'S CHART

Who

What

When

Where

Why

COMPREHENSION QUESTIONS – *As Long as the River Flows* by Larry Loyie

Chapter 1: Focus on Vocabulary

As you are reading, look out for each of these words. Review the sentences they are used in and see if you can define them. Use a dictionary or ask a friend to confirm if you are right.

1. Trapline

2. Ooh-Hoo (in which language?)

3. Lean-to

4. Bannock

5. Roost

Chapter 2: Focus on Characters

What do we know about each of the characters so far? (Hint: You may need to look back to Chapter 1 as well for more details!)

Character	Information
Maruk	
Lawrence	
Papa	
Leonard	
Grandma (Kokom)	
Grandpa (Mosoom)	
Uncle Louis	

Chapter 3: Checking Your Understanding

In this chapter, Lawrence and his Kokom go out into the woods to find medicine using items that grow naturally. Do you know of anything that you grow in your own homes, backyards or communities that we can use for food or health?

This chapter talks about an encounter with a bear. How did Lawrence and his Kokom make sure they used all of the bear parts?

Chapter 4: Making Connections

In this chapter, a special family meal is prepared. What types of food does your family or community cook together to mark special occasions?

What do you think Grandpa means when he says, “the land has always given us what we need to live”?

In this chapter, Lawrence and his siblings are taken from their homes to a school in another community. These schools were called Residential Schools. How do you think Lawrence and his siblings felt?

Epilogue:

As you read the epilogue, what new information do you learn about Residential Schools and/or Larry’s life?

COMPREHENSION QUESTIONS – *Sugar Falls* by David A. Robertson

1) Character sketch: As you read, record details for each of the characters below to deepen your understanding of who they are/their role in the story.

a. Daniel

b. April

c. April's Kokum

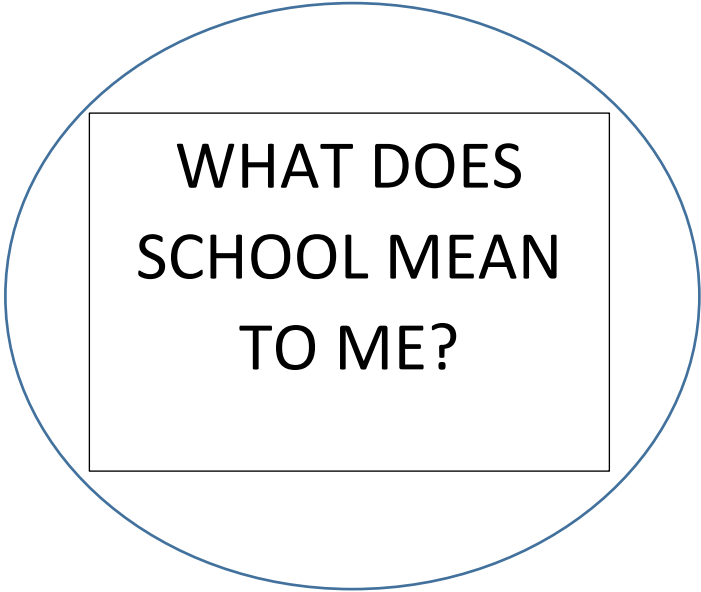
2) Daniel needs to interview a Residential School Survivor for his assignment. Do you think it is important to speak to people who have lived through an experience (first-person knowledge)? If so, why or why not?

3) April's Kokum being sent away from her home by her mother demonstrates the inter-generational outcomes of Residential Schools. What is your understanding of inter-generational trauma? Do you consider this to be an example of inter-generational trauma? If so, how?

4) Why do you think the author (David A. Robertson) chose to include Cree words in his graphic novel?

5) If you could ask April's Kokum one question about her experience in Residential Schools, what would it be?

MIND MAP



WHAT DOES
SCHOOL MEAN
TO ME?

ONLINE ARTICLE: Residential Schools in Canada

Copy from The Canadian Encyclopedia, January 15, 2020

In the early 1600s, Catholic nuns and priests established the first Residential Schools in Canada. In 1883, these schools began to receive funding from the federal government. That year, the Government of Canada officially authorized the creation of the residential school system. The main goal of the system was to assimilate Indigenous children into white, Christian society.

In the following years, new schools were built. A total of 130 operated between 1831 and 1996. Over 150,000 First Nations, Métis and Inuit children were forced to attend residential school during this period. Thousands died either at school, or because of their experiences in the system. Many more remain missing.

While experiences varied, many students had negative experiences at school. They were forcibly removed from their homes and separated from their parents at a young age. They were forbidden to wear traditional clothing or participate in ceremony. School staff often used numbers to refer to students instead of their name. The vast majority of children were not allowed to speak their own languages at school.

Abuse was common at the schools. Children were beaten and locked in small spaces by teachers and staff for misbehaving. Numerous students were sexually abused. A large percentage did not receive enough food to eat. Poor living conditions and malnutrition meant many became sick with preventable diseases such as tuberculosis and influenza.

Only a few hours a day were spent in the classroom. Most teachers were unqualified, and the curriculum they taught was basic. Students learned reading and writing in either English or French, basic math, and religion. The schools received little funding from the government, so students were forced to spend half of their day working to maintain school buildings and grow food. Girls cooked, cleaned, sewed and laundered. Boys took part in carpentry, construction and farming. All students had a variety of other daily chores in addition to their work. When they left school, most did not have the skills they needed to find a well-paying job.

Indigenous students and parents protested and resisted against residential schools throughout their operation. In 1969, the churches handed over the administration of the schools to the federal government. The last federally run residential school closed in 1996.

In the 1990s, residential school Survivors began to speak publicly about the abuse they endured at school. They demanded that the federal government and the churches tell the truth about what happened. They also wanted the government to give money (compensation) to Survivors.

In 2008, the federal government formally apologized to residential school Survivors. More apologies followed, from provincial and territorial governments, as well as some churches. Compensation was provided to some — but not all — Survivors. Some of that money was used to create the Truth and Reconciliation Commission (TRC).

Survivors were able to tell their stories during the TRC. In 2015, after six years of work, the commission released a summary report of its findings. It outlined 94 Calls to Action. Prime Minister Justin Trudeau committed to implementing all of them.

Key Facts About Residential Schools

What were Residential Schools?	Residential Schools were government-sponsored schools run by churches.
What was the purpose of Residential Schools?	The purpose of Residential Schools was to educate and convert Indigenous youth and to assimilate them into Canadian society.
How many students attended Residential Schools?	An estimated 150,000 children attended Residential Schools.
How many children died at Residential Schools?	An estimated 6,000 children died at Residential Schools (records are incomplete).
How many Residential Schools were there in Canada?	In total, over 130 Residential Schools operated in Canada between 1831 and 1996. In 1931, there were 80 Residential Schools operating in Canada. This was the most at any one time.
When did the first Residential School in Canada open?	The Mohawk Institute in Brantford, Ontario, accepted its first boarding students in 1831.
When did the last Residential School in Canada close?	The Gordon Residential School in Punnichy, Saskatchewan, closed in 1996. It was the last Residential School in Canada.

Definitions

Assimilate: When one culture changes (or is forced to change) their way of life to be more like another culture. Assimilation can be by choice or can be forced or encouraged by others. In the case of Indigenous populations in Canada, this was done by force through government policy that did not allow students to share their culture (language, values, beliefs, traditions, celebrations, art, etc.) while at Residential Schools.