

RESIDENTIAL SCHOOLS IN CANADA

Define:

intended consequences –

unintended consequences –

cultural genocide –

reconciliation –

According to his family, Chanie Wenjack's name was changed to 'Charlie' by the people who ran the Cecilia Jeffrey Indian Residential School. What does this tell you about cultural repression and assimilation? How does this contribute to feelings of disconnection and isolation? What do you think were the goals and the impacts of name changing?

"Chanie Wenjack" *Heritage Minute*

1. Why do you think Chanie chose to run away from residential school? What does this say about the conditions students faced in the school?
2. The quote in the Minute, "Kill the Indian in the child," was frequently used to describe the aim of the residential schools. What does this tell you about the intentions of the policies that led to the formation of the Indian residential school system in Canada? Do you think the quote accurately reflects the intentions of the residential schools?
3. Why do you think this Minute is told from the perspective of Chanie's sister, Pearl? How does this connect to the tradition of oral history? See "The Oral Tradition" note on page 10.
4. What kind of impression of the residential schools does this Minute leave? Compare this to what you have learned about residential schools from other sources. Why is it important to explore different perspectives and use multiple sources?
5. How do you think this story might be different if it were told from the perspective of the school's principal or a teacher? What does this teach you about historical perspective and how we remember the past?

“The residential schools were designed to eradicate any sense of Indian-ness. They denied us the opportunity to learn about ourselves.”

-Phil Fontaine, former National Chief of the Assembly of First Nations

HISTORICAL SIGNIFICANCE

1. From the timeline, select 3–5 events you feel are significant in the history of the residential school system in Canada. Consider historical significance when making your selections. Explain why you think they are significant. Use a chart like the one below to help you organize your thoughts.
2. In pairs, pick 1 of the events you listed and visit The Canadian Encyclopedia for further research. Determine the causes and consequences of this event. Choose 3 intended consequences and 3 unintended consequences. Consider the historical significance of those causes and consequences: Which have had the longest legacy? Which affected the most people? Why?
3. Looking back at the timeline, choose 2–3 events which reflect the point Phil Fontaine makes in the quote above, and explain your choices.

EVENT	ESTIMATED NUMBER OF PEOPLE AFFECTED	DEPTH OF IMPACT How significant was this event? How deeply has it affected the people involved?	DURATION OF IMPACT How long has the impact of this event lasted?