

**Residential Schools** part two

Name:

<http://www.wherearethechildren.ca/en/history/flash.php>



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Go back to the Classroom and start with Chapter Two: **Residential Schools Impact**

1. What did the children lose out on once they were removed from their families?
2. The children were separated by gender and this meant they often were separated from their \_\_\_\_\_ of the other gender.
3. Children were isolated from: family, community, extended \_\_\_\_\_ and their natural environments.
4. What ways did the residential schools make children feel anonymous?
5. Were their traditional and cultural ways respected? Give concrete examples for your viewpoint:
6. Many of the children and youth experienced deep-rooted feelings of humiliation, shame and abandonment, leading to low self-esteem. Why do you think they felt this way?
7. Why do you think that many Indian Residential School survivors, have expressed an inability to express affection?

8. Later, traumatic memories were often triggered by certain sounds and smells. Trauma comes in many forms. Being beaten, humiliated, sexually abused, forced to speak another language, removed at gunpoint from parents, and sent to another place, far from one's nation and land, are all traumatic experiences. Post Traumatic Stress is a result of this kind of treatment. Later we will see other Indigenous groups in the world that faced violence or oppression. These people also face the legacy of Post Traumatic Stress. Use the internet to find out about post traumatic stress:

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a. A definition of Post Traumatic Stress:

b. The indicators/ signs of post-traumatic stress:

c. Other situations (then residential school) that result in Post Traumatic Stress:

9. Why could children no longer communicate with their elders, upon their return to their own communities?

10. What impact does this have on future generations?

11. The current Federal Government cut the entire budget for re-introduction of Aboriginal Languages in communities. It was a budget 5 billion (including all the measures in the agreement) and was part of a document the previous government signed, called the Kelowna Accord. Originally in the land, now called Canada, there were over 60 Aboriginal languages yet only 53 remain. All but three are on the way to extinction. Only Inuit, Cree, and Ojibway (Anishinabeg) are spoken in day to day life by large numbers of people. The other 50 languages are dying out and in some cases fewer than five speakers remain. By cutting the language program which was agreed to in writing and signed between the Federal government, the government continues to oppress Native nations. This was done in the first few months of the Harper Government taking over from the previous Liberal government.

In the Ottawa area, over forty languages are offered free to children and youth via the school system and are funded by the Ontario Ministry of Education. Not a single one is an Indigenous Language.

a. How do you think the children and grandchildren of residential schools can learn their languages, if the school system and the government do not support this?

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b. The government has a program to preserve languages of new immigrants such as: Italian, Chinese, Arabic, and Somali, but does not allow the Continuing Education Language programs to fund Aboriginal Languages. In the Ottawa area, none of the OCDSB, Catholic or French Schools offer Native Languages. In Ottawa, there are about 30,000 Aboriginal people. The provincial government will provide funds if a class has 9 or more students. Do you think these courses should be offered?

d. We are in Algonquin unceded territory. No Algonquin is offered by the school system. We have large communities of other native people from various nations who reside here, especially Cree, Ojibway, Mohawk, Mi'kmaw and Metis (Michif language) as well as the largest population of Inuit outside the North. What could these families do to encourage the creation of these courses?

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e. In the language programs offered (43 languages) the children and youth can be from any background. For example a non-Farsi speaker can take the classes in Farsi. Do you think both native and non-native children and youth would like to learn a Canadian indigenous language? Why, Why not?

11. Another impact of Residential schools continues to today. That is there is now a high level of family, and partner violence. How did the Indian Residential Schools contribute to this?

12. There are many services for people who are experiencing ongoing partner abuse or child abuse. Ottawa has a shelter for Aboriginal women and children. Use google to find out it's name.

13. There is also a shelter for young Aboriginal women who do need housing. Why do you think a young woman might end up needing somewhere safe to live?

14. Look up the Distress Line for Ottawa. <http://www.dcontario.org/help.html> What do Distress Centers provide?

15. If you knew a friend was living in an unsafe family situation who could you turn to for advice?