



## **Additional Resources Indian Residential Schools and Reconciliation**

All links working as of July 26, 2017

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### 1. GENERAL HISTORY AND BACKGROUND RESOURCES

These resources will be valuable for teacher background, and may also be useful for students in senior grades to use as research resources.

Benjamin. Chris. *Indian School Road: Legacies of the Shubenacadie Residential School*. Halifax, NS: Nimbus Publishing, 2014. 238 pages.

This book presents a detailed study of one residential school in Nova Scotia, based on archival research and interviews with survivors. It is organized by topics that can be accessed to compare with similar topics in BC residential schools.

British Columbia. *Aboriginal Worldviews and Perspectives in the Classroom. Moving Forward*. Victoria: Queen's Printer for British Columbia, 2015. Online at [http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp\\_moving\\_forward.pdf](http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf)

This document is designed to support educators in understanding best practices in approaching Aboriginal perspectives in their classrooms. It was based on discussions in a number of First Nations communities throughout the province. Contents include: Characteristics of Aboriginal Worldviews and Perspectives; Attributes of Responsive Schooling; Indicators of Success; Possible Next Steps.

Castellano, Marlene Brant, Linda Archibald and Mike DeGagné, eds. *From Truth to Reconciliation : Transforming the Legacy of Residential Schools*. Truth and Reconciliation Series: Vol. 1. Ottawa: Aboriginal Healing Foundation, 2011 (revised edition). 446 pp. Available to download at [http://speakingmytruth.ca/?page\\_id=17](http://speakingmytruth.ca/?page_id=17)

This collection of 21 essays, first published in 2008, brings a variety of perspectives to the topic of Truth and Reconciliation. Organized in four sections: Truth-Telling, The Legacy Lives On, Exploring Paths to Reconciliation and Journey of the Spirit.

Chartrand, Larry N., Tricia E. Logan and Judy D. Daniels. *Métis History and Experience and Residential Schools in Canada*. Ottawa, ON: Aboriginal Healing Foundation, 2006. 194 pp. Online as pdf at <http://www.ahf.ca/downloads/metiseweb.pdf>

This collection of three reports tells the experiences of Métis survivors of residential schools: Métis Residential School Participation: A Literature Review; Lost Generations: The Silent Métis of the Residential School System: Revised Interim Report; and Ancestral Pain: Métis Memories of Residential School Project.

Chrisjohn, Roland and Sherri Young. *The Circle Game: Shadows and Substance in the Indian Residential School Experience in Canada*. Theytus Books, 2006. Book. 334 pp. (Out of print)

This book examines misconceptions about residential schools, arguing that many accounts of the school obscure and misinform the facts.

Fontaine, Phil, Aimée Craft and The Truth and Reconciliation Commission of Canada. *A Knock on the Door. The Essential History of Residential Schools from the Truth and Reconciliation Commission of Canada*. University of Manitoba Press, 2015. 296 pp. Book, eBook.

“A Knock on the Door, published in collaboration with the National Centre for Truth and Reconciliation (NCTR), gathers material from the TRC reports to present the essential history and legacy of residential schools and inform the journey to reconciliation that Canadians are now embarked upon. An afterword introduces the holdings and opportunities of the NCTR, home to the archive of recordings and documents collected by the TRC.” (publishers notes.)

LearnAlberta (Province of Alberta). *Walking Together; First Nations, Métis and Inuit Perspectives in Curriculum*. <http://www.learnalberta.ca/content/aswt/>

This digital resource is a Professional Development resource intended for educators. Although dealing with First Peoples of Alberta, some components may be useful for BC educators. The Discussion Guide section, called Talking Together, includes a number of activities that may be adapted for professional development. See [http://www.learnalberta.ca/content/aswt/talkingtogether/onehour\\_activities.html](http://www.learnalberta.ca/content/aswt/talkingtogether/onehour_activities.html)

Mathur, Ashok, Jonathan Dewar and Mike DeGagné, eds. *Cultivating Canada : Reconciliation Through the Lens of Cultural Diversity*. Truth and Reconciliation Series: Vol. 3. Ottawa: Aboriginal Healing Foundation, 2011. 464 pp. Available at [http://speakingmytruth.ca/?page\\_id=17](http://speakingmytruth.ca/?page_id=17)

This collection of 29 essays contains perspectives of new Canadians and those outside the traditional British and French settler communities on the topic of Reconciliation. Organized in three sections: Land, Across, and Transformation.

Milloy, John S. *A National Crime: The Canadian Government and the Residential Schools System, 1879 to 1986*. University of Manitoba Press, 1999. 424 pages. Book, also available as eBook.

This comprehensive academic work examines the full history of the residential school system in Canada, documenting how underfunding and mismanagement affected generations of Indigenous children.

Mosby, Ian. Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942–1952. *Histoire sociale/Social history*, Volume 46, Number 91, Mai-May 2013. 29 pages. Online at <http://www.fns.bc.ca/pdf/AdministeringSocialScience.mosby.pdf>

This academic article presents research into how nutritional experiments and studies were conducted in First Nations communities and in Indian Residential Schools between 1942 and 1952. It includes research from Northern Manitoba and James Bay and some information on experimentation at Alberni Indian Residential School.

Reconciliation Canada. Website: <http://reconciliationcanada.ca/>

The website of this active organization contains many useful resources, especially when thinking about ways to take action on reconciliation. Some useful sections include:

- Back Pocket Reconciliation Action Plan <http://reconciliationcanada.ca/back-pocket-plan/>

- Young Adult Voices - Call to Action [http://reconciliationcanada.ca/staging/wp-content/uploads/2015/05/CommunityActionToolkit\\_YoungAdults.pdf](http://reconciliationcanada.ca/staging/wp-content/uploads/2015/05/CommunityActionToolkit_YoungAdults.pdf)
- Plan Your Own Event [http://reconciliationcanada.ca/staging/wp-content/uploads/2015/05/CommunityActionToolkit\\_PlanYourOwnEvent.pdf](http://reconciliationcanada.ca/staging/wp-content/uploads/2015/05/CommunityActionToolkit_PlanYourOwnEvent.pdf)

Regan, Paulette. *Unsettling the Settler Within: Indian Residential Schools, Truth Tell, and Reconciliation in Canada*. UBC Press, 2010.

The author is a non-Indigenous academic and was Director of Research for the Truth and Reconciliation Commission. She challenges much of the accepted settler identity in Canada, arguing that non-Indigenous Canadians needs to go through their own process of decolonization.

Rogers, Shelagh, Mike DeGagné and Jonathan Dewar, eds. *“Speaking My Truth” : Reflections on Reconciliation & Residential School*. Ottawa: Aboriginal Healing Foundation, 2012. 256 pp. Available to download at [http://speakingmytruth.ca/?page\\_id=17](http://speakingmytruth.ca/?page_id=17)

This collection of 18 essays is made up of selections from the Aboriginal Healing Foundation’s Truth and Reconciliation Series: From Truth to Reconciliation; Response, Responsibility, and Renewal; and Cultivating Canada.

Royal Commission on Aboriginal Peoples (RCAP). “Residential Schools.” *Report of the Royal Commission on Aboriginal Peoples*, Volume 1, Chapter 10. Ottawa, ON: Minister of Supply and Services Canada, 1996. 86 pages. Available online at <http://caid.ca/RRCAP1.10.pdf>

The RCAP report on the history and legacy of Indian Residential Schools. Includes recommendations which paved the way for the Truth and Reconciliation Commission.

Truth and Reconciliation Canada. *Final Report*. 6 volumes. Each volume also contains extensive bibliographies. All the volumes are available for download at the National Centre for Truth and Reconciliation website. This site also includes separate indexes for each of the volumes, as well as other related documents to download. [http://nctr.ca/trc\\_reports.php](http://nctr.ca/trc_reports.php)

*Canada's residential schools. The history, Part 1 : origins to 1939*. The final report of the Truth and Reconciliation Commission of Canada ; volume 1, part 1. McGill-Queen’s Native and northern series, 80. 2015. 962 pages. Online at: [http://nctr.ca/assets/reports/Final%20Reports/Volume\\_1\\_History\\_Part\\_1\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Volume_1_History_Part_1_English_Web.pdf)

*Canada's residential schools. The history, Part 2 : 1939 to 2000*. The final report of the Truth and Reconciliation Commission of Canada ; volume 1, part 2. McGill-Queen's Native and northern series ; 81. 2015. 813 pages. Online at:

[http://nctr.ca/assets/reports/Final%20Reports/Volume\\_1\\_History\\_Part\\_2\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Volume_1_History_Part_2_English_Web.pdf)

*Canada's residential schools. The Inuit and Northern Experience.* The final report of the Truth and Reconciliation Commission of Canada ; volume 2. McGill-Queen's Native and northern series ; 84. 2015. 260 pages.

[http://nctr.ca/assets/reports/Final%20Reports/Volume\\_2\\_Inuit\\_and\\_Northern\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Volume_2_Inuit_and_Northern_English_Web.pdf)

*Canada's residential schools. The Métis experience.* The final report of the Truth and Reconciliation Commission of Canada ; volume 3. McGill-Queen's Native and northern series ; 83. 2016. 81 pages.

[http://nctr.ca/assets/reports/Final%20Reports/Volume\\_3\\_M%C3%A9tis\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Volume_3_M%C3%A9tis_English_Web.pdf)

*Canada's residential schools. Missing children and unmarked burials.* The final report of the Truth and Reconciliation Commission of Canada ; volume 4. McGill-Queen's Native and northern series ; 84. 2016. 266 pages. Online at

[http://nctr.ca/assets/reports/Final%20Reports/Volume\\_4\\_Missing\\_Children\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Volume_4_Missing_Children_English_Web.pdf)

*Canada's Residential Schools: The Legacy.* The Final Report of the Truth and Reconciliation Commission of Canada Volume 5. McGill-Queen's Native and northern series ; 85. 383 pages. Online at:

[http://nctr.ca/assets/reports/Final%20Reports/Volume\\_5\\_Legacy\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Volume_5_Legacy_English_Web.pdf)

*Canada's residential schools. Reconciliation.* The final report of the Truth and Reconciliation Commission of Canada ; volume 6. McGill-Queen's Native and northern series ; 86. 288 pages. Online at

[http://nctr.ca/assets/reports/Final%20Reports/Volume\\_6\\_Reconciliation\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Volume_6_Reconciliation_English_Web.pdf)

Younging, Gregory, Jonathan Dewar and Mike DeGagné, eds. *Response, Responsibility and Renewal: Canada's Truth and Reconciliation Journey.* Truth and Reconciliation Series: Vol. 2. Ottawa: Aboriginal Healing Foundation, 2011 (revised edition). 404 pp. Available to download at [http://speakingmytruth.ca/?page\\_id=17](http://speakingmytruth.ca/?page_id=17)

This collection of 25 essays, first published in 2009, contains personal reflections on the opportunities and challenges posed by the Truth and Reconciliation process. Organized in three sections: History in Our Midst; Reconciliation, Restitution, Rhetoric; and Tomorrow's History.

## 2. SURVIVOR ACCOUNTS, MEMOIRS

Canadien, Albert. *From Lishamie*. Theytus 2012. 272 pp.

This emotional and poetic memoir is about growing up in a subarctic Dene community in NWT. It deals with village life and the Indian Residential School experience. Note: contains negative comments made by residential school teachers about the Slavey language and Dene values and beliefs. Also it portrays scenes of abuse of children by staff. There is discussion of opposing viewpoints on religion and spirituality. Reading level Gr 8 – 9

Kirkness, Verna J. *Creating Space : My Life and Work in Indigenous Education*. University of Manitoba Press, 2013. 194 pages

In her autobiography, Indigenous educator Verna Kirkness devotes a section to her experiences as an Aboriginal person teaching in residential schools from 1959 to 1964. Her first school, Birtle Indian Residential School in Manitoba, was fairly typical of the time, contrasting with her second assignment at Rossville Indian Residential and Day School in Norway House. The latter school highlights some of the changes that were occurring in the administration of some schools in the 1960s. See pages 29 - 40.

Raptis, Helen. *What We Learned : Two Generations Reflect on Tsimshian Education and the Day Schools*. UBC Press, 2016. 224 pages.

Rather than telling about the residential schools, this book tells about some of those who did not go to residential schools. They attended day schools run by the Department of Indian Affairs. Two generations of Tsimshian students from Kitsumkalum reflect on their traditional education and school experiences. One group was born in the 1930s and 1940s while the others were born in the 1950s and 1960s.

Romain, Janet. *Not My Fate: Story of a Nisga'a Survivor*. Caitlin Press, 2016. 256 pages

The story of Josephine Caplin, who survived a life of abuse and neglect as result of intergenerational legacies of residential schools. Removed from her family in grade three, she lived in a variety of foster homes. Destined to repeat the same hopeless cycle, she managed to determine her own fate to reclaim her life.

Glennon, Jane. *Sihkos' Story*. *Media Indigena*. 2012, 2013, 2014.

Part I: <http://www.mediaindigena.com/guest/living/sihkos-story-residential-school-remembrances-of-a-little-brown-white-girl>

Part II: <http://www.mediaindigena.com/guest/issues-and-politics/sihkos-story-part-ii-sturgeon-landing-residential-school>

Part III: <http://www.mediaindigena.com/guest/living/sihkos-story-part-iii-guy-hill-residential-school>

Written in a blog format, these three articles describe the experiences of Jane Glennon (Woodland Cree) before and during her time in residential schools in Saskatchewan in the 1940s and 1950s.

Watt-Cloutier, Sheila. *The Right to Be Cold*. Penguin, 2015. 337 pp.

This memoir is largely about Watt-Cloutier's international work as an activist for Inuit culture and environmental awareness. She includes a section on her experiences at the Churchill Vocational School in Churchill Manitoba during the 1960s. This was a different experience from most church operated residential schools. Watt-Cloutier's personal experiences were mostly positive, but she analyzes how the system damaged Inuit culture. See pages 36 to 48.

Wells, Robert. *Wawahte: Indian Residential Schools*. Trafford Publishing, 2012. 177 pages.

This self-published book focusses on the memories of three Elders who came from Northern Ontario. Esther Faries attended Pelican Lake Indian Residential School in Sioux Lookout, Ontario. She describes her life before going to school, experiences at the school, and how she coped after leaving. Bunnie Galvin was affected more by the feeling of abandonment by her parents during the Depression, than her time at McIntosh Indian Residential School near Vermillion Bay, Ontario, where she felt loved and cared for. She gives her perspectives on the legacies of the residential schools. In comparison, Stanley Stephens attended a local Indian Day School at Pagwa River, Ontario.

### 3. CURRICULUM RESOURCES

These resources include lesson ideas and suggested activities for teachers to adapt in their classrooms.

Residential Schools in Canada Education Guide. Historica:

[http://education.historicacanada.ca/files/32/ResidentialSchools\\_English.pdf](http://education.historicacanada.ca/files/32/ResidentialSchools_English.pdf)

This guide for students and teachers is presented in a colourful magazine format looking at Indian Residential Schools from a national viewpoint. It includes activities for all the major topics in a study of residential schools, including the causes, the history and Reconciliation. It also gives teaching suggestions to implement the activities.



Legacy of Hope Foundation. *Forgotten: The Métis Residential School Experience*. Workshop Guide. 2014. Online at [http://staging.legacyofhope.ca/wp-content/uploads/2016/03/Forgotten-workshop-guide\\_web.pdf](http://staging.legacyofhope.ca/wp-content/uploads/2016/03/Forgotten-workshop-guide_web.pdf)

Two activities designed for ages 12 and up to introduce the Métis experience.

Nishnawbe Aski Nation. *Healing the Generations Residential School Curriculum*. 2017. Online at <http://rschools.nan.on.ca/>

The focus of these Grade 9 to 12 resources is on the Nishnawbe Aski Nation and based on the Ontario curriculum, but they are readily adapted for British Columbia classroom. They include a number of survivor stories, and comprehensive lessons for each grade from 9 to 12. They will provide excellent additional materials for the FNESC units. Each lesson includes background material, activities, worksheets, readings, quizzes and rubrics.

Miles, James. A Primary Source Activity on the Creation of Residential Schools in Canada. The Historical Thinking Project. <http://historicalthinking.ca/blog/587>

Suggestions for a short activity over two days examining the reasons for the creation of Indian Residential Schools. Refers to documents accessible only to members of the Critical Thinking Consortium (TC2), but could be adapted using FNESC documents.

Sommerfeld, Christina and Belland, Caitlin. Story Drama Lesson Plan for *Kookum's Red Shoes*. EDCI 305A Blog, University of Victoria. 2011. <https://edci305a.wordpress.com/2016/04/05/kookums-red-shoes/>

A lesson plan by pre-service students using *Kookum's Red Shoes* by Peter Eyvindson as a topic for Story Drama.

Speak Truth to Power Canada. *Wilton Littlechild Truth and Reconciliation*. <http://sttpcanada.ctf-fce.ca/lessons/wilton-littlechild/>

These activities view the idea of Truth and Reconciliation through the life of Wilton Littlechild, a Cree Chief, who has been a Member of Parliament, delegate on the UN Declaration on the Rights of Indigenous Peoples, worked on the TRC and is a member of the Order of Canada. Includes biographical material and lesson outlines to cover 6 class periods. Suggested grade levels, 5 to 12.



## 4. STUDENT RESEARCH RESOURCES: PRINT AND ELECTRONIC

These are resources that are appropriate and accessible for students to use as research sources. Some may only be useful for older students.

Canadian Encyclopedia. Residential Schools.

<http://www.thecanadianencyclopedia.ca/en/article/residential-schools/>

This article provides a good summary of the residential school history, as well as the Residential Schools Settlement Agreement and Reconciliation. It appears to be kept up to date. It also includes an interactive timeline that includes both the history of the schools and Reconciliation, and a video of a survivor speaking about her experiences.

Fallen Feather Productions. Kamloops Indian Residential School photo gallery.

[http://fallenfeatherproductions.com/photo\\_gallery.html](http://fallenfeatherproductions.com/photo_gallery.html)

This gallery is a resource that supports the documentary film *The Fallen Feather*. More than 2 dozen images provide a good resource for students to study photographic evidence of one residential school. However, there is little contextual information given for the images (e.g. no dates are given).

Florence, Melanie. *Residential Schools : The Devastating Impact on Canada's Indigenous Peoples and the Truth and Reconciliation Commission's Findings and Calls for Action*. Righting Canada's Wrongs series. James Lorimer, 2016. 128 pp.

This book attempts to illustrate the residential school experience for all First Peoples of Canada in images and brief accompanying text passages. Its highly visual design will appeal to many students, but they should use critical reading and thinking skills when reading it. The images are organized by topic, but many of them lack context. Each topic has pictures from many locations and time periods, which could be confusing. This is particularly evident in the first chapter, which covers pre-contact life for First Nations across the country. For example, an image and text regarding “war bonnets” (p 16) gives no contextual information that these are unique to certain First Nations of the prairies. The single image representing BC coastal First Nations (p 9) is unrepresentative to say the least. However, the topical layout of the sections dealing with residential schools will be of use for students researching the subject, thanks to the many images and quotations from survivors. There are also relevant quotes from the Truth and Reconciliation Commission throughout. Reading level, Grades 4.0 - 6.0. Interest level suggested for ages 13+.

Grant, Agnes. *Finding My Talk. How Fourteen Native Women Reclaimed Their Lives after Residential School*. Calgary: Fifth House, 2004. 212 pp.

Fourteen biographies from interviews with women from across Canada who survived residential school. The women featured include poet Rita Joe; Alice French, author of *My Name is Masak*; Shirley Sterling, who wrote *My Name is SEEPEETZA*, and BC educator Dr. Bernice Touchie.

Legacy of Hope Foundation. (Multiple resources.) Website <http://legacyofhope.ca/education/>

The Legacy of Hope Foundation is a national Indigenous-led organization with the goal of educating and raising awareness about the history and many legacies of the Residential School System. They are all short, fully illustrated pdf files that can be downloaded. Some of their useful resources are:

- *Forgotten: The Métis Residential School Experience*. 2014. 10 pp pdf. Website, [http://staging.legacyofhope.ca/wp-content/uploads/2016/03/Forgotten-booklet\\_web.pdf](http://staging.legacyofhope.ca/wp-content/uploads/2016/03/Forgotten-booklet_web.pdf)
- *Hope and Healing: The Legacy of the Indian Residential School System*. 2014. [http://staging.legacyofhope.ca/wp-content/uploads/2016/03/Hope-Healing-2014\\_web.pdf](http://staging.legacyofhope.ca/wp-content/uploads/2016/03/Hope-Healing-2014_web.pdf)
- *Inuit and the Residential School System*. 2013. <http://staging.legacyofhope.ca/wp-content/uploads/2016/03/Inuit-and-the-RSS-min.pdf>
- *Where are the Children*. 2003. [http://staging.legacyofhope.ca/wp-content/uploads/2016/03/watc-catalogue\\_web.pdf](http://staging.legacyofhope.ca/wp-content/uploads/2016/03/watc-catalogue_web.pdf)

*Moving Forward: A Collection About Truth and Reconciliation*. McGraw-Hill, 2016. 88 pages

This anthology includes art, short stories, poems and essays by Indigenous artists and writers. It also includes questions and activities to support the BC English Language Arts curriculum. A teacher resource is also available. For grades 10 - 12.

McKegney, Sam. *Magic Weapons: Aboriginal Writers Remaking Community after Residential School*. Winnipeg, MB: University of Manitoba Press, 2007.

The first major survey of Indigenous writings on the residential school system examines the ways in which Indigenous survivors of residential school “mobilize narrative in their struggles for personal and communal empowerment in the shadow of attempted cultural genocide” (Publisher’s notes).

National Centre for Truth and Reconciliation. Schools database, Archive Collection. Website. <http://nctr.ca>

Among the many resources on the National Centre for Truth and Reconciliation, this database collects information about individual Indian Residential Schools online. It includes historical information, maps of locations, and photographs. Also some key school documents are presented. These are from the same files listed in the Department of Indian Affairs School Files section of the Grade 10 and Grades 11/12 FNESC Teacher Resource Guides.

Stonefish, Brent. *Moving Beyond: Understanding the Impacts of Residential School*. Owen Sound: ON: Ningwakwe Learning Press, 2007. 56 pages.

Author Brent Stonefish, from the Lenape Nation in Southwestern Ontario, discusses not only the history of the residential school experience, and the intergenerational legacies, but also highlights positive approaches to healing for healthy individuals, families and communities. Suggested reading level grades 10-12.

Stromquist, Gail and Nancy Knickerbocker. *Project of Heart. Illuminating the Hidden History of Indian Residential Schools in BC*. BC Teachers' Federation. 38 pages. Available as ebook for viewing online, or as pdf to download. <http://bctf.ca/hiddenhistory/>

This history of the Indian Residential School experience and actions taken through Project of Heart to bring about reconciliation are presented in an illustrated magazine format that will engage students. It can be referred to for details on many topics, as there are a variety of short articles. These include "Gladys We Never Knew You," about finding out what happened to a girl who disappeared from residential school; and "Students and teachers create 'heart gardens' for survivors," about one project to help intergenerational healing.

UNICEF. Know Your Rights! United Nations Declaration on the Rights of Indigenous Peoples for Indigenous Adolescents. Secretariat of the Permanent Forum on Indigenous Issues, 2013. 40 pages. [http://files.unicef.org/policyanalysis/rights/files/HRBAP\\_UN\\_Rights\\_Indig\\_Peoples.pdf](http://files.unicef.org/policyanalysis/rights/files/HRBAP_UN_Rights_Indig_Peoples.pdf)

This "adolescent friendly" version of the United Nations Declaration on the Rights of Indigenous Peoples is presented in a colourful magazine format which can be downloaded or viewed on line. Also includes a short quiz so students can test their knowledge.

We Were So Far Away. The Inuit Experience of Residential Schools. Legacy of Hope Foundation. <http://weweresofaraway.ca/>

This interactive website includes stories of survivors, a slideshow of images and a timeline, as well as links to other resources related to the Inuit experience.

## 5. NEWS REPORTS, BLOGS AND PODCASTS

There are many news articles and blog entries that discuss and give opinions on the topics of Indian Residential Schools and Reconciliation. Here are some selected items that may be useful for students.

apihtawikosisan. Ruby's Story. March 2012. <http://apihtawikosisan.com/2012/03/rubys-story/>

The writer tells about seven year old Ruby who wanted to make a presentation to her class about residential schools, and the roadblocks put in her way. Includes a description of what happened by her parents, and an interview with Ruby.

Boyden, Joseph. The True Tragedy of Attawapiskat. *Maclean's*, April 13, 2016.  
<http://www.macleans.ca/news/canada/attawapiskat-and-the-fallout-of-intergenerational-trauma/>

In this essay, Boyden describes Attawapiskat as a “microcosm of intergenerational trauma.” Written at the time when a state of emergency was declared when 13 students made a suicide pact, the essay explores how the community is a prime example of the legacies of colonization.

Dhillon, Sunny. Forum on residential school malnutrition experiments triggers raw emotions. *The Globe and Mail*, Dec 12, 2013. <http://www.theglobeandmail.com/news/british-columbia/forum-on-residential-school-malnutrition-experiments-triggers-raw-emotions/article15916858/>

A news report covering the visit by researcher Ian Mosby visiting Port Alberni to discuss the nutritional experiments carried out by the federal government on students at the Alberni Indian Residential Schools in the 1950s.

King, Thomas. No Justice for Canada's First Peoples. *The New York Times*, 2015.  
[https://www.nytimes.com/2015/06/12/opinion/thomas-king-no-justice-for-canadas-first-peoples.html?\\_r=0](https://www.nytimes.com/2015/06/12/opinion/thomas-king-no-justice-for-canadas-first-peoples.html?_r=0)

In this essay, Thomas King comments on the release of the Canadian Truth and Reconciliation Commission executive summary of its final report in June 2015. Students will find it interesting to compare his opinions and predictions with some of the events and actions that have occurred since the release of the report.

Ouellette, Robert-Falcon, dir. "Dave Robertson & Sugar Falls: A Residential School Story." At the Edge of Canada: Indigenous Research. N.p., 09 2012. web. 9 March 2012. Podcast, 34:42 min. (interview begins at ends at 22 minutes.)

Podcast: <https://archive.org/details/DaveRobertsonSugarFallsAResidentialSchoolStory>

Robert-Falcon Ouelette interviews Dave Robertson, author of graphic novels such as *Sugar Falls* and *7 Generations, A Plains Cree Saga*. The conversation includes discussion of the author's intention for the books, and the process of creating graphic novels.

Steel, Debora. Hungry children at Alberni residential school used as guinea pigs. *Windspeaker*, v. 31 n. 5, 2013. <http://www.ammsa.com/publications/windspeaker/hungry-children-alberni-residential-school-used-guinea-pigs>

This news article reports on the reaction of First Peoples in Port Alberni to the research into the nutritional experiments carried out on children at the Alberni Indian Residential School in the 1950s.

## 6. VIDEO

There are many videos about Indian Residential Schools, their legacies, and Truth and Reconciliation available on line, which students can search for. Here is a selection of a variety of videos appropriate for students.

CBC. *Canadian Residential School Propaganda Video 1955*. Video, 2:37min. Youtube video [https://www.youtube.com/watch?v=s\\_V4d7sXoqU](https://www.youtube.com/watch?v=s_V4d7sXoqU)

In 1955 a CBC film crew visited the residential school at Moose Factory on James Bay, Ontario, presenting a highly biased view of residential schools, calling them the “new future.”

CBC. *Death at Residential Schools*. The National. Video, 8:09 min. Youtube: <https://www.youtube.com/watch?v=9FydzIzkndA>

A news documentary broadcast at the time that the TRC released its final report. Despite the title, it deals with many other aspects of the Indian Residential Schools, including the disconnect between the hopes of parents who sent their children to school, and the realities of the system experienced by the students.

Downie, Gord. *The Secret Path*. 2 hr 8 min. Available to view at <http://secretpath.ca/#Film> or <https://www.youtube.com/watch?v=yGd764YU9yc>

An animated film adaptation of Gord Downie's album and Jeff Lemire's graphic novel telling the tragedy of Chanie Wenjack who died trying to find home after escaping a residential school. The movie is 60 minutes, followed by a CBC panel discussion on Reconciliation, broadcast 23 Oct 2016.

Loyie, Larry. Author of *As Long as the River Flows* and *Goodbye Buffalo Boy*. There are a number of short videos of Larry Loyie speaking about residential school experiences:

Larry Loyie: An Introduction. 2017. 1:02

<https://www.youtube.com/watch?v=JCL0Arhozsk>

Larry Loyie: On Playing. 2017. 1:04 <https://www.youtube.com/watch?v=s3AoF7njJTs>

Larry Loyie: On Education. 2017. 0:45

<https://www.youtube.com/watch?v=C1bwtZGYMWE>

Larry Loyie: On Working. 2017. 0:59

<https://www.youtube.com/watch?v=UNNANlp4Pto>

Larry Loyie on residential school part one. 2012. 1:13

<https://www.youtube.com/watch?v=-NkDYTcx5Qw>

Larry Loyie on residential school part 2 in the basement. 2012. 2:24

<https://www.youtube.com/watch?v=PrUC9FJHApY>

Sinclair, Justice Murray. Residential School Deaths. Canadian Broadcasting Corporation, 2014. 7.17 min. <http://www.cbc.ca/player/play/2428753273>

CBC interview with TRC head Justice Murray Sinclair about new revelations of how many children died in residential school. Focusses on data provided for British Columbia. Note: is preceded by advertisements.

Tyton Sound. *Wawahte: Stories of Residential School Survivors*. Video, 48:45 min. Youtube: <https://www.youtube.com/watch?v=oGrJNUCQ-r4>

This documentary is based on the book *Wawahte: Indian Residential Schools* (Trafford Publishing 2012) by Robert Wells. The stories of the three people from the book are narrated, with accompanying images and video.

Wolochatiuk, Tim. *We Were Children*. National Film Board, 2012. 1 h 23 m in. Available as DVD, rent or download for a fee.

[https://www.nfb.ca/film/we\\_were\\_children/trailer/we\\_were\\_children\\_trailer/](https://www.nfb.ca/film/we_were_children/trailer/we_were_children_trailer/)

This feature film dramatizes the true story of residential school experience of two children. It also includes interviews with the main characters in adulthood. It contains disturbing content and is suggested for ages 16 years and older.

## 7. PICTURE BOOKS

These illustrated books written for younger children can also be of interest for students at higher grade levels.

Dupuis, Jenny Kay and Kathy Kacer. *I Am Not a Number*. Second Story Press. 2016. Hardcover. 32 pp.

Irene is sent to residential school, and is called by her assigned a number rather than her name. When she comes home for the summer her family decides to never allow her to go back. Suggested for Grades 3 to 6.

Eyvindson, Peter. *Kookum's Red Shoes*. Winnipeg, MB: Pemmican Publications, 2011. 32 pp.

Kookum (Grandmother in Cree) recalls her childhood experiences of being taken away to residential school. Parallels are drawn with the movie Wizard of Oz. Both girls had red shoes but their experiences were very different.

Florence, Melanie. François Thisdale, illustrator. *Missing Nimâmâ*. Clockwise Press, 2015.

This award winning picture book sensitively deals with the issue of missing and murdered Indigenous women. This issue is a significant aspect of reconciliation in Canada. It is told lyrically in two voices, that of a girl, who we see grow from a child to a mother herself, and that of her missing mother. Suggested age 8 and up; appropriate for secondary students. Typeset in a dyslexic-friendly font. A cross-curricular literature circle activity adaptable for elementary and secondary school classrooms is available at [http://www.clockwisepress.com/uploads/3/5/0/6/3506669/missing\\_nimama\\_lit\\_circle.pdf](http://www.clockwisepress.com/uploads/3/5/0/6/3506669/missing_nimama_lit_circle.pdf)

Jordan-Fenton, Christy and Margaret Pokiak-Fenton. *Not My Girl*. Annick Press, 2014. Book, 36 pp.

This is a simpler version of *A Stranger At Home*, for younger children, and a sequel to *When I was Eight*. It deals with what happens to Margaret when she returns home from residential school to her Arctic community. Suggested for Grades 1-4.

Loyie, Larry, with Constance Brissenden. *As Long as the Rivers Flow*. Toronto: Groundwood, 48 pp.

Larry Loyie uses his personal experiences to describe the last summer before entering residential school. He watches his grandmother make winter moccasins and helps the



family prepare for a hunting and gathering trip. At the end of the summer, Lawrence and his little brothers and sister are taken away in a truck to residential school. Gr 3-6

Robertson, David Alexander. *When We Were Alone*. HighWater Press, 2017. Hardcover. 24 pp.

When a young girl is curious about her grandmother's ways, she learns about her grandmother's life in a residential school a long time ago. Suggested for K-3. Teachers guide available for download at

<http://www.portageandmainpress.com/product/parentteacher-guide-for-when-we-were-alone/>

## 8. YOUNG ADULT AND GRAPHIC NOVELS

These novels are generally appropriate for intermediate and secondary schools, although teachers should be aware that the subject matter could cause distress for some students.

Currie, Susan. *The Mask That Sang*. Second Story Press, 2016. 200 pp.

This novel weaves themes of bullying, racism, poverty and class into an engaging story following 12-year old Cass on her discovery of her Cayuga heritage. The author draws on her own Cayuga ancestry and adoption to explore intergenerational legacies left by colonialism and residential schools. She creates interesting characters, particularly the relationship between Cass and her mother. Teachers should be prepared to discuss some stereotypical racist comments aimed at Indigenous people, spoken by the antagonists. Although it is a Canadian story, the editors have chosen to use American spellings and the word "reservation" rather than "reserve." Suggested age range: 9 to 13.

Downie, Gord and Jeff Lemire. *Secret Path*. Simon & Schuster, 2016. 96 pages. Book or eBook. Includes ten song digital album download of Downie's songs inspired by the story.

Tells the tragedy of Chanie Wenjack who died trying to find home after escaping Cecilia Jeffrey Indian Residential School in Kenora, Ontario. See also the video of the same name.

EagleSpeaker, Jason. *UNeducation: A Residential School Graphic Novel*. CreateSpace Independent Publishing Platform; 2nd edition (July 10 2014) Available in "UNcut" or "PG" versions.

This graphic novel shows one family's experience in Canada's residential school system. "It's the chilling chronicles of a family's government-sanctioned exploitation in residential schools. No statistics, no data, no numbers – just pure raw visceral emotion and experience. You can't minimize genocide" (Jason EagleSpeaker).

Gray Smith, Monique. *Tilly: a Story of Hope and Resilience*. Sono Nis Press, 2013. Book. 190 pp.

This work of creative non-fiction is loosely based on the author's life. It tells of Tilly, whose father is Lakota and mother is Cree. It tells of a young Indigenous woman coming of age in the 1980s, and also illuminates aspects of First Peoples' history in Canada, such as residential schools and the 60s scoop. See FNESC *Authentic First Peoples Resources K-9* for cautions. Suggested for ages 14 and over; reading level Gr 9+.

Loyie, Larry with Constance Brissenden. *Goodbye Buffalo Boy*. Theytus Books, 2016. 152 pp.

Based on the author's experiences at St. Bernard Mission residential school in Alberta, this story follows Lawrence through his last year of school, and his return to his home community of Slave Lake where he struggles to find acceptance. Sequel to *As Long as the River Flows*. (See FNESC *Authentic First Peoples Resources K-9* for cautions.) Suggested for ages 12-14. For connections see Larry Loyie videos listed in the Video sections and his website: [firstnationswriter.com](http://firstnationswriter.com)

Robertson, David Alexander. *7 Generations, A Plains Cree Saga*. HighWater Press, 2012. Book, eBook.

Compilation of four graphic novels published separately: *Stone*, *Scars*, *Ends/Begins*, and *The Pact*. The central character in the series is Edwin, who goes on different life journeys in each book. *Ends/Begins* deals specifically with the story of Edwin's father and his residential school experiences. Suggested for Grades 9 to 12. See FNESC *Authentic First Peoples Resources K-9* for cautions. Teachers guide available for download at <http://www.portageandmainpress.com/product/teachers-guide-for-7-generations-series/>

Robertson, David Alexander. *Sugar Falls: A Residential School Story*. HighWater Press, 2012. 40 pp.

Daniel's school assignment is to interview a residential school survivor. He meets Betsy, who tells him her story. Based on the true experiences of Betty Ross, Elder from Cross Lake First Nation.

Connections: Students may be interested in an interview with the author David Robertson about this graphic novel. See Ouellette, Robert Falcon. Dave Robertson & Sugar Falls: A Residential School Story. Podcast: <https://archive.org/details/DaveRobertsonSugarFallsAResidentialSchoolStory> listed under News Reports, Blogs and Podcasts.

Saracuse, Tara. “Escape From Alcatraz.” *Island Kids*. Pages 152-162. Brindle & Glass Publishing, 2010.

A creative non-fiction story based on the true story of two boys from the Khenipsen Nation near Duncan who escaped from Kuper Island Residential School in 1955. Includes the story and a discussion entitled “What do we know for sure?” that gives a summary of the Indian Residential Schools, and the lives of the two boys, now grown men.

Slipperjack, Ruby. *These Are My Words: The Residential School Diary of Violet Pesheens, Northern Ontario, 1966*. Dear Canada series. Scholastic, 2016. 200 pp. Hardcover, eBook.

Told largely through diary entries and letters, this is the story of 12 year-old Violet’s residential schools experiences in 1966. As was the case for many in that era, she lived in the old residential school, but attended the local high school. This is not a tale of the horrors of earlier school experiences; Violet likes the food she gets, and moves fairly freely around the city going to school. But she feels strongly the many losses that were inherent in the system - the loss of family connections, language, personal autonomy and privacy. Through the diary and letters, we learn about her life in the remote home community with her grandmother, and some of the intergenerational affects of the system on her mother’s generation. The story also illustrates an alternative education system beginning at that time, which saw Indigenous students from remote communities being boarded with non-Aboriginal families in cities. The book also includes a short overview to the damages done by the residential school system, and the activities of the Truth and Reconciliation Commission, written by the author. There are a number well-chosen photographs that illustrate some of the aspects of the schools. Suggested for ages 9-12. Discussion guide available at the publishers website:

<http://www.scholastic.ca/dearcanada/teaching/pdfs/TheseAreMyWords.pdf>

## LITERATURE

These are works published for the adult market that may be of interest to older students.

Alexie, Robert Arthur. *Porcupines and China Dolls*. Theytus, 2009. Book. (Out of print)

The story of two friends in a Gwich’in community in the Northwest Territories dealing with the legacy of residential school abuse. When a friend commits suicide they confront their past and being a journey of healing and rediscovery. (Suggested for ages 14 and up.)

Armstrong, Jeannette. *Slash*. Theytus Books, 2007. 252 pp.

First published in 1985, this groundbreaking novel features a young, radical Okanagan man growing up in the 1950s and 1960s. He becomes an activist and travels across Canada and the United States, experiencing a spiritual as well as physical journey. In the end, he arrives at a deeper understanding of his own land and people.

Boyden, Joseph. "Legend of the Sugar Girl." Short story in *Born with a Tooth*, Hamish Hamilton, 2013, pages 162-171.

The story of a girl who, given candy by the nuns at residential school, becomes addicted to sugar, and then, in later life, to alcohol. It is told in a fable or legend narrative style. This story is frequently taught in senior secondary and university English courses, and is anthologized in *Moving Forward: A Collection About Truth and Reconciliation* (McGraw Hill 2016).

Boyden, Joseph. *Wenjack*. Hamish Hamilton, 2016. 112 pp.

Joseph Boyden tells the story of Chanie Wenjack, the Ojibway boy who died escaping residential school. Along the way he's followed by Manitous, spirits of the forest who comment on his plight, cajoling, taunting, and ultimately offering him a type of comfort on his difficult journey back to the place he was so brutally removed from. (See also Gord Downie and Jeff Lemire's graphic novel, *Secret Path*.)

Crate, Joan. *Black Apple*. Simon & Schuster, 2016. 326 pp.

A coming-of-age novel about a young Blackfoot girl who grows up in the residential school system on the Canadian prairies during the Second World War and the 1950s.

Halfe, Louise Bernice. *Burning in this Midnight Dream*. Couteau Books, 2016. 98 pages.

Poetry collection by award winning poet Louise Bernice Halfe, whose Cree name means Sky Dancer. Many poems were written in response to the stories that came out during the Truth and Reconciliation process. Her poems speak of the legacies of the residential school system.

Joe, Rita. *I Lost My Talk*. 1989. Online at <http://www.greens.org/s-r/05/05-32.html>

This short poem by Rita Joe is reprinted online from Canadian Woman Studies 10, 2 & 3, p 28.

Loring, Kevin. *Where the Blood Mixes*. (Play) Talon Books, 2009. 96 pages.

This Governor-General's Award winning play delves into the intergenerational legacies of Indian Residential Schools. Floyd, the main character, is a middle-aged man who has lost almost everything and everyone important to him.

McGregor, Stephen. *Two Trails Narrow*. Theytus, 2008, 300 pages.

This novel follows the lives of two Algonquin men who met as boys at St. Xavier's Residential School on Lake Ontario. They successfully escape the school but part ways. They reunite years later during World War II when they are selected to serve as Corporals of one of the best Canadian commando units. They witness the horrors of war and reunite with two nurses who they had known in their youth.

Mosionier, Beatrice Culleton. *In Search of April Raintree*. Pemmican, 1999, 352 pages.

This novel, originally published in 1983, tells of two young Metis girls growing up in foster care in Winnipeg. Told through the eyes of April, it follows April and her sister as they are taken away from their parents and put into foster care. Their experiences differ, as they are separated, but they continue to grow closer. They face different perceptions of their Métis identity, with one embracing it and the other rejecting it. There is tragedy in the end, but there is also unexpected hope.

Wagamese, Richard. *Indian Horse*. Douglas & McIntyre, 2012. 221 pages.

Set in northern tale, this coming of age story tells of a remarkable Ojibway man, Saul Indian Horse, and his life at residential school in the 1960s.