Socials 11: Indian Residential Schools Web Quest

Go to: <http://www.wherearethechildren.ca/>

From the Menu, select the Bookshelf and then the Dictionary

*Definitions* Write out the definitions to the following important terms:

Assimilation

Extended family

Historic trauma

Indigenous

Integration

Intergenerational impacts

Lateral violence

Post traumatic stress disorder

Segregation

From Menu select Blackboard

1. From 1831 to 1969, who organized and ran residential schools and what was the common objective?
2. In the 1820’s, what did Aboriginal leaders determine was necessary to protect their culture?
3. What was the objective with regards to Aboriginal education after Confederation in 1867?
4. What signaled an end to their traditional lifestyle to Western aboriginal leaders?
5. What would help Aboriginal children thrive in new economy?
6. What happened to Aboriginals in the West the motivated the transformation Aboriginal children into Euro-Canadian citizens?

From Menu, select Map

1. Under the Indian Act, what kind of relationship did the Aboriginal people have with the Canadian Government?
2. What were “industrial schools” ? What were the roles of boys and girls? Did these “chores” coincide with the traditional gender roles of the Native people or were they contradictory?
3. How much time was devoted to academic instruction?
4. When did residential schools become compulsory for Aboriginal people?
5. If residential schools were not always compulsory, how do you think Aboriginal people would have been convinced to let their children attend prior to attendance becoming mandatory?
6. What is surprising about the statistics on residential schools from 1945? Does this confirm or reject the initial principles of residential schooling? (Think about your answer to the previous question).
7. Who was the first Aboriginal Member of Parliament? Why is that significant (think Indian Act)?

From the Menu, select School

Entrance

1. What was the government’s goal?

Classroom

1. How did they want to make children feel about their culture?
2. What was forbidden?
3. How often did students go home?
4. What were the teachers like?

Dormitory

1. What kind of chores did students get assigned to do?
2. What happened to the student’s whose special gift from her mother was deemed inappropriate? How did she feel?

Dining Hall

1. Where student’s better off at the school or at home?

School Grounds

1. What time was wake up?
2. What does it mean that “they were refugees in their own country?”