Integration of Multiple Concepts with Residential Schools Content

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Integrating the Concepts:

Residential Schools

- Evidence
- Historical significance
- Cause and consequence
- Continuity and change
- Ethical dimension
- Historical perspective-taking

Identify Continuity & Change

Does change always mean progress?

[Images of children from different eras]
Working with Evidence

• A. Contextualizing a Hockey Team Photo

• Photograph of La Tuque Hockey Team, http://www.collectionscanada.gc.ca/education/sources/008001-119.02-e.php?&page_id_nbr=659&brws=1&ts_nbr=2&&PHPSESSID=qm39e7le1cpq0ogjn25vh9os60
Promoting critical historical literacy for the 21st century
Basic Sourcing Questions

- When was it taken?
- Where was it taken?
- Who was the photographer?
- What else does the caption tell you?
Observation and Inference

• What are they wearing on their heads? (observation)
• Feathers aren’t hockey equipment, so why are they wearing feathers? Who do you think decided that they should all wear feathers? (inferences from context about the purpose of the photo)
• What are the facial expressions of the boys? (observation)
• What can we infer from this about their feelings? (inference)
Challenging Questions

• What does the photograph suggest about the La Tuque residential school and these students?
• Who could have been the audiences for such a message? (list several)
• What might have been the photographer’s purpose in taking the photograph for these audiences?
Using Evidence to Corroborate or Challenge

• Distribute other sources one at a time (handout) and have students work through the same process for each.
• Debrief (students will likely point out the contradiction between the smiling faces and the dreadful treatment they are reading about)
Considering Historical Significance

Was the 2008 Residential Schools apology by the federal government historically significant?
Students Apply Historical Significance Criteria

1. Did the apology result in change?
2. Is this historical event revealing? (Does it teach us something about the past.)
3. Is this historical event relevant? (Does it shed light on issues that concern us today.)

John, a Saskatchewan residential schools survivor, testifies at Truth & Reconciliation hearings, Winnipeg, 2010. (www.leaderpost.com, Jan 18/12)
Strategies to Explore Significance

• Have students examine whether government apologies are common/uncommon.
• Have students explore the findings of the Truth & Reconciliation Commission.
• Have students review interviews of survivors to determine if apology had an impact.
Cause & Consequence and the Residential Schools Apology

What were the causes of the Residential Schools Apology?

(Can be used as a way to teach content, or to evaluate.)
Historical-Perspective Taking

• Work from primary source documents to understand the social, political, and economic context/issue of the time

• History Docs, www.tc2.ca
Multiple Causation

Social Change (understanding of impact of abuse)

Lobbying by First Nations

Residential Schools Apology

Other Precendents (govt apology to Japanese Canadians)
Multiple Consequences

Residential Schools Apology

Intended Consequences

Closure for some individuals

Unintended Consequences

Improved government relations

Backlash on the part of non-Native Canadians
Exploring the Ethical Dimension

Do we have a collective responsibility for the legacies of past actions?

What happens if we say **NO**?

What happens if we say **YES**?
Exploring the Ethical Dimension

When do we owe reparations for past injustices?

Ethically?         Legally?

• In what ways are these two categories different?
• Should we be more bound by one than the other?
Exploring the Ethical Dimension

Assessment question: “All things considered, was the establishment of Native Residential schools ethically responsible or justifiable?”

- Student answers must be based on evidence
- Answers should demonstrate that a moral judgment was withheld until adequate information had been acquired