



Nishnawbe Aski Nation

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HEALING THE GENERATIONS
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

SECTION 3: A TYPICAL DAY AT RES SCHOOL (2002)

LANGUAGE ARTS, HISTORY

MAIN IDEA

Church-run residential schools mainly operated on a half-day school curriculum, meaning that only half of the day was spent learning academically and the other half of the day consisted of chores and other work duties.

LEARNING OBJECTIVES:

- Student will learn about the half-day school curriculum.
- Student will learn about what a typical day in residential school was like.
- Students will read true stories told by NAN RS Survivors about their day in school.

ACTIVITIES

1. Share Background Information with the class
2. Show a **Typical Day at Residential School** overhead to the class and review it together.
3. Read to the class or as a class **A Typical Day at Residential School NAN Survivor Stories**.
4. Divide students into groups of three or four and have them compare: what they learn at school in the present time with what students learned at residential schools in the past. (Once completed have them present their comparisons to the class)
5. Then have students individually complete the worksheet to be handed in for marking, about a Typical Day at **their** School.

ASSESSMENT

Formative: Group work, presentation and worksheet.



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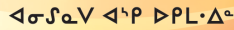
CURRICULUM GR. 9-12

TEACHER USE

BACKGROUND INFORMATION

The church-run residential schools operated on a half-day curriculum. Nishnawbe Aski Nation students would spend approximately only 2 to 4 hours per day in the classroom, compared to 5 hours or longer for non-Aboriginal students who were in the regular school curriculum. The rest of the day was spent on trades and domestic chores. NAN children laboured for many hours in order for these schools to remain operational. Some residential schools would often sell their surplus farm produce to local markets in order to generate some extra income. The intent of the half-day curriculum was for NAN students to be socialized in to mainstream society with practical skills. Assimilation was the ultimate goal.

The half-day system failed primarily for two reasons: the curriculum and the poor teaching instruction often done by unqualified teachers. Most NAN students never got beyond the primary grades of 1, 2, or 3. This was due to the fact that the residential schoolteachers were primarily missionaries and nuns, who were not qualified teachers. The main focus of their teaching was based on religious instruction which triumphed over secular knowledge, but this would only seem natural given the churches' mandate was for conversion from Native Culture into Christianity. It was not until the 1950s that Indian Affairs offered comparable wages on par with non-Aboriginal schools to attract certified teachers to the residential schools.



CURRICULUM GR. 9-12

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HANDOUT

Name: _____

A TYPICAL DAY AT _____ SCHOOL