

## 85



Nishnawbe Aski Nation

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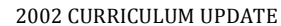
HEALING THE GENERATIONS  
RESIDENTIAL SCHOOL

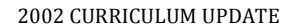
2002 CURRICULUM UPDATE

5. Read to the class or as a class the **Punishment of NAN Survivor Stories**.
6. 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)
7. Then have students individually complete the worksheet to be handed in for marking, about a Typical Day at ***their*** School.

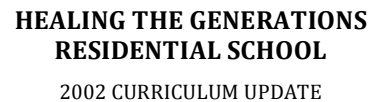
## ASSESSMENT

**Formative:** Comparison Sheet and Presentation





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## POCKETS OF RESISTANCE

### Children resisted in a variety of ways:

- Children spoke their Native language in privacy
- Children ran away from school
- Children passed notes to each other - especially the older ones
- Children would sneak letters home to their parents, complaining about the poor treatment
- Girls secretly curled their hair and used make-up
- Children stole food from the kitchen and cellar
- Children maintained dignity through silence (not crying when punished)
- Boys formed counter-culture clique-like gangs

### Parents also resisted:

- Parents complained about the way children were being treated
- Parents refused to send their children to school despite legislation
- Parents fought for better education for their children

The most noticeable form of resistance for children was to run away from school. Children who ran away were returned to the schools by police officers or Indian agents and then received harsh and cruel punishments (i.e. leather strap). Some children were never found. Runaways often had their heads shaved as a way for the school to shame and humiliate them.



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Name: \_\_\_\_\_

STUDENTS THEN	STUDENTS NOW

