

Memories and Impacts of Residential School

Memories and Impacts of Residential School - Classroom Lesson

Honoring The National Day of Truth and Reconciliation

Teachers are advised to preview the videos in this lesson before classroom use.

These videos are primarily recommended for grades 4-12; however, after viewing teachers are welcome to use their professional judgment based on their classroom context.

Ekti (Margaret) Cardinal (14:18 min.)

Currently living in Treaty 8 Territory, in the hamlet of Jossard, Alberta, Ekti comes from the Saddle Lake Cree and attended residential school for approximately 10 years at what is now known as Blue Quills University, near the town of St. Paul, Alberta.

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video



Lillian Whitehead: (6:05 min.)

Lillian lives in Cadotte Lake in Treaty 8 territory. Lillian attended St. Bruno's residential school in Jossard, Alberta.

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Betty Letendre (30:07 min.) Suggested for Gr. 7-12

Betty lives in Treaty 6 Territory, in the city of Edmonton, Alberta. She is from Beaver Lake First Nation near Lac La Biche where she began school at the age of 6. In this video, Betty responds to student questions about her experiences in residential school.

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Elder's Voices (19:22 min.)

Jason Bigcharles from East Prairie Métis Settlement, Marina Thunder from Atikameg, Kathleen Laboucan from Cadotte Lake; Lillian Whitehead from Cadotte Lake reflect on memories and impacts of residential school on those who attended, their families, and subsequent generations. These reflections occurred during a session where Jason was sharing the tipi teachings with Elders at their request.

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Learning Path:

1. Consider, how does the sharing of Indigenous voices and stories engage your students and impact your classroom environment?
2. **Pre- Video Discussion with students.**
 - How can the Elder's storytelling connect us to reconciliation?
 - *Look for responses such as learning the truth; having empathy for lived experiences, etc.*
 - In today's stories and testimonies from Elders listen for examples of how and why residential schools had an impact on them and their families.
3. **Some Cree terms:**
 - Nēhiyawak - Cree people
 - kihtēhayahk - elders
 - kisākihitin - I love you
 - ēkosi maka - that's it for now
4. **Based on the Elder(s) in the video you choose to feature, share the introduction/background on the Elder with students.**
 - [Betty Letendre](#)
 - [Ekti \(Margaret\) Cardinal](#)
 - [Lilliane Whitehead](#)
 - [Jason Bigcharles](#) , [Marina Thunder](#), [Kathleen Laboucan](#); [Lilliane Whitehead](#)
5. **View one, or more, video(s).** You may also choose to view sections of a video(s).
6. **Post Video Classroom Discussions:**

Consider using a sharing circle format for follow-up after viewing the video/s. Here are some possible prompting questions:

 - What did you hear from the Elder that was important to you? Or, what did you learn from the Elder today?
 - What is something you learned today that may make you think differently about the meaning of the reconciliation journey?
 - What are your thoughts on how the lasting impacts of residential schools can be repaired?
 - What can be done to build a more trusting relationship between Indigenous and non-Indigenous peoples?

