



# RESIDENTIAL SCHOOL RESOURCES



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## **Elementary Level Books:**

### **Amik Loves School - A Story of Wisdom**

*Katherena Vermette*

**P.I. E VER**

Amik tells Mooshoom about his wonderful school. Then his grandfather tells him about the residential school he went to, so different from Amik's school. So Amik has an idea . . .

### **Home to Medicine Mountain**

*Chiori Santiago*

**P.I. 813.6: SAN**

A true story based on the experiences of young boys in California.

### **I Am Not A Number**

*Jenny Kay Dupois & Kathy Kacer*

**P.I. 371.82 DUP**

A true story of a young girl and her family, in Northern Ontario. The book is based on a story of a young girl and her experiences in residential school.

### **Kookum's Red Shoes**

*Peter Eyvindson*

**P.I. 813.54 EYV**

The legacy of the residential schools is conveyed with respect and imagination in this illustrated story for young readers. As the elderly Kookum remembers the experiences in her youth that changed her life forever, we see what was lost in her life, and how goodness persisted.

### **Nohkum Went to Residential School**

*Maxine Hadubiak*

**P.I. 371.97 HAD**

## **Not My Girl**

*Christy Jordan-Fenton & Margaret Pokiak-Fenton*

**P.I. 371.82 JOR**

Returning from residential school, a young Inuit girl is rejected by her mother who doesn't recognize her.

## **Shin-chi's Canoe (also in French)**

*Nicola I. Campbell*

**P.I. 813.6 CAM**

When Shi-shi-etko returns to residential school for the second year, her six-year-old brother Shin-chi is going too. Shi-shi-etko tells her little brother about all the things he must remember. She gives him a tiny cedar canoe, as symbolic gift from their father representing everything Shin-chi must keep hidden.

## **Shi-shi-etko (also in French)**

*Nicola I. Campbell*

**P.I. 813 CAM**

In just four days Young Shi-shi-etko will have to leave her family and all that she knows to attend residential school. She spends her last days at home treasuring the beauty of her world. Her mother, father and grandmother, each in turn, share valuable teachings that they want her to remember. And so Shi-shi-etko carefully gathers her memories for safekeeping.

## **When I Was Eight**

*Christy Jordan-Fenton & Margaret Pokiak-Fenton*

**P.I. 371.82 JOR**

This book is the elementary level sequel to Fatty Legs. Olemaun must travel away from her Arctic home to learn to read. Based on the true story of a young girl's experiences at residential school.

## **When We Were Alone**

*David A. Robertson & Julie Flett*

**P.I. E ROB**

When a young girl helps tend to her grandmother's garden, she begins to notice things about her grandmother that make her curious. She asks her grandmother about these things, she is told about life in a residential school a long time ago, where everything was taken away.

## **Middle/Secondary Level Books:**

### **A Stranger at Home (A True Story) Inuit**

*Christy Jordan-Fenton & Margaret Poliak-Fenton*

**P.I. 371.82 JOR**

Ten-year-old Margaret can hardly contain her excitement. After two years in a residential boarding school, she is finally headed for home. But when she stands before her family at last, her mother doesn't recognize her.

### **As Long as the River Flows**

*Larry Loyie*

**P.I. 971.23 LOY**

In 1962, Martha is 6 when a float plane comes to her home in the Cat Lake First Nation in northern Ontario, and takes her away to the school on James Bay where she is to spend the next 10 years of her life. There she is abused by nuns - including a First Nations nun who is herself a victim of the residential school system.

### **As Long as the Rivers Flow**

*James Bartleman*

**813.6: BAR**

6-year old Martha is taken from her home in northern Ontario for ten years - a novel.

### **Boarding School Seasons**

*Brenda J. Child*

**370.89: CHI**

Brenda J. Child, a Red Lake Ojibwe and a descendant of boarding school students, brings to light previously unpublished archival letters from the Flandreau school in South Dakota and the Haskell Institute in Kansas - letters written by students, parents and administrators.

### **Fatty Legs (English/French)**

#### **Les bas du pensionnat**

*Christy Jordan-Fenton & Margaret Poliak-Fenton*

**P.I. 371.82 JOR**

Margaret begs her father to let her go to the outsiders' school. Before finally relenting, he warns her: as water wears rock smooth, her spirit will be worn down and made small. Margaret soon encounters the Raven - a nun with a hooked nose and bony, claw-like fingers. Raven immediately disapproves of the strong-willed girl. To prove her dislike, the Raven passes out gray stockings to all except Margaret, who receives red ones. In an instant Margaret is the laughingstock of the school.

### **Follow the Rabbit-Proof Fence**

*Doris Pilkington/Nugi Garimara*

**813.54: PIL**

A story about a girl's escape from the Moore River Native Settlement.

## **From Lishamie**

*Albert Canadien*

**971.9: CAN**

The author writes of being taken from his village, at the age of seven, and being sent to a residential school in Fort Providence.

## **Goodbye Buffalo Bay**

*Larry Loyie*

**P.I. 813.6 LOY**

In his last year in residential school, Lawrence learns the power of friendship and finds the courage to stand up for his beliefs. He returns home to find the traditional First Nations life he loved is over. He feels like a stranger to his family until his grandfather's gentle guidance helps him find his way. This is a sequel to his much loved *As Long As the River Flows*.

## **Home to Medicine Mountain**

*Chioro Santiago*

**P.I. 813.6 SAN**

In the 1930s two young brothers are sent to a government-run Indian residential school -- an experience shared by generations of Native American children. At these schools, children are forbidden to speak their native tongue and are taught to abandon their Indian ways. The lyrical narrative and compelling paintings blend memory and myth in this bittersweet story of the boys' journey home one summer and the healing power of their culture.

## **Indian Residential Schools: The Nuuchahnulth Experience**

*Nuuchahnulth Tribal Council*

**971.00497 NUU**

This book deals with childhood and adult memoirs, and experiences and many of them are unpleasant. They describe firsthand accounts of the people themselves which describe powerful emotions including acute grief and anger.

## **Legend of Lightning and Thunder, The**

*Ikuutaq Rumbolt, Paula*

**P.I. 813.6: IKU**

An Arctic legend weaves together elements of an origin story and a traditional cautionary tale, giving young readers a window into Inuit mythology.

## **Lost Innocence (Graphic Novel) & Teacher Guide**

*Brandon Mitchell*

**P.I. 371.97: MIT**

## **Mush-hole – Memories of a Residential School**

*Maddie Harper*

**P.I. 371.97 HAR**

A girl's story about attending residential school.

(Please note: details in this book may be unsuitable for younger students.)

## **My Name is Seepetza (novel study available)**

*Langley SD#35 & Cathy Hughes*

**P.I. 372.6 SD35**

Told in diary form, this autobiographical novel about a sixth-grade Native girl tells of her heartbreak at the terrible conditions at her school where she is persecuted because of her race.

## **No Time to Say Goodbye**

*Sylvia Olsen*

**P.I. 813.6 OLS**

Children's stories of Kuper Island Residential School. A fictional account of five children sent to aboriginal boarding school, based on the recollections of a number of Tsartlip First Nations people.

## **Orange Shirt Story, The**

*Phyllis Webstad*

**PI 371.97 WEB**

When Phyllis Webstad turned six, she went to the residential school for the first time. On her first day she wore a shiny orange shirt that her Granny had bought for her, but when she got to the school, it was taken away and never returned. This is the true story of Phyllis and her orange shirt. It is also the story of Orange Shirt Day, and important day of remembrance for all Canadians.

## **Red Wolf**

*Jennifer Dance*

**GS 813.6 DAN**

In the late 1800s, both Native people and wolves are being forced from the land. Starving and lonely, an orphaned timber wolf is befriended by a boy named Red Wolf. But under the Indian Act, Red Wolf is forced to attend a residential school far from the life he knows, and the wolf is alone once more.

## **Residential Schools: The Stolen Years**

*Linda Jaina*

**811.54 JAI**

This collection of short stories, poems, interviews and personal narratives written by survivors of church-run, government-sponsored residential schools are dedicated to the 'act of healing' and an 'act of resistance'. The stories chronicle the lives of Aboriginal children stolen from their families and forced to live in residential schools, torn away from their culture, language, religion and familiar surroundings. In addition to discussion on the spiritual, sexual, emotional and physical abuse suffered under these assimilationist and Christianising project, the narrations tell the stories of resistance, struggle, and the social consequences of residential schooling at the hands of the church.

### **Residential Schools: Two Plays**

*Larry Loyie & Vera Manuel*

**812.54 LOY**

The book pays tribute to the Aboriginal children forcibly separated from their families and incarcerated in residential schools across North America. Two First Nations playwrights write with honesty and humor about the courage of the survivors, and the hard and lonely times they went through.

### **Residential Schools: With the Words and Images of Survivors**

*Larry Loyie*

**371.82 LOY**

The book shares the memories of more than 70 former students and family members. More than 125 images, many from personal collections of survivors, and their stories from across Canada.

### **Restless Nomad**

*Alice French*

**P.I. 971.9 FRE**

In 1946, Alice/Masak, a young Inuit woman, leaves an Anglican residential school in Aklavik to return to her home. In her struggle to resolve the conflict between tradition and training she comes to stand for the changes in the north itself.

### **Righting Canada's Wrongs: Residential Schools**

*Melanie Florence*

**G.S. 371.82 FLO**

The devastating impact of Canada's Indigenous Peoples and the Truth and Reconciliation Commission's Findings and Calls for Action.

### **Secret Path**

*Gord Downie & Jeff Lemire*

**G.S. 813.6 DOW**

A heart-rending story of an Indigenous boy seeking to escape the residential school system and return to his family.

### **Speaking Our Truth: A Journey of Reconciliation**

*Monique Gray Smith*

**G.S. 371.82 GRA**

Monique Gray Smith invites you and your students to walk with her on a journey to examine the impacts of colonialism on Canada's First nations, Metis and Inuit families and communities. By looking closely and compassionately at the ongoing effects of the Indian Act and the Residential School system, students will not only begin to understand the complexities of Indigenous and non-Indigenous relationships in Canada, but will be encouraged to envision what kinds of relationships, policies and systems would ensure equity for all children in the future.

## **Sugar Falls**

*David Alexander Robertson*

### **P.I. 920 ROB**

A school assignment to interview a residential school survivor leads Daniel to Betsy, his friend's grandmother, who tells him her story. Abandoned as a young child, Betsy was soon adopted into a loving family. A few short years later, at the age of 8, everything changed. Betsy was taken away to a residential school. There she was forced to endure abuse and indignity, but Betsy recalled the words her father spoke to her at Sugar Falls — words that gave her the resilience, strength, and determination to survive. Sugar Falls is based on the true story of Betty Ross, Elder from Cross Lake First Nation. We wish to acknowledge, with the utmost gratitude, Betty's generosity in sharing her story.

## **T'Shama**

is an Indian word loosely meaning “white man, staff, or authority.”

### **GS 371.97 PUR**

At St. George's Indian Residential School at Lytton the author was three. After 14 years he had “...a lingering suspicion that my Indian charges had crammed a great deal more wisdom into me than I'd imparted to them.”

## **The 500 Years of Resistance**

*Gord Hill*

### **GS 813.54 HIL**

An accurate graphic portrayal of Indigenous resistance to the European colonization of the Americas.

## **What We Learned**

*Helen Raptis with members of the Tsimshian Nation*

Two generations reflect on Tsimshian Education and the Day Schools.

### **GS 971.00497 RAP**

## ***Teacher Novels and Resources:***

### **An Exploration of Education & The Residential School Experience Through Subjective Narrative (An Essay)**

*Anne W. Auld*

### **371.97 AUL**

## **Back to the Red Road**

*Florence Kaefer & Edward Gamblin*

### **371.82: KAE**

Written by former student and one of the teachers from Norway House Residential School, the book describes Edward Gamblin's experiences at the school, and how student and teacher eventually reconnected.

## **Breaking the Silence**

### **Assembly of First Nations**

**371.97 ASS**

An interpretive study of residential school impact and healing as illustrated by the stories of First Nation individuals.

## **Broken Circle: The Dark Legacy of Indian Residential Schools**

*Theodore Fontaine*

**371.82 FON**

A memoir: Theodore Fontaine lost his family and freedom at age seven, when his parents were forced to leave him at an Indian residential school. In this memoir he shares his experiences and the insights that have evolved on his healing journey.

## **Circle Game, The**

*Dr. R. Chrisjohn & S. Young*

**371.82 CHR**

Was the residential school era a misguided feature of Canada's generous humanitarian inclinations toward Aboriginal peoples? The authors of *The Circle Game* shout a resounding "No!" to these and related questions, arguing that existing accounts in various Canadian and Aboriginal media systematically obscure and misinform about the facts and their interpretation.

## **Dealing with Shame & Unsolved Trauma: Residential School Impact**

*Rosalyn N. Ing*

**371.97 ING**

## **Finding My Talk**

*Agnes Grant*

**371.82 GRA**

How 14 Native women reclaimed their lives after residential school.

## **First Nations 101**

*Lynda Gray*

**390**

First Nations 101 is an informative and opinionated guide to First Nations issues. Written in an accessible style and with a wry sense of humor it provides readers with a broad overview of the diverse and complex day-to-day realities of First Nations people.

## **Indian Residential Schools & Reconciliation**

### **Teacher Resource Guide - Grade 5**

*FNESC/FNSA*

**371.3 FNE**

**Indian Residential Schools & Reconciliation  
Teacher Resource Guide - Grade 10**

*FNESC/FNSA*

**371.3 FNE**

**Indian Residential Schools & Reconciliation  
Teacher Resource Guide - Grade 11/12 Book 1**

*FNESC/FNSA*

**371.3 FNE**

**Indian Residential Schools & Reconciliation  
Teacher Resource Guide - Grade 11/12 Book 2**

*FNESC/FNSA*

**371.3 FNE**

**Indian School Days**

*Basil H. Johnston*

**371.97 JOH**

Basil Johnston, Ojibway, who was taken from his family at age 10 and placed in a residential school in northern Ontario. It is a funny and very moving story.

**Kiss of the Fur Queen**

*Tomson Highway*

**813.54: HIG**

A novel about a traditional Cree family on the Prairies whose younger children are sent to join their older siblings at a Catholic residential school.

**Moving Beyond: Understanding the Impacts of Residential School**

*Brent Stonefish*

**371.82 STO**

The book takes a look at the history but the focus is on the intergenerational impacts that exist today from the residential school system.

**My Name is Seepeetza**

*Novel study*

**No End of Grief**

*Agnes Grant*

**371.97 GRA**

This book is a documentary of and commentary of what is known about the Residential school era. The aftermath of this era has exacted a tremendous toll, both in the human suffering of First Nations and on Canadian society in general. This is an analysis of this tragic chapter in Canada's history.

## **Out of Depths**

*Isabelle Knockwood*

**371.9 KNO**

The experiences of Mi'kmaw children at the residential school at Shubenacadie, Nova Scotia

## **Reclaiming Connections: Understanding Residential School Trauma Among Aboriginal People**

*The Aboriginal Healing Foundation*

**362.82 ABO**

## **Residential School System in Canada, The (Teacher's Guide)**

*Government of NW Territories*

**371.3: GOV**

A guidebook for teaching residential school issues.

## **Residential Schools: A Workshop**

*P.A. Renaud*

**370 REN**

## **Resistance and Renewal: Surviving the Indian Residential School**

*Celia Haig-Brown*

**371.97 HAI**

Collection of Native perspectives on the Kamloops Indian Residential School, and a more general overview of the evolution of Native education.

## **Shingwauk's Vision: A History of Native Residential Schools**

*J.J. Miller*

**371.9 MIL**

This book is an absolute first in its comprehensive treatment of residential schools and is a new chapter in the history of relations between indigenous and immigrant peoples in Canada.

## **Speaking Our Truth - A Journey of Reconciliation**

*Monique Gray Smith*

**371.82 SMI**

Canada's relationship with its Indigenous people has suffered as a result of both the residential school system and the lack of understanding of the historical and current impact of those school. Healing and repairing that relationship requires education, awareness and increased understanding of the legacy and the impacts still being felt by Survivors and their families.

## **They Came for the Children**

*Truth & Reconciliation Commission of Canada*

**371.82 TRC**

The TRC of Canada published this book as part of its mandate to educate the Canadian public about residential schools and their place in Canadian history.

## **T'Shama: St. George's Indian Residential School**

*Ron Purvis*

**371.97 PUR**

## **They Called Me Number One**

*Bev Sellars*

**371.82: SEL**

The author's experience of being in St. Joseph's Mission for five years and how it affected her life.

## **Untold Story: Grade 7**

*SD#54 Bulkley Valley*

**371.3 SD54**

Understanding the impact of Indian residential school on Canada's Aboriginal peoples.

## **Victims of Benevolence: The Dark Legacy of the Williams Lake Residential School**

*Elizabeth Furniss*

**371.9 FUR**

## **Where are the Children? (English/French)**

### **Que sont les enfants devenus?**

*National Archives of Canada & National Library*

**371.9 NAT**

### ***100 Years of Loss – Edu Kit***

In 2010-2011 the Legacy of Hope Foundation developed two new educational products targeted to Canadian youth aged 11-18. Both products were designed to support educators and administrators in raising awareness and teaching about the history and legacy of residential schools - effectively providing practical tools that can be implemented in classrooms beginning January 2012. These products come in response to demands from educators for complete in-class resources, and serve as an entry point to both the subject matter and to existing resources currently available at <http://www.wherethechildren.ca/>

The Edu-Kit comprises a small-scale wall-mounted timeline, videos including Survivor testimonies, and a Teacher's Guide with six customizable Lesson Plans (12-24 hrs of activities), teacher resources and extension activities.

## ***Residential School Suitcase***

An actual suitcase filled with teacher resources, lesson plans and books.

### **DVDs:**



#### ***An Overview of Residential Schools in Canada (Elementary Version) (DVD)***

Grades 5-8: 15 minutes

McIntyre Media Inc.

#### ***Fallen Feather, The (DVD) - Fallen Feather Productions - 93 min***

Indian Industrial residential Schools Canadian Federation.

#### ***Kuper Island - Return to the Healing Circle (videos & 1 DVD) - Gumboot Productions - 44 min.***

They called it Alcatraz. It was the Kuper Island Residential School, and it stood on a remote island off the coast of British Columbia. For almost a century, hundreds of Coast Salish children were sent to Kuper Island. Some died trying to escape on logs, across the water. Many more died later, trying to escape their memories. Now, twenty years after the school closed, the survivors are embarking on a remarkable spiritual journey. For them, the healing time has come.

#### ***Muffins for Granny (DVD) - Mongrel Media – 80 min.***

The sad history of the Canadian government's residential school programme has had a profound effect on First Nations peoples across the country. For filmmaker Nadia McLaren, it's a personal history as well; her Ojibway grandmother was forced into a residential school and its repercussions have echoed through her family. Looking to understand her loving, but troubled, grandmother. McLaren interviews seven First Nations elders about their experiences in residential schools. Mixing stark animated moments with human faces and home movie footage. *Muffins for Granny* is a raw and honest documentary about a difficult chapter in Canadian history – a chapter that, for some, is not over.

#### ***Native Young! - the Legacy - Residential Schools (DVD) - First Nations Films - 28 min.***

Voices of Our Youth - 2012. Raunchy and upbeat and reaching a youth audience - Told through the eyes of a native Punk Rock Band and exploring the lingering and damaging effects that residential schools still have on generations of First Nation communities, challenging difficult and confusing Canadian political views and highlighting other challenges faced by many native people in Canada. The band's experience of growing up, working and living on reserve us

featured while the band's music - unapologetic and ferocious - provides a dramatic musical landscape for the film.

***Nisga'a Dancing in Both Worlds*** – (DVD) – Kinetic Video – 43 min.

Since time immemorial, in North West British Columbia, K'alii-Aksim Lisims – the great River Nass and surrounding mountains have been home to the Nisga'a people. Though sustained by the natural richness of their homeland, theirs is a history of survival. In the 18<sup>th</sup> Century, a devastating volcano erupted killing thousands of people as it spread molten lava down the valley. Explorers, missionaries and government representatives both from Victoria and Ottawa invaded their lands bringing with them white man's diseases and alien ways, including the tragedy of the Residential Schools. For 13 years, Chiefs and leaders contrived to gain acknowledgement of possession and control of their rightful territories, culminating in 2001 when the Calder Case led by lawyer Tom Berger finally found success at the Supreme Court of Canada. Legal right to their ancestral territories led to the Final Agreement establishing conditions of self-government.

***Our Voices, Our Stories I'Tustogalis: Rising Up Together*** (DVD)

Grades 9 - Adult: 39 minutes

'Namgis First Nations'

Demolition Ceremony of the St. Michael's Residential School February 18<sup>th</sup>, 2015

***Residential Schools: Truth and Reconciliation in Canada (Secondary Version)*** (DVD)

Grades 9 - Adult: 18 minutes

McIntyre Media Inc.

***Shi-shi-etko*** (DVD 12 minutes)

Based on the children's book, this beautiful story follows a young Aboriginal girl on the last four days before she is taken to residential school.

***Spirit Has No Colour, The*** (DVD) – Orca Productions 2010 – 43.50 min

This film is the joint production of the Police Academy, Justice Institute of British Columbia, 42<sup>nd</sup> Street Consulting and Orca productions. *The Spirit Has No Colour* is a training film for B.C.'s municipal police recruits on the relationship between police and Aboriginal peoples. The intention of the film is to provide first step training for recruits on:

- The history of Aboriginal peoples (First Nations, Inuit and Metis peoples), particularly in B.C.
- The role of police in the enforcement of laws of Canada that today are deemed to have been damaging to the Aboriginal peoples, destructive to their culture, language and spiritual values and practices, and based on a belief of cultural inferiority
- The experience of Aboriginal peoples through that lens, showing what police will see on the streets and in the communities today, both the powerfully positive and the powerfully negative.
- The consequence of generations of children being taken from families and entered into residential schools of this country, systematically destroyed family systems, any possible learning of family practices and parenting skills.

- And finally, connecting issues of Drug and alcohol abuse, family disintegration and loss of identity to the sexual, psychological, physical and other abuses common in the schools.

***Stolen Children (DVD) CBC Learning 47 min.45 sec***

After decades of waiting, Aboriginal Canadians received a formal apology from the federal government on June 11, 2008. This landmark event in Canadian history recognized the loss of culture caused by the church-run residential schools that thousands of Aboriginal children were forced to attend. It also acknowledged the physical and sexual abuse that many suffered in those institutions. In this package of documentaries from *The National*, CBC explores the impact of residential schools on former students and the larger community, presenting ideas for what more can be done to address this painful chapter in Canada's history.

***Teachings from the Half Boy – (DVD) – Rotary Club of Royal Oak – 21 min.***

Culture flourishes with the sharing of knowledge between generations. Familiarity with traditional songs and stories creates a strong fabric of cultural literacy, but disconnection characterizes the First Nations experience. *Teachings from the Half Boy: A Cultural Homecoming* offers insight for Elders, parents and residential school survivors seeking to reclaim and preserve traditional culture for their children.

Learning from other Nations,, participating in community activities and drawing inspiration from traditional stories are just a few of the strategies explored here. Resonating with the heart –pulse of the drum, the whisper of the river and the simple rhythm of the story-teller's voice. *Teachings from the Half Boy* offers suggestions for increasing literacy and preserving First Nations heritage for the emerging generation.

***We Were Children (DVD) Residential Schools Length: 83 min.***

*National Film Board*

As young children, Lyna and Glen were taken from their homes and placed in church-run boarding schools.

***Very detailed, not suitable for younger grades.***

***Residential School Web links:***

Aboriginal Healing Foundation – Residential School Resources

<http://www.ahf.ca/publications/residential-school-resources>

Canada in the Making - Specific Events & Topics Residential Schools

[http://www.canadiana.ca/citm/specifique/abresschools\\_e.html#preconfederation](http://www.canadiana.ca/citm/specifique/abresschools_e.html#preconfederation)

CBC Digital Archives - lesson-plan - Going to a Residential School:

<http://www.cbc.ca/archives/teachers/lesson-plan/going-to-a-residential-school.html>

<http://www.cbc.ca/news/canada/story/2008/05/16/f-faqs-residential-schools.html>

Deepening Knowledge: Aboriginal Peoples Curriculum Database:

[http://www.oise.utoronto.ca/deepeningknowledge/Teacher\\_Resources/Curriculum\\_Resources\\_\(by\\_topics\\_and\\_subject\\_areas\)/Social\\_Sciences\\_and\\_Humanities/Education/Residential\\_Schools/index.html](http://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_topics_and_subject_areas)/Social_Sciences_and_Humanities/Education/Residential_Schools/index.html)

Legacy of Hope Foundation:

<http://www.legacyofhope.ca/projects/100-years-of-loss-edu-kit>

Reclaiming Connections Resource Manual:

<http://www.ahf.ca/downloads/healing-trauma-web-eng.pdf>

Residential School Basics:

<http://irsr.ca/residential-school-basics/>

Residential School Information website:

<https://nisgaatreaty.wikispaces.com/Residential+Schools>

[http://clfns.com/images/people/documents/history\\_of\\_indian\\_residential\\_schools.pdf](http://clfns.com/images/people/documents/history_of_indian_residential_schools.pdf)

The Anglican Church - Truth & Reconciliation

<http://www.anglican.ca/relationships/trc/>

Truth & Reconciliation Commission of Canada

<http://www.trc.ca/websites/trcinstitution/index.php?p=12>

Where are the Children?

[www.wherearethechildren.ca](http://www.wherearethechildren.ca)

Workbook on Residential Schools:

<http://www.equaywuk.ca/Kookum%20Workbook.pdf>

**Youtube:**

**Shi-Shi-etko**

Link to 6 minute video

<http://www.youtube.com/watch?v=tKerhCGjSDE&feature=related>

**For a more detailed list of resources please visit our website at:**

<https://aned.sd61.bc.ca/resources.aspx> and Click on the **Residential Schools** box