

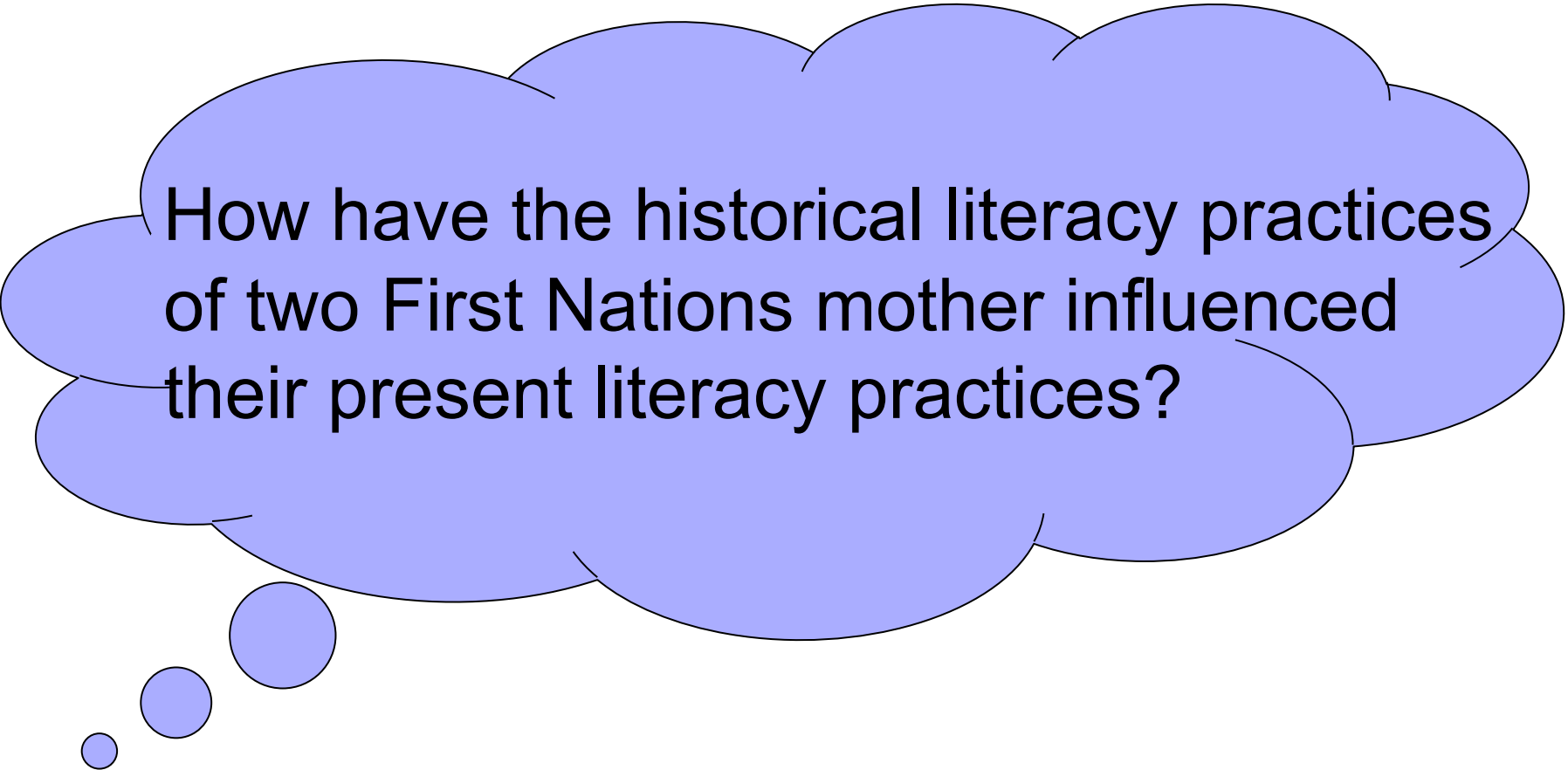


# Literacy Practices in a Canadian Urban Neighborhood:

## Two First Nations Mothers



# Research Question



How have the historical literacy practices of two First Nations mother influenced their present literacy practices?



# Methods

- Choosing neighborhood
  - SES
  - ESL
  - Test scores
- Community observation
- Artifact collection
- Interviews with parents



# Interview Participants

- Aileen
- Charlotte
- 2 other First Nations mothers
- 6 other individuals



# Historical Background



James Moore, as he appeared when admitted to the Regina Indian Industrial School (Saskatchewan Archives Board, B. 82259 [1])



Thomas Mason, after tuition at the Regina Indian Industrial School  
(Saskatchewan Archives Board, R-82259 [2])



Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874.

Library and Archives Canada / NL-022474















# **Loss of culture**



# **Loss of language**



# Loss of home



# Loss of **identity**





# **Loss of family**



**Loss of family**

**literacy practices**



Removal from  
natural literacy  
environment



Now Playing

My Library

Burn/Transfer

Real Guide

SuperPass

Music

Games

Search Real Guide



⏏ || (Paused) res school large

mp4 977 Kbps Playlist


Media player controls including play/pause, stop, previous, next, seek, and volume sliders.



# Findings



Both Women

- 
- Led to turbulent life after residential schools.
    - Alcoholism
    - Homelessness
    - Welfare
    - Removal of children
    - Jail

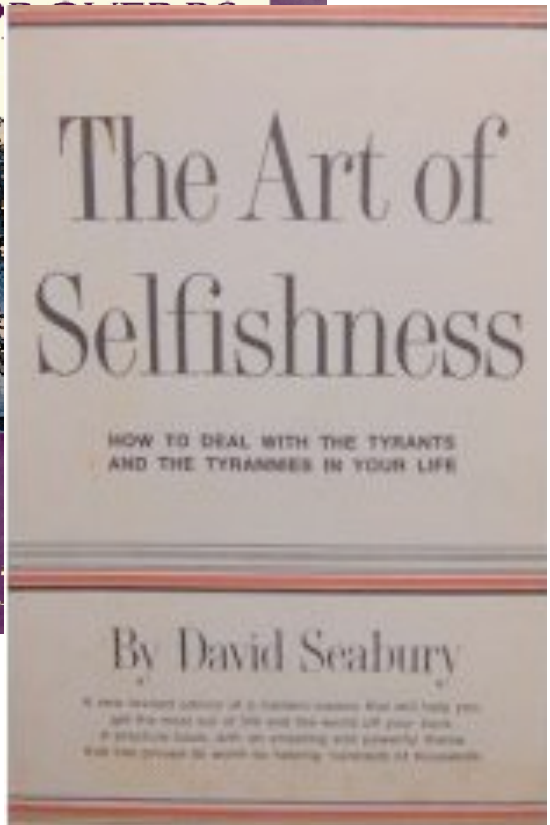
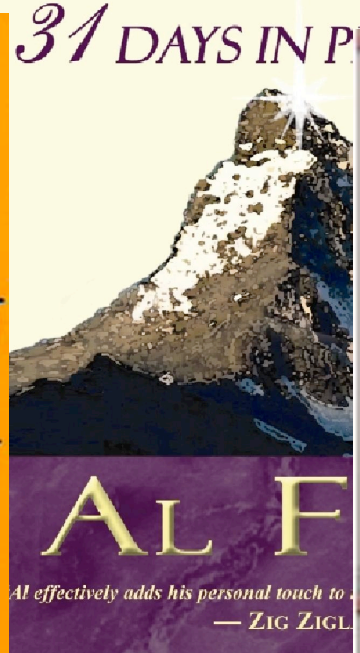
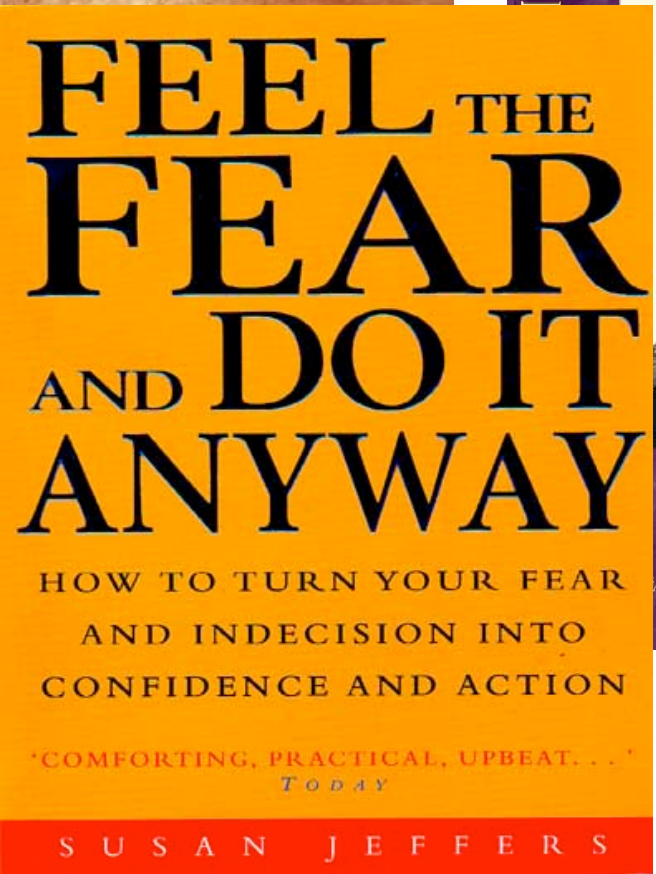
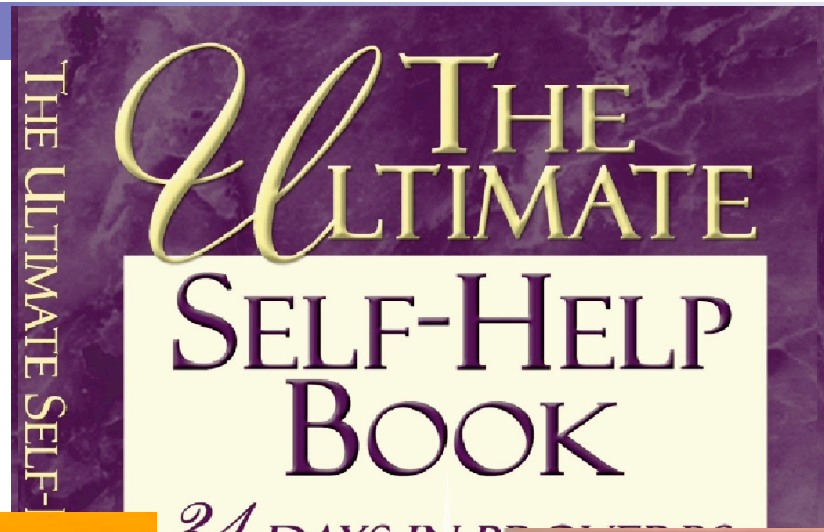
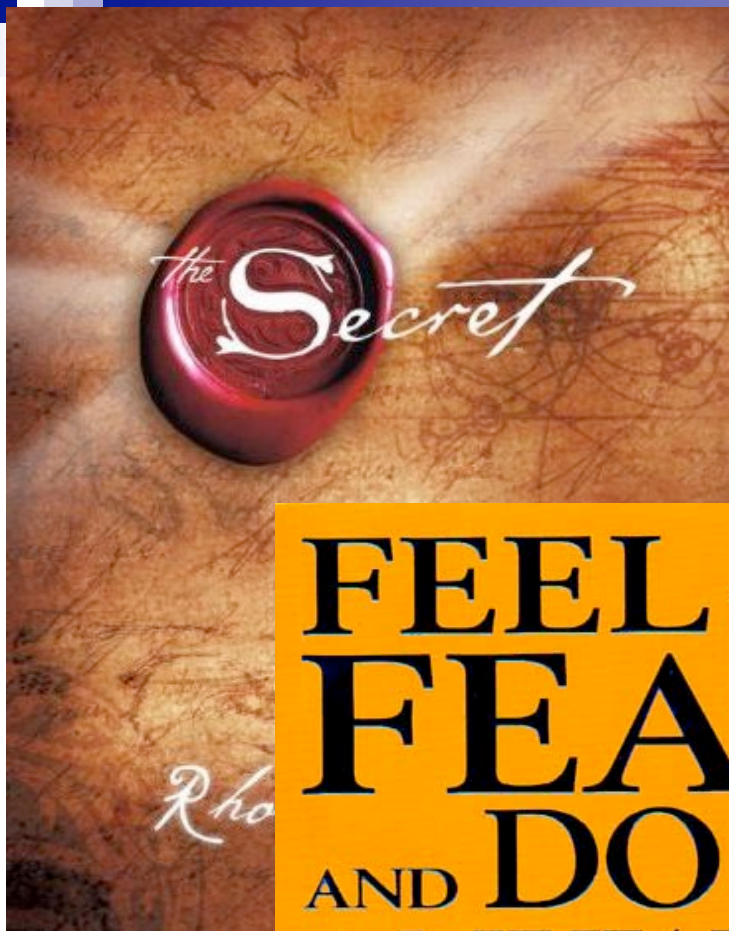


# Present Literacy Practices



# Healing Process









Programmer-poetry...  
(Author Unknown)

I start my day by sitting on a chair,  
Giving my monitor a hard, cold stare,  
By evening I'm done with another coding,  
Oh! This has become a routine so boring.

Like all, I entered this field with great hope,  
Jobs were many and there was plenty of scope,  
Dreams of joining the likes of Gates,  
And a chance to make money in the States

Thus, I entered the world of bytes,  
Only to realize that reality bites,  
'Coz a programmer's life, isn't all that cozy,  
The bed of software isn't all that rosy.

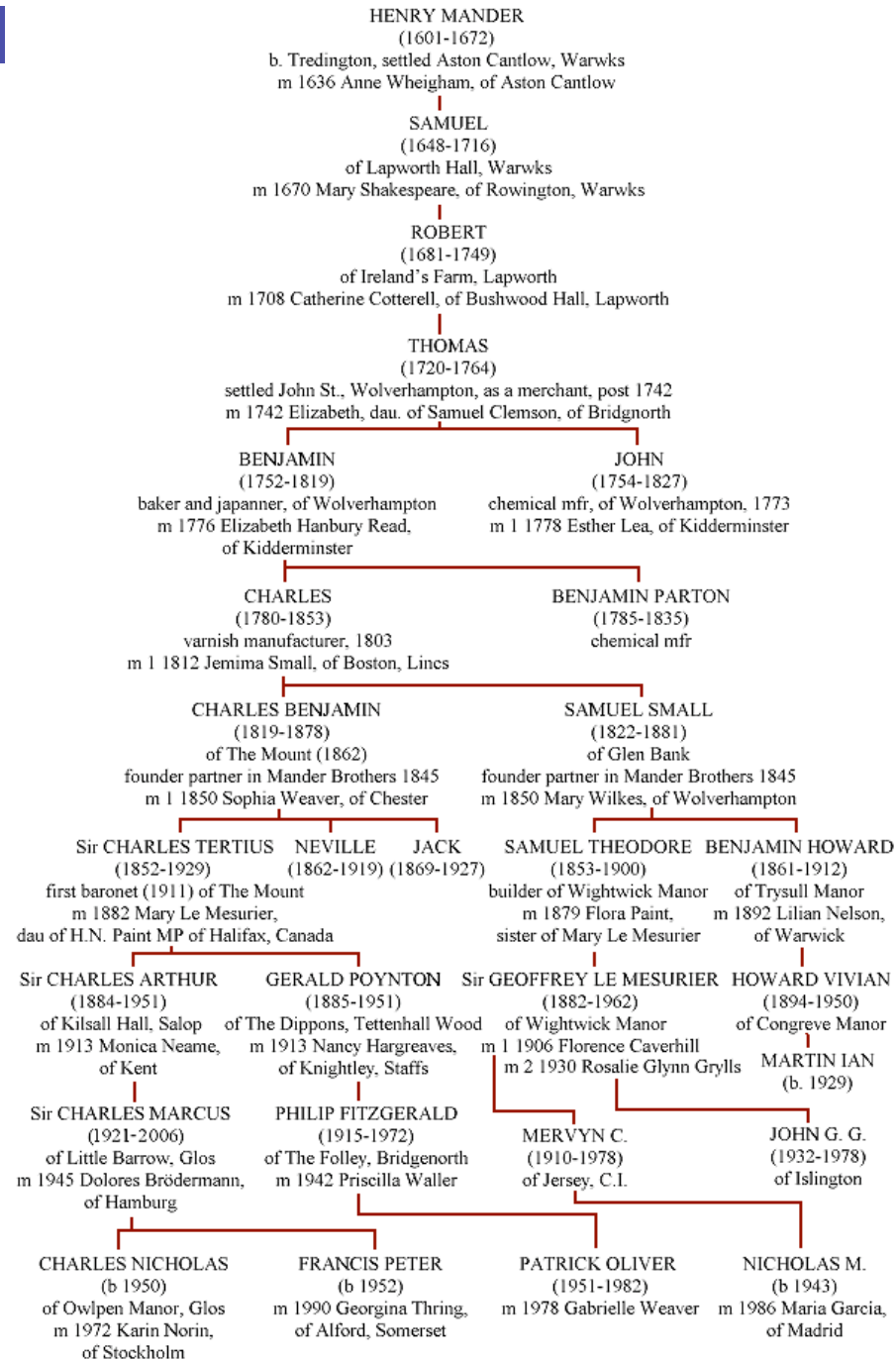
Seeing the monitor all day n night,  
Have taken the power off my eyesight,  
Late to bed n late to rise,  
Has made me wealthy, but not healthy n wise.

Working holidays, busy weekends,  
No time for family, no time for friends,  
My job steals most of my time,  
Helplessly, I watch this crime.

Just for few bits of money,  
I forego those moments with my Honey,  
When I should be out - having fun,  
I'm telling a comp, what's to be done.

I hate u, yet I can't get away,  
'Coz, I need the money u pay,  
God, to thee I pray,  
If there be one - show me the way.







- Oral literacy tradition
  - Information seeking (health, school)
  - spirituality



- Exploring School Options

This is to certify that  
Irene Bird  
has attended a course in  
*Workplace Hazardous Materials  
Information System*  
held on the  
15th day of March 2001  
at  
Okimaw Ochi Healing Lodge

*Barry Elderkin*  
Barry Elderkin, Instructor

nobody's perfect  
Certificate of Completion

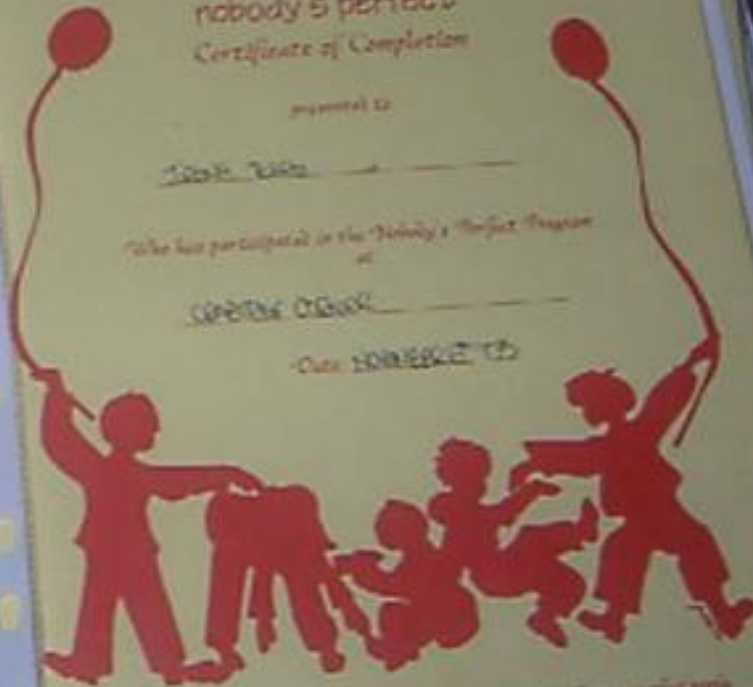
presented to

Sharon White

who has participated in the Nobody's Perfect Program  
at

Okimaw Ochi

Okimaw Ochi



"Nobody's perfect. There are no perfect parents, or perfect children or perfect people.  
We can only be our best."

BE CHEERFUL FOR FAMILIES







- Form filling & Reading of official documentation
  - Residential school

www.settlement.ca/fr

— 1/14

# The Indian residential schools settlement has been approved. Please read this detailed notice.

*This is a cover letter notice. This is not a notice from a lawyer.*

The Indian residential schools settlement has been approved by the Quebec, Nova, Ontario, Alberta and British Columbia courts. This notice describes the settlement, benefits and how to get them for those who stay in and A explains what it means to opt out and how to opt out. The settlement provides:

- At least \$1.6 million for "lifetime experience" payments for former students who lived at the schools.
- A program to cover those who suffered sexual or serious physical abuse, or other abuse that caused serious psychological effects, to get between \$5,000 and \$275,000 (with some more money if they can also show a loss of income) and
- To benefit former students and families: \$125 million to the Aboriginal Housing Foundation for housing programs; \$60 million for health and rehabilitation to disabled and chronic health care programs; and \$20 million for national and community commemorative projects.

Family members who were not students did not get payments.

More details about these benefits are provided in the settlement agreement which is available by calling 1-800-679-4913, or going to [www.settlement.ca/indianresidentialschools.ca](http://www.settlement.ca/indianresidentialschools.ca)

### Your Options Now:

<b>ANNY A CLAIM FORM</b>	If you are a former student and want a payment from the settlement, and you have not yet filed the Government of Canada or the Churches on your own, you will get out, submit a claim form and be mailed to you after August 20, 2017. When it arrives, fill it out and return it.
<b>REMOVE YOURSELF (OPT OUT)</b>	If you don't want a payment, or you think you can't get more money from the settlement, or you don't want to use the Government or the Churches on your own, then you must remove yourself by submitting an Opt Out Form (documented by August 20, 2017).
<b>DO NOTHING</b>	Did not pay. Give up rights to sue.

These rights and options are explained in this notice. Please read carefully.

**Have a Lawyer in Quebec?** If you have your own residential schools lawsuit pending in Quebec, the process is different - see question 20 and talk to your lawyer immediately about your course.

**Questions? Call Toll Free 1-800-679-4913 or visit [www.settlement.ca/indianresidentialschools.ca](http://www.settlement.ca/indianresidentialschools.ca)**

IND-RA-0011-EN-0

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

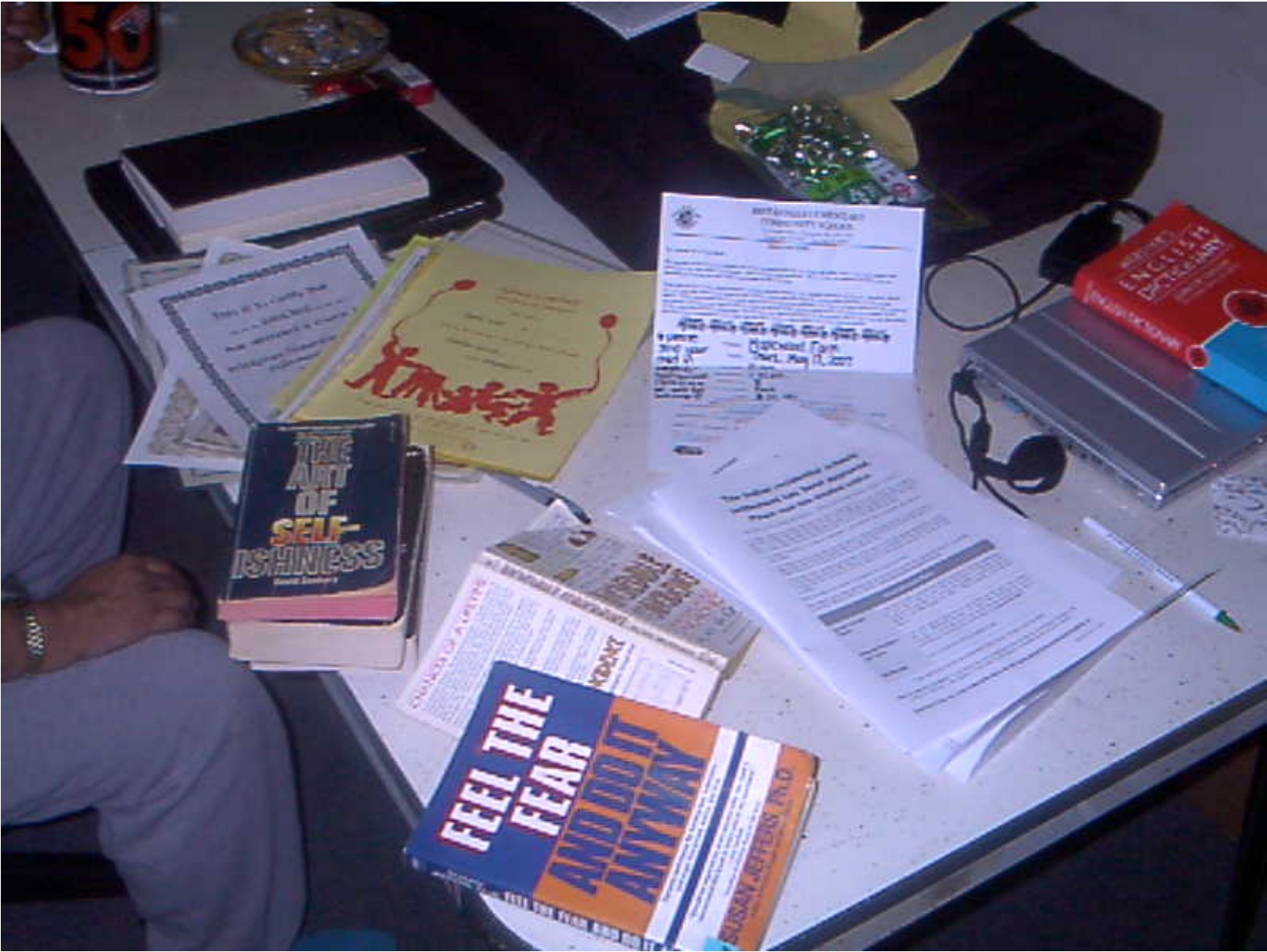


Aileen



## Education

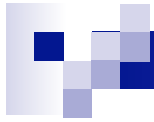
- Dictionary
- Novels





## Family

- Making shopping list
- Reading to son
  - Picture books
  - Novels
  - Animal songs
  - Nursery rhymes



## Entertainment

- Bingo
- Dice on the internet



## Bureaucracy

- Official documents
  - Welfare stubs
  - Information from social services





Charlotte



## Education

- courses
- writing



## Entertainment & Communication

- Internet use
  - Email
  - MSN
  - Social Network
  - Web browsing



## Spirituality

- Rejection of church
- Family Tree
- Medicine wheel







# Community Text







realPlayer

File Edit View Play Favorites Tools Help

\_ □ X



Now Playing

My Library

Burn/Transfer

Real Guide

SuperPass >>

Search Real Guide



community large

mp4 975 Kbps

Playlist



0:00.8 / 1:50.4



start




RealPlayer: communit...

10:41 PM



# Conclusions



Children's literacy development is linked to the literacy practices of parents, families and homes.

- Letter writing
- Shopping list
- Oral literacy
- Signs around reserves
  - e.g. Clean your own dishes



# Historical School Practices → Present Literacy Practices

- such low expectations for their academic achievement,
- taught only basic literacy skills
- focus of schooling
  - religious & cultural conversion
  - occupational training

- 
- Need to upgrade education
    - Courses
    - Reading



# Influence of Dominant Powers

- Charlotte and daughter did not learn about their cultures at school.



# History leads to present literacy practices

- Removing identity—search for identity
- Imposed religion—exploration of spirituality
- Hatred of institution—pursuit of learning



# Reconceptualization

- Question the definition of the term **home**
- Inappropriate interview protocol for these women
- Community within a community



# Handout & Paper

- CPLS website

- <http://educ.ubc.ca/research/cpls/>



