

THE STORY OF A NATIONAL CRIME

DISCUSSION GROUP QUESTIONS

EP. 1 : SICK PEOPLE NEED MORE THAN PILLS

1. What surprised you or stood out to you while you were listening to the episode?
2. What were causes of the rates of tuberculosis in First Nations communities in the late 1880s?
3. How did Indigenous Peoples navigate and resist disruptions to their ways of life?
4. What perspectives informed the government's response to famine and illness in First Nations communities?

EP. 2 : "A CONDITION DISGRACEFUL TO THE COUNTRY"

1. What surprised you or stood out to you while you were listening to the episode?
2. What contributed to the high rate of tuberculosis transmission in Residential Schools?
3. How did perspectives differ on the Bryce report, Indigenous health and Residential Schools?
4. How is the 1907 Bryce report significant to Canada's history?
5. How does the 1907 Bryce report inform your understanding of the on-going searches for unmarked graves at Residential Schools sites?

EP. 3 : "THIS CRIMINAL DISREGARD FOR THE TREATY PLEDGES"

1. What surprised you or stood out to you while you were listening to the episode?
2. How significant is The Story of a National Crime to understanding the history of Residential Schools and historic health care available to Indigenous Peoples in Canada?
3. Has The Story of a National Crime been adequately memorialized and remembered?
4. What were historical values that compelled the government to act on the tuberculosis crisis in First Nations?
5. What ethical beliefs contributed to the medical experimentation between the 1930s and 1950s?

EP. 4 : "SO, I LIE ON IN BED TILL I FEEL I SHALL BURST"

1. What surprised you or stood out to you while you were listening to the episode?
2. How did tuberculosis care for Indigenous Peoples change in this period (early 1940s – early 1960s) compared to earlier care? What stayed the same?
3. What were consequences of hospitalization for patients, their families and communities?
4. How were hospitals and sanatoria connected to Residential Schools and child welfare?
5. What were consequences of medical staff not being able to speak Indigenous languages and not providing information to patients about medical procedures?
6. Can we judge historical medical care using current perspectives? Remember what Dr. Millions said about tuberculosis treatments for Indigenous and non-Indigenous patients.

EP. 5 : THE RIGHT TO KNOW

1. What surprised you or stood out to you while you were listening to the episode?
2. Why is the Right to Know crucial to Survivors and their families?
3. Do you think current restrictions on medical records are right or wrong, fair or unfair?
4. How do historical experiences in the medical system continue to influence how Indigenous Peoples access medical care?
5. Why should Canadians remember human rights violations and preserve related documents and records for future generations?

