

RESOURCES FOR TEACHING ABOUT INDIGENOUS PEOPLES OF CANADA

50+ Session-Related Internet Resources compiled by T. Storer, PNW NRC on Canada, Western Washington University

1. Aboriginal Education Teacher's Resource Books (Manitoba)

<http://www.edu.gov.mb.ca/k12/abedu/index.html>

Manitoba and Winnipeg have been identified as having the greatest concentration of Aboriginal people in Canada. Awareness and recognition of the rapidly expanding Aboriginal population in provincial schools in 1995 prompted Manitoba Education to request that all schools in Manitoba incorporate Aboriginal Perspectives into all curricula (a theme-based curricular approach to all teaching); therefore, this lesson plans and resources offered here are highly recommended.

2. Aboriginal Peoples Television Network <http://aptn.ca>

APTN is the first national Aboriginal television network in the world with programming by, for and about Aboriginal Peoples. For the first time in broadcast history, First Nations, Inuit and Métis Peoples have the opportunity to share their stories with all of Canada. Through documentaries, news magazines, dramas, entertainment specials, children's series, cooking shows and education programs, APTN offers all Canadians a window into the remarkably diverse worlds of Indigenous Peoples in Canada.

3. Aboriginal Perspectives <http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=home&language=english>

A National Film Board of Canada site for high school students and teachers featuring documentaries by and about Canada's Aboriginal peoples.

4. Assembly of First Nations <http://www.afn.ca/index.php/en>

*The Assembly of First Nations (AFN) is a national advocacy organization representing First Nation citizens in Canada, which includes more than **900,000** people living in **634** First Nation communities and in cities and towns across the country. First Nation leaders (Chiefs) from coast to coast to coast direct the work of AFN through resolutions passed at Chiefs Assemblies held at least twice a year. The role of the National Chief and the AFN is to advocate on behalf of First Nations, including facilitation and coordination of national and regional discussions and dialogue, advocacy efforts and campaigns, legal and policy analysis, communicating with governments, including facilitating relationship building between First Nations and the Crown as well as public and private sectors.*

5. B.C.'s Coastal Environment <http://web.uvic.ca/~mroth/438/ENVIRONMENT/firstpeoples.html.html>

This University of Victoria K-12 educational site provides history of First Nations people on B.C.'s Coast prior to European contact.

6. BC Treaty Commission www.bctreaty.net

The Treaty Commission is the independent body responsible for facilitating treaty negotiations among the governments of Canada, BC and First Nations in BC. This website outlines the needs and interests of each. Some of the major issues that are integral to modern treaty making in British Columbia are: Aboriginal rights; self-government; land and resources; fishing; forestry and financial issues. This website can be useful for student research of the issues faced in British Columbia.

7. Canada in the Making--Aboriginals: Treaties and Relations

https://web.archive.org/web/20150219015549/http://www.canadiana.ca/citm/themes/aboriginals_e.html

This is a chapter in Early Canadiana Online (ECO), an e-textbook that compiles thousands of early Canadian texts for you to use in your schoolwork. It's a free resource that offers a concise timeline of relations with the Indigenous peoples of Canada since first contact. Highly recommended for the historical context offered if there are few resources in your school.

8. Canadian Directory of First Nations, Métis and Inuit Library Collections

<http://library.usask.ca/native/directory/english/index.html>

For serious researchers, this directory lists library and cultural institutions with collections related to First Peoples in Canada.

9. Canadian Indian Treaties <http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/treaties/code>

Looking for primary documents? This site offers an electronic collection of selected treaties from the National Archives of Canada—a project of SchoolNet Digital Collections under contract with Industry Canada.

10. Cradleboard Teaching Project <http://www.cradleboard.org>

With support from the Nihewan Foundation (founded by singer-songwriter Buffy Sainte-Marie in 1969), this site offers social studies curricula for high school teachers regarding Native American Tribal Sovereignty; Contemporary Native American Tribal Governments; Contemporary Native American Political Issues and additional resources of interest (including the "Ultimate Lesson" about Indian treaties). Also access a portal to individual tribes' sites: www.cradleboard.org/2000/tribal_w.html.

RESOURCES FOR TEACHING ABOUT INDIGENOUS PEOPLES OF CANADA

50+ Session-Related Internet Resources compiled by T. Storer, PNW NRC on Canada, Western Washington University

- 11. Exploration to the Canadian Arctic E-Atlas** http://www.sfu.ca/geog351fall02/gp2/WEBSITE/1_homepg.html
The Canadian Arctic forms part of the circumpolar Arctic region comprised of the Arctic Ocean, thousands of arctic islands, and the northern parts of the continents of Asia, Europe, and North America. Canada's Arctic comprises of three main land territories: the Northwest Territories, Yukon and Nunavut and this e-atlas provides a comprehensive introduction to their geography...but a question for students to consider is who "owns" the sea and ice of the circumpolar North?
- 12. First Light Documentary Film + Teacher Resources (2015)** <http://upstanderproject.org/firstlight>
First Light is a 13-minute film (free to stream and \$4.99 to download) independently documenting the work of the Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission (TRC). The learning resources for First Light connect teachers and students to primary and secondary sources, questions, and activities to deepen their understanding of the brutal and disturbing history of settler colonialism and its impact on Native peoples, government policies that aimed to force Native people to stop being who they are, and the process of healing that accompanies a truth and reconciliation commission.
- 13. First Nations Information Project** <http://www.johnco.com/firstnat>
This project's goal is to share knowledge, interests, and effective practices connecting the Aboriginal community from around this expanse country and the world. This project provides an on-line atmosphere to make connections within the Aboriginal community and shares the aboriginal experience with those who desire this experience. The FNIP is Canadian-focused but other information and links are added as required or appropriate.
- 14. First Nations Languages of Canada**
http://www.caslt.org/resources/modern-lang/first-nations-resource-links-lang_en.php
This site provides countless links on languages of Canada's First Nations.
- 15. The Haida: Children of Eagle and Raven**
<http://www.historymuseum.ca/cmhc/exhibitions/aborig/haida/haindex.shtml>
This Canadian Museum of History website provides information about the Haida First Nation of the Queen Charlotte Islands (Haida Gwaii). To early visitors the Haida presented a culture that displayed a fulfilling balance between man and the natural and supernatural worlds. Pressures, both spiritual and material, of European culture disrupted this balance and the traditional Haida way of life came close to extinction. Today, the Haida regard their future with hope, bolstered by recent developments that hold great potential for reinforcing their cultural revival. Learn more about the Haida here.
- 16. History: Aboriginal Peoples, Aboriginal Affairs and Northern Development Canada and the Treaty Relationship**
<http://www.aadnc-aandc.gc.ca/eng/1338907166262/1338907208830>
These pages of the Indigenous & Northern Affairs website provide useful historical background information.
- 17. Honoring the Truth: Reconciling for the Future (Truth and Reconciliation Commission's Report Summary)**
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf
This website provides a summary of the Final Report of the Truth and Reconciliation Commission of Canada.
- 18. I is for Indian: Dealing with Stereotypes in the Classroom**
<http://www.socialstudies.org/system/files/publications/yl/1804/180404.pdf>
It is vital that children develop positive attitudes about ethnicity and race at an early age. Young children are not born with a racial bias, but by the time they reach high school they have often adopted the prejudices to which they have been exposed. Marc Finchum provides questions to ask yourself as a teacher to identify racial bias in different types of literature and identifies what you can do as an elementary school teacher.
- 19. Idle No More** <http://www.idlenomore.ca>
Idle No More is an ongoing protest movement, founded in December 2012 by four women: three First Nations women and one non-Native ally. It is a grassroots movement among the Aboriginal peoples in Canada comprising the First Nations, Métis and Inuit peoples and their non-Aboriginal supporters in Canada, and to a lesser extent, internationally. It has consisted of a number of political actions worldwide and reacts to alleged legislative abuses of Indigenous treaty rights. The popular movement has included round dances in public places and blockades of rail lines in Canada.

RESOURCES FOR TEACHING ABOUT INDIGENOUS PEOPLES OF CANADA

50+ Session-Related Internet Resources compiled by T. Storer, PNW NRC on Canada, Western Washington University

20. Indigenous & Northern Affairs Canada - Kids' Stop

<http://www.aadnc-aandc.gc.ca/eng/1302868012055/1302868605384>

A fun zone for kids loaded with information about Aboriginal history, culture and languages, games and stories and classroom resources for teachers. Here you will find exercises, projects and activities for students aged 4 to 16.

21. Indigenous & Northern Affairs Kids' Stop - The Learning Circle

<http://www.etfo.ca/Resources/ForTeachers/Documents/The%20Learning%20Circle%20-%20Classroom%20Activities%20on%20First%20Nations%20in%20Canada.pdf>

The Learning Circle has been produced to help meet Canadian educators' growing need for elementary-level learning exercises on First Nations. It is the second in a series of three classroom guides on First Nations in Canada. The Learning Circle is organized in thematic units, each with its own teaching activities. Units are designed to give teachers and students simple but effective exercises, projects and activities that will encourage students to learn more about First Nations. Most exercises in The Learning Circle can be completed in one period. Certain others will take several periods, days or weeks

22. Indigenous and Northern Affairs Canada <http://www.aadnc-aandc.gc.ca/eng/1100100010002/1100100010021>

Aboriginal Affairs and Northern Development Canada (AANDC) supports Aboriginal people (First Nations, Inuit and Métis) and Northerners in their efforts to improve social well-being and economic prosperity; develop healthier, more sustainable communities; and participate more fully in Canada's political, social and economic development — to the benefit of all Canadians. Together they work to make Canada a better place for Aboriginal and northern people and communities.

23. Indian Education for All <http://opi.mt.gov/Programs/IndianEd/curric.html>

Produced by the Montana Office of Public Instruction, Indian Education for All (IEA) is an outstanding set of curricula and resources that integrates quality IEA content with rigorous standards-based instruction in all curriculum areas. Its "Essential Understandings" of Montana tribes and IEA curricula serve as an excellent model for other states to follow. Although many lessons and resources for Grade 9-12 teachers at http://opi.mt.gov/Programs/IndianEd/curric.html#gpm1_10 are Montana-specific in focus, there is still much to explore that can apply to other regions/tribes in North America.

24. Indigenous Studies Portal <http://iportal.usask.ca/index.php?sid=334066511&cat=0>

The Indigenous Studies Portal (iPortal) is a database of full-text electronic resources such as books, articles, theses and documents as well as digitized materials such as photographs, archival resources, maps, etc. focusing primarily on First Nations and Aboriginals of Canada with a secondary focus on North American materials and beyond. Anyone can use the freely available materials in the iPortal but some resources are licensed and may only be available from your own library.

25. Inuit Tapiriit Kanatami of Canada <https://www.itk.ca/>

The Inuit Tapiriit Kanatami are the National Voice of Canada's 60,000 Inuit. Their work involves improving the health and wellbeing of the Inuit. They do research, advocacy, public outreach and education on the issues affecting the Inuit population. Close work is done here with the four Inuit regions to present unified priorities in Ottawa.

26. Inuit: Newfoundland and Labrador Heritage <http://www.heritage.nf.ca/articles/aboriginal/inuit.php>

The Newfoundland and Labrador Heritage Website is an ambitious, non-commercial, public history project that aims to provide school students and the general public with a wide range of authoritative information on the province's history, culture, and geography. It is based at the Memorial University of Newfoundland. Faculty, graduate students, and professional writers contribute articles, while undergraduate students provide support as research assistants.

27. The Learning Circle: Classroom Activities on First Nations in Canada (Ages 14-16)

<http://www.aadnc-aandc.gc.ca/eng/1329333584407/1329333802557>

This document is designed to enhance the understanding non-Aboriginal students have regarding issues and realities facing First Nations and Inuit youth today. The depth and complexity of the issues, history and cultures of First Nations and Inuit are not completely presented in these narratives. The educational activities in this booklet meet many of the aims and goals of provincial curriculums for Aboriginal studies. The material has been designed for Grade 9 and 10 students, but can also be applied at other grade levels where Aboriginal studies and themes are taught.

RESOURCES FOR TEACHING ABOUT INDIGENOUS PEOPLES OF CANADA

50+ Session-Related Internet Resources compiled by T. Storer, PNW NRC on Canada, Western Washington University

28. Métis National Council <http://www.metisnation.ca>

Since 1983, the Métis National Council (MNC) has represented the Métis Nation nationally and internationally. It receives its mandate and direction from the democratically elected leadership of the Métis Nation's governments from Ontario westward. Specifically, the MNC reflects and moves forward on the desires and aspirations of these Métis governments at the national and international level. Its central goal is to secure a healthy space for the Métis Nation's on-going existence within the Canadian federation and this website provides information regarding current issues, etc.

29. Métis Nation of Ontario <http://www.metisnation.org/home.aspx>

Prior to Canada's crystallization as a nation, a new Aboriginal people emerged out of the relations of Indian women and European men. While the initial offspring of these Indian and European unions were individuals who simply possessed mixed ancestry, subsequent intermarriages between these mixed ancestry children resulted in the genesis of a new Aboriginal people with a distinct identity, culture and consciousness in west central North America – the Métis Nation.

30. Métis Nation Portal <http://metisportals.ca/wp>

This site is for all Métis Nation citizens to find and share information on Métis Nation governance. Each web portal focuses on a specific aspect of governance, and will help bring together Métis people to strengthen and empower their nation.

31. NativeTech: "Scenes from the Eastern Woodlands" <http://www.nativetech.org/scenes>

NativeTech is an educational web site that covers topics of Native American technology and art with an emphasis on the Eastern Woodlands region. This site hopes to show both change and continuity from pre-contact times to the present. NativeTech is dedicated to revising the term 'primitive' with respect to peoples' perceptions of Native American technology and art.

32. NativeTech: Native American Technology and Art <http://www.nativetech.org>

This website covers topics of Native American technology and art and is organized into categories of Beadwork, Birds & Feathers, Clay & Pottery, Leather & Clothes, Metalwork, Plants & Trees, Porcupine Quills, Stonework & Tools, and Weaving & Cordage. Instructional information about how some of these materials are used by Natives is coupled with detailed background on the history and development of these kinds of Native technologies.

33. Native Women's Association of Canada <http://www.nwac.ca>

The NWAC's collective goal to enhance, promote, and foster the social, economic, cultural and political well-being of First Nations and Métis women within First Nation, Métis and Canadian societies. NWAC is an aggregate of thirteen Native women's organizations from across Canada and was incorporated as a non-profit organization in 1974. They collectively recognize, respect, promote, defend and enhance Native ancestral laws, spiritual beliefs, language and traditions. A current concern is the National Inquiry into Missing and Murdered Indigenous Women. There are no firm statistics but, according to a 2015 report by Royal Canadian Mounted Police, about 1,200 indigenous women are missing or murdered in Canada. The NWAC estimates 4,000.

34. Native Appropriations: Examining Representations of Indigenous Peoples <http://nativeappropriations.com>

This site is a forum for discussing representations of Native peoples, including stereotypes, cultural appropriation, news, activism, and more. An ongoing controversy, for example, is the use of Native names and derogatory terms by sports teams.

35. Nisga'a Treaty Resource Project (Lesson Plans) <https://nisgaatreaty.wikispaces.com/Overview+Page>

This site offers companion curricula for the 44-minute film "Nisga'a: Dancing in Both Worlds". The film documents the historic journey of the Nisga'a people to achieve a modern day treaty that secures their place in their traditional territory and protects their centuries-old culture, traditions and way of life. The film and lessons are BC Ministry of Education recommended resources.

36. NOVA: Arctic Passage (including Teacher's Guide) <http://www.pbs.org/wgbh/nova/arctic>

NOVA is the most-watched prime time science series on American television. Within Arctic Passage, students can relive two legendary expeditions—one tragic, one triumphant—to pioneer a route through the Northwest Passage.

37. OneWorld Classrooms <http://www.oneworldclassrooms.org/travel/arctic/index.html>

OneWorld Classrooms wants all K-12 students to be confident, engaged, competent and caring members of the local and global communities to which they belong. Their mission is to build bridges of learning and understanding between local and global classrooms through the arts and technology.

RESOURCES FOR TEACHING ABOUT INDIGENOUS PEOPLES OF CANADA

50+ Session-Related Internet Resources compiled by T. Storer, PNW NRC on Canada, Western Washington University

38. Prince of Wales Northern Heritage Centre <http://www.pwnhc.ca>

The Prince of Wales Northern Heritage Centre was designed to house and display documents and objects that reflect the heritage of the Northwest Territories. Many of these items might otherwise have been lost or destroyed, or sent elsewhere for storage. Collections are not only displayed in galleries, but exhibits also travel to communities throughout the Northwest Territories.

39. Queen's University: Iroquois Creation Story Gr. 5-6 Unit

<http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/curriculum/iroquois/abstract.htm>

This unit is designed to give an introduction to students about the Haudenosaunee, or Iroquois people in Canada. It includes a brief background of where they came from and where they have settled over the last few centuries. Students will look at their own genealogical backgrounds and learn a story of their own, before learning about the Iroquois.

40. Queen's University: Musical & Cultural Intro. to Native Society (Gr. 8-9)

<http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/curriculum/society/rationale.htm>

This unit is interdisciplinary in nature. The curriculum guidelines were designed by the Ontario Ministry of Education for music, history and contemporary studies, and Native studies classrooms. From a historical perspective, students will have the opportunity to examine aspects regarding the development of Canada's Native Societies.

41. Resource Tour of Canada's Arctic http://www.k12studycanada.org/files/default/Arctic_Resources_2012.pdf

This is a bibliography of select resources compiled by Tina Storer, Education and Curriculum Specialist. The articles, textbooks, books, film, curricula, maps, websites, and Canadian & International Inuit councils, governance & research listed are categorized by grade level (elementary, middle, and/or high school).

42. Resource Tour of the Salish Sea

http://www.k12studycanada.org/files/default/K-12_Resource_Tour_of_the_Salish_Sea_-_SSEC_2014.pdf

43. Since Time Immemorial: Tribal Sovereignty in Washington State (NIE Supplement)

<https://ad.seattletimes.com/FlippingBook/NIE/2015/SinceTimeImmemorial3/index.html#1>

This Newspapers in Education supplement correlates with the new curricula developed in Washington State to teach and learn about Washington's federally-recognized tribes.

44. Stories the Totems Tell: Bringing Aboriginal Poles to Life

<http://www.aadnc-aandc.gc.ca/eng/1303140794170/1303141158001>

Totem poles are a traditional way of telling the stories of Aboriginal families and clans, and of keeping records of important historical events. Separate myth from reality about their role in Native culture.

45. Takurngaqtaq: Inuit Contact and Colonization <http://www.inuitcontact.ca/flash>

For Inuit takurngaqtaq literally means encountering something for the first time. The Inuit Contact and Colonization project site is an exploration of takurngaqtaq between Inuit and numerous other groups.

46. Totem Poles: An Exploration by Pat Kramer <http://users.imag.net/~sry.jkramer/nativetotems/default.html>

The First Peoples of the Pacific Coast recorded their history and preserved their legends, myths and stories on spectacularly-carved totem poles. They represent Native family kinships and stories. This site explores myth and magic from the coast of BC to Alaska.

47. Treaty Relations Commission of Manitoba <http://www.trcm.ca>

The Treaty Relations Commission of Manitoba (TRCM) is a neutral body, created through a partnership between the Assembly of Manitoba Chiefs (AMC) and Canada with a mandate to strengthen, rebuild and enhance the Treaty relationship and mutual respect between First Nations and Manitobans as envisaged by the Treaty Parties.

48. Unikkausivut - Sharing Our Stories

<https://www.nfb.ca/playlist/unikkausivut-sharing-our-stories/?ec=en20111102>

Discover Inuit traditions, perspectives and values in these 24 films, representing all four Canadian Inuit regions (Nunatsiavut, Nunavik, Nunavut and Inuvialuit). Experience over eight hours of unique documentary and animation. (List Price: \$99.95)

RESOURCES FOR TEACHING ABOUT INDIGENOUS PEOPLES OF CANADA

50+ Session-Related Internet Resources compiled by T. Storer, PNW NRC on Canada, Western Washington University

49. University of Saskatchewan Tools and Resources for Infusion of Aboriginal Perspectives <http://aerc.usask.ca>

The University of Saskatchewan's College of Education, the Aboriginal Education Research Centre (AERC) seeks to create, support, and disseminate innovative Indigenous education research. Through partnerships with scholars, faculty, students, community-based organizations, schools, federal and provincial governments, AERC is working to build stronger relationships among those involved with Indigenous education.

50. Where are the Children? Healing the Legacy of the Tribal Schools (with Teacher's Guide)

<http://wherearethekids.ca/en>

Between 1831 and 1969, residential schools operated in Canada through arrangements between the Government of Canada and the church. One common objective defined this period — the assimilation of Aboriginal children. This site is a counterpart to *Where are the Children? Healing the Legacy of the Residential Schools*, a touring exhibition that explores the history and legacy of Canada's Residential School System through Survivor stories, archival photographs, and documents, curated by Iroquois artist Jeff Thomas. *Some subject matter may be disturbing to some. — please preview for appropriate classroom use.

51. Truth and Reconciliation Commission Report – Article “Final Truth and Reconciliation Report Draws Action Promises from Tearful Trudeau” by Reuel S. Amdur (12/17/15)

<http://indiancountrytodaymedianetwork.com/2015/12/17/final-truth-and-reconciliation-report-draws-action-promises-tearful-trudeau-162796>

Article about Canadian Prime Minister Trudeau's response to the Truth and Reconciliation Report. (See Item 15 to access the report.)

A FEW READING RESOURCES

• Canadian Aboriginal Books for Schools (2015-2016)

http://books.bc.ca/wp-content/uploads/2015/10/AbCat_2015_Final_forWeb.pdf

Organized by grade level, this 16-page catalogue by the Association of Booksellers of BC were selected and evaluated by teacher-librarians for use in British Columbia's classrooms. All the books in this catalogue were written or published by Aboriginal people or are about or for Aboriginals and has been published annually for over 20 years.

• TC² Recommended Youth Fiction

https://tc2.ca/uploads/CIDA/Bibliographies/historical_fiction_bibliography.pdf

- Clark, Joan. (1995). *The Dream Carvers*. A Greenland Viking who is in Newfoundland is captured by a Native clan.
- Harris, Christie. (1966, 1992). *Raven's Cry*. Illustrated by Bill Reid, this book explores impact of Europeans on the Haida.
- Hudson, Jan. (1984). *Sweetgrass*. A fifteen-year-old Blackfoot girl named Sweetgrass breaks a tribal taboo to save her family from starvation and smallpox.
- Major, Kevin. (1984). *Blood Red Ochre*. The story of a contemporary girl and boy living in Newfoundland is mingled with the story of Dauoodaset, one of the last of the Beothuk.
- Maracle, Lee. (1993). *Ravensong: A Novel*. Seventeen-year-old Stacey lives in a Native village, but attends school in a nearby town. It is the early 1950s and she is struggling to learn how to balance the values of the two cultures.
- Maracle, Lee. *Will's Garden*. (2008). Will, a young Aboriginal boy, watches as his family prepares for his special Becoming a Man Ceremony. As he sees the difference between what the men are doing and what the women are doing, he thinks about his future and the role he will take on in his family and in the world. **Recommendation added by T. Storer.**
- Olsen, Sylvia, with Rita Morris & Ann Sam. (2001). *No Time to Say Goodbye: Children's Stories of Kuper Island Residential School*. This fictional account describes the experiences of five Tsartlip First Nations children at a residential school.
- Silvey, D. *Raven's Flight*. (2000). Raven leaves her Salish home on B.C.'s Sunshine Coast in search of her missing sister Marcie, reportedly "working" on Vancouver's lower east side. Based on true stories of many missing/murdered indigenous women in BC, with an appendix of help-line and resource information, this hard-edged story is part harsh truth, part preventative fiction. **Recommendation added by T. Storer.**
- Sterling, Shirley. (1992). *My Name is Seepeetza*. This is a fictional account of one girl in an aboriginal residential school.