
Primary/Junior Annotated Bibliography

To future and present Educators,

We would like to begin by acknowledging that the land on which we've gathered for the last two years is the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosauonee peoples. We have been given the opportunity to learn and grow as people and as future educators. There is an ancient proverb, whose source is unknown, but speaks volumes it states: "Treat the Earth well. It was not given to you by your parents; it was loaned to you by your children. We do not inherit the Earth from our Ancestors; we borrow it from our Children." We owe it to the children of these lands, past, present, and future, to provide them with the best, most truthful education in which they can learn, grow, and be inspired.

The following collection of cross-curricular resources has been developed with open minds and open hearts. We have done our very best to create inclusive, culturally appropriate resources for teachers to be able to bring Indigenous studies into the mainstream classroom. We as Canadians have a responsibilities towards reconciliation and we as teachers have the opportunity to take steps forward by teaching Indigenous pedagogy as well as Canadian truths to our students.

We hope that this is a step in the right direction. We apologize for any mistakes we have made within this document and we will gladly accept any feedback on its contents.

Sincerely,

The Teachers of Section 03, Aboriginal Ways of Knowing

Primary/Junior

Adair, Jason., (2013). *We All Count: Book of Ojibway Art*. Native Northwest. ISBM 9781554763962.

In this basic counting book from 1 to 10, the Ojibwe author has created an engaging board book that features the numbers in Ojibwe and English. Each illustration highlights a colour and counting experience along with pronunciation guide for the Ojibwe numbers and learning to count and the importance of each child being counted as one of a larger community and how as children we learn to count, and read to be counted. An excellent introduction to counting to ten in Ojibwe and English using authentic Ojibwe design.

Cross-Curricular: Math: student would be able Count from 1-10 in English and Ojibwe
Literacy: student would be able distinguish between fiction and nonfiction on how the story is portrayed.

Grade Level: K-2

Dupuis, J.K., & Newland, G. (2016). *I Am Not A Number*. Toronto, ON: Second Story Press.

The story *I Am Not A Number* is a storybook outlining the residential school experience from the point of view of Original People and their children. Dupuis takes the reader on the harrowing story of a young girl and how her life is changed by the teachings and environment of the residential system.

Cross-Curricular: Literacy: based on storytelling, progression of a narrative and description.
History: based on the true treatment of First Nations People throughout Canada's history and it's atrocious past, that is not normally taught.

Art: based on native ideals, cultural elements such as totems, drums, dreamcatchers and drawn art.

Grade Level: 4-8

Jordan-Fenton, C. & Pokiak-Fenton, M. (2011). *A Stranger at Home*. Toronto, ON: Annick Press.

The powerful memoir of an Inuvialuit girl searching for her true self when she returns from residential school. Traveling to be reunited with her family in the Arctic, 10-year-old Margaret Pokiak can hardly contain her excitement. It's been two years since her parents delivered her to the school run by the dark-cloaked nuns and brothers. Coming ashore, Margaret spots her family, but her mother barely recognizes her, screaming, "Not my girl." Margaret realizes she is now marked as an outsider. And Margaret is an outsider: she has forgotten the language and stories of her people, and she can't even stomach the food her mother prepares. However, Margaret gradually relearns her language and her family's way of living. Along the way, she discovers how important it is to remain true to the ways of her people -- and to herself. Highlighted by archival photos and striking artwork, this first-person account of a young girl's struggle to find her place will inspire young readers to ask what it means to belong.

Cross-Curricular: Social Studies: students come to understand the effects that residential school had on First Nations People. Students also learn the effects that European settlers had on the community that existed before their arrival.

Literacy: students have the opportunity to read a memoir. Student read a short text; comprehend elements of literacy

Grade Level: 3-6

Olson, K. (2009). *Eat, Run, and Live Healthy*. Penticton, BC: Theytus.

Eat, Run, and Live Healthy is a children's picture book developed by the Penticton Indian Band Health Department to teach young children about the choices they can make to live healthy. This book in the Caring for Me series discusses eating healthy, exercising, and drinking plenty of water. The book begins in a First Nations classroom as the teacher welcomes the community nurse to make a presentation. Through charts and questions/answers the nurse asks the students about making healthy choices when eating, avoiding junk foods, exercising, and drinking plenty of water each day. One student talks about her relative who must avoid sugar because she has diabetes. The chart showing healthy meal choices includes deer meat among the standard fare. The bold and simple drawings convey the message of making healthy choices. The author and illustrator are careful to make this book suitable for children of all backgrounds.

Cross Curricular: Health: Student learn about healthy living and what it means to live a healthy lifestyle.

Literacy: Student read a short text; comprehend elements of literacy.

Grade Level: K-3

King, T. & Clement, G.(2009). *A Coyote Solstice Tale*. Toronto, ON: Groundwood Books. Coyote is having friends over for a little solstice party in the woods when a little girl comes by unexpectedly. She leads the friends through the snowy woods to the mall -- a place they had never seen before. The trickster goes crazy with glee as he shops with abandon, only to discover that filling a shopping cart with goodies is not quite the same thing as actually paying for them.

Cross Curricular: Social Studies: Students learn appropriate social behaviour as well as become aware of consequences that result from inappropriate behaviour.

Literacy: Student will be able to read and understand a short text.

Grade Level: K-3

Klippenstein, B. & Jedele, C. (2008). *Andrea's Fiddle*. Loon Books ISBN: 9781896201825 Andrea's Fiddle is a children's picture book and accompanying audio CD that celebrates Métis fiddle music. Both capture the joy of Métis fiddle playing in the story about an ancient spruce and its gift of a fiddle carved long ago by Andrea's great, great, great grandfather. In passing on the fiddle to his granddaughter, the Elder offers the story behind the fiddle and its music. The narrative seamlessly weaves factual information about Métis cultural history into this picture book. The book stresses the importance of music and dancing for the Métis. In addition this read aloud book has an audio CD with the story read by Susan Dupuis plus several Métis standard fiddle tunes played by Desmond Lagace. As a bonus the CD contains teaching tunes for six songs including tablature.

Cross-Curricular: Literacy: Student read a short text; comprehend elements of literacy.

Social Studies: challenges of indigenous people, Music-understanding music and rhythm also, being able to play along with an CD accompanist.

Dance: movement skills and learning a specific Metis dance by follow the directions in the book.

Grade Level: 2-7

Landon, R. & MacDonald, D. (2008). *A Native American Thought of It*. Toronto, ON: Annick Press.

Inventiveness and ingenuity from North America's First Nations.

Everyone knows that moccasins, canoes and toboggans were invented by the Aboriginal people of North America, but did you know that they also developed their own sign language, as well as syringe needles and a secret ingredient in soda pop?

Depending on where they lived, Aboriginal communities relied on their ingenuity to harness the resources available to them. Some groups, such as the Iroquois, were particularly skilled at growing and harvesting food. From them, we get corn and wild rice, as well as maple syrup. Other groups, including the Sioux and Comanche of the plains, were exceptional hunters. Camouflage, fish hooks and decoys were all developed to make the task of catching animals easier. And even games-lacrosse, hockey and volleyball -- have Native American roots.

Other clever inventions and innovations include:

- * Diapers
- * Asphalt
- * Megaphones
- * Hair conditioner
- * Surgical knives
- * Sunscreen.

With descriptive photos and information-packed text, this book explores eight different categories in which the creativity of First Nations peoples from across the continent led to remarkable inventions and innovations, many of which are still in use today.

Cross Curricular: Science: Students become aware of the Environment that North America's First Nations had access to.

Social Studies: Students gain an understanding of societal constructs as well as the roles that each person played.

Literacy: Student will be able to read and understand a text.

Grade Level: 4-7

Robertson, D. A. (2014). *Tales From the Big Spirit, The Ballad of Nancy April: Shawnadithit*.

When a mishap delays Jessie at the end of a school day, she takes a shortcut home. But the shortcut turns into an adventure, as Jessie is transported through time and space, to early 19th-century Newfoundland. There she meets Shawnadithit who, as the last surviving member of the Beothuk, has witnessed the end of a once-great people.

Tales from Big Spirit is a unique six-book graphic novel series that delves into the stories of six great Indigenous heroes from Canadian history—some already well known and others who deserve to be. Designed to correspond to grades 4–6 social studies curriculums across Canada, these full colour graphic novels could be used in literature circles, novel studies, and book clubs to facilitate discussion of social studies topics. These books will help students make historical connections while promoting important literacy skills.

Cross-Curricular: Social Studies: students would be able to discuss the impact that European settlers had on North American First Nations.

Literacy: effectively read a short novel.

History: challenges faced by indigenous people.

Grades Level: 4-6

White, Gryn., (2012). *Where is Mouse Woman?: A Haida Journey*. Native Northwest. ISBN 9781554762910.

Where is Mouse Woman?: A Haida Journey is a 2012 board book published by Native Northwest publishing. Mouse Woman is a respected Grandmother that often appears in Haida traditional stories. She is a special person who has the ability to change her appearance and is known for her advice she gives to children. In this board book illustrated and told by Haida artist Gryn White, a young girl goes in search of Mouse Woman to invite her to the potlatch. Young children will enjoy the repetition as Jaada searches for her friend Mouse Woman among the animals of the Pacific Northwest.

Cross-Curricular: Social Studies: talks about the different environment present in the area the story takes place.

Language/Art: students are able to write about their environment and draw picture to further show their knowledge

Grade Level: K-2

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Junior/Intermediate Annotated Bibliography

Junior/Intermediate

Aboriginal Affairs and Northern Development Canada. (2011). *Claire and her Grandfather*

The story of Claire and her Grandfather is designed to enhance young people's awareness of some of the many contributions and inventions by Aboriginal people. The story is meant to be a versatile teaching tool for children ages 7-12, although older students might enjoy the story and its images. Teachers of children in the target age group can use the story to initiate a broader examination of the many historical and contemporary contributions of First Nations and Inuit to Canada and the world.

Cross-Curricular: History: Students will gain knowledge on the contributions of First Nations and Inuit on Canada and the world. Describe how Aboriginal people contributed to the development of Canada (e.g. with respect to food, transportation, exploration, the arts and technology); identify contributions that Aboriginal people made to pioneer settlements; describe various plants used in food preparation (i.e. vegetables, fruits, spices, herbs); demonstrate an awareness of Aboriginal place names.

Grade Level: 4-8

Batten, J. (2002). *The Man Who Ran Faster Than Everyone: The Story of Tom Longboat*. Toronto, ON: Tundra Books

Tom Longboat was a hero. A member of the Onondaga Nation, he was born on the Six Nations reserve in Oshwegan, near Brantford, Ontario. Despite poverty, poor training, and prejudice, Longboat went on to become one of the world's best runners. In 1907, at the height of his fame, he won the Boston Marathon and ran in the 1908 Olympic Marathon. Longboat was one of the best-known people of his day, and certainly the most prominent member of the Six Nations. Throughout his career he had to race against opponents, as well as rumors of illegal running activities. Nevertheless, he maintained his dignity, and his achievements still inspire people who understand the great pleasure of running, and running fast.

Cross-Curricular: Physical Education: students learn that despite life's difficulties Tom Longboat overcame his struggles and became one of the world's best runners.

Social Studies: students gain an understanding of some of the contributions of First Nations

Grade Level: 5-10

Boyden, J. (2016). *WENJACK*. Hamish Hamilton: Penguin Random House Canada

A creative account of Chanie Wenjack and his attempted escape from a residential school in the 1960's. The story is told through the eyes of the various animals that encounter Chanie during his harrowing journey.

Cross-Curricular: Literacy: based on the nature of short stories, narrative construction and literary analysis. Poetry based on developing new ways of self-expression, elements and constructs of poetry, and conveying an effective message.

History: based on the neglected historical events of Canadian history in regard to indigenous people.

Social Studies: based on the interactions between settlers, the attempted assimilation of the First Nations people and its continued negative impacts in modern society.

Grade Level: 8-12

Bruchac, J. (2006). *The Girl Who Married the Moon*. Ottawa, ON: Fulcrum Publishing

This collection of traditional stories explores the significance of a young girl's rite of passage into womanhood. Each of these stories originated in the oral tradition and have been carefully researched. Joseph Bruchac, author of the best-selling Keeper's of the Earth series, and noted storyteller, has been entrusted with stories from elders of other native nations which ensures that the stories collected in *The Girl Who Married the Moon* are authentic.

The book is broken into four sections, signifying the importance of the number four to Native peoples, and provides an opportunity to hear from a wide variety of Native American tribal nations. These nations have offered to share their stories with their blessing, to celebrate the traditional ways.

Cross-Curricular: Social Studies: students learn of different ways that First Nations relayed lessons, especially through the use of legends.

Literacy: effectively read a short novel.

Books For Girls: Novel written specifically for Girls, so that they are able to relate to past First Nation girls.

Grade Level: 4-9

Downie, G., & Lemire, J. (2016). *Secret Path*. Toronto, Ontario: Simon & Schuster Canada.

The *Secret Path* is a graphic novel written by Gord Downie, lead singer of The Tragically Hip and drawn by locally grown artist, Jeff Lemire. The book is an emotional reflection on the tragic history of residential schools in Canada. The creators investigate the life of a young Native man named Chanie Wenjack and his desperate journey home.

Cross-Curricular: History: based on the real experiences of young First Nations students in residential school.

Social Studies: based on the exploration of the interaction between First Nations and early settlers.

Literacy: based on the investigation as comics being a tool for education.

Art: based on the ability to express oneself through the use of artistic impression.

Music: based on a method of expressing emotion, conveying meaning through oral communication and practicing critical thinking and inferencing.

Grade Level: 6-10

Greenberg, I. (2013). *The Encyclopedia of Early Earth: A Graphic Novel*. New York: Little, Brown and Company.

This graphic novel models early traditional rituals practiced by tribes. There is a resemblance to popular Biblical stories and therefore must be carefully considered when used in a classroom. There are also elements of violence that must be examined before introducing content to students. However, the tribal relations and underscored lifestyle is clearly understood and described beautifully. The story chosen for my lesson plan involved paying close attention to the native art techniques, the progression of the story and the interconnectedness of the characters.

Cross-Curricular: English & Art: Students are exposed to a variety of skills and techniques in order to explore First Nations Art. Students will also develop a deep connection between the importance of rituals through books and how it comes alive through the form of art.

Media Literacy, Literacy: students may need to be introduced to more difficult subjects prior to reading this novel, such as violence and religious stories. Students learn to effectively read a graphic novel and illustrate an understanding of the importance of rituals by tribes in First Nations.

Grade: 5-10

Henderson, S. B. & Robertson, D. A. (2012). *Sugar Falls*. Winnipeg, MN: HighWater Press.

BASED ON A TRUE STORY*

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.

Cross-Curricular: Social Studies: Students learn about the life of a First Nations person and are able to compare their own life to that of a person who grew up with a different set of circumstances.

Literacy: Students learn the concept of a bibliography, while teacher may want to assign an autobiography for a project.

Grade Level: 6-9

The Blanket Exercise Third Edition by KAIROS

This is a resource to raise awareness and create an understanding of the relationship between Indigenous and non-indigenous people in Canada. It includes an activity that can be used in class with a script included along with directions on how to run the blanket activity.

Cross-Curricular: Social Studies: In history, students will learn of the interactions between the Indigenous communities and European settlers from the perspective of the settlers in textbooks. This resource can be used during history to tell both sides of the story and for students to learn about what really took place.

Drama: By taking on the roles of the Indigenous Peoples, students will learn how to stay in character for a period of time and to also take on the emotions of their character.

Literacy: Students will practice literacy by reading the scrolls in the activity.

Grade Level: 4-8

Minister of Aboriginal Affairs and Northern Development. (2003). *Through Mala's Eyes*: Ottawa

This series of lesson plans, built around the first-person narrative of a 12-year-old Inuk boy, will help you and your students appreciate life in the Inuit community of Salluit, in the northern part of Nunavik, Northern Quebec. Although designed for students from 9 to 12 years of age, some of the lesson plans and strategies in this unit can be adapted for other grade levels. Suggested activities and lists of research resources offer exciting and engaging opportunities to learn more about the history, customs and traditions of Inuit in Canada.

Cross-Curricular: History when exploring the communities in Quebec and their customs and traditions.

Grade Level: 5-9

Reed, K. (1999). *Aboriginal Peoples: Building for the Future*. Don Mills, ON:Oxford University Press

Aboriginal Peoples: Building for the Future tells the story of Aboriginal Peoples in Canada in the 20th century. The book is arranged into 37 chapters each covering a specific topic. Topics as diverse as elders, residential schools, life in the cities, the arts, treaties, forced relocations, as well as land claims and self-government are explored. Each chapter contains a wealth of information in the form of primary source quotations, photographs, works of art, graphs and charts, and text. The achievements and contributions of Aboriginal Peoples are presented through case studies and biographical profiles. The author approaches the topics with respect and accurately reflects the issues and challenges Aboriginal People in Canada face. This valuable resource is recommended for anyone who wants to understand the role of Aboriginal People in Canada. Suggested resource for Grade 10 Aboriginal Peoples in Canada course, Ontario Ministry of Education Course Profile. This title is also an authorized student support resource for Alberta Education grade 7 Social Studies.

Cross-Curricular: This text covers many different subjects that discuss First Nations through different subjects including: **Social Studies and History**, where students will explore the history of First Nations, Metis, and Inuit and how this influences their present. **Literacy and Art** where students get the opportunity to examine FNMI information through the form of art, such as photographs, graphs, etc. in order to illustrate their contribution to Canada. This resource is a great cross-curricular tool because it explores a variety of different subject areas in order to get a better and deeper understanding of the lives, contributions, and importance of FNMI. This text also provides activities that students may complete.

Grade Level: 6-10

Trottier, M. (1999). *A Circle of Silver*. Ontario, Canada: Stoddart

It is 1760, and Lord MacNeil decides that the way to make a man of his 13-year-old son, John, is to bring him along from England to Canada. He knows that John, with his expert drawing skills, will make an excellent cartographer of Canada's wilderness; an activity that will keep him away from the dangers of war. On the eve of John's departure, his beloved twin sister, Jane, gives him her treasured silver ring. As John wears this circle of silver, it becomes the link to everything he loves: his homeland, the frontier, and his newly-made friends - especially the intriguing Marie Roy. Set against a backdrop of tradition, growing unrest, and the looming danger of Pontiac's Rebellion, John's experiences in a young Canada do indeed carry him toward manhood. The first in a trilogy, *A Circle of Silver* brings history, memory, and hope together in a seamless adventure of discovery. Short listed for the 2000 CLA Book of the Year Award for Young People. Study Guide: http://www.maxinetrottier.com/teach_circle.html

Cross-Curricular: History: Examining and exploring the 1700s. **Art:** where students have the opportunity to use art, such as drawing, to explore the history of Lord MacNeil and his journey. **Grade Level:** 6-9

Schilling, V. (2016). *Native Athletes in Action! Summertown, TN :7th Generation*

Native Athletes in Action, revised edition, is one of the titles in Seventh Generation Book's Native Trailblazer Series. This 2016 title contains brief biographical sketches of 13 outstanding male and female athletes from Canada and the United States. Each athlete has achieved success in their chosen sport. The book, authored by long-distance runner Vincent Schilling, celebrates the lives of Jordin Tootoo, Cheri Becerra-Madsen, Alwyn Morris, Stephanie Murata, Cory Witherill, Ross Anderson, Richard Dionne, Mike Edwards, Shelly Hruska, Beau Kemp, Naomi Lang, Jim Thorpe, and Delby Powless. Updated details for two outstanding basketball players include Shoni Schimmel and Kenny Dobs. Shoni is a tribal member of the Confederated Tribes of the Umatilla in eastern Oregon, has earned the nicknames "The Umatilla Thrilla" and "Showtime" in the world of women's basketball. To people in Indian Country, Shoni is an absolute hero. Kenny Dobbs, aka "The Dunk Inventor," is a member of the Choctaw Nation of Oklahoma and has toured the globe with the National Basketball Association as a celebrity dunker for sold-out shows. The athletes excel in Basketball, Olympic Wheelchair Racing, Indy Race Car Driving, Olympic Gold Medal in Kayaking, Figure Skating, Baseball, Lacrosse, Football, Wrestling, Bowling, Hockey, and Ringette. This is a valuable contribution to the literature about Aboriginal women and men athletes from Canada and the United States suitable for senior elementary and secondary students. Reading Level: 6.0.

Cross-Curricular: Social Studies/History: to examine the history of Canada and United states sports.

Physical Education: when doing performing sports skills in various sports such as running, basketball, etc.

Grade Level: 5-9

Curriculum Guides

Both of the below guides provide guidance to educators on how to integrate FNMI into their classroom. The document highlights opportunities to integrate indigenous studies into various disciplines in the Ontario Curriculum.

Ontario Curriculum Grades JK-8 First Nations, Metis, and Inuit Connections
Scope and Sequence of Expectations

<http://www.edu.gov.on.ca/eng/curriculum/elementary/elementaryFNMI.pdf>

Ontario Curriculum Grades 9-12 First Nations, Metis, and Inuit Connections
Scope and Sequence of Expectations

<http://www.edu.gov.on.ca/eng/curriculum/secondary/SecondaryFNMI.pdf>

Truth and Reconciliation Commission of Canada: Calls to Action, (2012).

This is a government document that aims to redress the legacy of residential schools and continue the process of Canadian reconciliation.

Intermediate/Senior Annotated Bibliography

Intermediate/Senior

Armstrong, J. (1982). *Enwhisteetkwa Walk in Water*. Penticton, BC: Theytus

This story is about life in the Okanagan in 1860 through the eyes of an eleven-year-old child. It ends in the Fall when food was being gathered, and thanks were given to the Creator.

Cross-Curricular: History; pertaining to the life of indigenous children. It could be used as an introductory activity for discussing various types of traditional societies.

Grade Level: 5-9

Armstrong, J. (2001). *Native Poetry in Canada: A Contemporary Anthology*. Broadview Press.

This anthology of poems includes poems about identity, the complexities of being native in Canada today, plus issues such as ecology and the struggle to make one's voice heard.

Cross-Curricular: English; pertaining to current issues of indigenous people; **Social Sciences** pertaining to identity formation, stereotyping/ prejudices/discriminations.

Grade Level: 9-12

Bringhurst, R. (2011). *A Story as Sharp as a Knife: The Classical Haida Mythtellers and Their World*. Vancouver, BC: Douglas & McIntyre.

A seminal collection of Haida myths and legends; now in a gorgeous new package.

The linguist and ethnographer John Swanton took dictation from the last great Haida-speaking storytellers, poets and historians from the fall of 1900 through the summer of 1901. Together they created a great treasury of Haida oral literature in written form.

Having worked for many years with these century-old manuscripts, linguist and poet Robert Bringhurst brings both rigorous scholarship and a literary voice to the English translation of John Swanton's careful work. He sets the stories in a rich context that reaches out to dozens of native oral literatures and to myth-telling traditions around the globe.

Attractively redesigned, this collection of First Nations oral literature is an important cultural record for future generations of Haida, scholars and other interested readers. It won the Edward Sapir Prize, awarded by the Society for Linguistic Anthropology, and it was chosen as the Literary Editor's Book of the Year by the Times of London.

Bringhurst brings these works to life in the English language and sets them in a context just as rich as the stories themselves one that reaches out to dozens of Native American oral literatures, and to myth-telling traditions around the world.

Cross-Curricular: Social Studies pertaining to language development and acquisition, and History in regards to ways in which History can be told and passed down.

Grade Level: 8-12

Groulx, D. (2011). *A Difficult Beauty*. Hamilton, ON: Wolsak and Wynn.

David Groulx's latest collection offers his readers a handful of poems as cutting and brilliant as glass shards, offering glimpses of the anger, pain and lost beauties of his ancestors. These poems cut deep with their clear-eyed honesty, their stripped away pain and suffering. A subtle weaving of black humour and fleeting touches of beauty, as well as the careful craftsmanship of the writing make these poems iconic. This is a collection that should not be missed.

Cross-Curricular: English poems could be used during a lesson about poetry and structures of poetry.

Grade Level: 7-12

George Jr., A. (2010). *A Feast for All Seasons: Traditional Native Peoples' Cuisine*. Vancouver, BC: Arsenal Pulp Press.

Traditional North American Native peoples' cuisine has existed for centuries, but its central tenet of respecting nature and its bounty have never been as timely as they are now. Andrew George, of the Wet'suwet'en Nation in Canada, is a well-respected aboriginal chef and instructor who has spent the last twenty-five years promoting the traditions of First Nations food. In *A Feast for All Seasons*, written with Robert Gairns, he has compiled aboriginal recipes that feature ingredients from the land, sea, and sky, elements of an enduring cuisine that illustrate respect for the environment and its creatures, and acknowledgment of the spiritual power that food can have in our lives. The 120 recipes include delectable, make-at home dishes such as Salmon and Fiddlehead Stirfry, Stuffed Wild Duck, Barbecued Oysters, Pan-fried Rabbit with Wild Cranberry Glaze, Clam Fritters, and Wild Blueberry Cookies. The book also features recipes with exotic ingredients that provide a fascinating glimpse into the history of Native cuisine: Moose Chili, Boiled Porcupine, Smoked Beaver Meat, and Braised Bear. This unique cookbook pays homage to an enduring food culture grounded in tradition and the power of nature that transcends the test of time.

Cross-Curricular: Food and Nutrition courses in relation to how culture influences food choices, English in relation to different writing styles and purposes, History pertaining to historical food collection

Grade Level: 7-12

Kulchyski, P. (2013). *Aboriginal Rights Are Not Human Rights: In Defense of Indigenous Struggles*. ARP Books.

Aboriginal rights do not belong to the broader category of universal human rights because they are grounded in the particular practices of aboriginal people. So argues Peter Kulchyski in this provocative book from the front lines of indigenous people's struggles to defend their culture from the ongoing conquest of their traditional lands. Kulchyski shows that some differences are more different than others, and he draws a border between bush culture and mall culture, between indigenous people's mode of production and the totalizing push of state-led capitalism. *Aboriginal Rights Are Not Human Rights* provides much needed conceptual and historical analysis of aboriginal and treaty rights in Canada, and offers concrete suggestions to transform the current policy paradigm into one that supports and invigorates indigenous cultures in a contemporary context.

Cross-Curricular: Civics in relation to individual Rights and Freedoms, **History** in relation to Canadian Treaties and colonization, **English;** pertaining to current struggles of indigenous people

Grade Level: 8-12

Lyall, E. (2011). *An Arctic Man: The Classic Account of Sixty-Five Years in Canada's North*. Lormier.

Ernie Lyall was born in Labrador in 1910 and joined the Hudson's Bay Company at a time when it was expanding its presence in the Eastern Arctic. He spent many years as a front-line player with the company, building stores and developing trade with the local people. He became part of the Inuit community by marrying an Inuk and together with his wife Nipisha he raised a large family, some members of which play significant roles in today's Nunavut. Ernie's fluency in both Inuktitut and English made him a key interpreter and witness to many historic events in the Baffin region for over half a century, giving him insight into both sides of the cultural divide in the North and earning him respect from many quarters. In 1949 he and his family settled in Taloyoak (then known as Spence Bay) where he eventually left the HBC to become a wildlife officer with the Government of the Northwest Territories.

Ernie's story illustrates the realities of life for Inuit in the Canadian North during the last years in their camps on the land, a world that has now in large part been lost to history. His autobiography is unique in the perspective it offers and his original 1979 text is presented here with a foreword which provides new insights into Ernie's comments linking the old Inuit world with the new one in the modern Nunavut. Ernie's children reflect the cross-cultural bridging taught them by their parents and today contribute to the economic and community development of the North through a variety of roles, including leadership in the co-operative movement, land claim boards, business and government.

An Arctic Man not only tells about Inuit life as it was actually lived on the land but also illustrates how change, southern influences and the move into permanent communities impacted their society. This book offers a window onto the remarkable transition that occurred in the Canadian Eastern Arctic for much of the twentieth century with a frankness, insight and humour that was very much a part of Ernie Lyall's straightforward everyday style.

Cross-Curricular: English in relation to writing styles and purpose, **Social Studies** in relation to development and identity pertaining to life in the North.

Grade Level: 8-12

Maracle, Lee. (2002). *Daughters are Forever*. Polestar Press.

A powerful novel about a woman's rediscovery of self. The main character of this novel embodies the character of many persons in today's society with First Nation's heritage. The main character Marilyn is a modern-day First Nations woman who is alienated from her culture, family and self goes on a journey to heal her deep-rooted inherited hurt. This book focuses on the importance of truth and reconciliation.

Cross Curricular: English as a literature review, **Social Sciences** in regards to family and identity formation as well as development throughout the lifespan: pertaining to psychology development through lifespan.

Grade Level: 8-12

Ray, A. (2011). *An Illustrated History of Canada's Native People*. Montreal, QU: McGill-Queen's University Press.

Canada's Native people have inhabited this land since the Ice Age and were already accomplished traders, artisans, farmers and marine hunters when Europeans first reached their shores. Contact between Natives and European explorers and settlers initially presented an unprecedented period of growth and opportunity. But the two vastly different cultures soon clashed. Arthur J. Ray charts the history of Canada's Native people from first contact to current land claims. The result is a fascinating chronicle that spans 12,000 years and culminates in the headlines of today.

Cross-Curricular: History, Social Studies, English; pertaining to the history of indigenous people in Canada. These photos could be used to introduce particular lessons or as starting points for discussions about various topics.

Grade Level: 8-12

The Blanket Exercise Third Edition by KAIROS

This is a resource to raise awareness and create an understanding of the relationship between Indigenous and non-indigenous people in Canada. It includes an activity that can be used in class with a script included along with directions on how to run the blanket activity.

Cross-Curricular: Social Science to discuss stereotypes, prejudices, discrimination, and oppression as well as their influences on identity formation, **Drama, Native Studies, History**, pertaining to the challenges indigenous people have overcome throughout the years; the current and historical struggles of indigenous people

Grade Level: 9-12

Curriculum Guides

Both of the below guides provide guidance to educators on how to integrate FNMI into their classroom. The document highlights opportunities to integrate indigenous studies into various disciplines in the Ontario Curriculum.

Ontario Curriculum Grades JK-8 First Nations, Metis, and Inuit Connections
Scope and Sequence of Expectations

<http://www.edu.gov.on.ca/eng/curriculum/elementary/elementaryFNMI.pdf>

Ontario Curriculum Grades 9-12 First Nations, Metis, and Inuit Connections
Scope and Sequence of Expectations

<http://www.edu.gov.on.ca/eng/curriculum/secondary/SecondaryFNMI.pdf>

Truth and Reconciliation Commission of Canada: Calls to Action, (2012).

This is a government document that aims to redress the legacy of residential schools and continue the process of Canadian reconciliation.

Lesson plans with the books on the website

http://goodminds.com/sites/default/files/media/GoodMinds_Aboriginal_Teachers_Toolkit_1_to_8_June_2013.pdf

