

Authentic First Peoples Resources For Grades 10-12 and Adult Learning



First Nations Education Steering Committee
First Nations Schools Association

Authentic First Peoples Resources for Grades 10 to 12 and Adult Learning

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Introduction

The past two decades have seen a dramatic increase in the number of Indigenous texts. The First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSA) have developed tools to help educators in British Columbia (BC) make decisions about which resources might be appropriate for use with students.

This guide expands on the resources referenced in the *English First Peoples 10-12 Teacher Resource Guide* and *Authentic First Peoples Resources for Use in K-9 Classrooms* (both available on fnesc.ca) to include annotated listings of authentic First Peoples texts that students in grades 10-12 and adult learners can work with to meet provincial curriculum standards.

What Are Authentic First Peoples Texts?

Authentic First Peoples texts are historical or contemporary texts that

- are created by First Peoples or through the substantial contributions of First Peoples
- depict themes and issues that are important within First Peoples cultures (e.g., identity, tradition, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, and the importance of oral tradition — see Common Themes in First Peoples Texts later in this Introduction)
- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).

Please note: authenticity does not just refer to accuracy; for the purposes of this guide, it refers to texts created by, or in significant collaboration with, First Peoples.

Why Use Authentic First Peoples Texts?

Historically, First Peoples voices have been absent in the K-12 and post-secondary educational experiences for learners. Where First Peoples content was included, it often reflected inaccurate information, and/or did not fairly represent the unique and diverse experiences and worldviews of First Peoples — regardless of how well-intentioned or well-researched these resources may be. Using authentic First Peoples voice is one part of helping to address colonial legacies, ensuring that First Peoples' cultures and perspectives are portrayed accurately and authentically, and providing opportunities for diverse First Nations, Métis, and Inuit voices in Canada to be recognized and celebrated.

This guide is intended to help BC educators introduce resources that reflect First Peoples stories, narratives, knowledge, and perspectives into classrooms in respectful ways. An increased use of authentic First Peoples texts benefits all students in BC by

- supporting all students in developing an understanding of the significant place of First Peoples within the historical and contemporary fabric of this province
- providing culturally relevant materials for Indigenous learners in BC.

The Power of Story

Story (or narrative) is one of the main methods of traditional Indigenous learning and teaching. Stories enable holistic learning, melding values, concepts, protocol, practices, and facts into narratives. Combining story and experience is a powerful strategy that has always been used and continues to be used by First Peoples, and its power can also be brought into the classroom.

Please note: because of the connotations often associated with the terms “legend” and “myth” — i.e., that they are fictional — it is preferable to use the terms “story” or “narrative.”

Purposes and Forms

Different stories have different purposes. Traditional and contemporary First Peoples stories are told for

- teaching — life lessons, community responsibilities, rites of passage, etc.
- recording histories (personal, family, and community)
- “mapping” the geography and resources of an area
- ensuring cultural continuity (e.g., knowledge of ancestors, language)
- healing
- sharing creation stories
- entertainment.

Oral Traditions

Story is an integral part of First Peoples oral traditions. Although most of the stories cited in this guide are in written form, it is also helpful to remind students that oral story is a vital part of First Peoples cultures. In addition to the audio and video resources that have been reviewed for this guide, students are also encouraged to engage with local First Peoples stories. The maintenance of First Peoples oral traditions is considered critical in most First Peoples cultures, and effective integration First Peoples texts would also include opportunities for student to experience stories in their oral forms.

Oral traditions are a means by which cultural transmission occurs over generations (other means include written records and physical artefacts). Among First Peoples, oral traditions are extremely important and may consist of told stories, songs, and/or other types of wisdom or information, often incorporating dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truths (e.g., via symbol and metaphor), oral traditions provide a record of literal fact (e.g., regarding events and/or situations). It is important to understand that First Peoples oral traditions are complex and structured.

Common Themes in First Peoples Texts

An effective integration of authentic First Peoples resources will draw attention to recurring themes and topics that are characteristically part of the worldviews of many Indigenous peoples.

The following, although not a finite list, are some of the common themes and topics:

- connections of people to the land and environment
- interdependence and connection of everything
- connection to spirit and spirituality
- responsibility to family and community
- identity
- diversity
- transformation
- importance of oral traditions

- humour and its role in First Peoples cultures
- intergenerational roles
- resilience and healing
- connection to ancestors
- experience and impacts of colonization
- decolonization
- Missing and Murdered Indigenous Women and Girls (MMIWG)
- balancing traditional and contemporary contexts

The annotations included in this guide identify the specific themes reflected in each resource.

Copyright and Protocol

It is important to recognize that local cultural protocols exist. Permission for use of many unpublished First Peoples' cultural materials or practices such as stories, songs, designs, crests, photographs, audiovisual materials, and dances should be obtained through consultation with individuals, families, Elders, hereditary chiefs, Band councils, or tribal councils. This authorization should be obtained prior to the use of any educational plans or materials.

All the resources cited in this guide can be used in the classroom, and no additional permission is required. However, it is still important to acknowledge the source of every story shared in the classroom, both author/illustrator and the Nation (where applicable) or region.

Dealing with Sensitive Content

Any text that represents an authentic First Peoples' story and voice will deal with the lived experiences of First Peoples. It may therefore contain language and images that are difficult to read or hear (e.g., consequences of colonialism including the residential school experience, abuse, violence, experiences of racism, substance abuse, criticisms of Christianity and church practices).

It is important to deal with these topics with sensitivity. How this occurs will depend on the age, maturity, and backgrounds of students, and educators will be the best judge of how to approach the material. In presenting sensitive issues, educators are not expected to be experts on all topics. Rather their role is as a guide and facilitator. As students work through material that they might be sensitive to, educators should be aware of the student's potential reactions to the topics examined. It may help to convey to students that the purpose for understanding the past is to be part of a more positive future. For some students, the topics discussed may be sensitive if they have personal connections with the topic. For others, the topics may be controversial, particularly if students feel they have no connections with the issues. In classrooms with new Canadians, teacher will need to be aware that some topics may echo feelings that are part of some immigrant experiences.

Some considerations for dealing with topics with sensitivity include the following:

- Carefully review texts in their entirety before using them with students.
- Communicate proactively with students (and parents, where applicable) about potentially sensitive or mature material to be studied.
- Provide choices among several texts for students where appropriate.
- Consider addressing sensitive topics through discussion rather than direct instruction.
- Allow class members sufficient time and opportunities to become more comfortable with each other before engaging in group discussions.

- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Issues may arise for students both in formal and informal discussions in and around the classroom. Discussions will need to be closed appropriately. Educators may need to play a role in ensuring potential conflict is dealt with in the context of the classroom.

Since authentic texts are representative of First Peoples' lived experiences, they may include outdated and/or derogatory terms referring to Indigenous peoples. Educators are encouraged to remind students of the contexts in which these words are used, and take the opportunity to teach the appropriate terms and the value of respectful language. When referring to a specific First Nation, it is appropriate to use the name of the nation. If referring generally to First Nations, Inuit, and Métis, it is generally acceptable to use "First Peoples," "Canadian Indigenous Peoples," or "First Nations, Inuit, and Métis."

Some texts dealing with sensitive materials may elicit an emotional response from students, and they may need additional support to deal with any difficult emotions that may arise. Find people who are knowledgeable about the issue or who are trained to counsel students, such as school counsellors, or First Nations, Métis, or Inuit resources available in the community. In certain circumstances educators may wish to refer students to a crisis line for confidential support.

Using this Guide

The Resource Annotations section of this guide contains detailed information about a range of First Peoples resources evaluated and approved by FNEC for use in grades 10-12 and adult learning.

For an at-a-glance listing of all resources, see the Index of Resources beginning on page 65.

About the Resource Annotations

The resource annotations provided in this guide have been compiled following the FNEC resource evaluation process. The annotations are presented in alphabetical order (by title). When interpreting the annotations, please keep the following points in mind:

- The resources in this guide are all recommended for use in English language arts settings. Some resources may also be appropriate for other curricular areas, indicated by "Cross-curricular connections" in the annotation. Educators and students may find additional curricular applications for many of these resources.
- The "Recommended Grade Level(s)" is a guideline only. Educators should choose resources based on individual students' abilities, maturity levels, and interests. In addition, some texts can be excerpted for use with younger students.
- "Content cautions" are provided where aspects of the text might require an educator to help interpret, explain, or qualify content issues for students. These cautionary notes should not dissuade educators from using the resource with students; as representations of First Peoples lived experiences, authentic resources will frequently contain language and content that can be difficult to read or hear. See Dealing with Sensitive Content section for more information.
- "Supplemental resources" are included for most annotations. Usually web-based, these sources can provide additional context and background information about the text, and may be of use to students, educators, or both. Note that these supplemental resources are not necessarily authentic First People texts.
- "Also recommended for educator professional learning" is included to highlight aspects of a resource that are particularly relevant for professional development. However, all of the resources included in this guide provide potential opportunities for educator learning — and personal enjoyment.

- The resources listed in this guide were reviewed under the auspices of FNEESC, not the BC Ministry of Education. Teachers in the public K-12 school system are encouraged to follow their school district’s process for approving student resources.

Core Competencies

Virtually all the resources included in this guide directly support the development of multiple core competencies. As with other resources used in learning environments, the capacity of resources to support core competency development is enhanced by the guidance and instruction provided by educators. More information can be found at curriculum.gov.bc.ca/competencies.

Assessing Additional Texts

There are many authentic texts for student use that are not included in this guide. For example, locally developed First Nations resources may be available for classroom use. Educators should consult with their local school district Indigenous contact to determine what locally developed texts are available. A list of Indigenous contacts by district is available at www.bced.gov.bc.ca/apps/imcl/imclWeb/AB.do.

If educators find other resources that are not included in this guide, they are encouraged to conduct their own evaluations of those resources using the following guidelines:

- Evaluate the resource using the evaluation tool provided in the Appendix of this guide.
- Ensure that proper copyright protocols have been respected, especially when using resources found online.

Additional Educator Resource Material

In addition to the student resources listed in this guide, there is much material that is not specifically designed for student use, but that educators can draw upon to inform their practice and promote discussion with respect to respectful integration of authentic First Peoples knowledge and perspectives. In particular, educators are encouraged to look at the following:

- The Learning First Peoples teacher resource guides on the FNEESC website (fnesc.ca). The guides support classroom learning at all grades from K to 12, and include curriculum-specific resources (for English, mathematics, and science) as well as cross-curricular thematic resources (including the Indian Residential Schools & Reconciliation Teacher Resource Guides as well as *BC First Nations Land, Title, and Governance Teacher Resource Guide*).
- The website of the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) (www.mmiwg-ffada.ca). MMIWG is a theme represented in many of the texts annotated in this guide, and this website provides valuable context and support. In particular, the engagement guide, *Their Voices Will Guide Us* (<https://www.mmiwg-ffada.ca/wp-content/uploads/2018/11/NIMMIWG-THEIR-VOICES-WILL-GUIDE-US.pdf>), is recommended for educators addressing this theme in class.

Resource Annotations

?E?ANX (The Cave)

Author, Editor, or Compiler

Helen Haig-Brown | *Tsilhqot'in*

Publisher or distributor

Rugged Media

www.vtape.org/artist?ai=1039

Recommended Grade level(s)

10, 11, 12, adult learners

Production date

2009

Video length

10 minutes

Description

A powerful visual journey, this short film is based on a traditional Tsilhqot'in story about a man who travels through a cave to another dimension and is told he must return. The film takes place in Tsilhqot'in territory with Tsilhqot'in actors. Helen Haig-Brown describes this short film as an exploration with science fiction.

Themes

- connection of people to the land and environment
 - connection to ancestors
 - language
 - nature of learning and connection to story
 - tradition
-

Content cautions

- contains nudity
-

Distinctive features

- contains Tsilhqot'in language
-

Supplemental resources

- Interview with Helen Haig-Brown about *Legacy* (another film) muskratmagazine.com/my-legacy-interview-with-courageous-filmmaker-helen-haig-brown/
 - *Clouds of Autumn* (film by Trevor Mack, also in Tsilhqot'in language) www.youtube.com/watch?v=j1s3P4iZQzY
 - "It's living and breathing in this generation": A conversation with Helen Haig-Brown rabble.ca/news/2014/01/its-living-and-breathing-this-generation-conversation-helen-haig-brown
-

Also recommended for educator professional learning

This is an excellent example of contemporary storytelling that educators would benefit from watching. The filmmaker followed storytelling protocols when creating this film.

77 Fragments of a Familiar Ruin

Author, Editor, or Compiler

Thomas King | *Cherokee*

Publisher or distributor

HarperCollins

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2019

Page count

96

Description

This poetry collection is written in King’s compelling style, with a foundation of humour and satire throughout. The works in this collection allow the reader to consider contemporary Indigenous perspectives while maintaining connection to inherent worldview — through references to Coyote, Raven, and creation narratives. In “To Reconcile,” King touches on the theme of reconciliation through the lens of realism, while calling into question the reader’s beliefs about what it means to reconcile. These “fragments of a familiar ruin” give the reader a closer glimpse into King’s thoughts and perspectives, while reinforcing the themes through innovative methods such as asking the reader to read the fragments over again.

Themes

- activism
 - consequences of actions
 - creation
 - greed
 - hierarchy
 - place and relationship to land
 - resistance
 - roles and responsibilities
 - tradition vs. modernity
 - Trickster
 - worldview
-

Content cautions

- mild profanity
 - racial slurs
-

Supplemental resources

- Massey Lectures — The Truth About Stories (Part 1 of this lecture series includes the creation story discussed throughout 77 Fragments)
www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870
 - CBC Books
www.cbc.ca/books/77-fragments-of-a-familiar-ruin-1.5226614
-

As I Remember It: Teachings (ʔəms taʔaw) from the Life of a Sliammon Elder

Author, Editor, or Compiler

łəʔamun Elsie Paul | Tla'amin Nation

Recommended Grade level(s)

10, 11, 12

Publisher or distributor

RavenSpace

Publication date

2019

Description

This special source includes written, visual, and oral resources that immerse the participant in the teachings of Elsie Paul, a Sliammon Elder. Her generosity in speaking and sharing is mesmerizing. Of significant note is that the resource invokes “guest host protocol” in accessing Traditional Ecological Knowledge, and connects learning to traditional knowledge labels based on Sliammon language and teachings. An invaluable resource, the first of its kind, this resource allows the user to choose from sections on territory, colonialism, community, and wellness from Elsie’s perspective while interweaving Indigenous understandings and perspectives throughout. As Elsie states, this “is not simply content or information”, but that the stories and teachings have a much deeper meaning and impact.

It is suggested that students engage with the resource in a manner that supports the breadth and depth of the content in order to benefit from the interconnected nature of the knowledge.

Visit the "As I Remember It" digital book page: <http://publications.ravenspacepublishing.org/as-i-remember-it/index>

Themes

- ceremony
 - culture
 - grief & loss
 - healing
 - history of colonization
 - injustice
 - intergenerational trauma
 - land
 - language
 - medicine
 - oral tradition
 - protocol
 - racism
 - reciprocity
 - resilience
 - responsibility
 - Traditional Ecological Knowledge
 - trauma
 - well-being & wellness
 - wisdom
-

Content cautions

- description of the death of an infant
 - police brutality
 - racial slurs, racism
 - references to alcohol use
 - references to residential schools and the impact of colonization and Christianity
-

Distinctive features

- multimedia resource that integrates written, visual, and oral materials
-

Supplemental resources

- Written As I Remember It — 2015 print version of the material www.ubcpublishing.ca/written-as-i-remember-it
-

Also recommended for educator professional learning

This source provides both foundational knowledge of First Peoples, as well as informative and generous teachings based on Elsie’s personal experiences.

The Best of Chief Dan George

Author, Editor, or Compiler

Chief Dan George | *Tsleil-Waututh*

Illustrator: Helmut Hirnschall

Publisher or distributor

Hancock House

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2004

Page count

127

Description

Chief Dan George’s poetry is imbued with his wisdom. The collection begins with a discussion of his extraordinary life — from his days in residential school to his honorary Doctor of Laws from Simon Fraser University and his international acclaim as an actor. Throughout, he remained a powerful advocate for his community and his culture; he lays bare the impact of systemic racism. The collection contains his famous speech “Lament for Confederation,” which is an indictment of colonialism and its impact on the land and his people. The collection is so much more: It is a celebration of Indigenous culture and tradition and a reminder of what it means to be human. The resilience of his spirit and heart is evident in his dialogue with his grandchildren. It is a celebration of life. His words a testimony of times gone by, and a promise of hope for future generations.

Themes

- animals
 - ceremony
 - colonization
 - compassion
 - discrimination
 - disrespect
 - ecology
 - Elders
 - generations
 - gratitude
 - homelessness
 - identity
 - interconnection
 - land
 - loss of governance
 - love
 - Mother Earth
 - oral tradition
 - racism
 - reconciliation
 - reserves
 - resilience
 - respect
 - spirituality
 - stereotyping
 - traditions
 - trauma
 - values
 - worldview
-

Content cautions

- The author uses the term “Indian” to refer to himself and his people; it is not the preferred term and reflects the time in which he wrote. References to Indigenous peoples as “natives” and “savages” are also included in the text. (See the Introduction for information about using outdated language as a teaching opportunity.)
- There are references to alcohol use as a coping mechanism.

Distinctive features

Chief Dan George is using oral tradition to speak directly to the listener/reader. The collection also features a respectful detailed discussion of his life by Harriett Shlossberg and an epilogue by Helmet Hirschall, his friend and illustrator of the text.

Supplemental resources

- Lament for Confederation www.cbc.ca/player/play/937471043585
- Janet Rogers on “Has Anything Changed? Revisiting Chief Dan George’s Lament for ‘Confederation’” www.cbc.ca/2017/has-anything-changed-revisiting-chief-dan-george-s-iconic-lament-for-confederation-1.4079657

Also recommended for educator professional learning

This is an excellent text to understand the historical context of being Indigenous in Canada. Chief Dan George survived residential school and systemic racism and this is a record of his personal journey to understand colonialism. It is also a powerful tool for understanding Indigenous worldviews and perspectives, particularly the relationship to land.

Betty: The Helen Betty Osborne Story

Author, Editor, or Compiler

David Alexander Robertson | *Norway House Cree Nation*

Recommended Grade level(s)

12, adult learners

Publisher or distributor

Highwater Press

Publication date

2015

Page count

30

Description

A young urban Indigenous boy learns about the story of Helen Betty Osborne. In graphic novel form, this well-known injustice is shared and connected to the ongoing violence against Indigenous women and girls. For the main character in the story and for readers, the death of Helen Betty Osborne is a call to action.

Cross-curricular connections

Social studies, especially B.C. First Peoples 12 and Social Justice 12

Themes

- access to education and inequities
 - activism
 - colonization
 - displacement
 - home
 - justice/injustice
 - language
 - loss
 - MMIWG
 - negative labelling
 - oppression
 - racism
 - remembrance
 - residential schools
 - resilience
 - resistance
 - stereotypes
 - systemic racism
 - urban experience
 - violence against women
-

Content cautions

- language: use of a racial slur
 - violence (physical and implied sexual); online hate
 - substance use
-

Distinctive features

- graphic novel format
 - connections to social media and new media
 - a teacher's guide is also available: www.portageandmainpress.com/free-products/a-teachers-guide-to-student-inquiry/
-

Supplemental resources

- Background and inquiry into death and investigation of Helen Betty Osborne www.ajic.mb.ca/volumell/chapter1.html
 - Native Women's Association of Canada www.nwac.ca/
 - Amnesty International: No More Stolen Sisters www.amnesty.ca/our-work/campaigns/no-more-stolen-sisters
 - Helen Betty Osborne's story is timeless — and it shouldn't be www.cbc.ca/news/indigenous/helen-betty-osborne-s-story-is-timeless-and-it-shouldn-t-be-1.3093684
 - Their Voices Will Guide Us: Student and Youth Engagement Guide www.mmiwg-ffada.ca/commemoration-art-and-education/their-voices-will-guide-us/
 - Guy Indian Residential School www2.uregina.ca/education/saskindianresidentialschools/guy-indian-residential-school-sturgeon-landing/
 - The Life of Helen Betty Osborne: A Graphic Novel (2008, also by David Alexander Robertson) www.portageandmainpress.com/blog/2009/05/26/a-graphic-novel-a-first-for-pm-press/
 - Conspiracy of Silence (recommended for teacher reference) www.youtube.com/watch?v=jFGSiu9G0Vc
-

Calling Down the Sky

Author, Editor, or Compiler

Rosanna Deerchild | *O’Pipon-Na-Piwin Cree Nation*

Publisher or distributor

BookLand Press

Recommended Grade level(s)

10 (using excerpts), 11, 12, adult learners

Publication date

2015

Page count

80

Description

A book of poetry courageously composed by a daughter (Deerchild) committed to recording her mother’s story, which includes attending several Indian residential schools. With each poem, Deerchild creates a poignant portrayal of the generational impacts of trauma alongside the raw strength of her mother — and ultimately herself.

Themes

- community
 - experience and impacts of colonization
 - family
 - intergenerational roles
 - loss
 - resilience and healing
 - relationship between individual
-

Content cautions

This book contains references to and/or descriptions of violence, physical and sexual abuse, and coarse language.

Distinctive features

- recommended to be read in entirety, as a body of work, for full benefit
 - powerful for pulling excerpts as supplementary resources (and for younger grades)
 - Over Tea — connection to “I Lost My Talk” by Rita Joe
 - Memorials 1 — connection to Helen Betty Osborne (available as a graphic novel: *Betty*)
-

Supplemental resources

- *The Next Chapter*: Rosanna Deerchild on “Calling Down the Sky”
www.cbc.ca/player/play/2689763469
 - Why telling her mother’s story was one of Rosanna Deerchild’s greatest challenges
www.cbc.ca/arts/exhibitionists/cbc-host-rosanna-deerchild-book-1.3537704
 - Unreserved www.cbc.ca/radio/unreserved
 - FNESC residential school resources (grades 10, 11-12)
www.fnesc.ca/irsr/
-

Also recommended for educator professional learning

- offers another way for educators to engage with the history and contemporary realities of residential school survivors
 - provides a deeply personal description of intergenerational trauma while honouring resilience
-

Crow Winter

Author, Editor, or Compiler

Karen McBride | *Algonquin Anishinaabe — Timiskaming First Nation*

Publisher or distributor

HarperCollins Canada

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2019

Page count

336

Description

Crow Winter is set on the Spirit Bear Point First Nations Reserve. Hazel Ellis returns home to reconcile the grief she feels over the death of her father. He has left her a quarry in his will, which is in danger of being mined. While working at the band office filing historical documents, Hazel becomes aware of the deceit surrounding the quarry. With the help of a talking crow, ceremony, ancestors, and spirits, she finds the truth. The realism of the novel is balanced by the magic of Nanabush.

Themes

- band politics
 - colonial history
 - dreams
 - family
 - grieving
 - healing
 - home
 - identity
 - Indian Act
 - Indian agent
 - Indigenous (Anishinaabe) language
 - land claims
 - magic
 - matriarchy
 - medicine
 - medicine wheel
 - morality
 - poverty
 - prejudice, stereotypes, racism
 - reciprocity
 - role of Elders
 - sacred land
 - seven grandfathers
 - social justice
 - spirit world
 - sweat lodge
 - theft of land
 - traditional land & plant use
 - traditional teachings
 - Trickster (Nanabush)
 - truth
-

Content cautions

- some profanity and offensive terms
- detailed descriptions of spirituality, beliefs, ceremonies, and the spirit world
- socio-economic status of a reserve community
- unethical actions of band government and Canadian government
- humor that highlights and addresses stereotypes
- physical and emotional safety considerations pertaining to death, teen pregnancy, genocide, negative colonial impacts, suicide, depression

Distinctive features

- Karen McBride’s drawings mark the beginning of each chapter
- the Anishnaabemowin language is woven throughout the novel. McBride does not offer a translation but a glossary is included
- exploration of (fictional) primary resources play a key role in the development and outcome of the story

Supplemental resources

- Why Karen McBride’s debut novel *Crow Winter* is rooted in the real and magical worlds www.cbc.ca/radio/thenextchapter/full-episode-nov-16-2019-1.5358218/why-karen-mcbride-s-debut-novel-crow-winter-is-rooted-in-the-real-and-the-magical-worlds-1.5360058
- *The Gift is in the Making: Anishinaabeg Stories* by Leanne Simpson (Portage & Main Press) is an excellent companion to this novel, especially the introductory essay “Kipimoojikewin: The Things We Carry with Us.” It would also be useful in the study of other Anishnabe fiction such as Richard Wagamese’s *Keeper’N Me* or Waubgeshig Rice’s *Moon of the Crusted Snow*.

Also recommended for educator professional learning

Crow Winter provides a glimpse into an Indigenous community, revealing teachings about the seven Grandfathers, Nanabush, the spirit world, the medicine wheel, and the sweat lodge. The Anishnaabemowin language is present throughout the novel and is supported by a glossary. The book is a great resource to explore colonization, and how it impacts Indigenous peoples today. It also shows the power and strength of Indigenous women to heal their families and communities.

Fire Song

Author, Editor, or Compiler

Adam Garnet Jones | *Cree, Métis*

Publisher or distributor

Annick Press

Recommended Grade level(s)

11, 12, adult learners

Publication date

2018

Page count

230

Description

This layered novel extends beyond a simple coming-of-age tale. With a main character planning his educational future, dealing with the aftermath of his sister's suicide, and hiding his same-sex romantic relationship, this novel covers many complex topics through the eyes of adolescence.

Themes

- ceremony
 - community
 - culture
 - grief & loss
 - healing
 - identity
 - LGBTQ2S+
 - resilience
 - responsibility
-

Content cautions

- sexual content
 - depictions of suicide and suicidal ideation
 - profanity
 - homophobic slurs
 - substance use
-

Distinctive features

The book is based on a 2015 film of the same name, available on CBC Gem: gem.cbc.ca/media/films/fire-song/38e815a-012bc5b8c

Supplemental resources

- Author's website
www.adamgarnetjones.com
 - XTra Magazine interview about the film
www.youtube.com/watch?v=fBj_hCmy5bQ
-

Fire Starters (from the Debwe Series)

Author, Editor, or Compiler

Jen Storm | *Couchiching First Nation*

Illustrator: Scott Henderson

Colour Artist: Donovan Yaciuk

Publisher or distributor

Highwater Press

Recommended Grade level(s)

9-12

Publication date

2016

Page count

53

Description

Fire Starters is a contemporary example of Indigenous experiences of racism and prejudice by individuals and social systems, such as the justice system. An engaging graphic novel, this resource provides a starting point for discussions about racism, and discrimination. It also provides an entry point to dialogue about restorative justice practices and restitution.

Themes

- belonging
 - community
 - conflict and conflict resolution
 - family
 - identity
 - intergenerational families
 - learning
 - negative labelling
 - protocol
 - racism
 - reconciliation
 - responsibility
 - restorative justice
 - role of Indigenous women
 - stereotypes
 - systemic racism
 - worldview
-

Content cautions

- stereotypes
 - language
 - violence
 - death of a family member
 - gun safety
-

Distinctive features

Throughout text, panels are placed to spark curiosity in students without explicit explanation:

- tobacco offering (p. 16, panel 5)
 - MMIWG (p. 20, panels 6 and 7; p. 53, panels 2, 4, and 5)
 - healing/justice circle (p. 50, panel 2)
-

Supplemental resources

- Why Jen Storm wrote a graphic novel about reconciliation
www.cbc.ca/books/why-jen-storm-wrote-a-graphic-novel-about-reconciliation-1.4202893
 - Richard Van Camp recommends *Deadly Loyalties* by Jennifer Storm
www.cbc.ca/books/richard-van-camp-recommends-deadly-loyalties-by-jennifer-storm-1.4156440
-

Author, Editor, or Compiler

Michelle Good | *Red Pheasant Cree*

Publisher or distributor

Harper Perennial

Recommended Grade level(s)

12, adult learners

Publication date

2020

Page count

292

Description

The novel tells the story of five Indigenous characters who attended the same residential school in BC. It follows their lives immediately after their departure as they either return to their respective homes or establish lives for themselves on Vancouver’s East Side, the Prairies, and in the United States. The stories are intertwined, moving back and forth through time, examining the effects of residential school, intergenerational trauma, and reconnecting with culture. Some characters do not survive while others go on to live fulfilling lives despite their earlier experiences. The stories demonstrate the humanity, resilience, and interdependence of the residential school survivors in their journey to find solace and peace in their lives.

Themes

- absent fathers
 - belonging
 - ceremony
 - colonization impacts
 - courage
 - cultural genocide
 - cultural reclaiming
 - Elders
 - family relationships
 - friendship
 - genocide
 - grieving
 - identity
 - love
 - oppression
 - poverty
 - racism
 - residential school
 - resilience
 - resistance
 - respect
 - resurgence
 - stereotypes
 - survival
 - systemic racism
 - trauma
 - trust
-

Content cautions

- violence
 - child and adult sexual assault
 - prostitution depicted
 - drug and alcohol use
 - profanity
 - suicide
 - family abandonment
 - illegal behaviour
-

Distinctive features

One chapter is written in the first person, the remainders use omniscient narration.

Supplemental resources

- CBC Books
www.cbc.ca/books/five-little-indians-1.5451966
-

A Gentle Habit

Author, Editor, or Compiler

Cherie Dimaline | *Métis*

Publisher or distributor

Kegedonce Press

Recommended Grade level(s)

adult learners

Publication date

2015

Page count

250

Description

Dimaline’s collection of short stories presents dynamic and varied characters that span several different situations and timelines. From exploring the nature of addiction from the perspective of a meth-addicted office employee, to Munchausen Syndrome and childhood bullying, Dimaline brings a unique perspective to each story, with vibrant and heartbreaking characters. Each story provides the reader and opportunity to consider elements of literary device, while creating a multifaceted perspective of Indigenous experiences.

Themes

- grief & loss
 - identity
 - intergenerational trauma
 - well-being
 - trauma
-

Content cautions

- drug use, addiction
 - sexual content
 - profanity
 - racist and sexist language
 - suicide
-

The Gift Is in the Making

Author, Editor, or Compiler

Leanne Betasamosake Simpson | *Michi Saagiig Nishnaabeg, Alderville*

Illustrator: Amanda Strong | *Métis*

Publisher or distributor

Highwater Press

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2013

Page count

99

Description

The Gift is in the Making is the powerful retelling of traditional Anishinaabeg stories with a contemporary flair. It includes figures that many people may be familiar with, such as Nanabush and Wiindigoog. This is an excellent resource on the importance of oral tradition. The introduction “Kipimoojikewin: The Things We Carry With Us” contains a discussion of story, storytelling, and protocols. It provides a way to respectfully approach the stories and the oral traditions of the Anishinaabeg. The stories are meant to teach and inspire people of all ages.

These stories are sacred teachings and should be shared respectfully. Educators are encouraged to read the introductory essay on stories before proceeding with story use in the classroom.

Themes

- *aadsookaanag* (sacred stories)
 - balance
 - ceremony
 - community
 - creation stories
 - *dbaajimowinan* (personal stories and histories)
 - decision making
 - diplomacy
 - Elders and knowledge-keepers
 - family
 - governance
 - humour
 - interconnection
 - interdependence
 - land
 - language
 - leadership
 - oral tradition
 - reciprocity
 - resilience
 - resistance
 - respect
 - stories
 - traditions
-

Content cautions

- some scatological humour
-

Distinctive features

- Nishnaabemowin language embedded in stories, followed by glossary at end of each story — it is important to read the language notes at the end of each story to help protect the Nishnaabemowin language
 - introductory essay by the author
 - illustrations throughout
 - also available as an audiobook
 - a portion of the royalties from the selling of the book is donated to Nishnaabemowin regeneration projects
 - includes further reading suggestions
-

Supplemental resources

- Pronunciation systems of Anishinaabemowin
www.ontarioparks.com/parksblog/pronunciation-writing-systems-anishinaabemowin/
 - The Ojibwe People’s Dictionary (pronunciation guide)
ojibwe.lib.umn.edu/main-entry/miinan-ni
 - Our Treaty with the Hoop Nation (audiobook sample)
www.youtube.com/watch?v=y69qDhccEtY
-

Also recommended for educator professional learning

This is an excellent resource on oral tradition. The stories teach about protocols, traditions, relationships, governance, land, and cultural knowledge. They are meant to teach children and adults alike, and help us reflect on ways to work towards being good people personally and collectively.

This would make an excellent companion to Simpson’s book on Indigenous education, *Dancing on Our Turtle’s Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence*. It would also be useful background reading for Anishnaabe fiction such as Richard Wagamese’s *Keeper’N Me* or Waubgeshig Rice’s *Moon of the Crusted Snow*.

The Henceforward

Author, Editor, or Compiler

Producer: Eve Tuck | *Unangax, Aleut*

Producer: Ryan McMahon | *Anishnaabe*

Publisher or distributor

Indian and Cowboy Podcast Media Network
www.thehenceforward.com/

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2016 to present

Description

This academic podcast, created with graduate students, focuses upon relationships between Indigenous and Black Peoples on Turtle Island as well as the lived consequences of settler colonialism and anti-blackness for Indigenous peoples, Black peoples, European settlers, and other arrivals. The podcast emerged from a graduate course taught by Eve Tuck at the Ontario Institute for Studies in Education at the University of Toronto. Each episode — varying in length from about 7 to 60 minutes — features different guests and focuses on a different theme.

Eight episodes (1, 2, 4, 7, 9, 14, 27, and 29) were reviewed for the purpose of this evaluation. These were selected specifically based on Indigenous content and seeking a range of episodes across seasons. Full episode descriptions can be found on the podcast website (www.thehenceforward.com/).

Themes

Themes vary by episode (and are listed on the website), including:

- colonialism and colonization
- connection of people to the land and environment
- decolonization
- diversity
- identity
- land rights
- language and identity
- loss
- racism
- relationship between individual, family, and community
- resilience and healing
- responsibility to family and community
- sustainability & continuity

Content cautions

- Review each episode to determine suitability for students' maturity levels
- Some episodes have poor or uneven sound quality
- Some episodes include coarse language

Distinctive features

Relevant excerpts can be used to bring Indigenous voices and perspectives into classroom discussions. For example, in episode 4, Kim Tallbear discusses identity, kinship, and DNA. This could be used to enhance a discussion about the complexity of Indigenous identity.

Supplemental resources

- Métis in Space podcast, created by Chelsea Vowel, a mentor for this podcast series www.metisinspace.com/

Also recommended for educator professional learning

The academic nature of this podcast makes it suitable for professional learning.

Honouring the Strength of Indian Women: Plays, Stories, Poetry

Author, Editor, or Compiler

Vera Manuel (Kulilu Pałki Butterfly Woman) | *Ktunaxa-Secwepemc*

Additional contributors:

- Michelle Coupal | *Bonnechere Algonquin*
- Deanna Reder | *Métis*
- Joanne Arnott | *Métis*
- Emaline A Manuel | *Ktunaxa-Secwepemc*

Publisher or distributor

University of Manitoba Press

Recommended Grade level(s)

12 (with caution), adult learners

Publication date

2019

Page count

389

Description

This anthology includes five plays, four short stories, and over thirty poems as well as critical commentary by Indigenous academics. The works in this anthology explore the resistance and resilience of Indigenous peoples dealing with the impact of colonial violence and residential schools. The author was a drama therapist, and all of the works examine and deal with forms of trauma. This approach to theatre is referred to as a “decolonizing” approach in the introduction to the book. The works included in the anthology — which is part of the First Voices, First Texts series — frankly address abuse, sexual violence and family dysfunction and may be triggering for students. While the plays in particular explore intergenerational trauma they also present opportunities for hope and healing.

Themes

- colonization
 - community & kinship
 - connection of people to the land and environment
 - connection to spirit and spirituality
 - decolonization
 - diversity
 - experience and impacts of colonization
 - family
 - importance of identity
 - intergenerational roles
 - intergenerational trauma
 - loss
 - relationship between individual, family, and community
 - relationships
 - residential school
 - resilience and healing
 - responsibility to family and community
 - survivance
 - transformation
-

Content cautions

This book contains extremely graphic content and should be carefully previewed before sharing with students. Content includes descriptions of physical, emotional, and sexual violence, as well as incest and intergenerational trauma. It is recommended that only selected excerpts be used with students.

Distinctive features

In addition to the plays, short stories, and poems, the anthology includes:

- three essays by Indigenous scholars that contextualize the importance of Vera Manuel’s work with editor’s notes
 - a collection of family photos and production photos
 - a student essay by the author in 1987 about the effects of Residential schools on Indigenous peoples that predates the national conversation
-

Supplemental resource

- The People and the Text: Vera Manuel
thepeopleandthetext.ca/featured-authors/VeraManuel
-

Also recommended for educator professional learning

This anthology is particularly useful for teachers interested in Indigenous literatures and the Indigenous literary canon.

Author, Editor, or Compiler

Bob Joseph | *Gwawaenuk Nation*

Cynthia F. Joseph

Publisher or distributor

Indigenous Relations Press | Page Two Books

Recommended Grade level(s)

11, 12, adult learners

Publication date

2019

Page count

190

Description

An approachable and entry-level read, that breaks down specific myths, and gives historical context for the shared history of Canada. The text gives specific informed insight into working with Indigenous communities while respecting Indigenous perspective and Indigenous relationships to land. Joseph utilizes the RESPECT Model in building relationships with Indigenous peoples as a means to working toward reconciliation.

Cross-curricular connections

Social studies, especially B.C. First Peoples 12, Contemporary Indigenous Studies 12, Law 12, and Social Justice 12

Themes

- diversity
 - colonization
 - governance
 - Indian Act
 - Indigenous perspectives
 - MMIWG
 - negative labelling
 - protocol
 - reciprocity
 - reconciliation
 - residential schools
 - respect
 - responsibility
 - stereotypes
 - tradition
-

Content cautions

- N/A
-

Distinctive features

- includes an informative glossary
 - includes a template “pledge form” for personal and professional commitment to reconciliation
 - extensive reading, film, and website recommendations
 - extensive citations for further learning
-

Supplemental resources

- Author calls the Indian Act “a post-confederation assimilation tool”
www.cbc.ca/radio/unreserved/how-the-indian-act-continues-to-impact-the-lives-of-first-nation-people-1.5614187/author-calls-the-indian-act-a-post-confederation-assimilation-tool-1.5617428
 - author’s website: www.ictinc.ca/ict-team/bob-joseph
 - author’s Twitter: @wewap
-

Also recommended for educator professional learning

- a very specific, clear, and informative text for professional and personal learning
-

Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada

Author, Editor, or Compiler

Chelsea Vowel | *Métis from Manitow-Sâkahikan (Lac Ste. Anne)*

Publisher or distributor

Portage & Main Press

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2016

Page count

290

Description

This book is based on blog posts written by the author (who is also a lawyer and intellectual) about First Nations, Métis, and Inuit issues in Canada. The book is divided into five categories:

- terminology of relationships
- culture and identity
- myth-busting
- state violence
- land, learning, law, and treaties

The book covers the past and present-day experiences of Indigenous Peoples. It has been written in an accessible style that often draws on humour along with the information provided. The writing is academic yet engaging and accessible. This book would be useful as a reference for student research, providing contextual information for current events. Selected essays could also be paired strategically with literature to explore specific topics (e.g., cultural appropriation, foster care).

Cross-curricular connections

Social studies

Themes

- assimilation
 - colonization
 - cultural appropriation
 - culture
 - diversity
 - drinking water
 - identity
 - *Indian Act*
 - Indigenous education
 - intellectual property
 - Inuit relocation
 - Indigenous farming
 - language
 - LGBTQ2S+
 - loss
 - myths and stereotypes
 - nature of knowledge
 - reservation system
 - residential schools
 - resilience and healing
 - Royal Commission on Aboriginal Peoples
 - sixties and millennial scoops
 - treaties
-

Content cautions

- The use of humour could be unexpected for some readers, so students should be prepared in advance.
- One section describes the impact of the RCMP dog slaughter on Inuit people (violence against animals is not actually illustrated).

Distinctive features

- headings, subheadings, and lists contribute to readability
- includes a comprehensive index
- contains a number of graphics, photos, maps, cartoons, and illustrations
- also available as an audiobook

Supplemental resources

- author’s blog, which is the basis for the book: www.apihtawikosisan.com
- author on Twitter @apihtawikosisan
- Métis in Space podcast: unapologetically Indigenous, unabashedly female & unblinkingly nerdy www.metisinspace.com/

Also recommended for educator professional learning

This book is a very informative resource that provides useful information for all educators. Chapter 31 “Our Children, Our Schools” is particularly valuable for anyone providing education to Indigenous children.

Injun

Author, Editor, or Compiler

Jordan Abel | Nisga’a

Publisher or distributor

Talon Books

Recommended Grade level(s)

11, 12, adult learners

Publication date

2016

Page count

82

Description

Injun is a poem told in 26 parts (A to Z). It is based on an exploration by the author into the use of the racist slur “injun” in public domain western novels. The poem was created by searching for the term and then taking excerpts of the text where the term was found. The book also includes endnotes (to show the connection between the use of certain terms used in the poem to their use in the western novels) and an appendix (to show all of the excerpts from the novels where the term “injun” was found).

Themes

- experience and impacts of colonization
 - racism
 - resistance
-

Content cautions

This book has been created using racist literature for the purpose of deconstructing, destabilizing, and unsettling; therefore, it contains racist content. However, the purpose of the book is not to reinforce these negative stereotypes, rather it is to speak back to or resist racism.

Distinctive features

- This book can be used to provide an example for a very interesting found poetry activity. The author shares the process that he used to create the poem (book) and it is an activity that could be replicated in the classroom, as it invites conversations about writing process.
 - The appendix of this book consists of 17 pages of excerpts from western novels that contain the racist slur “injun” (which have been removed) and the surrounding text which contains racist stereotypes about Indigenous Peoples. The 28 endnotes for the poem also contain excerpts from the Western novels that contain racist stereotypes and slurs.
-

Supplemental resources

- Jordan Abel reading from Injun www.griffinpoetryprize.com/awards-and-poets/shortlists/2017-shortlist/jordan-abel/
 - How Jordan Abel deconstructed the racism in old western novels and won the Griffin Poetry Prize www.cbc.ca/books/how-jordan-abel-deconstructed-the-racism-in-old-western-novels-and-won-the-griffin-poetry-prize-1.4182088
 - With Injun, Jordan Abel finds poetic justice www.theglobeandmail.com/arts/books-and-media/with-injun-jordan-abel-finds-poetic-justice/article35186223/
-

Legacy

Author, Editor, or Compiler

Waubgeshig Rice | *Anishinaabe – Wasauksing*

Publisher or distributor

Theytus Books

Recommended Grade level(s)

12, adult

Publication date

2014

Page count

192

Description

This is a heart-wrenching story of the Gibson family’s struggle with tragedy and loss. The story is told from the perspective of five siblings as they navigate a racist justice system and privileged society. Embedded in the story are historical events that create a legacy for each of the characters. It is also a beautiful testimony of the role of culture, tradition, and community to heal trauma.

Themes

- addiction
 - identity
 - incarceration
 - injustice, historical injustice
 - intergenerational trauma
 - loss of language and tradition
 - MMIWG
 - privilege
 - relocation
 - residential school legacy
 - suicide
 - systemic racism
 - traditional healing
 - truth and reconciliation
-

Content cautions

- violent rape and murder of an Indigenous university student
 - violent murder of a rapist and murderer as an act of retribution
 - alcohol abuse and violence by teenagers and adults
 - binge drinking and blackouts, promiscuous sex
 - several tragic deaths
 - violence, racist comments, and profanity during incarceration in a drunk tank
 - Indigenous teens lateral violence in detention center
-

Supplemental resources

- Waubgeshig Rice turns real life tragedy into Legacy
www.cbc.ca/player/play/2680844437
-

Also recommended for educator professional learning

Embedded in story are historical events such as the *Constitution Act 1982*, Proclamation of 1763, *Indian Act*, Oka Crisis, and residential schools. The novel provides a comprehensive examination of historical events and their legacy for Indigenous individuals and communities.

Author, Editor, or Compiler

- Various writers
- Editor: Hope Nicholson | *non-Indigenous*
- Illustrator: Jeffrey Veregge | *Port Gamble S’Klallam Tribe*

Publisher or distributor

Bedside Press

Recommended Grade level(s)

11, 12

Publication date

2016

Page count

120

Description

This anthology is a collection of short pieces (non-fiction, fiction, and poetry) united by LGBTQ2S+ characters and science fiction genres. All of the authors identify as Indigenous. The non-fiction pieces explore the idea of being two-spirited, the role two-spirited people played in many Indigenous communities, and the damage done to two-spirited people and their place within their communities by colonization. The fiction pieces range from inter-planetary love stories and identity exploration to transitioning and feeling like an impostor. The anthology ends with a highly-charged poem that serves as a perfect bookend.

A brief introductory chapter on Indigenous Futurisms by Anishnaabe scholar Grace L. Dillon serves as a rich introduction to two-spirit survivance stories.

Themes

- belonging
 - colonization
 - coming of age
 - gender identity
 - identity
 - impostor syndrome
 - inclusivity
 - isolation
 - LGBTQ2S+
 - life stages
 - love
 - passing
 - roles
 - sexuality
 - traditional communities
 - transformation
 - transitioning
-

Content cautions

Contextual inclusion of:

- homophobic violence
- sexual content
- language such as “Indian” and “halfbreed” (see the Introduction for information about using outdated language as a teaching opportunity)
- personal safety risks

Note: The Indigenous ancestry of the author Gwen Benaway who made contributions to this anthology has been questioned. For further information please see www.womenarehuman.com/indigenous-writers-call-out-transgender-poet-for-claiming-to-be-indigenous/.

Supplemental resources

- Casey the Canadian Lesbrarian review
caseythecanadianlesbrarian.com/2017/07/12/two-spirit-futures-a-review-of-love-beyond-body-space-time-an-indigenous-lgbt-sci-fi-anthology/
 - Queer Books for Teens review
queerbooksforteens.com/2017/12/25/love-beyond-body-space-and-time-an-indigenous-lgbt-sci-fi-anthology/
-

Also recommended for educator professional learning

The non-fiction pieces at the beginning of the anthology are particularly relevant for educators.

Media Indigena

Author, Editor, or Compiler

Host: Rick Harp | *Cree*

Contributors:

- Candis Callison | *Tahltan*
- Brock Pitawanakwat | *Anishinaabe*
- Kim Tallbear | *Sisseton-Wahpeton Oyate*
- Kenneth T Williams | *Cree*

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2010 to present

Audio length

11 to 100 minutes

Publisher or distributor

Interactive Indigenous Insight mediaindigena.com/

Description

This panel podcast is saturated with Indigenous experts and views from many Nations on current events. On any given episode, Media Indigena may contextualize history or disrupt contemporary narratives about the events impacting Indigenous people. The academic and expert lens is rich in learning, debate, discussion and analysis.

Cross-curricular connections

Specific episodes have connections to other subject areas, particularly social studies (Contemporary Indigenous Studies 12, Human Geography 12, Social Justice 12, and Law 12).

Themes

Themes vary by episode, including:

- climate
 - education
 - food security
 - healing
 - humour
 - identity
 - impact of colonization
 - *Indian Act*
 - justice
 - knowledges
 - land
 - MMIWG
 - reconciliation
 - Residential Schools
 - respect
 - responsibility
 - self-governance
 - Sixties Scoop
 - sovereignty
-

Content cautions

- The production is audience-funded and episodes should be previewed for language and content.
-

Distinctive features

- each episode often covers several topics
 - format is usually a panel of experts with diverse viewpoints
 - episodes will include trigger or content warnings if covering difficult, sensitive topics
-

Supplemental resources

- Twitter for contributor Candis Callison: @candiscallison
 - Twitter for contributor Kim Tallbear: @KimTallBear
-

Also recommended for educator professional learning

This podcast is an excellent source to discover diversity of Indigenous peoples (and avoid pan-Indigenous generalizations). Episodes often include a historical context and depth of analysis that is often not included in most current event conversations.

Moccasin Square Gardens

Author, Editor, or Compiler

Richard Van Camp | *Dogrib (Tlicho), Dene*

Publisher or distributor

Douglas & McIntyre

Recommended Grade level(s)

11, 12, adult learners

Publication date

2013

Page count

159

Description

This short story anthology includes ten unique tales. The styles often blend contemporary scenes with traditional roots, and include storytelling, Elder’s wisdom, magical realism and the grind of our daily lives. Van Camp’s signature humour is found throughout.

Teachers should review each story carefully for student suitability.

Themes

- community
 - culture
 - Elders
 - family
 - humour
 - identity
 - Indigenous spirituality
 - land
 - LGBTQ2S+
 - relationships
 - responsibility
-

Content cautions

- profanity
 - racist language
 - sexual content
 - drug use
 - violence
-

Supplemental resources

- CBC Books www.cbc.ca/books/moccasin-square-gardens-1.4988154
 - Richard Van Camp discusses highlighting the humour and hope within Indigenous communities www.cbc.ca/radio/thenextchapter/full-episode-aug-17-2019-1.5112103/richard-van-camp-discusses-highlighting-the-humour-and-hope-within-indigenous-communities-1.5112197
 - First Words: Richard Van Camp speaks Tlicho www.cbc.ca/radio/unreserved/first-words-richard-van-camp-speaks-tlicho-1.4949180
-

Also recommended for educator professional learning

All stories would be appropriate learning resources to understand Indigenous worldviews and perspectives.

Moonshot: Volume 2

Author, Editor, or Compiler

- Various writers and illustrators
- Hope Nicholson (editor) | *non-Indigenous*

Publisher or distributor

AH Comics

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2017

Page count

160

Description

Moonshot is an anthology of works by several talented Indigenous writers and illustrators from across North America. The anthology includes a mix of traditional knowledge and stories and contemporary content, in an appealing graphic novel format appropriate for a range of age levels. This book also contains biographies of each author/illustrator and specific information about the graphic novel genre.

Themes

- appropriation
 - colonization
 - environmental protection
 - Indigenous knowledge and perspectives
 - LGBTQ2S+
 - resource extraction
-

Content cautions

- violence
 - gang depictions
-

Supplemental resources

- CBC Books
www.cbc.ca/books/moonshot-volume-2-1.4968334
-

Also recommended for educator professional learning

This resource provides multiple Indigenous perspectives and aspects of storytelling.

NDN Coping Mechanisms: Notes from the Field

Author, Editor, or Compiler

Billy-Ray Belcourt | *Driftpile Cree*

Publisher or distributor

House of Anansi Press

Recommended Grade level(s)

12, adult learners

Publication date

2019

Page count

94

Description

This thought-provoking and engaging collection of poetry highlights contemporary Indigenous experiences while recognizing and acknowledging the importance of history and the legacies that it creates. Full of vivid imagery, Belcourt writes of significantly important themes and topics. The collection is also peppered with humour that gives the reader a glimpse of the light found in darkness.

Themes

- gender and sexuality
 - healing
 - identity
 - impact of Christianity
 - impact of colonization
 - LGBTQ2S+
 - MMIWG
 - racism and discrimination
 - residential school
 - resilience
-

Content cautions

- sexual content
 - suicide and death
 - profanity
 - slurs
 - alcohol and drug use
-

Also recommended for educator professional learning

This resource provides a contemporary Indigenous context and a unique perspective.

New Fire

Author, Editor, or Compiler

Lisa Charleyboy | *Tsilhqot'in, Tsi Deldel*
Lenard Monkman | *Anishinaabe, Lake Manitoba*

Publisher or distributor

CBC Radio

Recommended Grade level(s)

10, 11, 12, adult learners; some episodes appropriate for younger grades

Production date

2015, 2017

Audio length

30 minutes; a special mini-series runs around 15 minutes

Description

This is a CBC podcast series that was created in 2015 and 2017 for youth. Hosted by Lisa Charleyboy, it covers a range of topics relevant to Indigenous youth — and all youth. It features Indigenous youth talking about the challenges of growing up in Canada. Though some of the references are dated, the topics remain relevant to youth today. The podcast is organized similarly to *Unreserved*, with each episode containing short segments on a similar theme that is described in the episode title. Contemporary Indigenous music is used to engage listeners.

Listen to the podcasts on the CBC New Fire website (<https://www.cbc.ca/listen/cbc-podcasts/113-new-fire>).

Themes

Themes vary by episode and include:

- activism, rebellion
 - arts
 - balance, harmony
 - belonging
 - blood quantum
 - ceremony
 - colonization
 - coming of age
 - connecting to story
 - cultural appropriation
 - culture
 - displacement
 - diversity
 - education
 - identity
 - individual, family, and community
 - land
 - language
 - loss
 - love, dating, sex
 - Métis
 - nature of learning
 - perspective
 - politics
 - poverty
 - pride
 - protocols
 - racism
 - reconciliation
 - reserve
 - resilience and healing
 - responsibility
 - spirit and spirituality
 - sports
 - stereotyping
 - storytelling
 - technology
 - tradition vs modernity
 - transformation
 - two-spirited
 - white privilege
-

Content cautions

Some content may not be appropriate for all students, and episodes include discussion of topics such as sex and intimacy, homelessness and poverty, suicide, and lateral violence. Note too that the podcasts are from 2015-2017, so some material may seem a bit dated; however, the topics remain relevant. Some of the online materials referenced in the episodes (e.g., supplementary materials that were available on the CBC New Fire website) are no longer available.

Supplemental resources

- The material in this podcast could be supplemented by episodes of the *Unreserved* podcast on similar topics.
 - 9 Great Podcasts hosted by Indigenous Woman
www.flare.com/identity/indigenous-women-podcasts/
 - Various episodes of CBC Shortdocs (e.g., Declutter, Peace River Rising, Woman Who Returns)
www.cbc.ca/shortdocs/
 - Three Thousand www.nfb.ca/film/three-thousand/
-

Also recommended for educator professional learning

Although the discussions are based on topics specific to Indigenous youth, they also have universal appeal and are therefore relevant to educators. With a wide range of topics, these can be used to support teaching beyond English curricula.

North End Love Songs

Author, Editor, or Compiler

Katherena Vermette | *Métis*

Publisher or distributor

The Muses Company

Recommended Grade level(s)

12, adult learners

Publication date

2012

Page count

108

Description

This collection of imagist poems loosely organized by theme explores childhood memories, teenage friendships and relationships. One section is inspired by memories of a family member's death. The poems reflect a sense of community and of an established, older urban neighbourhood. While some of the content is quite mature and gritty, the poems about childhood are for the most part innocent, full of wonder and a sense of play. The poems about teenage relationships capture the anxiety and insecurities of youth. The poems about the disappearance and death of the poet's brother are stark and emotional.

Themes

- childhood memories
 - community
 - connectedness
 - death
 - family
 - grief & loss
 - innocence
 - negative labelling
 - relationship to the natural world
 - seasonal cycle
 - teenage relationships
 - urban Indigenous experiences
-

Content cautions

Many of the poems contain mature content and may not be suitable for some students. Content includes:

- mature language
 - allusions to incest
 - sexual assault
 - drug use
 - death of a sibling
-

Supplemental resources

- Reader guide
wpl.winnipeg.ca/library/pdfs/otsp/OTSPReadersGuide.pdf
 - North End Love Songs — interviews
www.cbc.ca/books/north-end-love-songs-1.4025771
 - Poetry in Voice: Analysing the Mixed Tape section in North End Love Songs
www.poetryinvoice.com/poems/mixed-tape
-

Picking Up the Pieces: Residential School Memories and the Making of the Witness Blanket

Author, Editor, or Compiler

- Carey Newman | *Kwakwak'awakw, Coast Salish*
- Kirstie Hudson

Publisher or distributor

Orca Book Publishers Canada

Recommended Grade level(s)

adult learners

Publication date

2019

Page count

180

Description

This book tells the story of the creation of “The Witness Blanket,” an exhibit created by Carey Newman. The exhibit includes 889 items from residential schools from across Canada, and was designed to travel across Canada to bear witness to residential school history and legacy. *Picking up the Pieces* provides survivor accounts of their experiences with residential schools and its legacy.

Cross-curricular connections

Social studies, visual arts

Themes

- cultural expression
 - reconciliation
 - residential schools
-

Content cautions

Discusses residential school abuse, including sexual and physical trauma.

Supplemental resources

- Canadian Museum for Human Rights exhibit, including an 86-minute film about the work humanrights.ca/story/picking-up-the-pieces-the-making-of-the-witness-blanket
-

Potlatch as Pedagogy: Learning Through Ceremony

Author, Editor, or Compiler

Sara Florence Davidson | *Haida*
Robert Davidson | *Haida*

Publisher or distributor

Portage and Main

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2018

Page count

80

Description

In 1884, the Canadian government enacted a ban on the potlatch, the foundational ceremony of the Haida people. The tradition, which determined social structure, transmitted cultural knowledge, and redistributed wealth, was seen as a cultural impediment to the government’s aim of assimilation. The tradition did not die, however; the knowledge of the ceremony was kept alive by the Elders through other events until the ban was lifted.

Sara Florence Davidson came to see how the traditions of the Haida practiced by her father Robert — holistic, built on relationships, practical, and continuous — could be integrated into contemporary educational practices.

While this book covers very heavy periods of Canadian history, the history is told through the perspective of family and community making it relevant and accessible. Photos, headings, and generous use of block quotes make the text highly engaging.

Cross-curricular connections

Social studies

Themes

- identity
 - intergenerational roles
 - loss
 - nature of knowledge
 - nature of learning and connection to story
 - oral tradition
 - residential schools
 - resilience and healing
 - responsibility to family and community
 - transformation
-

Content cautions

- n/a
-

Supplemental resources

- Now is the Time www.nfb.ca/distribution/film/now-is-the-time
 - Haida Modern www.knowledge.ca/program/haida-modern
-

Price Paid: A Fight for First Nations Survival

Author, Editor, or Compiler

Bev Sellars | *Xat’súll (Soda Creek) First Nation*

Publisher or distributor

Talonbooks

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2016

Page count

240

Description

The book is based on a popular presentation Sellars created for treaty-makers, politicians, policymakers, and educators when she discovered they did not know the historic reasons they were at the table negotiating First Nations rights. It untangles truth from some of the myths about First Nations, addressing misconceptions still widely believed today.

The book begins with glimpses of foods, medicines, and cultural practices North America's indigenous peoples have contributed for worldwide benefit. It documents the dark period of regulation by racist laws during the 20th century, and then discusses new emergence in the 21st century into a re-establishment of Indigenous land and resource rights. The result is a candidly told personal take on the history of a culture's fight for their rights and survival.

Cross-curricular connections

Social studies

Themes

- Aboriginal rights
 - colonialism
 - consultation
 - cultural teachings and traditional knowledge
 - Eurocentric biases
 - governance
 - history
 - *Indian Act*
 - leadership
 - perspective
 - power and politics
 - racism and discrimination
 - reclamation
 - resilience
 - resistance
 - sovereignty
-

Content cautions

All sensitive material and information is presented in an open, generous way, while still maintaining the integrity, reality, and truth of the subjects at hand. Sensitive content includes:

- depictions of poverty
 - disempowerment of women
 - racism and stereotypes; discriminatory language
 - violence
-

Supplemental resources

- Interview with Bev Sellars: www.cbc.ca/player/play/972745283736
-

Also recommended for educator professional learning

This resource addresses many myths about First Peoples and presents a more accurate portrayal of history and historical events.

Author, Editor, or Compiler

Richard Wagamese | *Ojibway – Wabaseemoong*

Recommended Grade level(s)

11, 12, adult learners

Publisher or distributor

Anchor Canada

Publication date

2009

Page count

379

Description

Four homeless people develop a mutual love of watching movies after originally using the theatre as a place to escape from an Arctic cold front. Later when they find a lottery ticket, and become instantly wealthy, they must navigate the challenges of transitioning into a new life as well as facing the past. Their journey leads to the revelation of the past that haunts them, the nature of their homelessness, and a beautiful exploration of family and home.

Themes

- belonging
 - drug and alcohol addiction
 - family
 - friendship
 - healing
 - home
 - homelessness
 - identity
 - Indigenous worldviews and perspectives
 - poverty
 - reciprocity
 - relationships between individual and community
 - residential schools
 - spirituality as an aspect of wisdom
 - systemic racism
 - transformation
 - trauma
 - unresolved trauma and PTSD
-

Content cautions

- sometimes brutal details of alcohol and drug addiction including death by overdose (two characters)
 - reference to prostitution
 - violence including suicide, stabbing, bludgeoning
 - underage sex
 - drunk driving accident that leads to memory loss and difficulty functioning
 - use of profanity for character development
 - residential school trauma
 - systemic racism of First Nations and Métis (economic inequities)
-

Distinctive features

- told from the perspectives of multiple (five) narrators
-

Supplemental resources

- Why Preetam Sengupta Found Ragged Company to be Good Company
www.cbc.ca/radio/thenextchapter/shawn-hitchins-gail-bowen-1.4625148/why-preetam-sengupta-found-ragged-company-to-be-good-company-1.4628106
 - Teen Ink: Ragged Company by Richard Wagamese
www.teenink.com/reviews/book_reviews/article/318388/Ragged-Company-by-Richard-Wagamese/
-

Also recommended for educator professional learning

This is an excellent resource for the exploration of home and belonging. Informed by his own life experience of addiction and homelessness, Wagamese creates a heart wrenchingly beautiful story. It contains a brutal glimpse into the trauma of residential school and the effects that it has on one family through the deaths of nine siblings. It also explores the effects the systemic racism and poverty on Métis and First Nations communities. Homelessness is examined from different worldviews and perspectives.

The Reckoner Trilogy: *Strangers, Monsters, Ghosts*

Author, Editor, or Compiler	Recommended Grade level(s)
David A. Robertson <i>Norway House Cree</i>	8-10
Publisher or distributor	Publication date
Highwater Press	2017 (<i>Strangers</i>); 2018 (<i>Monsters</i>); 2019 (<i>Ghosts</i>)
	Page count
	231; 255; 230

Description

The main character in this trilogy is 17-year-old Cole Harper from the community of Wounded Sky First Nation. At the start of the series Cole is an anxious teenager returning to a community that blamed him for a crime he did not commit. He comes home to save his troubled community with the help of his friends. Throughout the trilogy Cole encounters supernatural phenomena, Trickster spirits, and ghosts. These books balance an engaging plot with well-developed and interesting characters, and provide a contemporary portrayal of the Trickster character and a non-stereotypical Indigenous superhero. This trilogy also provides an authentic description of a teenage protagonist living and coping with anxiety, and readers may identify with his struggles.

Themes

- belonging
 - bullying
 - cultural practices and traditions
 - family relationships
 - identity
 - mental health
 - relationships between individual and community
 - resilience
 - trauma
 - Trickster
-

Content cautions

- There are a lot of deaths throughout the series, some of them violent and graphically described.
 - Mild language from the main teenage characters. The narrator sometimes interjects into the story in a humorous way that he is censoring the language for the reader’s benefit, and implies that stronger language is being used than what is written in the book.
-

Distinctive features

The story is written as a trilogy and the books don’t stand independently. Books one and two end with cliff-hangers.

The Right to Be Cold

Author, Editor, or Compiler

Sheila Watt-Cloutier | *Inuit*

Recommended Grade level(s)

10, 11, 12 (excerpts); adult learners

Publisher or distributor

Penguin

Publication date

2016

Page count

329

Description

This autobiography focusses on the author’s lifelong commitment to protect her homeland of the Arctic. She recounts her experiences growing up in the Arctic and being sent to schools in the south in her childhood. As an adult, the author became an educator and a politician and developed a passion for climate change protection, particularly as it affects the Arctic, as well as many other concerns such as the proliferation of persistent organic pollutants (POPs) and the impact of colonialism. *The Right to be Cold* is a fairly long read with many in-depth details that would not be interesting to all readers, particularly young adults; however, it could be used in excerpts or in whole by students or adult learners who are particularly interested in the content, who identify as Inuit, or who are very passionate about climate change or politics or activism.

Cross-curricular connections

Social studies, especially Contemporary Indigenous Studies 12, Human Geography 12, and Social Justice 12

Themes

- The Arctic
 - colonization
 - environment
 - ethics around hunting and fishing
 - family roles and responsibilities
 - global perspectives
 - identity
 - personal and social responsibility
 - politics
 - respect
 - traditional ways
-

Content cautions

- depiction of poverty, high cost of living, and societal breakdown might be disturbing to some students traumatized by these experiences
 - ethical questions of pollutant use may be confusing
 - references to children sent away to live with families in the south or to live in boarding schools may be very troubling to some readers
 - some people in the book die in violent tragic accidents or by suicide
 - the author’s mother is emotionally distant from her daughter
-

Supplemental resources

- Angry Inuk www.nfb.ca/film/angry_inuk/
 - Inuk chef’s country food catering keeps her connected to her culture www.cbc.ca/radio/unreserved/inuk-chef-s-country-food-catering-keeps-her-connected-to-culture-1.5606504
 - Greetings from Iqaluit: Exploring the strength of Inuit culture www.cbc.ca/radio/unreserved/greetings-from-iqaluit-exploring-the-strength-of-inuit-culture-1.5129292
 - Inuit sharing ancient knowledge of ice, sea, and land with new app www.cbc.ca/news/canada/north/inuit-app-land-siku-1.5384727
-

Also recommended for educator professional learning

The Arctic has faced and continues to face unique challenges environmentally due to the effects of climate change and the proliferation of POPs in the south — which, due to the temperatures in the Arctic, means that although Arctic residents used almost none of these chemicals, they are at high levels in the “country foods.” Also, colonization in the Arctic was very different than in the south in Canada, so reading this resource would help educators to understand that experience.

The Road Forward: All Power to the Native Voice

Author, Editor, or Compiler

Marie Clements | *Métis*

Publisher or distributor

National Film Board

www.nfb.ca/film/road_forward/

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2017

Video length

1h 41m

Description

The Road Forward is a full-length musical drama that documents the Indigenous struggle for individual and collective human rights in BC. The film creatively addresses the beginnings of Indian Nationalism in the 1930s and First Nations activism that continues today. It also includes spotlights on the talented Indigenous musicians and artists who star in it.

Cross-curricular connections

Social studies, drama

Themes

- activism
 - identity
 - intergenerational roles
 - loss
 - MMIWG
 - nature of learning and connection to story
 - oral tradition
 - residential schools
 - resilience and healing
 - responsibility to family and community
 - transformation
-

Content cautions

- n/a
-

Distinctive features

- contains the original score and archival sources
-

The Rumour

Author, Editor, or Compiler

Joseph A. Dandurand | *Kwantlen*

Publisher or distributor

Bookland Press

Recommended Grade level(s)

12, adult learners

Publication date

2018

Page count

79

Description

The Rumour is a poetic exploration of trauma and the pain and suffering caused when it is unresolved. The poet is an intergenerational survivor of residential school who has experienced the impact of the school on his family and community. His poetry explores trauma with raw and uncensored emotions. Yet, there is a beauty in the darkness as he shares the sweetness of the love for his children and the land. His toughness mixes with vulnerability as he struggles to find unattainable love, connection to the sacred, and the spirits who watch over his family and community.

Themes

- ancestors
 - art
 - children
 - colonialism
 - dreams
 - drug and alcohol addiction
 - family
 - fishing
 - intergenerational trauma
 - land
 - lateral violence
 - legacy
 - loss
 - love
 - mental health
 - poverty
 - reservation
 - sacredness
 - spirituality
 - suicide
 - tradition
-

Content cautions

The poems deal with drug and alcohol addiction, violence, suicide, lateral violence, physical abuse, mental illness, and depression.

Supplemental resources

- A short biography of Joseph A. Dandurand
www.vancouverpoetryhouse.com/2589-2/
 - Thowxiya and Axis Theatre: Kwantlen Welcome Song by Kelsey Charlie
www.axistheatre.com/thowxiya
-

Also recommended for educator professional learning

These poems deal with trauma and the intergenerational effects of residential school. This is a raw and emotional exploration of the impact of colonialism on individuals, families, and communities, but is also reflects resilience and the importance of tradition and culture in healing.

Runaway Dreams

Author, Editor, or Compiler

Richard Wagamese | Ojibway –Wabaseemoong

Publisher or distributor

Ronsdale Press

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2011

Page count

129

Description

This poetry collection is a testimony to resilience. As a child displaced from his home, community, and family during the Sixties Scoop, the author longs for a belonging that has been denied him. His poetry speaks of his battle through addiction and his struggles with homelessness and loneliness. The search for his identity leads him to the Old Ones and teachers who bring him traditional teachings and medicine. His poetry lays bare the generational impacts of systemic racism and the promise of healing. It is an important book to read, as it explores the often painful and not straightforward process of figuring out who you are.

Themes

- acceptance
 - addiction
 - ancestors
 - balance
 - belonging
 - ceremony
 - displacement
 - dreams
 - family
 - grief
 - home
 - homelessness
 - honor song
 - identity
 - interconnectedness
 - intergenerational trauma
 - language loss
 - medicine perspectives
 - reciprocity
 - reconciliation
 - resilience
 - Sixties Scoop
 - smudging
 - spirit world
 - spirituality
 - stereotyping
 - survival
 - tradition
 - traditional knowledge
 - Trickster
 - warriors
-

Content cautions

The poems include frequent references to drug and alcohol addiction as well as homelessness, theft, fighting, physical abuse by foster parents, running away from home, starving, gangs, suicide, racism, and systemic racism.

Supplemental resources

- Media Indigena Interactive Indigenous Insight
www.mediaindigena.com/review-runaway-dreams-poems-by-richard-wagamese/
 - Indspire Award Media and Communications
www.indspire.ca/laureate/richard-wagamese-2/
 - Richard Wagamese at Reading for the Love of It
www.youtube.com/watch?v=g3oABVXh_A
 - Richard Wagamese, The Truth About Stories
www.youtube.com/watch?v=QGWjk4n5AiA
-

Also recommended for educator professional learning

The book is a poetical and personal exploration of identity, tradition, ceremony, suffering, resilience.

Seven Fallen Feathers: Racism, Death, and Hard Truths in a Northern City

Author, Editor, or Compiler

Tanya Talaga | *Anishinaabe*

Publisher or distributor

House of Anansi Press

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2017

Page count

363

Description

Investigative journalist Tanya Talaga shares the stories of the deaths of seven Indigenous high school students in Thunder Bay, who are all attending school hundreds of kilometers away from their home communities. This book will be relevant and engaging for teen readers because of the intense narrative as well as the age of the students and the authentic description of their lived experiences. Talaga uses each story as a personal and heartbreaking example of the impacts of much deeper and systemic historical and contemporary injustices faced by Indigenous people in Canada.

Cross-curricular connections

Social studies

Themes

- colonization
 - intergenerational trauma
 - MMIWG
 - residential schools
 - systemic racism
 - Truth and Reconciliation Commission
-

Content cautions

- detailed descriptions of the circumstances surrounding the deaths of seven Indigenous teens
 - violence, suicide, and sexual violence
 - drug and alcohol abuse
 - systemic racism (in the education system, the police, and the media)
 - residential school experiences
-

Supplemental resources

- Author's biography www.theglobeandmail.com/authors/tanya-talaga/
 - Tanya Talaga on the *Indian Act* www.youtube.com/watch?v=vxoooxGzoi8
 - Colonialism is Life and Death www.youtube.com/watch?v=pLYZ8Gaz0uc
 - Systemic racism "is not just Thunder Bay's story" www.youtube.com/watch?v=hYLhKlaeLa0
 - Tanya Talaga: Indigenous Youth in Crisis www.youtube.com/watch?v=0knWp8PyQo0
 - Why Tanya Talaga's New Podcast 'Seven Truths' Should Be Your Next Listen www.huffingtonpost.ca/entry/seven-truths-podcast-tanya-talaga_ca_5fbbf2a9c5b6e4b1ea44e195
 - Unreserved — Seven Fallen Feathers: The story Tanya Talaga had to tell: www.cbc.ca/radio/unreserved/taking-action-elementary-schools-universities-play-active-role-in-reconciliation-1.4426316/seven-fallen-feathers-the-story-tanya-talaga-had-to-tell-1.4426317
-

Also recommended for educator professional learning

This resource provides background on many key issues facing Indigenous people in Canada, including residential schools, the *Indian Act*, MMIWG, the impacts of intergenerational trauma, the Sixties Scoop, United Nations Declaration on the Rights of Indigenous Peoples, etc.

SGaawaay K'uuna (Edge of the Knife)

Author, Editor, or Compiler

Gwaii Edenshaw | Haida

Helen Haig-Brown | Tsilhqot'in

Publisher or distributor

itunes.apple.com/ca/movie/edge-of-the-knife-sgaawaay-kuuna-subtitled/id1462087749

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2018

Video length

1h 20m

Description

SGaawaay K'unna (Edge of the Knife) is inspired by Haida oral history about Gaagiid/Gaggiixiid, or “the Wildman”. Set in the 19th century on Haida Gwaii, two families gather at their summer fishing camp. Adiits'ii causes the accidental death of his best friend Kwa's son and flees into the wilderness. Adiits'ii is tormented by the accident and descends into madness, driven by both natural and supernatural forces, transforming into Gaagiixiid. When the families return in the following year, they discover Adiits'ii survived the winter. His loved ones, including his best friend Kwa, set out to capture and convert Gaagiixiid back to Adiits'ii. In the process, Kwa wrestles with his own feelings of grief and desire for revenge.

This compelling film proves that cinema can be at once a powerful vessel for storytelling and a profound act of Indigenous language and culture revitalization.

Themes

- belonging
 - ceremony
 - consequence
 - Elders
 - family roles and relationships
 - forgiveness
 - grief
 - lesson in story
 - oral tradition
 - protocols
 - respect
 - responsibility
 - survival
-

Content cautions

- How the world's first Haida-language feature film made it to screen news.ubc.ca/2018/09/05/how-the-worlds-first-haida-language-feature-film-made-it-to-screen/
-

Distinctive features

- first feature film made entirely in the Haida language with English subtitles
 - made with a Haida cast and in collaboration with the Haida Council
-

Supplemental resources

- depictions of self-harm
-

A Short History of Indians in Canada

Author, Editor, or Compiler

Thomas King | *Cherokee*

Recommended Grade level(s)

11, 12, adult learners

Publisher or distributor

Harper Collins

Publication date

2006

Page count

232

Description

The 20 stories in this collection range from extended metaphors to tongue-in-cheek satires about the modern world, all interlaced with Indigenous story. Some of the stories leave the reader laughing, while others are absolutely shocking and sometimes heartbreaking. Thomas King’s wry wit and veiled insightful commentary about how Indigenous people are viewed by the non-Indigenous population make this an essential read.

Themes

- adoption
 - colonization
 - creation stories
 - history
 - immigration
 - *Indian Act*
 - Indigenous rights
 - love and marriage
 - parenting
 - relationships
 - romanticization of the “noble savage”
 - Sixties Scoop
 - tradition
 - Trickster
-

Content cautions

- King uses satire frequently in his writing, particularly in relation to religious and/or spiritual beliefs. Someone reading his work in a literal sense may think that he is being disrespectful.
 - Some mild profanity; use of the term “Indian” throughout (see the Introduction for information about using outdated language as a teaching opportunity)
-

Distinctive features

Each individual story is an excellent length for classroom use.

Also recommended for educator professional learning

The book offers a range of learning opportunities in racism, myths and stereotypes, and contemporary Indigenous depiction and perspective.

Split Tooth

Author, Editor, or Compiler

Tanya Tagaq | *Inuit*

Publisher or distributor

Penguin Random House

Recommended Grade level(s)

adult learners; 11-12 excerpts

Publication date

2018

Page count

189

Description

Set against the backdrop of everyday life in the 1970s and 80s in the Inuit hamlet of Resolute Bay, this is the story of a courageous heroine faced with a difficult choice. Impregnated by the northern lights, she gives birth to twins, and one of them has a supernatural and negative impact on the people that the girl loves most. The book portrays sensitive issues with care and honesty.

This immersive story blends fiction, poetry, and image to portray the world of the north through the eyes of an Inuk. Informed by the myth of Sedna and the worldview of animism, it is a unique experience and will stay with the readers long after they finish.

This book is recommended for adult learners, but excerpts may be used in some grade 11-12 classes with considerable supports.

Themes

- addiction
 - animism
 - balance
 - coming of age
 - community
 - gender
 - generations
 - impact of Christianity
 - land
 - language
 - place
 - responsibility
 - seasonal cycle
 - sexuality
 - spirituality
-

Content cautions

- sexual abuse
 - sexually explicit acts
 - substance use, descriptions of being under the influence
 - suicide
 - rape
 - violence, lateral violence
 - death of infants
 - profanity
-

Distinctive features

- alternates between narrative, poetry, and illustrations yet reads like a novel
 - no chapters, they are unnamed and unnumbered
-

Supplemental resources

- Reading guide
www.penguinrandomhouse.ca/books/534654/split-tooth-by-tanya-tagag/9780143198055/reading-guide
- Tanya Tagaq melds memoir and fiction with emotional first book, Split Tooth
www.cbc.ca/radio/thenextchapter/full-episode-aug-10-2019-1.4995394/tanya-tagag-melds-memoir-and-fiction-with-emotional-first-book-split-tooth-1.4995410
- Brief History of impact of colonization on Inuit with a focus on relocations
apihtawikosisan.com/2012/04/saimaqatigiingniq-reconcilliation-between-equals/
- Sinaa — album by Tanya Tagaq
open.spotify.com/album/79YmxaV3dhZGXZDFL19CrI?si=vn8zIS9UQuyQWYFEWfLeNw
- Angry Inuk www.nfb.ca/film/angry_inuk/
- author’s Twitter: @tagaq

Also recommended for educator professional learning

- an immersive Inuit perspective
-

Stories from the Magic Canoe of Wa’xaid

Author, Editor, or Compiler

Cecil Paul | *Xenaksiala*

Transcribed by Briony Penn, through conversations with Cecil Paul

Publisher or distributor

RMB | Rocky Mountain Books Ltd.

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2019

Page count

224

Description

Through the wisdom of Elder Wa’xaid (Cecil Paul), this non-fiction text documents his life’s work spent healing both the self and the land. Wa’xaid generously shares the historical and personal trauma that took him off the “good river” and the magic canoe of activism he created that successfully protects the Kitlope, the largest unlogged temperate rainforest left on the planet.

Cross-curricular connections

Science

Themes

- activism
- addiction
- adoption
- balance
- culture
- family
- governance
- healing
- history of colonization
- holism
- home
- intergenerational trauma
- language
- perspectives
- power of story
- racism
- reconciliation
- relationality
- residential schools
- resilience
- responsibility
- seasonal cycle
- stewardship
- sustainability
- tradition
- well-being
- wisdom
- worldview

Content cautions

- physical abuse in residential school
- description of death (remains of missing brother)
- forced sterilization of a 15-year-old girl in residential school
- honest portrayal of impact, struggles, and consequences of alcoholism (throughout text)

Distinctive features

- footnotes are exemplary and vital to understanding of text
- includes traditional stories, traditional teachings, anecdotes, history of the region, etc.
- includes diverse Indigenous perspectives/involvement in resource extraction

Supplemental resources

- The Return of the G'psgolox Pole
www.nfb.ca/film/totem_the_return_of_the_gpsgolox_pole/
- Cecil Paul: Listen
www.raincoast.eco/2019/07/video-stories-from-the-magic-canoe-cecil-paul/
- An Honour for the Great Navigator, Cecil Paul
www.thetyee.ca/News/2020/01/22/Great-Navigator-Cecil-Paul/

Also recommended for educator professional learning

- particularly for the social justice, social activism, and environmentalism lens
-

Take Us to Your Chief and Other Stories

Author, Editor, or Compiler

Drew Hayden Taylor | *Ojibway – Curve Lake*

Publisher or distributor

Douglas & McIntyre

Recommended Grade level(s)

10, 11, 12, adult learners

Publication date

2016

Page count

150

Description

Drew Hayden Taylor draws on influences from pop culture and current events to reframe classic speculative and science fiction stories from an Indigenous perspective. While younger readers may not recognize all of the allusions to pop culture and 1960s era television, they will find the themes in these nine, unrelated stories engaging — spanning from time travel to alien contact and government surveillance.

Themes

- colonization and decolonization
 - coming of age
 - connection to the land
 - Elders
 - healing
 - identity
 - language revitalization
 - nature and place of spirituality as an aspect of wisdom
 - oral tradition
 - relationship between individual and community
 - restorative practices
 - role of family
 - tradition
-

Content cautions

- one story alludes to youth suicide, but that is not the main focus and the overall message is anti-suicide
 - some profanity
-

Supplemental resources

- Drew Hayden Taylor's Indigenous spin on sci-fi www.youtube.com/watch?v=gOooQ57PsZw&t=22s
 - Drew Hayden Taylor on the next wave of Indigenous fiction www.youtube.com/watch?v=ck29WsvhoSY
-

Author, Editor, or Compiler

Kevin Loring | *N'lakapamux*

Publisher or distributor

Talon Books

Recommended Grade level(s)

11, 12, adult learners

Publication date

2018

Page count

143

Description

This play focuses on the tensions and relationships of a blended, mixed race/cultural family as it gathers to celebrate a traditional Thanksgiving meal. As the holiday weekend unfolds, the veneer of politeness gives way to challenges, disagreements and accusations as conflicting opinions about identity, family, culture and traditions erupt. While residential school is not the focus of the play, its legacy is present in how the characters cope with emotions, conflicting beliefs and past trauma; some are resilient while others struggle. While there are many comedic elements, this is a drama.

Themes

- alcoholism
 - belonging
 - blood quantum
 - colonization
 - cultural reclamation
 - family
 - genocide
 - healing
 - identity
 - lateral violence
 - legacy
 - LGBTQ issues
 - matriarch
 - mixed cultural families
 - patriarch environmental abuse
 - perspectives
 - racism
 - respect for land
 - sexual assault
 - suicide
 - tradition
 - trauma
-

Content cautions

- one of the characters commits suicide
 - there is sexual assault of a young child
 - implied incest
 - illegal hunting of a grizzly bear and selling of bile
 - animal cruelty — killing dogs at a dump
 - some homophobic and racist dialogue
-

Supplemental resources

- Interview with cast
www.youtube.com/watch?v=4GKuI0Q14HM
 - Kevin Loring's play, *Thanks for Giving*, is a Governor General's Literary Award 2019 finalist in the drama category
www.cbc.ca/player/play/1623630915510
-

Also recommended for educator professional learning

This is an excellent well-researched study of colonization. It features different perspectives on the environment. It explores traditions and beliefs around the animal and spirit worlds. It is a powerful drama with well-developed characters that challenge stereotypes.

There There

Author, Editor, or Compiler

Tommy Orange | *Cheyenne, Arapaho*

Recommended Grade level(s)

adult learners

Publisher or distributor

McClelland & Stewart | Penguin Random House

Publication date

2018

Page count

304

Description

This bestselling novel follows twelve characters from Indigenous communities: all traveling to the Big Oakland Powwow, all connected to one another in ways they may not yet realize. One character is newly sober and trying to make it back to the family she left behind. Another is pulling his life together after his uncle's death and working at the powwow to honor his memory. A third character is a teenager coming to perform traditional dance for the very first time. Together, this chorus of voices tells of the plight of the urban Indigenous American — grappling with a complex and painful history, with an inheritance of beauty and spirituality, with communion and sacrifice, and with heroism.

Themes

- anger and rage
 - contemporary Indigenous identity
 - culture
 - diversity
 - dreams and visions
 - dysfunction
 - family
 - gang life
 - greed
 - grief and loss
 - intergenerational trauma
 - performance
 - powwow
 - reconnecting
 - research
 - resilience
 - stories
 - tradition vs. modernity
 - urban
-

Content cautions

- violence, gun violence
 - sexual violence, domestic violence
 - drug and alcohol references
 - profanity
 - racist language
 - personal safety
-

Distinctive features

One of the strengths of this novel is the diversity of urban Indigenous experiences represented. The novel challenges stereotypes by presenting a multitude of hopes, dreams, and heartbreaks. It also captures a number of iconic cultural moments in American history, such as the occupation of Alcatraz.

Supplemental resources

- Reader's guide www.penguinrandomhouse.com/books/563403/there-there-by-tommy-orange/9780525436140/readers-guide/
 - National Public Radio review www.npr.org/2018/06/18/621011107/pithy-and-pointed-there-there-puts-native-american-voices-front-and-center
 - New York Times review www.nytimes.com/2018/06/19/books/review/tommy-orange-there-there.html
-

This Place: 150 Years Retold

Author, Editor, or Compiler

Various authors and illustrators

Recommended Grade level(s)

11, 12, adult learners

Publisher or distributor

Portage & Maine Press | Highwater Press

Publication date

2019

Page count

287

Description

Explore the past 150 years through the eyes of Indigenous creators in this ground-breaking graphic novel anthology. Beautifully illustrated, these stories are an emotional and enlightening journey through Indigenous wonderworks, psychic battles, and time travel. See how Indigenous peoples have survived a post-apocalyptic world since Contact.

Cross-curricular connections

Social studies, visual arts

Themes

- belonging
 - ceremony
 - colonization impacts
 - cultural reclaiming
 - Elders
 - family relationships
 - friendship
 - genocide, cultural genocide
 - grieving
 - heroes and courage
 - identity
 - love
 - poverty
 - racism and stereotypes
 - residential schools
 - resilience
 - resistance
 - responsibility
 - survival
 - systemic racism
 - trauma
 - trust
 - truth
-

Content cautions

- graphic violence depicting war scenes and political protests
 - sexual and physical violence, suicide, and child removal from home (foster care)
 - a character removes Windigo spirits from humans, which sometimes requires killing the human
 - mild profanity; racial slurs used in context
 - multiple Canadian institutions (government, justice system, law enforcement, education system, etc.) depicted as being in opposition to the best interests and well-being of Indigenous people
-

Distinctive features

- this is a graphic novel divided into short stories. Each story begins with an author’s description and rationale for writing the story, as well as timeline of historical events surrounding the story’s setting
 - the Notes provide a list of sources that support each story
-

Trickster Drift

Author, Editor, or Compiler

Eden Robinson | *Haisla, Heiltsuk*

Publisher or distributor

Penguin Random House Canada

Recommended Grade level(s)

11, 12, adult learners

Publication date

2019

Page count

384

Description

Jared is a young man in search of his identity. As the son of a Trickster and a powerful witch, he is struggling to find his way out of the chaos of his life. He moves to Vancouver, attends AA, takes out a student loan, and goes to university. He is thwarted by people from his past like his mother’s violent ex-boyfriend who is stalking and tormenting him. He does manage to find a family and Indigenous community that offers him a home. Unfortunately, they are often unaware that Jared’s world is also populated by monsters, ghosts, and magical creatures who both help him and derail him by pulling him into the supernatural world.

Themes

- abuse
 - alcoholism and drug abuse
 - connection to spirit and spirituality
 - death
 - diversity
 - family
 - healing
 - humour
 - identity
 - land of the dead
 - lateral violence
 - loss
 - magic
 - relationship between individual, family, and community
 - resilience and healing
 - responsibility to family and community
 - role of Elders
 - self-harm
 - shapeshifters
 - sobriety
 - stalking
 - supernatural
 - the nature of learning and connection to story
 - tradition vs modernity
 - transformation
 - trauma
 - Trickster
 - worldviews and perspectives
-

Content cautions

This book contains extensive descriptions of violence, coarse language, and reflects different belief systems that may be unfamiliar to some students. There is also a diverse range of characters in this book who represent a wide range of different experiences and lifestyle choices — some of which may reflect negative stereotypes of Indigenous peoples.

Some examples include:

- violence including stalking, tormenting others, beating up and forcibly forcing another to drink alcohol, nailing someone to the floor, spousal abuse
 - profanity — used contextually
 - abusive family members
 - explicit descriptions of extreme violence
 - addiction, alcohol and drug use
 - self-harm
 - vandalism
-

Distinctive features

This is the second book in the Trickster Trilogy. The first book, *Son of a Trickster*, was published in 2017, and is a recommended text in the *English First Peoples 10, 11, and 12 Teacher Resource Guide*. The third book, *Return of the Trickster*, was published in March 2021.

Supplemental resources

- CBC Books: Trickster Drift www.cbc.ca/books/trickster-drift-1.4725160
 - “You can lose yourself in magic”: Addiction and the Supernatural Collide in Trickster Drift www.cbc.ca/radio/day6/episode-413-canada-s-forests-at-risk-the-politics-of-rage-canada-s-spookiest-places-eden-robinson-and-more-1.4878598/you-can-lose-yourself-in-magic-addiction-and-the-supernatural-collide-in-trickster-drift-1.4878606
 - Eden Robinson on her novel Trickster Drift, dysfunctional family dramas and mixed identities www.cbc.ca/news/indigenous/q-a-eden-robinson-trickster-drift-1.4872928
 - The indestructible Eden Robinson on love, loss and tricksters www.cbc.ca/radio/unreserved/series-trilogies-and-translations-indigenous-authors-transforming-bookstore-shelves-1.5094326/the-indestructible-eden-robinson-on-love-loss-and-tricksters-1.5094837
 - Canada Reads: Son of a Trickster www.cbc.ca/books/canadareads/canada-reads-spotlight-son-of-a-trickster-by-eden-robinson-1.5502006
-

Also recommended for educator professional learning

This story shows the complexity of families and explores how they can harm and heal. It is also an interesting exploration of the fluidity of identity and the agency over the unpredictable circumstances of life. The book also contains connections to contemporary Indigenous supernatural beings.

Unreserved

Author, Editor, or Compiler

Rosanna Deerchild | *O’Pipon-Na-Piwin Cree*

Falen Johnson | *Mohawk, Tuscarora*

Publisher or distributor

CBC Radio:
www.cbc.ca/radio/unreserved

Recommended Grade level(s)

10, 11, 12, adult learners

Production date

2014 to present

Audio length

45-60 minutes per episode

Description

This is a very accessible weekly radio program available in broadcast, streaming, and podcast formats. In documentary style, the hosts interview Indigenous peoples from Canada and beyond. Each episode usually contains a series of segments on a similar topic that is identified in the title. The episode segments can also be used individually.

The program adopts a strengths-based lens to explore Indigeneity, and can be used to complement other media sources that may not take this approach.

Cross-curricular connections

Specific episodes have connections to other subject areas including social studies, music, media arts, and film & television.

Themes

Themes vary by episode, and include:

- community
 - culture
 - diversity
 - family
 - food security
 - governance
 - healing
 - identity
 - impact of colonization
 - knowledges (oral, academic, spiritual)
 - language
 - privilege
 - protocol
 - racism
 - reclamation
 - resistance
 - revitalization
 - sharing & generosity
 - well-being
-

Content cautions

The content is presented on CBC radio and therefore generally not a concern for student use, but teachers should preview each episode to determine its suitability.

Distinctive features

- transcripts and further explorations of episodes can be found on the program's website (www.cbc.ca/radio/unreserved) in the form of visuals, articles, music, photographs, and links to the individual guests
 - each episode may cover several topics/interviews within a theme, and is conducive to chunking
-

Supplemental resources

- Three Questions with Rosanna Deerchild
www.youtube.com/watch?v=N9pWrOPB0do
-

Also recommended for educator professional learning

This is an excellent source to discover diversity of Indigenous peoples (and avoid pan-Indigenous generalizations).

Will I See

Author, Editor, or Compiler

- David Alexander Robertson, *Norway House Cree*
- Erin Leslie, *Cree, Dene*
- Iskwé, *Cree, Dene*
- Illustrator: GMB Chomichuk

Publisher or distributor

Highwater Press | Portage & Main Press

Recommended Grade level(s)

11, 12

Publication date

2016

Page count

50

Description

The talents of four storytellers converge in this graphic novel. Through simple text and complex imagery, the loss, violence and pain of Missing and Murdered Indigenous Women and Girls is explored through the eyes of an adolescent Indigenous teenager. This work invites the reader to understand the loss and deep crisis of MMIWG, but its purpose is not to teach.

See the Introduction of this guide for support on addressing MMIWG in the classroom.

Themes

- colonialism
 - generational roles
 - grief & loss
 - healing
 - injustice
 - impact of colonialism
 - intergenerational teachings
 - MMIWG
 - racism
 - resilience
 - rights & justice
 - spirit world and spirituality
 - stereotypes and labelling
 - violence
 - worldview
-

Content cautions

- violence against women
 - profanity
 - racist language
 - personal safety
-

Supplemental resources

- Teacher guide highwaterpress.com/wp-content/uploads/2018/08/Turtle_Island_ReadsTGWill_I_See.pdf
-

Index of Resources

Title	Nation(s)	Grades	Format
ʔEʔANX (The Cave)	Tsilhqot'in	10-12, adult	video
77 Fragments of a Familiar Ruin	Cherokee	10-12, adult	print
As I Remember It: Teachings (ʔəms taʔaw) from the Life of a Sliammon Elder	Tla'amin	10-12	print, multimedia
The Best of Chief Dan George	Tsleil-Waututh	10-12, adult	print
Betty: The Helen Betty Osborne Story	Norway House Cree	12, adult	print
Calling Down the Sky	O'Pipon-Na-Piwin Cree	10-12, adult	print
Crow Winter	Algonquin Anishinaabe — Timiskaming	10-12, adult	print
Fire Song	Cree, Métis	11-12, adult	print
Fire Starters (from the Debwe Series)	Couchiching	9-12	print
Five Little Indians	Red Pheasant Cree	12, adult	print
A Gentle Habit	Métis	adult	print
The Gift Is in the Making	Michi Saagiig Nishnaabeg, Métis	10-12, adult	print
The Henceforward	Unangax, Aleut, Anishnaabe	10-12, adult	audio
Honouring the Strength of Indian Women: Plays, Stories, Poetry	Ktunaxa-Secwepemc, Bonnehchere Algonquin, Métis	12, adult	print
Indigenous Relations: Insights, Tips & Suggestions to Make Reconciliation a Reality	Gwawaenuk	11-12, adult	print
Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada	Michi Saagiig Nishnaabeg, Métis	10-12, adult	print
Injun	Nisga'a	11-12, adult	print
Legacy	Anishinaabe – Wasauksing	12, adult	print
Love Beyond Body, Space, and Time	various	11-12	print
Media Indegená	Cree, Tahltan, Anishinaabe, Sisseton- Wahpeton Oyate	10-12, adult	audio
Moccasin Square Gardens	Dogrib (Tlicho), Dene	11-12, adult	print
Moonshot: Volume 2	various	10-12, adult	print
NDN Coping Mechanisms: Notes from the Field	Driftpile Cree	12, adult	print
New Fire	Tsilhqot'in, Tsi Deldel, Anishinaade	10-12, adult	audio

Title	Nation(s)	Grades	Format
North End Love Songs	Métis	12, adult	print
Picking Up the Pieces: Residential School Memories and the Making of the Witness Blanket	Kwakwak'awakw, Coast Salish	adult	print
Potlatch as Pedagogy: Learning Through Ceremony	Haida	10-12, adult	print
Price Paid: A Fight for First Nations Survival	Xat'súll (Soda Creek)	10-12, adult	print
Ragged Company	Ojibway – Wabaseemoong	11-12, adult	print
The Reckoner Trilogy: Strangers, Monsters, Ghosts	Norway House Cree	8-10	print
The Right to Be Cold	Inuit	10-12, adult	print
The Road Forward: All Power to the Native Voice	Métis	10-12, adult	video
The Rumour	Kwantlen	12, adult	print
Runaway Dreams	Ojibway – Wabaseemoong	10-12, adult	print
Seven Fallen Feathers: Racism, Death, and Hard Truths in a Northern City	Anishinaabe	10-12, adult	print
SGaawaay K'uuna (Edge of the Knife)	Haida, Tsilhqot'in	10-12, adult	video
A Short History of Indians in Canada	Cherokee	11-12, adult	print
Split Tooth	Inuit	11-12, adult	print
Stories from the Magic Canoe of Wa'xaid	Xenaksiala	10-12, adult	print
Take Us to Your Chief and Other Stories	Ojibway – Curve Lake	10-12, adult	print
Thanks for Giving	N'lakapamux	11-12, adult	print
There There	Cheyenne, Arapaho	adult	print
This Place: 150 Years Retold	various	11-12, adult	print
Trickster Drift	Haisla, Heiltsuk	11-12, adult	print
Unreserved	O'Pipon-Na-Piwin Cree, Mohawk, Tuscarora	10-12, adult	audio
Will I See	Norway House Cree, Dene	11-12	print

Appendix: Resource Evaluation Form

Evaluation Form for Authentic First Peoples Resources

APPROVED

NOT APPROVED

Review Completed by:

Date:

Authentic First Peoples Texts (written, oral, visual, and/or digital)

A number of factors are taken into consideration when reviewing materials for a resource. For the purposes of these reviews, the resource first needs to be an *authentic First Peoples* resource. Authentic First Peoples texts are historical or contemporary texts that

- are written/created by, or in significant collaboration with, First Nations, Métis, or Inuit
- depict themes and issues that are important within the First Peoples cultures (e.g., identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).

While a text must have been written or created by – or in significant collaboration with – First Nations, Métis or Inuit, in order to qualify as an authentic First Peoples text, this criterion alone does not mean that it would be included in this guide as a recommended authentic First Peoples resource. The resource also needs to be evaluated against the criteria with respect to representation, accuracy, and illustrations (as indicated in this form).

	First Nation	Métis	Inuit
Written or created by			
Written or created in significant collaboration with			

Title:					
Series Title (if part of a series):					
Author, Editor, Illustrator or Compiler:	Other Contributors (provide details re FN as appropriate):				
<table border="1"> <tr> <td>Last name</td> <td>First name</td> </tr> <tr> <td colspan="2">First Nation(s):</td> </tr> </table>	Last name	First name	First Nation(s):		
Last name	First name				
First Nation(s):					

Publisher's Name:	Website (if not available through a major distributor):	
	Pub. Date:	Pages:
Description:		
Is this resource also recommend for educator professional/personal learning?		
Recommended Grade level(s) (grades 10, 11, 12 and/or adult learners):		
Themes:		
Distinctive Features and/or Supplementary Resources:		
Notes (please include any necessary cautions that stem from the social considerations):		

According to type of print, oral, or visual text or resource, check and/or comment on the following statements using the scale. In some cases the criteria will not apply.

	Excell-ent	Fair	Poor	N/A
REPRESENTATION				
Cultural portrayals consistent with First Peoples' values and attitudes				
Shows contributions of First Peoples to contemporary society				
Recognition of diversity among First Peoples (distinct societies, communities, ways of life, languages). Includes recognition of diversity between First Nations.				
Recognition of First Peoples as enduring, not vanishing or assimilated				
Respectful portrayals of First Peoples' languages and dialects				
Accurate representation of individual First Peoples' lives, past or present				
Devoid of obvious or subtle anti-First Peoples prejudice				
Avoidance of stereotypes of First Nations, Metis and Inuit				
Positive values, clear of negative inference				
Sensitive language, free from loaded or offensive words				
Portrayal of diversity of human strengths and weaknesses				
Respectful presentation of an event, issue, problem				
ACCURACY (where applicable)				

	Excellent	Fair	Poor	N/A
Reliable sources				
Careful documentation				
Thoroughly researched				
Factual information				
ILLUSTRATIONS (where applicable)				
Authentic depictions of First Peoples ways of life, past or present				
Reflect diversity of First Peoples (i.e. non pan-Indigenous approach)				
Quality product (i.e. physical binding)				
Captions compatible with text				

Social Considerations

If the **portrayal** of one of the aspects of life (as indicated below) requires a **caution**, please explain, using examples from the resource.

Ability/Disability:

Sexual Orientation or Gender Identity:

Religious and/or Spiritual Belief Systems:

Socio-economic Status:

Violence:

Language:

Ethical Actions:

Legal Issues:

Humour:

Safety (Physical and/or Emotional):

