

## GUIDE TO CANADIAN ABORIGINAL EDUCATION RESOURCES

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*Canadian National Aboriginal Day is on June 21<sup>st</sup>*

This guide is a selected list of resources prepared for the Queen's Education Library. Please search the Library catalogue and other indexes for books and articles on your topic. For example, search the K-12 reading collection for books for elementary and secondary-school students using Boolean searches like this:

(indian? or native? or aboriginal or "first nations") and juvenile

Also refer to the broader guide on Aboriginal Studies: <http://library.queensu.ca/research/guide/aboriginal-studies>

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## Aboriginal Art

### **Aboriginal Arts Research Initiative-Report on Consultations/Canada Council for the Arts [29 pgs]**

This document is a report on a series of consultations that were held in 2007 with Aboriginal Artists, arts administrators, elders, youth and other community members. The term "Aboriginal" is used as a inclusive term to First Nations, Inuit, Métis peoples. One of the larger initiatives of the research is to measure the impact of Aboriginal Arts in Canada and internationally.

<http://library.queensu.ca/> Online-\*Web (Queen's access only)

### **Canadian Aboriginal Art and Spirituality: A Vital Link [Book] [P/J-I/S]**

A literary and visual journey, reflecting on Indigenous lifestyles and artwork of the seven major culture areas of Canada: Maritimes, Eastern Woodland, Plains, Plateau, Northwest Coast, Northern, and Métis. Most of the cited Aboriginal artists are internationally known, and their careers represent a wide variety of artistic undertakings: architecture, carving, ceramics, graphic arts, jewellery-making, mask-making, media, painting, photography, print-making and sculpture.

Education & Stauffer Library- N6549.5.A54 F74 200

### **Exploring Aboriginal art in Canada [Resource] [P/J & I/S]**

This cross-curricular visual art and information literacy resource is designed to help students develop skills to help find meaning in Aboriginal art and culture. Using information literacy skills requires students to determine the extent of their information needs, to access a variety of materials to satisfy these needs, then to synthesize and communicate information within the context of the assignments. The visual literacy teaches students to "read" pictures as documents, analysing imagery to learn about culture and society. <http://www.curriculum.org/tcf/teachers/projects/repository/AboriginalArt.pdf>

### **Lawrence Paul Yuxweluptun, Visual Artist [ J & I/S]**

He graduated from the Emily Carr School of Art and Design in 1983 with an honours degree in painting. His strategy is to document and promote change in contemporary Indigenous history in large-scale paintings using Coast Salish cosmology, Northwest Coast formal design elements, and the Western landscape tradition. His painted works explore political, environmental, and cultural issues

<http://www.lawrencepaulyuxweluptun.com/>

### **Norval Morriseau [P/J & I/S]**

He was an Aboriginal Canadian artist Known as the "Picasso of the North", Morriseau created works depicting the legends of his people, the cultural and political tensions between native Canadian and European traditions. [http://en.wikipedia.org/wiki/Norval\\_Morrisseau](http://en.wikipedia.org/wiki/Norval_Morrisseau)

**The Art of Norval Morriseau-1979:** [Stauffer Library - Art Collection – Folios ND249 .M67 A4](#)

### **Discover Inuit Art Information Sheet [J-Ages 8-11]**

What do polar bears look like when they stand up on their hind legs? What kinds of creatures are the heroes of Inuit legends? How did Inuit mothers keep their babies warm through the freezing arctic days and nights? What does an Inuit summer camp look like? What are some of the big concerns for young Inuit today. You'll learn the answers to all these questions, and hundreds more, through the wonderful world of Inuit art. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/disc-eng.asp>

### **Cape Dorset Inuit Art and Inuit Cultural Perspectives**

[http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/cape\\_dorset/index1.html](http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/cape_dorset/index1.html)

**McMichael Canadian Art Collection:** <http://www.mcmichael.com/>

**Stories the Totems Tell: Bringing Aboriginal Poles to Life Information Sheet [J-Ages 8-11]**

Totem poles are a traditional way of telling the stories of Aboriginal families and clans. Design a "celebration pole" that shows the world who you are. Accompanied by an activity.

<http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/tot-eng.asp>

**Canada Council for the Arts-Aboriginal Program**

The Aboriginal Arts Office collaborates with the Aboriginal Arts Advisory Committee and with all sections of the Canada Council to support Aboriginal Peoples artistic practices in all arts disciplines.

<http://www.canadacouncil.ca/aboriginal/default.htm>

**Aboriginal Circle**

**Circle as Pedagogy: Aboriginal Tradition Enacted in a University Classroom [Book]**

The subject areas in this book are College Teaching, Indians of North America Education (Higher) Canada, Instructional Systems-Evaluation, Racism-Social Systems. [Education Library- LB2331 .G668 2008](#)

**The Learning Circle, Five Voices of Aboriginal Youth In Canada: a learning resource for ages 14 to 16. [Electronic resource]:**

As an interdisciplinary, student-centered educational unit, this document is designed to enhance the understanding of non-Aboriginal students regarding issues and realities facing First Nations and Inuit youth today. The depth and complexity of the issues, history and cultures of First Nations and Inuit are not completely presented in these narratives. It is recommended that educators and students pursue and investigate additional resources to deepen and broaden their understanding. A wealth of information exists about Aboriginal peoples in Canada; however, be wary of outdated sources. Current resources for further exploration are included within the narratives and the activities, and are listed at the end of this document under Resources. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/lc14-16-eng.asp>

**Inside the Circle: Aboriginal Peoples in Canada: A Unit for Grade 6 / Written By: The Curriculum Review Team 2005. <http://ocup.org/public/units55/InCircle.pdf>**

"Inside the Circle" reflects the importance of the circle to Aboriginal peoples. The circle represents inclusion for all people to come together. This unit is designed to identify and celebrate the diverse cultures of the Aboriginal peoples in Canada. Students will engage in activities in Social Studies, Language Arts, Visual Arts, and Music to gain an understanding of Aboriginal peoples.

**Aboriginal Culture**

**Tishinanu [P/J & I/S]**

An interactive website on Aboriginal cultures in Canada. There are 26 topics to guide your discovery. You will meet extraordinary people and share your opinions. Each topic has an Overview, Panorama and Activity. [http://www.tshinanu.tv/accueil\\_en.html](http://www.tshinanu.tv/accueil_en.html)

**Avataq Cultural Institute**

You are Visiting Avataq Cultural Institute; The Inuit Cultural Organization Of Nunavik (Northern, Quebec, Canada). These activities will help your students discover the history, culture and art of the Inuit of Nunavik (Northern Quebec). The resources in Avataq's three numbered collections (museums,

archaeology and documentation) serve as the principal reference material for these activities. They have also included external links so that you can broaden your knowledge of various aspects of Inuit culture and enrich your students' learning experience. [http://www.avataq.gc.ca/en/pedagogie\\_accueil/365/](http://www.avataq.gc.ca/en/pedagogie_accueil/365/)

**Claire and her grandfather = Claire et son grand-père.**

This could be a read along book for pre-schoolers or a reader for more advanced readers. Claire learns from her Grandfather about her own Odawa culture and about the contributions that all the First Nations have made to Canada. The attractive illustrations have been designed to be coloured in. The entire book could be photocopied for classroom exercises without damage. Each text block faces a full page picture Includes a glossary of terms and suggestions for the home-schooler or more formal class  
**Education Library - E78.C2 C53 2000**

**Aboriginal Food**

**A Conversation about Aboriginal Foods Information Sheet [J -Ages 8-11]**

If you were to take a culinary trip across the country, you'd find out just how much of what you take for granted as Canadian food products really are Aboriginal, going way back – A Bannock Recipe accompanies this information. This could be done on a hotplate in a classroom. Accompanied by an activity. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/fd-eng.asp>

**Aboriginal Games**

**Crunchers Information Sheet [J-Ages 8-12]**

Teachers, are you looking for a fun fast-facts game about Aboriginal Peoples in Canada? If so, download this interactive resource today! The cruncher is a fun colouring activity and will help children ages 8 to 12 learn more about First Nations, Métis and Inuit peoples in Canada.  
<http://www.ainc-inac.gc.ca/ach/lr/ks/gam/crnchr/crnchr-eng.asp>

**Arctic Winter Games Information Sheet [J-Ages 8-11]**

Have you ever dreamed of competing in an international snowshoe biathlon in chilly Iqaluit, Nunavut? How about facing off with your opponent for a challenging game of arm pull, or meeting athletes from Russia and Scandinavia? You can experience these captivating events and more at the Arctic Winter Games. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/awg-eng.asp>  
**Arctic winter Games:** <http://www.arcticwintergames.org/>

**Aboriginal Governance**

**Six Nations of the Grand River [I/S]**

This site offers Council Updates, Land Claims community Update, Newsletter, Links to Iroquois First Nations, Chiefs of Ontario, Assembly of First Nations, Union of Ontario Indians, Association of Iroquois and Allied Indians. <http://www.sixnations.ca/>

**Kumik - Council of Elders Information Sheet [ I/S]**

The purpose of the Council is to provide Aboriginal and non-Aboriginal employees with instruction and counsel in dealing with problems arising in the work place which have developed because of unfavourable attitudes and cultural differences. <http://www.ainc-inac.gc.ca/ach/kmk/kmk-eng.asp>

**A Community Guide to Protecting Indigenous Knowledge [59 pgs] [I/S]**

This guidebook outlines practical steps for communities to discuss, organize and plan ways to protect their indigenous knowledge.

[http://www.collectionscanada.gc.ca/webarchives/20071115075622/http://www.aincinac.gc.ca/pr/ra/ind/gui\\_e.pdf](http://www.collectionscanada.gc.ca/webarchives/20071115075622/http://www.aincinac.gc.ca/pr/ra/ind/gui_e.pdf)

### **Aboriginal Identity**

#### **In Search Of An Identity Canada Looks North. (Indigenous Group And Ethnic Identity). [Paper]**

From a Canadian state perspective, the success of Canadian Inuit politics serves as a case in point of thriving Canadian multiculturalism. This article argues that through the Inuit Tapiriit Kanatami (ITK), the Inuit Circumpolar Conference (ICC), and Canadian federal and local policy, the Inuit and the Canadian government (encouraged domestically by ITK to live up to its rhetoric of being an archetypal liberal democracy) have constructed and successfully exported a vision of the Arctic based on a symbiotic relationship. Shadian, J. (2007). In search of an identity Canada looks north.(indigenous group and ethnic identity). *American Review of Canadian Studies*, 37(3), 323-331.

### **Aboriginal Music**

#### **First Nations Music in Canada Information sheet [J-Ages 8-11]**

The First Nations people have been living in what we now call Canada for many thousands of years. First Nations language and culture vary from nation to nation. Although there is great diversity among First Nations people, music acts as a unifying force. Singing, dancing, and praying are common to all First Nations peoples. Let me tell you of this in a story about First Nations music. Accompanied by an activity.

<http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/mus-eng.asp>

#### **Aboriginal People's Choice Awards [P/J & I/S]**

Music artists by genre" Acoustic, Blues, Country, Folk, Gospel, Pop, Rap or Hip Hop, Rock and Traditional

<http://www.aboriginalpeopleschoice.com/>

#### **Reddnation [J & I/S]**

Since 2000 they've traveled across Canada performing for Aboriginal youth and leading the way for Urban Aboriginal music. True Native youth role models; they are also the definitive Native hip-hop group. Firmly establishing themselves through hard work and perseverance, they have risen above all challenges and successfully earned their reputations as one of the most dynamic Canadian hip-hop groups of all time. <http://www.reddnation.com/>

#### **Woodland Cree Singers [ P/J & I/S]**

The Woodland Cree Singers are: Solomon Colomb, Edward Colomb, Charlie Bighetty, Aaron Sinclair, Dino, Gino, and Paul Colomb - from Pukatawagan, (north of The Pas), Manitoba. In the summer months they travel around performing at 'pow-wows' around the country. *Find Under Aboriginal Music Most Popular Aboriginal Music.* <http://radio3.cbc.ca/>

### **Aboriginal Names**

#### **Learn about Aboriginal Names Information Sheet [J- Ages 8-11]**

Some well-known first names in English and French have Aboriginal equivalents. However, because Aboriginal languages don't use the same alphabet or the same sounds as English or French, the names can get turned around (see Activity 1). Of course, many traditional Aboriginal names can't be translated

into English or French. Traditional names are commonly used in communities that cultivate their Aboriginal language. Accompanied by an activity.

<http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/nam-eng.asp>

### **Aboriginal Place Names [P/J & I/S]**

The map of Canada is a rich tapestry of place names. These names reflect the diverse history and heritage of the nation. Many of the country's earliest place names draw on Aboriginal sources

<http://www.ainc-inac.gc.ca/ai/mr/is/info106-eng.asp>

## **Aboriginal Perspectives on Environment**

### **Speaking for Ourselves: Environmental Justice In Canada / Edited By Julian Agyeman ... [Et Al.]**

The book draws together scholars and activists -- Aboriginal and non-Aboriginal, established and new -- who bring equity issues to the forefront by considering environmental justice in specifically Canadian cases and contexts and from a variety of perspectives, including those of First Nations and women. The contributors expand notions of justice and the concepts involved in environmental justice beyond their European origins and limits to demonstrate new ways of working toward environmental sustainability and social justice. [Stauffer Library: GE240.C3 S64 2009](#)

### **Environmental Justice and The Rights Of Indigenous Peoples: International And Domestic Legal Perspectives / Laura Westra [Book]**

More than 300 million people in over 70 countries make up the world's indigenous populations. Yet despite ever-growing pressures on their lands, environment and way of life through outside factors such as climate change and globalization, their rights in these and other respects are still not fully recognized in international law. In this incisive book, Laura Westra deftly reveals the lethal effects that damage to ecological integrity can have on communities. [Law Library: K3247 .W47 2008](#)

## **Aboriginal Rights**

### **Aboriginal Rights**

Although generalizations about aboriginal definitions of aboriginal rights are difficult because of the diversity of aboriginal cultures, it can be said that most aboriginal peoples define aboriginal rights as inherent, collective rights, which flow from their original occupation of the land, which is now Canada and pre-contact social orders. For many the concept can be summed up as the right of independence through self-determination in respect of governance, land, resources and culture. It is important to note that these rights are asserted by the Indian, Inuit and Métis peoples of Canada.

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0000015>

## **Aboriginal Study Resources**

### **Resources for Aboriginal Studies.**

The Web site is developed by University of Saskatchewan Libraries and the University of Saskatchewan Archives. This site has extensive information and historic material. Photographs, archival material, native law cases, and Northwest resistance. <http://library2.usask.ca/native/>

## **Aboriginal Traditions**

### **Writing the Land/DVD [07 min]**

This film meticulously combines film language with Hunkamenum words to recreate Musqueam elder Larry Grant's experience of rediscovering his language and cultural traditions 2007.

<http://www.onf-nfb.gc.ca/eng/collection/film/?id=54256>

### **Caribou Kayak/DVD [88 min 17 s]**

Otto Apsaktaun and Gino Akka are the last Inuit elders who know the secrets of making a unique Canadian boat built for the Arctic--the Netsilingmeot caribou-hunting kayak. □ □ In the summer of 2002, they invited the youth of their hamlet of Kugaaruk, and a couple of southerners, to join them in a remote tundra camp. Here they build a pair of these beautiful kayaks. At Barrow Lake we witness a unique experiment in the transmission and preservation of a vanishing culture 2004.

<http://www.onf-nfb.gc.ca/eng/collection/film/?id=52178>

Education Library - Video Collection - Floor 2      video VM353 .C37 2006 DVD

### **First Stories, Volumes I & II/DVD [88 min 17 s]**

This series of films follows four Aboriginal filmmakers exploring, with humour and compassion, the realities of their lives in 21st century Canada with a range of topics 2007.

Education Library - Video Collection - Floor 2      Vol I video PN1998.3 .F54 2006 DVD

Education Library - Video Collection - Floor 2      Vol II video PN1998.3 F541 2007 DVD

### **My Father My Teacher /DVD [52 min]**

This is an eloquent reflection of the bonds and tensions faced by all families. It is also an extraordinary look at the handing down of a precious family legacy from a father to his son. The film unfolds as a series of astonishingly honest conversations. As Dennis the son candidly reveals the reasons he severed ties with his family as a youth, falling instead into addiction. Today, he is fighting to restore broken links to his culture and community, beginning with his father. 2005

<http://www.onf-nfb.gc.ca/eng/collection/film/?id=52180>

Education Library - Video Collection - Floor 2      E99.E7 M935 2005 DVD

### **Silent Messengers/DVD [93 min]**

This extraordinary documentary explores the mysteries of the Inuksuit, those powerful objects that mark the pristine landscape of the North. As enigmatic as the stone slabs of Stonehenge, the Inuksuit are sacred signs of the Inuit and their ancestors--the first people to inhabit the Arctic. 2005.

### **Tales of Sand and Snow/DVD [48 min]**

Having recently immigrated to Montreal, Burkinabe director Hyacinthe Combarry explores his roots in an effort to rediscover the spiritual values of his people. His quest leads him to the northern forests of Quebec and an enlightening encounter with the Atikamekw of Wemotaci. In filming this Aboriginal people, he creates a moving cinematic dialogue between the Gourmantche of Burkina Faso, who practise the divinatory art of geomancy, and the men of the taiga, who connect with the spirits through sweat lodges 2004. <http://www.onf-nfb.gc.ca/eng/collection/film/?id=52874>

Education Library - Video Collection - Floor 2      E99.T33 T3 2006 DVD

### **Wapos Bay**

Animated Series: Ten-year-old T-Bear, 9-year-old Talon and 6-year-old Raven star in Wapos Bay, a lighthearted stop-motion animation series about growing up in a remote Cree community. In Wapos Bay, modern life and ancient traditions meet. Hunting and gathering, dog sledding and shimmering northern lights are part of every day but so are video games, TV and cell phones. Guided by elders, extended family and their own insatiable curiosity, the three children learn how to balance traditional

ways with newer ones. Their discoveries unfold against the backdrop of northern Saskatchewan's varied seasons - winter, spring thaw, spring, summer, fall and freeze-up.

<http://www3.nfb.ca/webextension/wapos-bay/serie.php>

Education Library - Video Collection - Floor 2 E99.C88 W297 2007 DVD pt.001

Study guide: <http://www3.nfb.ca/webextension/wapos-bay/guides.php>

### **Activism**

#### **Homeland: Four Portraits of Native Action /DVD [I/S]**

Tells the inspiring story of four battles in which Native American activists are fighting to preserve their land, sovereignty, and culture. 2005, DVD 88 min. Grade Level: 7-12, College, Adult.

<http://www.bullfrogfilms.com/catalog/hland.html>

Education Library - Video Collection - Floor 2 E98.A7 H66 2005 DVD

Study guide: <http://www.bullfrogfilms.com/guides/hlandguide.pdf>

#### **Kanehsatake 270 Years of Resistance/DVD [I/S]**

On a July day in 1990, a confrontation propelled Native issues in Kanehsatake and the village of Oka, Quebec, into the international spotlight. Director Alanis Obomsawin spent 78 nerve-racking days and nights filming the armed stand-off between the Mohawks, the Quebec police and the Canadian army. This powerful documentary takes you right into the action of an age-old Aboriginal struggle. The result is a portrait of the people behind the barricades. Free at the National Film Board (NFB) site. **1993, 119 min**

<http://www.nfb.ca/explore-by/director/Alanis-Obomsawin/> FREE NFB ONLINE

### **Celebrations**

#### **National Aboriginal Day- Learning and Activity Guide [P/J]**

A guide for teachers. Elementary-level learning exercises on the cultural richness and contributions of First Nations, Inuit and Métis peoples. <http://www.ainc-inac.gc.ca/ach/ev/nad/prod/lrag-eng.asp>

#### **Indian and Northern Affairs Canada [P/J & I/S]**

The Government of Canada is committed to ensuring that Aboriginal peoples enjoy the same education opportunities as other Canadians. Indian and Northern Affairs Canada (INAC) has primary responsibility for education for First Nations people on reserves. <http://www.ainc-inac.gc.ca/edu/index-eng.asp>

### **Education Resources**

#### **Ontario First Nation, Metis, & Inuit Education Policy Framework [PDF-41 pages] [P/J & I/S] 2007**

The Ontario First Nation, Métis, and Inuit Education Policy Framework provides a strategic policy context within which the Ministry of Education, school boards and schools will work together to improve the academic achievement of the estimated 50,312 Aboriginal students who attend provincially funded elementary and secondary schools in Ontario (18,300 First Nations, 26,200 Métis, and 600 Inuit students who live in the jurisdictions of school boards, and 5,212 living in First Nations communities but served under a tuition agreement). The framework also clarifies the roles and relationships of the ministry, school boards, and schools in their efforts to help First Nation, Métis, and Inuit students achieve their educational goals and close the gap in academic achievement with their non-Aboriginal counterparts.

<http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

#### **Takunna jktavut /Through These Eyes/DVD [Elementary]**

An American elementary school program from the 1970s, *Man: A Course of Study* (MACOS), looked to



the Inuit of the Canadian Arctic to help students see their own society in a new way. At its core was *The Netsilik Film Series*, an acclaimed benchmark of visual anthropology from the National Film Board that captured a year in the life of an Inuit family, reconstructing an ancient culture on the cusp of contact with the outside world. But the graphic images of the Netsilik people created a clash of values that tore rifts in communities across the U.S. and revealed a fragile relationship between politics and education. A fiery national debate ensued between academic and conservative forces. The film looks back at the high stakes of this controversial curriculum. Decades later, as American influence continues to affect cultures worldwide, the story of MACOS resonates strongly.

[http://www.nfb.ca/film/through\\_these\\_eyes/](http://www.nfb.ca/film/through_these_eyes/) FREE NFB ONLINE  
Education Library - Video Collection - Floor 2 LB1584 .T33 2004 DVD

### **Aboriginal Education: Current Crisis Aand Future Alternatives [Book]**

Despite the enormous resources and thought that has been put into improving our educational systems in there has been little success in reducing the gap between Aboriginal and non-Aboriginal educational success. This book reviews the actual situation in terms of Métis, Inuit, and First Nations peoples in Canada using the most recent data available. It explores the issues historically, assesses the costs to both Aboriginal peoples and the country, reviews alternative approaches to solving the problems, and includes innovative analysis of the causes of these problems.

[Stauffer Library- E96.2 .A248 2009](#)

### **First Nations in the Twenty-First Century: Contemporary Educational Frontiers [Book]**

As the twenty-first century gets underway some headway has been made in several significant areas such as constitutional status, treaty-negotiation, economic development, land claims, residential school litigation, and health and welfare. One of the six challenges in the book is to develop pertinent curriculum which avoids erroneous or denigrating accounts of their cultural heritage.

[Education and Stauffer Library E96.2 .F743t 2005](#)

### **Understanding the Aboriginal and Non-Aboriginal Gap in Student Performance C.D. Howe Institute Commentary [28 pages]**

Across Canada, at least four out of five Aboriginal students attend provincially run schools; only one in five attend on-reserve, band-run schools. While Aboriginal student outcomes are better in provincial than in on-reserve schools, a large gap exists between performance of Aboriginal and non-Aboriginal students in most schools across Canada. Understanding why the gap exists and what strategies can reduce it is among the country's highest social policy priorities.

<http://www.cdhowe.org/display.cfm?page=searchresult>

### **The Learning Circle**

Produced to help meet Canadian educators' growing need for elementary-level learning exercises on First Nations. It is the first in a series of three classroom guides on First Nations in Canada. Because First Nations are culturally diverse, the information in this activity book does not necessarily apply to all groups. To learn more about particular First Nations, and get help with learning activities, teachers are encouraged to consult local Aboriginal Elders, cultural education centres or friendship centres. Some key addresses and contact numbers are listed at the end of this guide.

Elementary-level learning exercises on First Nations. Guide for teachers of children aged 4 to 7.

<http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/lc4-7-eng.asp>

Elementary-level learning exercises on First Nations. Guide for teachers of children aged 8 to 11.

<http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/lc8-11-eng.asp>

Intermediary-level learning exercises on First Nations. Guide for teachers of children aged 12 to 14. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/lc12-14-eng.asp>

Intermediary-level learning exercises on First Nations. Guide for teachers of children aged 14 to 16. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/lc14-16-eng.asp>

### **The First Nations, Métis, and Inuit Peoples of Canada/2006 Census Results Teacher's Kit [Grades 7-12]**

This lesson was written by The Critical Thinking Consortium with editorial input and subject matter expertise from Statistics Canada's Education Outreach Program and Social and Aboriginal Statistics Division. Learners will create population pyramids illustrating the growth of Aboriginal and non-Aboriginal populations in Canada. Aboriginal populations include Inuit, Métis and First Nations on and off reserve. Then learners will examine the graphs to draw inferences about the needs of a young and growing Aboriginal population. Finally, learners will use statistical evidence to validate statements regarding the growth of Aboriginal population

<http://www12.statcan.gc.ca/english/census06/teacherskit/lesson5.cfm>

### **Four Directions Aboriginal Centre [Queen's University]**

Four Directions Aboriginal Students Centre seeks to enhance the development and well-being of the Queen's University Aboriginal Community. Four Directions welcomes and encourages all students to develop an awareness and appreciation of the Aboriginal experience in Canada. In keeping with the teachings of the Four Directions, The Centre strives to support individual Aboriginal Students in balancing their academic, spiritual, physical, and emotional needs.

<http://www.queensu.ca/fdasc/index.html>

## **Games**

### **Let's All Play by Hollander, Jim [Grades 1-8] 1998 [Book]**

A Curriculum and Resource Document for the Ontario Curriculum, Health and Physical Education. Traditional Games and Activities of the Northern Ojibway and Cree is produced by the Ojibway and Cree Cultural Centre for use in Health and Physical Education programs of schools in the Nishnawbe-Aski area. Traditional Northern Ojibway and Cree games are introduced for inclusion in grades 1-8. Each game is briefly described for teacher background and teaching activities are included. Some games and activities may be too intense and teachers are strongly encouraged to enlist the assistance of knowledgeable elders before attempting to incorporate them into school activities. English and syllabics text. [Education Library - Floor 3, except Call # A-E \(on Floor 2\) E99.C88 H64 2000](#)

## **History**

### **Canada: A People' History/DVD**

The complete landmark 17-episode, 32-hour series follows events from Pre-History to 1990. Charting the past, this series chronicles the rise and fall of empires, the clash of great armies and epoch-making rebellions. The vibrant story is one of courage, daring and folly, told through the personal testimonies of the everyday men and women who lived it — trappers and traders, pirates and prospectors, soldiers and settlers, saints and shopkeepers. Complete DVD Series (Eps 1-17)

[Education Library - Video Collection - Floor 2 FC164 .C353 2001 VHS](#)

### **Through Mala's Eyes[P/J & I/S]**

Lesson plans, are built around the first-person narrative of a 12-year-old Inuk boy, will help you and your students appreciate life in the Inuit community of Salluit, in the northern part of Nunavik, Northern Quebec. Although designed for students from 9 to 12 years of age, some of the lesson plans and strategies in this unit can be adapted for other grade levels. Suggested activities and lists of research resources offer exciting and engaging opportunities to learn more about the history, customs and traditions of Inuit in Canada. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/mala-eng.asp>

### **The Native People of Simcoe County**

This website is meant to provide a written and visual account of the native history of a very specific geographic area and to put it into context with the ebb and flow of the history of Ontario and North America in general. For researchers and educators the following will provide a valuable starting point. <http://www.innisfil.library.on.ca/natives/>

### **First Nations People of Canada Information [J- Ages 8-11]**

First Nations people of Canada are the people who used to be called "Indians," but this term is now considered incorrect by some. Early explorers thought they were in India when they landed in North America, so they called the original inhabitants "Indians." Many people who were misnamed "Indians" now prefer to be called First Nations. First Nations people identify themselves as Mohawk, Cree, Oneida, and so on, according to the tribe to which they belong. Activities accompany the information. See films Battle of Crowfoot and School in the Bush. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/fnpc-eng.asp>

### **School in the Bush [15 min]**

Vividly communicates Cree values, culture, and reverence for the land. The film shows this hunting culture's way of life, from the building of the winter camp and the divisions of labour to the celebratory feasts and rituals following a successful hunt. For the Cree, life and education are the same: children learn by working with their parents; schooling in the bush never stops (15 min. 2 sec.).

1995, [Education Library - Video Collection - Floor 2](#) E99 .C88 S366 1986 VHS

### **Forgotten Warriors/DVD [51 min]**

Although they could not be conscripted, when World War II was declared, thousands of Canadian Aboriginal men and women enlisted and fought alongside their non-Native countrymen. While they fought for freedom for others, ironically the Aboriginal soldiers were not allowed equality in their own country 1997. [Education Library - Video Collection - Floor 2](#) D810.I5 F67 1996 VHS

### **Is The Crown at War With Us/DVD [51 min]**

It was the summer of 2000 and the country watched with disbelief as federal fishery officers appeared to wage war on the Mi'gmaq fishermen of Esgenoopetitj, or Burnt Church, New Brunswick. Why would officials of the Canadian government attack citizens for exercising rights that had been affirmed by the highest court in the land? What happened at Burnt Church? 2002.

[Education Library - Video Collection - Floor 2](#) E99.M6 I8 2002 DVD

## **Integrated Studies**

### **First Nations The Circle Unbroken/DVD [Ages 9-Adult]**

A dynamic package of thirteen 20-minute programs introduces students to First Nations perspectives on a wide range of topics including dams in Québec, low-flying bombers in Labrador, alternative justice on the west coast, artists on the east coast, epidemics, education, cultural genocide, the environment,

racism, spirituality, Aboriginal title to the land, and self-government. Ideal for integrated studies, the series offers the best available documentaries, revised and shortened for classroom use. The programs provide students with rich and complex images of the contemporary reality of the First Nations, their sense of identity, and their relations with Canada. 1993. Set of 7, 278 min

[Education Library - Video Collection - Floor 2](#) E78.C2 F44 VHS

### **Native Medicine & Spirituality**

#### **Spirit Doctors/DVD**

Lyrical and honest, the filmmaker Marie Burke journeys inward into the spiritual world of traditional Native medicine, the world of Mary and Ed Louie. With a lifetime of experience in the ways of Native spirituality, Mary and Ed are steadfastly committed to the practices that keep them accountable to the spirit world, their people and Mother Earth. 2005, 40 min

[Education Library - Video Collection - Floor 2](#) E98.M4 S65 2006 DVD

#### **Through These Eyes**

An American elementary school program from the 1970s, *Man: A Course of Study* (MACOS), looked to the Inuit of the Canadian Arctic to help students see their own society in a new way. At its core was ***The Netsilik Film Series***, an acclaimed benchmark of visual anthropology from the National Film Board that captured a year in the life of an Inuit family, reconstructing an ancient culture on the cusp of contact with the outside world. But the graphic images of the Netsilik people created a clash of values that tore rifts in communities across the U.S. and revealed a fragile relationship between politics and education. A fiery national debate ensued between academic and conservative forces. The film looks back at the high stakes of this controversial curriculum. Decades later, as American influence continues to affect cultures worldwide, the story of MACOS resonates strongly.

[http://www.nfb.ca/film/through\\_these\\_eyes/](http://www.nfb.ca/film/through_these_eyes/) FREE Online NFB

#### **Ontario Ministry of Education –Aboriginal Education-Elementary**

**This site contains** downloads of professionally developed teaching strategies, designed to help Ontario teachers bring Aboriginal perspectives into the classroom.

<http://www.edu.gov.on.ca/eng/aboriginal/elemStrategies.html>

#### **Ontario Ministry of Education –Aboriginal Education-Secondary**

**This site contains** downloads of professionally developed teaching strategies, designed to help Ontario teachers bring Aboriginal perspectives into the classroom.

<http://www.edu.gov.on.ca/eng/aboriginal/secStrategies.html>

### **Pow Wows**

#### **My Summer on the Pow-wow Trail Information Sheet [J-Ages 8-11]**

Although there are many versions of how Pow Wows actually began, North American Aboriginal peoples have gathered for decades to renew friendships and celebrate with song, dance and storytelling. Pow-wows are important to many First Nations people, because they give them a chance to get together to share their cultures and meet new and old friends. They take place in just about every province in Canada and every state in the United States, mostly in the summer months. Accompanied by Pow Wow Terms and Drawings. <http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/pw-eng.asp>

### **Powwow Etiquette**

Pow Wows are fun events, but they are also sacred events. Ceremonial songs and dances, which are sacred, are shared with the people from time to time throughout the powwow. With this brief guideline we hope to make your visit with us, a more informed and enjoyable time.

<http://www.queensu.ca/fdasc/news/Powwow/etiquette.html>

### **Prejudice and Discrimination**

#### **Qallunaat! Why White People Are Funny/DVD**

This is a humbling portrait of what it must feel like to be the object of the white man's gaze. Fresh and original, this documentary has that rare ability to educate with wit. 2006 DVD 52 min 05 Grades 7-12.

Education Library - Video Collection - Floor 2 E99.E7 Q2158 2006 DVD

Study Guide: <http://www.onf-nfb.gc.ca/sg/100494.pdf>

### **Racism**

#### **Still Waiting for Justice by Nadine Valcin, 2006, 15 min 20 s [NFB Multimedia]**

This short documentary is about an Aboriginal corrections officer who says he is the victim of workplace racial harassment. He has spent the last 18 years fighting a government institution for justice. Made as part of the **Work For All** project 2006, an NFB and HRSDC-Labour initiative to combat racism in the workplace. [http://www.nfb.ca/film/still\\_waiting\\_for\\_justice/](http://www.nfb.ca/film/still_waiting_for_justice/) FREE NFB ONLINE

#### **Modern Racism in Canada/A Lecture by Phil Fontaine[1998 Lecture]**

Racism, among other things, is a contest over meanings. Canada's cherished image as a tolerant society leads even progressive Canadians to the view that racism means only *overt* acts by some nasty individuals against other individuals. Fontaine not see it that way. *No* Aboriginal person in Canada sees it that way. They see, experience, and understand on a daily basis, racism is interwoven in the very fabric of the social system in Canada. [http://www.queensu.ca/sps/events/lectures/donald\\_gow/98lecture.pdf](http://www.queensu.ca/sps/events/lectures/donald_gow/98lecture.pdf)

### **Research Projects and Reports**

#### **What I Learned in Class Today-Aboriginal Issues in the Classroom**

Students frequently report troubling and sometimes traumatic discussions of Aboriginal issues in their classes. These situations often affect their ability to function in their coursework, and even their ability to return to class. What I Learned in Class Today: Aboriginal Issues in the Classroom is a research project designed to make these situations visible and to find ways to have more professional and productive classroom discussions. 20 min Video, discussion modules and workshop resources.

<http://www.whatilearnedinclasstoday.com/>

### **Residential Schools & History**

#### **The Cultural Renewal Package/DVD (recommend purchase)**

This package documents three extraordinary journeys and pays tribute to the resilience and fortitude of Canada's Native and Inuit Peoples. Interviews with survivors and archival footage tell the stories of three communities that have endured the pain and despair of being forced to abandon their homes by government or church. Far from home, they suffered from hunger, sickness, alcoholism, and violence. Inspired by the healing power of tradition, these communities replaced despair with cultural renewal. Includes: *Broken Promises: The High Arctic Relocation*, *The Washing of Tears* and *Place of the Boss*:

*Utshimassits*. 1997, 155 min 34 s

### **A Timeline of Residential Schools**

In depth Truth and Reconciliation of Stolen Children, stories, articles, analysis, history, video and audio external links. <http://www.cbc.ca/canada/story/2008/05/16/f-timeline-residential-schools.html>

### **Residential Schools**

Indian and Northern Affairs Canada is responsible for addressing and resolving issues arising from the legacy of Indian Residential Schools and works with former students of Indian Residential Schools, Aboriginal organizations, church representatives, and the Courts, to oversee the timely and effective implementation of the Indian Residential Schools Settlement Agreement. Link to Frequently Asked Questions will give you extensive information on the process.

<http://www.ainc-inac.gc.ca/ai/rqpi/index-eng.asp>

### **Social Problems**

#### **Beating the Streets (video, 48 minutes) [I/S]**

Traces six years in the lives of Marilyn Brighteyes and Lance Marty, two inner-city Aboriginal teenagers struggling to turn their lives around and their relationship with Joe Cloutier, the teacher determined to help them through alternative education and popular theatre. It documents the Inner City Drama Association, created to explore issues such as drug abuse, family violence, suicide and racism, and an alternative school, Inner City High. [Education Video Collection - Floor 2 HV4510.A43 B43 1998 DVD](#)

### **Suicide**

#### **A Life Worth Living: Suicide Among First Nations (Recommend to purchase)**

Today, there are aboriginal communities across the country that are making a difference. This program looks at the suicide issue amongst First Nations from a historical and cultural perspective and presents positive examples of native-run programs. We see aboriginal groups who incorporate traditional teachings and cultural values, raise suicide awareness through a cross-country walk, create youth programs and training the trainer workshops.

[http://www.gryphonproductions.com/index.php?main\\_page=product\\_info&products\\_id=12](http://www.gryphonproductions.com/index.php?main_page=product_info&products_id=12)

DVD #11699/0735 28 minutes 2006, \$160.00 \*Canadian Production

#### **Turtle Island Native Network: Healing and Wellness**

Individual and cultural continuity are strongly linked, such that First Nations communities that succeed in taking steps to preserve their heritage culture, and work to control their own destinies are dramatically more successful in insulating their youth against the risks of suicide. Extensive sights and information. <http://www.turtleisland.org/healing/healing-suicide.htm>

### **Violence Against Aboriginal Women**

#### **Finding Dawn Christine Welsh, 2006, 73 min 29 s [NFB Multimedia] [Grades 7-12]**

Acclaimed Métis filmmaker Christine Welsh presents a compelling documentary that puts a human face on a national tragedy: the murders and disappearances of an estimated 500 Aboriginal women in Canada over the past 30 years. This is a journey into the dark heart of Native women's experience in Canada. From Vancouver's Skid Row to the Highway of Tears in northern British Columbia to Saskatoon, this film honours those who have passed and uncovers reasons for hope. *Finding Dawn* illustrates the

deep historical, social and economic factors that contribute to the epidemic of violence against Native women in this country.

[http://www.nfb.ca/film/finding\\_dawn/](http://www.nfb.ca/film/finding_dawn/) FREE NFB ONLINE  
Stauffer Library - Multimedia Collection HV6250.4.W65 F54 2006 DVD

## Youth

### **Inuuvunga: I am Inuk, I Am Alive/DVD [I/S]**

It's the final year of high school for eight teens at Innalik school in this remote town in northern Quebec. Through an initiative of the National Film Board, these eight students have been selected to document this pivotal year of their lives. To teach them some basics, the NFB has dispatched filmmakers Daniel Cross and Mila Aung-Thwin. The result of their collaboration is *Inuuvunga*, a vibrant and utterly contemporary view of life in Canada's North. 2004, 57 min 40 s

Education Library - Video Collection - Floor 2 E99.E7 I588 2004 DVD

### **Our World Digital Storytelling from Aboriginal Youth/DVD [I/S]**

This is an NFB initiative with remote First Nations communities in BC and in the Yukon. Our World teaches aboriginal youth how to use contemporary digital technology in making films in First Language that express something about their world. You are able to watch all the films at the following site

<http://www3.nfb.ca/webextension/ourworld/>

### **Mohawk Girls/DVD [I/S]**

Shot over two years, and interspersed with home videos from the director Tracy Deer's own adolescence, *Mohawk Girls* provides a surprising inside look at modern Aboriginal youth culture. Deeply emotional yet unsentimental, it reveals the hope, despair, heartache and promise of growing up Native at the beginning of the 21<sup>st</sup> century. 2005, 62 min 45 s

Education Library - Video Collection - Floor 2 E99.M8 M62 2005 DVD

Stauffer Library - Multimedia Collection E99.M8 M62 2005 DVD

### **Spirit of the Game/DVD [I/S]**

These are the thoughts of 16-year-old Veronica Charter, also a gold medalist at the North American Indigenous Games. A filmmaker follows an elite handful of Aboriginal athletes from British Columbia for two years as they make their way to the 2002 North American Indigenous Games in Manitoba. Here over 6,000 young Native sportsmen and women from across Canada and the United States come to compete. 2003, 47 min

Education Library - Video Collection - Floor 2 GV722.5.N2 S657 2003 DVD