

## BIBLIOGRAPHY

Many of these resources are available online. Books that are not available in your school library may be in your community library or available through interlibrary loan.

The resources are listed in the following categories:

1. Picture Books
2. First Nations Narratives and Community Histories
3. Topical Books, Articles and Theses
4. Videos
5. Websites
6. Teacher Resources, Units, and Lessons

### 1. PICTURE BOOKS

These books are illustrated books with relatively little text. While they may be principally published for primary students, they can still be useful resources at any level.

Abood, Debora. *I Know I am Precious and Sacred*. Debora Abood. Peppermint Toast Publishing, 2016.

A child and grandfather talk about what “precious” and “sacred” mean. Useful resource for discussing ancestral teachings and values.

Aleck, Celistine. *Granny and I Get Traditional Names*. Strong Stories, Coast Salish Series. Strong Nations Publishing Inc, 2018.

The family of a young girl prepares and gives a feast. The girl and her Granny are given names at the Naming ceremony in Snuneymuxw territory. The book depicts some of the main procedures and protocols involved in a feast.

Boreham, Brenda and Terri Mack. *We Are a Community*. From the Mountains to the Sea series. Strong Nations, 2015.

This book demonstrates how everything is interconnected; water from the mountains feed the streams that support the animals, salmon and plant ecosystems. These systems support us. (grade 2).

Boreham, Brenda and Terri Mack. *We Live Here*. From the Mountains to the Sea series, Strong Nations, 2015

Themes: cedars, salmon, bears, eagles and orcas live in the communities in which people live. We all share the land and water. We are interconnected. (grade 1)

## FIRST NATIONS GOVERNANCE: BIBLIOGRAPHY

Bouchard, David and Roy Henry Vickers, R. *The Elders Are Watching*. Tofino, BC: Eagle Dancer Enterprises, 1993.

This illustrated story expresses a message from First Nations Elders or Ancestors to people who have broken their promises of taking care of the land. There are two introductory sections, Thoughts, by Vickers, and Whispers, by Bouchard. The main part of the book is the poem by Bouchard with paintings by Vickers. See also the video of the same name.

Campbell, Nicola. *A Day with Yayah*. Tradewind Books 2018.

Set in the Nicola Valley, a First Nations family goes on an outing to harvest plants. A grandmother passes down her knowledge of plant life and the natural world to her young grandchildren.

Friesen, Angnakuluk. Ippiksaut Friesen, illust. *Only in My Hometown: Kisimi Taimaippaktut Angirrarijarani*. Toronto: Groundwood 2017.

This book conveys the special sense of belonging in an Inuit community, describing and illustrating features that make it unique. The illustrations convey as much information as the text. Written in English and Inuktitut.

Klockars, Donna. *Planning the Feast*. Strong Readers series.

This story is about a community of animals planning a feast. It demonstrates all the things necessary to plan and it also demonstrates how others feel when someone is not doing their fair share of the work. Raven is good at telling others what to do but when the animals catch on that they are doing all the work, they revise his list of jobs to do so that Raven ends up doing all the work. This relates to good leadership qualities. Why did the animals listen at first? Why did they change their mind and revise Raven's list? Reading Level 17.

Nicholson, Caitline Dale. *I Wait: nipehon*. Toronto: Groundwood Books/House of Anansi Press. 2017.

Three generations, grandmother, mother and child, go out to pick wild yarrow. Through expressive illustrations and simple text, readers experience the bond that the people have for each other, and for the land. A significant element is the thanks that each of them gives to the land. Includes a recipe for wild yarrow tea.

Silvey, Dianne. *Little Bear's Vision Quest*. Greater Victoria School District. 1995.

In this story Little Bear is mean and selfish with all his friends. Grandfather Bear, as an Elder, banishes him to an island until he learns to behave differently.

Spalding, Andrea and Alfred Scow. *Secret of the Dance*. Orca Books, 2006.

This story tells of a time when potlatches, ceremonial dancing and the wearing of regalia and masks were forbidden by Canadian law. A young boy, based on Judge Alfred Scow's boyhood story, witnesses the last secret potlatch of his community before the threat of imprisonment caused them to stop dancing.

## FIRST NATIONS GOVERNANCE: BIBLIOGRAPHY

Taniton, Raymond and Mindy Willett. *At the Heart of It: Dene dzó ɛ'áré*. This is Our Land Storybook series. Fifth House, 2011.

Describes the Taniton family of the Sahtugot'ine (People of Great Bear Lake), Northwest Territories.

Thompson, Sheila. *Cheryl Bibalhats: Cheryl's Potlatch*. Yinka Dene Language Institute, 1991.

Cheryl, a member of the Caribou Clan of the Lake Babine First Nation, gets an inherited name at a potlatch put on by her clan. Told in her voice, she describes the events leading up to the potlatch, and the proceedings at the event.

Vickers, Roy Henry and Robert Budd. *Orca Chief*. Harbour Publishing, 2015.

Based on a traditional Ts'msyen narrative, often called Gitnagunaks. The story takes place in a time when animals lived in communities just like people, and had similar ways of governance. It tells of four Kitkatla (Gitxaala) men who went on a fishing trip. They disturb the Orca or Killer Whale chief whose village is under the sea. The men further mistreat one of the sea creatures. The chief brings the men down to his undersea house and he is angry with them for not showing respect to the creatures of the sea. However, he teaches the humans about the many food resources to be found in the sea. The humans learn and take their knowledge back to their people.

Key concepts for this topic conveyed in the narrative include:

- Humans must show respect for the natural world, the land, or specifically in this case the animals of the sea. The men broke the laws of respecting the natural world.
- The importance of the social organization with the chief as leader, reflected in the animal world.
- The qualities of the Orca Chief reflect the good qualities of a human Chief: is honest, gives advice, expects respect, his kind, teaches and passes on knowledge.

Vickers, Roy Henry and Robert Budd. *Peace Dancer*. Harbour Publishing, 2016.

When children from the Tsimshian village of Kitkatla mistreat a crow, a great flood covers the Earth. The villagers tie themselves to the top of Anchor Mountain and promise to teach their children to value all life. When the water recedes the villagers appoint a Chief to perform the Peace Dance at every feast to pass on the story of the flood and the importance of respect.

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### 2. FIRST NATIONS NARRATIVES AND COMMUNITY HISTORIES

These books focus on one First Nations community or cultural group. They provide specific examples of many of the topics discussed in the units. Some are older books that may be available through the community library or inter-library loan.

Assu, Harry. *Assu of Cape Mudge: Recollections of a Coastal Indian Chief*. UBC Press, 1989.

Chief Harry Assu describes many aspects of his life as a leader in the Lewiltok First Nation community of Cape Mudge. Some sections of special interest are chapter 2, *Organization of My People*, pages 16-24, which discusses the Indian Reserves of the Cape Mudge band; Chapter 4, *Potlatch and Privilege*, pages 39-58, and chapter 7, *Renewal of the Potlatch at Cape Mudge*, pages 103-121.

Beynon, William. *Potlatch at Gitsegukla: William Beynon's 1945 Field Notebooks*. Margaret Anderson, and Marjorie Halpin (eds). UBC Press, 2000.

Ts'msyen ethnographer William Beynon recorded all the proceedings at a five-day potlatch at the Gitxssan community of Gitsegukla in 1945. In this book his notebooks are transcribed directly, presenting in great detail the events that took place. Additional academic articles contextualize and expand the field notes.

Carlson, Keith Thor. *I am Sto:lo!* Sto:lo Heritage Trust. 1998.

This book describes many aspects of Sto:lo culture and history from a student's point of view. Some of the key content relevant to these resources is outlined below:

p 11: describes how Sto:lo keep track of property rights through inheritance of names. (Witnessing potlatching.)

p 29-30: Story about how the sturgeon came to be, illustrating connections with nature. "We treat everything in nature with respect because all of nature is alive and part of our family."

p 35-54: Story of Th'owxeya, an old woman who ate children. Explains the origins of the mosquito. Lesson to remind children not to stay out late. (She kidnapped some children but they managed to trick her and push her into the fire that she was going to cook them on. She turned into thousands of little pieces that became mosquitoes.)

p 73-81: Tells about coastal raiders, and how a particular whirlpool on the Fraser called Hemq'eleq "being devoured by the water" Hemq'eleq is considered a guardian. The coastal raiders didn't know about the whirlpool, and they would get sucked into it. The Stolo people with local knowledge knew how to navigate the waters, also their spiritual practices combined with their skills.

p 81-94: Describes inheritance of fishing sites; naming feasts and potlatches from the past. Discusses the significance of witnesses at the potlatch.

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p 90-91 - Sux'yel: story of knowledge and technology in hunting grizzly bear. Used knowledge of bear behaviour to trick it, used a special bone weapon that the hunter put into the bears' mouth; when it closed its mouth it punctured the brain, killing it instantly.

Carrier Sekani Family Services. *Culture and Diversity*. PDF booklet, 7 pages.

<https://tinyurl.com/fnesc923>

This illustrated brochure includes a summary of Carrier governance, cultural protocols and clans. It includes an explanation of protocols to follow at a Bah'lats (feast).

Collison, Pansy. *Haida Eagle Treasures: Traditional Stories and Memories from a Teacher of the Tsath Lanas Clan*. Brush Education Inc. 2017.

This book contains both traditional and personal narratives that explore Haida culture. It includes the Haida narratives How the Haida People Were Created and The Haida Women and the Bears, as well as several scripts for Readers Theatre based on narratives: The Haida Chief Who Built an Island; Tow and Tow-Ustahsin and Raven and the Moon. The chapter called Traditions and Culture describes the different potlatches held by the Haida.

Ditidaht First Nation. Traditional Territory Flyover Tour. Nitinaht website.

<https://www.nitinaht.com/first-nation/>

This video is found on the Ditidaht First Nation website. It shows the lands and waters within Ditidaht traditional territory, highlighting a selection of areas used and inhabited by the Ditidaht for generations.

Fiske, Jo-Anne and Betty Patrick. *Cis dideen Kat (When the Plume Rizes): The Way of the Lake Babine Nation*. UBC Press, 2000.

A study of the history and practice of the Balhats or potlatch in the Lake Babine Nation through interviews with community leaders, oral histories and archival research.

Furniss, Elizabeth. *Changing Ways: Southern Carrier History, 1793-1940*. Quesnel School District and Kluskus, Nazko, Red Bluff and Ulkatcho Indian Bands. 1993.

This student book details the post-contact history of the southern Dakelh or Carrier First Nations. Chapter 5, The Land Issue, examines the issues of Aboriginal Title, the impact of colonial impacts on the lands of the southern Dakelh communities, as well as a general overview of land issues in BC. Chapter 6, Government Laws shows how specific laws impacted the Dakelh people, including fishing, hunting and trapping rights, and topics such as the Indian Agent, Band Councils and banning of cultural celebrations.

## FIRST NATIONS GOVERNANCE: BIBLIOGRAPHY

Furniss, Elizabeth. *Dakelh Keyoh: The Southern Carrier in Earlier Times*. Quesnel School District and Kluskus, Nazko, Red Bluff and Ulkatcho Indian Bands.

This student book details the traditional cultures of the Southern Dakelh or Carrier First Nations. It includes some traditional narratives and information about traditional governance systems and hunting practices.

Ignace, Marianne and Ronald E. Ignace. *Secwépemc People, Land and Laws*. McGill-Queen's University Press 2017.

This 588-page book is a comprehensive telling of the history of the Secwépemc using oral history supported by a multidisciplinary study including history, archaeology, linguistics and sciences.

Kennedy, Dorothy and Randy Bouchard. *Sliammon Life, Sliammon Lands*. Talonbooks, Vancouver, 1983.

Although this book is dated (for example it uses “Indian” throughout) it contains a wealth of information about the Sliammon First Nations - the people of the northern Sunshine Coast and beyond, including Sliammon, Homalco, Klahoose and Island Comox. Relevant chapters include:

- 5. Moving Up in the World. (The social structure of the Sliammon, including details about the different types of ceremonial feasts.)
- 10. May the Waters Be Calm. Traditional Sliammon narratives.
- 13. Indian Reserves and Indian Rights. A detailed recounting of how the Sliammon reserves were set out and modified by the McKenna-McBride Commission, with original documents and maps.

McIlwraith, Thomas. *'We Are Still Didene': Stories of Hunting and History From Northern British Columbia*. University of Toronto Press, 2012.

This ethnography explores ways that hunting is central to the lives and culture of the people of Iskut in northwestern BC. It consists of many stories and memories told by people of Iskut. It also discusses recent changes and challenges as industrial development has come into their traditional territories. Useful for senior students and teacher background.

Mann, Marlaena and Warner Adam. *Nowh Guna': Our Way. Carrier Culture, Knowledge + Traditions*. Prince George: Carrier Sekani Family Services. 2016.

This illustrated book gives a comprehensive overview of Carrier or Dakelh culture, territories, protocols and governance.

Marshall, Daniel P. *Those Who Fell From the Sky. A History of the Cowichan Peoples*. Cultural & Education Centre, Cowichan Tribes, 1999.

This book covers the history of the Cowichan peoples before and after contact. Includes topics such as the creation of reserves, Fort Victoria (Douglas) treaties and resistance.

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Morven, Amelia. *When the Volcano Erupted*. Amelia Morven, Nisga'a Elder.

Found in *First Nations Journey of Justice*, Grade 5, pages 143-146. Online at <https://bit.ly/2CQCO1H>. This story told by Nisga'a Elder Amelia Morven tells of how children mistreated the salmon, which resulted in the eruption of a volcano and the destruction of many people and villages.

Nelson, Nella. Karin Clark, illus. *Welcome Family and Friends to Our Bighouse. Kwakwaka'wakw Potlatch*. Union Bay BC: Raven Publishing, 2017.

The story of a contemporary Kwakwaka'wakw Potlatch is told through the voice of a 12 year old girl. With many illustrations, the book describes preparations, and the important parts of the potlatch. Chapters: 1. Getting to the *pasa* (Potlatch). 2. Going to the Gukwdzi (Bighouse). 3. The Potlatch Begins. 4. The T'seka (Sacred Bark Ceremony). 5. The Tla'sala (Peace Dances) 6. The Makah. 7. The Witnesses.

Nisga'a Nation. *From Time Before Memory*. SD 92 (Nisga'a). 1996.

A hard-cover student book that details the many aspects of traditional and modern Nisga'a culture, including social organization, roles of chiefs, feasts, Nisga'a communities, clothing, combat, Nisga'a spirituality.

Okanagan Nation. *Kou-Skelowh / We are the People*. Theytus Books, 1999.

Contains three Okanagan traditional narratives: How Food was Given (Led by Grizzly Bear, the plants and animals promise to sacrifice themselves to provide food for humans); How Names were Given (Animals are given roles before the arrival of humans) and How Turtle Set the Animals Free (Turtle outsmarts Eagle to free the animals).

Paul, Elsie. *Written as I Remember It. Teachings from the Life of a Sliammon Elder*. Vancouver, UBC Press, 2014.

Elsie Paul, with her granddaughter Harmony Johnson and scholar Paige Raibmon, tells her traditional knowledge, her life story and the history of the Sliammon people, in her own words and style.

*People of the Land: Legends of the Four Host First Nations*. Theytus Books. 2009.

Narratives of the Lil'wat, Musqueam, Squamish and Tsleil-Waututh First Nations published in connection with the 2012 Vancouver-Whistler Olympics. Many photographs illustrate this anthology of the Lil'wat, Musqueam, Squamish and Tsleil-Waututh First Nations traditional stories. These stories link people to the land and to each other and pass on traditional knowledge and history. These sacred teachings – which range from creation stories to naming stories – are collected in an anthology of stories shared by storytellers of each nation. The book celebrates the four host First Nations on whose ancestral territories the Vancouver 2010 Olympic and Paralympic Winter Games were held.

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Stories included in *People of the Land: Legends of the Four Host First Nations*:

The Transformer Story of Lil'wat People: Creation of Lil'wat Territory, pages 13-19. Two brothers and their sister, known as the Transformers, shaped the land of Lil'wat people, leaving landmarks that can be identified today. At the same time, they instruct the people on how to harvest resources from the land.

Coyote, (Lil'wat) pages 21-43. This story tells different adventures of Coyote, the trickster/transformer character. First, he attempts to create a son out of different materials from the land – mud, rock, pitch and finally cottonwood bark (teaching an understanding of the different properties of these materials). Then Coyote and his son go on a journey and a variety of transformations happen along the way.

The Young Girl That Transformed into a Wolf (Musqueam), pages 49-50. A short version of story in which a girl, tired of always having to hunt deer for her family, transforms into a wolf.

Qelqelil (Musqueam), pages 53-68. A Musqueam version of how mosquitoes came to be.

Smwkwa'a7 \_ The Great Blue Heron (Squamish), pages 75-78. The Transformers are preparing the world for the coming of the people, and the transform a grumpy old man into the Great Blue Heron.

Sch'ich'iyúy – The Sisters Mountain (Squamish) pages 81-90. This tells the story of the transformation of two sisters into the two prominent mountain peaks visible from Vancouver, called by the Squamish the Sisters, but commonly known today as the Lions.

Tsleil-Waututh Nation Story of Creation, pages 97-101. The first man and woman are created as a result of transformations of aspects of the natural world.

Sewid-Smith, Daisy. "In Time-Immemorial." *BC Studies*, No. 89, 1991. (PDF 18 pages)  
Online at <https://tinyurl.com/fnesc941>

Daisy Sewid-Smith describes the history of the Kwakwaka'wakw Nation, including origin stories, and pre- and post-contact relationships. She includes a description of how governance centered on the extended family and clans, and shows how ceremonies were important to governance.

*Songhees*. Songhees First Nations. 2013.

This large, full-colour book celebrates the Songhees First Nations, with historical and contemporary photos, traditional narratives and text that includes discussion of families, traditional leadership and governance, and cultural values of the Lekwungen people. It can be adapted for use at all grade levels.

## FIRST NATIONS GOVERNANCE: BIBLIOGRAPHY

Ts'elxwéyeqw Tribe. *Being Ts'elxwéyeqw: First Peoples' Voices and History from the Chilliwack-Fraser Valley, British Columbia*. David M. Schaepe, Ed. Harbour Publishing, 2017.

This large and comprehensive book is richly illustrated with pictures and maps that detail the territories of the Ts'elxwéyeqw (Chilliwack) people. The text is largely composed of interviews with people of the Ts'elxwéyeqw Nation, accompanied by contextual material. It includes examples of the histories and stewardship of specific territories throughout the book. As well, the chapter Hunting, Fishing, Gathering and Relations with the Environment will be useful for Unit 6, Hunting and Trapping Case Studies.

Ts'msyen Nation. *Luutigm Hoon – Honouring the Salmon: An Anthology Told in the Voices of the Tsimshian*. Tsimshian Nation, School District 52 (Prince Rupert), 1999.

A diverse collection of narratives and articles about all aspect of the salmon and its importance in the lives of the Ts'msyen. It includes a description of different types of feasts held in Hartley Bay (pages 89-90).

Ts'msyen Nation. *Persistence and Change: A History of the Ts'msyen Nation*. First Nations Education Services, SD 52, Prince Rupert, 2005.

A hardcover book documenting the culture and history of the Ts'msyen Nation. Available from the Aboriginal Education Department, SD 52 Prince Rupert.

*We Get Our Living Like Milk From the Land*. Edited by Lee Maracle, Jeannette C. Armstrong, Delphine Derickson, and Greg Young-Ing; researched and compiled by The Okanagan Rights Committee and The Okanagan Indian Education Resource Society. Theytus Books, 1994

Historical overview of the Okanagan Nation, beginning with the Creation Story and traditional life, through first contact and colonization, and recent political and land claims issues, including UNDRIP.

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### 3. TOPICAL BOOKS, ARTICLES AND THESES

These are adult or academic works that are useful background materials for teachers and research resources for senior students that discuss many aspects of governance and treaty.

BCTF. *Understanding the BC Treaty Process*. 1998. Online at the BCTF website. Link at <https://tinyurl.com/fnesc937>.

This booklet was created by FNEESC, the BCTF and the Tripartite Public Education Committee. Although it was written in 1998, the basic information is still relevant. It provides background to the BC Treaty Commission and also discusses the Nisga'a Agreement and the implications of Delgamuukw.

BC Government. Incremental Treaty Agreements. <https://bit.ly/2FbflW1>

BC Treaty Commission. Main website. <http://www.bctreaty.ca>

Interactive map. <http://www.bctreaty.ca/map>

*The Report of the British Columbia Claims Task Force*, 1991. <https://bit.ly/2QrujxL>

Blankinship, Jennie L. *Alternatives to the British Columbia Treaty Process: Community Perspectives on Aboriginal Title and Rights*. Masters Thesis, UVic, 2006. Available online at <https://tinyurl.com/fnesc936>

British Columbia. *Aboriginal Worldviews and Perspectives in the Classroom. Moving Forward*. Victoria: Queen's Printer for British Columbia, 2015. Online at <https://tinyurl.com/fnesc942>.

This document is designed to support educators in understanding best practices in approaching Aboriginal perspectives in their classrooms. It was based on discussions in a number of First Nations communities throughout the province. Contents include: Characteristics of Aboriginal Worldviews and Perspectives; Attributes of Responsive Schooling; Indicators of Success; Possible Next Steps

British Columbia. Legislative Assembly. *Papers Connected With the Indian Land Question, 1850-1875*. Government Printer, Victoria 1875. 175 pages. Available online at <https://tinyurl.com/fnesc922>.

This is a collection of significant original documents collected by the provincial government in 1875 to illuminate colonial and provincial policies towards First Nations in the period 1850 to 1875. It mainly consists of correspondence between various groups, including First Nations, colonial officials, settlers and other citizens of the colony and province. It includes the text of all the Vancouver Island (Douglas) Treaties. The document can be viewed and searched online, or downloaded and searched as a pdf.

## FIRST NATIONS GOVERNANCE: BIBLIOGRAPHY

Brown, F. and Y. K. Brown (compilers). *Staying the Course, Staying Alive – Coastal First Nations Fundamental Truths: Biodiversity, Stewardship and Sustainability*. Biodiversity BC. Victoria BC 2009. Download at the website [www.biodiversitybc.org](http://www.biodiversitybc.org) or link directly at <http://ow.ly/LV5X302mlHN>

Through examples from Heiltsuk, Namgis and Haida First Peoples, this book discusses seven Fundamental Truths shared by most BC First Nations: Creation; Connection to Nature; Respect; Knowledge; Stewardship; Sharing; and Adapting to Change. Includes many examples from traditional stories and teachings.

Centre for First Nations Governance. *A Brief History of Our Right to Self-Governance, Pre-Contact to Present*. 2007. PDF Booklet, 36 pages. First Nations Governance website, <http://fngovernance.org>. Link at <https://tinyurl.com/fnesc930>.

An accessible overview of the changing nature of self-governance, including the traditional rights inherited by First Nations, the erosion of property and governance during colonization, and the affirmation of these rights in Canada's constitutions and laws.

Gordon, Katherine Palmer. *We Are Born With Songs Inside Us*. Harbour Publishing, 2013.

A collection of biographies of BC First Nations people from a variety of walks of life, including some who have been involved in governance and treaty, including Kim Baird and the Tsawwassen Treaty process and Trudy Lynn Warner and the Maa-nulth Treaty process.

Gray, Lynda. *First Nations 101*. Vancouver: Adaawx Publishing. 2011.

Sub-titled "Tons of stuff you need to know about First Nations people." This book answers many questions non-Indigenous may have about First Nations culture, history, politics, gender, language, and many more.

Indigenous Corporate Training Inc. "Indian Act and Elected Chief and Band Council System," Indigenous Corporate Training, 2015. Online at <https://tinyurl.com/fnesc909>.

This blog article discusses the terms of Band Council governance under the Indian Act.

Indigenous Corporate Training Inc. "Potlatch: What I Learned as a Guest." <https://tinyurl.com/fnesc925>.

A guest at a potlatch describes some of the protocols and customs practised there.

Indigenous Peoples Atlas of Canada. 4 volumes. Royal Canadian Geographical Society, 2018. v. 1. Indigenous Canada; v. 2. First Nations; v. 3. Inuit; v. 4. Métis.

Many up-to-date reference maps of Indigenous Canada, as well as a section devoted to Truth and Reconciliation. Volume 1 consists of articles exploring many Indigenous issues. The maps of BC in Volume 2 uses a unique graphical format to indicate reserves of First Nations, and unceded territory. Many contemporary and historical photographs and a glossary of common Indigenous terms.

## FIRST NATIONS GOVERNANCE: BIBLIOGRAPHY

Jeffries, Teresa M. Sechelt Women and Self-Government. *BC Studies*, no. 89, Spring 1991. <https://tinyurl.com/fnesc900>

This article discusses the path taken by the Shíshálh (Sechelt) First Nation to self-government. Written in the first person and connects with the author's personal experiences as well as those of her community.

Joseph, Bob. *21 Things You May Not Know About The Indian Act*. Indigenous Relations Press, 2018.

This book analyzes the Indian Act and its consequences by discussing 21 major clauses. A second section discusses self-government options for the future. Appendices include the TRC Calls to Action and some quotes from John A. Macdonald and Duncan Campbell Scott.

Joseph, Bob. *Indigenous Relations: Insights, Tips & Suggestions to Make Reconciliation a Reality*. Indigenous Relations Press, 2019.

Like *21 Things You May No Know About The Indian Act*, this book is designed for people in business and governments who work with Indigenous Peoples, but it will be a useful reference for teachers and senior students. It includes many “do’s and don’ts” when dealing with Indigenous people and groups.

Lutz, John Sutton. *Makúk: A New History of Aboriginal-White Relations*. UBC Press, 2008.

Lutz examines the Indigenous-Settler relationships in BC through work and economics, tracing First Peoples' involvement in the new economy after contact, and its effects on them. It includes a chapter focusing on the Tsilqot'in. There are references to potlatches throughout the book.

Nations Centre for First Nations Governance. *The Five Pillars of Effective Governance*. PDF. 16 pages. <http://www.fngovernance.org/pillars>

This booklet gives an over view to key components of self-government: The People, The Land, Laws and Jurisdictions, Institutions and Resources.

Neasloss, Doug. An Interview with Doug Neasloss. Green Fire Productions. *Exploring the Great Bear Sea* series. 2016. Available to download at [www.greatbearsea.net](http://www.greatbearsea.net).

Doug Neasloss, community leader from Klemtu, discusses some aspects of the impacts of colonialism of the Kitasoo/Xai'xais people of Klemtu, including the hereditary system of chieftainship and its role in stewardship of the land, the potlatch and the Indian Agent. Pages 127-132 in the *Elementary Grades 4-7 Resource*, and pages 79-84 in *Social Studies Grade 11& 12* resource. See the entry for the video *First Nations History Overview*.

Nuxalk Nation. “Potlatch.” Nuxalk Nation website. <https://tinyurl.com/fnesc926>.

This is a page on the Nuxalk Nation's website some aspects of modern-day potlatches.

## FIRST NATIONS GOVERNANCE: BIBLIOGRAPHY

Okanagan SD 23. Simplified Version of the Universal Declaration of Human Rights. SD 23 Central Okanagan website. <https://bit.ly/2QraGpu>

U'mitsa Cultural Centre. *The History of the Potlatch Collection*. Umista Centre, Alert Bay. <https://tinyurl.com/fnesc950>

An article that describes how potlatch regalia and masks were taken from the Kwakwaka'wakw, and how some of the collection came to be returned.

UNICEF. Know Your Rights! United Nations Declaration on the Rights of Indigenous Peoples for Indigenous Adolescents. Human Rights Unit, UNICEF, 2013. 40 page PDF. Link at <https://tinyurl.com/fnesc932>.

Written by Cindy Blackstock (Gitxsan) in collaboration with UNICEF, this booklet, explains to a teen audience a summary of some of the key ideas in UNDRIP. Includes a Word Bank of terms.

### 4. VIDEOS

*Aboriginal Rights, Treaty Rights, Original Aboriginal Title - Aboriginal Awareness Training*. Indigenous Awareness Canada. 2010. 2.30 min. <https://youtu.be/kRmJcuJ839A>.

A short video that gives an overview of Aboriginal and Treaty rights.

*The Charter of Rights and Freedoms*. Springtide, 2013. 6:34 min. [https://youtu.be/YAIM1qzO9\\_w](https://youtu.be/YAIM1qzO9_w).

An animated explanation of the Canadian Charter of Rights and Freedoms.

*The Elders are Watching*. Roy Henry Vickers and David Bouchard. Big Raven, 2011. 9.32 min. <https://youtu.be/4VLBfOqS4j4>

Companion to the book by the same name. Illustrates how people have broken the promise of looking after the land.

*First Nations History Overview*. Karen Meyer, 2016. 14:02 min. [https://youtu.be/j7KJF\\_l71KE](https://youtu.be/j7KJF_l71KE)

This is an interview with Doug Neasloss from Kitasoo. It is transcribed in the Great Bear Sea series. ( See the entry in section 5, Neasloss, Doug.)

*Ktunaxa Nation: Building From Their Vision*. 2012. 13:55 min. Centre for First Nations Governance. <https://youtu.be/DTZhlZsZMpU>

This video documents the process that the Ktunaxa Nation is following to bring about self-government through the BC Treaty Process, emphasizing a citizen-based process.

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*Land Code*. Akisqnuq First Nation. 2017. 3 min. <https://vimeo.com/209334834>

An informational video by the Akisqnuq First Nation, a member of the Ktunaxa Nation, as they prepare to vote on the adoption of a Land Code that would give them control of their lands.

*Tradition and Governance: Georjann Morreseau*. <https://youtu.be/j6blVZGGasI>.

Councilor Georjann Morreseau of Fort William First Nation (Ojibway, Ontario) talks about the challenges of teaching Fort William youth about traditions and governance.

*The Gift of Salmon Comes as a Surprise*. shishalh Nation. 1:05 min. 2015. <https://youtu.be/hWkPi7lWsgM>

This short clip explains a fisheries sharing agreement between two First Nations.

*Hartley Bay School and Community*. <https://youtu.be/URmy7JVpD2c>

A student-made video showing a variety of aspects of the Gitga'a community of Hartley Bay.

Nuu-chah-nulth Tribal Council videos. <http://www.nuuchahnulth.org/video>

This page includes video interviews with a number of Nuu-chah-nulth leaders discussing a variety of topics, including Governance.

*People of the Grizzly: Government by the People*. 21 min 47 sec. 2011. Produced by the Kitselas First Nations. <https://vimeo.com/21621109>

This video is directed towards the people of Kitselas to lay out information about self-governance. It gives an overview of the history and goals of self-governance. It also highlights the differences between the Nisga'a Lisiims government and the Westbank First Nations self-government.

*Mysteries of Ancient Clam Gardens*. Andrew Elizaga, 2013. 6:43 min. [https://youtu.be/DIGn4yd15\\_I](https://youtu.be/DIGn4yd15_I)

Tom Sewid, Watchman for the Mamalilikulla Qwe'Qwa'Sot'Em territory, explains the significance of the ancient clam gardens (lo'hewae). He emphasizes that features like clam gardens and culturally modified trees are considered archeological evidence, but are also First Nations "deeds and title" to the land.

*Reflections of Mary Lake - Chapter Three 'Coast Salish Stories.'* 4.42 minutes. 2011. <https://youtu.be/exIokupmOzE>

Tom Sampson, Tsartlip Elder, explains how the mountains of the Saanich Peninsula were the sources of food, resources and spiritual health. He talks about the values he was taught about respect and honouring the land. He makes the notable statement, in relations to his people's territories, "I am everything that is in that mountain, and everything that my ancestors told me it was. I am that person." He also expresses his

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views on development. This was made as part of campaign to save a piece of land near Victoria from development.

*Respect.* Karen Meyer. 2016. Great Bear Sea Project. 9:47.

<https://youtu.be/XhNPUOFIHOQ>.

A Kitsoo storyteller tells the narrative of Gitnagunaks. At the end he elaborates on the need to respect and take care of the natural world, and the circle of life.

*The Road Forward.* Marie Clements. National Film Board of Canada. 2017. 1 h 41 min.

Can be downloaded for personal and classroom use for a small fee.

[https://www.nfb.ca/film/road\\_forward/](https://www.nfb.ca/film/road_forward/)

Part musical, part documentary about the struggle and activism of First Peoples in Canada for civil rights. Inspired by the stories in the Native Voice, an early Indigenous newspaper published by the Native Brotherhood of BC.

*Trick or Treaty.* Alanis Obomsawin. National Film Board of Canada. 2014. 1 h 24 min.

[https://www.nfb.ca/film/trick\\_or\\_treaty/](https://www.nfb.ca/film/trick_or_treaty/)

Feature length documentary by acclaimed First Nations filmmaker Obomsawin about the history and current actions around Treaty No. 9.

*Westbank: A Self-Governing First Nation* (video). GC Indigenous (Government of Canada) 2012. 3:23 min. <https://youtu.be/G6d5FMBCYik>

This video produced by the Government of Canada outlines the positive aspects of the government for Westbank First Nation's Indigenous and non-Indigenous residents.

*What are the universal human rights?* Ted-Ed, 2015. 4:46 min.

<https://youtu.be/nDgIVseTkuE>.

An animated explanation of the basics of the UN Universal Declaration of Human Rights.

*Working at Westbank First Nation.* 13.59 min. Westbank First Nation, 2017.

This video gives background to Westbank First Nation's decision to seek self-government, and the successful results of negotiating it.

[https://youtu.be/O0R8kIDz\\_6c](https://youtu.be/O0R8kIDz_6c).

*Young Indigenous Leaders of the Okanagan.* Indigenous Tourism BC, 2018. 4:41 min.

<https://youtu.be/Ej8ndURJle4>.

This video features two young leaders in the Osoyoos First Nation. They talk about learning to respect the land when they were growing up, and the vision they have for the younger generation.

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### 5. Websites

These resources include useful web pages that include both information and interactive pages. Listed by title.

*First Nations A-Z Listing*. British Columbia Government website, online at <https://tinyurl.com/fnesc944>.

Website provides information about all First Nations communities in BC, including the location, their involvement and progress in the BC Treaty Process, Tribal Councils and other associations they are member of, and Agreements and other negotiations they have made. Includes links to the First Nations' website.

*First Nations in British Columbia* map. Indigenous Services Canada. <https://tinyurl.com/fnesc931>

An online map showing all the main First Nations communities in the province. It also indicates Indian Reserve lands.

*First Nations of British Columbia*. UBC Museum of Anthropology. Online at <https://tinyurl.com/fnesc933>.

An online map shows the diverse First Nations in BC, indicated by language areas.

*First Peoples' Language Map of British Columbia*. First Peoples Culture Council. <http://maps.fphlcc.ca/>

An interactive map of First Nations languages in BC. It is also an informative data base of First Nations communities, and the diverse languages and where they are spoken.

*Húyat, Our Voices, Our Land*. Heiltsuk Nation. Online at <http://www.hauyat.ca>.

This interactive site explores one particular territory of the Heiltsuk First Nation. It includes oral histories, community interviews and a virtual tour to illustrate Heiltsuk connections with the land.

Indigenous Corporate Training Inc. website <https://www.ictinc.ca/>

This website, led by Bob Joseph, contains a wealth of current information to build awareness of non-Indigenous people about contemporary Indigenous issues. While designed for corporations, it provides useful and accessible information for everyone.

*Indigenous Foundations*. <https://indigenousfoundations.arts.ubc.ca>

This website was developed by the First Nations Studies Program at the University of British Columbia in 2009. It is an information resource for many topics including histories, politics and cultures of the Indigenous peoples of Canada.

*Living Tradition: The Kwakwaka'wakw Potlatch of the Northwest Coast*. Virtual Museum website. <https://umistapotlatch.ca>

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A multimedia website that explores the significance of the potlatch for the Kwakwaka'wakw. It covers the culture and society of the Kwakwaka'wakw, what a potlatch is, how ceremonial regalia and masks were taken when it was forcibly banned in Kwakwaka'wakw communities, and the how the regalia was returned to the communities. It includes lessons for teachers.

*Native Land.* <https://native-land.ca/>

This site is an interactive map of the world that shows Indigenous territories in many regions, especially North America. It does not claim to be an official map, but is an ongoing project of the developer.

*Our Homes Are Bleeding.* Union of BC Indian Chiefs digital collection. Online at <https://tinyurl.com/fnesc946>.

This site is a rich digital archives of many primary source documents relating to First Nations history in BC. Includes Department of Indian Affairs records, First Nations testimony at Land Claims meetings, maps, and photos.

*Sq'ewlets: A Coast Salish Community in the Fraser Valley.* <http://digitalsqewlets.ca/>

This comprehensive website tells the story of the Sq'ewlets People who live where the Harrison and Fraser River meets. It covers all aspects of culture, including language, oral tradition and post-contact history. It has videos, maps, pictures and illustrations and interactive sections, such as the historical timeline. It includes some origin stories, with videos and transcripts.

Stellat'en First Nation. History of the Stellat'en First Nation. <https://tinyurl.com/fnesc951>

This is a page on the Stellat'en First Nation website. It includes information about the clan system of the Stallat'en and the Bahlats (potlatch).

The Universal Declaration of Human Rights. Poster. <https://tinyurl.com/fnesc914>.

An engaging poster highlighting the major human rights in the Universal Declaration of Human Rights

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### 6. TEACHING RESOURCES, UNITS AND LESSONS

These are units and activities that have been developed by other organizations that are relevant to the topics in these resources.

Aboriginal Education, SD 52 (Prince Rupert). The following teacher resource guides are available from Wap Sigatgyet, Aboriginal Education SD52

*P'te'ex dił Dzepk, Clans and Crests.* Aboriginal Education SD 52

A cross-curricular unit designed for Grade 2 that helps teachers and learners understand the importance of clans and crests in Ts'msyen society.

*Pts'aan: Totem Poles.* Aboriginal Education SD 52

A cross-curricular unit developed for Grade 6 that helps students understand the full mean of monumental or totem poles in Northwest Coast cultures.

*Suwilaayksm Dzepk: Learning About Crests.* Aboriginal Education SD 52

A cross-curricular unit developed for Grade 7 that explains the role of crests in the Clan and House systems of the Ts'msyen.

Canadian Museum for Human Rights. *Human Rights Activities.*

<https://humanrights.ca/human-rights-activities-classroom>.

Classroom activities K-12 that can be adapted to your classroom.

First Nations Education Steering Committee. *In Our Own Words, Bringing Authentic First Peoples Content to the K-3 Classroom.* FNEESC 2012. <https://tinyurl.com/fnesc929>.

Cross-Curricular units developed for the primary classroom. See Unit 5, The Spirit of Celebration, which relates to feast, potlatches and other community celebrations.

First Nations Education Steering Committee. *Indian Residential Schools and Reconciliation Teacher Resource Guide 5.* 2015. <https://tinyurl.com/fnesc924>.

Age-appropriate activities building awareness of the history and impacts of Indian Residential Schools in BC.

Green Fire Productions. *Exploring the Great Bear Sea* series. 2016. Available to download at [www.greatbearsea.net](http://www.greatbearsea.net).

This series includes Resources for Grades 4-7 (a guide that integrates Social Studies and Language Arts) and Social Studies Grades 11 and 12. Of particular note is Appendix A: Interview with Doug Neasloss.

“Native Land Claims - Teaching Resource” found at SFU Centre for Education, Law & Society. <https://bit.ly/2TloVyz>

Lesson ideas for simulating a treaty negotiation.

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*Nuu-chah-nulth Governance*, Grade 10. Ab Ed Team, SD 70 (Alberni).

<https://bit.ly/2Oe32Q3>

This four-lesson unit developed for Social Studies 10 focusses on past and present governance systems of the Nuu-chah-nulth people, including the Maa-nulth Treaty process. It is a good example of including specific local information and language in a unit.

Our Homes are Bleeding. Digital Collection Teachers Guide. UBCIC.

<https://tinyurl.com/fnesc952>.

This is a section of the *Our Homes are Bleeding* website of the Union of BC Indian Chiefs. It provides support for teachers using the many primary source documents in the collection.

Siya:ye Yoyes Society. *9000 Years of History in the Land of the River People: The Stó:lō: From Time Immemorial*. Online at the Siwal Si'wes Library website,

<https://swwslibrary.com>. Direct link at <https://tinyurl.com/fnesc927>

This teacher resource was developed with participation of educators from several Lower Mainland school districts, many Stó:lō Elders and Knowledge Keepers, and historical researchers and archaeologists. It includes 10 modules including “Who are the Stó:lō,” “Oral Traditions,” “Social Structure” and “Potlatch.” It also includes a 100-page Teacher Information Reference Package which provides a wealth of background information, maps and pictures. It is designed for intermediate students but has material that can be adapted for any grade level.

Siya:ye Yoyes Society. *Secret of the Dance Aboriginal High Interest Strategies*. Available at TeachBC, BC Teachers Federation. Link at <https://tinyurl.com/fnesc928>

High interest strategies for struggling readers using the book *Secret of the Dance* by Andrea Spalding and Alfred Scow. Developed by Siya:ye Yoyes Society in partnership with the Langley School District. Can be used at grades 4-12.

Teaching Treaties in the Classroom. Grades 7-12. Office of the Treaty Commission, Saskatchewan. (510 pp.) <https://tinyurl.com/fnesc956>

UBCIC. “About Indigenous Rights and Title.” *Two World Views in Law*. Union of BC Indian Chiefs website. <https://tinyurl.com/fnesc935>

This unit deals with historical and contemporary legal decisions that have shaped the landscape of Aboriginal Title and Rights. Includes the Royal Proclamation, 1763; the Indian Act, 1876; and the Constitution Act, 1982.

UVIC. *The Governor's Letters: Uncovering Colonial British Columbia*. Department of History, University of UVIC. <http://www.govlet.ca>

This online teacher's resource uses primary source material from BC's Colonial Despatches collection to support 4 Curriculum Challenges, including “Were the Douglas Treaties and the Numbered Treaties Fairly Negotiated?” They include detailed Suggested Activities for classroom use.

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