

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.

For further useful resources, see the bibliographies of *BC First Nations Land, Title, and Governance*, and *Indian Residential Schools and Reconciliation*.

The resources are listed in the following categories:

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

1. BIOGRAPHIES

A small selection of biographies and autobiographies of Indigenous people.

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.

Bellis, Gaadgas Nora and Jenny Nelson. *So You Girls Remember That: Memories of a Haida Elder*. Harbour, 2022.

An oral history of Gaadgas Nora Bellis (1902-1997), detailing her own life and experiences, and also the larger story of the times she lived in, as the relationships between the Haida and Canada changed and developed.

Birchwater, Sage. *Chiwid*. New Star Books, 1995.

Chiwid was a Tsilhqot'in woman who lived self-sufficiently on the land for most of her life. This book is a collection of oral histories about her, her family and what life was like in the Chilcotin area of British Columbia in the early to mid-1900s.

Bolton, Rena Point. *Xwelíqwiya: The Life of a Stó:lō Matriarch*. AU Press, Athabasca University, 2013.

In her autobiography, weaver, teacher and community leader Rena Point Bolton recounts stories and experiences of her life. They include growing up in Stó:lō Territory along the Fraser River, time at Coqualeetza Residential School, and raising a family. She discusses many of the teachings she learned from her Elders, particularly many Cultural Protocols.

BC FIRST PEOPLES: BIBLIOGRAPHY

Ellis, Deborah. *Looks Like Daylight. Voices of Indigenous Kids*. Groundwood Books / House of Anansi Press, 2013. Also available as an e-book.

Interviews with Indigenous youth (ages 9-18) throughout Canada and the US. The youth discuss their daily lives, their identity, and how mainstream perceptions have impacted who they are. The first person stories are short, generally 3 to 8 pages long.

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

A collection of 16 biographies of First Peoples in BC from a variety of walks of life. They include Kim Baird, former chief of the Tsawwassen First Nation; Lisa Webster-Gibson, spoken word artist and rock-and-roll drummer; John Marston (Qap'u'luq), Chemainus artists and storyteller; Trudy Lynn Warner, leader in the Maa-nulth Treaty process; and Anne Tenning, Snuneymuxw educator.

Jacobson, Diane. *My Life in a Kwagu't Big House*. Theytus, 2005.

An autobiographical account of growing up in Alert Bay during the 1960s, in a home that retained many of the features and qualities of a traditional Kwakwaka'wakw Big House. The author's account provides insight into an experience of childhood that by that time had become increasingly rare due to the imposition of residential schooling.

McFarlane, Peter and Doreen Manuel. *Brotherhood to Nationhood: George Manuel and the Making of the Modern Indian Movement*. 2020.

Updated from an earlier biography, this book traces the life and work of Secwepemc Indigenous leader George Manuel, who is acknowledged as a founder of the modern Indigenous movement in Canada and internationally. It includes the pivotal roles of the women of the Manuel family in the ongoing quest for Indigenous rights.

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, shares her traditional knowledge, her life story and the history of the Sliammon people, in her own words and style.

See also the interactive website based on this book at <http://publications.ravenspacepublishing.org/as-i-remember-it>

Penn, Briony. *Following the Good River: The Life and Times of Wa'xaid*. Rocky Mountain Books, 2020.

Biography of Wa'xaid (Cecil Paul), Kitlope Elder, tells of his healing journey following residential school trauma, and his later work in protecting the Kitlope rainforest.

Peter, Ruby Sti'tum'atul'wut. *What Was Said To Me*. Royal BC Museum, 2021.

Sti'tum'atul'wut (Ruby Peter 1932-2021) was a Cowichan Elder who worked over seven decades to share and protect the Hul'q'umi'num' language. This book is based on her oral histories about her family and life recorded in 1997.

Porter, Michelle. *Approaching Fire*. Breakwater Books, 2020.

Métis poet and journalist Porter documents a biography of her great-grandfather, Métis fiddler and performer Robert Goulet.

Robinson, Eden. *The Sasquatch At Home : Traditional Protocols And Modern Storytelling*. University of Alberta Press, 2011.

This short book is from a lecture Eden Robinson delivered in 2010. It is a memoir of parts of her life in Kitimaat Village, her parents and community, told with humour. She weaves understandings about Cultural Protocols that are important to the Haisla First Nation.

BC FIRST PEOPLES: BIBLIOGRAPHY

Rondina, Catherine. *How a First Nations Kid Became a Superstar Goaltender*. Lorimer Recordbooks, 2018.

This Hi-Lo book follows the life of Carey Price, NHL goaltender, from his youth in Ulkatcho First Nation to becoming a hockey superstar and role model.

Saskamoose, Fred. *Call Me Indian*. Penguin Random House, 2021.

Subtitled “From the trauma of Residential School to becoming the NHL’s first Treaty Indigenous Player.” Saskamoose was not only a profession hockey player, but First Nations leader and supporter of youth sports initiatives.

Sellars, Bev. *They Called Me Number One: Secrets and Survival at an Indian Residential School*. Talonbooks, 2013.

This autobiography by Chief Bev Sellars focusses on her experiences at St. Joseph’s Mission Residential School at Williams Lake, but also includes her early life with her family, going to university, and becoming a political leader.

Warner, Andrea. *Buffy Sainte-Marie*. Greystone Books, 2018.

This biography of the Cree musician, artist, educator and activist follows her long career, and also includes her personal reflections on topics such as surviving abuse, fame, happiness and decolonization.

2. FIRST NATIONS NARRATIVES AND COMMUNITY HISTORIES

These books focus on single First Nations communities or cultural groups. 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. See also the listing of biographies.

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 Gitksan 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

BC FIRST PEOPLES: BIBLIOGRAPHY

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.

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.

Carlson, Keith Thor, ed. *A Stó:lo Coast Salish Historical Atlas*. Stó:lo Heritage Trust, 1997

An in-depth presentation of 15,000 years of natural, cultural, and spiritual history of the Coast Salish people, from the last great glaciation to the 20th century. Contains numerous historic maps, original cartographic representations, photographs, and artwork. An exhaustive compilation of Halq'emeylem place names, with accompanying explanatory text and translations is included.

Carlson, Keith Thor. *You Are Asked to Witness: The Stó:lo in Canada's Pacific Coast History*. Stó:lo Heritage Trust, 2001.

Focuses on the Halq'emeylem speaking peoples known as the Stó:lo who live along the lower Fraser River watershed. Addresses issues ranging from early contact to contemporary urbanization providing important and often overlooked insights into Canada's Pacific Coast history.

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 and 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 Rises): 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

BC FIRST PEOPLES: BIBLIOGRAPHY

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.

Furniss, Elizabeth. *Dakelh Keyob: The Southern Carrier in Earlier Times*. 1993. 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. Contains a number of Secwépemc Traditional Stories.

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.

BC FIRST PEOPLES: BIBLIOGRAPHY

Morin, Mélanie. *Niwbts'ide'nī Hibi'it'ēn, The Ways of Our Ancestors: Witsuwit'en History & Culture Throughout the Millennia*. 2nd edition. SD54 and the Witsuwit'en Language and Culture Authority, 2016.

This book introduces Witsuwit'en people and their history. It explores the Witsuwit'en clan system in depth and how it relates to traditional Witsuwit'en land use, spirituality and values. Oral histories from various eras in Witsuwit'en ancient history are shared, as well as the recent history that formed the Witsuwit'en Nation and the Bulkley Valley, as we know them today.

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 Tīa'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. Legends about **qaayx** (Mink), at the website, *Written as I Remember It. Teachings from the Life of a Sliammon Elder*. <http://publications.ravenspacepublishing.org/as-i-remember-it/mink-legends>

Elsie Paul tells 8 Traditional Stories about Mink, the **ʔaʔamun** (Sliammon) trickster. Students can view her telling the stories through videos, and read the text of the stories.

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.

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.

BC FIRST PEOPLES: BIBLIOGRAPHY

- 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.

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.

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.

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.

BC FIRST PEOPLES: BIBLIOGRAPHY

3. TOPICAL BOOKS, ARTICLES AND THESES

These resources will be valuable for teacher and student general background and specific topics relating to BC First Peoples 12.

Archibald, Jo-Anne Q'um Q'um Xiiem. *Indigenous Storywork. Educating the Heart, Mind, Body and Spirit*. UBC Press, 2008.

This book is based on work and experiences with Coast Salish and Stó:lo Elders to provide a framework of how Traditional Stories and storytelling can connect with educational practices, which the author calls storywork.

Armstrong, Jeannette, Lally Grauer and Janet MacArthur, eds. *Okanagan Women's Voices. Syilx and settler writing and relations, 1870s to 1960s*. Theytus Books, 2021

The writing and relations between Syilx and settler women, largely of European descent, who came to BC's southern interior, featuring the writing and stories of seven women: Susan Moir Allison (1845-1937), Josephine Shuttleworth (1866-1950), Eliza Jane Swalwell (1868-1944), Marie Houghton Brent (1870-1968), Hester Emily White (1877-1963), Mourning Dove (1886-1936) and Isabel Christie MacNaughton (1915-2003).

British Columbia. *Aboriginal Worldviews and Perspectives in the Classroom. Moving Forward*. Victoria: Queen's Printer for British Columbia, 2015. Online at <https://tinyurl.com/fnesc205>

This document is designed to support educators in understanding best practices in approaching Indigenous 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. *In Plain Sight. Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care*. 2020. <https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Summary-Report.pdf>

Addressing Racism Review Summary Report, November 2020, conducted by Hon. Dr. M.E. Turpel-Lafond (Aki-Kwe), Independent Reviewer.

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 or link directly at <http://ow.ly/LV5X302mlHN>

Through examples from Heiltsuk, Namgis and Haida First Nations, 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.

BC FIRST PEOPLES: BIBLIOGRAPHY

Gendron, Danielle. "Eating Gitxaala, Being Gitxaala: Food and Cultural Security." *Of One Heart: Gitxaala and Our Neighbours*. New Proposals Vol. 8 No. 1. 2016. Pages 91-106. New Proposals website, <https://ojs.library.ubc.ca/index.php/newproposals/article/view/188297>

This academic paper investigates the food system of the Gitxaala Nation in Kitkatla. The author, a university student, conducted research about food resources and security in Kitkatla. She discusses the importance of traditional foods to the culture and lives of the Gitxaala, and describes some of the significant food resources, particularly in the processing of la'ask, a type of seaweed, through personal involvement with harvesting and processing. Of importance to the people is the concept of *syt güülm goot*, the reciprocal component of the food system, sharing with each other.

Gray, Lynda. *First Nations 101*. Vancouver: Adaawx Publishing, 2022. 2nd edition updated and expanded. Originally published in 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.

Gray Smith, Monique. *Speaking Our Truth, A Journey of Reconciliation*. Orca, 2017.

This is an engaging book that deals with the journey to Reconciliation in a way that communicates with youth. Includes short interviews with many youth and adult Indigenous people.

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.

Jamieson, Eric . *The Native Voice : The History Of Canada's First Aboriginal Newspaper And Its Founder Maisie Hurley*. Caitlin Press, 2016.

The story of the Native Brotherhood of BC, the creation of its newspaper *The Native Voice* and the role of ally Maisie Hurley. Forward by Chief Robert Joseph.

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.

BC FIRST PEOPLES: BIBLIOGRAPHY

Kelm, Mary-Ellen. *Colonizing Bodies: Aboriginal Health and Healing in British Columbia, 1900-50*. Vancouver: UBC Press, 1998.

See Chapter 4, A 'Scandalous Procession': Residential Schooling and the Reformation of Aboriginal Bodies. Also published as an article in *Native Studies Review* 11, no 2 (1996), available online at: http://portal.usask.ca/docs/Native_studies_review/v11/issue2/pp51-88.pdf

King, Thomas. *The Inconvenient Indian: a curious account of Native people in North America*. Toronto: Doubleday. Originally published 2012; illustrated edition 2017.

"At once a history and a subversion of history, this book has launched a national conversation about what it means to be "Indian" in North America, and the relationship between Natives and non-Natives in the centuries since the two first encountered each other." New edition includes hundreds of images, from art and logos to archival images and monuments,

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 Tsilhqot'in. There are references to potlatches throughout the book.

McCue, Duncan. *Reporting in Indigenous Communities*. <http://riic.ca/>

This website and blog are aimed at journalists, but has important perspectives that can be applied by teachers and students.

Mathias, Chief Joe and Gary R. Yabsley. "Conspiracy of Legislation: The Suppression of Indian Rights in Canada." *BC Studies*, No 89, Spring 1991, pages 34-40. <https://tinyurl.com/fnesc711>.

This article identifies the major ways that the Indian Act and other legislation infringed on the rights and freedoms of First Nations, giving the relevant clauses from the various versions of the Indian Act. It includes an appendix that lists significant federal and provincial legislation that restricted/restricts and denies rights of First Nations.

Monchalin, Lisa. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. University of Toronto Press, 2016. 448 pages.

This is a comprehensive resource for many of the topics covered in this teacher's guide. The introductory chapters cover topics such as Canadian definitions of Indigenous peoples debunking stereotypes, Indigenous World Views, teaching, and Protocols. It goes on to discuss Indigenous governance, historical and contemporary colonialism, interpretation of Indigenous treaties and rights, Indigenous Peoples and the "state," assimilation, crime, violence against Indigenous women, Euro-Canadian vs Indigenous justice, and more.

Mosby, Ian. Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952. *Histoire sociale/Social history*, Volume 46, Number 91, Mai-May 2013. 29 pages. Online at <http://fns.bc.ca/our-resources/administering-colonial-science-nutrition-research-and-human-biomedical-experimentation-in-aboriginal-communities-and-residential-schools-1942-1952>

This academic article presents research into how nutritional experiments and studies were conducted in First Nations communities and in Indian Residential Schools between 1942 and 1952. It includes research from Northern Manitoba and James Bay and some information on experimentation at Alberni Indian Residential School.

BC FIRST PEOPLES: BIBLIOGRAPHY

Neasloss, Doug. An Interview with Doug Neasloss. Green Fire Productions. *Exploring the Great Bear Sea* series. 2016. Available to download at 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 79-84 in *Social Studies Grade 11& 12* resource. See the entry for the video *First Nations History Overview*.

Newman, Carey and Kirstie Hudson. *Picking up the Pieces. Residential School Memories and the Making of the Witness Blanket*. Orca, 2019. 180 pages.

Picking Up the Pieces tells the story of the making of the Witness Blanket, a work of art conceived and created by Indigenous artist Carey Newman. It includes hundreds of items collected from residential schools across Canada. In book or digital formats.

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

Orange Shirt Society. *Orange Shirt Day*. Phyllis Webstad and Joan Soarley, editors. Medicine Wheel Education, 2020.

This hardcover book explores the historical impact on Indigenous people in order to create champions who will walk a path of reconciliation through Orange Shirt Day, promoting the message that Every Child Matters.

Proceedings of the Cultural Protocols & The Arts Forum, March 3-4, Penticton BC. First Peoples' Cultural Council. <https://fpcc.ca/resource/proceedings-of-the-cultural-protocols-the-arts-forum-2014/>

The proceedings of the forum at the En'owkin Centre that brought together 70 Indigenous artists, cultural people, and allies to discuss how cultural protocols influence, inform, challenge and support artistic practice.

Regan, Paulette. *Unsettling the Settler Within: Indian Residential Schools, Truth Tell, and Reconciliation in Canada*. UBC Press, 2010.

The author is a non-Indigenous academic and was Director of Research for the Truth and Reconciliation Commission. She challenges much of the accepted settler identity in Canada, arguing that non-Indigenous Canadians need to go through their own process of decolonization.

Royal Commission on Aboriginal Peoples (RCAP). <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/introduction.aspx>

The Royal Commission on Aboriginal Peoples (RCAP) was established by Order in Council on August 26, 1991, and it submitted in October 1996 the Report of the Royal Commission on Aboriginal Peoples. The RCAP was mandated to investigate and propose solutions to the challenges affecting the relationship between Aboriginal peoples (First Nations, Inuit, Métis Nation), the Canadian government and Canadian society as a whole.

Steel, Debora. Hungry children at Alberni residential school used as guinea pigs. *Windspeaker*, v. 31 n. 5, 2013. <http://www.ammsa.com/publications/windspeaker/hungry-children-alberni-residential-school-used-guinea-pigs>

This news article reports on the reaction of First Peoples in Port Alberni to the research into the nutritional experiments carried out on children at the Alberni Indian Residential School in the 1950s.

BC FIRST PEOPLES: BIBLIOGRAPHY

This Place: 150 Years Retold. Highwater Press, 2019.

This is an anthology of graphic novels with stories told by ten writers who tell the history of Canada over the last 150 years from Indigenous perspectives. Each of the stories are placed on a timeline of relevant historical events. The stories are:

Annie of Red River by Katherena Vermette. Annie Bannatyne was Métis, married into Winnipeg's business elite. She "stepped outside her gender role and committed a single act of resistance that fired the imagination of a young Louis Riel."

Tilted Ground by Sonny Assu. The story of Kwakwaka'wakw Chief Billy Assu by his great-great-grandson tells how he led his people through the era of the Potlatch ban.

Red Clouds by Jen Storm. A fictionalized version of true events of the Jack Fiddler case that illustrates the gulf between traditional Anishinaabe laws and protocols, and colonial laws.

Peggy by David A. Robertson. Francis "Peggy" Pegahmagabow was the most decorated Indigenous soldier in World War One, but back at home at the Wasauksing First Nation in Ontario he faced discrimination from the Indian Agent and the government. He went on in 1949 to be the Supreme Chief of the National Indian Government (forerunner of the AFN).

Rosie by Rachel and Sean Qitsualik-Tinsley. An imaginative story based in Inuit shamanism.

Nimkii by Kateri Akiwenzie-Damm. A mother recounts to her daughter her tragic experiences when she was taken away from her family during the Sixties Scoop.

Like a Razor Slash by Richard Van Camp. A story told against the background of the proposed Mackenzie Valley Pipeline in the Northwest Territories, focussing on the life of Chief Frank T'Seleie, a residential school Survivor who delivered an important speech protesting the pipeline.

Migwite'tmeg: We Remember It by Brandon Mitchell. Listuguj, a Mi'gmaq community in eastern Quebec, fight to uphold their traditional rights to fish.

Warrior Nation by Niignewidam James Sinclair. Highlighting the events leading up to, during and following the Oka Resistance.

kitaskinaw 2350 by Chelsea Vowell. Imagining new relationships in Indigenous life in the future.

Truth and Reconciliation Commission of Canada.

Honouring the Truth, Reconciling for the Future. Summary of the Final Report of the Truth and Reconciliation Commission of Canada. https://web.archive.org/web/20200717145159/http://www.trc.ca/assets/pdf/Executive_Summary_English_Web.pdf

Truth and Reconciliation Canada. *Final Report*. 6 volumes. Each volume also contains extensive bibliographies. All the volumes are available for download at the National Centre for Truth and Reconciliation website. This site also includes separate indexes for each of the volumes, as well as other related documents to download. <https://nctr.ca/records/reports/>

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.

BC FIRST PEOPLES: BIBLIOGRAPHY

UNICEF. *Know Your Rights! United Nations Declaration on the Rights of Indigenous Peoples for Indigenous Adolescents*. Secretariat of the Permanent Forum on Indigenous Issues, 2013. 40 pages. <https://fncaringsociety.com/sites/default/files/un-adolescents-guide2013.pdf>

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. Presented in a colourful magazine format which can be downloaded or viewed on line. Also includes a short quiz so students can test their knowledge.

Van Camp, Richard. *Gather: Richard Van Camp on the Joy of Storytelling*. University of Regina Press, 2021.

Tłı̨cho Dene storyteller and author Richard Van Camp shares his wisdom about stories and storytelling from more than 25 years of gathering and telling stories. The book includes discussions about the joy and importance of sharing stories, several stories that have been shared with him, tips for storytelling and Protocols when inviting storytellers into schools.

Vowell, Chelsea. *Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada*. Highwater Press, 2016. 291 pages.

In 31 essays, Métis writer Vowell explores Indigenous experiences from the time of contact to the present through five categories – Terminology of Relationships; Culture and Identity; Myth-Busting; State Violence; and Land, Learning, Law, and Treaties.

Webstad, Phyllis. *Beyond the Orange Shirt Story*. Medicine Wheel Education, 2021.

These stories are told in the voices of the family and friends of Phyllis Webstad, before, during, and after their residential school experiences. The stories are appropriate for all ages.

Younging, Gregory. *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*. Brush Education, 2018.

This is a guide for writers and publishers, but has useful information about important aspects of engaging with an and writing about Indigenous peoples for a wider audience.

4. ARCHIVAL SOURCES

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.

Bryce, Peter Henderson. *The story of a national crime : being an appeal for justice to the Indians of Canada ; the wards of the nation, our allies in the Revolutionary War, our brothers-in-arms in the Great War . 1922)* <https://archive.org/details/storyofnationalc00brycuoft>

BC FIRST PEOPLES: BIBLIOGRAPHY

Khahtsahlano, August Jack. *Conversations with Khahtsahlano, 1932-1954*. City of Vancouver Archives, 1955. Compiled by Major J. S. Matthews. <https://tinyurl.com/fnesc703>

Chief August Jack Khahtsahlano was a Squamish leader and historian who shared much information about traditional life and post contact experiences of the Squamish with City of Vancouver archivist J.S. Matthews. Their conversations were compiled in this book. It also includes maps with traditional place names, and drawings by Khahtsahlano.

National Centre for Truth and Reconciliation. Schools database, Archive Collection. Website. <http://nctr.ca>

Among the many resources on the National Centre for Truth and Reconciliation, this database collects information about individual Indian Residential Schools online. It includes historical information, maps of locations, and photographs. Also some key school documents are presented. (These are from the same files listed in the Department of Indian Affairs School Files section of the Grade 10 and Grades 11/12 FNEsc/FNSA Teacher Resource Guides.)

The Native Voice. Native Brotherhood of BC. <http://nativevoice.ca/>

Digitized copies of the monthly *Native Voice*, official paper of the Native Brotherhood of BC. Issues date from 1947 to 1955.

Native Land Claims Letters: Nass and Skeena Rivers Area. Indigenous Academia Resources, Simon Fraser University. <https://summit.sfu.ca/item/10353>

A collection of original correspondence dating from about 1909 to the 1930s. They appear to have been from a collection by Chief Wiseks, Stephen Morgan, a leader of the Gitksan community of Gitsegukla. Some deal with personal matters, but most relate to the important issues that the Gitksan leaders were facing, including the McKenna-McBride Commission, land rights, and the early organizations of the Allied Tribes and Native Brotherhood of BC. The collection provides a unique set of primary resource materials that students can use to explore the various ways that First Nations attempted to deal with governments and organize to have their rights acknowledged.

5. VIDEOS

Augusta. Anne Wheeler. National Film Board, 1976. 16 min. <https://www.nfb.ca/film/augusta/>

This documentary is a portrait of Augusta Evans, an 88-year-old Secwépemc woman who has spent her life in the hills near Williams Lake area. Born the daughter of a Chief, Augusta went to residential school and lost her treaty status when she wed her non-Indigenous husband. Augusta taught herself midwifery from a book and delivered many babies. Augusta was a cherished member of her community, where she shares her knowledge and songs.

Haítzəqʷ liáči - Heiltsuk Bighouse. River Voices, 2018. 5:46 min. <https://www.youtube.com/watch?v=jH8vxFxHGII>

Bella Bella community members talk about the significance of the building of a new bighouse at the centre of their community. They discuss the potlatch and how Heiltsuk culture was carried forward to the present day.

LONG JIM and other Chilcotin Stories. River Voices, 2018. 8:02 min. https://youtu.be/9w_4myWpBUg

“Focusing on Tsilhqot’in “Natural Law”, or ancestral philosophy for how to live responsibly on the

BC FIRST PEOPLES: BIBLIOGRAPHY

land and care for it, they braved frigid winter temperatures to film “Long Jim and other Chilcotin Stories.” The innovative documentary combines interviews on the ancient Tsilhqot’in way of life and on people’s sacred responsibilities to protect land, species, and water with the re-enactment of episodes from the life of Long Jim, a Tsilhqot’in Elder born in the 1870s or 1880s, who was highly respected as a model of Tsilhqot’in character and virtues.”

The Charter of Rights and Freedoms. Springtide, 2013. 6:34 min.
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 University of Canada professor explains the importance of elders in the community. CBC, 2019. 1:55 min. <https://youtu.be/BdRe3cD6ljk>

This short video discusses the traditional roles of Elders in Indigenous societies, roles in reversing effects of colonization; and the demands on Elders to participate in educational programs and other event.

First Nations History Overview. Karen Meyer, 2016. 14:02 min.
https://youtu.be/j7KJF_171KE

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.)

Indigenous Plant Diva. Kamala Todd, National Film Board, 2008. 9:13 min. https://www.nfb.ca/film/indigenous_plant_diva/

A portrait of T’uy’tanat-Cease Wyss (Skwxwu7mesh/Sto:Lo/ Hawaiian/Swiss). She is an artist and ethnobotanist. In this video she shares her knowledge about plants in the urban environment. It also describes how she passes her knowledge to her daughter, Senaqwila.

Kelli Clifton – Ts’msyen Artist. D. Dueck, 2020. 9:23 min. https://youtu.be/yiK_9p9JxI4

The artist and language teacher describes how she incorporates her language learning in her artwork, and her artwork in her language learning.

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 followed to bring about self-government through the BC Treaty Process, emphasizing a citizen-based process.

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.

My Name Is Kahentiiosta. Alanis Obomsawin. National Film Board, 1995. 29 min. https://www.nfb.ca/film/my_name_is_kahentiiosta/

This short documentary by Alanis Obomsawin tells the story of Kahentiiosta, a young Kahnawake Mohawk woman arrested after the Oka Crisis’ 78-day armed standoff in 1990. She was detained 4 days longer than the other women. Her crime? The prosecutor representing the Quebec government did not accept her Indigenous name.

BC FIRST PEOPLES: BIBLIOGRAPHY

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, Resilience and Renewal, Spirituality, Role of Women, Sacred Teachings.

Okanagan Women Elders Stories. Westbank First Nation, 2016.

This is a series of interviews with Elders of the Westbank First Nation, touching on a variety of topics that include Cultural Protocols, beliefs, uses of medicine plants.

Part 1 - Introduction <https://youtu.be/-SZaL9MBgZg>

Part 2 - Family Customs & Traditions <https://youtu.be/YrbTuXsxJng>

Part 3 - Family Beliefs & Language <https://youtu.be/hwKId4DZOB8>

Part 4 - Sweat House <https://youtu.be/xvkKowkjMYk>

Part 5 - Plants & Medicines <https://youtu.be/-sfhfFIOqsw>

Part 6 - Rawhide & Buckskin <https://youtu.be/SVdbTGWQ7eI>

Chapter 7 - Childhood Customs <https://youtu.be/nI-sJrrGBG4>

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

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

A Kitasoo 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/

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/

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.

BC FIRST PEOPLES: BIBLIOGRAPHY

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.

6. Websites

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

As I Remember It. Elsie Paul. (Ravenspace Publishing, UBC) <https://ravenspacepublishing.org/publications/as-i-remember-it/>

This interactive site is based on Elsie Paul's book *Written as I Remember It. Teachings from the Life of a Sliammon Elder* (UBC Press, 2014). It includes, audio clips, video and text to discuss four main topics: Territory, Community, Colonialism and Wellness.

BC Assembly of First Nations. *Interactive map*. <https://www.bcafn.ca/first-nations-bc/interactive-map>

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://sac-isc.gc.ca/eng/1623334709728/1623335671425#maps>

An online map showing all the main First Nations communities in the province. It also includes a link to a map of the Métis population in BC.

First Peoples' Cultural Council. *First Peoples' Map of BC*. <https://maps.fpcc.ca/>

An interactive, online representation of Indigenous languages, cultures and places of British Columbia.

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. <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.

BC FIRST PEOPLES: BIBLIOGRAPHY

Indigenous Watchdog. <https://indigenouswatchdog.org/>.

The Indigenous Watchdog tracks the progress that has or has not been made on implementing the TRC Calls to Action and on other important issues. Its goal is to deliver relevant, current information to raise awareness on Indigenous issues through an Indigenous lens.

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

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.

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

7. 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.

BC FIRST PEOPLES: BIBLIOGRAPHY

- *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.

Antoine, Asma-na-hi, Rachel Mason, Roberta Mason, Sophia Palahicky, and Carmen Rodriguez de France. *Pulling Together: A Guide for Curriculum Developers*. Victoria, BC: BCcampus. 2018. <https://opentextbc.ca/indigenizationcurriculumdevelopers>

This guide was developed for post-secondary instructors to help in the process of integrating, honouring, and respecting Indigenous culture, history, and knowledge in curriculum

First Nations Education Steering Committee/ First Nations Schools Association Resources. All these resources available to download at <http://www.fnesc.ca/learningfirstpeoples/>

- *BC First Nations Land, Title, and Governance Teacher Resource Guide*. 2019.

This guide is designed to provide support for teachers and students in all BC schools, including First Nations, public, and independent schools. It was developed enhance the understanding of traditional and contemporary forms of First Nations governance specific to the province of BC, including information about modern day treaty and its alternatives. It provides relevant background information and provides suggested activities and resources for grades 2 to 12. This guide is divided into six different units as well as additional support material. While the first four units are organized by grade level, teachers will find activities in all of them than can be adapted to other grades as needed. Units 5 and 6 can be applied from Grades 4 to 12.

- *English First Peoples 10-12*. 2018.

The guide supports the implementation of the BC English First Peoples 10-12 provincially prescribed curriculum. It is designed to provide support for teachers and students in all BC schools, including First Nations, public, and independent schools. The guide updates, amalgamates and replaces two previous FNEESC resource guides: the English First Peoples 12 Teacher Resource Guide (2008) and the English First Peoples 10 and 11 Teacher Resource Guide (2010).

Among other rich materials, it has useful background content on topics such as story, oral traditions and place, as well as literature-based activities that deal with many similar themes to BC First Peoples 12

- *Indian Residential Schools & Reconciliation Gr. 5, 10, and 11/12 Teacher Resource Guides*. 2015.

Indian Residential Schools & Reconciliation Gr. 5 is designed to help elementary students attain an understanding of the history of the relationship between Indigenous and non-Indigenous people over Canada's history and engage young people to take part in the journey of reconciliation. Although it focuses on grade 5, the guide can be applied to older grade levels. The primary learning resources in this guide are published literature, enabling a cross-curricular approach employing both Language Arts and Social Studies learning standards.

Indian Residential Schools & Reconciliation Gr. 10 is designed to help secondary students attain an understanding of the history of the relationship between Indigenous and non-Indigenous people over Canada's history and engage young people to take part in the journey of reconciliation. Although it focuses on grade 10, the guide can be applied to older grade levels.

The Indian Residential Schools & Reconciliation Gr. 11/12 Teacher Resource Guide, Books 1 and 2 is designed to use an inquiry approach to provide students in a number of grade 11 and 12 courses with an understanding of the history of the relationship between Indigenous and non-Indigenous people over Canada's history. This resource is constructed so that it can be used as a complete unit of study, but is built on components that can be adapted into your own curriculum organization.

BC FIRST PEOPLES: BIBLIOGRAPHY

The guide is separated into Book 1 and Book 2, designed to go together. Book 1 includes background information, planning for instruction, resource overview, and blackline masters. Book 2 includes the documentary evidence necessary for the instructional activities outlined in Book 1.

- *Science First Peoples Grades 5-9*, 2016, and *Secondary Science First Peoples Teacher Resource Guide*, 2019.

These guides provides educators with resources to support the integration of the rich body of First Peoples (unappropriated) knowledge and perspectives into Science and other curricular areas. The guides includes background information on how First Peoples' perspectives in science can be recognized and included in science inquiry. It also offers curriculum planning suggestions, and provides examples of fully developed multi-grade thematic units that correspond with the BC curriculum.

Gladys We Never Knew: The life of child in a BC Indian Residential School. BC Teachers Federation. <https://issuu.com/teachernewsmag/docs/ebookr>

This learning resource looks at the residential school experience with focus of one girl who went to Kamloops Indian Residential School, and died there.

Green Fire Productions. *Exploring the Great Bear Sea* series. 2016. Available to download at 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.

LearnAlberta (Province of Alberta). *Walking Together; First Nations, Métis and Inuit Perspectives in Curriculum*. <http://www.learnalberta.ca/content/aswt/>

This digital resource is a Professional Development resource intended for educators. Although dealing with First Peoples of Alberta, some components may be useful for BC educators. The Discussion Guide section, called Talking Together, includes a number of activities that may be adapted for professional development.

Nishnawbe Aski Nation. *Healing the Generations Residential School Curriculum*. 2017. Online at <http://rschools.nan.on.ca/>

The focus of these Grade 9 to 12 resources is on the Nishnawbe Aski Nation and based on the Ontario curriculum, but they are readily adapted for British Columbia classroom. They include a number of survivor stories, and comprehensive lessons for each grade from 9 to 12. They will provide excellent additional materials for the FNEsc units. Each lesson includes background material, activities, worksheets, readings, quizzes and rubrics.

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://swwlibrary.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

BC FIRST PEOPLES: BIBLIOGRAPHY

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.

Speak Truth to Power Canada. *Wilton Littlechild Truth and Reconciliation*. <http://sttpcanada.ctf-fce.ca/lessons/wilton-littlechild/>

These activities view the idea of Truth and Reconciliation through the life of Wilton Littlechild, a Cree Chief, who has been a Member of Parliament, delegate on the UN Declaration on the Rights of Indigenous Peoples, worked on the TRC and is a member of the Order of Canada. Includes biographical material and lesson outlines to cover 6 class periods. Suggested grade levels, 5 to 12.

Union of BC Indian Chiefs. “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 four Curriculum Challenges, including “Were the Douglas Treaties and the Numbered Treaties Fairly Negotiated?” They include detailed Suggested Activities for classroom use.

8. 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.

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 Yayab*. Tradewind Books 2018.

Set in the Nicola Valley, a First Nations family goes on an outing to harvest plants. A

BC FIRST PEOPLES: BIBLIOGRAPHY

grandmother passes down her knowledge of plant life and the natural world to her young grandchildren.

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?

Nicholson, Caitline Dale. *I Wait: nipehon*. Toronto: Greenwood 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.

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.

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.

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.

Webstad, Phyllis. *The Orange Shirt Story: The True Story of Orange Shirt Day*. Medicine Wheel Education, 2018.

Phyllis Webstad's first book that told the story of her residential school experiences, that inspired the wide-spread adoption of Orange Shirt Day.

Webstad, Phyllis. *Phyllis's Orange Shirt*. Medicine Wheel Education, 2019.

An adaptation of *The Orange Shirt Story* for ages 4-6.